



Method of Travel to/from school by pupils in Northern Ireland, 2015/16

PHOTO REDACTED DUE TO THIRD PARTY RIGHTS OR OTHER LEGAL ISSUES

Issue no: 3

Date of Publication: 23 February 2017

Theme: Transport

Reporting Period: 1 April 2015 to 31 March 2016

Issued by:

Analysis, Statistics and Research Branch

Department for Infrastructure

Room 4-13c

Clarence Court

10-18 Adelaide Street

Belfast

BT2 8GB

Contact: Gerard McMullan

Telephone: 028 9054 0865 (Text relay prefix 18001)

Email: ASRB@infrastructure-ni.gov.uk

URL: <https://www.infrastructure-ni.gov.uk/articles/travel-school-0>

Contents

Introduction	1
Uses of the data	1
Key points	2

Results

Modes of transport used to/from school	5
Main mode of transport used to/from school	6
Walking and cycling to/from school	8
Walking to/from school	9
Cycling to/from school	12
Distance from home to school	12
Other forms of exercise	15

Appendix 1: Technical notes	17
Appendix 2: Data tables	21
Appendix 3: Comparison data	24
Appendix 4: Confidence intervals	25
Appendix 5: Questionnaire	26



© Crown copyright 2016

You may re-use this information (excluding logos) free of charge in any format or medium, under the terms of the Open Government Licence v.3.

To view this licence visit www.nationalarchives.gov.uk/doc/open-government-licence/version/3/
or email: psi@nationalarchives.gsi.gov.uk

Where we have identified any third party copyright information, you will need to obtain permission from the copyright holders concerned.

This publication is also available at
<https://www.infrastructure-ni.gov.uk/articles/travel-school-0>

Any enquiries regarding this document should be sent to us at:

Analysis, Statistics and Research Branch
Department for Infrastructure
Clarence Court
10-18 Adelaide Street
Belfast
BT2 8GB

Tel: +44 (0)28 9054 0800

Email: ASRB@infrastructure-ni.gov.uk

Introduction

This is the first release of this publication under the departmental banner of the Department for Infrastructure (DfI), which came into existence on 9th May 2016. The former Department for Regional Development (DRD) no longer exists.

Travelwise NI is DfI's initiative to encourage people to choose sustainable transport options¹ such as walking, cycling, public transport or car sharing. Travelwise NI is an integral part of DfI's Transport Policy, Strategy and Legislation Division and delivers its programmes in partnership with TransportNI, the Department of Education, the Department for Infrastructure Road Safety Promotion and Outreach Branch, Sustrans, the Public Health Agency and Translink.

TravelwiseNI encourages schools, pupils and parents to investigate the benefits of replacing the daily school run by walking and cycling to school where possible. It encourages schools to participate in a range of participative events such as Walk/Cycle to School Week and Walk to School Month. TravelwiseNI in partnership with the Public Health Agency, funds the Active School Travel programme to raise awareness of sustainable travel options such as walking and cycling and to promote the benefits for children such as:

- becoming healthier and fitter
- becoming more independent and self-confident
- improving their environment and build their skills

Uses of the Data

The report will provide annual statistics on the main method of travel to/from school and, in particular, on the proportion of primary school and post primary school pupils who walk and cycle to school. This information will be used to monitor the effectiveness of the Travelwise NI Initiatives that are aimed at increasing the proportion of children who travel actively to school.

¹ <https://www.nidirect.gov.uk/information-and-services/travel-transport-and-roads/active-travel-and-sustainable-transport>

Key Points

Main² mode of Travel to/from school

- Among primary school pupils, just over three fifths (61%) were driven to/from school by car³ and less than a third (29%) usually walked to/from school. One in twelve (8%) pupils travelled to/from school by bus, while no pupils cycled or took the train as their main mode of transport to and from school. These figures are around the same as in 2014/15 (car; 61%, walking; 29%, bus; 9%, bicycle; 1%, train; 0%).
- Primary school children living in rural areas were more likely to travel to/from school by bus (15%) than those living in urban areas (4%), while primary school pupils living in urban areas were more likely to walk to/from school (36% v 17%).
- Among post primary pupils, almost half (49%) travelled to/from school by bus as their main mode of transport and a further three tenths (30%) were driven by car. Just under a fifth (18%) of pupils walked to/from school while a small proportion took the train (1%). There has been no real change since 2014/15 (bus; 48%, car; 30%, walking; 19%, train; 1%).
- Post primary school pupils living in rural areas were more likely to travel to/from school by bus (66%) than those living in urban areas (39%). Those living in urban areas were more likely to walk to/from school (28%) than those in rural areas (2%).
- Almost three tenths (29%) of primary school pupils walk or cycle to school as their main mode of transport compared with almost a fifth (18%) of post primary school pupils. These are around the same proportions as in 2014/15 when 30% of primary school pupils and 20% of post primary school pupils walked or cycled to school as their main mode of transport.

Walking to/from School

- For those pupils who normally walk all or part of the way to/from school, 89% of primary school pupils and 82% of post primary school pupils walked all of the way to/from school.

² If a pupil uses more than one mode of travel to/from school the main mode is the mode that is used for the longest part of the journey

³ Car/van/taxi

- Of the 198 primary school children who walked for all or part of the journey to/from school, almost two thirds (63%) spent 10 minutes or less per day walking to and from school, 22% spent between 11 and 20 minutes, 10% spent between 21 and 30 minutes and 5% spent more than 30 minutes.
- Among the 126 post primary school children who walked for all or part of the way to/from school, 32% walked for 10 minutes or less, 31% walked for between 11 and 20 minutes, 21% walked for 21-30 minutes and the remaining 16% walked for a total of more than 30 minutes.

Cycling to/from school

- Although not their main mode of travel, 1% of primary school pupils cycled to/from school in 2015/16 (1% in 2014/15).
- 0% of post primary school pupils cycled to/from school in 2015/16 (1% in 2014/15).

Distance from home to school

- More than half (55%) of primary school pupils lived 0-1 mile from their school compared to just under a quarter (23%) of post primary school pupils. A similar proportion of primary and post primary pupils (26% and 22%) lived within 2–3 miles.
- In contrast, more than half (55%) of post primary school pupils lived more than 4 miles from their school compared to 19% of primary school pupils.
- Just under half (49%) of primary school pupils living between 0-1 mile walked to/from school as their main mode of travel with a further 47% being driven by car and a small proportion (1%) by bus.
- Just under three fifths (59%) of post primary school pupils living between 0-1 mile walked to/from school as their main mode of travel, just over a third (34%) were driven by car and 4% travelled by bus.

Time spent per day on forms of exercise other than walking and cycling to/from school

- Less than two fifths (37%) of primary school pupils and just over a quarter (26%) of post primary school pupils take part in more than 60 minutes physical activity over and above walking/cycling to school, thereby achieving

the recommended daily exercise as advised by the Chief Medical Officer (CMO). There has been a fall since 2014/15 in the proportion of both primary school pupils (49%) and post primary school pupils (33%) who spend more than 60 minutes per day exercising.

Results

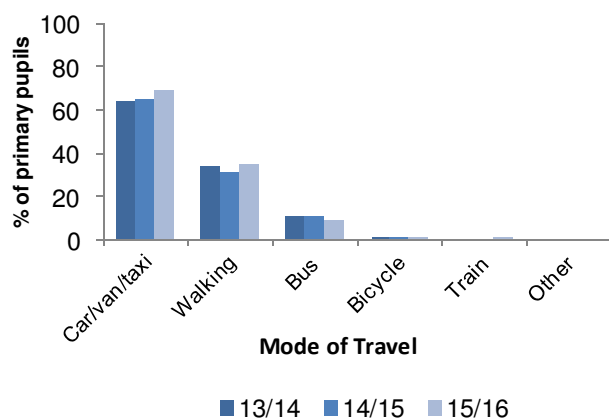
To provide context, respondents were asked if children in the household attended primary school or post primary school. Parents⁴ were then asked the set of questions on behalf of their children.

Of the 1,142 children for whom parents were surveyed, 566 (50%) attended a primary school and the remaining 576 (50%) attended a post primary school.

Modes of transport used to/from school

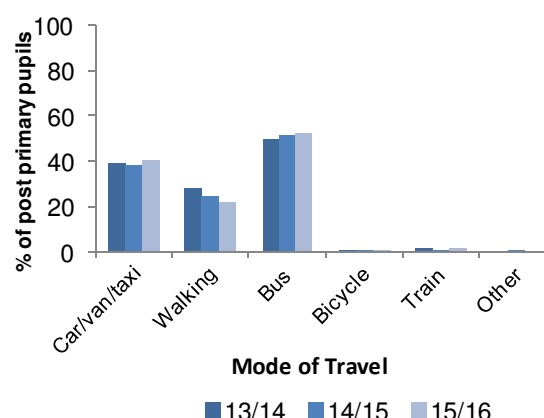
Respondents were asked to indicate which of the modes of transport listed their children normally used to travel to and from school (respondents could select more than one option).

Figure 1: Primary School



Bases: 13/14=642; 14/15=622; 15/16=564*

Figure 2: Post Primary School



Bases: 13/14=613; 14/15=522; 15/16=576

Percentages may sum to more than 100% due to multiple responses.

*Information was not provided for 2 primary school pupils.

Primary School Pupils

Among primary school pupils, seven tenths (70%) were driven to/from school by car⁵, just over a third (35%) walked either all or part of the way to/from school while just under one in ten (9%) took a bus. One in a hundred pupils (1%) cycled to/from school. These figures are similar to the previous two years.

Primary school pupils living in urban areas were more likely to walk for all or part of the way to school (42%) than those living in rural areas (23%). Conversely, primary

⁴ Parents/Guardians

⁵ Car/Van/Taxi

school pupils living in rural areas were more likely to be driven by car (76%) and by bus (16%) to school than those living in urban areas (65% and 5% respectively).

Post primary School Pupils

Among post primary pupils, over half (52%) travelled to/from school by bus, just over two fifths (41%) were driven by car and more than a fifth (22%) walked for all or part of the way. A small proportion of pupils either travelled by train (1%) or cycled (less than 0.5%) to/from school. The figures are around the same for 2014/15.

Post primary school pupils living in urban areas were almost seven times as likely to walk for all or part of the way to school (33%) than those living in rural areas (5%). Conversely, post primary pupils living in rural areas were more likely to take the bus (70%) and car (46%) to school than those living in urban areas (42% and 37% respectively).

Main mode of transport used to/from school

Respondents were then asked to consider the child's **main** mode of transport to and from school, i.e. the mode of transport used for the longest part of the journey. For both primary and post primary pupils results are similar in 2015/16 to what was found in both 2014/2015 and 2013/14.

Table 1: Main mode of transport to and from school 2015/16

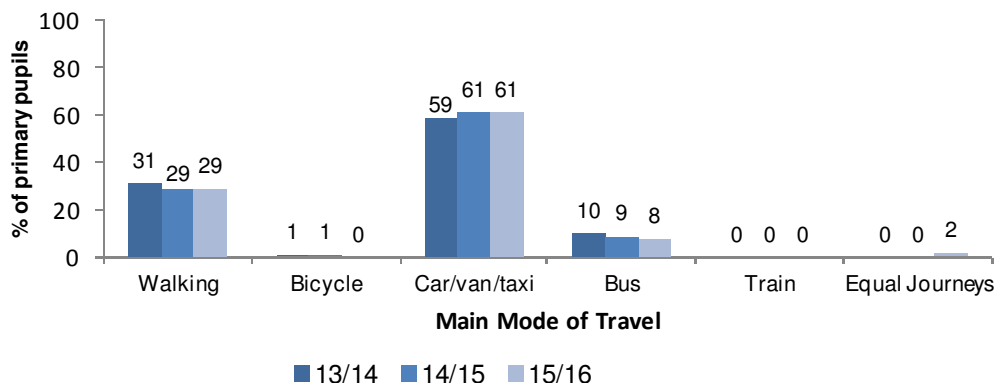
	Primary (%)	Post Primary (%)
Walking (all or part of the way)	29	18
Bicycle	0	0
Car/van/taxi	61	30
Bus	8	49
Train	0	1
Cannot distinguish - equal number of journeys made with different modes	2	2
Base	564	576

Main mode of Travel: Primary School Pupils

Among primary school pupils, just over three fifths (61%) were driven to/from school by car and less than a third (29%) usually walked to/from school. One in twelve (8%) pupils travelled to/from school by bus while no pupils cycled or took the train as their main mode of transport to and from school.

Primary school children living in rural areas were more likely to be driven to/from school by bus (15%) than those living in urban areas (4%) while primary school pupils living in urban areas were more likely to walk to/from school (36% v 17%).

Figure 3: Primary School



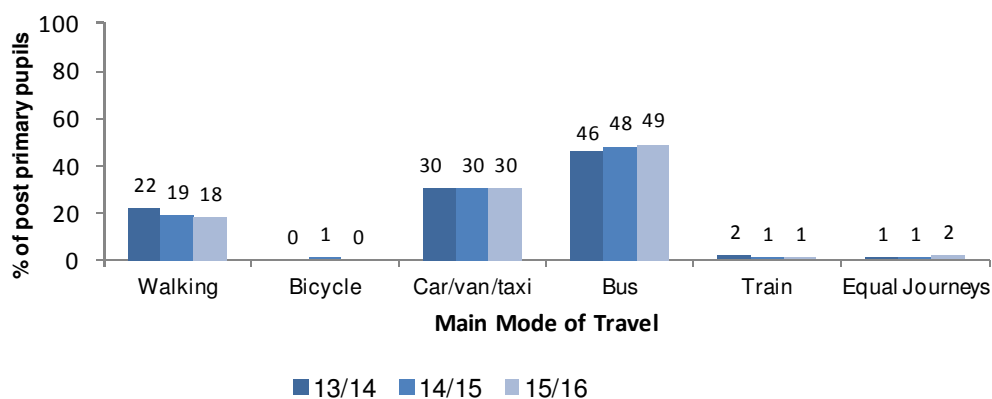
Base: 13/14=639; 14/15=622; 15/16=564

Main mode of Travel: Post Primary School Pupils

Among post primary pupils, almost half (49%) travelled to/from school by bus and a further three tenths (30%) were driven by car. Just under a fifth (18%) of pupils walked to/from school while a small proportion took the train (1%). A small proportion (2%) of parents stated that they could not distinguish the main mode of travel, i.e. equal number of journeys made with different modes (e.g. taken by car to school 5 days a week and walked home from school 5 days a week).

Post primary school pupils living in rural areas were more likely to travel to/from school by bus (66%) than those living in urban areas (39%). Those living in urban areas were more likely to walk to/from school (28%) than those in rural areas (2%).

Figure 4: Post Primary School



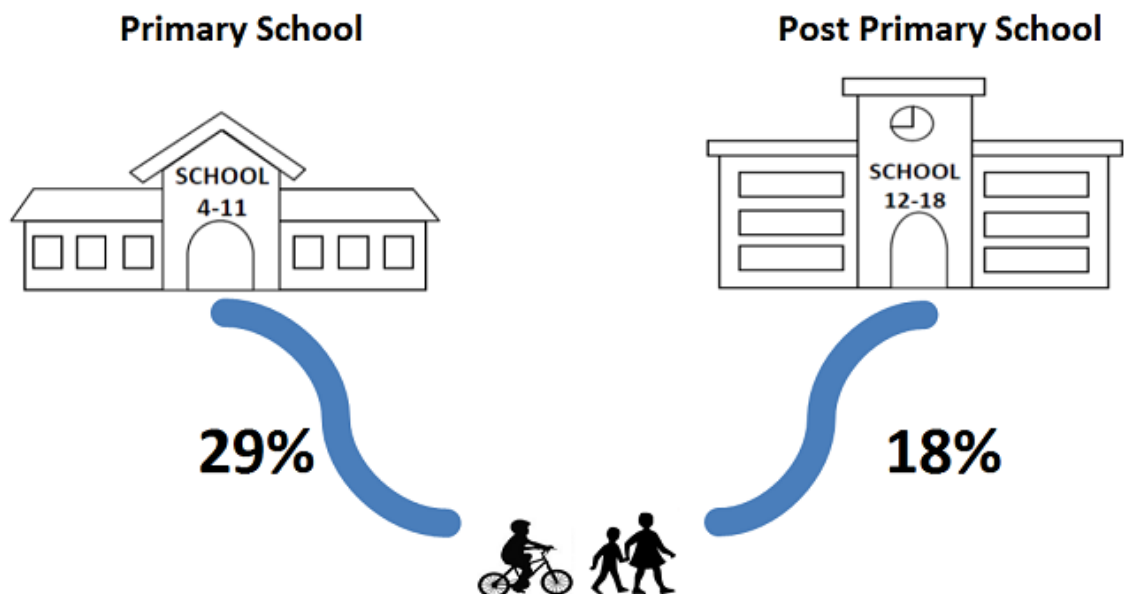
Base: 13/14=612; 14/15=521; 15/16=576

Walking and cycling to/from school

During 2015/2016, almost three tenths (29%) of primary school pupils walked or cycled to school as their main mode of transport compared with almost a fifth (18%) of post primary school pupils. These results are similar to 2014/15 when 30% of primary school pupils and 20% of post primary school pupils walked or cycled to school.

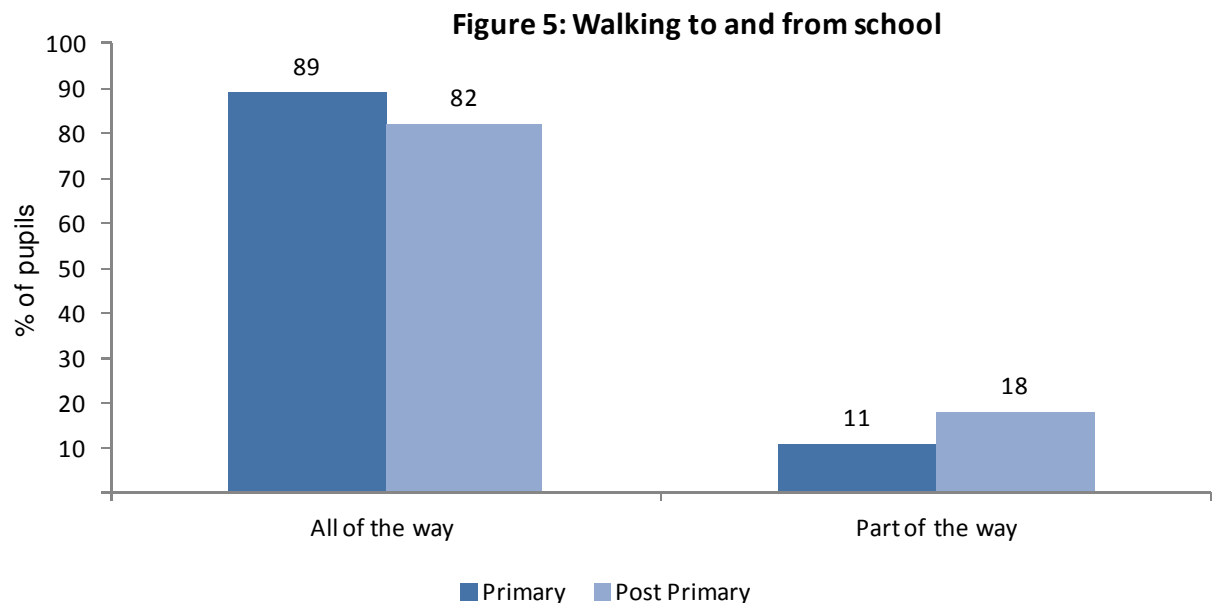
As these percentages are calculated from a representative sample of the Northern Ireland population, confidence intervals must be calculated to estimate the level of uncertainty in the sample estimate. These confidence intervals can be found in Appendix 4 on Page 25.

Walking and Cycling to/from School



Walking to/from school

Respondents who stated that their child normally walked for all or part of the way to/from school (198 of whom were primary school pupils and 126 were post primary pupils), were subsequently asked whether their child walked all of the way or part of the way to/from school.



Base: Primary=198; Post Primary=126

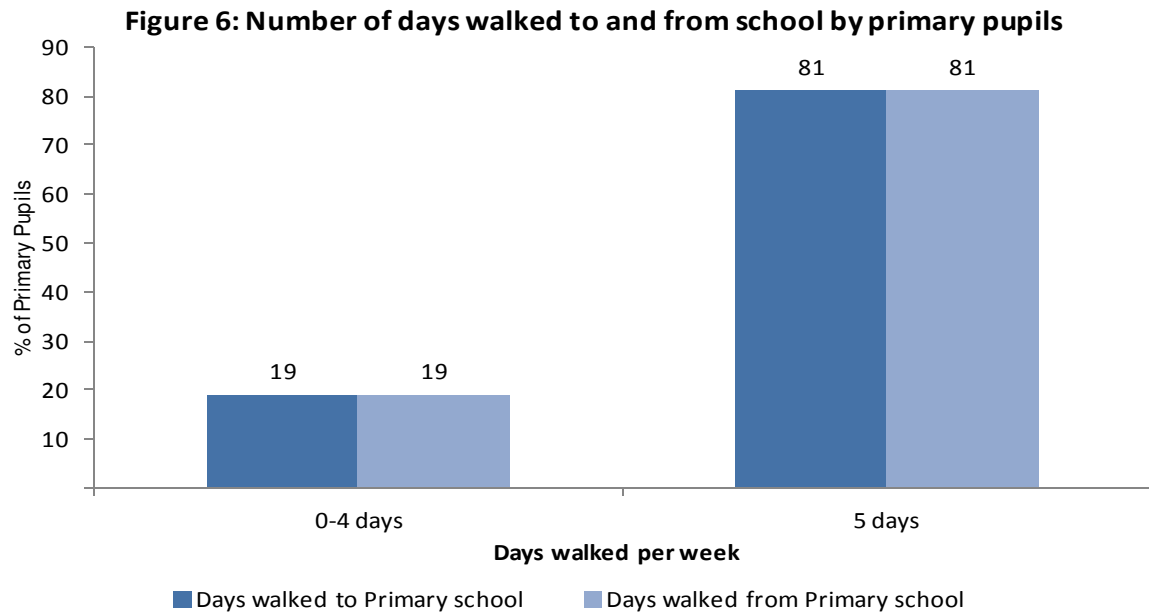
Of the 198 primary school children who walked, 89% walked all of the way to/from school and the remaining 11% walked part of the way. When looking at only pupils who walk to/from school, these results show a small decrease since 2014/15 in the proportion of pupils who walk all of the way to/from school (96% walked all of the way and 4% walked part of the way in 2014/15).

Of the 126 post primary school children who walked, 82% walked all of the way and the remaining 18% walked part of the way. These results are similar to 2014/15 (77% walked all of the way and 23% walked part of the way).

The lower proportion of post primary school children who walked all of the way to/from school may reflect the greater distances travelled between their home and school and may include a walk to/from the bus stop (see Figure 9).

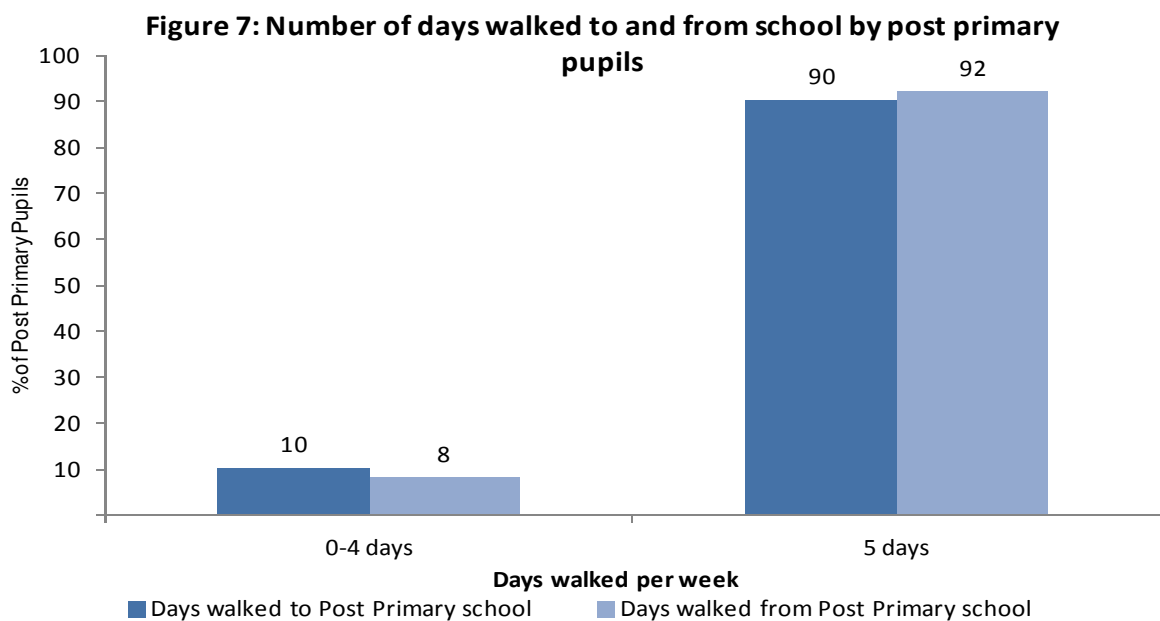
Number of days per week walked to and from Primary/ Post Primary school

The parents and guardians of children who walked all or part of the way to/from school were then asked to indicate how many days per week the child walked (all or part of the way) to school.



Base=198

Of the 198 primary school children who walked all or part of the way to and/or from school, the same proportions (81%) walked to school and from school 5 days per week.

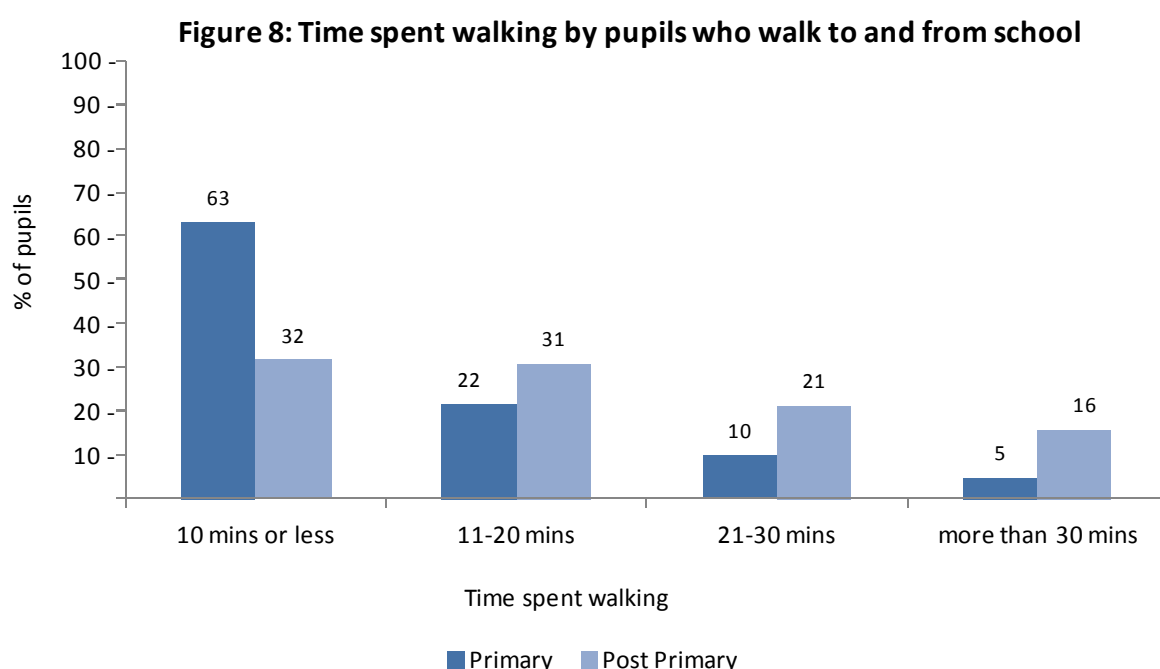


Base=126

Of the 126 post primary school children who walked all or part of the way to/from school, similar proportions walked to school (90%) and from school (92%) 5 days per week.

Length of time per day spent walking to and from Primary/ Post Primary school

Parents who indicated that their child walked to/from school for all or part of the journey were asked how long in total their child spent walking to and from school on a daily basis.



Base: Primary=198; Post Primary=126

Of the 198 primary school children who walked for all or part of the journey to/from school, almost two thirds (63%) spent 10 minutes or less per day walking to and from school, 22% spent between 11 and 20 minutes and 10% spent between 21 and 30 minutes while the remaining 5% spent more than 30 minutes.

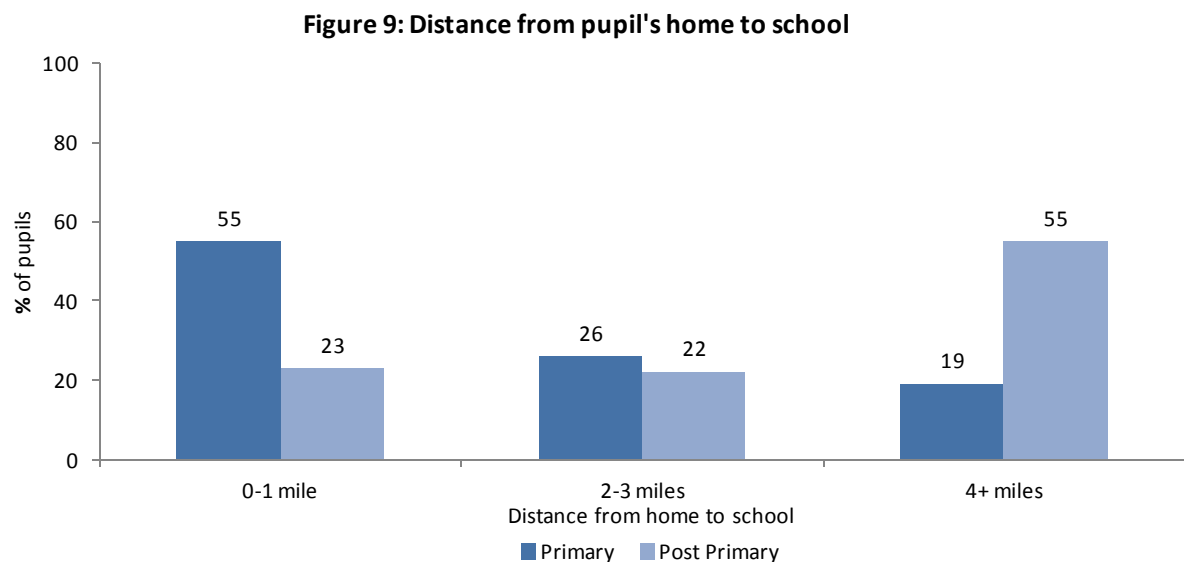
Among the 126 post primary school children who walked for all or part of the way to/from school, 32% walked for 10 minutes or less, 31% walked for between 11 and 20 minutes, 21% walked for 21-30 minutes and the remaining 16% walked for a total of more than 30 minutes.

Cycling to/from school

The proportion of primary school children who cycled to/from school was 1% during 2015/16 and the proportion of post primary school children was less than 0.5%. Due to the small numbers of children cycling, it is not possible to present any further analysis or breakdown of cycling to school.

Distance from home to school

All parents and guardians were asked to estimate the distance to their child's school (to the nearest whole mile) from their home.



Base: Primary=563*; Post Primary=576

*Information was not provided for 3 Primary school pupils.

(0 mile = less than half a mile, 1 mile = ½ mile to less than 1 ½ miles, etc.)

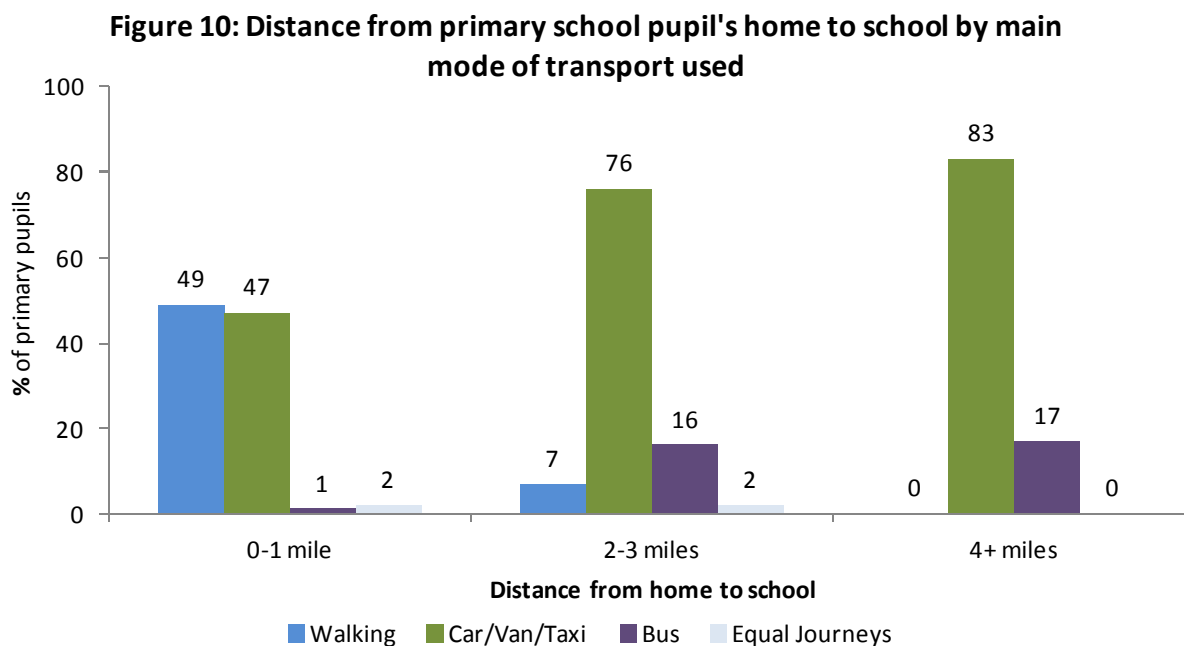
More than half (55%) of primary school pupils lived 0-1 mile from their school compared to just under a quarter (23%) of post primary school pupils. A similar proportion of primary and post primary pupils (26% and 22%) lived within 2-3 miles.

In contrast, more than half (55%) of post primary school pupils lived more than 4 miles from their school compared to 19% of primary school pupils.

In 2015/16, there were 827 primary schools and 202 post primary schools⁶ in NI. It is likely therefore, that children will live closer to primary schools so these results are not unexpected.

Main mode of Transport by Distance to school

Primary



Base=563

(0 mile = less than half a mile, 1 mile = ½ mile to less than 1 ½ miles, etc.)

*Information was not provided for 1 Primary school pupil.

It can be seen from Figure 10 that just under half (49%) of primary pupils living between 0-1 mile walked to/from school with a further 47% being driven by car and a small proportion (1%) travelled by bus.

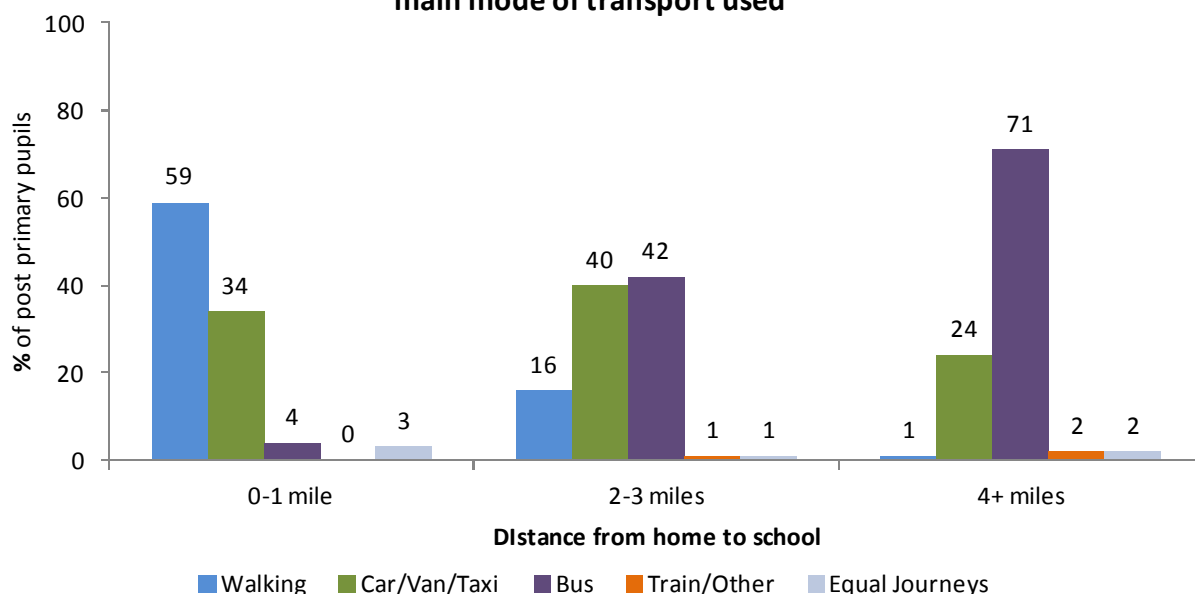
For those living between 2-3 miles from their school, 76% were driven by car, 16% took the bus and 7% walked to school.

For those living 4 or more miles from their primary school, the car was the most popular mode (83%), but the proportion of those who took the bus was almost one fifth (17%).

⁶ <https://www.deni.gov.uk/publications/school-enrolments-school-level-data-201516>

Post Primary

Figure 11: Distance from post primary school pupil's home to school by main mode of transport used



Base=576

(0 mile = less than half a mile, 1 mile = ½ mile to less than 1 ½ miles, etc.)

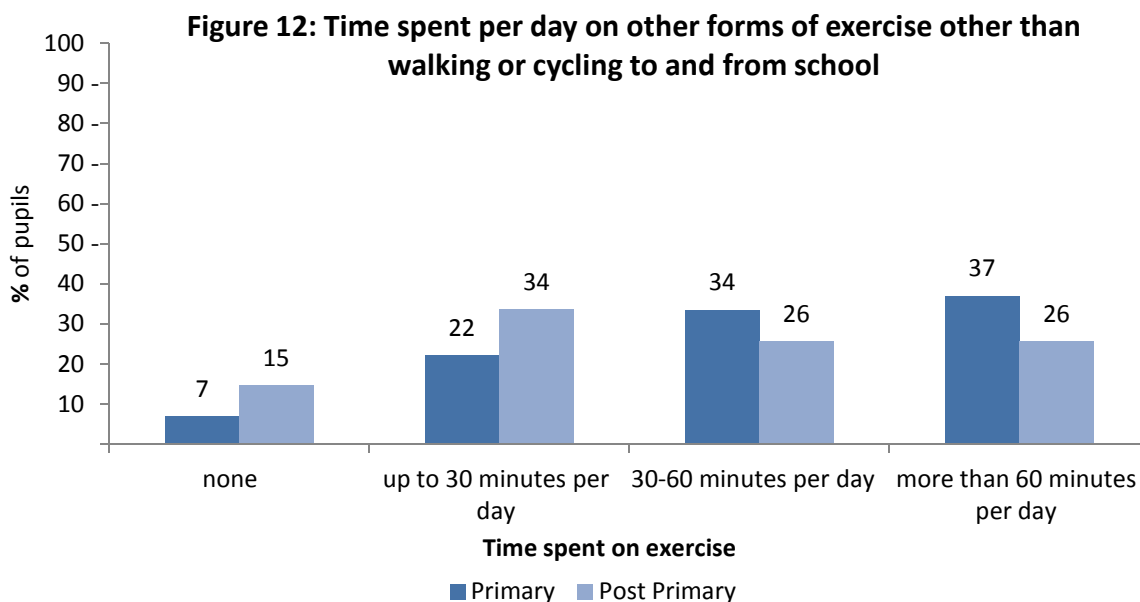
Figure 11 shows that just under three fifths (59%) of post primary pupils living between 0-1 mile walked to/from school, just over a third (34%) were driven by car and 4% travelled by bus.

Of those living between 2-3 miles from school, just over two fifths (42%) travelled by bus, a similar proportion (40%) were driven by car and 16% walked to school.

The bus was the main mode of transport, accounting for more than seven tenths (71%) of pupils living 4 or more miles from their school with just under a quarter (24%) being driven by car.

Other forms of exercise.

Parents were asked to estimate how much time per day on average that their child/children spent on exercise including other forms of walking or cycling and physical exercise such as running, football, dance, swimming, gymnastics etc.



Base: Primary=563*; Post Primary=575

*Information was not provided for 3 primary school pupils.

Parents of 1 Post Primary school pupil reported 'Don't know'.

The Chief Medical Officer (CMO)⁷ recommends that all children and young people (aged 5-18 years) should engage in moderate to vigorous intensity physical activity for at least 60 minutes and up to several hours every day.

The results presented in Figure 12 would indicate that less than two fifths (37%) of primary school pupils and just over a quarter (26%) of post primary school pupils take part in more than 60 minutes physical activity over and above walking/cycling to school, thereby achieving the recommended daily exercise as advised by the CMO. There has been a fall since 2014/15 in the proportion of both primary school pupils (49%) and post primary school pupils (33%) who spend more than 60 minutes per day exercising.

⁷ Start Active, Stay Active: A report on physical activity for health from the four home countries' Chief Medical Officers (2011)

Among primary school pupils, 7% did not spend any time per day taking part in exercise or other forms of activity other than walking or cycling to/from school. Among post primary school pupils, the comparative figure was 15%.

Excluding time spent per day walking or cycling to/from school, post primary school pupils living in rural areas (32%) were more likely to spend more than 60 minutes per day exercising than those living in urban areas (22%) and urban pupils (39%) were more likely than rural pupils (26%) to spend up to 30 minutes exercising per day.

When comparing primary school pupils living in rural and urban areas, there was no significant difference in the amount of time spent per day taking part in exercise and other forms of activity over and above walking and cycling to/from school.

Appendix 1: Technical Notes

Data Collection

The information presented in this publication derives from the Northern Ireland Continuous Household Survey (CHS), a Northern Ireland wide household survey administered by Central Survey Unit (CSU), Northern Ireland Statistics and Research Agency (NISRA).

It is based on a sample of the general population resident in private households and has been running since 1983. The Survey is designed to provide a regular source of information on a wide range of social and economic issues relevant to Northern Ireland. The nature and aims of CHS are similar to those of the General Household Survey (GHS), which is carried out by the Office for National Statistics (ONS) in Great Britain.

The Department for Regional Development (DRD) commissioned questions related to method of travel to/from school in both the 2013/14 and 2014/15 CHS. On 9th May 2016 the new Department for Infrastructure (DfI) was formed and DRD ceased to exist.

The 2015/16 survey was based on a random sample of 4,500 domestic addresses drawn from the Land and Property Services list of addresses and interviews were sought with all adults aged 16 and over in these households. DfI commissioned a repeat of these questions in the 2015/2016 CHS. Therefore this is the third time that they have been asked. The questions relating to school travel are included in Appendix 5 of this publication.

The dataset contains the records for 1,142 children who attended a primary or post-primary level school at the time of interview and whose parents provided a response. These records are based on the responses to the DfI Household Module answered by the Household Reference Person or Spouse.

Data Quality

Data were collected by CSU and various validation checks were carried out as part of the processing. CSU is the leading social survey research organisation in

Northern Ireland and is one of the main business areas of NISRA, an Agency within the Department of Finance. CSU has a long track record and a wealth of experience in the design, management and analysis of behavioural and attitude surveys in the context of a wide range of social policy issues. CSU procedures are consistent with the Official Statistics Code of Practice⁸.

The CHS sample was assessed and considered to be a representative sample of the Northern Ireland population at the household level.

Whilst data quality is considered to be very good, note that all survey estimates are subject to a degree of error and this must be taken account of when considering results (see notes on sampling error on page 20). This error will be reasonably small for the majority of Northern Ireland level results but care should be taken when looking at results based on smaller breakdowns.

Multiple response questions

Multiple response questions are those for which respondents can give more than one response if they wish. For example, in the first question in this report, parents were asked to list all of the modes of transport their child used to travel to or from school. In such questions, when individual percentages are summed they may add to more than 100%. Therefore, the footnote “Percentages may sum to more than 100% due to multiple responses” has been included under the relevant charts within the main body of this publication and under the appropriate data tables in Appendix 2.

Rounding Conventions

Percentages have been rounded to whole numbers and as a consequence some percentages may not sum to 100. 0% may reflect rounding down of values under 0.5.

Significant difference

Significance tests were carried out to determine if there were differences in responses given by various respondent groups. The significance tests were carried

⁸ <http://www.statisticsauthority.gov.uk/assessment/code-of-practice/code-of-practice-for-official-statistics.pdf>

out at 5% significance level (range = -1.96 to +1.96) and only differences which were statistically significant ($p < 0.05$) are included in this report. This means that there is at least a 95% probability that there is a genuine difference between responses given by, for example, those living in urban and rural areas and the differences between the two groups cannot simply be explained by random chance or sample error. When a significant difference is noted among survey respondents, it is likely that this same difference applies to the Northern Ireland pupil population.

Where the term 'similar', 'no real difference' or 'around the same' has been used when comparing results (including year-on-year) it means that there is no significant difference between the results being compared.

The following respondent groups were considered:

Urban and rural areas

A review of the classification and delineation of settlements established in 2005 has been carried out⁹. It resulted in some changes to the settlement and urban-rural classifications, including that the urban-rural population boundary moved from 4,500 to a population of 5,000.

While previous versions of this report used an urban/rural definition based on Super Output Area (SOA) classification of addresses, this and future publications will use the updated classifications using the statistical classification of settlements defined by the Inter-Departmental Urban-Rural Definition Group.

- Bands A to E are classified as Urban. This includes Belfast Metropolitan Urban Area (Band A), Derry Urban Area (Band B) and large, medium and small towns (Bands C-E) with populations greater than or equal to 5,000 people.
- Bands F to H are classified as rural. This includes intermediate settlements (Band F), villages (Band G) and small villages, hamlets and open countryside (Band H) with populations of less than 5,000 people and including open countryside.

⁹ A 'Review of the Statistical Classification and Delineation of Settlements' was published by NISRA in March 2015 at: <http://www.nisra.gov.uk/archive/geography/review-of-the-statistical-classification-and-delineation-of-settlements-march-2015.pdf>

Sampling error

No sample is likely to precisely mirror the characteristics of the population it is drawn from due to both sampling and non-sampling errors. An estimate of the amount of error due to the sampling process can be calculated. For a simple random sample design, the sampling error (s.e.) of any percentage, p, can be calculated by the formula:

$$s.e. (p) = \sqrt{(p*(100-p)/n)}$$

where n is the number of respondents on which the percentage is based.

Confidence Interval

A 95% confidence interval for the population percentage can be calculated using the formula:

$$95\% \text{ confidence interval} = p \pm 1.96 * s.e. (p)$$

This means that if 100 similar, independent samples were chosen from the same population, 95 of them would yield an estimate for the percentage, p, within this range of values.

The absence of design effects in the survey means that standard statistical tests of significance can be applied directly to the data. 95% confidence intervals were calculated for the headline figures as detailed in Appendix 4 on page 25.

Other notes

The following should be noted when interpreting figures and tables:

- Detailed tabulations are not provided where the number of respondents is too small to allow meaningful analysis.
- The base number of responses to each question, which is shown in each table, is the unweighted count. The base may vary due to some respondents not answering certain questions.

Appendix 2: Data Tables

Table 1: Modes of transport normally used to travel to and from school

	Primary (%)	Post Primary (%)
Walking (all or part of the way)	35	22
Bicycle	1	0
Car/van/taxi	70	41
Bus	9	52
Train	0	1
Base	564	576

Percentages may not add to 100% due to Multiple Response

*Information was not provided for 2 primary school pupils.

Table 2: Main mode of transport to and from school

	Primary (%)	Post Primary (%)
Walking (all or part of the way)	29	18
Bicycle	0	0
Car/van/taxi	61	30
Bus	8	49
Train	0	1
Cannot distinguish - equal number of journeys made with different modes	2	2
Base	564	576

*Information was not provided for 2 primary school pupils.

Table 3: Walking all or part of the way to/from school

	Primary (%)	Post Primary (%)
All of the way	89	82
Part of the way	11	18
Base	198	126

Table 4: Number of days per week walked to school

Days	Primary (%)	Post Primary (%)
0	5	4
1	3	2
2	4	0
3	4	3
4	5	2
5	81	90
Base	198	126

Table 5: Number of days per week walked home from school

Days	Primary (%)	Post Primary (%)
0	4	2
1	2	0
2	4	2
3	4	2
4	7	2
5	81	92
Base	198	126

Table 6: Total time spent walking to and from school per day

	Primary (%)	Post Primary (%)
10 mins or less	63	32
11-20 mins	22	31
21-30 mins	10	21
more than 30 mins	5	16
Base	198	126

Table 7: Distance from pupil's home to school

	Primary (%)	Post Primary (%)
0-1 mile	55	23
2-3 miles	26	22
4+ miles	19	55
Base	563	576

Note: (0 mile = less than half a mile, 1 mile = ½ mile to less than 1 ½ miles, etc.)

*Information was not provided for 3 primary school pupils.

Table 8: Distance from pupil's home to primary school by main mode of transport used

	0-1 mile (%)	2-3 miles (%)	4+ miles (%)
Walking	49	7	0
Car/Van/Taxi	47	76	83
Bus	1	16	17
Equal Journeys	2	2	0
Base	311	147	105

Note: (0 mile = less than half a mile, 1 mile = ½ mile to less than 1 ½ miles, etc.)

* Information was not provided for 1 primary school pupil.

Table 9: Distance from pupil's home to post primary school by main mode of transport used

	0-1 mile (%)	2-3 miles (%)	4+ miles (%)
Walking	59	16	1
Car/Van/Taxi	34	40	24
Bus	4	42	71
Train	0	1	2
Equal Journeys	3	1	2
Base	135	124	317

Note: (0 mile = less than half a mile, 1 mile = ½ mile to less than 1 ½ miles, etc.)

Table 10: Time spent per day on other forms of exercise other than walking or cycling to/from school

	Primary (%)	Post Primary (%)
none	7	15
up to 30 minutes per day	22	34
30-60 minutes per day	34	26
more than 60 minutes per day	37	26
Base	563	575

Appendix 3: Comparison¹⁰ with Travel Survey for Northern Ireland and Census 2011 Travel to/from school Results

Table 11: Primary School Children (aged 4-11)

	Census	TSNI ^{11,12}	Continuous Household Survey
	2011	2013-2015	2015/2016
Walk/On Foot	24	31	29
Bicycle	0	0	0
Bus, Minibus or Coach	14	14	8
Car ¹³	61	55	61
Other or 'cannot distinguish' ¹⁴	0	0	2
Number of persons in sample aged 4-11	154,062	468	564

Table 12: Post Primary School Children (aged 12-18)

	Census	TSNI	Continuous Household Survey
	2011	2013-2015	2015/2016
Walk/On Foot	17	18	18
Bicycle	0	0	0
Bus, Minibus or Coach	49	48	49
Car	32	33	30
Other or 'cannot distinguish'	2	1	3
Number of persons in sample aged 12-18	145,608	379	576

¹⁰ Caution should be used when interpreting and comparing these figures due to differing methodologies and questions used to derive methods of travel to school.

¹¹ Main mode of travel: Journeys can consist of stages e.g. walk to bus stop and take the bus to school. The main mode of travel is the form of transport used for the greatest length of the journey.

¹² Based on journeys where the journey purpose was education. Journey purpose is governed by what the person did at the end of the journey but for journeys home the purposes is governed by the start of the journey. Therefore a journey home from school is classified as an education journey as well as any journey to school.

¹³ Car includes Car, van and taxi

¹⁴ 'Cannot distinguish' was not an option in the Census or the TSNI.

Appendix 4: Confidence Intervals

A confidence interval represents the range of values in which the true population value is likely to lie. It is based on the sample estimate and the confidence level.

As the percentages are calculated from a representative sample of the Northern Ireland population, a confidence interval can be calculated to estimate the level of uncertainty in the sample estimate.

95% confidence intervals were calculated for the headline figures for walking and cycling to school. Table 13 below summarizes the confidence intervals for Main Method of Travel to/from School in NI.

Table 13: Confidence Intervals for Main Method of Travel to/from School 2015/2106: Walking and Cycling

	Estimate	95% Confidence Range +/-	Confidence Interval
Primary School Pupils who walk or cycle	29%	4	25% - 33%
Post primary School Pupils who walk or cycle	18%	3	15% - 21%

- 29% of primary school pupils either walked or cycled to/from school in Northern Ireland. Calculating a 95% confidence interval from the results of the survey, it can be estimated that between 25% and 33% of the Northern Ireland primary school population either walked or cycled to /from school.
- 18% of post primary school pupils either walked or cycled to/from school in Northern Ireland. Calculating a 95% confidence interval from the results of the survey, it can be estimated that between 15% and 21% of the Northern Ireland post primary population either walked or cycled to /from school.

Appendix 5: Questionnaire

CHILDREN TRAVEL TO SCHOOL

[INTRO] I would now like to ask some questions about how the children in this household travel to and from school.

ASKED OF EACH PERSON IN THE HOUSEHOLD AGED 4-19

[C1] Is name at a primary or post-primary school?

1. Primary school -> [MODE]
2. Post-primary school -> [MODE]
3. No longer at school -> [no further questions]
4. Not started school -> [no further questions]

[MODE] SHOWCARD (MODES OF TRANSPORT)

Which mode(s) of transport does CHILD normally use to get to and from school? (Please consider both journeys and include all modes of transport. If name walks PART of the way in conjunction with some other form of transport (e.g. walks to or from a bus stop or after being dropped off) only include walking if name has to walk for 10 minutes or more).

CODE ALL THAT APPLY

1. Walking (all or part of the way)
2. Bicycle
3. Car/van
4. Bus
5. Train
6. Taxi
7. Other -> [MODEOTH]

[MODEOTH] Please specify the other mode of transport?

[MAIN] And which of these do you consider is name's main mode of transport to and from school?

(IF MORE THAN ONE MODE SELECT THE MODE WITH THE LONGEST JOURNEY)

1. Walking (all or part of the way)
2. Bicycle
3. Car/van
4. Bus
5. Train
6. Taxi
7. Other
8. Cannot distinguish - equal number of journeys made with different modes ->

[MAINB]

[MAINB] Which modes have equal journeys made?

1. Walking (all or part of the way)
2. Bicycle
3. Car/van
4. Bus
5. Train
6. Taxi
7. Other

ASKED IF WALKING IS MENTIONED AT MODE OF TRANSPORT TO SCHOOL

[C2] You mentioned previously that name normally walks either to or from school. Can I just check, is that walking all or part of the way to or from school?

1. All of the way
2. Part of the way

[C3] How many days per week does name walk (all or part of the way) to school? 0..5

[C3a] How many days per week does name walk (all or part of the way) home from school? 0..5

[C5] How long (in minutes) does name spend in total walking to and from school on a daily basis? 1..180

ASKED IF CYCLING IS MENTIONED AT MODE OF TRANSPORT TO SCHOOL

[C4] How many days per week does name cycle to school? 0..5

[C4a] How many days per week does name cycle home from school? 0..5

[C6] How long (in minutes) does name spend in total cycling to and from school on a daily basis? 1..120

ASKED ABOUT PERSON IN THE HOUSEHOLD WHO IS ATTENDING SCHOOL

[C7] How far is name's school (to the nearest whole mile) from your home? 0..90

[C8] Apart from any walking or cycling to or from school mentioned in previous questions, how much time per day on average does name spend on exercise including other forms of walking or cycling and physical exercise such as running, football, dance, swimming, gymnastics etc . . .

RUNNING PROMPT

1. none
2. up to 30 minutes per day
3. 30-60 minutes per day
4. more than 60 minutes per day?