

ACKNOWLEDGEMENTS

This research would not have been possible without the help of the following people:

- All the children, young people, parents, carers and schools who participated
- Simon Dear, Isle of Wight Children's Fund
- Martin Gibson, LIFT Isle of Wight
- Eileen Monks, Isle of Wight Youth Trust

CONTENTS

PAGES

5	Summary
7	Introduction
12	Results
12	i) Primary Schools
20	ii) Middle Schools
26	iii) High Schools
36	Discussion
49	Recommendations
53	References
54	Appendices
54	Appendix 1: Primary School Questionnaire
57	Appendix 2: Middle School Questionnaire
60	Appendix 3: High School Questionnaire
64	Appendix 4: Summary data – Primary Schools
69	Appendix 5: Summary data – Middle Schools
74	Appendix 6: Summary data – High Schools
81	Appendix 7: Brighton & Hove Complaint form
82	Appendix 8: Contact details and information

SUMMARY

Stemming from the issues raised surrounding public transport at the Wight 2B Heard Conference 2002, this research project explored and built upon issues faced by young people and parents/carers with young children in relation to public transport on the Isle of Wight. The project was funded by the Isle of Wight Children's Fund and was supported by the Isle of Wight Youth Trust. It aimed to identify unmet transport needs, which could lead to social exclusion due to a lack of access to services and facilities, and to inform the actions and policies of the Rural Transport Partnership, Isle of Wight Council, Parish and Town Councils, operators and other bodies.

Around three thousand questionnaires were issued and with a high response rate of just over fifty percent, it seems fair to say that transport is an important issue for many young people, perhaps as transport is a fundamental part of many people's everyday life. Three different questionnaires were distributed to a selection of Primary, Middle and High Schools. The surveys that were sent around the Primary Schools were designed for the parents/carers to complete, and the surveys that went around the Middle and High Schools were designed for completion by the students. They all included similar questions, although each was tailored to the ages of the target audience.

Several key issues arose from the information received from the participants; these fell into several broad categories –

- 'The journey to and from school', such as how parents/carers and young people usually get to school and to out-of-school activities.
- 'Safety around the school site', such as potential dangers of main roads, parking and inappropriate speeds
- 'After school clubs/out of school activities', for example, what they participate in, where, and how they travel there.
- 'Concessionary fares and value for money', including cost and discount cards available.
- 'Quality of the service', such as the customer service skills and knowledge of the drivers.
- 'Bus stops', for example, the quality and safety of the bus stops.
- 'Frequency' including the times of day and areas where young people think there should be an increase in the service.

Research demonstrates that the topics are all areas that can affect parents/carers with children and young people when travelling on public transport. Such issues cause many problems that make travelling on public transport very inconvenient or even impossible for some people. This restricts access to certain places and services consequently leading some to miss out on social opportunities and facilities.

Many of the problems identified are significant issues that cannot just be improved overnight; for example, lowering the cost of fares would dramatically influence the profit of operators. This report makes recommendations on a number of key issues, where the collective impact of implementing small changes could bring real benefit to children and young people across the Island.

INTRODUCTION

The Isle of Wight is largely a rural island, lying to the south of the mainland cities of Portsmouth and Southampton. Tourism is a major input to the economy of the Island, but consequently leads to a significant increase in road traffic during peak tourist season (Local Transport Plan, 2001). The principle town is Newport, lying in the centre of the Island, where many of the main services and facilities are based. Since deregulation of the bus industry in England in 1985, the Island's bus services have been primarily provided by Southern Vectis, who operate around ninety percent of the services and carry around six million customers a year (based on 1999 figures) (Rural Transport Action Plan, 2002). The majority of the other ten percent is provided by the Isle of Wight Council's Wightbus service. The Island now has about eight miles of railway, stretching between Shanklin and Ryde.

It became apparent from the 'Wight 2B heard Conference 2002' (which discussed various issues raised by young people in sixth forms across the Island), that young people in particular were not satisfied with the available transport facilities on the Island. The topic of public transport came up time and time again throughout the event, even though it was not on the agenda. Questions were raised throughout the day about Southern Vectis and bus provision on the Island. The Media Brief for the 2003 conference states, "*Research undertaken around Island schools through Wight 2B Heard showed that public transport was once again the biggest single issue for Young People on the Isle of Wight*".

Background

Consequently, partly as a result of the high level of dissatisfaction surrounding this topic at the Wight 2B Heard conference, the position of 'Youth Transport Researcher' was created. It was decided that the project, lasting a year only and funded by The Children's Fund, would be based at the Isle of Wight Youth Trust. The aim of the project was to research specific problems and opinions directly from young people, carers and parents/carers on this topic, in order to actively involve them in the Rural Transport Partnership and the development of Parish Transport Grants. Proposals and improvement ideas would also be addressed.

Young people and children are a vital age group to consider when discussing transport needs as they begin to strive for independence as they get older, yet are still too young to drive up to the age of seventeen years, or cannot afford to run a car or other private transport, such as a motorcycle. Public transport is therefore of great importance to young people and children, and often a necessity for those who live away from main towns and in rural areas (which makes up the majority of the Isle of Wight) (The Agenda 21 Strategy for the Isle of Wight, 2000/2001), or whose parents/carers are unable to take them to the places they wish to go for one reason or another. For young people, transport will continue to be a problem for many, as it is related to so many areas of their life. Better access to public transport could directly influence access to school, work experience, employment, visiting friends, sports and exercise, social life, independence and leisure. Increasing use of public transport, and reducing car usage also has environmental benefits, such as minimising air pollution from vehicles and congestion on the roads. By improving sustainable public transport there may eventually be less of a need to own a private car (Local Transport Plan Annual Progress Report, 2002).

Clear evidence of unmet transport needs is concentrated in rural areas (Rural Transport Action Plan, 2002) where there are often few or no bus services between smaller, rural towns and villages. This isolates many young people from visiting friends and getting home after school hours, perhaps from extra-curricular activities. Community-based transport for those going between villages and even to the main towns has been introduced in other parts of the country funded by Rural Transport Grants that fund community-based projects (Rural Transport Action Plan, 2002).

Although problems with public transport are often voiced from the older age-range of young people and adults themselves concerning their own lack of access to facilities and services, younger children are often left out from opportunities due to transport problems (Isle of Wight Transport Study, July 1998). Twenty-four percent of households on the Island do not own a car (Census, 2001), Parents/carers then have to rely on public transport or lifts from friends. This in turn can reflect back onto the child as the parents/carers may not be able to afford the cost of public transport or the availability or frequency may not be suitable, perhaps leading to the child missing out on social opportunities, such as after-school clubs, sport and entertainment.

Review of Previous Research

It is apparent from existing research that there are a few key issues constantly brought up when addressing the area of Youth Transport. A survey called 'Making Cowes Work' (summarised in Appendix B of 'Assessing the potential for a 'one stop shop' for young people on the Isle of Wight', July 2002) identified the key areas of dissatisfaction of public transport. These were the *cost* (eighty percent dissatisfaction), the *timetabled frequency* (fifty-seven percent dissatisfaction) and the *reliability* of buses (sixty-seven percent dissatisfaction). Forty-six percent of people asked would like improvements with the location of the bus stops.

The leisure section in the ERIC Youth Survey, (2001) (one thousand, one hundred and eight-four young people from across the Island were interviewed by staff from Connexions, CAMHS and the Youth and Community Service (see Appendix 8 for contact details)) who toured the Island on a bus called "Eric") showed that where young people had a problem with leisure, thirty percent had said it was related to transport problems. Based on previous work and participatory research, it appears that there is a requirement for transport to accommodate young people's needs. However, although the main issues have been identified as cost, frequency and availability, the problems need to be more specifically identified before any solutions can be developed (summarised in Appendix B of 'Assessing the potential for a 'one stop shop' for young people on the Isle of Wight' (July 2002)).

Some key transport related Isle of Wight plans, such as the Local Transport Plan (2001) and the Unitary Development Plan (2001) appear to often leave a gap in the active involvement of young people and children, as well as parents/carers, when collecting data to identify where the actual needs are surrounding transport. An example of this is the Isle of Wight Council Citizens Panel, Wave 8 (MORI Polls (November 2001), where there were only ninety-two sixteen to twenty-four year olds asked about certain issues about living on the Island, including transport. Although the sample of the population was weighted to reflect the demographic profile of Island residents, it did not include anyone below the age of sixteen years (some sixteen thousand, three hundred people between the age of five and fifteen (Isle of Wight Transport Study, 1998). This reinforced the need to

include young people and children in the collection of data if the information is to be reliable and valid.

Current Offers and Concessions

Presently, there are three main public transport discounts offered to young people: the Islander Card (Isle of Wight Council scheme, see Appendix 8 for contact details), the Youth Mover Card (Isle of Wight Council scheme, see Appendix 8 for contact details) and the 16-18 Saver Card (Southern Vectis scheme, see Appendix 8 for contact details). A child's fare (half price of the adult price) is available to all young people up to the age of fourteen.

- **Islander Card**

Who? Young people aged fourteen or fifteen.

What? Half price fare on any bus service after 9.00am Mon-Fri and all day Saturday, Sunday and Bank Holiday. Also, any day returns on the train.

Restrictions? Not 'Nightclubber' service. (late night service after 'club closing' hours)

Cost? Free.

- **Youth Mover Card**

Who? Available to those in full time education and who are Island residents aged thirteen to nineteen attending High School, Private School or the Isle of Wight College.

What?

- Thirteen to sixteen years old (Years 9 to Years 11):

Monday – Friday (not summer hols)	= Half price fare 9.00am-5.00pm. Free after 5.00pm.
Monday –Friday (summer hols)	= Half fare all day after 9.00am
Saturday, Sunday and Bank Holidays (not summer hols)	= Half fare all day up to 5.00pm. Free after 5.00pm.
Saturday, Sunday and Bank Holidays (summer hols)	= Half adult single fare all day

- Seventeen to nineteen years old (Years 12 and Year 13):

Monday – Friday (school days)	= Free travel after 5.00pm
Monday – Friday (non-school days, Except summer hols)	= Half fare 9.00am-5.00pm. Free after 5.00pm
Saturday, Sunday and Bank Holidays (not summer hols)	= Half fare all day up to 5.00pm. Free after 5.00pm.

Restrictions? Not 'Nightclubber' services (late night service after 'club closing' hours)

Cost? £5 per school term
£15 per academic year

- **16-18 Saver Card**
- Who?** Sixteen to eighteen years old
- What?** Mondays- Fridays after 6.00pm = Half price fares
Saturday, Sunday and school hols = Half price fares
- Restrictions?** Not 'Nightclubber' service (late night service after 'club closing' hours)
- Cost?** £8.50

Southern Vectis also offer a Summer Rover Ticket that is available for:

- Any child aged 5 – 13
- The holder of a valid 14 – 15 Islander Card
- The holder of a valid 16 – 18 Savers Card
- The holder of a Youth Mover ticket expiring in July or September 2003

There are two set ticket durations:

- 5th July 2003 to 2nd September 2003 inclusive – price £70.00
- 24th July 2003 to 2nd September 2003 inclusive – price £46.00

Rover tickets are also available on a one-day, two day, seven day and twenty-eight day basis.

It is apparent that young people can benefit from such schemes, however, only at certain times, with the most beneficial discounts being offered mainly to thirteen to sixteen year olds, which limits the upper age range of young people, those often being the ones who are striving for independence. There are also other offers and concessions available in the form of home-to-school transport. The Council is obliged by law to provide free home-to-school transport for school children up to Year 11, who live three miles or more away from their 'priority area' (two miles for those attending their 'priority area' Primary school).

Youth Transport Study

Three questionnaires were designed for various age ranges, to ensure the questions were appropriate at different life stages. One questionnaire was designed for the parents/carers of primary school children (aged between four and nine years) (see Appendix 1); another questionnaire was designed for the students of Middle School (aged between nine and thirteen years) (see Appendix 2), and another for the students of High School (aged between thirteen and eighteen years) (see Appendix 3).

They all included similar questions, such as their most frequent modes of transport to school and to social activities, problems they may experience and suggestions for improvements. The surveys were distributed to a variety of schools across the Island. The Primary Schools included were - Chale Primary, Haylands Primary, Nettlestone Primary, Newchurch Primary, Newport C of E Primary, St. Margaret's Primary, St. Saviour's Primary, Shalfleet Primary and Whippingham Primary. The Middle Schools included were – Forelands Middle, Lake Middle, Nodehill Middle, Sandham Middle, Swanmore Middle, Ventnor Middle, and West Wight Middle. The High Schools included were Carisbrooke High, Cowes High, Medina High, Ryde High and Sandown High. A few were circulated around the Isle of Wight College and Watergate School (see Appendix 8 for contact details). Figure 1 shows the geographical locations from which the surveys were distributed.

FIGURE 1: LOCATIONS OF THE SCHOOLS FROM WHICH THE DATA WAS GATHERED.



KEY

Black
Drawing
Pins =
Primary
Schools

Red
Drawing
Pins =
Middle
Schools

Green
Drawing
Pins =
High
Schools

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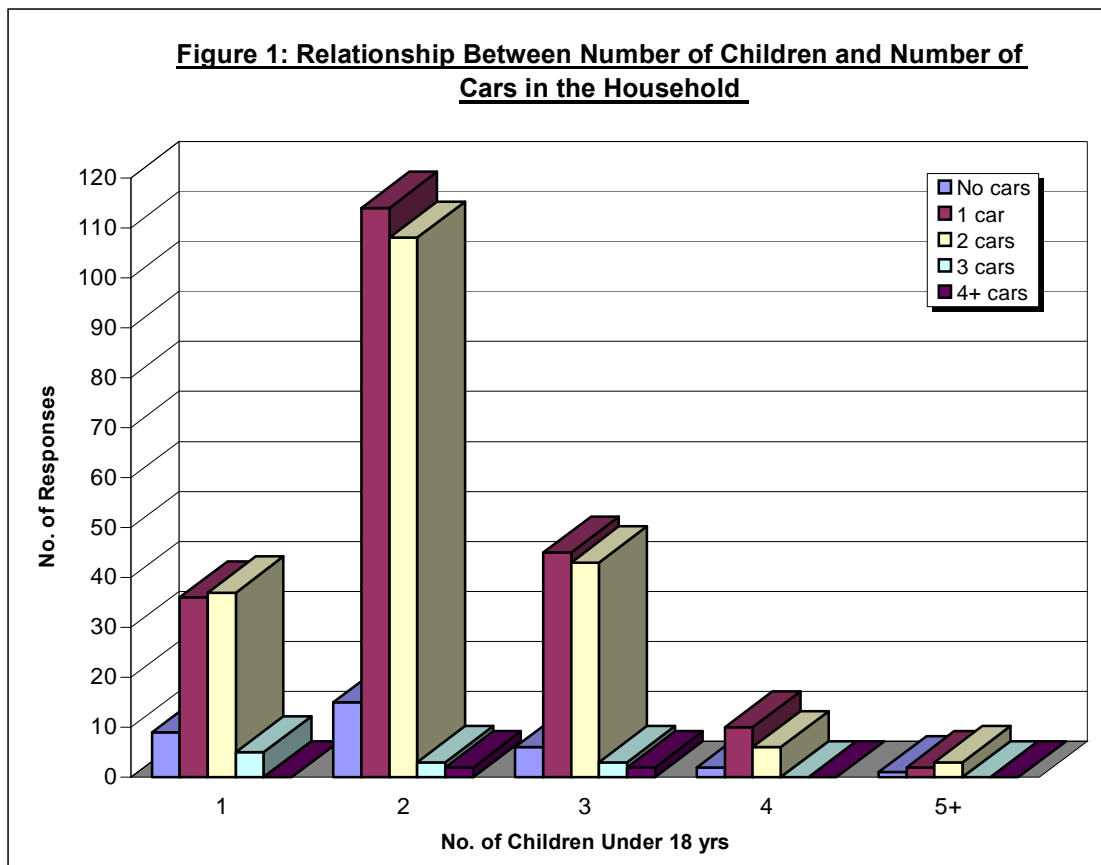
RESULTS

In total around two thousand, nine hundred questionnaires were distributed around the schools and about one thousand seven hundred were returned, showing over a fifty percent response rate. About seven hundred and fifty questionnaires were distributed around the various High Schools and four hundred and ninety-two were returned. A few were also sent out to the College, Ryde Private School and a couple of the Special Schools. About eight hundred and forty were sent to the various Middle Schools and six hundred and forty-two were received back from them. Around one thousand three hundred surveys were also sent to the selected Primary Schools and four hundred and fifty-two were returned. In total, one thousand, five hundred and seventy-two questionnaires were received back from the schools.

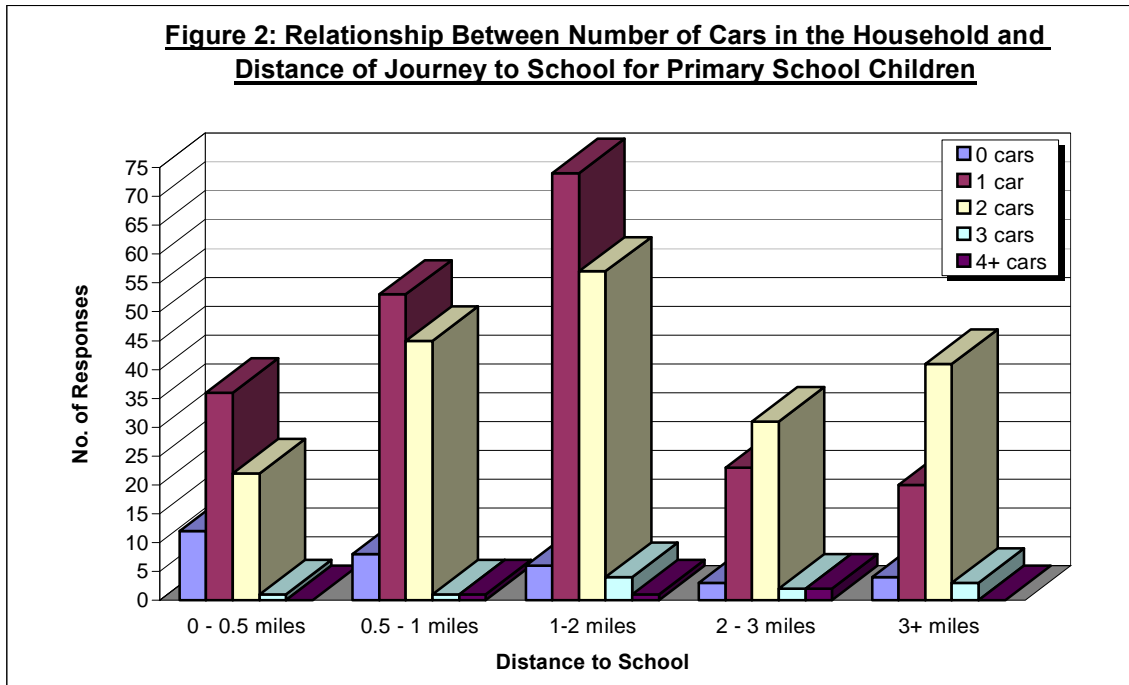
i) PRIMARY SCHOOLS

Roughly one thousand three hundred questionnaires were sent throughout nine Primary Schools. There were four hundred and fifty-two responses, showing a thirty-five percent return rate.

The majority of respondents had two children under eighteen years old in the household (fifty-four percent) (see Figure 1). A great proportion of families had at least one car; most families had one car (forty-six percent), and forty-four percent reported having two cars and only seven percent of respondents reported not having a car.



The majority of families who completed the questionnaire lived within one to two miles from the primary school that their child attended (thirty and a half percent). There was a wide spread of responses to the ‘distance to school’ question (see Figure 2). There was also a fairly wide spread of car ownership throughout the participants who replied, a larger percentage of people had two cars in the household if they lived more than two miles from the Primary School.



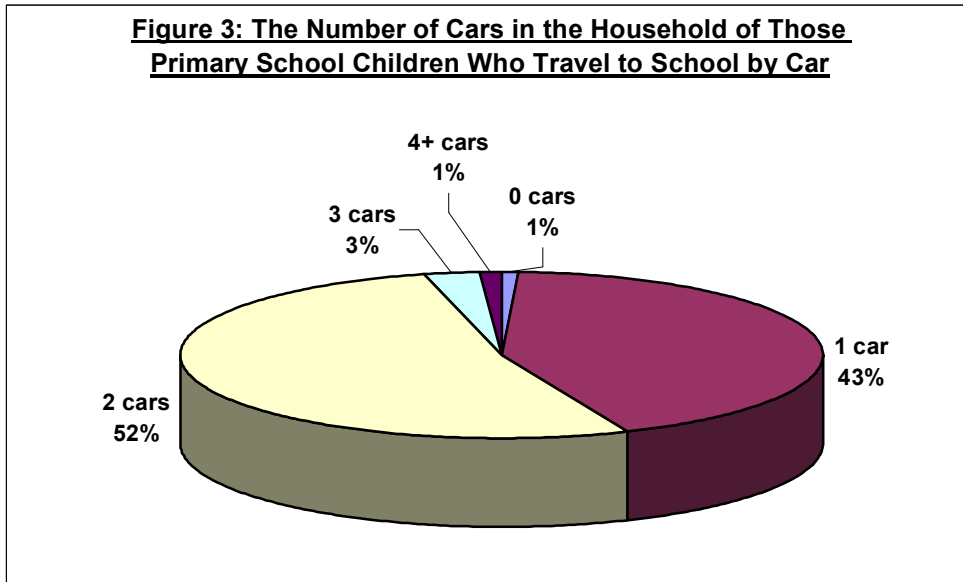
Over half of the parents/carers asked about how their child travels to school responded with the answer ‘car’, with the second largest proportion of children walking. This makes up eighty-six percent of the total Primary school children travelling to school (see Table 1). Very few children appear to travel to school by bike, public bus or school bus, with no-one travelling by train, although the train is limited to a small area of the Island only.

Table 1: Percentage of Primary School Children Who Travel to School by Various Modes of Transport

Walk	Shared Lift	School Bus	Public Bus	Bike	Train	Car	Other	No Response
30%	7%	4.5%	1%	0.5%	0%	56%	0%	1%

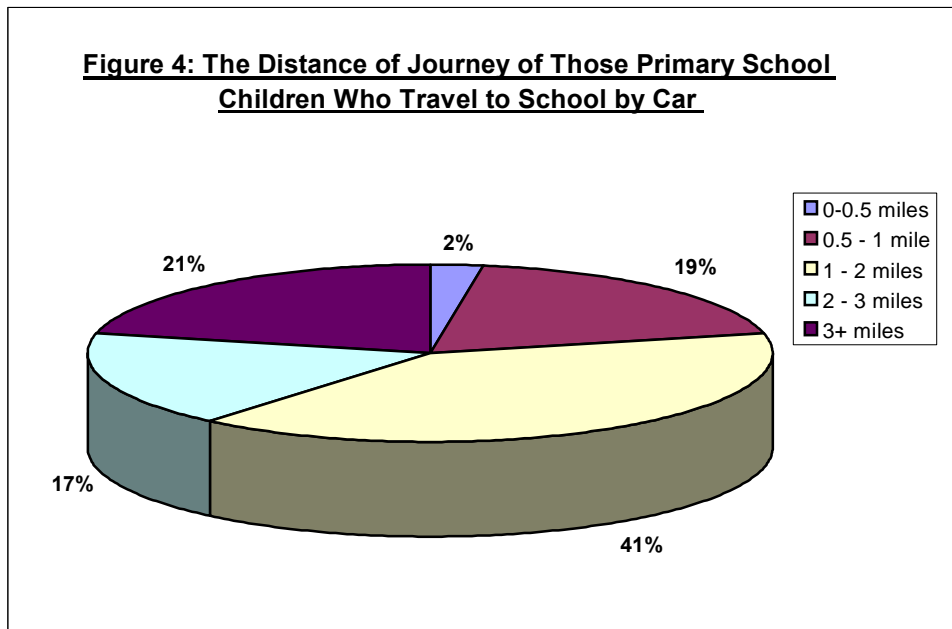
Over half of those parents/carers who take their children to school by car had two cars in their households and forty-three percent of those parents/carers have one car (see Figure 3). All of the children with three or more cars in their households travelled to school by car.

Figure 3: The Number of Cars in the Household of Those Primary School Children Who Travel to School by Car

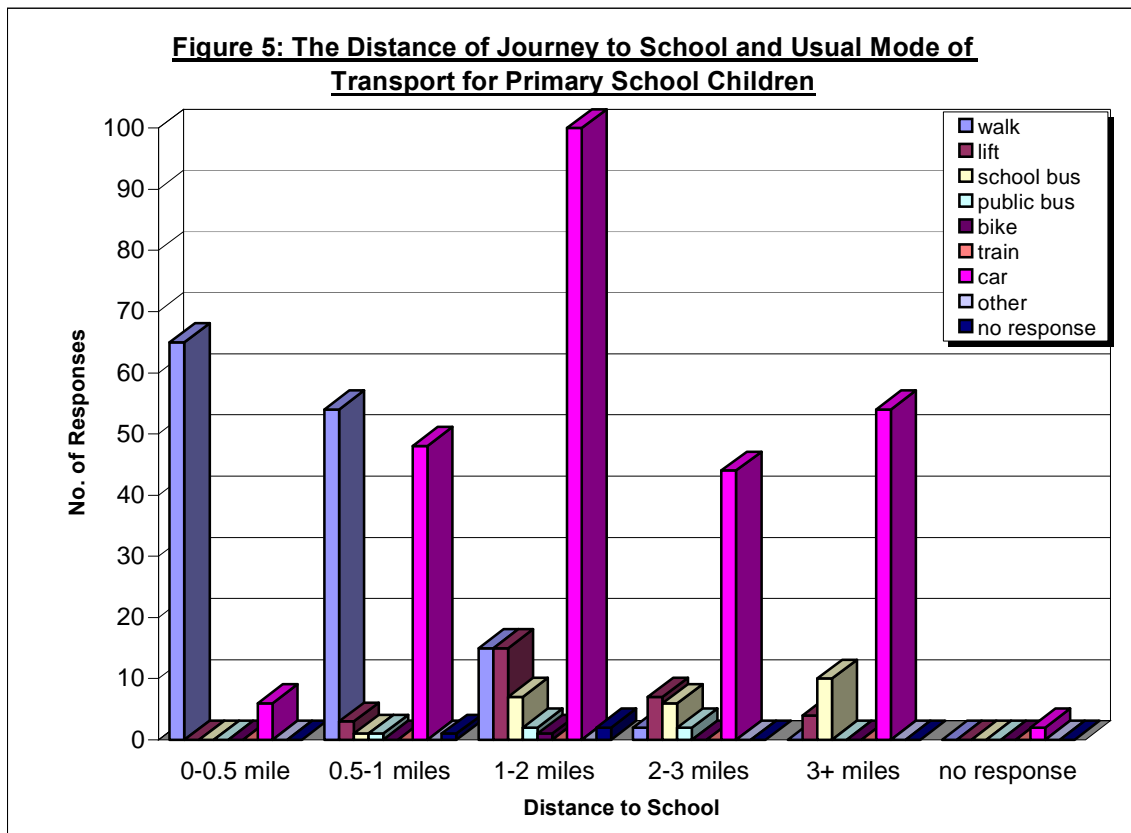


Twenty-one percent of children travelling to school by car lived less than a mile away from school, a distance generally considered walkable (see Figure 4). There is a fairly diverse spread of children travelling from various distances to school by car, although only a small proportion of students who live under five hundred metres from the school actually travel to and from school by car. Only two people did not respond to this question, therefore the data for this is made up from ninety-nine and a half percent of the total people surveyed.

Figure 4: The Distance of Journey of Those Primary School Children Who Travel to School by Car



For those children who live under a mile from school, it seems the majority walk to school, although just under half of those children travelling from between half a mile and a mile away travel by car (see Figure 5). There are only a few children who walk between two and three miles to school. For those children travelling from over a mile away, by far the most common method of travel to school was by car.



Around half of the Primary school students involved in this study rarely or never attend after-school clubs (fifty-two and a half percent) (see Figure 6). It does appear however, that such clubs are fairly popular, as around twenty-five percent of children do go to some form of after-school club on a weekly basis. Eighteen percent attended two to three times a week. A key issue from this information is that as household car ownership increased, so does attendance to after-school clubs. Around twenty percent of children from car free households attend a club once a week. They tend to live under five hundred metres from the school and walk home afterwards. Only two lived between one to two miles away, and they either walked or got a lift in a car (see Table 2).

Table 2: The distance to school and method of getting home from after-school clubs of the individual Primary School children who attend clubs on a weekly basis and have no car in the household.

No. of Cars in Household	Frequency of Attendance to Clubs	Distance to School	Method of Getting Home After Clubs
0	Weekly	0-500m	Walk
0	Weekly	0-500m	Walk
0	Weekly	0-500m	Walk
0	Weekly	0-500m	Walk
0	Weekly	0-500m	Walk
0	Weekly	1-2 miles	Walk
0	Weekly	1-2 miles	Car

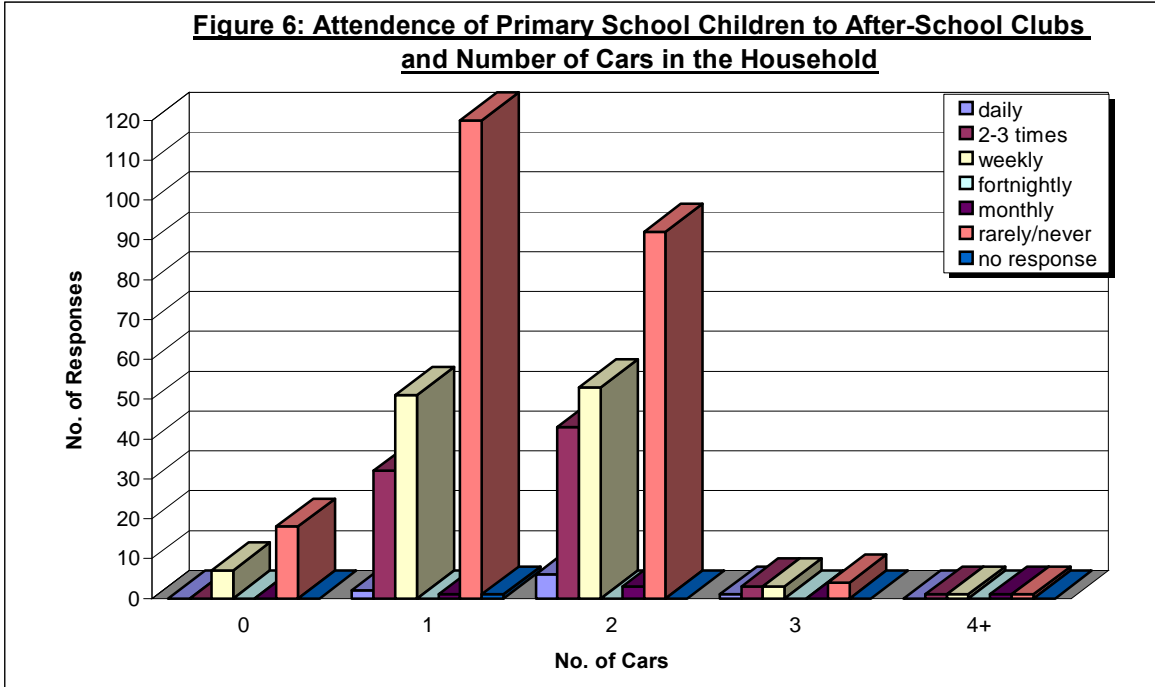
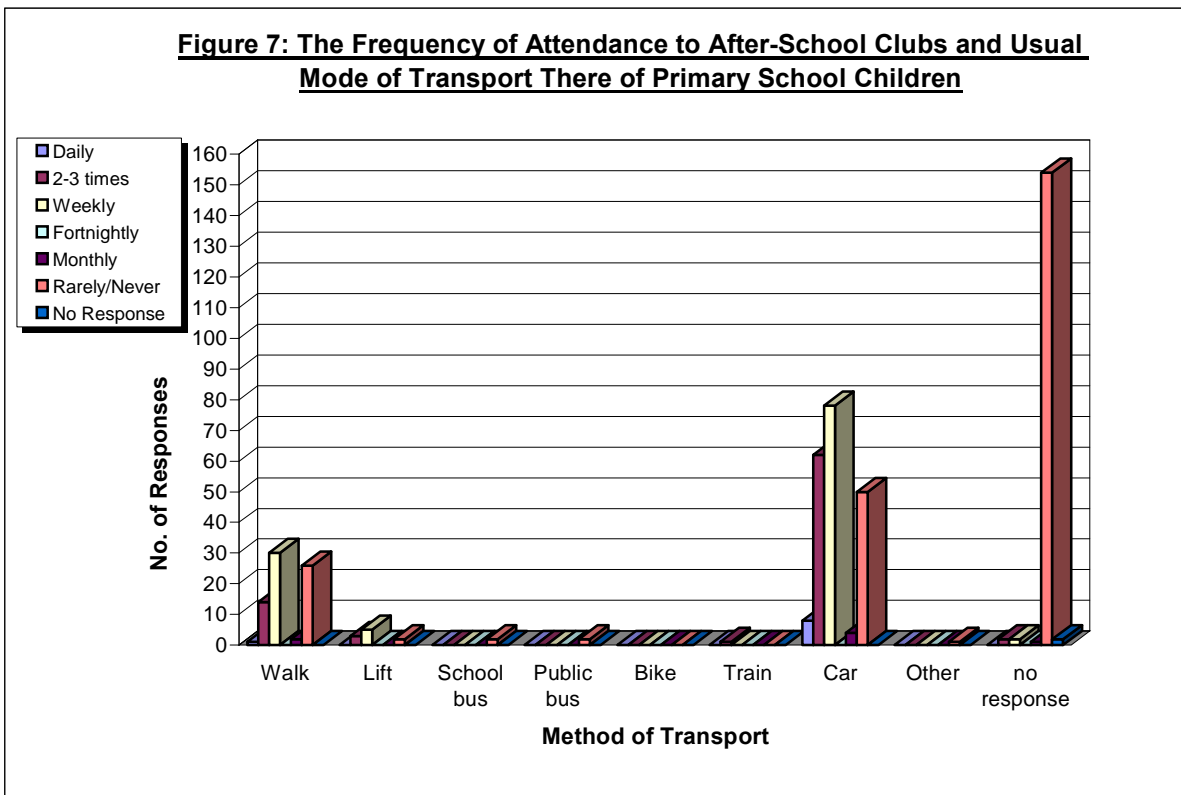


Figure 7 clearly shows that the usual mode of transport home from after-school clubs is by car and a fair proportion of children walk home after such activities, even if they rarely attend clubs. Very few people use other modes of transportation to get home, such as the bus (public or school), the train or bike.



The graph (Figure 8) shows that the main out-of-school activity undertaken with Primary School children was sport with a large percentage taking part in sport on a regular basis. Visiting friends and family was also high up in the list of activities. Organised clubs were a fairly popular option for children of this age as were country pursuits such as horse riding and walking.

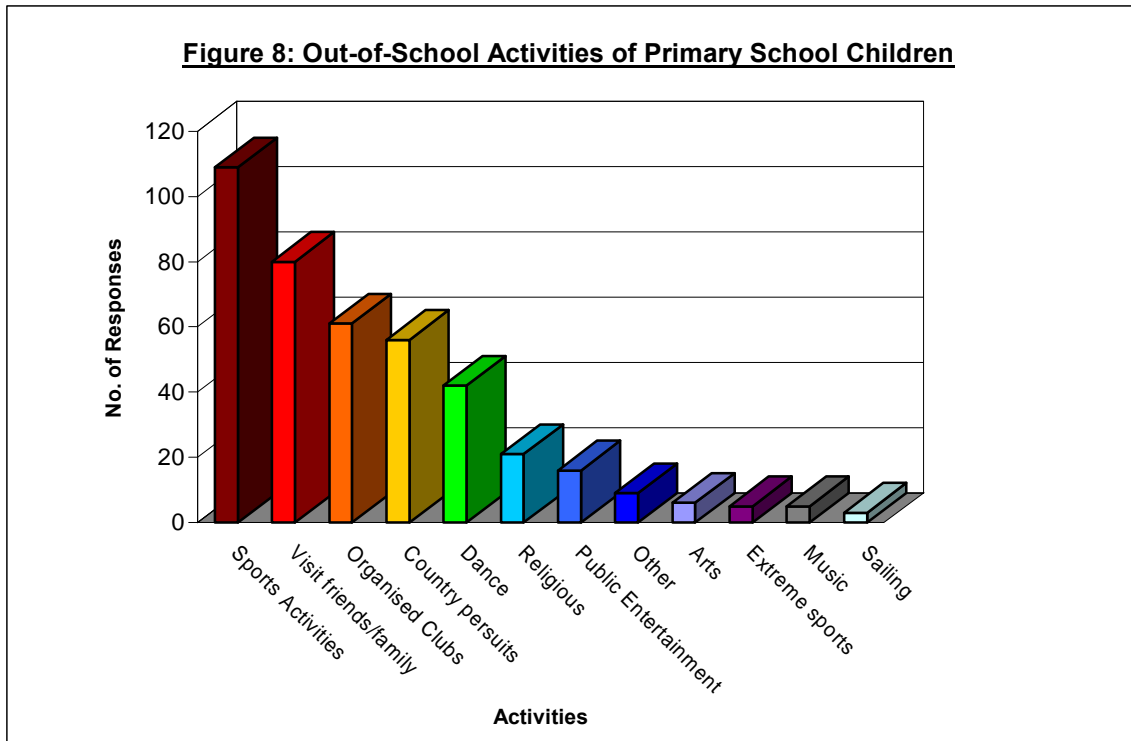


Figure 9 clearly shows that of the parents/carers surveyed, very few travel on public transport on a regular basis with their children. Only two percent travel on public transport daily, and three percent travel on it two or three times a week. Only twelve percent of all respondents said they travel on public transport more frequently than once a month.

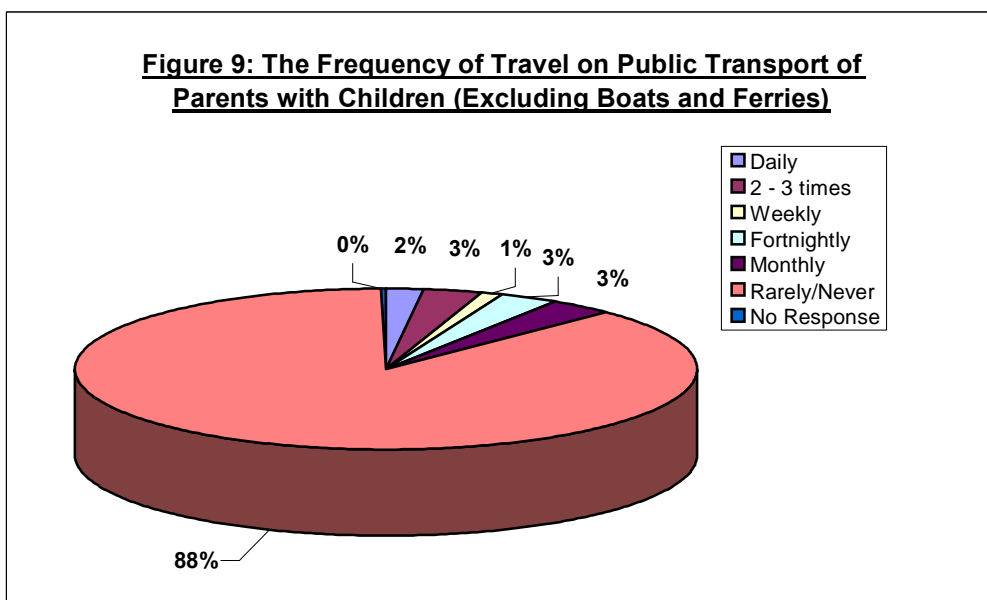
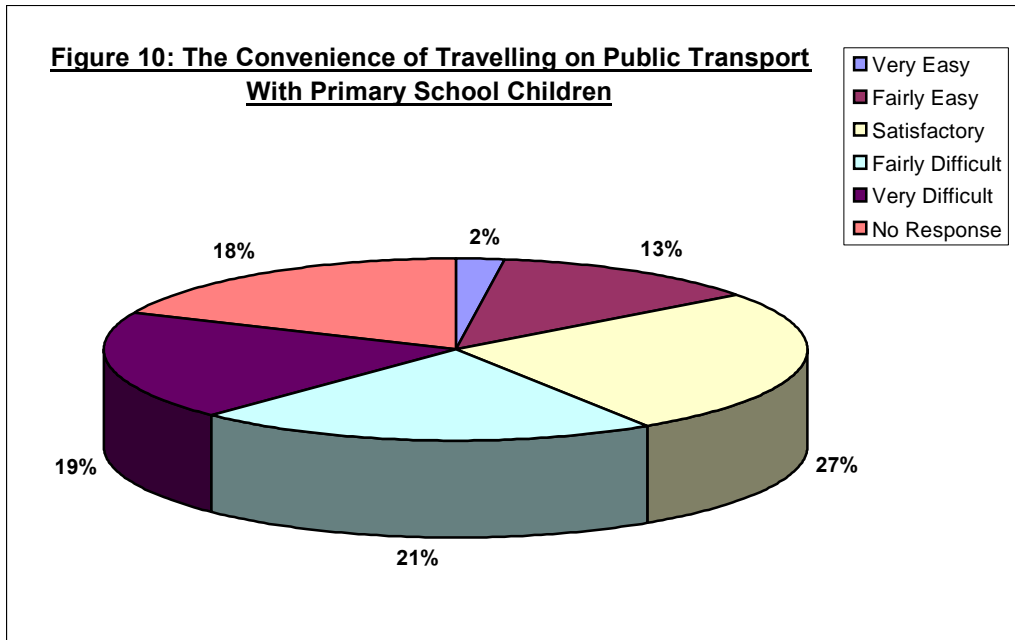


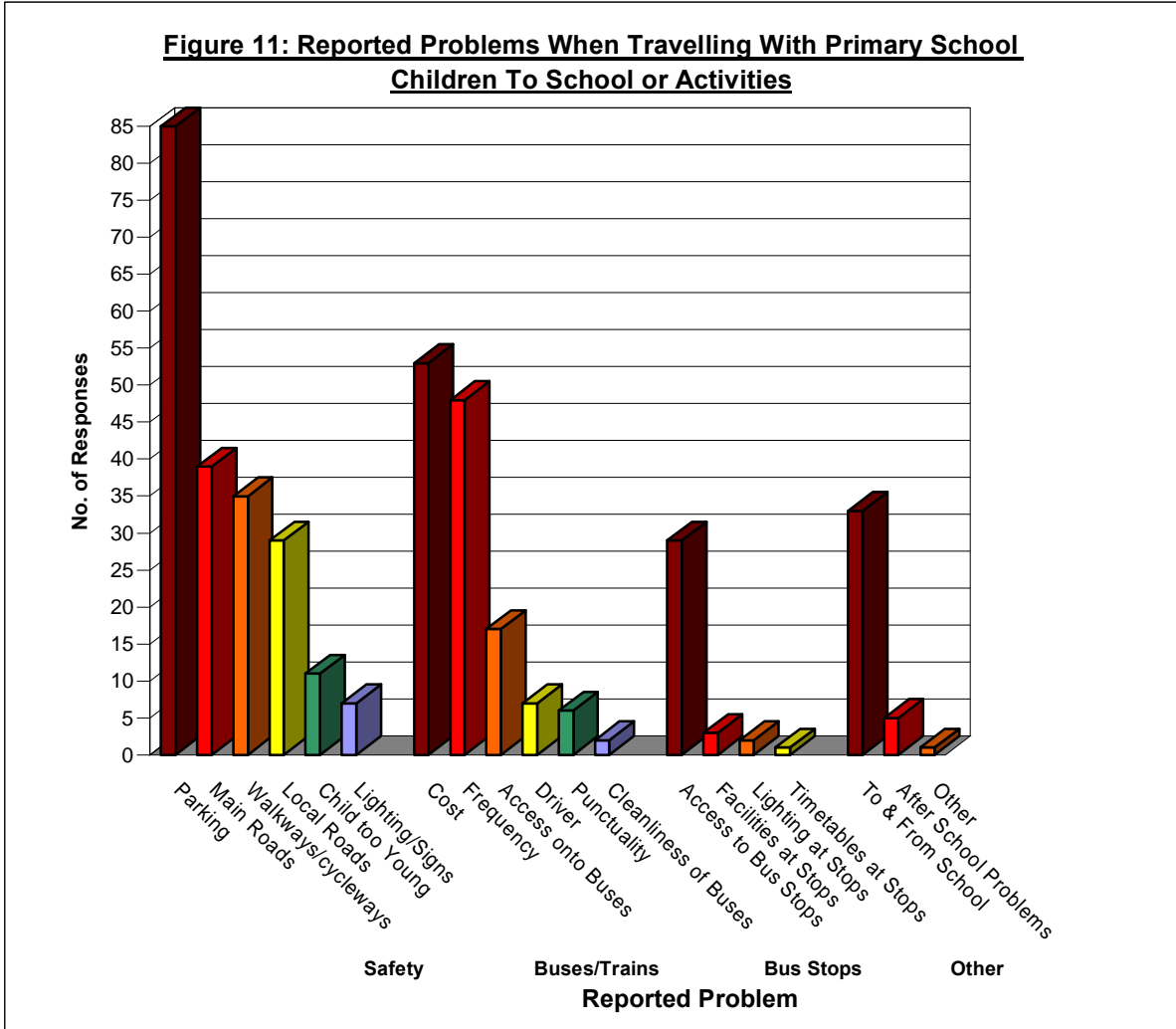
Figure 10 shows a fairly even spread of opinion as to the convenience of using public transport when travelling with children, although it does appear that only a very small percentage of parents/carers find travelling with children on such transport very easy (two percent). The results do not appear to suggest that there is a great dissatisfaction with the convenience of using public transport (nineteen percent agreeing that it was very difficult), although quite a large proportion did not respond to the question (eighteen percent).



The parents/carers completing the survey were asked to describe any specific problems they frequently encountered when travelling with their children to school or to social activities (see Figure 11). The results fell broadly into four main categories – ‘safety around the school site’, ‘buses and trains’, ‘bus stops’ and ‘getting to and from school’. Around the school environment, clearly the main problem that parents/carers found was insufficient parking facilities. The busy and fast main and local roads appeared to be a worry to parents/carers with Primary School children, and similarly, there was a level of dissatisfaction around the provision of walkways and cycle ways going directly to the school building.

In terms of the public transport available to travel to school and to social activities, parents/carers stressed that the cost was too high, and also the frequency of the service was not convenient. Several also reported that the accessibility onto the buses is difficult with children and that the drivers were sometimes unhelpful or rude. Access to the appropriate bus stop was also a recurring problem with many people, and this consequently dissuaded some parents/carers from using public transport. Several also said they often have difficulty getting their child/children to and from school because of transport problems. Fifty six percent of people who responded to the survey did not highlight any specific areas of concern.

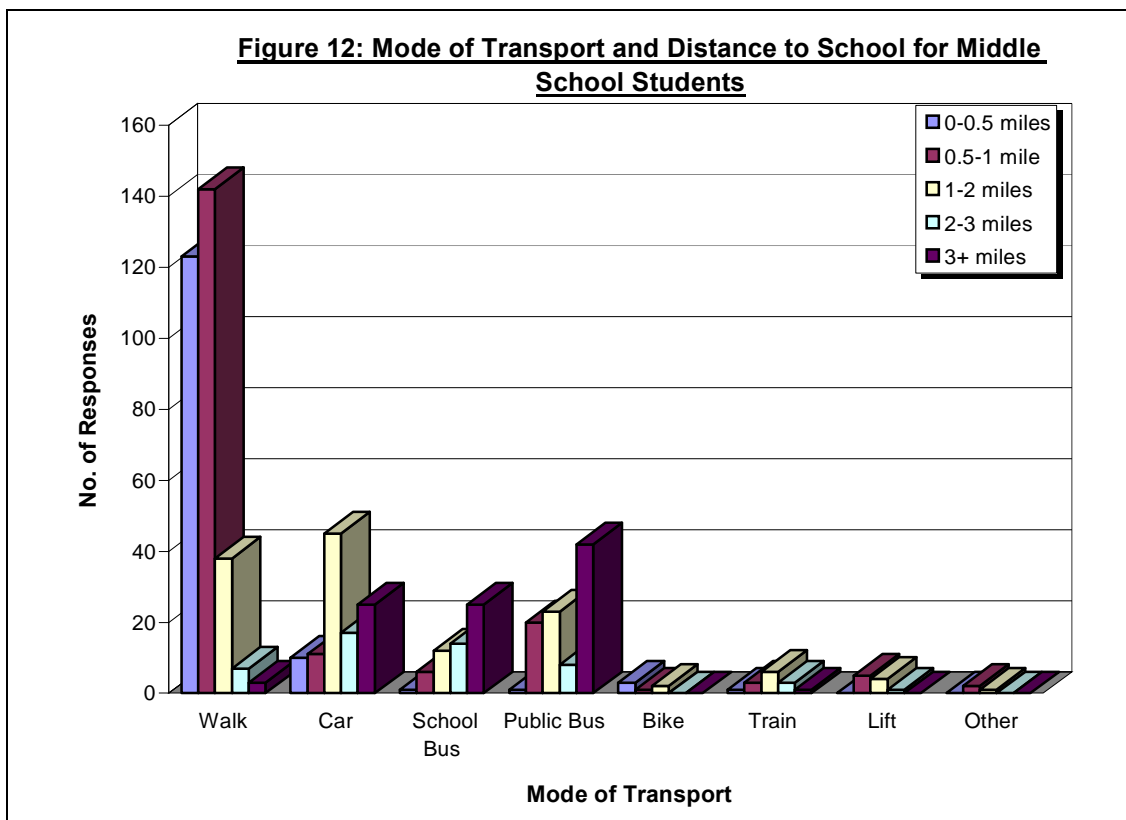
Figure 11: Reported Problems When Travelling With Primary School Children To School or Activities



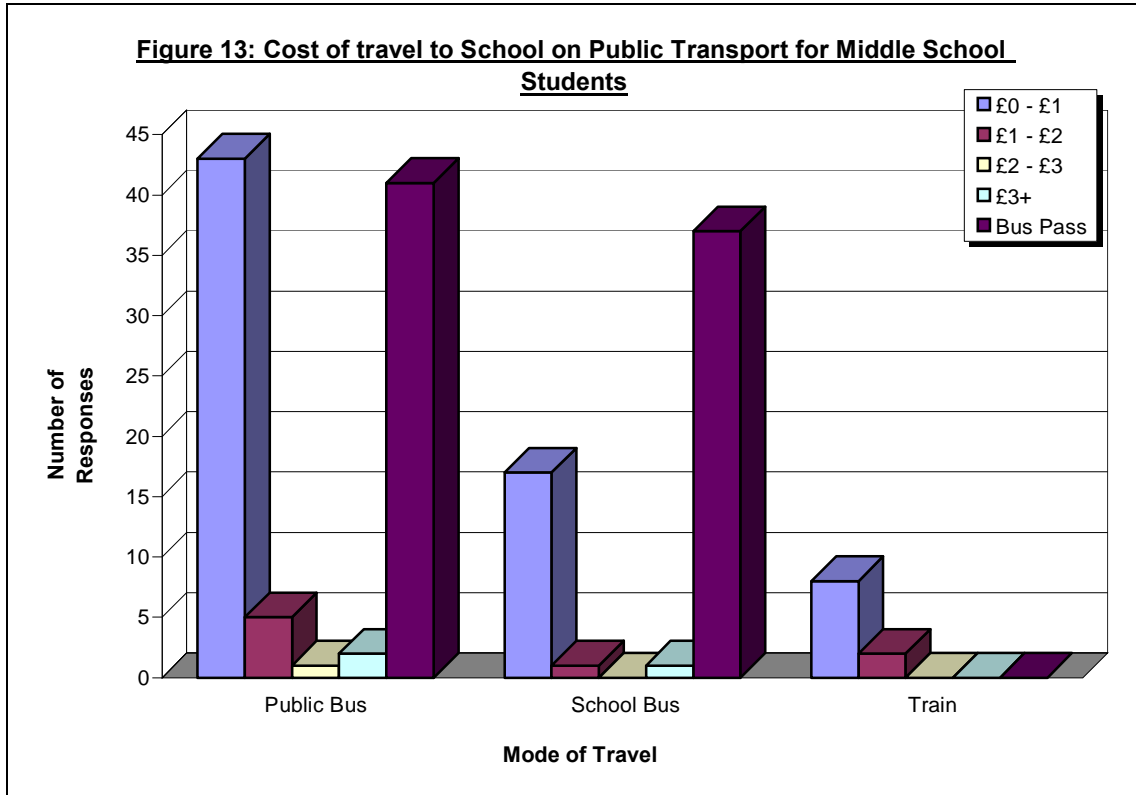
ii) MIDDLE SCHOOLS

Roughly eight hundred and forty questionnaires were sent throughout seven Middle Schools. There were six hundred and forty-two responses, showing a seventy-six percent return rate.

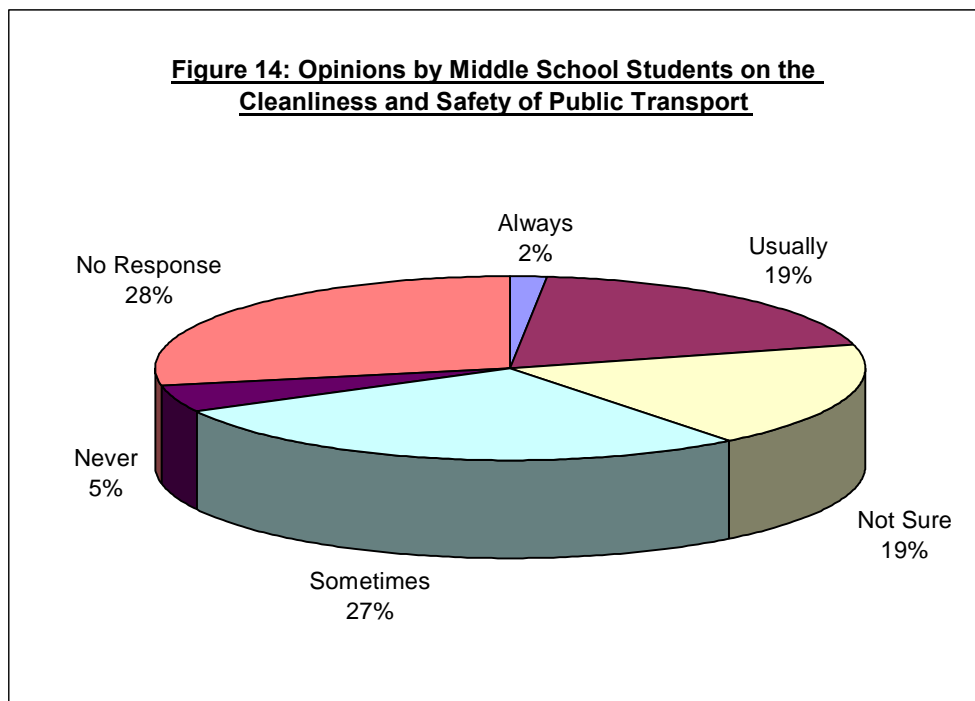
The information collected from the Middle School surveys illustrated that the most common method of travelling to school as walking, especially when the students lived within a mile of the school they attend (see Figure 12). The most prevalent modes of transport to school after walking were car, school bus and public bus, although travelling by this method was more frequent when travelling from a further distance to school. Only a few appeared to travel by bike, train and sharing a lift, no matter how far their journey to school was.



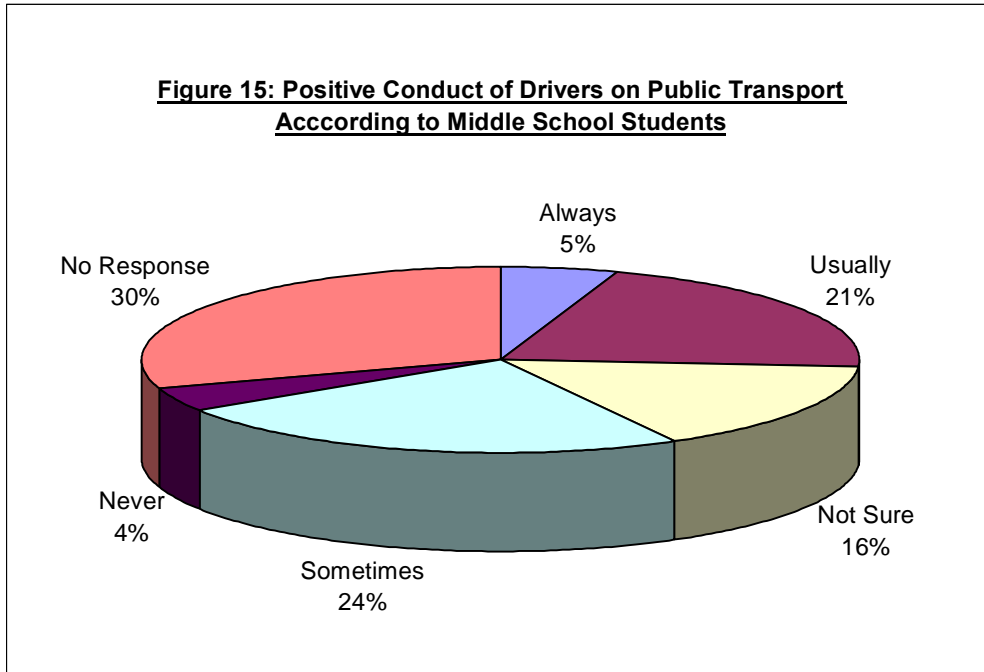
It appears that a large proportion of those students travelling on either school bus or public bus to school generally had their transport to school paid for by the Isle of Wight Council and therefore had a bus pass, or pay under £1 each way to get to and from school (see Figure 13). A few were paying between £1 and more than £3 to get to and from school each day. Of the few who travel by train three quarters paid under £1 each way on the school journey and twenty percent paid between £1 and £2.



Regarding the cleanliness and safety of public transport, this included public buses, school buses and trains, there were few extreme responses as to the standards of the vehicles (see Figure 14). The opinions generally fell into ‘no response’, ‘not sure’ and ‘sometimes’ categories.



There are generally few extreme opinions on the politeness and helpfulness of drivers on public transport, five percent saying drivers were ‘always’ helpful and polite and four percent answering ‘never’ (see Figure 15).



Exactly half of the Middle School students, when asked about their attendance at after-school clubs, responded that they rarely or never attend such activities and therefore responded that they rarely or never had any problems getting home after such activities. About a quarter said they attended such clubs weekly and fifteen percent said they attended clubs two to three times a week. The majority of students who replied in this way also said that they rarely or never had any problems getting home after clubs (see Figure 16).

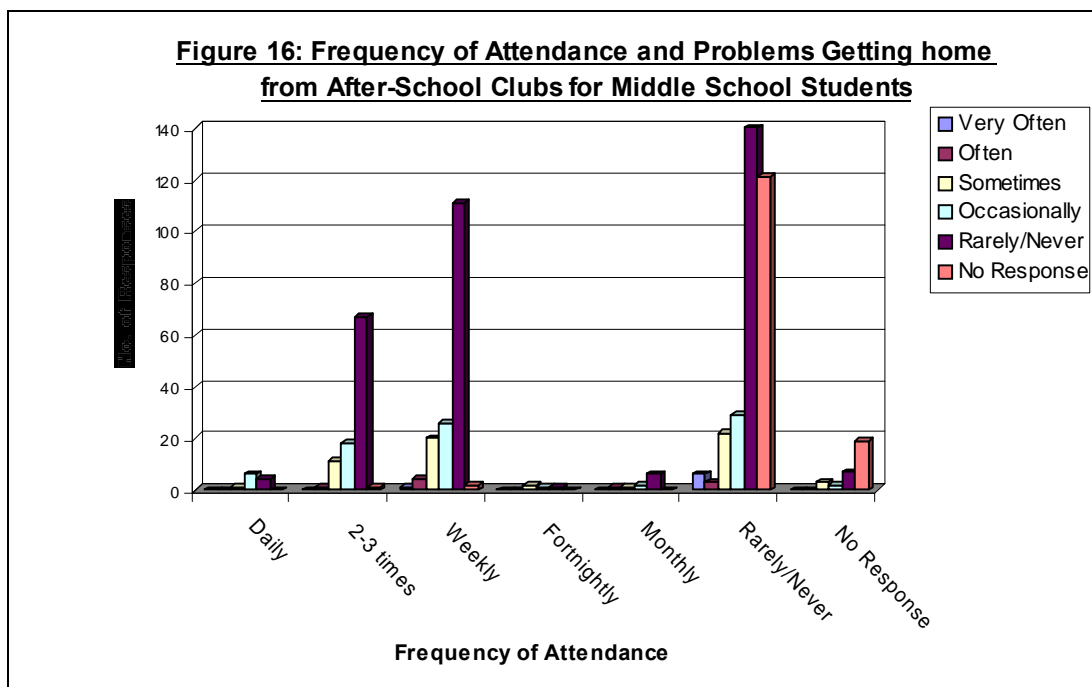
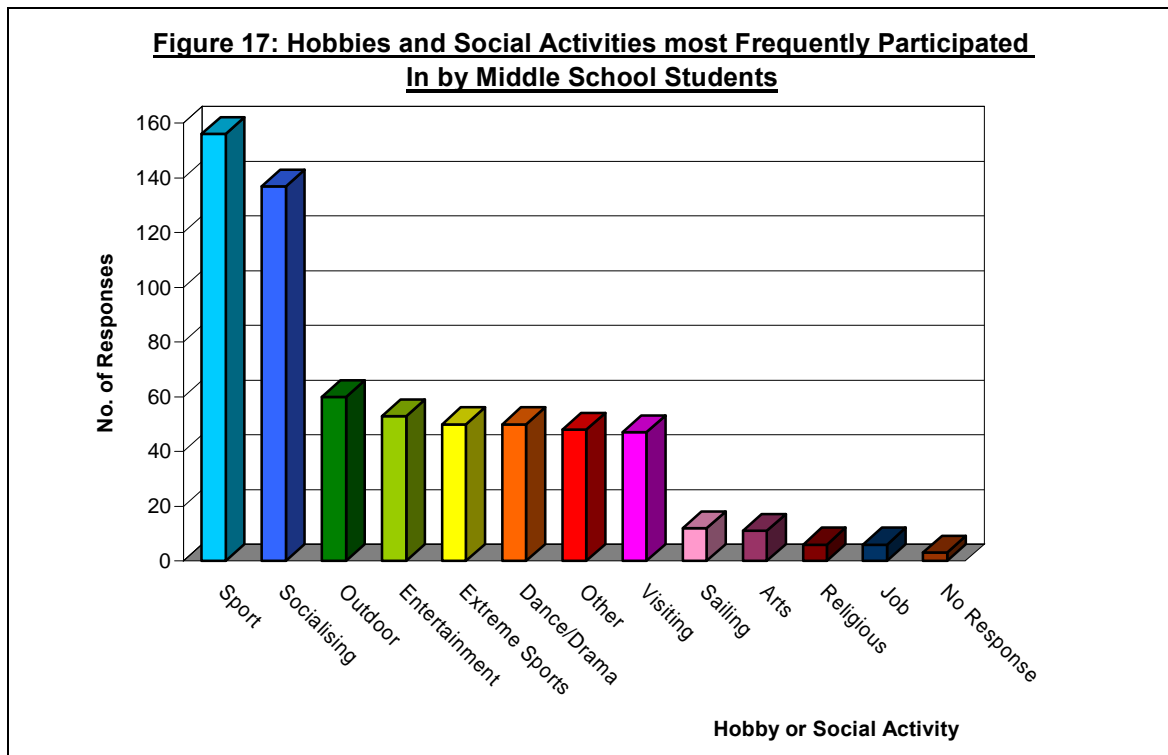
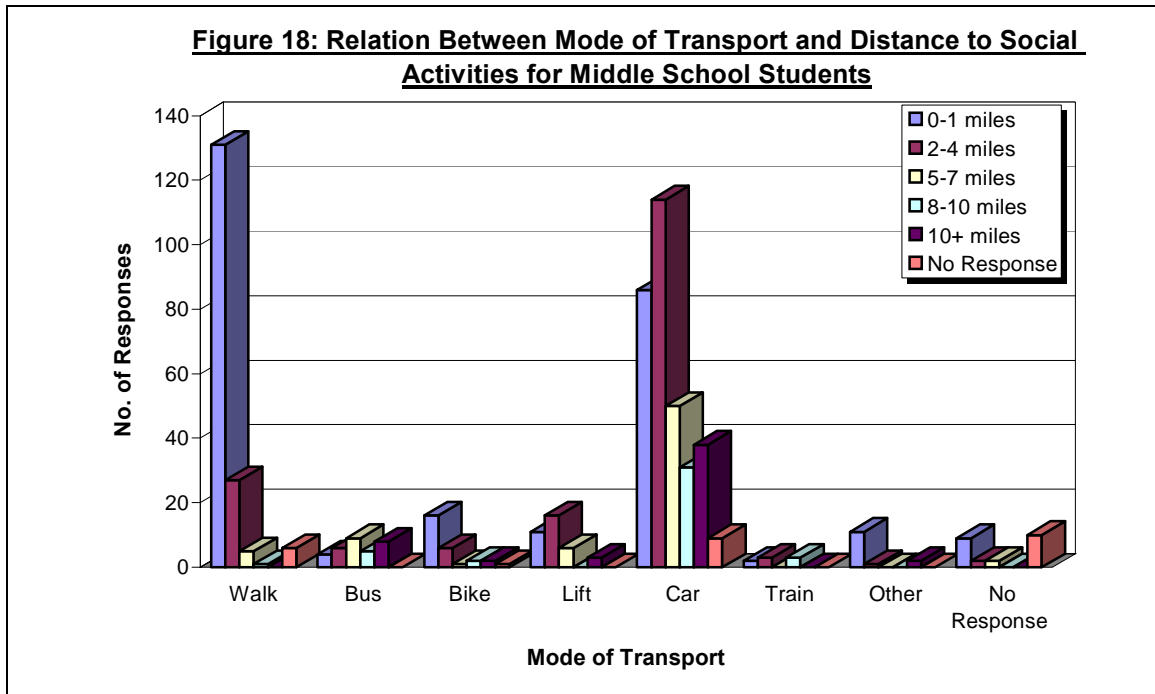


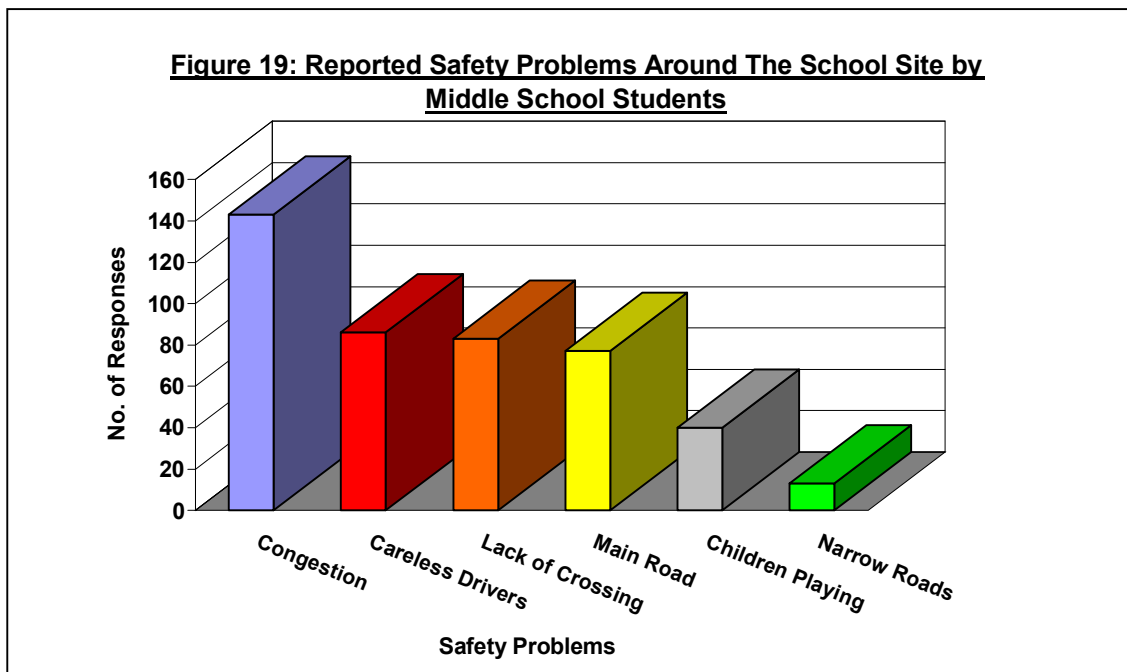
Figure 17 illustrates that sport was the most popular hobby which young people from Middle Schools took part, out of school time. Socialising with friends was also a popular activity. There was a general interest in outdoor activities, extreme sports, dance and drama and visiting family, but sailing, working and taking part in religious or artistic activities was relatively unpopular.



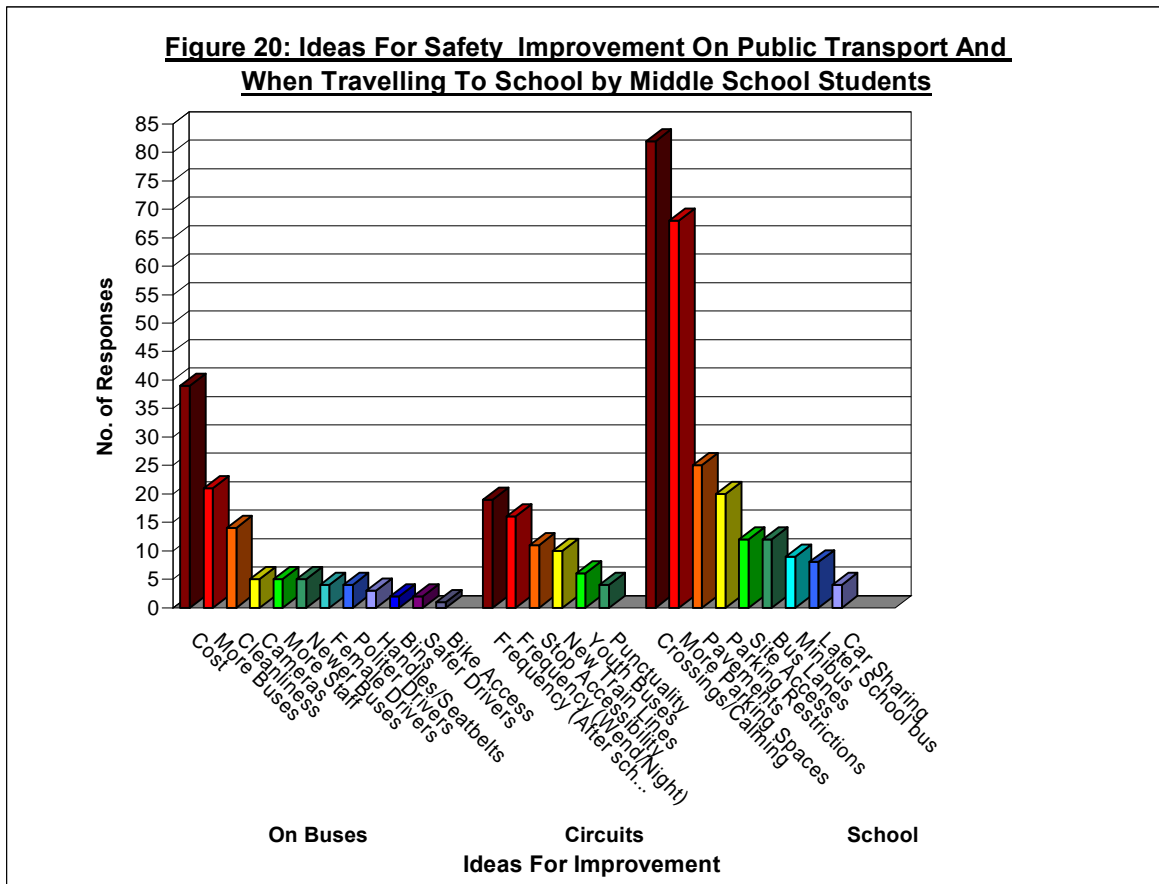
The method of transport used most often to get to social activities and hobbies at the weekend and after school hours was the car, no matter how long the journey. The exception were journeys of less than a mile where walking was the most frequent method (see Figure 18). Other forms of transport, such as the bus, bike and train were very unpopular.



When asked, the students thought the safety issues around their school, were congestion and the amount of traffic around the school premises (see Figure 19). Careless drivers, a lack of road crossing and busy main roads were also problems that a large proportion of students noted. Thirty-seven percent of students who completed the questionnaire did not respond to this question.



When asking Middle School students for ideas for safety developments and general improvements that could be made to their journey to and from school, the two most common responses were to increase the number of crossings and traffic calming systems around the school environment and for more parking spaces around the school site (see Figure 20). The cost of public transport was also noted as being too high. The general breakdown of the issues raised seemed to fall into three general categories – ideas for safety improvements on buses, improvements of the circuits of the buses and safety improvements around the school. Fifty-eight percent of students who completed the questionnaire did not respond to the final open question, therefore, these results are based on just under half of the total number of those who actually took part in the survey (see Figure 20).



iii) HIGH SCHOOLS

Roughly seven hundred and fifty questionnaires were sent throughout five High Schools. There were four hundred and ninety-two responses, showing a sixty-six percent return rate.

From the data collected from High School students, it appeared that a fairly high percentage of those asked did not know the conditions of the various concessionary cards available (see Figure 21). The Youth Mover was the most well known which is aimed at fourteen to fifteen year olds, although sixty-five percent stated that they did not know about the offer. The Islander Card, aimed at fourteen to fifteen year olds was also relatively unknown, with only fifteen percent of students knowing the conditions. It is also clear from the graph that very few people knew about the Savers Card for sixteen to eighteen year olds (only seven percent).

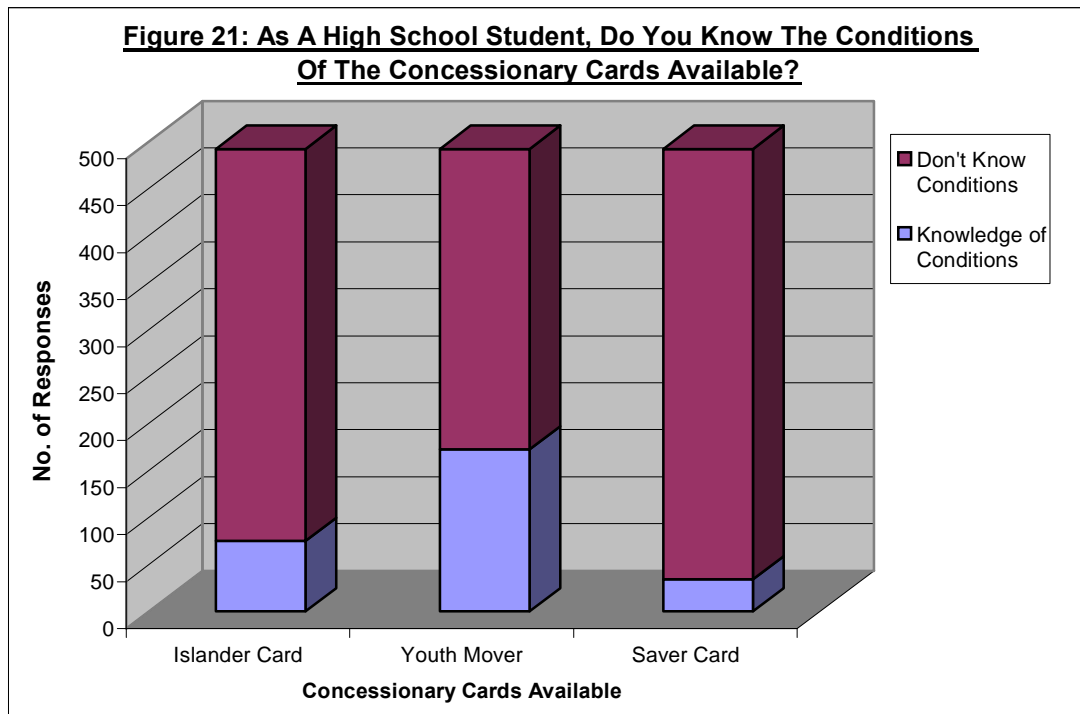
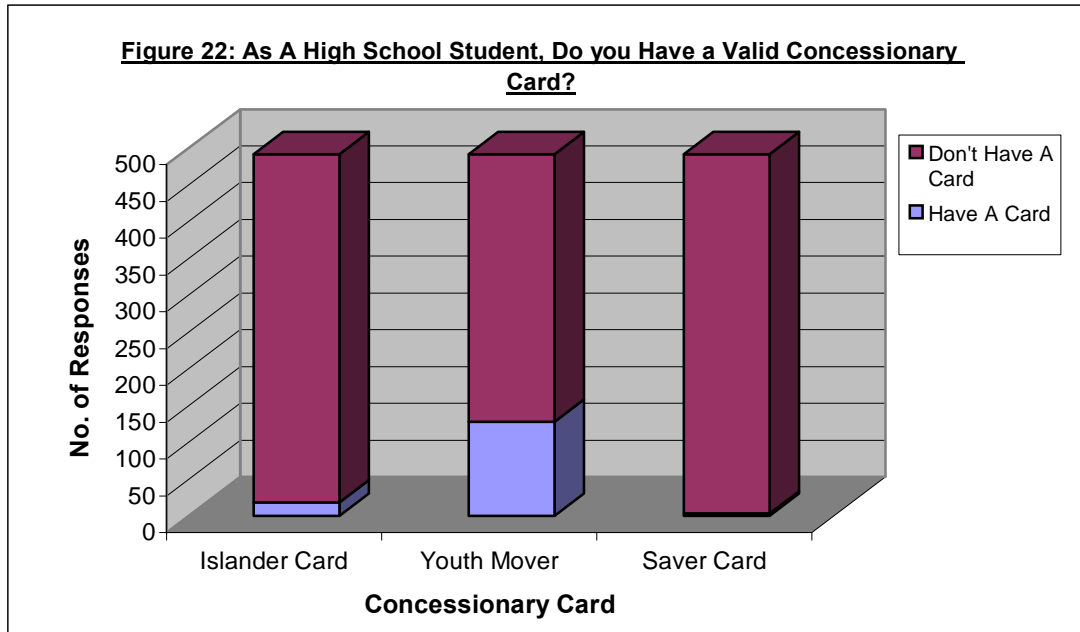


Figure 22 shows that relatively few students appeared to make use of the concessionary cards available. Only four percent of the young people asked reported having an Islander Card. The most popular concessionary card was the Youth Mover, although still only twenty-six percent of young people who responded to the questionnaires reported actually having a Youth Mover. The Savers' Card gave most surprising results, with only one percent of the young people asked saying that they have one.



Nearly half of the students strongly disagreed with the statement that public transport on the Island gave good value for money, and another thirty-seven percent of people also disagreed with it (see Figure 23). This shows that a great proportion of young people seem to think that the cost of public transport is too much for the service it provides. None of the young people asked strongly agreed with this statement, and only three percent said they agreed with the statement. The remaining percentage of people asked either did not respond to the question or were unsure of their opinion.

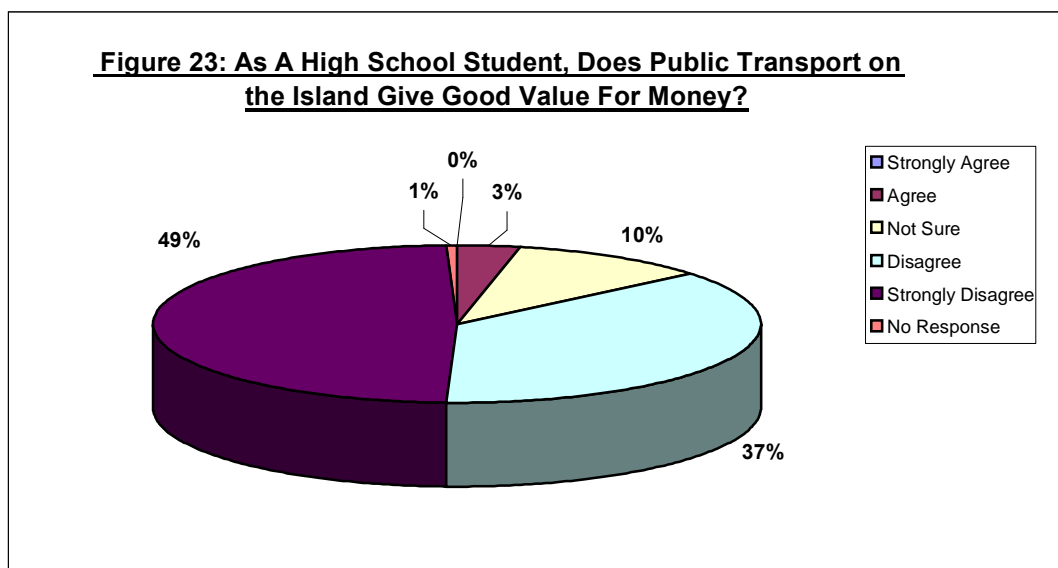


Figure 24 shows young peoples' opinion of the statement that 'the quality of the buses are generally of a good standard'. Only one percent of people actually strongly agreed with this, although the large proportion of respondents did say they agree with this (thirty-six percent). Significant amounts of young people did not think that the buses were of an adequate standard (thirty percent), and ten percent strongly disagreed with the statement. Twenty-two percent appear to be unsure of their opinion towards this statement.

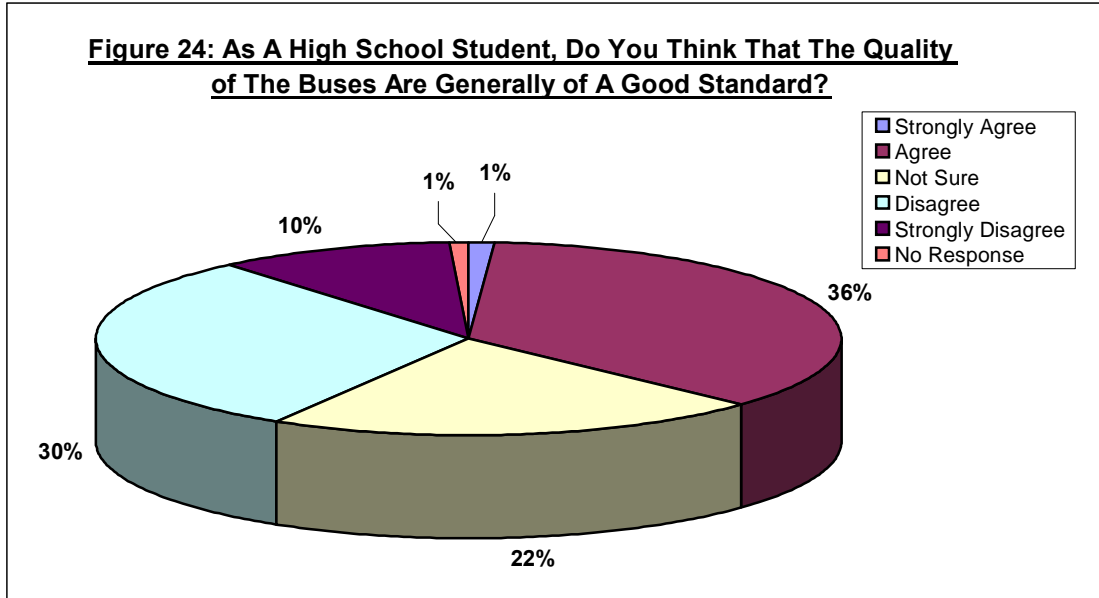
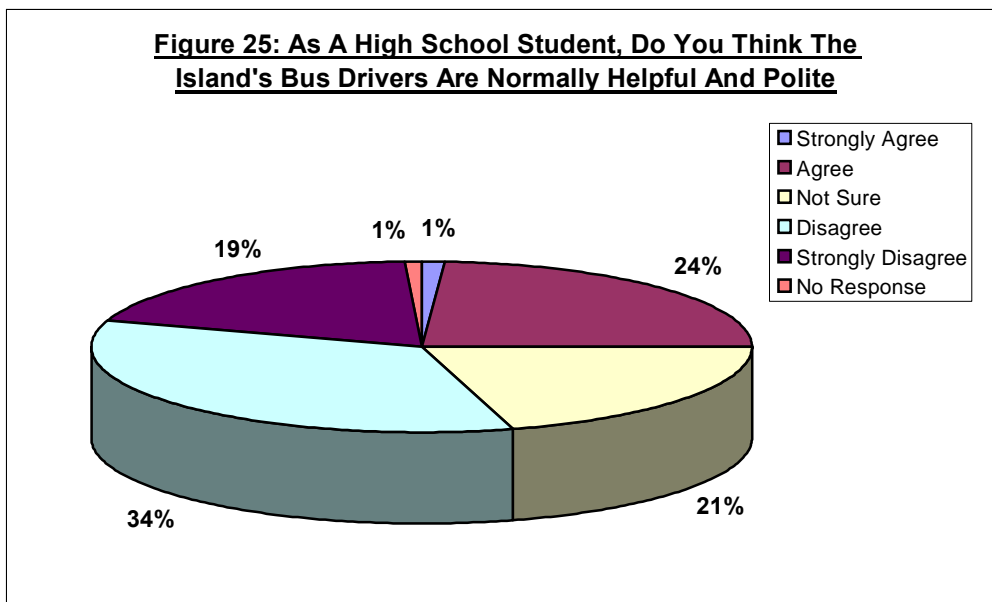


Figure 25 shows that very few students *strongly* agreed with the statement that the bus drivers on the Island were usually helpful and polite, although around a quarter of those asked did *agree* that the bus drivers were helpful and polite. However, a large proportion appeared to disagree with this statement (thirty-four percent) and around a fifth of respondents strongly disagreed with this statement. A fair amount of people (twenty-one percent), were unsure of their opinion to this statement.



Of those who were unsure, over half only travelled on the bus up to four times a week (see Figure 26) whereas, those who travelled on the bus more frequently seemed to have a stronger opinion as to the helpfulness and politeness of the Islands bus drivers, perhaps as they generally travel more often and therefore have a better knowledge of the usual customer care standards of the drivers.

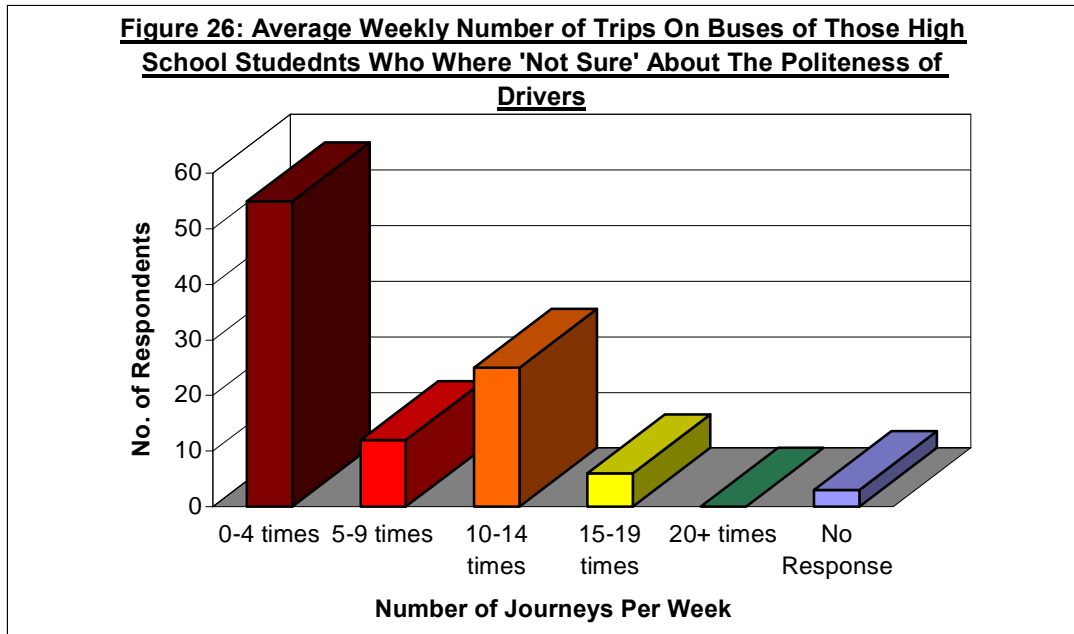
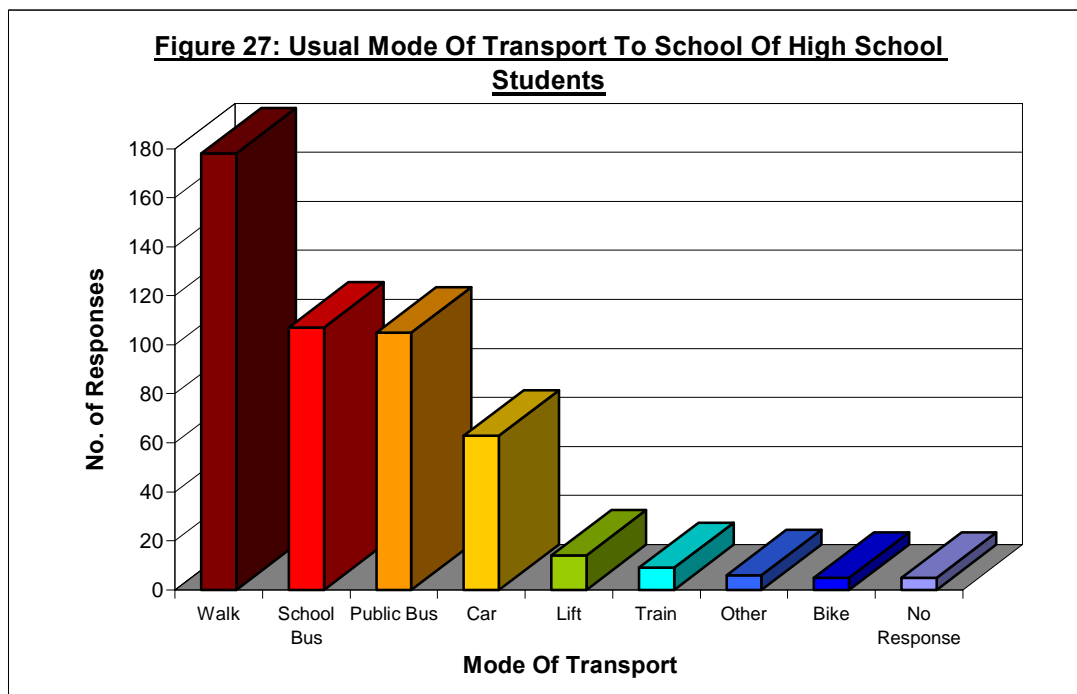
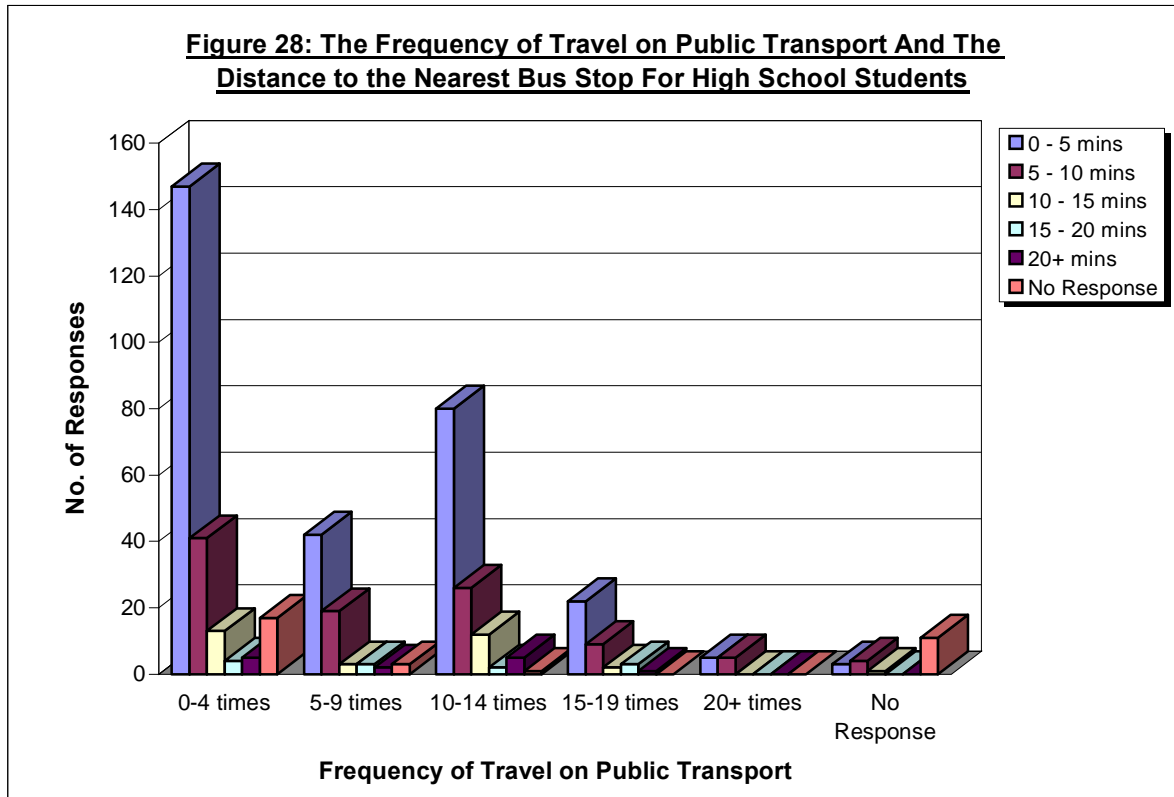


Figure 27 shows that most students walk to school (thirty-six percent). Travelling by bus to and from school, albeit either public or school bus was also fairly common (twenty-two percent by school bus and twenty-one percent by public bus). It appears from the results that relatively few people travel to school by car when they reach High School age (thirteen percent). The options of sharing a lift, travelling by train or cycling were particularly unpopular.



The majority of respondents have a bus stop within 5 minutes walk from their home (sixty-one percent), yet the largest proportion of those who have a bus stop this close reported only using the buses up to four times a week (see Figure 28). The further the nearest bus stop was from their home, the less young people were likely to make use of public transport on a frequent basis.



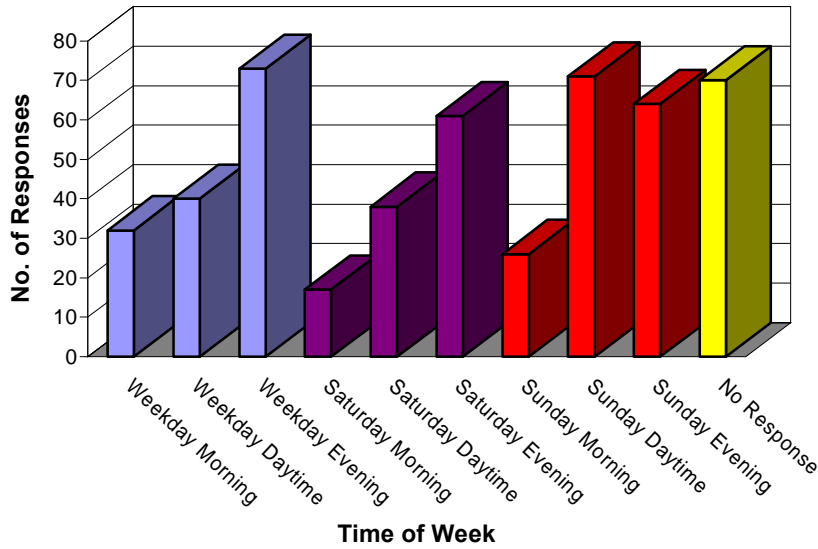
A significant proportion of young people agreed that more bus timetables were needed at the smaller bus stops in rural areas, where they are perhaps lacking at the moment (see Table 2). Although thirty-four percent said there is currently a sufficient amount, only two percent actually said there were plenty and no need for anymore to be added.

Table 2: According to High School Students, Are There Enough Bus Timetables At Smaller Bus Stops?

Yes, plenty	Sufficient amount	No, need more	No Response
2%	34%	60%	4%

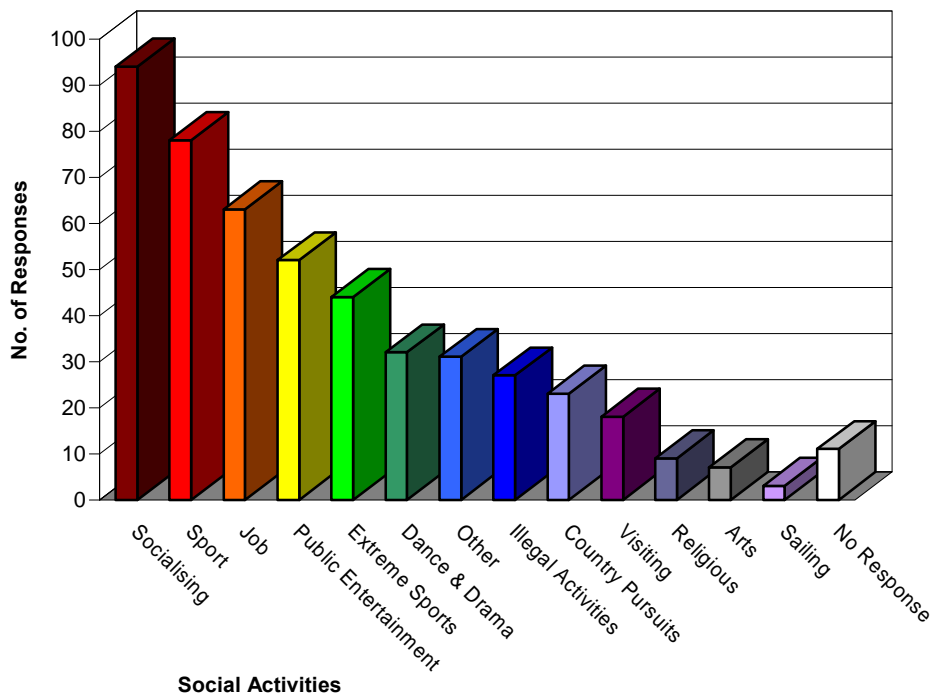
The general opinion towards gaps in provision on public transport does not appear to steer towards one particular day or a time of day to a notable extent, although there are generally a higher percentage of people stating that the biggest gap in provision is in the evening time, especially during the week (sixteen percent) (see Figure 29). A fair proportion also said that Sunday daytime was a time when bus frequency needed to be increased (fourteen percent). Around seventy young people didn't respond to this question (fourteen percent).

Figure 29: According to High School Students, Times Where Bus Frequency Needs To Be Increased



The most popular activity outside of school for High School children was socialising with friends, with nineteen percent of respondents answering in this way to the question (see Figure 30). Sport also appears to be a hobby in which a fair few young people frequently take part at the weekends and after school (sixteen percent). Of the four hundred and ninety-two young people asked, who were aged between about thirteen and eighteen years, thirteen percent reported having a regular weekend or after-school job. Very few people said they sailed.

Figure 30: Social Activities of Young People At High School

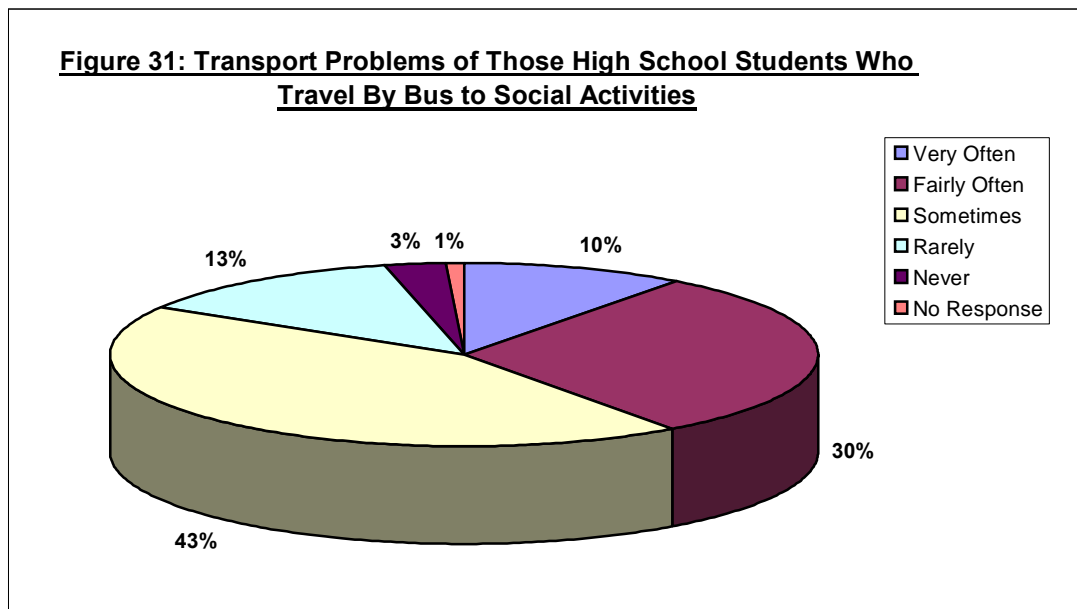


The three most prevalent modes of transport used to travel to and from social activities were by bus, car or walking, each accounting for just over a quarter of the total trips made (see Table 3). The results suggest that sharing a lift, cycling and catching the train are not a popular or convenient mode of transport to many.

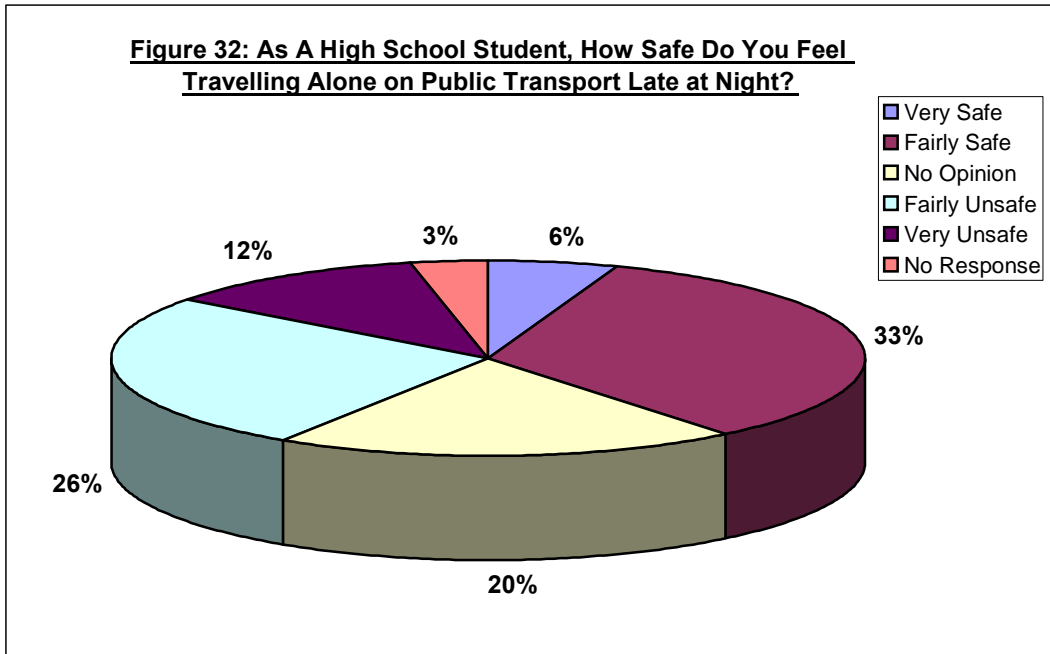
Table 3: As A High School Student, How Do You Usually Travel To And From These Social Activities?

Bus	Car	Walk	Lift	Bike	Other	Train	No Response
28%	28%	26%	8%	3%	3%	1%	3%

Figure 31 suggests that overall, young people generally have some form of difficulty travelling to and from social activities at one time or another, and consequently, it restricted their choices. A large proportion of those travelling by bus to social activities appeared to have trouble getting there *very* or *fairly often*, and nearly half of those asked said they *sometimes* have such transport difficulties (forty-three percent). Relatively few reported *rarely* or *never* having any problems (sixteen percent).



There seems quite a wide spread of opinion about how safe young people feel on public transport late at night. Around a third said that they felt *fairly safe*, and another six percent said they felt *very safe* (see Figure 32). It seems that the rest of the respondents (around two thirds) either didn't feel totally comfortable or reported having no opinion on this subject.



The results in Figure 33 suggest that the biggest safety issue faced by young people when travelling on public transport alone at night was waiting at the bus stops; the second was walking to the bus stops. Overall, the general safety of the vehicles appeared fairly satisfactory, although a few young people felt that other passengers and overcrowding sometimes posed safety problems. Twenty-three percent of young people asked felt that there were generally no safety problems that affected them.

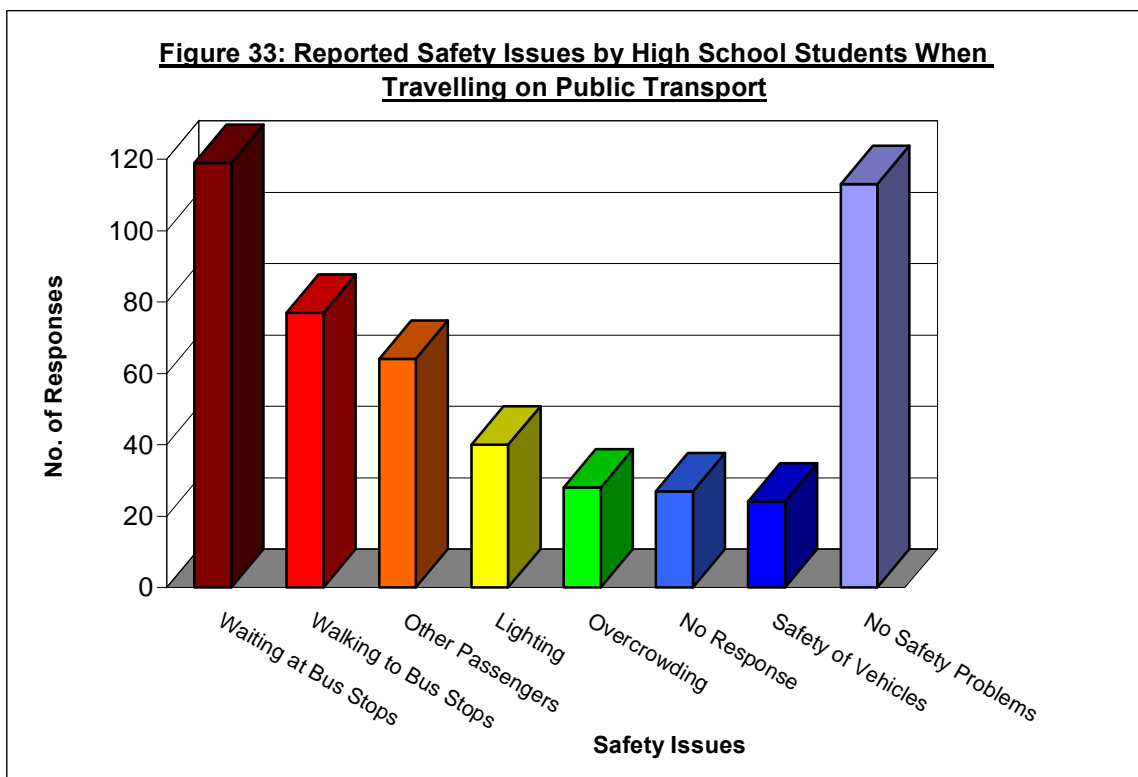


Figure 34 portrays the main areas on the Isle of Wight where people reported there to be the greatest gap in provision of public transport. Around a third of young people who participated in the survey didn't respond to this question (thirty-four percent). The largest proportion of young people reported that West Wight had the largest gap in timetabling provision (eighteen percent of the total number of participants). From the total young people asked, fourteen percent said that the South of the Island needed a more frequent bus service. The West and the South are the areas of the Island where the population is generally less than in the North, Centre or East. The East of the Island seemed to show that the majority of people were happy with the bus provision there, with only seventy-five percent reporting dissatisfaction.

Figure 34: Areas on the Island Where There Is Gap In Provision Of Public Transport, According To High School Students



KEY

Black pins – Primary Schools involved in the survey

Red pins – Middle Schools involved in the survey

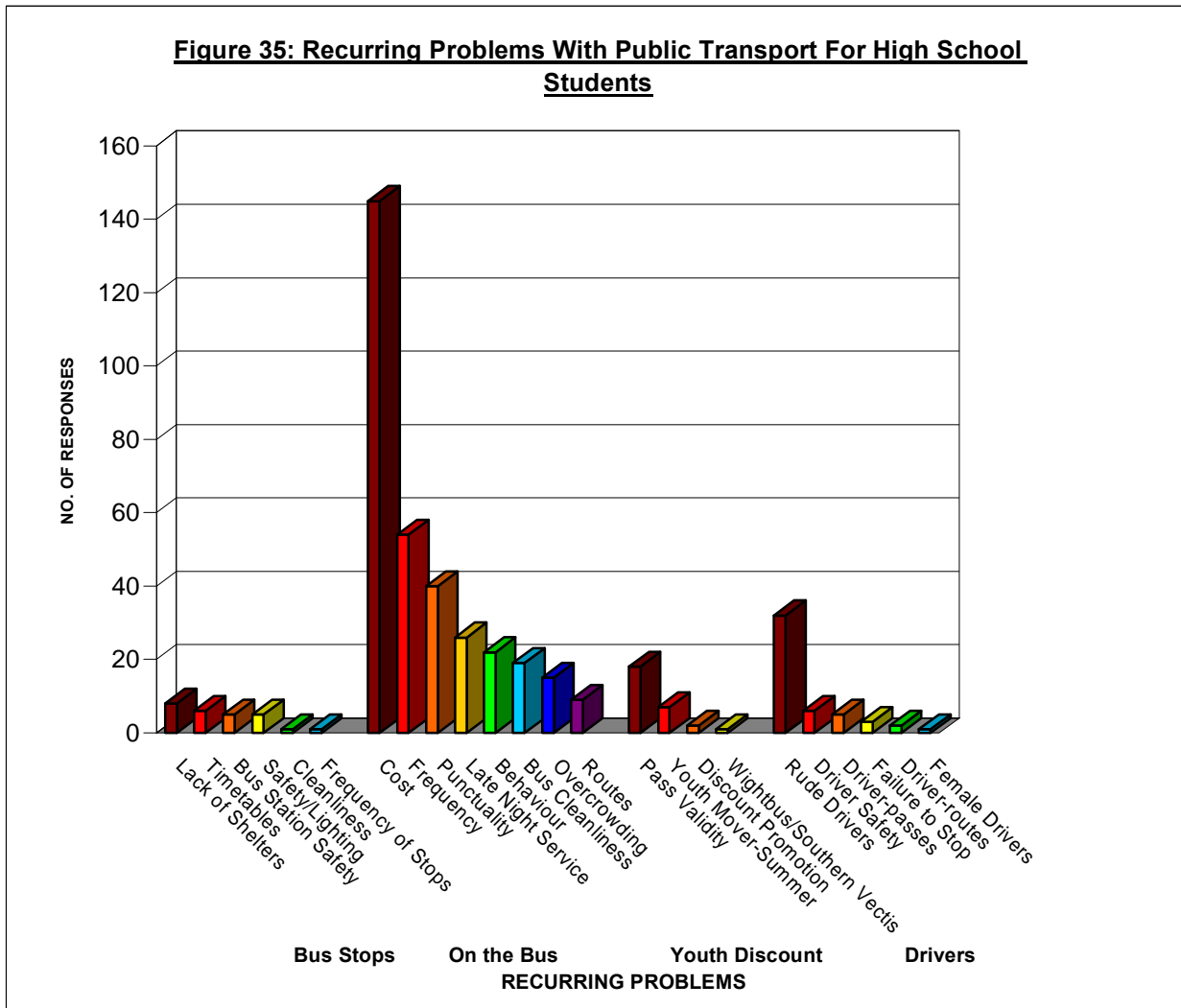
Green pins – High Schools involved in the survey

Figure 35 shows recurring problems with public transport that young people specifically raised when asked about it. Just under half of the young people who completed the questionnaire did not reply to this question (forty-three percent), but the graph shows the issues raised by the other half as being categorised into four main sections – bus stops, the buses, youth discount schemes and the drivers.

It appears that to young people, the bus stops pose a big enough issue to mention although only a few actually thought it was one of the main problems. Some of the points raised included lack of shelters, timetabling at smaller bus stops, and the safety around Newport Bus Station.

The issue that affected the largest proportion of people asked was the cost of public transport, with the frequency of service and punctuality of the buses following closely behind. A few people mentioned the youth discount schemes available, the lack of promotion of them, and their tight restrictions. There also sometimes appears to be a small problem with restrictions when travelling with a pass and whether it is valid on both Wightbus and the Southern Vectis services. Rude drivers appeared to affect some people and their general customer service skills, as well as their knowledge of the routes and service available. A couple of people reported that they would like more female bus drivers, as they would feel safer, especially late at night on empty buses.

Figure 35: Recurring Problems With Public Transport For High School Students



DISCUSSION

As is clear from the review of previous research, many surveys have focused upon transport and its important function in our lives. Lack of access to services due to transport problems can pose a great number of disadvantages, including getting to work, accessing learning, healthcare, social and sporting activities, food shopping and the impact of traffic congestion on the roads. What many surveys did not focus upon in such great detail was the younger age range, in relation to transport and research in to how transport problems can disadvantage young people and their opinions on the issues.

This report had two aims – to identify how lack of access to public transport can have an impact on social exclusion for young people and children, and also how taking advantage of public transport can improve the environment, increase road safety and increase physical and social activity.

At a first glance, it may seem easier to disregard transport as being too great a problem in itself with no possible solutions. The main issues, such as ‘the cost is too high’, ‘public transport is inadequate’, ‘the frequency of the service is insufficient’, ‘the roads are too congested’ and ‘public transport does not cover the areas in which I want to travel’ are huge and would require a great deal of money and time to improve; the list is endless, and does seem impossible to fix. What is important is to focus in on the main topics identified by the young people themselves and aim to improve the current provision in small steps.

Nearly three thousand surveys were sent throughout various Primary, Middle and High schools on the Island, and the response was very positive, showing over a fifty-five percent return rate. It seems fair to say that from the number of surveys returned, that the issue of transport was of interest to a great number of people, probably as travel is a fundamental part of most people’s everyday lives. Although there were different questions included in the three different surveys (mainly to cater for the different ages, and also for the different lifestyles of those who would be completing the questionnaires), a number of issues arose from the information received from all age ranges of young people and parents/carers regarding access to transport, that young people identified as leaving them feeling disadvantaged in some way. These fell into several broad categories – ‘The journey to and from school’, ‘Safety around the school site’, ‘After-school clubs/Out of school activities’, ‘Concessionary fares and value for money’, ‘Quality of the service’, ‘Bus stops’ and ‘Frequency’.

The Journey to and from school

It is often the case that the general public are quick to complain about the level of congestion on the roads at certain times of day, and yet are only adding to it by using their own car for short journeys when they could have walked or used a form of public transport. The journey to and from school is a trip that every child will make five days a week on a regular basis, at a regular time of day (approximately 8.00 am – 9.00am and approximately 3.30pm – 4.30pm). Therefore (discounting those who walk to school) the ‘school run’ guarantees to make up a large proportion of the amount of traffic on the road at these times, five days a week.

The results of this survey suggest that the older the child is, the less likely they are to travel to school by car (compare Table 1, Table 4, Figure 5, Figure 12, Figure 18 and

Figure 27). One of the reasons for this is fairly self-explanatory - as children get older, they begin to strive for independence and therefore, will probably prefer to find their own method of transport to school rather than depend on parents/carers, whereas, when children are still at Primary school, they are perhaps too young to travel alone to school, and therefore, parents/carers prefer to take them to school themselves (see Figure 11).

Primary Schools are generally smaller than Middle and High Schools with fewer pupils. Consequently, there are more schools in more areas, making the catchment area for the school smaller; and, if you attend your local school, the distance to school should only be relatively short, and often within walking distance. Eighty-six percent of children at the Primary schools involved in the survey either walk to school or travel to school by car (see Table 1). The proportion of parents/carers who reported taking their child to school by car was remarkably high, especially for those who were travelling under two miles (see Figure 4 and Figure 5). 21 percent of parents/carers said they drive their child to school despite living under a mile from the school premises. This high figure could perhaps be explained from a social perspective, in that if parents/carers did not take children to school themselves, some of the parents/carers or caregivers would not be able to use this time of day as an important 'socialising time' with other adults in a similar position to themselves. It's possible that taking their child to and from school may be one of the only times some parents/carers get to mix with others, and therefore, value the time to socially interact.

Considering the 'social' perspective of this journey to and from school, an idea for a 'Parents/carers Transport Group' as such may improve the convenience of this daily school journey. For those parents/carers who value the daily interaction with other parents/carers, and have free time to take their child to school, they may welcome the opportunity to become part of a scheme involving creating ideas between themselves that may help to relieve congestion around the school site, for instance, by taking their own children to school as well as other children. This 'car sharing' idea, or 'group walking' could be convenient for other parents/carers who may drive their child to school on their way to work, or find it a struggle to get to the school on time. With fewer parents/carers rushing at the peak times of day, it could reduce congestion, allow their child to interact with other children before and after school and improve road safety around the school site as less people will be hurrying about.

The majority of young children attending Primary School reported living less than two miles from the school; therefore ideally, increasing the number who walk to school would not only reduce the traffic congestion around the school site, but also provide health benefits to the child, by giving them exercise and keeping them active (see Figure 5). Although a fair few that lived less than a mile from the school did say that they walked to school, such schemes as the 'Walking Bus' that have worked in other areas of the country, such as Bromley in Kent (see Appendix 8 for contact details) could promote the idea of walking to school and make it a more feasible method of travelling to school. The initiative involves a 'human train' of children walking to school with a couple of adult escorts. The 'Walking Bus' stops at various points on a route to school and collects children along the way and they are taken to school. This scheme can free parent's time, raise road safety awareness and promote independence for the children. There are safety implications to adhere to when running such a scheme, such as insurance cover, road safety training for the adult volunteers, risk assessment of the route that is walked and police checks by the Criminal Records Bureau before a Walking Bus could commence.

Several parents/carers reported the difficulty they have in taking their child to and from school (see Figure 10 and Figure 11). As a parent, there are many factors that contribute to how easy the journey is. Such issues include whether they work and what time they need to get to work, the distance they live from the school and how many cars they have in the household. Although walking to school is actively promoted, sometimes it is not a feasible or safe journey. Without a car to take their child to school, and a fair distance to walk, often along a main road, the journey to school can be a long and dangerous one – especially unpleasant in bad weather. It seems unfair that some children, disadvantaged in this way have such trouble in getting to school clean, dry and safe!

Although those children living over two miles from their Primary school are entitled to free home-to-school transport, perhaps some form of pilot scheme could be set up for those parents/carers who perhaps cannot afford the bus fare to pay for themselves for two return trips a day and for one return trip for their child per day in order to accompany their child to school. The scheme may involve cheap or free bus travel for parents/carers who wish to accompany their young children to school.

As a national objective is to reduce the number of cars on the road and increase the use of sustainable transport (Ten Year Transport Plan, 2000), such ideas as promoting walking and cycling to school not only support this, but also other Government plans, such as the national programme ‘The Healthy School Standard’, which aims to increase awareness of such issues as the environment, physical exercise and safety (National Healthy Schools Standard, 1999, see Appendix 8 for contact details). The Council’s Local Public Service Agreement (LPSA) (covering the period of 1st April 2003 until 31st March 2006) has also set targets to triple the number of cycle trips on the Isle of Wight by March 2006. For young people and children, this target will be measured by the percentage of Middle and Secondary School children (aged 11-16) who cycle to school each year. The Highways and Transportation Department of the Council is currently looking into employing a Cycling Promotion Officer in order to promote and publicise the benefits of cycling. The recommendations stemming from this project not only support this initiative but also promote ideas in how to increase participation.

The low number of people travelling by train, sharing a lift or cycling to school and activities could be explained by the inconvenience of these methods. These modes of transport are all dependant on a number of different factors, which also may add to the unpopularity – cycling often depends upon the weather and safe cycle routes, car sharing is dependant on other people and the train depends on the area of the Island in which you live, as it is only available along the East coast (see Table 1, Table 4, Figure 5, Figure 7, Figure 12, Figure 18 and Figure 27). The generally low trend of young people travelling to school by these particular modes of transport is similar across all age ranges, perhaps suggesting that the current situation involving the train, car sharing and cycling needs to be revised and perhaps promoted in some way. Providing incentives to travel using these less popular means of transport may help to reduce car use to a small degree in some areas – making the journey easier and safer is also key.

Perhaps public transport and school buses are rarely used on the ‘Primary School Run’ because few pupils at Primary School on the Island qualify for home-to-school transport to be provided by the Council as they live too close to the school they attend. Few schools have their own school bus available, often due to the high cost of running such a vehicle. This limits the use of transport of this kind, although, a few parents/carers also reported that they felt their child was too young to travel alone on a bus without proper supervision.

The cost of travelling on a public bus with a child on two return journeys a day often runs high if this is a frequent occurrence.

The idea of the journey to school being a 'social' experience seems to follow suit as children get older and begin Middle School. Often young people strive for independence as they get older, and the journey to and from school is the time when they can begin to spend more time with their peers, without the 'control' of the school environment. Around half of Middle School students asked said they walked to school, although most of this proportion of students lived less than a mile from the school they attend (see Figure 12).

The Council is obliged to provide transport to and from school for those students who live more than three miles away from their allocated Middle or High School, or two miles from their allocated Primary School. A higher percentage of Middle School students did travel to school on either the school bus or the public bus than the Primary School students (compare Table 1 and Figure 12). It is possible to interpret these results as being because there are fewer Middle Schools than Primary Schools on the Island, and consequently, some young people would have to travel further in order to reach their nearest school. However, the results of the survey surprisingly show that in fact, significantly more young people lived less than a mile from the Middle School they attend, than those who live less than a mile from their Primary School. Perhaps suggesting that more parents/carers choose to send their children to Primary Schools around the Island other than the allocated school in their catchment area. Consequently, this would have a direct impact on transportation on the road, as the further there is to travel, the more likely the student is to travel by car, or another form of vehicle, such as the bus. As older children are getting to the age where they can manage to get to school themselves, it is perhaps not surprising that more tend to walk, catch the bus or take a form of independent transport other than the car (see Figure 27). This interpretation also supports the notion that most parents/carers don't feel comfortable letting their child travel to school without some form of adult supervision when they are young.

Continuing along the trend that fewer young people travel to school by car as they get older is emphasised in the findings of this survey. Significantly less young people reported travelling to school by car when they reached High School. The number walking to school did actually fall and those using the buses rose fairly rapidly. As there are limited High Schools on the Island (five mainstream High Schools), it is perhaps not surprising that fewer people walk to school than when at Middle School, as there is often further to travel. This suggests that the safety around the school site may be better as young people reach high school, as there are generally fewer cars to cause congestion (see Figure 12 and Figure 27). Although there is the argument that the schools are larger, with more pupils attending them, the school site is also larger, and can therefore cater for a larger amount of cars, buses and other vehicles.

Safety around school site

Although appreciation of safety issues around the school site is arguably vital for all young people of any age, with younger children there is a greater need to make the school environment as safe as possible. Safety problems were emphasised by many parents/carers with children at Primary School and also by a great number of young people at Middle School when given the option to elaborate on any transport issue that affects them (see Figure 11, Figure 19 and Figure 33). Parents/carers reported parking their cars and congestion around the school at the beginning and the end of the day as being the fundamental problem. However, the majority of parents/carers still continue to take their

child to school by car, only contributing to the existing problem (compare Table 1 and Figure 11). Unfortunately, there may be a ‘Catch 22’ situation occurring as the congestion of traffic can cause a tense situation in which drivers are more likely to drive unsafely, only reinforcing the already unsafe journey to school; then for those who do walk to school, or walk from the car, the fast main roads and lack of pathways and cycle ways discourage walking even more, and perhaps pushing people to get into the car and drive to school instead.

For the older children at Middle School who have perhaps begun to find their own way to school, many report feeling unsafe themselves (see Figure 19 and Figure 20). The pattern of feelings remains relatively similar to those parents/carers who travel to school with their children. Congestion, careless drivers, lack of crossings and fast main roads were all highlighted as being a potential danger to children. Young people suggested that such improvements as increasing the number of crossings, creating more traffic calming schemes around the school and reducing the speed limits may create a safer environment for pedestrians (see Figure 20). The Highways Department of the Isle of Wight Council is looking into such improvements in conjunction with the National Safe Routes to Schools Programme (in relation to the Isle of Wight Local Transport Plan, 2000) and the national Government guidance (Ten Year Transport Plan, July 2000); however, with a limited budget, the organisational and financial implications are significant, making even small improvements costly and time consuming.

In taking into account both the pupils’ and the parents’ points of view, a review of the safety standards around the school site could be carefully addressed and considerable yet feasible improvements be made. Perhaps the parking restrictions, walkways and number of crossings should be carefully looked into? If you should stand outside the entrance to many schools at the end of the school day it is clear to see just how dangerous it can be for pedestrians, especially children (see Table 5 for total number of child road casualties in Great Britain in 2001). Accident Prevention Training, The Primary Care Trust’s Injury Prevention Forum, the Isle of Wight NHS Trust’s Ambulance Training Department and the Access Partnership (suppliers of approved National Safety Books) together with Primary and Middle Schools have been supported by the Isle of Wight Children’s Fund. This had provided every seven year old with an Early Years First Aid Handbook and every ten year old with a First Aid Handbook together with “A Teacher’s Interactive Guide to First Aid” CD-ROM, and First Aid training provided by the Ambulance service’s Training Department. Special Needs Schools and High Schools with young people special needs were also included. This innovative work has been responsible for six other Children’s Fund areas around the United Kingdom setting up the same initiative based on the work here on the Isle of Wight.

Table 5: Total child road casualties in Great Britain, by age group, road user type and severity 2001

	0-4 yrs	5-7 yrs	8-11 yrs	12-15 yrs	Under 16 yrs
Killed	37	30	44	108	219
Serious	494	708	1,494	2,073	4,769
Slight	4,744	5,205	10,609	12,804	33,362
TOTAL	5275	5943	12147	14985	38350

Source: Road Accidents Great Britain: 2001 The Casualty Report

However, in addition to this, it may also be an advantage for children to gain road safety awareness from a younger age, and incorporate it into the National Curriculum. This may not only teach children to be aware of potential dangers around them when they are younger, but this knowledge would also be with them as they grow up and begin to travel around more independently without an adult to supervise them. The Road Safety Team are active in all 69 Island School with various road safety awareness training programmes throughout the academic year. However, practical child pedestrian training for 5-6 year olds is limited to only 11 selected primary schools, and is funded directly for 3 years only by the Department for Transport (DfT). It is hoped that at the end of the 3-year pilot, the Isle of Wight Council will continue to fund the post to expand the 'Kerbcraft' initiative to all Primary Schools.

As young people reach High School, safety around the school site doesn't seem a particularly pressing issue for the students, with most of them reporting safety as being an issue when waiting at bus stops or travelling late at night (see Figure 32, Figure 33 and Figure 35). This may possibly be because walking and buses are the main method of transport to school by this age. Buses are often catered for by having specific bus lanes in which to enter and leave the school site, in which pupils generally should not enter.

It seems easy to neglect the potential dangers that can readily occur within and outside the school gates. In the recent years, school security has become an increasingly important factor in student safety, and although this may be an unlikely occurrence, schools should be mindful of the perception of safety during the journey, especially in encouraging car-free independent travel.

After-school clubs / Out of school activities

Social activities after school in the form of after-school clubs can provide an excellent opportunity for young people to gain expertise, confidence, and practice in certain activities that they would otherwise not have had the chance to do. Activities such as breakfast clubs, homework clubs, sport and outdoor activities can make a dramatic difference to a young persons attainment, attitude to school and attendance. The 'National Healthy School Initiative' (1999) supports this notion as it actively looks at all aspects of the child/young person's everyday life when considering their active and healthy lifestyle. Having readily available access to such facilities is important for some children and young people who wish to attend, as they could be socially excluded from the many opportunities available if they miss out simply due to transport problems. It is easy to see just how important transport is, as it interconnects with our general everyday lives. Children and young people from a low-income background are especially at risk from missing out on after-school activities, as often the bus fare home is too expensive, they don't have a family car, the public transport does not run at a convenient time or does not travel to near their home.

The information given from the young people and parents/carers of Primary and Middle Schools show that relatively few pupils made use of after-school clubs (see Figure 7 and Figure 16). Around half of the students between about five and thirteen years of age reported that they rarely or never took part in after-school clubs; around a quarter said they weekly attended a club (see Appendix 4 and Appendix 5). Therefore, as the information has shown that of those who attend after-school clubs on a regular basis usually travel there by car, it seems fair to suggest that those without a car in the household are at a disadvantage, especially if they do not live within walking distance of the school they attend. Those who regularly attended after-school clubs did generally have one or two cars

in the household (see Figure 6). As the majority of families do have one or two cars, the information may just reinforce the point that those families who have no car, or running a car as a rural necessity, and consequently, it takes a greater proportion of income in poorer households, children may be less likely to be able to have easy access to such activities (see Table 2).

There were a fair few young people who regularly attended after-school clubs and reported rarely or never having problems in getting home (see Figure 16). These perhaps are those whose families have access to a car to collect their children, who have easy access to public transport or who live close enough to the school to walk home. Rather obviously, half of the people answering this question rarely or never attended such clubs and consequently either didn't report any problems getting home. So, if it is the case that some of the young people who do not take advantage of after-school clubs have trouble getting home afterwards, social exclusion in some form especially for those who live in rural areas is occurring. Schools and Local Education Authorities need to make every effort to make sure those who wish to take part in activities do not miss out due to transport difficulties, perhaps by implementing extra modes of transport for those who have attended such clubs.

It is unclear from the questions asked as to any information about after-school clubs from those students who are between the ages of thirteen and eighteen years. It was assumed that as young people got older they attended after-school clubs less frequently as they generally have busier timetables at school, such as coursework deadlines and exams and it is not so readily 'socially accepted' as it is at Primary or Middle School. However, it was also assumed that they probably spent a fair amount of time going to out of school activities after school time and at weekends, and therefore, this could be a time of day where access to public transport may be crucial for some young people as a way of getting to and from social events.

How young people and children make use of their spare time outside of school hours can be vital to their social and physical development. Without easy access to social activities, such as meeting with their friends and attending clubs, many may find they miss out on many opportunities to build up social relationships, which in turn, could limit their confidence building when interacting (Youth and Community Best Value Review, 2002).

Similar problems have also been found when discussing out of school activities occurring later in the evenings or at the weekend. Sport and socialising were the two most popular forms of activity for young people of all ages, demonstrating that there is a great demand for effective transport in order to cater for the young people's needs (see Figure 8, Figure 17 and Figure 30). If young people become restricted in their ability to attend sporting activities due to transport problems, it will decrease opportunities to regularly participate in physical activity. Statistics have already shown that young people do not generally get enough exercise, with "*an increase in the proportion who are overweight of at least 50% over a ten year period*" (Chinn and Rona, 2001). This health issue is closely linked with young people's access to transport. If they are unable to travel to clubs and sports either because there is no family car or public transport may be too expensive or inconvenient, then it may have adverse incentive to those young people and children to increase their levels of physical activity.

Those young people between the ages of about nine and thirteen generally either walked or travelled by car to out of school activities (see Figure 18). More tended to travel by car if the journey was fairly long, although a fair few still went by car despite living only a

short distance away. The main explanation for this may be that they are still relatively young and do not feel particularly comfortable travelling on public transport alone. For High School pupils, travelling by bus and by car were the two most popular methods of getting to activities that they wanted to attend; also around a quarter said they walked to their activities (see Table 4). Other modes of transport, such as sharing a lift, going by bike and train were all very unpopular, much as they were when used as methods of getting to and from school. As with the school journey, these modes of transport may not appropriately cover people's needs, such as a lift being available, the weather being pleasant and the train travelling to a close enough area to their home. Perhaps a review in how to promote the use of these less popular means of transport would increase the number of passengers?

Around a third of the young people asked reported sometimes or often having problems when travelling to social activities, but of those who specifically travelled by bus, eighty-three percent said that they very often, fairly often or sometimes had problems in getting to and from the activities they wished to attend. This just goes to show how limiting inadequate public transport provision (the bus in particular) can be. Only a small percentage seemed to find no problem in travelling on the bus on the Island (sixteen percent) (see Figure 31).

The problems for young people and children travelling on public transport to various activities vary widely, but do fall into a few distinct categories. The issues raised seem to cover both the use of public transport in getting to school and also as part of getting to and from social activities. The identified problems also are fairly similar across the whole age range, showing that a small problem can actually affect a large range of young people, irrelevant of age (see Figure 11, Figure 20 and Figure 35).

Concessions/cost/value for money

Taking into account the school journey and the general use of public transport for other activities, the issue of cost comes up time and time again. The price of fares was the subject that causes the most problems, whether it concerns a parent taking their young child to school on a bus everyday, or a young person who lives in a rural area and wants to go out in the evening to meet up with friends. The young people and parents on the Island believe that the cost of public transport on the Isle of Wight is too expensive (see Figure 11, Figure 20, Figure 23 and Figure 35). When directly asking the young people who attend High School whether public transport on the Island gives good value for money, a huge eighty-seven percent either disagreed or strongly disagreed. This high figure may perhaps help to explain the low uptake and knowledge of the discount cards - the Islander Card, Youth Mover and the Savers Card - as a large percentage of young people reported not knowing about the concessionary fares available, which explain why so many thought that the fares were too high - as they are paying full fare. Only three percent of those actually thought that the fares were satisfactory. The remaining ten percent were unsure of their opinion (see Figure 23).

Although a large percentage of parents/carers reported the cost of public transport as being too high, generally the main issue for them was parking around the school site. A large proportion did say that they would like to travel more on the buses and less by car, but it is not worth the cost (see Figure 11). For those students attending Middle school, they also regarded the cost of public transport as being a fairly large problem (see Figure 20), but by far the biggest dissatisfaction with the cost of travelling on the buses or trains was for those young people at High School. This is presumably because they rely on public

transport a great deal more in order to travel around, rather than asking for a lift from parents/carers or friends.

Once you reach fourteen years old you are no longer eligible for 'children's half fare rate' and have to pay the full amount, which is a steep increase in price. The concessionary fares available, either promoted by the Council or by Southern Vectis, do offer good discount rates to young people from the age of fourteen to eighteen. Young people pay half fare with the Islander Card, the Youth Mover and the Savers Card. The Youth Mover also offers free travel after 5.00pm seven days a week (excluding school holidays). The young people involved in this survey aged thirteen or above were asked whether they knew about these offers and also whether they had any of the concessionary cards available.

The results suggest that surprisingly few young people who are eligible for concessionary fares do *not* know the conditions for the three cards available (see Figure 21 and Figure 22). The Youth Mover was the most well known, presumably because it is offering the best discount rate and also open to the largest age-range of young people. Around a third of High School students asked knew the conditions, although only around a quarter actually had a Youth Mover card themselves. This is a very low proportion; particularly as so many considered the cost of transport to be the most important issue surrounding problems with public transport. However, as only a select number actually knew the conditions it is perhaps not surprising that fewer people have a Youth Mover card. Very few people knew what the Islander Card offers. Even less actually had one themselves. The Savers Card was hardly known about at all and, although it is only available for sixteen to eighteen year olds, only a few people out of all the people asked actually said they had one.

As so many people appear not to know about these offers, perhaps a large promotion scheme should take place, where young people are targeted from a young age (perhaps from about twelve years upwards) and informed of the offers available. More leaflets could be made available at schools and around places where young people generally go.

A possible explanation for so few young people actually taking advantage of these discount offers could be that they are not offering a very good discount for some young people. The times of day when they may need to travel on public transport may not be within the terms and conditions of the particular card. A person who may travel to school late for some reason and perhaps not travel much after 5.00pm may not particularly benefit from a Youth Mover; however, another young person may frequently travel after 5.00pm and also a lot at the weekends, consequently saving a large amount when travelling. Perhaps a revision of the current concessionary cards could be made, and alterations could be made so that the times of day when the card can be used is more flexible from person to person and therefore, it can cater for more people. This may encourage people to not only apply for a concessionary card, but also be more satisfied with the price of the 'discount fare' and consequently persuade them to use public transport more.

As many people reported finding it difficult to reach some social activities because of the cost of public transport, perhaps a joint offer that includes entry to the leisure facilities and also includes the cost of the bus/train to get there. This may help those normally excluded from physical and social leisure activities because of the cost, as the total price would be more affordable.

On the buses/quality of service/safety

A large percentage of the young people asked said that the drivers of the buses were not usually polite and helpful (see Figure 15 and Figure 25). Many young people reported feeling they were treated unfairly by the bus drivers because of their age, suggesting that the drivers can discriminate against young people by assuming that all people of a young age are going to behave badly on the buses. Some parents/carers also mentioned that some drivers were very unhelpful when it came to carrying prams and buggies on and off the bus, making the access onto the vehicle even more difficult. Many said they were rude, unhelpful, did not know the correct routes, did not stop at the correct stops and would not accept some concessionary cards when they were valid (see Figure 35).

It is fair to say that dealing with the public all day is a difficult job, and as a bus driver, great patience is involved; however, this is not an excuse for poor customer service towards any passenger, of any age. Although bus drivers do currently get some training in dealing with customers at their initial introductory training course, perhaps all bus drivers could take customer service skills training regularly. This could involve updates of route changes and concessionary offers available so that they can answer most questions asked of them by the general public. The drivers could also attend seminars where they spend time 'being' a passenger and noting what factors makes a good quality journey. School teachers and youth workers could help identify good practice of behaviour management in dealing with 'difficult' young passengers. Consequently, the driver could experience the journey from another point of view and also increase their interpersonal skills. They could also be tested in order to keep the standards as high as possible. Readily available details on how to make a complaint should be accessible and any complaint made could be closely followed up in an attempt to improve the service as much as possible. Providers should assess best practise in the industry in this area (see Appendix 7 for an example of Brighton and Hove's complaint forms).

Few people had strong opinions as to the cleanliness and standards of the buses, there was generally an even spread of responses (see Figure 14 and Figure 24). Perhaps this could be because the buses are generally satisfactory or maybe because the cleanliness of the vehicle is not particularly important to young people? A few parents/carers mentioned it as being an issue to them when they travel on the bus (see Figure 11), but overall, the majority of people did not seem to think the standards of the vehicles were a problem.

Several passengers felt safety played an important part when travelling by public transport – especially when travelling alone or late at night, as many young people may do after they have been out visiting friends at the weekend or after school (see Figure 20, Figure 32, Figure 33 and Figure 35). Of the High School students asked, around forty percent actually said they felt relatively safe on the buses when travelling alone, however, when asked if a specific safety issue affected them in particular situations, nearly seventy-five percent agreed (see Figure 33). It seems that many do not feel particularly safe when actually walking to the bus stop or waiting for the bus, especially in dark areas. Several young people also said that they felt very unsafe and exposed to bullying around the main bus stations on the Island, especially Newport Bus Station.

Extra safety precautions being put in place may reduce the fear of travelling alone. Some young people felt intimidated by other passengers at times. Although the eight new Southern Vectis buses are fitted with CCTV, measures such as more lighting at bus stops and increased security in the form of cameras on all of the buses as well as security staff around the bus station may help this problem. Some passengers felt that the driving skills

of the driver were inadequate. Unsafe driving of these large vehicles can pose a great risk. If it is the case that some drivers are driving unsafely, then they should not be employed to do this job. Currently, if a driver experiences three or more accidents, they must take a very short 'refresher' course. However, it would perhaps be beneficial for all drivers to take a compulsory updated driving test every year in order to help reduce lazy driving habits. Southern Vectis do currently have random 'mystery shoppers' on board the buses, however, the 'mystery shoppers' themselves could include a wide range of people, including parents travelling with children and young people and 'bad behaving' children in order to review how drivers behave with different sorts of passengers. This may hopefully keep all drivers alert to the fact that they should drive with due care and have high customer care standards at all times.

Bus stops

Although not particularly high on the agenda, the bus stops were an issue that many people felt made up an important part of their journey (see Figure 11, Figure 20 and Figure 35). The lack of shelters and facilities, such as seating areas around the stops, were found to be a problem for some passengers. As mentioned earlier, some young passengers reported feeling rather unsafe around dark areas when waiting for a bus alone. Upgrading some of the bus stops on the main routes with lighting, shelters and seating may make for a more comfortable journey and also increase the feeling of safety for the passenger. The lack of timetables at the smaller bus stops in more rural areas was a fairly important issue (see Table 3 and Figure 35). Sixty percent of the High School students asked said that there was not a sufficient amount of timetables at the smaller stops and that it often posed a problem – presumably as you would not know what time the bus would arrive if it was a route that you did not usually take. By adding a copy of the scheduled bus times to each bus stop, this would eliminate this problem and increase the quality of the service.

More than half of the young people asked, aged between nine and eighteen years, said that they lived within a five minute walk from their nearest bus stop, suggesting that there is a good coverage of smaller stops around a large area of the Island (see Appendix 5 and Appendix 6). For the older range of young people asked, they reported travelling on public transport generally more frequently if they lived closer to a bus stop than those who had to walk a fair distance in order to get to their closest bus stop. Those who have to travel a fair distance to reach the bus stop may find it an inconvenience to travel by bus, and consequently feel it easier to travel by another mode of transport, or even miss out on some social opportunities.

Frequency

The frequency of the buses throughout the Island was a subject that many felt strongly about, especially young people at High School (see Figure 35). Many suggested that an infrequent service made it difficult to get to some places. In the smaller villages around the Island where the services were infrequent or the bus stops were difficult to reach, a regular link service, maybe in the form of a smaller minibus or taxi could run between the central points in a particular village directly to another bus stop that has a frequent service running through. This would provide a more frequent service for those young people who perhaps live in more rural areas, far away from the main towns, where public transport may only travel through once or twice a day, if at all.

It is fair to say that an infrequent service leads to an inadequate service, mainly because if people cannot travel when they need to, it does not serve their need. There was a slight pattern of responses from High School students when asked at what time of day they

thought the frequency of service needed to be increased. Generally, most people want a more frequent service throughout the evening time during the week and at weekends. Sunday daytime also seemed to be time when young people thought that there were not enough buses running. Although still a fair proportion, the least amount of young people suggested the morning time as being a time of day when an insufficient service affected them (see Figure 29). A possible suggestion for an improvement to this problem would be for the bus companies (both Southern Vectis and Wightbus) to review their current timetables and routes, maybe comparing their average number of passengers on the buses at different times of day with the route and size of vehicles used. Reducing a service that perhaps may not have many customers on a particular route could free the vehicle for another route, or for another time of day, for example, the evening time. Altering the service slightly to accommodate the needs of as many passengers as possible, including the needs of parents/carers with young children and young people would provide a more accommodating service.

The young people attending High School who completed the survey also stated an area of the Island where they thought an increase in service was needed. Although around a third did not answer this question, of those who did, there was a fairly varied response. There were no particularly extreme responses, with each of the main areas of the Island represented by a similar percentage of young people who said that an increased service was needed. The largest proportion of young people said that the West Wight area was in need of more public transport (eighteen percent), with the least amount of people saying East Wight had a gap in provision (eight percent) (see Figure 34). West Wight is an area with relatively low population and is also mainly rural, consequently, the bus journeys are longer and also further between. This may explain why a fair percentage feel that more services were needed in this area, as it is probably the case that those who live in the more rural parts of West Wight have the need for public transport in order to travel the longer distances to services and facilities, such as shops, the cinema and leisure facilities.

Conclusion

There is a policy drive from the Government to increase the use of sustainable public transport and to reduce the use of the car (Ten Year Transport Plan, July 2000), in turn making the Island a safer and easier place to travel around, and also to limit social exclusion and missed opportunities due to lack of access to public transport. This survey does highlight the needs and worries of young people in relation to public transport, and how it affects them. It also demonstrates that an efficient, effective, mobile transport system can bring about significant social, educational, and environmental benefits for children, young people and the whole community.

Over one thousand five hundred children and young people (nearly one in twelve of all children on the Island) participated in this successful research to discover the specific issues around transport that they experience. This valuable information can now be used to support the work of the Rural Transport Partnership, to inform the Local Transport Plan, the Council's Social Inclusion Strategy, local transport operators, Kerbcraft and Education to develop local transport solutions for children, young people, their parents, carers and families. In addition, Parish and Town Councils and schools now have the information they need to inform their Parish Transport Grants by involving children and young people themselves in planning the way forward.

Who can be involved in improving current situations of social exclusion and increasing road congestion resulting from lack of access to public transport?

- Schools
- Isle of Wight Council
- Highways Department
- Wight Leisure - Council Sports and Leisure Department
- Rural Transport Partnership
- Parish and Town Councils
- Road Safety Team
- Other transport providers
- Local residents
- Parents/carers
- Young people themselves

RECOMMENDATIONS

- 1) That the Rural Transport Partnership (RTP) forms a Working Party (WP) to promote and develop youth transport initiatives using a partnership approach. This might usefully include parents/carers, young people, Local Government Officers responsible for transport, Highways and Road Safety, local Councillors, Association of Parish and Town Councils, Wight Leisure, transport providers and the voluntary sector.

Financial implications: Minimal

Suggested timescale: The WP should be established as soon as possible, for an initial period of twelve months, to be reviewed by the group.

- 2) That the WP encourage the establishment of Parent Transport Groups, where parents with available time take a group of children to and from school through appropriate initiatives such as lift sharing, group walking or group cycling. This group could also help to foster a sense of greater community, which may otherwise be eroded if parents are not all travelling to school everyday.

Financial implications: Minimal

Suggested timescale: Over the next twelve months

- 3) That the Isle of Wight Council (IWC) and the WP investigate means of encouraging increased use of rail, cycling and lift sharing, particularly to access extra-curricular activities, and encourage all schools to produce School Travel Plans.

Financial implications: Some of the outputs can be achieved within existing resources, for example, LIFT'S Sustainable Travel to Work project and the IWC's impending appointment of an officer to promote cycling. Some solutions may require additional financial support.

Suggested timescale: Initial work within twelve months. Target for all schools to have Travel Plan in place by 2006.

- 4) That the WP investigates opportunities for school buses with escorts for Primary School children, with a view to establishing a pilot project.

Financial implications: Pilot likely to require funding for administration and staffing. Support may be available from LEA, transport providers or through grant funding. In the long term, savings from reductions in inappropriate behaviour may reduce the financial burden.

Suggested timescale: Pilot launched by September 2004.

- 5) That the WP encourage and facilitate the establishment of walking buses at Primary Schools as a method of reducing the number of cars around the school site and to encourage children to walk to school.

Financial implications: Average cost of setting up a walking bus is approximately £300. Cost savings likely to be made through reduction in congestion, pollution and accidents.

Suggested timescale: New walking buses to be established in 2004/2005.

- 6) That the IWC introduce road safety training for all Primary School children, possible along the lines of the “Kerbcraft” scheme running in a limited number of schools.

Financial implications: Central Government provided funding for the first tranche for “Kerbcraft”, but local finance would be needed for wider schemes. Long-term savings are possible through accident reductions.

Suggested timescale: Programme to be implemented within two years.

- 7) That the IWC establish a review of safety around school sites, and explore all opportunities to improve safety and perception of safety, utilising best practise from other authorities and new innovative solutions as appropriate.

Financial implications: Cost to IWC in Officer time and resources to conduct review. Individual outputs may also have costs attached. Possible long-term savings through accident reduction.

Suggested timescale: Review to conclude by September 2004.

- 8) That the Local Education Authority (LEA) investigates the need for new transport provision to improve access to extra-curricular activities, and means by which this may be achieved.

Financial implications: Minimal implications for investigators. New services may require funding from, for example, Local Education Authorities, the RTP, Parent Transport Groups and the Children’s Fund.

Suggested timescale: Review to be carried out by early 2004.

- 9) That transport providers and the Transport Department of the Council actively promote the current concessionary fares available, and begin to distribute information about the three discount cards available from a younger age, before they reach the age at which they are eligible to apply. This way, young people will know the offers available before they suddenly find themselves having to pay full fare at the age of fourteen years old.

Financial implications: Small. Cost of promotion could be met through Island Transport Grant Applications. A new Transport Officer may be able to provide officer time.

Suggested timescale: To start as soon as possible. Ongoing.

- 10) That the Transport Department of the Council should review the conditions for the concessionary offers so that they are more flexible in the times that people can use them, in conjunction with young people and public transport operators.

Financial implications: Minimal

Suggested timescale: Implement as soon as possible.

- 11) That Wight Leisure, IWC and operators introduce a joint promotional leisure card, including discount prices for the entrance price to activities and also the travel cost involved, such as the bus or train fare. This may produce an incentive to do more physical and social activities if they are more affordable and easy to access.

Financial implications: May be practical within existing budgets and commercial operators.

Suggested timescale: Pilot as soon as possible, leading to full project if appropriate.

- 12) That transport providers should regularly update their customer service skills of their drivers by some form of training scheme. This could also include learning more about the different routes and concessionary fares available so that they can adequately answer most questions given to them by the general public. Readily available details in how to make a complaint should be accessible and any complaint made could be closely followed up in an attempt to improve the service as much as possible. Providers should assess best practice in the industry in this area.

Financial implications: Minimal. May result in increased income through greater patronage.

Suggested timescale: Implement as soon as possible.

- 13) That transport providers ensure maximum driver safety by having compulsory 'driving refresher courses' in order to keep the skills of the driver up to standard.

Financial implications: Minimal. May result in increased income through greater patronage.

Suggested timescale: Implement as soon as possible.

- 14) That operators in partnership with the IWC and the Crime and Disorder Reduction Partnership (CDRP) increase the lighting at bus stops so that people waiting there can be seen easily, to consequently increase personal safety. Improve security around the main bus stations to reduce anti-social behaviour and bullying. Security cameras at bus stations and on the buses to deter antisocial behaviour.

Financial implications: Significant costs involved. Local projects may be able to source grant funding such as Island Transport Grants. Other projects will need public or private sector finance. It is likely to encourage increased patronage, leading to greater income.

Suggested timescale: Rolling improvement plan needed. Maybe appropriate to establish a five year plan.

- 15) That operators, in partnership with the IWC and the Parish and Town Councils upgrade the bus stops. In the larger bus stops along the main routes, refurbishing or adding shelters to the stops, as well as putting in seating areas in those that do not already have them. Put timetables onto all bus stops, small or large, to allow all passengers to know when to expect the next bus.

Financial implications: Significant costs involved. Local projects may be able to source grant funding such as Island Transport Grants. Other projects will need public or private sector finance. It is likely to encourage increased patronage, leading to greater income.

Suggested timescale: Rolling improvement plan needed. Maybe appropriate to establish a five year plan.

- 16) That the WP investigate opportunity to provide a small link service, maybe in the form of a minibus or a taxibus, between isolated rural villages to bus stops in larger villages or towns, where public transport runs more frequently. This would allow young people to travel to another bus stop where the buses run more frequently.

Financial implications: Any new service is likely to need public sector subsidy. It may be possible to accommodate as part of the supported network.

Suggested timescale: Options presented to IWC and RTP by mid 2004.

- 17) That the IWC and transport providers take the opportunity of the 2004 re-tendering of Council supported services to review the whole public transport network, in order to maximise the performance of the network. This review should also take into account the role of school buses, flexible buses, taxibuses and community transport. Young people should be actively involved in the review process to ensure their needs are fully considered.

Financial implications: Minimal. Likely to lead to cost savings.

Suggested timescale: First half of 2004, in time for re-tendering.

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APPENDIX 1

YOUTH TRANSPORT QUESTIONNAIRE – PRIMARY SCHOOLS

Hi, my name is Katy Blackburn and I have recently got a job as a ‘Youth Transport Researcher’. Part of my job involves looking at transport problems from the point of view of parents/carers with young children as well as from a young persons point of view on the Isle of Wight. I would be grateful if you would take a few minutes to complete this short questionnaire about the subject of transport in your household. All information will be kept completely anonymous and confidential and no names will be disclosed at any point during my research. Please return the completed questionnaires back to school.

AGE OF YOUR CHILD.....
TOWN/VILLAGE YOU LIVE IN.....
SCHOOL YOUR CHILD ATTENDS.....



PLEASE CIRCLE THE MOST APPROPRIATE ANSWER

Q1: How many children aged between 0 – 18 years are there living in your household? (Please circle only **one** answer).

1 2 3 4 5+

Q2: How many cars do you have in your household? (Please circle only **one** answer).

0 1 2 3 4+

Q3: Roughly how far do you live from the primary school your child attends? (Please circle only **one** answer).

0 – 500 metres 500 metres – 1 mile 1 – 2 miles 2 – 3 miles 3+ miles

Q4: How does your child usually travel to and from Primary school? (Please circle only **one** answer).

Walk Shared Lift in Car School Bus Public Bus Bike
 Train Car Other (please state).....

Q5: Does your child receive free home – to – school transport to Primary school? (Please circle only **one** answer).

Yes No Don't Know

Q6: Does your child attend any after-school clubs at Primary school? (Please circle only **one** answer).

Daily 2-3 times a week Weekly Fortnightly Monthly Rarely/Never

Q7: If your child does attend any after-school clubs at Primary school, how do they normally get home? (Please circle only **one** answer).

Walk Shared Lift in Car School Bus Public Bus Bike
 Train Car Other (please state).....

Q8: Do you have problems getting your child home after they have attended any after-school clubs after Primary school hours? (Please circle only **one** answer).

Very Often Often Sometimes Occasionally Never

Q9: Which of these out-of-school activities on the Island, outside of the Primary school environment, does your child most frequently attend? (Please tick only **one** answer).

ACTIVITY	TICK
Arts & Home Crafts (Cookery, sewing etc)	
Church/Religious Activities	
Country Pursuits (Horse riding, fishing, walking etc)	
Dance & Drama	
Extreme Sports (Surfing, skateboarding, diving etc)	
Music Lessons	
Organised clubs (Brownies, Cubs, Youth Club)	
Public Entertainment (Cinema, theatre, concerts)	
Sailing/Boating	
Sports Activities	
Visit Friends/Family	
Other	

Youth Transport Research

Q10: What is the **maximum** distance your child normally travels to such out-of-Primary school activities? (Please circle only **one** answer).

0-500 metres 500metres - 1 mile 1-2 miles 2-5 miles 5+ miles

Q11: How does your child usually travel to and from these out-of-Primary school activities? (Please circle only **one** answer).

Walk Shared Lift in Car School Bus Public Bus Bike
Train Car Other (please state).....

Q12: How often do you travel on public transport on the Island (excluding the boats and ferries), with or without your child/children? (Please circle only **one** answer).

Daily 2-3 times a week Weekly Fortnightly Monthly Rarely/Never

Q13: How easy do you find it to travel on public transport on the Island (excluding the boats and ferries) with your children? (Please circle only **one** answer).

Very Easy Fairly Easy Satisfactory Fairly Difficult Very Difficult

Q14: Do you have any specific problems relating to transport when you take your child/children to and from Primary school or social activities? If so, please write them below (these can include accessibility and /or safety issues).

.....
.....
.....
.....
.....
.....

If you would be prepared to be contacted at a later date in order to help with any further research into the issue of public transport for young people, please write your name and child's class below. Please feel free to contact me on 529569 if you have any questions about this survey.

NAME (Title).....(First name).....(Surname).....

NAME OF YOUR CHILD.....

CLASS YOUR CHILD IS IN.....

THANKYOU FOR YOUR HELP IN COMPLETING THIS QUESTIONNAIRE.

APPENDIX 2

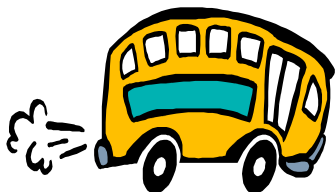
YOUTH TRANSPORT QUESTIONNAIRE – MIDDLE SCHOOLS

Hi, my name is Katy Blackburn and I have recently got a job as a ‘Youth Transport Researcher’, which involves looking at transport problems from a young persons point of view on the Isle of Wight. I would be grateful if you would take a few minutes to answer these few simple questions about activities that you are involved in after school and the transport you use. I am the only person who will see these answers.

NAME.....AGE.....

TOWN/VILLAGE YOU LIVE IN.....

THE SCHOOL YOU ATTEND.....



.....
PLEASE CIRCLE THE MOST SUITABLE ANSWER

Q1: How do you usually get to and from school? (Please circle only **one** answer).

Walk School Bus Public Bus Bike Train Car
Get a lift with friends Other (please state).....

Q2: Roughly how far do you live from the school you go to? (Please circle only **one** answer).

0 – 500 metres 500 metres – 1 mile 1 – 2 miles 2 – 3 miles 3+ miles

Q3: If you travel on the school bus or the public bus, are the buses usually clean and safe? (Please circle only **one** answer).

Always Usually Not Sure Sometimes Never

Q4: If you are travelling on the school bus or the public bus, are the drivers normally polite and helpful? (Please circle only **one** answer).

Always Usually Not Sure Sometimes Never

Youth Transport Research

Q5: If you travel by either school bus or public bus to school, how much do you normally pay to get to and from school, each way? (Please circle only **one** answer).

Nothing, I have a bus pass £0 - £1 £1 - £2 £2 - £3 £3 +

Q6: Roughly, how long does it normally take to walk to your nearest bus stop? (Please circle only **one** answer).

0-5 mins 5-10 mins 10-15 mins 15-20 mins 20+ mins Don't Know

Q7: Do you go to any after-school clubs, at school? (Please circle only **one** answer).

Daily 2-3 times a week Weekly Fortnightly Monthly Rarely/Never

Q8: If you do go to any after-school clubs at school, how do you normally get home afterwards? (Please circle only **one** answer).

Walk Get a lift with Friends School Bus Public Bus Bike
 Train Car Other (please state).....

Q9: Do you have problems getting home after you have been to any after-school clubs at school? (Please circle only **one** answer).

Very Often Often Sometimes Occasionally Never

Q10: Outside of school hours, including weekends, what social activity or hobby do you most often take part in on the Island? (Please tick only **one** answer).

Activities	Tick
Arts & Home Crafts (Cookery, sewing etc)	
Church / Religious Activities	
Dance & Drama	
Entertainment (Cinema, theatre, concerts etc)	
Extreme Sports (Surfing, skateboarding, diving etc)	
Job	
Outdoor activities (Horse riding, fishing, walking etc)	
Sailing/Boating	
Socialising (meeting friends, sleepovers, shopping etc)	
Sport	
Visiting Family	
Other	

Youth Transport Research

Q11: Roughly, how far do you normally travel in order to reach this activity? (Please circle only **one** answer).

0-1 miles 2-4 miles 5-7 miles 8-10 miles 10+ miles

Q12: How do you usually travel to and from these activities? (Please circle only **one** answer).

Walk Bus Bike Get a lift with Friends Car
Train Other (please state).....

Q13: Are there times when you are not able to go out to specific activities or to meet your friends due to transport problems? (Please circle only **one** answer).

Very often Fairly often Sometimes Rarely Never

Q14: Do you think there are any safety problems to do with traffic around your school? If there are, please write them below.

.....
.....
.....
.....
.....

Q15: If you have any ideas to do with improving transport near where you live, for example travelling to school or getting to and from any out-of-school activities, please write them below.

.....
.....
.....
.....
.....

If you wouldn't mind me talking to you again about Youth Transport, and maybe helping further in my research, please write your name and class below. If you have any questions about my research, please telephone me on 529569.

NAME.....
CLASS.....

THANKYOU FOR YOUR HELP IN COMPLETING THIS QUESTIONNAIRE.

APPENDIX 3

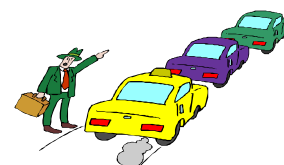
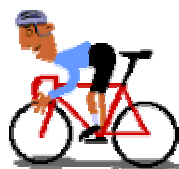
YOUTH TRANSPORT QUESTIONNAIRE – HIGH SCHOOLS

Hi, my name is Katy Blackburn and I have recently got a job as a ‘Youth Transport Researcher’, which involves looking at transport problems from a young persons point of view on the Isle of Wight. I would be grateful if you would take a few minutes to answer these few simple questions about activities that you are involved in after school, the transport you use any current opinions on public transport on the Isle of Wight. All answers will be kept confidential and only I will have access to any names given.

AGE.....

TOWN/VILLAGE YOU LIVE IN.....

SCHOOL YOU ATTEND.....



.....

PLEASE CIRCLE THE MOST APPROPRIATE ANSWER

- Q1: Do you know the conditions of the Islander Card? YES NO
- Q2: Do you have a valid Islander Card? YES NO
- Q3: Do you know the conditions of the Youth Mover? YES NO
- Q4: Do you have a valid Youth Mover? YES NO
- Q5: Do you know the conditions of the 16-18 Savers Card? YES NO
- Q6: Do you have a valid 16-18 Savers Card? YES NO

Q7: In general, for children and young people, public transport on the Island gives good value for money (Please circle only **one** answer).

Strongly Agree Agree Not Sure Disagree Strongly Disagree

Q8: The quality of the buses is generally of a good standard (Please circle only **one** answer).

Strongly Agree Agree Not Sure Disagree Strongly Disagree

Q9: The Island's bus drivers are normally helpful and polite (Please circle only **one** answer).

Strongly Agree Agree Not Sure Disagree Strongly Disagree

Q10: What is your usual method of getting to and from school? (Please circle only **one** answer).

Walk School Bus Public Bus Bike Shared Lift in Car
Train Car Other (please state).....

Q11: If you travel to school by either school bus or public bus, how much do you pay to get to and from school each way (Please circle only **one** answer)?

Nothing, I have a bus pass £0 - £1 £1 - £2 £2 - £3 £3+

Q12: Roughly, how long does it take to walk to your nearest bus stop? (Please circle only **one** answer).

0-5 mins 5-10 mins 10-15 mins 15-20 mins 20+ mins

Q13: Are there enough bus timetables at smaller bus stops, especially in rural areas? (Please circle only **one** answer).

Yes, plenty Sufficient amount No, need more

Q14: How many times a week do you use public transport, including getting to and from school (return journey = 2 trips) (Please circle only **one** answer)?

0-4 times 5-9 times 10-14 times 15-19 times 20+ times

Q15: Not including the cost of getting to school, roughly how much money do you think you spend travelling on public transport per week (Please circle only **one** answer)?

Less than £2 £2 - £5 £5 - £10 £10 - £15 £15+

Youth Transport Research

Q16: With the frequency of buses, when do you find there is the biggest gap in provision **for you** (Please circle only **one** answer)?

Weekday Morning	Weekday Daytime	Weekday Evening
Saturday Morning	Saturday Daytime	Saturday Evening
Sunday Morning	Sunday Daytime	Sunday Evening

Q17: Outside of school hours, including weekends, what social activity or hobby do you most frequently take part in? (Please tick only **one** answer).

Activities	Tick
Arts & Home Crafts (Cookery, sewing etc)	
Church / Religious Activities	
Country Pursuits (Horse riding, fishing, walking etc)	
Dance & Drama	
Employment/Job	
Extreme Sports (Surfing, skateboarding, diving etc)	
Illegal activities (Defined by age or substance)	
Public Entertainment (Cinema, theatre, concerts etc)	
Sailing/Boating	
Socialising (meeting friends, shopping etc)	
Sport	
Visiting Family	
Other	

Q18: Roughly how far do you normally travel in order to reach this activity (Please circle only **one** answer)?

0-1 miles 2-4 miles 5-7 miles 8-10 miles 10+ miles

Q19: How do you usually travel to and from these activities (Please circle only **one** answer)?

Walk Bus Bike Shared Lift in Car Car
 Train Other (please state).....

Q20: Are there times when you are not able to go out to specific activities or to meet your friends due to transport problems (Please circle only **one** answer)?

Very often Fairly often Sometimes Rarely Never

Youth Transport Research

Q21: How safe do you feel travelling alone on public transport late at night (Please circle only **one** answer)?

Very Safe Fairly Safe No Opinion Fairly Unsafe Very Unsafe

Q22: Are there any specific safety issues that you find affecting you when travelling on public transport (Please circle only **one** answer)?

NO

YES (If yes, from the table below, please tick the **one** that affects you most).

Safety Issue	Tick
Other passengers whilst on the bus	
Waiting at bus stops in 'dodgy' places	
Walking to/from buses late at night	
Safety of the vehicles	
Overcrowding	
Lighting in dark areas	

Q23: Please specify the area of the Island where you think the availability of public transport needs addressing the most (Please state only **one** area).

.....

Q24: If you have any specific re-occurring problems with public transport that affects you, or suggestions for improvement, please write them below.

.....

If you wouldn't mind me talking to you again at a later date to help with my research into the Youth Transport, please write your name and class below. If you have any questions about my research please telephone me on 529569.

NAME.....

CLASS.....

THANKYOU FOR YOUR HELP IN COMPLETING THIS QUESTIONNAIRE.

APPENDIX 4

PRIMARY SCHOOLS – SUMMARY DATA

NOR by Year Groups - September 2002

Selected Primary Schools Involved in the Survey

School	Year Group Sizes						Number of Teachers
	Y0	Y1	Y2	Y3	Y4	NOR	
Chale CE	6	3	9	7	10	35	3
Haylands	60	60	61	60	59	300	16
Nettlestone	19	27	29	27	30	132	7
Newchurch	34	45	43	37	45	204	10
Newport CE	52	52	38	47	56	245	12
Shalfleet CE	13	12	12	8	12	57	3
St Margaret's CE	23	11	16	16	22	88	6
St Saviour's Cath.	27	26	20	29	25	127	6
Whippingham	26	29	28	20	25	128	6
TOTAL	260	265	256	251	284	1316	69

School	Total Number of Responses
Chale CE	16
Haylands	74
Nettlestone	49
Newchurch	67
Newport CE	88
Shalfleet CE	31
St Margaret's	20
St Saviour's	51
Whippingham	56
Total	452

Question 1: How many children aged between 0 – 18 years are there living in your household?

1	2	3	4	5+	No Response	Total
87 (19%)	242 (54%)	99 (22%)	18 (4%)	6 (1%)	0 (0%)	452

Question 2: How many cars do you have in your household?

0	1	2	3	4+	No Response	Total
33 (7%)	207 (46%)	197 (44%)	11 (2%)	4 (1%)	0 (0%)	452

Question 3: Roughly how far do you live from the Primary School your child attends?

0 – 0.5 miles	0.5 – 1 mile	1 – 2 miles	2 – 3 miles	3+ miles	No Response	Total
71 (16%)	108 (24%)	141 (30.5%)	61 (14%)	69 (15%)	2 (0.5%)	452

Question 4: How does your child usually travel to and from Primary School?

Walk	Share Lift	Sch. Bus	Public Bus	Bike	Train	Car	Other	No Response	Total
136 (30%)	30 (7%)	23 (4.5%)	5 (1%)	1 (0.5%)	0 (0%)	254 (56%)	0 (0%)	3 (1%)	452

Question 5: Does your child receive free home – to – school transport?

Yes	No	Don't Know	No Response	Total
6 (1%)	434 (96%)	9 (2%)	3 (1%)	452

Question 6: Does your child attend any after-school clubs at Primary School?

Daily	2-3 times	Weekly	Fortnightly	Monthly	Rarely/ Never	No Response	Total
9 (2%)	82 (18%)	116 (25.5%)	0 (0%)	7 (1.5%)	241 (52.5%)	2 (0.5%)	452

Question 7: If your child does attend any after-school clubs at Primary School, how do they normally get home?

Walk	Share Lift	Sch. Bus	Public Bus	Bike	Train	Car	Other	No Response	Total
73 (16%)	10 (2%)	2 (0.5%)	2 (0.5%)	0 (0%)	1 (0.5%)	202 (44.5%)	1 (0.5%)	161 (35.5%)	452

Question 8: Do you have problems getting your child home after they have attended any after-school clubs after Primary School hours?

Very Often	Often	Sometimes	Occasionally	Never	No Response	Total
6 (1%)	10 (2%)	23 (5%)	39 (9%)	244 (53.5%)	130 (28.5%)	452

Question 9: Which of these out-of-school activities on the Island, outside of the Primary School environment does your child most frequently attend?

ACTIVITY	TOTAL	PERCENTAGE
Arts & Crafts	6	1%
Church/Religious Activities	21	5%
Country Pursuits (Horse riding, fishing, walking, etc.)	56	12%
Dance & Drama	42	9%
Extreme Sports (Surfing, skateboarding, diving, etc.)	5	1%
Music Lessons	5	1%
Organised clubs (Brownies, Clubs Youth Club)	61	13%
Public Entertainment (Cinema, theatre, concerts, etc.)	16	4%
Sailing/ boating	3	1%
Sports activities	109	24%
Visit friends/family	80	18%
Other	9	2%
No Response	39	9%
TOTAL	452	100%

Question 10: What is the maximum distance your child normally travels to such out-of-Primary School activities?

0 – 0.5 miles	0.5 – 1 mile	1 – 2 miles	2 – 5 miles	5+ miles	No Response	Total
29 (6%)	65 (14%)	83 (19%)	102 (23%)	125 (28%)	45 (10%)	452

Question 11: How does your child usually travel to and from these out-of-Primary school activities?

Walk	Share Lift	Sch. Bus	Public Bus	Bike	Train	Car	Other	No Response	Total
66 (15%)	23 (5%)	2 (1%)	10 (2%)	0 (0%)	2 (1%)	307 (67%)	3 (1%)	39 (8%)	452

Question 12: How often do you travel on public transport on the Island (excluding the boats and ferries) with your children?

Daily	2-3 times	Weekly	Fortnightly	Monthly	Rarely/ Never	No Response	Total
9 (2%)	14 (3%)	4 (0.5%)	14 (3.5%)	15 (3.5%)	395 (87%)	1 (0.5%)	452

Question 13: How easy do you find it to travel on public transport on the Island (excluding the boats and ferries) with your children?

Very easy	Fairly easy	Satisfactory	Fairly difficult	Very difficult	No Response	Total
10 (2%)	57 (13%)	117 (26%)	97 (21%)	88 (20%)	83 (18%)	452

Question 14: Do you have any specific problems relating to transport when you take your child/children to and from Primary School or social activities?

Problem	Number of Responses
Local Roads	29
Parking	85
Main Roads	39
Walkways / Cycle ways	35
Lighting / Signs	7
Age of Child is too young	11
Accessibility onto buses	17
Cleanliness of buses	2
Frequency	48
Punctuality	6
Cost	53
Timetables at bus-stops	1
Cleanliness of bus-stops	0
Lighting at bus-stops	2
Accessibility to bus-stops	29
Driver problems	7
Facilities at bus-stops	3
To & from school problems	33
After school problems	5
Other	1
No Response	252

Follow- up permission	160 (35%)
Total	452

APPENDIX 5

MIDDLE SCHOOLS – SUMMARY DATA

Number on register by Year Groups – September 2002

Selected Middle Schools Involved in this Survey.

SCHOOL	Y5	Y6	Y7	Y8	NOR	Teachers
FORELANDS	35	48	60	50	193	14
LAKE	139	139	154	140	572	27
NODEHILL	150	150	158	152	610	33
SANDHAM	140	140	140	144	564	29
SWANMORE	85	74	88	73	320	23
VENTNOR	107	123	117	122	469	26
WEST WIGHT	80	62	82	87	311	16
TOTAL	736	736	799	768	3039	154

School	Responses
FORELANDS	34
LAKE	103
NODEHILL	119
SANDHAM	92
SWANMORE	114
VENTNOR	75
WEST WIGHT	105
TOTAL	642

Question 1: How do you usually get to and from school?

Walk	School Bus	Public Bus	Bike	Train	Car	Lift	Other	No response	Total
313 (49%)	56 (8%)	92 (14%)	6 (1%)	13 (2%)	151 (23.5%)	9 (2%)	2 (0.5%)	0 (0%)	642

Question 2: Roughly how far do you live from the school you go to?

0 – 0.5 miles	0.5 – 1 mile	1 – 2 miles	2 – 3 miles	3+ miles	No Response	Total
137 (21.5%)	226 (35%)	131 (20%)	50 (8%)	96 (15%)	2 (0.5%)	642

Question 3: If you travel on the school bus or the public bus, are the buses usually clean and safe?

Always	Usually	Not Sure	Sometimes	Never	No Response	Total
11 (2%)	122 (19%)	121 (19%)	177 (28%)	30 (4%)	181 (28%)	642

Question 4: If you are travelling on the school bus or the public bus, are the drivers normally polite and helpful?

Always	Usually	Not Sure	Sometimes	Never	No Response	Total
33 (5%)	134 (21%)	102 (16%)	154 (24%)	27 (4%)	192 (30%)	642

Question 5: If you travel by either school bus or public bus to school, how much do you normally pay to get to and from school, each way?

Bus Pass	£0 - £1	£1 - £2	£2 - £3	£3+	No Response	Total
88 (14%)	282 (44%)	27 (4.5%)	9 (1%)	3 (0.5%)	233 (36%)	642

Question 6: Roughly, how long does it normally take to walk to your nearest bus stop?

0 – 5 mins	5 – 10 mins	10 – 15 mins	15 - 20 mins	20+ mins	Don't know	No response	Total
319 (50%)	107 (17%)	34 (5%)	12 (2%)	5 (1%)	52 (8%)	113 (17%)	642

Question 7: Do you go to any after-school clubs, at school?

Daily	2 – 3 times	Weekly	Fortnightly	Monthly	Rarely/never	No response	Total
11 (2%)	98 (14.5%)	165 (26%)	4 (0.5%)	10 (2%)	321 (50%)	33 (5%)	642

Question 8: If you go to any after-school clubs at school, how do you normally get home afterwards?

Walk	School Bus	Public Bus	Bike	Train	Car	Lift	Other	No response	Total
191 (30%)	5 (1%)	26 (4%)	3 (0.5%)	5 (1%)	190 (29%)	25 (4%)	3 (0.5%)	194 (30%)	642

Question 9: Do you have any problems getting home after you have been to any after-school clubs at school?

Very often	Often	Sometimes	Occasionally	Never	No Response	Total
7 (1%)	9 (1%)	60 (9%)	84 (14%)	337 (52%)	145 (23%)	642

Question 10: Outside of school hours, including weekends, what social activity or hobby do you most frequently take part in on the island?

Activities	Total
Arts & Crafts (Cookery, sewing)	11 (2%)
Church/religious activities	6 (1%)
Dance & Drama	50 (8%)
Entertainment	53 (8%)
Extreme sports	51 (8%)
Job	6 (1%)
Outdoor activities	60 (9%)
Sailing/boating	12 (2%)
Socialising	139 (22%)
Sport	156 (24%)
Visiting family	47 (7%)
Other	48 (7.5%)
No response	3 (0.5%)
Total	642

Question 11: Roughly, how far do you normally travel in order to reach this activity?

0 – 1 mile	2 – 4 miles	5 – 7 miles	8 – 10 miles	10+ miles	No Response	Total
271 (42%)	175 (27%)	73 (11%)	42 (6%)	53 (10%)	28 (4%)	642

Question 12: How do you usually travel to and from these activities?

Walk	School Bus	Public Bus	Bike	Train	Car	Lift	Other	No response	Total
171 (27%)	0 (0%)	60 (9%)	0 (0%)	8 (1%)	328 (51%)	36 (6%)	14 (2%)	25 (4%)	642

Question 13: Are there any times when you are not able to go out to any specific activities or to meet your friends due to transport problems?

Very often	Fairly Often	Sometimes	Rarely	Never	No Response	Total
18 (3%)	27 (4%)	145 (23%)	259 (40%)	175 (27%)	18 (3%)	642

Question 14: Do you think there are any safety problems to do with traffic around your school?

Problem	Total
Congestion	143
Lack of Crossing	83
Children Playing	40
Careless Drivers	86
Main Road	77
Narrow Roads	13
No Response	240

Question 15: If you have any ideas to do with improving transport near where you live, for example travelling to school or getting to and from any out-of-school activities, please write them below.

Ideas for Improvement	Total
Bike Access	1
Politer Drivers	4
Safer Drivers	2
Female Drivers	4
Cleanliness	14
Cameras	5
More Staff	5
Cost	39
Handles/Seatbelts	3
More Buses	21
Newer Buses	5
Bins	2
Frequency (Wend/Night)	16
Frequency (After school)	19
Stop Accessibility	11
New Train Lines	10
Youth Buses	6
Punctuality	4
Crossings/Calming	82
Parking Restrictions	20
More Parking Spaces	68
Pavements	25
Car Sharing	4
Minibus	9
Bus Lanes	12
Site Access	12
Later School bus	8
No Response	371

Follow-up permission	295 (46%)
Total	642

APPENDIX 6

HIGH SCHOOLS – SUMMARY DATA

Number on register by Year Groups – September 2002
High Schools Involved in the Survey

SCHOOL	Y9	Y10	Y11	Y12	Y13	NOR	Teachers
CARISBROOKE HIGH	327	325	324	165	147	1288	90
COWES HIGH	288	283	281	119	98	1069	79
MEDINA HIGH	258	322	297	196		1073	74
RYDE HIGH	254	286	296	183	106	1125	88
SANDOWN HIGH	361	378	383	246	156	1524	103

School	Responses
Carisbrooke High	143
Cowes High	75
Medina High	96
Ryde High	75
Sandown High	92
Other	11
TOTAL	492

Q1: Do you know the conditions of the Islander Card?

RESPONSE	TOTAL
YES	75 (15%)
NO	417 (85%)
NO RESPONSE	0 (0%)
TOTAL	492

Q2: Do you have a valid Islander Card?

RESPONSE	TOTAL
YES	18 (4%)
NO	474 (93%)
NO RESPONSE	0 (0%)
TOTAL	492

Q3: Do you know the conditions of the Youth Mover?

RESPONSE	TOTAL
YES	172 (35%)
NO	320 (65%)
NO RESPONSE	0 (0%)
TOTAL	492

Q4: Do you have a valid Youth Mover?

RESPONSE	TOTAL
YES	128 (26%)
NO	364 (74%)
NO RESPONSE	0 (0%)
TOTAL	492

Q5: Do you know the conditions of the 16-18 Savers Card?

RESPONSE	TOTAL
YES	34 (7%)
NO	458 (93%)
NO RESPONSE	0 (0%)
TOTAL	492

Q6: Do you have a valid 16-18 Savers Card?

RESPONSE	TOTAL
YES	3 (1%)
NO	489 (99%)
NO RESPONSE	0 (0%)
TOTAL	492

Q7: In general, for children and young people, public transport on the Island gives good value for money.

Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree	No Response	Total
0 (0%)	17 (3%)	51 (10%)	181 (37%)	240 (49%)	3 (1%)	492

Q8: The quality of the buses is generally of a good standard.

Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree	No Response	Total
5 (1%)	177 (36%)	106 (22%)	149 (30%)	51 (10%)	4 (1%)	492

Q9: The Island's bus drivers are normally helpful and polite

Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree	No Response	Total
6 (1%)	117 (24.5%)	104 (21%)	169 (34%)	95 (19%)	1 (0.5%)	492

Q10: What is your usual method of getting to and from school?

Walk	School bus	Public bus	Bike	Lift	Train	Car	Other	No response	Total
178 (36%)	107 (22%)	105 (21%)	5 (1%)	14 (3%)	9 (2%)	63 (13%)	6 (1%)	5 (1%)	492

Q11: If you travel to school by either school bus or public bus, how much do you pay to get to and from school each way?

Bus Pass	£0 - £1	£1 - £2	£2 - £3	£3+	No Response	Total
169 (35%)	36 (7%)	35 (7%)	13 (2%)	10 (2%)	229 (47%)	492

Q12: Roughly, how long does it take to walk to your nearest bus stop?

0 – 5 mins	5 – 10 mins	10 – 15 mins	15 - 20 mins	20+ mins	No Response	Total
299 (61%)	104 (21%)	31 (6%)	12 (2%)	13 (3%)	33 (7%)	492

Q13: Are there enough bus timetables at smaller bus stops, especially in rural areas?

Yes, plenty	Sufficient amount	No, need more	No Response	Total
11 (2%)	166 (34%)	294 (60%)	21 (4%)	492

Q14: How many times a week do you use public transport, including getting to and from school (return journey = 2 trips).

0-4 times	5-9 times	10-14 times	15-19 times	20+ times	No Response	Total
227 (46%)	72 (15%)	126 (26%)	37 (7%)	10 (2%)	20 (4%)	492

Q15: Not including the cost of getting to school, roughly how much money do you think you spend travelling on public transport per week.

Less than £2	£2 - £5	£5 - £10	£10 - £15	£15+	No Response	Total
180 (37%)	159 (32%)	88 (18%)	19 (4%)	19 (4%)	27 (5%)	492

Q16: With the frequency of buses, when do you find there is the biggest gap in provision for you?

	Total
Weekday Morning	32 (7%)
Weekday Daytime	40 (8%)
Weekday Evening	73 (16%)
Saturday Morning	17 (3%)
Saturday Daytime	38 (8%)
Saturday Evening	61 (12%)
Sunday Morning	26 (5%)
Sunday Daytime	71 (14%)
Sunday Evening	64 (13%)
No Response	70 (14%)
TOTAL	492

Q17: Outside of school hours, including weekends, what social activity or hobby do you most frequently take part in?

Activities	Total
Arts & Home Crafts (Cookery, sewing etc)	7 (1%)
Church / Religious Activities	9 (2%)
Country Pursuits (Horse riding, fishing, walking etc)	23 (5%)
Dance & Drama	32 (6%)
Employment/Job	63 (13%)
Extreme Sports (Surfing, skateboarding, diving etc)	44 (9%)
Illegal activities (Defined by age or substance)	27 (5%)
Public Entertainment (Cinema, theatre, concerts etc)	52 (11%)
Sailing/Boating	3 (1%)
Socialising (meeting friends, shopping etc)	94 (19%)
Sport	78 (16%)
Visiting Family	18 (4%)
Other	31 (6%)
No Response	11 (2%)
TOTAL	492

Q18: Roughly how far do you normally travel in order to reach this activity?

0 – 1 mile	2 –4 miles	5 – 7 miles	8 – 10 miles	10+ miles	No Response	Total
107 (22%)	159 (32%)	102 (21%)	50 (10%)	52 (11%)	22 (4%)	492

Q19: How do you usually travel to and from these activities?

Walk	School bus	Public bus	Bike	Lift	Train	Car	Other	No response	Total
129 (26%)	0 (0%)	135 (28%)	15 (3%)	38 (8%)	6 (1%)	137 (28%)	16 (3%)	16 (3%)	492

Q20: Are there times when you are not able to go out to specific activities or to meet your friends due to transport problems?

Very Often	Fairly Often	Sometimes	Rarely	Never	No Response	Total
49 (10%)	94 (19%)	194 (40%)	102 (20%)	36 (7%)	17 (3%)	492

Q21: How safe do you feel travelling alone on public transport late at night?

Very safe	Fairly safe	No opinion	Fairly unsafe	Very unsafe	No Response	Total
28 (5%)	165 (34%)	98 (20%)	128 (26%)	57 (12%)	16 (3%)	492

Q22: Are there any specific safety issues that you find affecting you when travelling on public transport?

Safety Issue	Total
No	113 (23%)
Other passengers whilst on the bus	64 (13%)
Waiting at bus stops in 'dodgy' places	119 (24%)
Walking to/from buses late at night	77 (16%)
Safety of the vehicles	24 (5%)
Overcrowding	28 (6%)
Lighting in dark areas	40 (8%)
No Response	27 (5%)
TOTAL	492

Q23: Please specify the area of the Island where you think the availability of public transport needs addressing the most.

	Total
Centre - Newport	32 (7%)
Centre South	19 (4%)
Centre East	8 (2%)
Centre West	2 (0.5%)
North West West	9 (2%)
North East East	11 (2.5%)
South East	53 (10%)
South West	26 (5%)
South	22 (4%)
West	58 (11%)
North West	10 (2%)
North East	54 (11%)
East	23 (5%)
No Response	165 (34%)
TOTAL	492

Q24: If you have any specific re-occurring problems with public transport that affects you, or suggestions for improvement, please write them below.

SUGGESTION	TOTAL
Lack of Shelters	8
Cleanliness	1
Safety/Lighting	5
Frequency of stops	1
Timetables	6
Bus station safety	5
Frequency	54
Punctuality	40
Late night service	26
Cost	145
Routes	9
Overcrowding	15
Smoking/drink/behaviour	22
Bus cleanliness	19
Discount promotion	2
Youth mover – summer	7
Wightbus/SV crossover	1
Pass validity	18
Knowledge's of Passes	5
Knowledge of routes	2
Rude drivers	32
Driver safety	6
Female drivers	1
Failure to stop	3
No Response	210

Follow-up permission	210 (43%)
TOTAL	492

APPENDIX 8

CONTACTS

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16 – 18 Savers Card/Southern Vectis

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