

Dadansoddi ar gyfer Polisi



Analysis for Policy



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Exploring views about school uniforms and the wider costs of schooling

Technical report



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Technical report

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

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1 Introduction

BMG Research was commissioned in the autumn of 2009 by the Department for Children Education, Lifelong Learning Skills (DCELLS) of the Welsh Assembly Government to undertake research of views of parent/carers in Wales on school uniforms and the wider costs of schooling. It is recognised that whilst a school uniform policy can be beneficial to schools, its pupils and their parents (if correctly implemented), there can be a risk of marginalisation or disadvantage to some groups because of, for example, the cost of the required items, perceptions and views on what is mandatory and what is voluntary and the availability of financial support for the cost of school uniform items. The Welsh Assembly Government is keen to understand these and other related issues in more detail to provide a sound evidence base on which to develop subsequent policy and practice around school uniform, to remove stigmatisation and to contribute to the wider target of the eradication of child poverty and disadvantage.

Research aim and objectives

The overall aim of the research was to explore the views of parents/carers and young people in Wales on the validity, usefulness and benefits of having school uniforms and their experiences and views on the cost and availability of buying uniforms, and to explore how the wider costs of schooling impacts on children, families and schools. The research objectives therefore relate to exploration and identification of the following:

- children and young people's views and experiences of school uniforms;
- how many schools have specific school uniform requirements/retailers or whether they are more widely available (and parental views);
- views of the cost of school uniforms, and the extent to which this can place some families at a disadvantage or feeling discriminated;
- the extent to which there is consultation with/consideration of parents' views in developing a school uniform policy;
- wider costs of schooling and how this impacts on different families or leads to the marginalization or disengagement of some; and

- availability and role of financial support (grants, free school meals etc)
– and parental awareness.

Research method

The study commenced with an inception phase, followed by:

- desk based research;
- stakeholder consultations;
- a telephone survey with parents and carers of school age children;
- postal survey of all schools; and
- qualitative case studies with schools and families.

This document provides copies of the research instrumentation used for the primary research activities detailed above.

2 Parent questionnaire (telephone)

Welsh Assembly Government School Uniform Survey (7791) V1.2 24th Nov 09 (KK)

SCREENER

- S1. Good afternoon/evening. My name is and I am calling on behalf of the BMG Research, an independent research company. We are conducting a telephone survey for the Welsh Assembly Government to find out parents' views of school uniform and other extra schooling costs parents may have to pay. Your help would be much appreciated.
- S2. Would you prefer to conduct this interview in Welsh or English? *If Welsh, take down respondent contact details and convenient time for Welsh speaking interviewer to call back.*

IF NECESSARY

This study aims to find out parents' views on how much it costs to buy school uniform and to pay for other school items such as sports kit and school activities in Wales.

NOTE – if respondent indicates that child does not wear school uniform, check whether any child in the household wears school uniform and ask questions on that basis.

- S3. First of all can I just ask, do you have any children aged between 5 and 16 attending state school living in this household? *Prompt if needed* when we say 'state' school we mean one for which you do not have to pay school fees for.

Yes	1	CONTINUE
No	2	CLOSE

- S3A IF YES – How many children?

1	1	Ask S5A
2	2	Ask S5B
3	3	
4	4	
5	5	
6	6	
7	7	

8 or more	8	
Refused	9	CLOSE

S4. We would like to conduct the interview with the parent or guardian who is best equipped to talk about their child or children's education and the cost involved. Are you the parent or guardian best equipped to talk about these issues?

Yes	1	CONTINUE
No	2	ASK TO TRANSFER MAKE APPOINTMENT IF NECESSARY

⇒ Re introduce survey if necessary

IF NECESSARY SUSPEND ON THIS SCREEN AND MAKE APPOINTMENT. COLLECT NAME OF CORRECT RESPONDENT IN CALL RECORD. WHEN SPEAKING TO CORRECT RESPONDENT, CONTINUE IF CORECT RESPONDENT

REASSURANCES:

- ⇒ The interview will take approximately 15 minutes.
- ⇒ All your answers will be treated with the strictest confidence under the rules of the Market Research Society Code of Conduct. Calls may be monitored for training purposes.
- ⇒ Sensitive information received by BMG during the process of this project will be treated with confidentiality and will not be shared with any other parties. Any data provided shall only be used for the purpose required by the study; neither the data nor any information extracted from it will be passed to any other party.
- ⇒ We will not try to sell you anything as a result of this interview. Participation in the research is purely optional and you are free to withdraw from the survey at any time. However, your views on school uniform are very important to us, and to the Welsh Assembly Government who have commissioned this research.
- ⇒ If you want to check BMG Research's credentials you can call the Market Research Society Freephone number 0500 396 999.
- ⇒ If you want to speak to someone at BMG Research about the survey please contact Mary Costello at BMG Research on 0121 333 6006.
- ⇒ If you want to speak to someone at the Welsh Assembly Government (who are funding this research) about the survey please Julie Owens on 01745 538540 or by email at Julie.Owens@wales.gsi.gov.uk.

IF RESPONDENT STILL HESITANT (USE AS LAST RESORT)

- ⇒ If you want more details on the survey BMG Research will be happy to post or email a letter to you
- ⇒ IF RESPONDENT WANTS LETTER TAKE DOWN NAME AND ADDRESS / EMAIL ADDRESS DETAILS ON PAPER AND HAND TO SUPERVISOR. THIS IS A LAST RESORT ONLY.

CHILD DETAILS

WHEN SPEAKING TO MOST SUITABLE RESPONDENT
IF ONLY ONE CHILD ATTENDING STATE SCHOOL (S3A=1)

S5A. And can I just record the first name of the child aged between 5 and 16 who attends state school?

THIS WILL BE USED IN TEXT IN LATER QUESTIONS. IF RESPONDENT RELUCTANT, OFFER TO RECORD THE CHILD'S INITIAL. EXPLAIN THAT THIS INFORMATION WILL NOT BE RECORDED OR USED FOR ANALYSIS PURPOSES.

IF MORE THAN ONE CHILD ATTENDING STATE SCHOOL

S5B. We need to randomly select one child for you to answer questions on. Can I ask the first name of your child aged 5-16 attending state school whose birthday was most recent?

THIS WILL BE USED IN TEXT IN LATER QUESTIONS. IF RESPONDENT RELUCTANT, OFFER TO RECORD JUST THE INITIAL OR REFER TO AS 'CHILD 1'.

Yes - Write in FIRST NAME (_____)	1	GO TO S7
Last birthday was twins / triplets etc.	2	ASK S6C
Child 1	3	GO TO S7

IF TWINS / TRIPLETS

S6C. Which of your children's names comes first alphabetically?

--

ASK ALL

S7. Record child's sex (should be clear – ASK IF NECESSARY)

Male	1
Female	2

INTERVIEWER TEXT

Thank you. Please answer the next questions with (NAME) in mind.

BACKGROUND SCHOOLS INFO

Q1. What school year is (NAME) in?

Year 1 (age 5 to 6 yrs)	1	CONTINUE
Year 2 (age 6 to 7 yrs)	2	
Year 3 (age 7 to 8 yrs)	3	
Year 4 (age 8 to 9 yrs)	4	
Year 5 (age 9 to 10 yrs)	5	
Year 6 (age 10 to 11 yrs)	6	
Year 7 (age 11 to 12 yrs)	7	
Year 8 (age 12 to 13 yrs)	8	
Year 9 (age 13 to 14 yrs)	9	
Year 10 (age 14 to 15 yrs)	10	
Year 11 (age 15 to 16 yrs)	11	
Year 12 (6th Form – 16-18 yrs)	12	GO TO FILTER A
Reception Class (4 yrs)	13	
Don't Know	97	GO TO Q2
Refused	98	

IF DON'T KNOW / REFUSED SCHOOL YEAR:

Q2. Is (NAME) at primary or secondary school?

Primary	1	GO TO FILTER A GO TO FILTER A TERMINATE
Secondary	2	
6th Form	3	
Reception Class	4	
Don't Know/refused	97	

Q3. Does (NAME) qualify for free school meals? (tick YES, even if child qualifies for but does not take-up free school meal provision)

Yes	1
-----	---

No	2
Don't Know	97
Refused	98

FILTER A

IF SELECTED CHILD TURNS OUT TO BE AT 6TH FORM OR RECEPTION CLASS – AND RESPONDENT HAS MORE THAN ONE CHILD AT STATE SCHOOL - GO BACK TO S5B AND ASK FOR OTHER CHILD

IF SELECTED CHILD TURNS OUT TO BE AT 6TH FORM OR RECEPTION CLASS AND NO OTHER CHILDREN AT STATE SCHOOL – THANK AND CLOSE

INTERVIEWER TEXT

I'm now going to ask you to think about the school uniform and other items or equipment that (NAME) needs which you have to pay for or make a contribution to.

UNIFORM

Q4. Starting with School uniform, does (NAME)'s school require pupils to wear a school uniform?

Yes	1	CONTINUE
No	2	<i>Select next child and repeat</i>
Don't Know	97	

ASK ALL WITH SCHOOL UNIFORM

Q5. Please tell me which of the following items of uniform you are required to buy for (name)...
READ OUT. MULTICODED.
ADD IF NECESSARY: Please think only of normal school uniform – PE/sports kit will be covered later

Response list filtered on sex of child.

Girls	Boys
1. Blouse/shirt	1. Shirt
2. Trousers	2. Trousers
3. Skirt/kilt	3. Shorts
4. Jumper/ sweatshirt / fleece / cardigan	4. Jumper / sweatshirt / fleece / cardigan
5. Blazer	5. Blazer
6. Dress / Pinafore	6. -
7. Tie	7. Tie
8. Shoes	8. Shoes
9. School Bag	9. School Bag
10. Hat	10. Hat
11. Socks	11. Socks
12. Coat	12. Coat
95 Other (specify)	95 Other (specify)

ASK Q5A TO Q5D IF ANY ITEM MENTIONED AT Q5

Q5A. Which, if any, of these items are required to have a school logo, emblem or crest?
ENTER NUMBER OF ITEMS

FOR EACH MENTIONED AT Q5a

Q5aa. Is (<each item at Q5a>) available at?

One specialist retailer only	1
More than one specialist retailer	2
Don't Know	97

FOR EACH MENTIONED AT Q5

Q5B. Is (<EACH MENTION AT Q5>) available at?

One specialist retailer only	1
More than one specialist retailer	2
Don't Know	97

Q5C. And do (the rest of) of these items (ie, all non-badged) tend to only be available from one retailer only or are there a number of different retailers that you can choose from?

One retailer only	1
More than one retailer to chose from	2
Don't Know	97

ASK ALL WHO LIST ITEMS AT Q5

Q5D. Does paying for these items of school uniform present any difficulties for you, in terms of affordability?

Yes	1
No	2
Don't Know	97

Q5E. *IF YES TO Q5D*

Which items in particular cause you the most difficulties, in terms of affordability?

From list above at Q5

Q6. Have you ever not bought a school uniform item because it was too expensive?

Yes	1	IF YES, Q7
No	2	
Don't Know	97	
Refused	98	

Q7. What item was this?

Code from list above at Q5

Q8. And what were the consequences for you or your child of not buying this school uniform item because it was too expensive? (open ended?)

Prompt if needed – FOR EXAMPLE, WERE THERE NO CONSEQUENCES, WAS YOUR CHILD EXCLUDED FROM CERTAIN ACTIVITIES, SENT HOME, TREATED DIFFERENTLY

ASK ALL

Q9. Does (name's) school require pupils to buy a PE or Games kit?

Yes	1	CONTINUE
No	2	GO TO Q13
Don't Know	97	

Q10. I am now going to ask about the kit. Which of the following items does (NAME)'s PE or Games kit consist of?

READ OUT. MULTICODED

Girls	Boys
1. Shorts	1. Shorts
2. T-shirt (used all year round)	2. T-shirt (used all year round)
3. Summer PE shirt	3. Summer PE shirt
4. Winter PE shirt	4. Winter PE shirt
5. Skirt	5. Football/rugby shirt
6. Full Tracksuit	6. Full Tracksuit
7. Plimsolls/trainers	7. Plimsolls/trainers
8. Jumper/tracksuit top	8. Jumper/tracksuit top
9. Hockey boots	9. Football/rugby boots
10. Swimming Costume	10. Swimming Trunks
11. Socks	11. Socks
95. Other (specify)	95. Other (specify)

ASK Q11 IF ANY ITEM MENTIONED AT Q10

Q11. How many of these items were required to have a logo?

ENTER NUMBER OF ITEMS

--

Q11A Are you required to buy any of the following sports equipment for (name)?

Gum shield	1
Shin pads	2
Hockey stick	3
Cricket bat	4
Other (specify)	95
None	96
Don't know	97

Q11B Have you ever not bought clothing or equipment for PE/sports because it was too expensive?

Yes	1	IF YES, Q11C
No	2	
Don't Know	3	
Refused	98	

Q11C *IF YES.* And what item(s) was this?

CODE FROM LIST AT Q10 ABOVE

Q11D And what were the consequences of not buying this item/these items? *OPEN ENDED*

Prompt if needed – FOR EXAMPLE, WERE THERE NO CONSEQUENCES, WAS YOUR CHILD EXCLUDED FROM CERTAIN ACTIVITIES, SENT HOME, TREATED DIFFERENTLY

ASK ALL WITH PE KIT

Q12. Thinking about PE kit as a whole, does either some or all of the items have to be bought from a designated shop or the school itself or can it be bought from any outlet?

PROBE AS APPROPRIATE

All has to be bought from designated shop	1
All has to be bought from school	2
Some items have to be bought from designated shop, but other items can be bought from anywhere	3
Some items have to be bought from the school itself , but other items can be bought from anywhere	4
Some items have to be bought from the school and some from a designated	5

shop	
All items can be bought from anywhere	6
Don't Know	97

ASK ALL WITH SCHOOL UNIFORM

Q13A. In your view, with regard to the cost of purchasing (name)'s school uniform, are you...?
READ OUT

Very happy	1
Quite happy	2
Not very happy	3
Not at all happy	4
Don't Know / Refused	97

Q13AA *IF ANSWERED 3 OR 4 TO Q13A.* Has the cost of buying the school uniform had any consequences for you as a family? *DO NOT READ OUT*

Have not been able to buy everything needed	1
Have had to make savings elsewhere in the family/household budget	2
Have had to buy non-regulation school uniform items instead	3
Other (specify)	95
Don't Know / Refused	97

Q13B In your view, with regard to the cost of purchasing (name)'s PE/sports kit, are you...?
READ OUT

Very happy	1
Quite happy	2
Not very happy	3
Not at all happy	4
Don't Know / Refused	97

Q13BB *IF ANSWERED 3 OR 4 TO Q13B.* Has the cost of buying the PE/sports kit had any consequences for you as a family? DO NOT READ OUT

Have not been able to buy everything needed	1
Have had to make savings elsewhere in the family/household budget	2
Have had to buy non-regulation PE/sports kit items instead	3
Other (specify)	95
None	96
Don't know	97

ASK ALL WHERE LOGOS REQUIRED / OPTIONAL FOR ANY ITEM(S) OF SCHOOL UNIFORM / PE KIT

Q13C. Thinking about logos on any items of school uniform and PE kit, were you allowed to sew this on yourself?

PROBE AS APPROPRIATE

Allowed to sew logos on to all items	1
Allowed to sew logos on to some items	2
All items had to be bought with the logo	3
Don't Know	97

Q14. Do you have the opportunity to buy second hand school uniforms from the school, or be given them free of charge by the school?

PROBE AS APPROPRIATE

Yes, second-hand uniform can be purchased	1
Yes, second-hand uniform can be given free of charge	2
Yes, both these options are available	3
No, neither of these options are available	4
Don't Know	97

Q14A In your view, is the overall cost of school uniform and PE/sports kit the same for girls and boys?

CODE ONE ONLY

Yes, same for girls and boys	1
No, costs more for girls	2
No, costs more for boys	3
Don't Know	97

Q15. Do you receive or have you received any financial help or assistance with buying school uniform for (name)?

IF YES: WHAT SORT

PROBE FULLY. MULTICODE IF NECESSARY

No financial assistance	1	
Welsh Assembly School Uniform Grant	2	<i>Interviewer note – this is for £100, payable for certain pupils generally at the start of year 7 (age 11)</i>
Local Authority Grant	3	<i>Interviewer note – this is different to the School Uniform Grant as the amount varies and can be applied for at any age</i>
Charity grant	4	
Friends / Family	5	
Funds from School	6	
Other (Specify)	95	
Don't Know / Refused	97	

Q16. Before I mentioned it, were you aware that there is financial help or assistance for some families to help with buying school uniform?

IF YES: WHAT SORT

PROBE FULLY. MULTICODE IF NECESSARY

School Uniform Grant (£100)	1
Local Authority Grant (variable amount)	2
Charity grant	3
Funds from School	4
Other (Specify)	95
Don't know	97

Q17. Have you ever been consulted about the school uniform policy at [name]'s school?

Yes	1
No	2
Don't know/refused	97

Q17A. If yes, what kind of consultation was this (code all that apply)

Meeting/open event	1
Questionnaire	2
Informal feedback	3
Other (Specify)	95
Don't know	97

Q17B Have you ever raised a concern about (name)'s school uniform rules to the school?

Yes	1
No	2

/

Q17C If yes, was the concern about the cost, the availability or something else?

Cost	1
Availability	2
Something else (specify)	95

Q18. Before we move on to talk about other costs of schooling, I would just like to ask you some final questions about your attitudes to school uniform, and any benefits or disadvantages that you think there are to having a school uniform.

I am going to read out several statements and I would like to you state whether you agree (strongly or slightly) or disagree (slightly or strongly) with each one.

Agree strongly	1
Agree slightly	2
Disagree slightly	3
Disagree strongly	4
Neither	5
Don't know/can't say	97
Refused	98

Having a school uniform policy is a good thing	
The cost of buying school uniform can be expensive	

My child's school is too strict on rules about school uniform	
Schools should consult with parents and children more about school uniform rules	
School uniform rules at my child's school can place some children at a disadvantage	
When choosing a school for my child, I/we take into account the cost of their school uniform	

SCHOOL TRIPS

I would now like you to think about any school trips (name) was offered by the school. Thinking about both day trips and residential trips, that is those involving an overnight stay...

Q19. How many day or residential trips for (NAME) were you asked to pay for in 2009?

One	1	
Two	2	
Three	3	
More than 3	4	
None	5	
Don't Know	97	
Refused	98	SKIP TO Q22

Q20. Have you ever not sent (name) on a day trip because of the cost?

Yes	1
No	2
Don't Know/can't say	97
Refused	98

Q21. Have you ever not sent (name) on a residential trip because of the cost?

Yes	1
No	2
Don't Know/can't say	97
Refused	98

ASK ALL

- Q22. When parents are informed about school trips are they invited to discuss any difficulties with paying for the trip with the teacher(s) involved?

Yes – ALWAYS	1
Yes – SOMETIMES	2
No - NEVER	3
Don't Know	97

- Q23. How happy are you with the costs associated with school trips for (name)?
Are you...?
READ OUT

Very happy	1
Quite happy	2
Not very happy	3
Not at all happy	4
Don't Know / Refused	97

- Q23A How happy are you with the number of school trips for (name) each year you are asked to contribute to. Are you?

READ OUT

Very happy	1
Quite happy	2
Not very happy	3
Not at all happy	4
Don't Know / Refused	97

- Q24. In 2009 were you asked to make a voluntary contribution towards a school activity that took place within school hours?

Yes	1
No	2
Don't Know	97

Q25. Could you tell me whether you agree or disagree with the following statement:
'I sometimes feel pressurised into contributing to the cost of school trips for (name)'

If agree or disagree: Is that a lot or a little?

Agree a lot	1
Agree a little	2
Neither agree or disagree	3
Disagree a little	4
Disagree a lot	5
Don't Know / Refused	97

ITEMS AND ACTIVITIES

- Q26. Thinking about other items and activities, which of the following possible class materials or other lessons for (NAME) were you asked to pay for in 2009?
FOR EACH ITEM IF NECESSARY: Were you asked to pay for these in 2009
READ OUT

	Yes	No	Don't Know
Material or equipment for Design & Technology (including Woodwork / Metalwork and textiles)	1	2	97
Material or equipment for Cookery	1	2	97
Material or equipment for Art Lessons	1	2	97
Material or equipment for IT lessons	1	2	97
Material or equipment for MUSIC lessons	1	2	97
Text books or revision guides	1	2	97
Swimming Lessons	1	2	97
Deposits for items such as textbooks or lockers	1	2	97

REPEAT Q27 / Q27A FOR EACH ITEM MENTIONED AT Q26 FOR MAX. 3. IF MORE THAN 3 MENTIONED – RANDOMLY SELECT

- Q27. How much have you been asked to contribute for (ITEM) in 2009?

WRITE IN _____

- Q27A. And is that...

Daily / Per Lesson	1
Weekly	2
Monthly	3
Half term	4
By Term	5
Yearly	6
One off cost	7
Don't Know	97
Refused	98

Q28. Were you asked by (NAME)'s school to contribute cash or items to charity in 2009, on behalf of (NAME), for example any "home clothes" or "non-uniform" days or charity activities such as Comic Relief or Children in Need events?

Yes	1
No	2
Don't Know	97

Q28A. What was the approximate cost the last time you contributed to an event like this on behalf of (name)?

Less than £1	1
Between £2 and £5	2
More than £5	3
Don't know	97

Q29. Were you asked to contribute something else to a school activity such as contributions to a cake stall (or similar), raffle or jumble sale on behalf of (NAME) in 2009?
MULTICODE

Contribution to a cake stall (or similar)	1
Raffle	2
Items for jumble sale/fete/fair	3
Party food – crisps / drinks / sweets	4
Shoe box appeal/harvest festival	5
Other (specify)	96
None	97

IF ANY MENTION AT Q29

Q29A. What was the approximate cost of these items in 2009?

Less than £1	1
Between £1 and £5	2
More than £5	3
Don't know	97

Q30. Did you buy any school photos of (NAME) in 2009?

Yes	1
No	2
Don't Know	97

IF YES

Q30A. What was the cost of these School photos of (NAME) in 2009?

Less than £5	1
Between £5 and £10	2
More than £10	3
Don't know	97

Q30B In the last year, have you had to pay for non-lesson activities at [name]'s school such as buying tickets for a school disco or to see a school play, or paying for your child to go to a hobby or activity club after school?

Yes	1
No	2
Don't Know	97

Q30C What was the approximate cost of these other activities in total over the last year?

Less than £5	1
Between £5 and £10	2
More than £10 but less than £15	3
More than £15 but less than £25	4
More than £25 (specify)	96
Don't know	97

Q30D Are there any other school costs for [name] that we have not mentioned?
OPEN ENDED

Q31. How easy would you say it is for your family to meet all the costs discussed in his survey? Is it...?

READ OUT

Very Easy	1
Quite Easy	2
Quite difficult	3
Very difficult	4
Don't Know / Refused	97

Q32. Taking everything we have talked about into account, how happy are you with the costs associated with sending (name) to school? Are you...?

READ OUT

Very happy	1
Quite happy	2
Not very happy	3
Not at all happy	4
Don't Know / Refused	97

IF CODE 3 or 4 at Q32

Q32a. Why do you say that?

PROBE AND WRITE IN

Demographics

For classification purposes only I would now like to ask about annual household income – this will help us with our analysis.

Any information given will be in the strictest confidence.

Q33. In which of the following bands does your TOTAL annual household income fall before tax is deducted?

READ OUT. SINGLE CODE

Less than £9,999 per year	1
£10,000 - £14,999 per year	2
£15,000 - £24,999 per year	3
£25,000 - £34,999 per year	4

£35,000 - £49,999 per year	5
£50,000 or more per year	6
Don't Know	97
Refused	98

Q33A And is your household income:

Mostly made up of benefits/tax credits	1
Mostly made up of pay/income from employment	2
A mixture of income from employment and tax credits/benefits	3
Don't know	97
Refused	98

Q34. Can I just check your marital status? Are you...
READ OUT AND CODE FIRST TO APPLY

Single/never married	1
Married/living as married/cohabiting	2
Separated/divorced/widowed	3
Other (specify)	97
Refused	98

Q35. Including (name) how many children aged under 18 who live in this household are financially dependent on you? *CODE ONE ONLY*

1	1
2	2
3	3
4	4
5	5
6	6
7	7
8 or more	8

Don't Know	97
Refused	98

Q36. How would you define your national identity? CODE ONE ONLY

Welsh	1
English	2
Scottish	3
Irish	4
British	5
Other (specify)	95
Refused	98

Q37. Which of the following groups do you belong to?
READ OUT

White	1
Mixed	2
Asian	3
Black	4
Chinese	5
Any other ethnic group (specify)	95
Unknown	97
Refused	98

IF CODE 1 (White). Is that

White British	1
White other (specify)	2
Refused	98

IF CODE 2 (mixed). Is that

White and black Caribbean	1
White and black African	2
White and Asian	3
Any other mixed background	4

Refused	98
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IF CODE 3 (Asian). Is that

Indian	1
Pakistani	2
Bangladeshi	3
Any other Asian background	4
Refused	98

IF CODE 4 (black). Is that

Black Caribbean	1
Black African	2
Any other Black background	3
Refused	98

- Q38. What is the main activity of the main earner? CODE ONE ONLY
 PROMPT – by main earner we mean the person who makes the biggest financial contribution to the household

In full time employment (30+ hours a week)	1	GO to Q39
In part-time employment (less than 30 hours a week)	2	GO TO Q39
Self- employed	3	GO TO Q39
In full-time education (college/university)	4	
On government training programme	5	
Looking after the home/caring for dependants	6	
Unemployed and looking for work	7	
Permanently sick/disabled	8	
Other (specify)	96	
Refused	98	

- Q39. What is the main job of the main earner (IF WORKING - CODE 1, 2 OR 3 AT Q38)
 Open ended (to code SEG)

Q40. What is the highest level of qualification you have? CODE ONE ONLY

No qualifications	1
Entry level (CSE, Youth Training Certificate, trade apprenticeship, clerical qualification etc)	2
NVQ Level 1/GCSES at grade D or below/foundation GNVQ	3
NVQ Level 2/GCSES at grade C or above/BEC/TEC level 1, General Diploma, City and Guilds	4
NVQ Level 3/A Level/advanced GNVQ/advanced City and Guilds	5
NVQ Level 4 HNC/HND, higher diploma, below degree level, nursing qualification etc	6
University degree or above	7
Something else (specify)	95
Refused / Not stated	98

ASK ALL

Q41. Do you own your house/flat, or rent it, or do you live here rent free?

Owned	1
Rented	2
Rent free	3
Refused	98

IF OWNED

Q38A. Is it owned outright or is it being bought with a mortgage or loan?

Owned outright	1
Mortgage / Loan	2
Don't Know	97
Refused	98

IF RENTED

Q38B. Is it rented from the council / Housing Association or from someone else?

Council / Housing Association	1
-------------------------------	---

Someone else	2
Don't Know	97
Refused	98

Q39 BMG may wish to contact you again to take part in further research on this subject. Would you be happy to take part in further research on this subject?

Yes	1
No	2

Q39B IF YES AT Q39. Could I just record your full name?

Q40 And finally, is there anything else you would like to add about the cost of school uniform or any other issues we have been talking about today?

OPEN ENDED

Thank you very much for taking part in this survey. You have been talking to xxx at BMG Research. Just to remind you, everything you have told us is confidential – your information will be fully anonymised in our reporting to the Welsh Assembly Government. Do you have any questions or would you like any further information about the research?

3 School questionnaire (postal)



Llywodraeth Cynulliad Cymru
Welsh Assembly Government

BMG ID: 7792/



COST OF SCHOOLING SURVEY 2009

Notes for completion of the questionnaire

Please complete the questions as instructed. Some questions require a single answer, others can have multiple responses. This should be clear in the instructions for each question - for example, an instruction to "*tick one box only*" or to "*tick all that apply*".

Note: If your school covers both primary and secondary, please answer this questionnaire for your secondary school only.

SCHOOL NAME (write in)	
Primary OR	<input type="checkbox"/>
Secondary OR	<input type="checkbox"/> If you are completing this questionnaire for a secondary school, please complete for 11-16yr (not sixth form)
Special School	<input type="checkbox"/>

The questionnaire has 5 main sections:

- A School uniform
- B PE/Sports kit
- C Classroom materials
- D School trips
- E Other costs

Please answer all sections as relevant.

Any queries?

If you have any queries about the research, or about completing the questionnaire, please contact Mary Costello or David Godfrey at BMG Research on 0121 333 6006 (email mary.costello@bmgresearch.co.uk or david.godfrey@bmgresearch.co.uk).

If you would like to discuss this research with somebody from the Welsh Assembly Government, please contact Julie Owens on 01745 538540 (email Julie.Owens@wales.gsi.gov.uk).

SECTION A - SCHOOL UNIFORM

Q1. Please complete this section if your school requires pupils to have school uniform.

If your school has no school uniform **please tick here:** and **go to Section B**

Please list the following details:

- A.** Which uniform items are required and which are optional?
- B.** Do these items have to be purchased from a specific supplier?
- C.** Are school logos required, optional or not required for each item?
- D.** How much do these items cost – **PER ITEM?**

	A			B - Specific Supplier		C - Logos			D					
	Required	Optional	Not Required	Yes	No	Required	Optional	Not Required	Approx. Price (£)					
Sweatshirt/ jumper/cardi gan	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	<input type="checkbox"/> ₇	<input type="checkbox"/> ₈	£					
Blouse/shirt	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	<input type="checkbox"/> ₇	<input type="checkbox"/> ₈	£					
Trousers/ shorts	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	<input type="checkbox"/> ₇	<input type="checkbox"/> ₈	£					
Skirt/dress/pi nafore	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	<input type="checkbox"/> ₇	<input type="checkbox"/> ₈	£					
Blazer	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	<input type="checkbox"/> ₇	<input type="checkbox"/> ₈	£					
Tie	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	<input type="checkbox"/> ₇	<input type="checkbox"/> ₈	£					
Specific type of shoes	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	<input type="checkbox"/> ₇	<input type="checkbox"/> ₈	£					

	A			B - Specific Supplier		C - Logos			D				
	Required	Optional	Not Required	Yes	No	Required	Optional	Not Required	Approx. Price (£)				
Specific type of coat	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	<input type="checkbox"/> ₇	<input type="checkbox"/> ₈	£				
Bag	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	<input type="checkbox"/> ₇	<input type="checkbox"/> ₈	£				
Specific type of socks	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	<input type="checkbox"/> ₇	<input type="checkbox"/> ₈	£				
Cap/Hat	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	<input type="checkbox"/> ₇	<input type="checkbox"/> ₈	£				
Specific scarf	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	<input type="checkbox"/> ₇	<input type="checkbox"/> ₈	£				
Other, please specify -	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆	<input type="checkbox"/> ₇	<input type="checkbox"/> ₈	£				

Q2. Does the school permit parents/carers to sew school logos onto uniform items bought from non-specialist suppliers? **Please tick (x) one box only**

₁ Yes

₂ No

Q3. Is there a different uniform requirement for different groups of pupils, for example gender, year groups, houses or faiths? If yes, please give details:

Q4. What happens if a pupil repeatedly comes to school without school uniform?

Please tick (x) all boxes that apply

No Action	<input type="checkbox"/> ₁	Pupil withdrawn from class	<input type="checkbox"/> ₅
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Pupil receives verbal warning	<input type="checkbox"/> ₂	Pupil sent home	<input type="checkbox"/> ₆
Warning letter sent home	<input type="checkbox"/> ₃	Pupil loaned a uniform	<input type="checkbox"/> ₇
Pupil receives detention	<input type="checkbox"/> ₄	Other, please specify:	<input type="checkbox"/> ₈

Q5. If a pupil's family cannot afford new uniform are any of the following types of assistance available to them? If so, is the service publicised to parents/carers by the school?

Please tick (x) all boxes that apply

	Is available			Is publicised			How many pupils received this last year
	Yes	No	Don't Know	Yes	No	Don't Know	
Welsh Assembly Grant £100	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	
Local Authority Grant	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	
School provides second hand uniform free	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	
School offer second hand uniform at reduced price	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	
School/PTA fund	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	
Local or National Charity	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	
Other, please specify:	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	

SECTION B - SPORTS KIT

Q6. Please complete this section if your school requires pupils to have sports kit

If no sports kit is required please tick here: and go to Section C

Please list the following details:

- A.** Which items of sports kit are required and which are optional?
- B.** Do these items have to be purchased from a specific supplier?
- C.** Are school logos required, optional or not required for each item?
- D.** How much do these items cost – **PER ITEM?**

	A			B - Specific Supplier			C - Logos			D				
	Req- uired	Opti- onal	Not Req- uired	Ye s	N o	Don't know	Req- uired	Opti- onal	Not Req- uired	Approx. Price (£)				
T-shirt	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> ₉ 7	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	£				
Football/ rugby shirt	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> ₉ 7	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	£				
Shorts	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> ₉ 7	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	£				
Netball skirt	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> ₉ 7	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	£				
Full tracksuit	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> ₉ 7	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	£				
Tracksui t top/ jumper/ sweater	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> ₉ 7	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	£				
Tracksui t bottoms/ jogging	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> ₉ 7	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	£				
Trainers or plimsolls	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> ₉ 7	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	£				
Football/ rugby/ Hockey boots	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> ₉ 7	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	£				

	A			B - Specific Supplier			C - Logos			D				
	Req- uired	Opti- onal	Not Req- uired	Ye s	N o	Don't know	Req- uired	Opti- onal	Not Req- uired	Approx. Price (£)				
Socks	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 9 7	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	£				
Swim- ming costume	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 9 7	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	£				
Bag	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 9 7	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	£				
Other, please specify	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 9 7	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	£				

Q7. Does the school permit parents/carers to sew school logos onto sports kit bought from non-specialist suppliers?

₁ Yes

₂ No

Q8. Is there a different sports kit requirement for different groups of pupils, for example gender, year groups, houses or faiths? If yes, please give details:

Q9. What happens if a pupil repeatedly fails to provide an item of sports kit? **Please tick (x) all boxes that apply**

No Action	<input type="checkbox"/> ₁	Pupil withdrawn from class	<input type="checkbox"/> ₅
Pupil receives verbal warning	<input type="checkbox"/> ₂	Pupil sent home	<input type="checkbox"/> ₆
Warning letter sent home	<input type="checkbox"/> ₃	Pupil loaned sports kit	<input type="checkbox"/> ₇
Pupil receives detention	<input type="checkbox"/> ₄	Other, please specify:	<input type="checkbox"/> ₈

Q10. If a pupil's family cannot afford new sports kit are any of the following types of assistance available to them? If so, is the service publicised to parents/carers by the school?

Please tick (x) all boxes that apply

	Is available			Is publicised			How many pupils received this last year
	Yes	No	Don't Know	Yes	No	Don't Know	
Welsh Assembly Grant £100							
Local Authority Grant	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	
School provides second hand uniform free of	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	
School offer second hand uniform at reduced price	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	
School/PTA fund	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	
Local or National Charity	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	
Other, please specify:	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	

SECTION C - CLASSROOM MATERIALS AND STATIONERY

Q11. Please list details of materials pupils are asked or expected to supply for any classes. Please also record whether it is compulsory for them to supply these items, whether the school supplies items if pupils do not and the approximate cost **per person**.

	Recommended or Compulsory?				Supplied by school if necessary?		Don't know	Approximate cost (£) per person
	Compulsory for all	Compulsory for some	Recommended	Not Required	Yes	No		
Atlas	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₉₇	

Geometry set	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₉₇	
Calculator	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₉₇	
Lab coat/apron	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₉₇	
CDs/memory sticks	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₉₇	
Art materials	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₉₇	
Dictionaries	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₉₇	
Musical instruments	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₉₇	
Sheet music	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₉₇	
Cooking ingredients	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₉₇	
Other, please specify	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₁	<input type="checkbox"/>	<input type="checkbox"/> ₉₇	

Q12. Thinking about stationery items for general school use, are these (***Please tick (x) one box only***)

Mostly supplied by the school?	<input type="checkbox"/> ₁
Some are supplied by the school but the pupils are required to provide some items?	<input type="checkbox"/> ₂
Mostly supplied by the pupil?	<input type="checkbox"/> ₃
Other, please specify :	<input type="checkbox"/> ₉₅

Q13. Are pupils ever excluded from taking part in lessons if they do not provide any of the materials mentioned in questions Q11 and Q12? ***Please tick (x) one box only***

₁ Yes ₂ No

Q14. Are pupils offered extra-curricular musical instrument lessons?
Please tick (x) one box only

Offered by school - free to all pupils	<input type="checkbox"/> ₁	Offered by school - charge for all pupils	<input type="checkbox"/> ₃
Offered by school - charge to some pupils	<input type="checkbox"/> ₂	No - not offered by school at all	<input type="checkbox"/> ₄

SECTION D - SCHOOL TRIPS

Q15. Please list details of Residential or Day Trips organised by the school in 2009 and indicate:

- Whether the trip was part of curriculum
- If there was a compulsory charge, and/or whether parents were asked for a contribution
- What the approx. cost (if any) of the trip was and
- Whether parents were given the option of paying by instalment

Trip name	Type of trip		Was it part of the curriculum?			Did school make a compulsory charge?			Did the school ask parents/ carers for a voluntary contribution?			Approx. cost (£) to parent/ carer per child				Payment by instalments allowed?	
	Day	Residential	Yes	No	Don't know	Yes	No	Don't know	Yes	No	Don't know					Yes	No
	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₉₇	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₉₇	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₉₇					<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₉₇	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₉₇	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₉₇					<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₉₇	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₉₇	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₉₇					<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₉₇	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₉₇	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₉₇					<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₉₇	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₉₇	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₉₇					<input type="checkbox"/> ₁	<input type="checkbox"/> ₂
	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₉₇	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₉₇	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₉₇					<input type="checkbox"/> ₁	<input type="checkbox"/> ₂

Q16. What happens if parents/carers cannot afford to contribute towards a trip organised as part of the curriculum? **Please tick (x) all boxes that apply**

School Fund pays	<input type="checkbox"/> ₁	Loan to parents/carers offered	<input type="checkbox"/> ₄
School or PTA apply for grant from educational trust	<input type="checkbox"/> ₂	Nothing - child does not go on trip	<input type="checkbox"/> ₉₆
Trip cancelled	<input type="checkbox"/> ₃	Other, please specify	<input type="checkbox"/> ₉₅

Q17. Does the school provide parents/carers with the option of meeting school staff to talk about paying for trips? If yes, how is this done? **Please tick (x) all boxes that apply**

No opportunity provided to talk about trip	<input type="checkbox"/> ₁
Information included in letter advising parents/carers of the trip	<input type="checkbox"/> ₂
Mentioned informally e.g. parents/carers evenings	<input type="checkbox"/> ₃
Other, please specify:	<input type="checkbox"/> ₉₅

Q18. Does the school publicise that parents/carers of children who are eligible for free school meals are entitled to free board and lodgings on residential trips? **Please tick (x) one box only**

Yes ₁ No ₂ Don't have residential trips ₃

Q19. How does the school cover the cost of those eligible for free board and lodgings? *Please tick (x) all boxes that apply*

Ask for voluntary contributions	<input type="checkbox"/> ₁	School pays	<input type="checkbox"/> ₄
Local authority pays	<input type="checkbox"/> ₂	Trip cancelled	<input type="checkbox"/> ₅

SECTION E – OTHER COSTS/FINANCIAL ASSISTANCE

Q20. How many charity days or non uniform days were held during 2009?

--

Q21. What is the typical contribution *per event* requested from parents/carers for events such as these?

--

Q22. Is there a compulsory or voluntary cost to parents/carers for swimming lessons provided by the school during school hours? If so, how much per child, per lesson?

Yes, there is a compulsory charge to parents/carers <input type="checkbox"/> Cost: £ _____ 1	Yes, there is a voluntary charge to parents/carers <input type="checkbox"/> Cost: £ _____ 2	No - free to all taking swimming lessons <input type="checkbox"/> 3	No swimming lessons provided by school <input type="checkbox"/> 4
---	--	---	---

Q23. Are parents/carers asked to contribute to any type of fund (e.g. school fund, PTA fund etc.)? **Please tick (x) one box only**

₁ Yes ₂ No

Q24. IF YES, how much are parents/carers asked to contribute? (in £). Please indicate whether this is per child or per family.

Per family	
Per child	

Q26 if you have any other comments you wish to make about school uniform and other costs, please do so in the box below (continue on additional sheet if required).

THANK YOU VERY MUCH FOR COMPLETING THIS QUESTIONNAIRE – IT IS VERY IMPORTANT THAT WE INCLUDE SCHOOLS’ PERSPECTIVE SO WE APPRECIATE YOUR TIME.

WE WILL CONTACT A SMALL NUMBER OF SCHOOLS TO TAKE PART IN SOME ADDITIONAL FOCUSED RESEARCH, WHICH WILL INCLUDE A SCHOOL VISIT AND SOME DISCUSSIONS WITH PUPILS. WOULD YOU BE WILLING FOR YOUR SCHOOL TO TAKE PART?

₁ Yes

₂ No

IF YES: *please provide us with your contact details:*

NAME:

TELEPHONE
NUMBER: _____

**PLEASE NOW RETURN THE QUESTIONNAIRE IN THE
FREEPOST ENVELOPE PROVIDED
(BMG Research, 7 Holt Court North, Heneage Street West
Aston Science Park, Birmingham B7 4BR**

4 School case studies topic guides

School case study topic guide – learner (Final V1.0)

Introductory note:

Advise respondents that BMG has been commissioned to undertake research investigating the impact of the costs of school uniform and the wider costs of schooling. We are interested in gathering evidence about how these costs impact on all families, and are particularly interested on how they impact on families living on a low income.

Reassure respondents about confidentiality, advising that individuals will not be identified in any reporting.

Seek permission to record discussions.

Introduction and warm up (5 minutes)

- Introduce self
- Learners to introduce themselves and say what their favourite subject is
- Establish ground rules
 - One person speaking at a time
 - All views are valid, respect what each other is saying
 - Confidentiality

School uniform (15 minutes)

- First thing that we are going to discuss some themes around school uniform:

Prompt on the following

- Less good things about school uniforms
 - Limited choice about what to wear
 - Strict rule
 - Costs
- Good things about school uniform
 - school identity and cohesion

- helps to manage behaviour
 - ensures everyone is dressed appropriately
 - reduces peer pressure
 - everyone at the same level
 - reduces inequalities
 - reflects the school's ethos
- Has the school involved you in deciding what you need to wear at school?
 - Involvement of school council
 - Asked for ideas if there have been any changes in school uniform
 - School suggestion schemes
- Tell me what items of clothing you have to wear every day?
 - Standard uniform
 - Type of footwear
 - Rules regulation
- What would you like to change?
- What would your ideal school uniform be?
- What do you need to wear for PE/sport?
 - Type of kit
 - Different kit for different activities
- Where do you get your school uniform from?
 - Types of shops
 - From the school
 - Use older brother/sister's uniform they have grown out of
- Are any of the items difficult to buy/find?

- What happens if people do not have the right uniform/PE kit?
 - How are they treated by staff
 - How are they treated by other pupils
- Would you like to change anything about your school uniform?

School trips (10 minutes)

- What factors do you consider when deciding which types of trips you would like to go on?
 - Educational benefits
 - Location
 - Who is going
 - Costs
- What happens if people do not go on school trips?
 - Impact on education, negative effects of this
 - Do some young people miss out?
- Are you required to bring anything on school trips and/or need special clothing?
 - Impact of these requirements on deciding whether to go.
 - Costs
 - Need for spending money
 - Need for a packed lunch
- What do your parents think about the different types of school trips that you are asked to go on?

Other school activities (10 minutes)

- What other additional activities outside of lessons do you get involved with at school?

- Fund raising events
 - Music lessons
 - Sports activities
 - School proms
 - School productions
- Are you required to buy extra equipment for activities?
 - Musical instruments
 - Books
 - ICT equipment
 - Other equipment
- What sort of help and support do you need from home to allow you to participate in these activities?
- How do these activities help with your learning?

Peer relationships

- Thinking about all the issues that we have discussed today, can you tell me how you feel the costs of all these things impact on different pupils in the school?
 - Impact of peer pressure to have particular types of clothing on non uniform days
 - Impact on peer relationships when young people are unable to participate in activities or attend school trips

Conclusion and wrap (5 minutes)

- Is there anything else that you would like to add about school uniforms or the activities that you get involved with through school?
- Thank and close

School case study topic guide – senior teacher (FINAL V1.0)

Introductory note:

Advise respondents that BMG has been commissioned to undertake research investigating the impact of the costs of school uniform and the wider costs of schooling – particularly on low income families. We are interested in the perspectives of schools themselves, and have already gathered views via a postal survey (which you kindly completed). We are now talking to a small number of schools in more depth about their views and experiences.

Reassure respondents about confidentiality, advising that individuals will not be identified in any reporting.

Seek permission to record discussions.

Introduction

- Profile of school
 - Primary/secondary
 - Number of learners
 - Proportion receiving free school meals
 - Socio economic profile of catchment area
 - Access to school uniform retailers

School uniform policy

- Provide a brief overview of the school uniform policy
 - Uniform requirements
 - Use of logos
 - Sports/PE kit requirements
 - Any different requirements for boys and girls
 - Action taken when uniform not adhered to
 - Support available for families to fund uniform

- What factors were considered when developing this policy?
 - Welsh Assembly Government guidelines
 - School identity
 - Family incomes
 - Availability of items
 - Costs of the items
 - Guidelines/training from Children in Wales

- Who was involved in the development of the policy and how?
 - Governors
 - Parents/carers
 - Learners
 - Local community

- How are families advised about school uniform policy by the school?

- Any recent changes?

- What factors are considered when changing the school uniform policy?

- Where are school uniform items available?
 - Arrangements with suppliers
 - Availability from supermarkets
 - Reasons for limited numbers of suppliers

- How are the costs of school uniform monitored?

- How are changes to the policy communicated to families?

- What happens if learners do not have all the required items of school uniform?
- How often does this occur?
- What support is available for families that are unable to meet the costs of school uniform? *Explore second hand uniform access, awareness of LEA/WAG grants etc*

Other costs related to schooling

- What guidelines does the school have in place regarding school trips?
 - Types of school trips
 - Costs of school trips
 - Frequency of school trips
- How is affordability assessed when planning/approving school trips?
- What support is available for families who are unable to meet the costs of school trips? How often is this an issue?
- How are families advised that contributions to school trips are voluntary?
- What other additional schooling costs impact on children and families?
 - Requirements for specialist equipment
 - Participation in proms, school discos etc
 - Fundraising activities for the school and/or charities
- To what extent do the costs associated with schooling impact on children's ability to participate fully in school and the wider school community?

- Children's education
- Children's relationships with peers
- Children's relationships with teachers

- What are the impacts on children who are not able to participate fully in additional activities?

- Does existing guidance from DCELLS and Local Authorities enable this school to develop and implement appropriate policies and procedures around the costs of schooling?
 - Gaps in existing guidance
 - Additional guidance required

- How can schools seek to alleviate the burden of costs on families? What more could be done? What support would schools require in doing this?

Conclusion

- Any further comments? Any particular areas/issues that they feel this research should include? Any specific recommendations to the Welsh Assembly about school uniform costs and costs of other school activities etc

- Thank and close

5 Family topic guide

Family case study topic guide (Final V1.0)

Researcher notes

Key to these discussions will be to get families to articulate how fair they feel policies are, and any experiences of disadvantage because they can't afford/can't access everything required. Does this place their children at a disadvantage or exclude them in any way?

The researcher will bring a profile of each family's responses from the survey and adapt the topic guide questions according to the key issues that they have flagged in the survey

Introduction

Advise respondents that BMG has been commissioned to undertake research investigating the impact of the costs of school uniform and the wider costs of schooling. We are interested in gathering evidence about how these costs impact on all families, and are particularly interested on how they impact on families living on a low income.

Reassure respondents about confidentiality, advising that individuals will not be identified in any reporting.

Seek permission to record discussions.

- Profile of family check with details from the survey
 - Number of dependent children in the household
 - Age of children
 - Schools attended primary/secondary/special
 - Number of adults undertaking a caring role for children in household
 - Occupation of adults
 - What (if any) benefits are being claimed by the family

Perceptions and experiences of school uniform policy

- What do you think about school uniform? What are the advantages/disadvantages?
 - Parent's views
 - Children's views

- What are the school uniform requirements for each of the children?
 - Items and types of clothing required
 - Requirement of logos
 - Sports PE/kit requirements

- How much choice do you have about where to buy school uniform items?

- How appropriate is/are the policies for this family?
 - Availability of required items
 - Affordability of required items
 - Need/appropriateness of required items

- Are you made aware of any support to contribute to paying for school uniform?
 - Views on this support
 - Appropriateness of this support

- Have there been any changes to school uniform requirements over recent years?

- How are you informed about changes to school uniform policy?

- How are children and families consulted about school uniform policy?

- Have there ever been occasions when you, as a family, have found it difficult to purchase everything needed for your child(ren)'s school uniform – what was this in relation to, what did you do/what was the outcome

- What happens if children do not have all the required items of school uniform?
 - Communications from the school to home
 - Sanctions
 - Offers of support
 - Flexibility of school

- What do schools need to take into account when designing and implementing their uniform policies?

- How much approximately do you spend on school uniforms each year?

- How do you ensure that all of your children have the required items of uniform each year?
 - Limiting the number of items that you buy
 - Borrowing money
 - Buying larger sizes so children can grow into them
 - Passing hand-me-downs to siblings

- Are there any notable differences in school uniform requirements for boys and girls?

- Are there any notable differences in school uniform requirements depending on children's ages?

- - What do schools need to take into account when designing and implementing their uniform policies?

Other costs related to schooling

- What other additional schooling costs impact on children and families?
 - School trips
 - Requirements for specialist equipment

- Requirement for text books
 - Additional lessons
 - Access to ICT/internet
 - Participation in proms, school discos etc
 - Fundraising activities for the school and/or charities
 - Music lessons
 - After school activities
- How affordable are the costs for school trips and activities?
 - Are families made aware that contributions to school trips and events are voluntary?
 - How do these costs impact on children's ability to participate fully in school and the wider school community?
 - Children's education
 - Children's relationships with peers
 - Children's relationships with teachers
 - What are the impacts on children who are not able to participate fully in additional activities?
 - How can schools (or the government?) seek to alleviate the burden of costs on families?

Conclusion

- Any further comments? Any particular areas/issues that they feel this research should include? Any recommendations for school uniform policy.
- Thank and close

Annex 1: Technical Details

Analysis

The analysis of the quantitative data was undertaken by BMG, using Merlin and SPSS. The level of confidence (that is, standard error) is associated with the actual size of the sample generated. In practice, once a sample size exceeds 100 (whatever the size of the total population) it is likely to deliver an acceptable degree of accuracy provided it is a random sample. With a sample size of at least 100 the data generated will conform with the normal distribution curve, where the overwhelming proportion of responses will be representative (falling somewhere close to the mean), and the small proportion of unrepresentative responses at either extreme will not be sufficient to skew the outcome.

For the parent survey, the random sample of 506 respondents therefore has given a relatively high level of confidence in the findings reported. Based on a 95% confidence level (a standard for social research) this means that in 95% of times the true value for any binomial response will fall into a maximum of between +/-4.4% of that given. So, for example, if 87% of respondents agree, it can be stated that 95% of the time the true value will lie between 91.4% and 82.6%.

For the school survey, the sample of 484 respondents also has a relatively high level of confidence. Based on a 95% confidence level, the true value for any binomial response will fall into a maximum of between +/- 4.5% of that given.

Nevertheless, a degree of caution should be exercised when examining sub-group experiences, due to some small cell sizes (for example, in a sample of 100, the confidence interval increases to +/- 9.8). These have been noted in the report where relevant.

Approach to the school postal survey

It was agreed at the inception phase of the project to carry out a census for the school postal element of the project, rather than select a sample. This was because the overall population was relatively small - at the time of the inception meeting there were 1556 primary schools and 224 secondary schools in Wales (a total of 1780 schools with over 30 pupils). It was felt that in order to achieve a robust base for analysis, all 1780 schools should be contacted.

Before the fieldwork began the survey was cleared by the Welsh Assembly Government's School Workload Advisory Panel (SWAP).

Once clearance from the SWAP had been granted a letter was sent out to the schools (addressed to the head teachers) to inform them of the research prior to the mailing of the questionnaires. The letter was sent by DCELLS and emphasised the significance of the project whilst reassuring the schools about anonymity. Both the letter and the questionnaire were sent in Welsh and English (81 questionnaires were completed in Welsh).

There were two mailings of the questionnaire. Head teachers were given a week to return the original questionnaire before a reminder mailing was sent. The pre-mailing and reminder mailings were designed to help reduce non-response. The content of the letters stressed the importance of the project and reassured the head teachers that their views would contribute to the project significantly, thus influencing future policy decisions.

Contact details of key personnel at BMG and the Welsh Assembly Government were provided with each questionnaire so the respondents could contact someone if they had any questions about the project.

The fieldwork period was completed by December 2009 in line with the project requirements.

Approach to the parent telephone survey

It was agreed at the inception phase that the survey should ensure the inclusion of families living in deprived areas. At the sampling phase therefore, BMG over-represented families that were living in deprived areas (by ensuring the inclusion of local authorities that were identified as medium or high using deprivation indices) and those earning a total gross household income (before housing costs) of under £30,000. These two criteria were used to devise a sampling frame of individuals (obtained via SampleAnswers).

The sample was compiled as follows:

Area type	Total household income <£30,000	Total household income
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		>£30,000	
Most deprived	2100	700	
Moderately deprived	750	250	
Least deprived	750	250	
TOTAL	3,600	1,200	Total: 4,800

During the fieldwork phase, monitoring quotas were placed on families with a household income of less than £30,000 (target of 375 interviews) and families with a household income of more than £30,000 (target of 125 interviews). Other factors such as the level of deprivation and region of residence were monitored on a daily basis to check that the demographic attributes of the respondents matched that of the sample.

The telephone questionnaire was carried out using Computer Aided Telephone Interviewing (CATI) and was set up by building the survey directly into the operating system. This was validated so code frames, open-ended structures and logic checks were built in from the outset. BMG's CATI system has pre-set inbuilt logic checks which ensured that respondents' answers were rational and checked as the survey progressed.

BMG conducted a full two-hour briefing for all interviewers prior to starting field. This allowed the interviewers to fully understand the objectives of the project and to become familiar with the questionnaire. In full, the briefing covered:

- Project objectives and client details
- A review of the questionnaire, interviewing and routing instructions, and issues to look for when recording verbatim or 'other' responses
- A profile and introduction to the local area within which they will be calling (noting actions should a welsh speaking interviewer be required)
- A full explanation of the sampling methodology adopted, including sample design, and quotas
- Timetable for the project and fieldwork deadlines.

All respondents were given information about the project at the beginning of the telephone call and they were informed about how the results of the project were going to be used. Furthermore, anonymity and confidentiality were mentioned here to give reassurance to the respondents. Welsh speaking interviewers were available for any respondents who preferred to conduct the interview in Welsh.

When completing the interviews, all interviewers were supervised by a team leader, with the ratio of 10 interviewers to one team leader. System software recorded the outcome for every interview; where an interview was not secured, the reason for this was recorded. The responses recorded on the system were analysed by BMG's team leaders to ensure that interviews had been completed appropriately, and sampling was adhered to.

Rigorous quality control checks of all interviews was undertaken prior to being formally logged as constituting part of the project sample including team leaders listening in remotely, and watching interviewers on master terminals as the survey progressed. At least 10% of all call time was monitored in this way.

BMG adopted a number of approaches to optimise as fully as possible on response:

- The introduction to the survey stressed its long-term significance, instilling in respondents a belief that their contribution to the survey really does matter.
- All interviewers were fully trained and experienced researchers, used to talking to respondents about educational issues.
- Call outcomes were monitored on a regular basis using the call logging systems installed in our call centre. This allowed us to highlight early in the process any issues over refusals/non-response and take corrective action (before the sample frame has been spent).
- Contacts were called 10x before being discarded as a non-response. All outcomes were logged to industry standard i.e. successful; refused; no reply; answer machine; ring backs but unsuccessful; wrong number.

- Our field unit was open from 7.30 am to 8.00 pm, giving busy respondents choice and flexibility over the time they complete the interview (strictly by appointment only).
- Interviewers were required to make a declaration at the end of the interview stating their professional conduct and accuracy of the data recorded. This provided a continuous reminder to the field teams of the importance of their role in the process.
- We ensured that the questionnaire was easy to understand from the respondents' point of view, consisting of easy to understand language and unambiguous wording. Measures were put into place to ensure that the questionnaire flowed appropriately, making sure that questions were suitably ordered and routing mechanisms applied where necessary.
- The research team periodically listened in on the telephone interviews to check that there were no problems with the questionnaire. This allowed the team to identify stumbling blocks in the questionnaire (if any) and meant that problems could be rectified almost instantly.

Both the postal schools survey and the telephone survey of parents received approval from the Welsh Assembly Government Survey Control.

Data processing and data analysis structures

For both the telephone and the postal surveys, cleaned and merged data files were validated using logic checks from the questionnaire scripting, and any errors encountered were recorded and corrected.

Once the data was fully validated, a clean set of data frequencies and a frequency checklist was created. These frequencies were signed off by a senior researcher prior to a full data report being produced.

Once a draft data report was produced, the report was checked against a checklist. The DP Manager confirmed that all necessary checks had been made and procedures observed.

BMG is registered with the Data Protection Commission as a Data Controller and Handler (Registration number - Z5081943), under the Data Protection Act 1998.

BMG adhered fully to the Data Protection Act with compliance being kept up-to-date by the Data Protection Officer who carries full accreditation from the Information Systems Examination Board (ISEB) certificate of data protection.

The Data Protection Officer has responsibility to ensure that all BMG staff are kept up to date with changes and amendments to the Data Protection Act.

A strict security policy governs all users of the Local Area Network. Access to the network services requires a user name and password.

All client data was centrally stored on the BMG servers, housed in secure, locked cabinets, which in turn were housed in a secure air-conditioned communications room.

Devising the questions

The questionnaires for both the parent and school surveys were developed with the objectives of the project in mind. The WAG had a significant input into the questionnaire design and the inception meeting provided an excellent opportunity for the client to outline their question requirements. The questions were also informed by the stakeholder discussions and brief literature review.

It is worth noting that previous research in the areas of school uniform costs and school activity costs is relatively limited (particularly in Wales) and the content of the questionnaires was therefore driven by discussions between BMG and the colleagues at the Welsh Assembly Government.

