School Trips Feedback 2026

Survey Results, Cross-Audience Triangulation, and Recommendations

Parents · Students · Teachers

Working Group on School Trips — APEEE Bru IV Laeken

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Based on 410 parent responses, 206 student responses and 25 teacher responses across 11 school trips (S2–S6), 2026

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Executive Summary

This report presents the findings of the 2026 School Trips Feedback survey, the first edition to collect structured input from all three stakeholder groups - **410 parents**, **206 students** and **25 teachers** - evaluating eleven specific trips realised in 2025–26, from S2 Eurospace to the six different S6 destinations.

Unlike the 2025 survey, which asked parents about preferences and recommendations for trips in general, the 2026 survey asked all three audiences to evaluate the trip they had actually just experienced. This is a retrospective, triangulated design, and it changes what the data can tell us: instead of stated preferences, we now have realised satisfaction, compared across the three points of view that make up a school trip - the family, the child, and the staff who organised and ran it.

Key findings

- **Overall satisfaction is good across all three audiences**, with mean headline ratings of 3.91/5 (parents), 3.74/5 (students) and 4.44/5 (teachers).
- **Teachers consistently rate their own trips more positively than parents and students do**, especially on educational value and timing. The one notable exception is **safety**: parents are more cautious about safety than even the students who lived the trip, a pattern worth bearing in mind whenever safety communication is designed.
- **The mobile phone ban is the most commented-on single issue in the survey — 49 unprompted comments (34 parents, 15 students), 46 of them on S4 — even though no questionnaire item asked about it.** Opinion divides three ways: parents who endorse the ban emphatically and want it held, parents who accept it but ask for a supervised contact channel (phones collected each evening, or a shared phone for a minute after dinner), and pupils who link having no means of contact to moments when they felt unsafe or feared getting lost. One parent reports that staff were not permitted to enforce the rule because some families refused it.
- **Cost perception has worsened since 2025**. The share of parents calling a trip "too expensive" rose from 29.9% in 2025 to 38.1% in 2026, and for the flagship S4 trip specifically, from 41.6% to 59.1%.
- **The S4/S5 destination repetition (the Netherlands / Leiden) is now a measurable source of dissatisfaction**: it is the single most distinctive theme of these two trips' open comments, almost absent everywhere else.
- **Accommodation and food quality** and **group composition / mixing** are the two most frequently raised practical themes across the whole survey, ahead of cost itself.
- **A bed-bug incident at the S2 Eurospace accommodation affected a substantial part of the cohort**: 31 of the 32 pest-related comments in the survey concern this single trip, and parents' criticism bears as much on the lateness and vagueness of the information they received as on the incident itself.
- **Communication has genuinely improved** since 2025, both before departure and during the trip, although S4 remains the relative weak point two years running.
- **Behavioural incidents occurred on two of the six S6 trips (Berlin and London) and were handled in ways parents question**: in both cases the response affected the whole group rather than those responsible, in neither case was the wider parent group informed, and in neither does a protocol exist setting out who decides, who is informed, and how parents are told. Accounts differ sharply as to responsibility, and no accompanying teacher responded for the Berlin trip.

The report is organised primarily **by trip** (section 4). Cross-cutting statistical patterns are presented separately in Section 3, and the relationship between this year's findings and the 2025 working group's recommendations is treated as a self-contained comparison in Section 5, since the two surveys pursued different purposes and are not directly comparable item by item.

1. Survey Overview

The 2026 School Trips Feedback exercise consisted of three parallel, audience-specific questionnaires - for parents, students and accompanying/coordinating teachers - each asking respondents to report on one specific trip realised during the 2025–26 school year.

Audience	Responses	Of which: took part / accompanied	Trips covered
Parents	410	409 (1 indicated their child did not take part)	11
Students	206	204 (2 indicated they did not take part)	11
Teachers	25	7 coordinators + 18 accompanying teachers	10 (no teacher response for the S6 Berlin trip)

1.1 Trips covered

Eleven trips are covered: one each for S2 (Eurospace), S3 (a non-compulsory Latin trip to London), S4 (the Netherlands) and S5 (the Leiden academic field trip), and six different destinations within S6 (Aix-en-Provence, Berlin, Bordeaux, Grenoble/Alpes d'Huez ski trip, London, Marseille, and Oxford/Bristol/Bath).

1.2 Questionnaire structure

All three questionnaires shared the same backbone: trip identification, a block of Likert-scale items on the specific trip just completed (destination fit, educational value, communication, safety, timing, behavioural climate, duration), a block on practical organisation (transport, accommodation, food, group composition), a block on the curricular/educational link, several open-ended questions, a single headline rating for the trip, and a closing block of six general attitude statements about school trips as an educational tool (not about the specific trip). The student and teacher questionnaires included additional blocks specific to their role: missing-school impact and pupil involvement for students; coordination workload, supervision and pedagogical objectives for teachers.

2. Methodology Note

2.1 Coding of scaled items

All five-point Likert items were coded Strongly agree = 5 - Strongly disagree = 1. The headline trip rating (Excellent / Good / Acceptable / Poor / Very poor) was coded on the same 1–5 scale for comparability.

- **Overall Experience Score**: the mean of all “this specific trip” Likert items (10 items for parents and teachers, 9 for students).
- **Attitude Score**: the mean of the six closing general-attitude items, with the two negatively worded items (“most school trips are more about leisure than real learning”; “the disruption to schoolwork outweighs the benefits”) reverse-scored before averaging.

2.2 Cross-audience comparison

Six items are worded closely enough across the three questionnaires to be compared directly: destination fit, educational value, safety, timing, behavioural climate and duration fit. Throughout this report, a “discrepancy” between audiences on one of these six items is only reported as noteworthy when every audience group being compared has at least five respondents for that trip; smaller cells are shown for transparency but flagged as indicative only.

2.3 Qualitative coding of open-ended responses

1,742 non-empty open-text responses were collected across 17 distinct open questions (6 for parents, 11 for students, 6 for teachers), in English, French and, occasionally, Spanish. They were coded using a 16-category multilingual keyword dictionary, built from a direct first reading of the parent responses and applied with multi-label tagging (a single response can carry more than one theme). 56% of responses received at least one tag; the rest were too short or generic to classify (e.g. “No”, “Nothing to add”). This is a recall-oriented, dictionary-based coding approach: it is well suited to quantifying how often a theme recurs and to surfacing candidate quotes, but it is not a substitute for human reading when selecting the exact quotations used in this report - every quotation reproduced here was individually reviewed before inclusion.

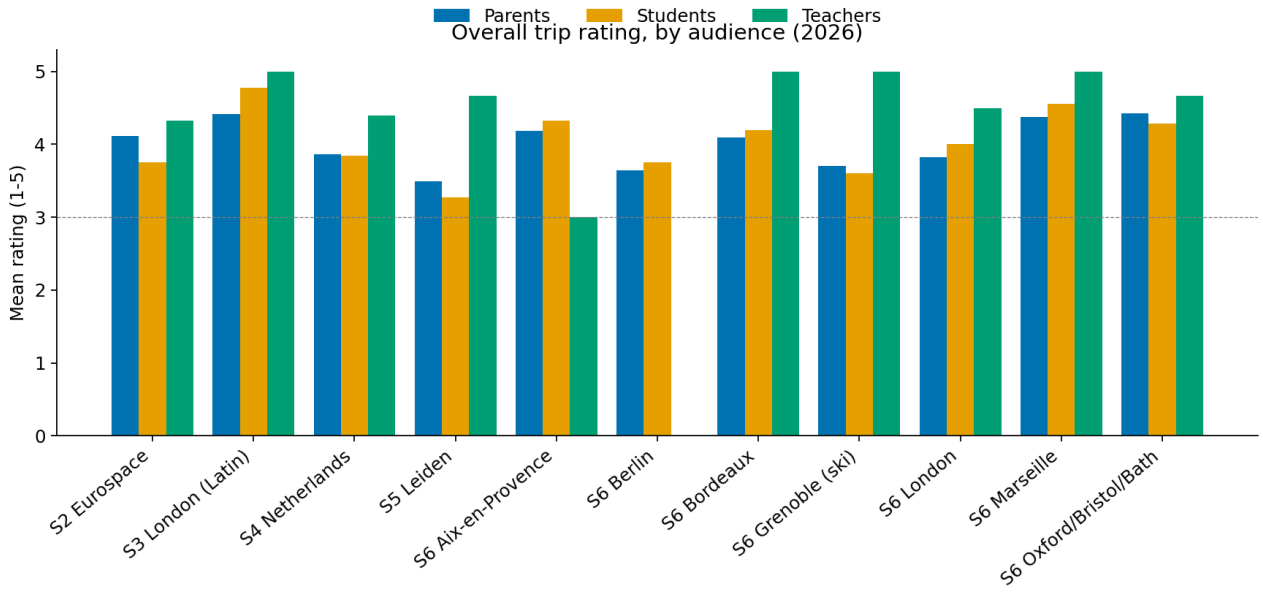
A full breakdown of theme frequencies by question and by trip, and the complete verbatim annex (annex C), are provided at the end of this document (Annexe B) and as separate documents (annex C).

3. Cross-Cutting Findings

This section reports patterns that hold across trips, before the report turns to each of the eleven trips individually in Section 4.

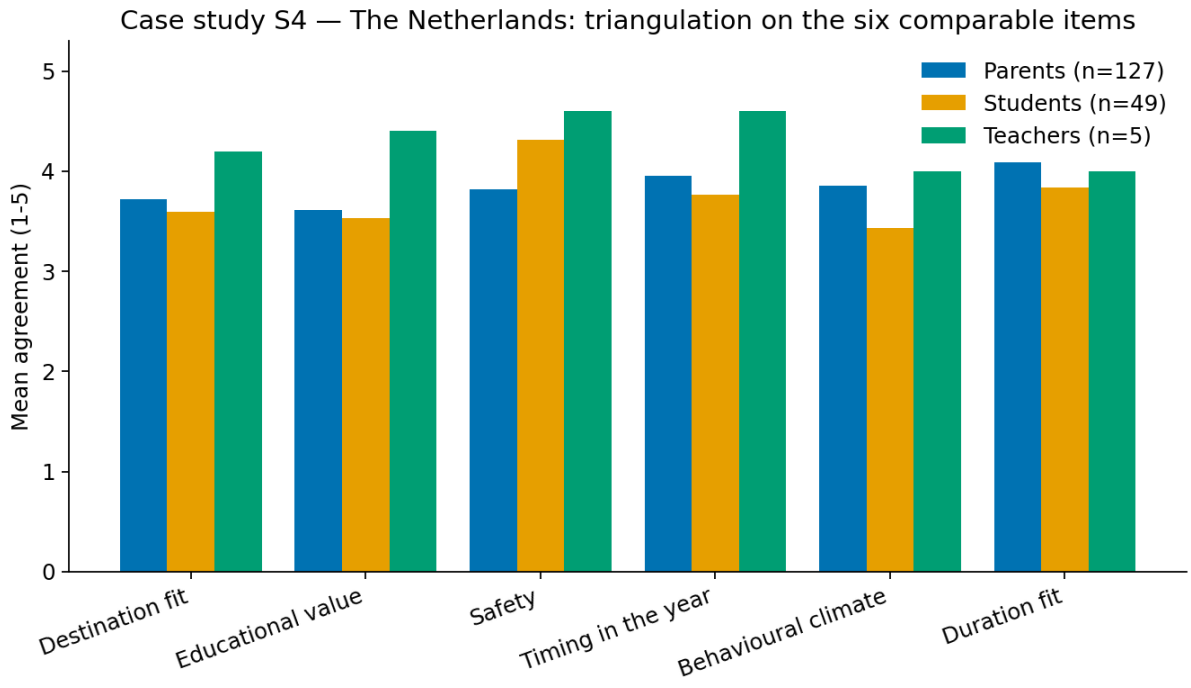
3.1 Headline ratings, by trip and audience

Across the eleven trips, teachers' ratings are higher than parents' and students' ratings on nine out of eleven trips, often markedly so. One exceptions stands out: S6 (Aix-en Provence), where students rate the trip higher than teachers do.



3.2 The teacher–family confidence gap, and the safety exception

S4 (the Netherlands) is the only trip with enough respondents in all three audiences (parents n=127, students n=49, teachers n=5) to support a fully robust six-item comparison, and it illustrates the pattern well.

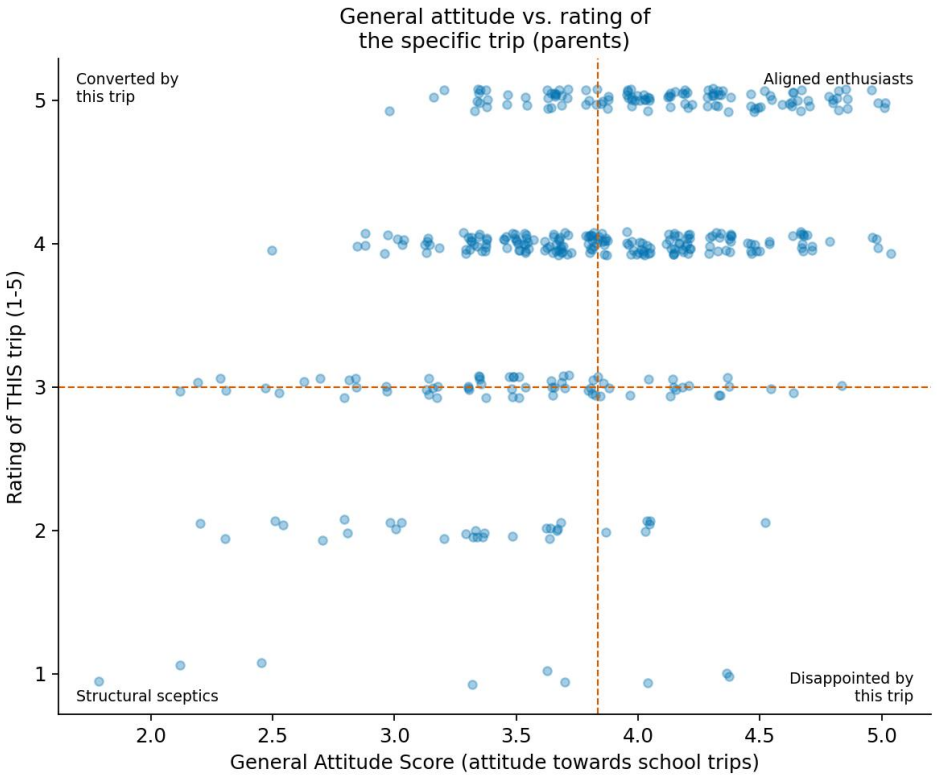


On educational value, timing and destination fit, teachers rate the trip 0.6 to 0.9 points higher (on the 1–5 scale) than parents and students do - a sizeable gap for a single item. **Safety is the one item where the pattern reverses**: students who experienced the trip rate safety higher (4.31) than their own parents do (3.82), with teachers highest of all (4.60). In other words, parents are, on this evidence, somewhat more anxious about safety than the children who actually went - a reassuring finding in one sense, but also a signal that safety communication aimed at parents may be addressing a perception gap as much as a real one.

3.3 General attitude vs. satisfaction with this specific trip

Across all parent respondents, the correlation between the general Attitude Score (belief in school trips as an educational tool, independent of any one trip) and the rating of the specific trip just experienced is r = 0.434 - a moderate, positive but far from perfect relationship. This means a meaningful share of parents who are generally well disposed towards school trips were nonetheless unhappy with this particular one, and vice versa.

The four quadrants cover respondents with a clearly positive (≥4) or clearly negative (≤2) trip rating. The 68 parents who rated the trip as 'Acceptable' (3/5) are visible in the scatter plot but are not assigned to a quadrant, as this midpoint response does not indicate satisfaction or dissatisfaction.



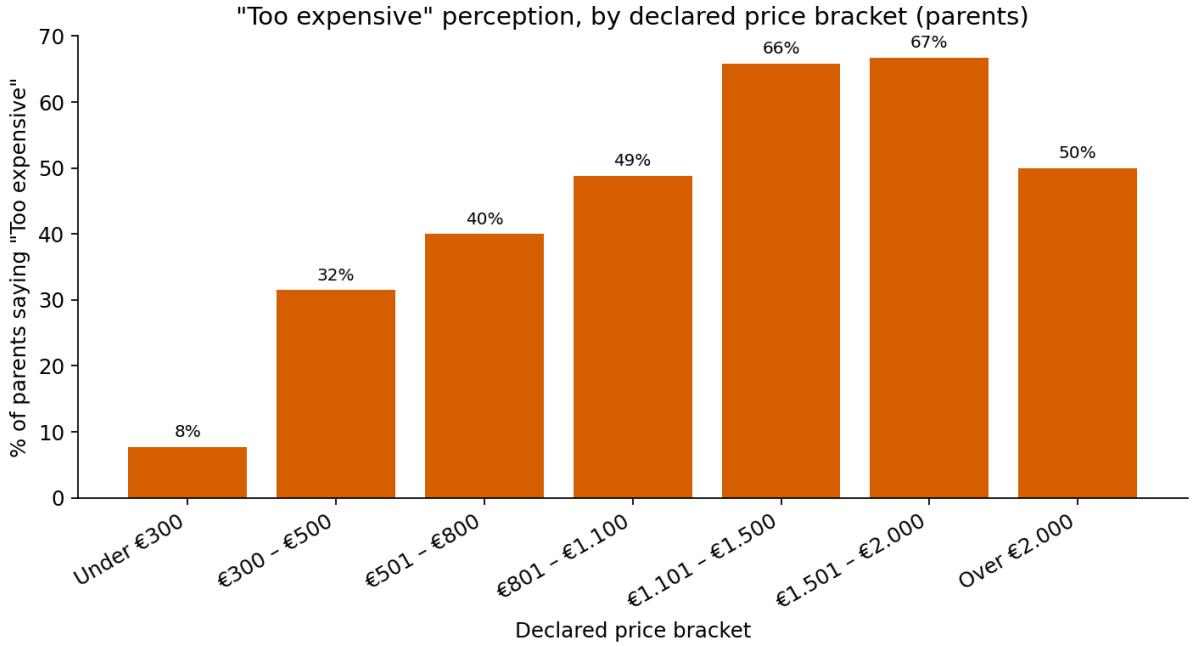
Quadrant	Parents (n)	Interpretation
Aligned enthusiasts	194	Generally positive about school trips, and happy with this one
Disappointed by this trip	9	Generally positive about school trips in principle, but this trip specifically let them down - the group most worth listening to for trip-specific fixes
Structural sceptics	30	Sceptical about school trips in general, and this trip did not change that
Converted by this trip	108	Sceptical about school trips in general, yet this specific trip won them over

Quadrant	Parents (n)	Interpretation
Midpoint "Acceptable" (rating = 3) |	68	Neither satisfied nor dissatisfied with this trip - not assigned to a quadrant

For students, the same correlation is r = 0.415, similarly moderate. The practical implication for the working group is that a low rating for one trip should not automatically be read as a verdict on the principle of school trips, and a high general Attitude Score should not be assumed to guarantee satisfaction with any one specific trip.

3.4 Cost: perception tracks price, and S4 is the clearest case

Among parents who disclosed the price bracket their family paid, the share calling the trip “too expensive” rises steadily with price, from 8% under €300 to 66–67% above €1,100. This is an intuitive result, but it is useful to have it quantified: it confirms that cost dissatisfaction is, to a first approximation, a function of the price actually charged, rather than of how the price is communicated or justified.



This matters directly for S4, which is both the most expensive trip on average and the one with the steepest year-on-year increase in “too expensive” responses (see Section 5).

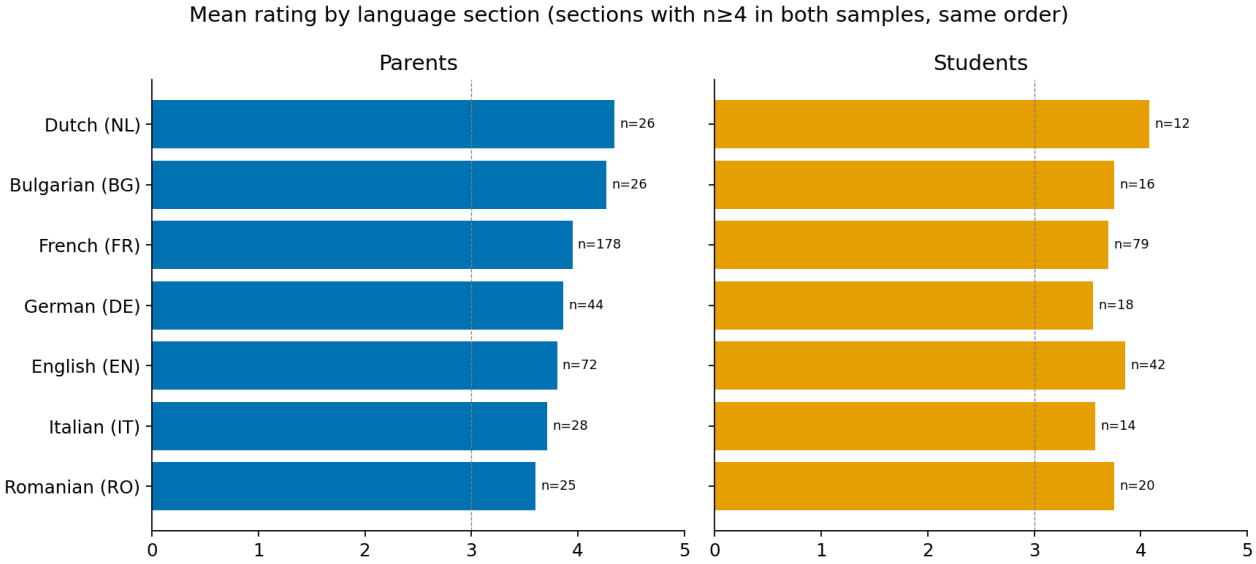
3.5 What drives student satisfaction: teacher conduct and missing-school burden

Two findings from the student questionnaire stand out as having genuine explanatory power, with moderate correlations to the overall trip rating: a composite of three items on teacher availability, respect and fairness correlates with overall rating at r = 0.518, and a composite of four items on the burden of missing classes and catching up correlates at r = 0.52. Both are non-trivial relationships for single-survey correlational data, and both point to concrete, actionable levers: how staff treat pupils day to day, and how well the school manages the academic side-effects of the trip, move the needle on student satisfaction roughly as much as anything else measured in this survey.

3.6 Language section: a pattern worth tracking, not yet worth explaining

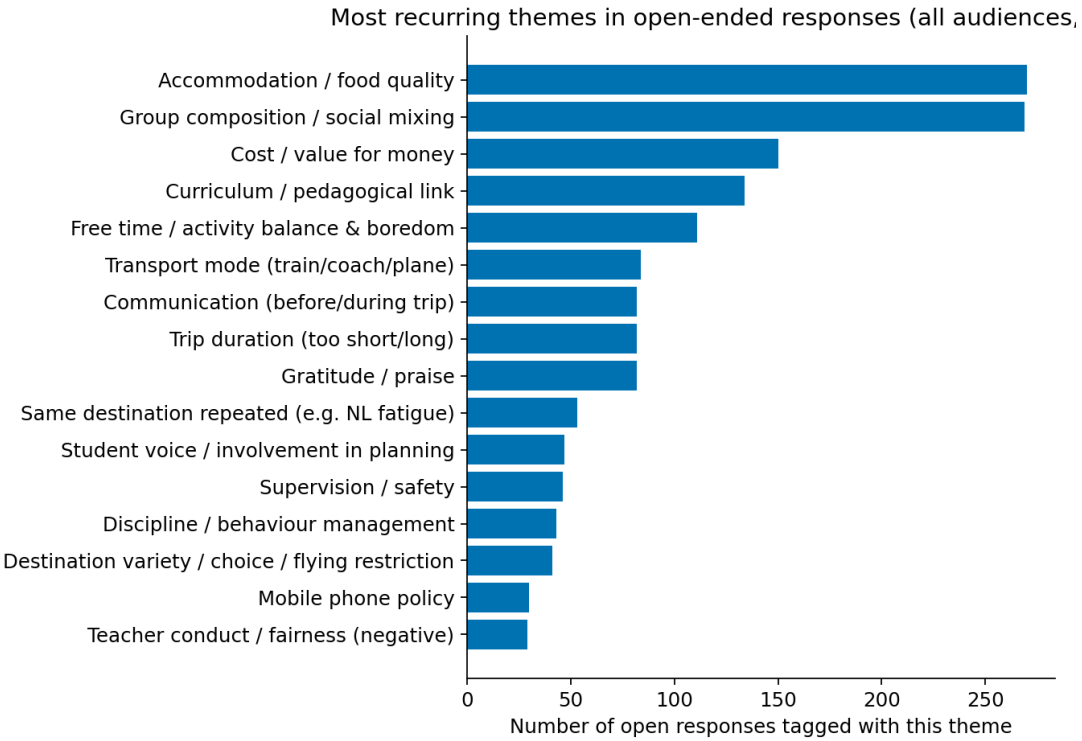
Mean trip ratings differ noticeably by linguistic section, and the pattern is broadly consistent between parents and students, and persists (in attenuated form) even within the single largest trip, S4, when looked at on its own. Romanian-section families rate trips among the lowest on average; Dutch and Bulgarian-section families among the highest. Sample sizes for several sections are small, and the survey cannot distinguish a genuine

cultural/expectation effect from a coincidental concentration of certain sections in certain trips or activity groups; we flag this as a pattern for the working group to keep an eye on in future editions rather than a finding with a ready explanation.



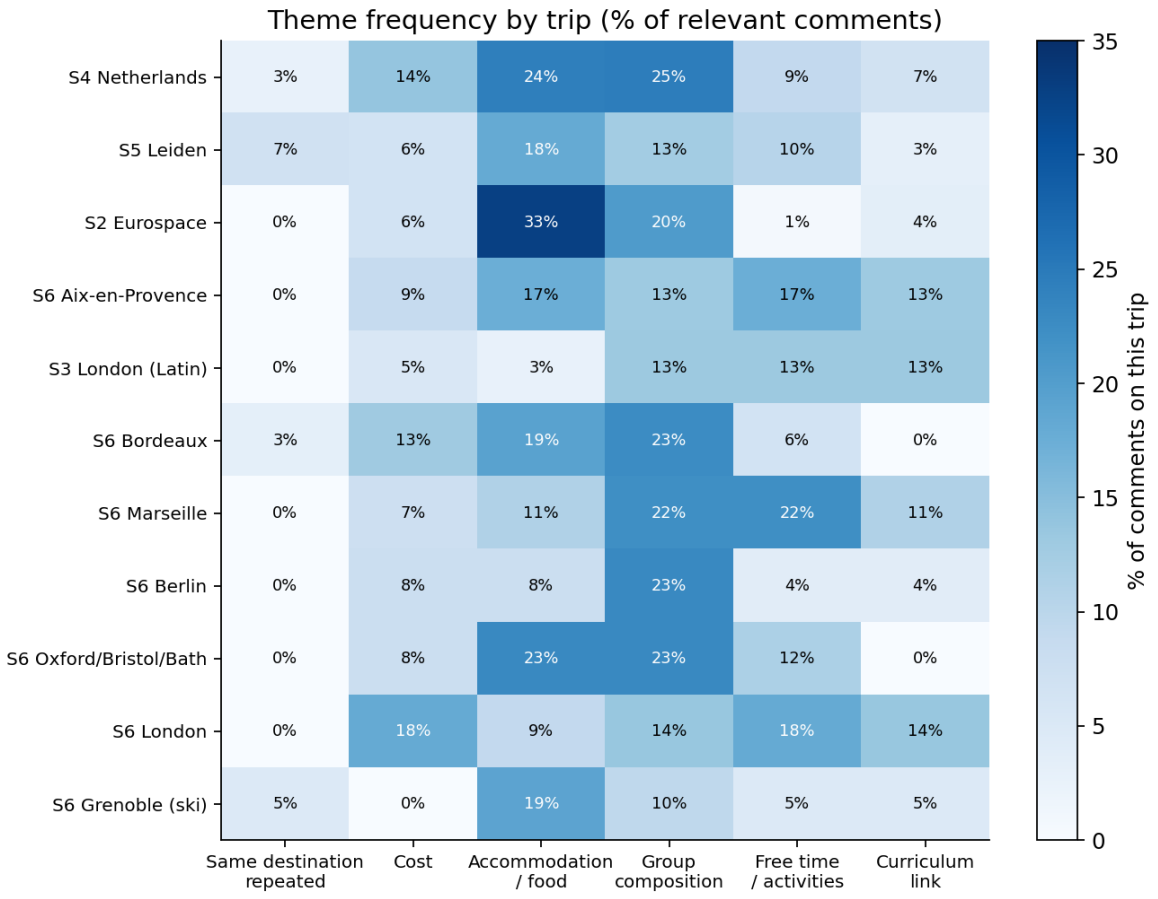
3.7 What the open-ended comments are about

Across all 1,742 coded open responses, the two most frequent themes by a clear margin are accommodation/food quality and group composition/social mixing — each mentioned more often than cost. This is an important corrective to an organisation-by-cost-complaint instinct: parents and students write more, in absolute terms, about whether the hotel was clean and whether their child was in a group with friends than about the price.



The picture changes considerably once themes are broken down by trip. The heatmap below (based on the practical-organisation and “what would you change / best or hardest moment” questions) shows that destination repetition is essentially an S4/S5 phenomenon, accommodation/food complaints peak sharply for S2

Eurospace, and cost complaints peak for S6 London — underlining why this report is organised by trip rather than only in aggregate.



4. Findings by Trip

This section reviews each of the eleven trips in turn. For every trip, the headline numbers are given first, followed by the cross-audience comparison (where sample sizes allow it), the most frequent qualitative themes, a small selection of illustrative verbatim comments, and a short trip-specific takeaway.

4.1 S2 — Eurospace

	Parents	Students	Teachers
N respondents	87	36	3
Headline rating (1–5)	4.11 (n=87)	3.75 (n=36)	4.33 (n=3)
Overall Experience Score	4.18 (n=87)	3.8 (n=34)	4.47 (n=3)
Attitude Score (general)	3.98 (n=87)	3.72 (n=36)	3.61 (n=3)

Sample sizes for at least one audience on this trip are too small (under 5) to support a reliable cross-audience comparison on the six common items; figures are in Annex B for reference.

Cost perception (parents): 62% “appropriate for what was offered”, 29% “too expensive”.

Most frequent qualitative themes for this trip:

- **Accommodation / food quality** — 32.4% of relevant comments on this trip
- **Group composition / social mixing** — 20.2% of relevant comments on this trip
- **Cost / value for money** — 6.4% of relevant comments on this trip
- **Transport mode (train/coach/plane)** — 4.6% of relevant comments on this trip

> *Meals were quite poor and my son found hair in the food. Accommodation was fine but the insects in the other room was not a nice discover.* — *parent, S2 — Eurospace*
>
> *The incident with punaise de lit was warring, so not sure what to say about the accomodation* — *parent, S2 — Eurospace*
>
> *The shuttle simulator. It was great to watch football together in the cinema!* — *student, S2 — Eurospace*
>
> *I understand that the trip to Eurospace will no longer be held. I think it would be a shame. It is a place where children can learn a lot.* — *teacher, S2 — Eurospace*

4.2 S3 — London (Latin students, non-compulsory)

	Parents	Students	Teachers
N respondents	26	9	2
Headline rating (1–5)	4.42 (n=26)	4.78 (n=9)	5.0 (n=2)
Overall Experience Score	4.35 (n=26)	4.32 (n=9)	4.55 (n=2)
Attitude Score (general)	4.06 (n=26)	4.19 (n=8)	2.75 (n=2)

Sample sizes for at least one audience on this trip are too small (under 5) to support a reliable cross-audience comparison on the six common items; figures are in Annex B for reference.

Cost perception (parents): 88% “appropriate for what was offered”, 8% “too expensive”.

Most frequent qualitative themes for this trip:

- **Trip duration (too short/long)** — 28.2% of relevant comments on this trip
- **Free time / activity balance & boredom** — 12.8% of relevant comments on this trip

- **Curriculum / pedagogical link** — 12.8% of relevant comments on this trip
- **Group composition / social mixing** — 12.8% of relevant comments on this trip

> *Train to London was of course the best possible choice. But, I don't mind plane either if a destination further away is chosen for other school trips.* — *parent, S3 — London (Latin students, non-compulsory)*
>
> *excellent trip to motivate kids on culture* — *parent, S3 — London (Latin students, non-compulsory)*
>
> *We had a lot of free time on some days, but on others, we didn't.* — *student, S3 — London (Latin students, non-compulsory)*
>
> *The students prepared presentations during the visite and it was great and successfull* — *teacher, S3 — London (Latin students, non-compulsory)*

4.3 S4 — The Netherlands

	Parents	Students	Teachers
N respondents	128	49	5
Headline rating (1–5)	3.86 (n=127)	3.84 (n=49)	4.4 (n=5)
Overall Experience Score	3.89 (n=127)	3.76 (n=49)	4.36 (n=5)
Attitude Score (general)	3.69 (n=128)	3.72 (n=48)	4.08 (n=5)

On the six cross-audience items, the largest gap for this trip is on **Educational value** (discrepancy 0.87 points). Mean scores: parents 3.61, students 3.53, teachers 4.4.

Cost perception (parents): 34% “appropriate for what was offered”, 59% “too expensive”.

Most frequent qualitative themes for this trip:

- **Accommodation / food quality** — 24.4% of relevant comments on this trip
- **Group composition / social mixing** — 24.4% of relevant comments on this trip
- **Cost / value for money** — 13.8% of relevant comments on this trip
- **Free time / activity balance & boredom** — 9.1% of relevant comments on this trip

> *Repas tous les jours de mauvaise qualité, l'argent de poche de notre enfant a servi à se nourrir* — *parent, S4 — The Netherlands*
>
> *Accomodation and meals were even too much for kids. They don't need it to enjoy the school trip.* — *parent, S4 — The Netherlands*
>
> *Probably the disco and in general nights at the hotel.* — *student, S4 — The Netherlands*
>
> *Accommodation, Itinerary, Timeline of activities, Organization by co-ordinators and their willingness to provide assistance and resolve all issues.* — *teacher, S4 — The Netherlands*

4.4 S5 — Academic Field Trip, Leiden

	Parents	Students	Teachers
N respondents	83	70	3
Headline rating (1–5)	3.49 (n=83)	3.27 (n=70)	4.67 (n=3)
Overall Experience Score	3.77 (n=83)	3.45 (n=70)	4.63 (n=3)

	Parents	Students	Teachers
Attitude Score (general)	3.86 (n=83)	3.84 (n=68)	3.61 (n=3)

Sample sizes for at least one audience on this trip are too small (under 5) to support a reliable cross-audience comparison on the six common items; figures are in Annex B for reference.

Cost perception (parents): 48% “appropriate for what was offered”, 31% “too expensive”.

Most frequent qualitative themes for this trip:

- **Accommodation / food quality** — 18.2% of relevant comments on this trip
- **Group composition / social mixing** — 12.6% of relevant comments on this trip
- **Free time / activity balance & boredom** — 10.4% of relevant comments on this trip
- **Same destination repeated (e.g. NL fatigue)** — 6.9% of relevant comments on this trip

> *Mon enfant aurait aimé vivre ce voyage avec ses amis de classe, et non pas avec le groupe de sciences, qui était différent de son groupe de classe (et de ses amis).* — *parent, S5 — Academic Field Trip, Leiden*
>
> *I think we can afford more time and more comfort on school trips. Even a small municipal school offers more exciting trips to its community!* — *parent, S5 — Academic Field Trip, Leiden*
>
> *The biking and the free time. This is what made this excursion feel like a trip.* — *student, S5 — Academic Field Trip, Leiden*
>
> *History part should be much shorter and organized in a different way (to visit a history museum, for example)* — *teacher, S5 — Academic Field Trip, Leiden*

4.5 S6 — Aix-en-Provence

	Parents	Students	Teachers
N respondents	17	9	3
Headline rating (1–5)	4.18 (n=17)	4.33 (n=9)	3.0 (n=3)
Overall Experience Score	4.11 (n=17)	4.19 (n=9)	3.77 (n=3)
Attitude Score (general)	3.92 (n=17)	3.94 (n=9)	3.78 (n=3)

Sample sizes for at least one audience on this trip are too small (under 5) to support a reliable cross-audience comparison on the six common items; figures are in Annex B for reference.

Cost perception (parents): 53% “appropriate for what was offered”, 35% “too expensive”.

Most frequent qualitative themes for this trip:

- **Transport mode (train/coach/plane)** — 20.8% of relevant comments on this trip
- **Accommodation / food quality** — 16.7% of relevant comments on this trip
- **Free time / activity balance & boredom** — 16.7% of relevant comments on this trip
- **Destination variety / choice / flying restriction** — 12.5% of relevant comments on this trip

> *My sons were not happy with the food. The transportation was great, direct train, but again to underline the duration was too short and the travel ate away two days of the trip. They should have travelled the days before and after.* — *parent, S6 — Aix-en-Provence*
>
> *My daughters told me that there were not enough food and as they do not eat pork, they had even less. They had to buy and cook pasta.* — *parent, S6 — Aix-en-Provence*
>
> *I loved the visit to the national park of the Calanques and the boat ride. We also had a pretty good amount of free time to explore on our own terms.* — *student, S6 — Aix-en-Provence*

> *Special food needs were ignored and not well handled from the accommodation or restaurants. The restaurants were not well chosen by the travel agency: poor food quality and not enough.* — *teacher, S6 — Aix-en-Provence*

4.6 S6 — Berlin

	Parents	Students	Teachers
N respondents	14	4	0
Headline rating (1–5)	3.64 (n=14)	3.75 (n=4)	–
Overall Experience Score	3.84 (n=14)	3.86 (n=4)	–
Attitude Score (general)	3.99 (n=14)	3.96 (n=4)	–

Sample sizes for at least one audience on this trip are too small (under 5) to support a reliable cross-audience comparison on the six common items; figures are in Annex B for reference.

Cost perception (parents): 71% “appropriate for what was offered”, 14% “too expensive”.

Most frequent qualitative themes for this trip:

- **Group composition / social mixing** — 23.1% of relevant comments on this trip
- **Discipline / behaviour management** — 15.4% of relevant comments on this trip
- **Trip duration (too short/long)** — 7.7% of relevant comments on this trip
- **Cost / value for money** — 7.7% of relevant comments on this trip

> *The supervising teachers were not capable of managing a group of disruptive students.* — *parent, S6 — Berlin*
>
> *There is a feeling that 1000 euros is a lot for a destination that is not that expensive nor very far, (...). That's said, it remains affordable for us and the organization was good.* — *parent, S6 — Berlin*
>
> *I liked when us students had free time and could roam the city* — *student, S6 — Berlin*

4.7 S6 — Bordeaux

	Parents	Students	Teachers
N respondents	11	5	2
Headline rating (1–5)	4.09 (n=11)	4.2 (n=5)	5.0 (n=2)
Overall Experience Score	4.13 (n=11)	4.0 (n=5)	5.0 (n=2)
Attitude Score (general)	3.8 (n=11)	3.69 (n=5)	4.83 (n=2)

Sample sizes for at least one audience on this trip are too small (under 5) to support a reliable cross-audience comparison on the six common items; figures are in Annex B for reference.

Cost perception (parents): 55% “appropriate for what was offered”, 46% “too expensive”.

Most frequent qualitative themes for this trip:

- **Group composition / social mixing** — 27.3% of relevant comments on this trip
- **Accommodation / food quality** — 18.2% of relevant comments on this trip

- **Communication (before/during trip)** — 12.1% of relevant comments on this trip
- **Cost / value for money** — 12.1% of relevant comments on this trip

> *Changing multiple trains was not super convenient, they would have preferred buses, I liked that they used the train. On the other hand, they are teens and had plenty of time, longer trip time will not kill them.* — *parent, S6 — Bordeaux*
>
> *The breakfast was limited and lacked variety and quality. Especially in the camping, the breakfast was not provided until teachers requested it. Furthermore the breakfast was a baguette to be shared and some milk in the fridge.* — *parent, S6 — Bordeaux*
>
> *Making friends, seeing historical buildings and seeing beautiful views* — *student, S6 — Bordeaux*
>
> *Destination is a good mix of cultural, nature and sport activities* — *teacher, S6 — Bordeaux*

4.8 S6 — Grenoble / Alpes d'Huez (ski trip)

	Parents	Students	Teachers
N respondents	10	5	1
Headline rating (1–5)	3.7 (n=10)	3.6 (n=5)	5.0 (n=1)
Overall Experience Score	3.58 (n=10)	3.69 (n=5)	4.5 (n=1)
Attitude Score (general)	3.35 (n=10)	3.96 (n=4)	3.83 (n=1)

Sample sizes for at least one audience on this trip are too small (under 5) to support a reliable cross-audience comparison on the six common items; figures are in Annex B for reference.

Cost perception (parents): 50% “appropriate for what was offered”, 40% “too expensive”.

Most frequent qualitative themes for this trip:

- **Accommodation / food quality** — 18.2% of relevant comments on this trip
- **Trip duration (too short/long)** — 13.6% of relevant comments on this trip
- **Transport mode (train/coach/plane)** — 13.6% of relevant comments on this trip
- **Group composition / social mixing** — 9.1% of relevant comments on this trip

> *For an outgoing trip the train was changed at the last minute with a bus (travelling for more than 12 hours) - not to be repeated again!! horrible food not adapted for the needs of kids; nutella every morning is not an appropriate meal* — *parent, S6 — Grenoble / Alpes d'Huez (ski trip)*
>
> *Everything was nice, the ski but also the activities and the dinner was excellent.* — *student, S6 — Grenoble / Alpes d'Huez (ski trip)*
>
> *More clear instruction from the coordinator about teachers responsibilities in the afternoon while in the hotel* — *teacher, S6 — Grenoble / Alpes d'Huez (ski trip)*

4.9 S6 — London

	Parents	Students	Teachers
N respondents	11	3	2
Headline rating (1–5)	3.82 (n=11)	4.0 (n=3)	4.5 (n=2)
Overall Experience Score	4.15 (n=11)	3.93 (n=3)	4.9 (n=2)

	Parents	Students	Teachers
Attitude Score (general)	3.58 (n=11)	4.0 (n=3)	4.08 (n=2)

Sample sizes for at least one audience on this trip are too small (under 5) to support a reliable cross-audience comparison on the six common items; figures are in Annex B for reference.

Cost perception (parents): 46% “appropriate for what was offered”, 46% “too expensive”.

Most frequent qualitative themes for this trip:

- **Cost / value for money** — 16.7% of relevant comments on this trip
- **Free time / activity balance & boredom** — 16.7% of relevant comments on this trip
- **Group composition / social mixing** — 12.5% of relevant comments on this trip
- **Curriculum / pedagogical link** — 12.5% of relevant comments on this trip

> *Comme pour tout autre voyage dans le passé, le coût semble très important.* — *parent, S6 — London*
>
> *Certaines activités coûtent peut-être très cher (Harry Potter). Le prix pour toutes les familles n'est peut-être pas abordable et il faut penser à tous les budgets. Cela dit, encore une fois le voyage était en général très bien organisé et les enfants étaient ravis.* — *parent, S6 — London*
>
> *When we walked around the city during our free time* — *student, S6 — London*
>
> *Everything except Jack the ripper and sherlock holmes* — *teacher, S6 — London*

4.10 S6 — Marseille

	Parents	Students	Teachers
N respondents	16	9	1
Headline rating (1–5)	4.38 (n=16)	4.56 (n=9)	5.0 (n=1)
Overall Experience Score	4.17 (n=16)	4.23 (n=9)	4.8 (n=1)
Attitude Score (general)	3.76 (n=16)	4.1 (n=8)	4.0 (n=1)

Sample sizes for at least one audience on this trip are too small (under 5) to support a reliable cross-audience comparison on the six common items; figures are in Annex B for reference.

Cost perception (parents): 75% “appropriate for what was offered”, 25% “too expensive”.

Most frequent qualitative themes for this trip:

- **Free time / activity balance & boredom** — 21.4% of relevant comments on this trip
- **Group composition / social mixing** — 21.4% of relevant comments on this trip
- **Accommodation / food quality** — 14.3% of relevant comments on this trip
- **Transport mode (train/coach/plane)** — 10.7% of relevant comments on this trip

> *The train trip seemed long compared to the actual time spent in Marseille. To be compared, from price vs time point of view, if the trip by plane (like Ryanair) could be a better solution for such a distance.* — *parent, S6 — Marseille*
>
> *Un repas supplémentaire avec tout le groupe le soir n’aurait pas été superflu.* — *parent, S6 — Marseille*
>
> *The best moments were when we had free time. During free time, we got to explore and visit Marseille more than when we did activities, even though activities were still great.* — *student, S6 — Marseille*
>
> *Déplacements (train et marche), logement (proche du vieux port), activités: muséum, grotte Croquer, stade vélodrome, pétanque, calanques, château d 'if, chasse au trésor dans le quartier du panier, bowling, spectacle.* — *teacher, S6 — Marseille*

4.11 S6 — Oxford, Bristol, Bath

	Parents	Students	Teachers
N respondents	7	7	3
Headline rating (1–5)	4.43 (n=7)	4.29 (n=7)	4.67 (n=3)
Overall Experience Score	4.1 (n=7)	4.41 (n=7)	4.63 (n=3)
Attitude Score (general)	3.79 (n=7)	3.98 (n=7)	4.33 (n=2)

Sample sizes for at least one audience on this trip are too small (under 5) to support a reliable cross-audience comparison on the six common items; figures are in Annex B for reference.

Cost perception (parents): 71% “appropriate for what was offered”, 29% “too expensive”.

Most frequent qualitative themes for this trip:

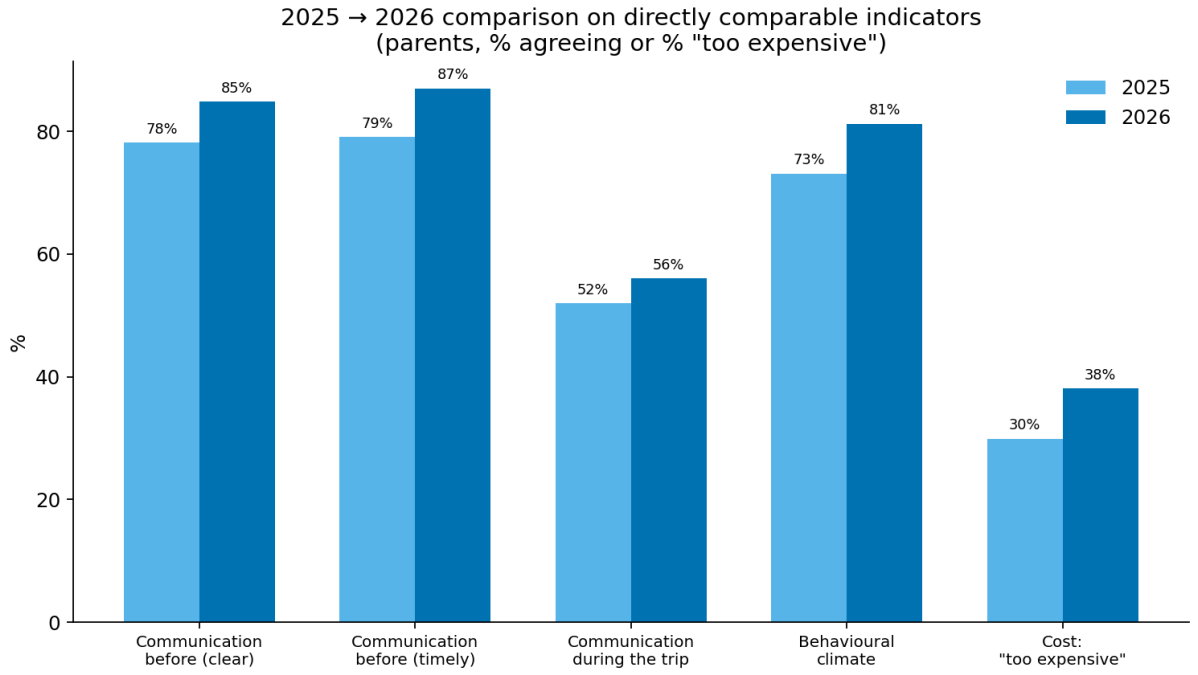
- **Group composition / social mixing** — 27.6% of relevant comments on this trip
- **Accommodation / food quality** — 20.7% of relevant comments on this trip
- **Free time / activity balance & boredom** — 10.3% of relevant comments on this trip
- **Cost / value for money** — 6.9% of relevant comments on this trip

> *Sandwiches were not very good, but this experience was always compensated by excellent restaurants in the evening. The positive side of the trip was that the participants came from different languages sections. Excellent accompanying teachers.* — *parent, S6 — Oxford, Bristol, Bath*
>
> *Accommodation and food in particular were heavily criticised. Accommodation too far out and food options very bad.* — *parent, S6 — Oxford, Bristol, Bath*
>
> *The time we spent at Bristol and the rooms was very fun.* — *student, S6 — Oxford, Bristol, Bath*
>
> *The food in one of the accommodations was not good and not sufficient. So was breakfast in the other accommodation. The rest was good.* — *teacher, S6 — Oxford, Bristol, Bath*

5. From 2025 to 2026: What Changed, What We Still Cannot Measure

The 2025 survey asked parents about preferences and recommendations for school trips in general, ahead of a working-group review of the trip guidelines. The 2026 survey asked all three stakeholder groups to evaluate a specific trip they had just experienced. These are different instruments measuring different things, and a literal item-by-item comparison would overstate what the data can support. This section therefore treats the comparison as a separate, general exercise: for each of the eight areas covered by the 2025 report, we ask whether the 2026 data give any observable signal of progress — and we say plainly where they do not.

5.1 Areas with a direct, comparable signal



Area (2025 recommendation)	2025	2026	Direction
Communication before departure — clear	78.2% agree	84.8% agree	Improved
Communication before departure — timely	79.1% agree	87.0% agree	Improved
Communication during the trip	52.0% agree / 35.9% disagree	56.0% agree / 18.8% disagree	Improved (disagreement nearly halved)
Behavioural climate / discipline	73.1% agree	81.2% agree	Improved
Cost perception — “too expensive” (all trips)	29.9%	38.1%	Worsened
Cost perception — “too expensive” (S4 specifically)	41.6%	59.1%	Worsened markedly

Communication and behavioural climate both improved meaningfully between the two editions, consistent with the standardised-communication and discipline-management recommendations made in 2025 having had some real effect. **Cost is the clear counter-example**: despite 2025's calls for greater transparency and a payment-instalment option, the share of parents who consider the trip too expensive has risen, and risen sharply for S4.

S4 also remains, in both years, the level where communication during the trip is weakest relative to the rest of the school — the same level flagged as the weak point in 2025 is still the weak point in 2026.

5.2 Areas where the instrument changed and a number would be misleading

- **Transport and destination preferences.** The 2025 survey asked parents to rank hypothetical destination types and transport modes. The 2026 survey asks how satisfied families were with the transport mode actually used on their child's trip. These are not the same question, and a numeric comparison would conflate “what people say they want” with “how people feel about what they got”. Qualitatively, the same themes recur: **a preference for train travel over coach**, and continued **concern about very long coach journeys**, especially for S5/S6.
- **Group organisation.** Likewise, 2025 asked about preferred organising principles in the abstract (by language, by academic option, by lottery); 2026 asks how the group composition actually felt. The qualitative themes are consistent across both years — requests for more cross-section mixing, and concern about being grouped away from friends — even though the metrics are not directly comparable.

5.3 Areas with no corresponding question in 2026

- **Pick-up procedures.** The 2025 report dedicated a section to arrival and pick-up logistics. No 2026 questionnaire asks about this. If the working group wants to track whether the 2025 recommendations on pick-up protocol were implemented, a dedicated question should be added for 2027.
- **Parent volunteer pool.** The 2025 report proposed a trained parent-volunteer scheme to support teacher shortages. This recommendation is still valid.

5.4 The S4→S3 question: the way forward?

The 2025 report recommended keeping the main compulsory trip in S4 while exploring a complementary, lighter-touch trip in S3.

6. Recommendations

These recommendations synthesise the cross-cutting findings (Section 3) and the trip-by-trip evidence (Section 4). They are grouped thematically, in the same spirit as the 2025 report.

6.1 Cost and transparency

- Treat S4 cost as a standalone priority for 2026–27: it is both the most expensive trip and the one with the steepest year-on-year rise in "too expensive" responses (41.6% → 59.1%).
- Revisit the 2025 proposals on price transparency and payment instalments specifically for S4, since the data suggest they have not yet resolved — and may not yet have reached — the affordability concern for this trip.
- Publish a simple cost breakdown (transport / accommodation / activities / staff costs) for the highest-cost trips, since several open comments explicitly request this regardless of the final price.

6.2 Destination variety

- Avoid sending the same cohort to the same destination twice within two consecutive years, as currently happens between S4 and S5 (both the Netherlands/Leiden area). This is now the single most distinctive complaint theme for these two trips and shows up repeatedly and independently across parent and student comments.
- For S6, consider whether the cost and theme differences between the six destinations (Section 4.5–4.11) warrant more consistent minimum standards across destinations, since families increasingly compare notes across sections.

6.3 Accommodation and food

- Accommodation/food quality is, in raw frequency, the single most-commented practical theme of the whole survey, ahead of cost. Several trips (S2 Eurospace in particular) show this as their dominant complaint.
- Introduce a basic pre-trip hygiene/condition check for accommodation providers, particularly given recurring reports of pest issues at more than one destination this year.

6.4 Group composition

- Group composition / social mixing is the second most frequent theme overall. Continue to balance pedagogical grouping (language, academic option) with opportunities for cross-section mixing, especially for younger and middle secondary levels where the qualitative comments most often ask for this.

6.5 Staff conduct and student experience

- Teacher availability, respect and fairness toward pupils correlate moderately with students' overall satisfaction ($r = 0.52$). This is one of the more actionable levers identified in this survey: continued investment in pre-trip briefings on group-management conduct is likely to pay off in measurable satisfaction terms, not just in reduced complaints.
- Manage the academic side-effects of missing school more proactively; the missing-classes burden also correlates with overall satisfaction ($r = 0.52$) for students.

6.6 Communication

- Communication has genuinely improved since 2025 — continue the practices that produced this, particularly around pre-departure information.
- Keep S4 under particular attention for in-trip communication: it remains the relative weak point on this dimension in both 2025 and 2026.

7. Closing Note

This is the first year the school trips feedback exercise has triangulated parents, students and teachers on the same set of trips, and the first year organised around named trips rather than study levels. Both choices paid off analytically: the cross-audience gaps (Section 3) and the trip-by-trip differences (Section 4) would have been invisible in a single-audience, level-based design. We recommend keeping both design choices for 2027.

The working group thanks the 410 parents, 206 students and 25 teachers who took the time to respond, and the teaching staff who organised and accompanied all eleven trips covered in this report.

Full statistical tables are provided in Annex B, and the complete set of anonymised verbatim responses, organised by question, in Annex C.

Annexes A & B

Annex A: Questionnaires — Annex B: Full Statistical Tables

Companion document to: School Trips Feedback 2026 — Survey Results, Cross-Audience Triangulation, and Recommendations

Annex A — Questionnaires

A.1 Parents Questionnaire

1.1. Which school trip are you giving feedback on?

1.2. Linguistic section (your child's section)

1.3. Did your child take part in this trip?

1.4. If no, what was the main reason?

1.5. If you wish, you can briefly explain your decision

2.1. For each of the following statements, please indicate your level of agreement based on this year's trip:

- 2.1.1 The destination chosen was suitable for the educational purpose of the trip.
- 2.1.2 The trip provided a valuable educational experience for my child.
- 2.1.3 Communication before departure was clear and complete (programme, packing list, emergency contacts).
- 2.1.4 Communication before departure was timely (information arrived early enough to organise).
- 2.1.5 Communication with families during the trip was sufficient and reassuring.
- 2.1.6 Safety measures during the trip were adequate.
- 2.1.7 The timing of the trip during the school year was appropriate.
- 2.1.8 The behavioural climate during the trip seemed positive and well managed.
- 2.1.9 The duration of the trip was appropriate.
- 2.1.10 My child returned with a positive overall impression of the trip.

2.2. If you wish so, please add a comment on any of the items above (mention which item).

3.1. The cost of the trip was:

3.2. How was the mode of transport used for this trip?:

- 3.2.1 The transport mode used was appropriate for the destination.
- 3.2.2 Travel time was reasonable for the duration of the trip.
- 3.2.3 Comfort during travel was acceptable.
- 3.2.4 I would be in favour of the same transport choice for similar future trips.

3.3. How was the accommodation and food during the trip, based on what your child told you?:

- 3.3.1 The accommodation was comfortable and suited the trip well, based on what my child told me.
- 3.3.2 The meals were appropriate (quality, quantity, choice), based on what my child told me.
- 3.3.3 My child felt their basic comfort needs (sleep, food, rest) were well looked after during the trip.

3.4. How was the size and composition of the group?:

- 3.4.1 The group size was appropriate (not too large, not too small).
- 3.4.2 The way pupils were grouped worked well for my child socially.
- 3.4.3 The supervision ratio (adults per pupils) felt sufficient.

3.5 If you wish so, please add a comment on practical organisation (transport, accommodation, meals, cost, group composition) (mention which item).

3.6. In which range did the total cost of this trip fall for your family?

3.7 How many days and nights did this trip last?

4.1. Based on what your child told you about this trip:

- 4.1.2 The activities of the trip connected to subjects my child studies at school.

- 4.1.3 The trip helped my child understand topics studied in class better.
- 4.1.4 The trip introduced my child to new cultural or intellectual interests.
- 4.1.5 My child came back more curious about the destination or its themes.
- 4.1.6 The trip strengthened my child's sense of being part of the group.

4.2. In your view, what was the single most valuable thing your child gained from this trip?

5.1. What is the single most important change you would recommend for next year's edition of this trip?

5.2. Anything else you would like the school and the APEEE to know?

6.1. Overall, how would you rate this trip based on your child's experience and what you observed?

7.1 The following statements are not about this specific trip, but about school trips in general, as part of your child's education. Please indicate your level of agreement with each statement:

- 7.1.1 School trips help children learn things that classroom lessons cannot teach as well.
- 7.1.2 Most school trips are more about leisure than about real learning.
- 7.1.3 School trips contribute to my child's personal and social development (autonomy, getting along with others).
- 7.1.4 The benefit of school trips generally justifies their cost and organisation.
- 7.1.5 The disruption to regular schoolwork outweighs the benefits of school trips.
- 7.1.6 Overall, I am in favour of school trips as part of my child's education.

A.2 Students Questionnaire

1.1. Which school trip are you giving feedback on?

1.2. Linguistic section (your child's section)

1.3. Did you take part in this trip?

1.4. If no, what was the main reason?

1.5. If you wish, you can briefly explain

2.1. For each of the following statements, please indicate your level of agreement based on this year's trip:

- 2.1.1 The destination was a good choice for our age group.
- 2.1.2 The trip was a valuable experience for me.
- 2.1.3 We received clear information before leaving (programme, what to bring).
- 2.1.4 Information was given to us in time.
- 2.1.5 I felt safe during the trip.
- 2.1.6 The timing of the trip during the school year was good.
- 2.1.7 The behavioural climate during the trip felt positive and well managed.
- 2.1.8 The duration of the trip felt right (not too long, not too short).
- 2.1.9 Overall, I am glad I went on this trip.

2.2. If you wish so, please add a comment on any of the items above (mention which item).

2.3. What was the best moment of the trip?

2.4. Was there a moment you found difficult, boring, or that could have been better?

3.1. About the trip's practical organisation:

- 3.1.1 Travel to and from the destination was comfortable enough.
- 3.1.2 The accommodation was comfortable and suited the trip well.
- 3.1.3 Meals were appropriate (quality, quantity, choice).
- 3.1.4 Free time was well balanced with organised activities.

3.2. About the information you received before leaving:

- 3.2.1 I knew clearly which activities we would (and would not) be able to do at the destination.
- 3.2.2 I was told what to bring and what was needed for each activity (clothing, equipment, swimsuit, etc.).
- 3.2.3 Restrictions communicated beforehand matched what actually happened on the trip (e.g. things we were told we could do, we actually did).
- 3.2.4 The timing of the trip was suitable for the type of activities planned (e.g. weather, season, location).

3.3. About the group, supervision and atmosphere:

- 3.3.1 I got along well with the people in my group.
- 3.3.2 I felt included by my tripmates during the trip.
- 3.3.3 The teachers were available when we needed them.
- 3.3.4 The teachers treated us with respect during the trip.
- 3.3.5 The way teachers communicated with us felt fair (not unnecessarily harsh, not dismissive).
- 3.3.6 The rules were explained clearly at the start of the trip.

3.4. If you have any comment about how teachers interacted with the group during this trip, please share it here.

3.5. About missing classes and getting back into school after the trip:

- 3.5.1 Missing classes because of this trip did not cause major problems for me.
- 3.5.2 Catching up on what I missed was manageable.
- 3.5.3 Teachers in school were supportive when we came back (e.g. tests not scheduled the next day, time given to catch up).
- 3.5.4 The way the trip was organised (e.g. some classes went on different dates) did not create extra difficulties for catching up
- 3.3.5 The way teachers communicated with us felt fair (not unnecessarily harsh, not dismissive).

3.6. Anything you'd like to add about missing school or getting back into the routine afterwards?

4.1. Thinking about the trip and what you study at school:

- 4.1.1 The activities of the trip were linked to subjects I study at school.
- 4.1.2 The trip helped me understand things I learn in class better.
- 4.1.3 Before the trip, teachers explained how the activities connected to the curriculum.
- 4.1.4 During the trip, the connection with school subjects was made clear by the teachers or guides.
- 4.1.5 After the trip, we worked in class on something connected to the trip.
- 4.1.6 The trip made me more interested in one or more school subjects.
- 4.1.7 The trip introduced me to new ideas, places, or ways of thinking.
- 4.1.8 The trip helped me become more independent or confident.
- 4.1.9 The trip helped me get to know my tripmates or teachers differently.

4.2. Which school subjects, if any, did this trip help you understand or appreciate more? Write the subjects, or write “none” if you feel none.

4.3. If you had to describe in one sentence what you learned from this trip (about a topic, a place, yourself, or your tripmates), what would you say?

5.1. Thinking about how you were involved before, during, and after this trip:

- 3.5.1 Before the trip, we did preparatory activities in class connected to the destination or its themes.
- 3.5.2 During the trip, I was able to take responsibility and contribute to the group (helping others, taking initiative, looking after the group dynamic).
- 3.5.3 After the trip, we did follow-up work in class to reflect on what we learned or experienced.
- 3.5.4 Overall, I felt I was an active participant in this trip, not just someone “taken along.”

5.2 For each phase, how much would you have liked to be more involved?:

- 3.2.1 Preparing the trip (classroom activities, learning about the destination)

- 3.2.2 Taking responsibility during the trip
- 3.2.3 Follow-up work in class after the trip.

5.3. If you would like more involvement, what kind of involvement would you have found useful or interesting?

6.1. If you could change one thing about this trip for next year, what would it be?

6.2. Anything else you want us to know?

7.1. Overall, how would you rate this trip ?

8.1 These questions are not about your specific trip, but about school trips in general. Please say how much you agree with each statement:

- 8.1.1 School trips help me learn things in a way that normal lessons can't.
- 8.1.2 Most school trips are more about having fun than about really learning.
- 8.1.3 Going on school trips helps me grow as a person (becoming more independent, getting closer to others).
- 8.1.4 School trips are worth it even if they mean missing some classes.
- 8.1.5 Missing schoolwork because of trips is more trouble than the trips are worth.
- 8.1.6 Overall, I like going on school trips.

A.3 Teachers Questionnaire

1.1. Which school trip are you giving feedback on?

1.2. What was your role on this trip?

1.2.1 If other please specify

1.3 Which subject(s) do you teach?

1.4. Study level of the pupils

2.1. For each of the following statements, please indicate your level of agreement based on this year's trip:

- 2.1.1 The destination chosen was suitable for the educational purpose of the trip.
- 2.1.2 The trip provided a valuable educational experience for the pupils.
- 2.1.3 Communication with families before departure was clear and complete (programme, packing list, emergency contacts).
- 2.1.4 Communication with families before departure was timely (information arrived early enough to organise).
- 2.1.5 Communication with families during the trip was sufficient .
- 2.1.6 Safety measures during the trip were adequate.
- 2.1.7 The timing of the trip during the school year was appropriate.
- 2.1.8 The behavioural climate during the trip seemed positive and well managed.
- 2.1.9 The duration of the trip was appropriate.
- 2.1.10 Overall, the trip met its educational objectives.

2.2. If you wish so, please add a comment on any of the items above (mention which item).

3.1. Preparation, workload, and school support - trip coordinator:

- 3.1.1 The administrative workload to organise this trip was reasonable.
- 3.1.2 Lead times for organising the trip were realistic.
- 3.1.3 Tools and templates available to organise the trip were adequate.
- 3.1.4 When problems arose during the organisation, support from the school was responsive and helpful.
- 3.1.5 I would be willing to coordinate a similar trip again in the future.

3.2. Supervision and on-site management (all teachers):

- 3.2.1 The teacher-to-pupil ratio on this trip was adequate.
- 3.2.2 Group composition (size and mix) supported supervision.
- 3.2.3 The accompanying team worked well together.
- 3.2.4 I felt clear about my responsibilities and limits.
- 3.2.5 On-site providers (guides, venues, transport) delivered what was agreed.
- 3.2.6 When problems arose during the trip, support from the school was responsive and helpful.

3.3. Practical organisation experienced during the trip (transport, accommodation, meals):

- 3.3.1 Transport arrangements were appropriate for this trip.
- 3.3.2 The accommodation was comfortable and suited the trip well.
- 3.3.3 Meal arrangements suited the group's needs.
- 3.3.4 The cost-to-value ratio of the trip was acceptable.

3.4. On your future participation:

- 3.4.1 I would be willing to accompany a similar trip again in the future.
- 3.4.2 I would recommend this trip to colleagues for future editions.

3.5 If you wish so, please add a comment on any of the item above mentioned

4.1. Based on what your child told you about this trip:

- 4.1.2 The activities of the trip connected clearly to subjects taught at school.
- 4.1.3 The link to the curriculum was made explicit to pupils before the trip
- 4.1.4 The link was made explicit during the trip.
- 4.1.5 Work in class after the trip built on what pupils experienced
- 4.1.6 The trip met its pedagogical objectives
- 4.1.7 The balance between educational content and leisure was appropriate.

4.2. Which subjects/topics did this trip most contribute to?

4.3. On pupil involvement before, during, and after the trip:

- 4.3.1 Before the trip, we organised preparatory activities in class with the pupils.
- 4.3.2 During the trip, pupils were given opportunities to take responsibility and contribute to the group.
- 4.3.3 After the trip, we organised follow-up work in class to consolidate learning outcomes.
- 4.3.4 Overall, pupils were active participants in this trip, not just attendees.

4.4. On managing the impact of the trip on pupils' school work:

- 4.4.1 The school accommodated the academic impact of the trip (e.g. tests not scheduled immediately after).
- 4.4.2 Pupils were given reasonable opportunity to catch up on what they missed.
- 4.4.3 When trips were organised in staggered groups, follow-up was coordinated so no group was disadvantaged.

5.1. What worked best in this trip that should be kept?

5.2. What is the single most important change you would recommend?

5.3. Anything else you would like the working group to know?

6.1. Overall, how would you rate this trip from a pedagogical and operational standpoint?

7.1 The following statements are not about this specific trip, but about school trips in general, as an educational tool. Please indicate your level of agreement with each statement:

- 7.1.1 School trips are an effective way to achieve learning objectives that classroom teaching cannot reach as well.
- 7.1.2 Most school trips are more about leisure than about real learning.

- 7.1.3 School trips contribute significantly to pupils' personal and social development (autonomy, group cohesion).
- 7.1.4 The educational benefit of school trips generally justifies the organisational effort they require.
- 7.1.5 The disruption to regular schoolwork outweighs the benefits of school trips.
- 7.1.6 Overall, I have a positive attitude towards school trips as part of education.

Note on data quality. Student item 3.5.5 is labelled with the same text as item 3.3.5 (“The way teachers communicated with us felt fair…”) in the original export, but the response patterns differ (62% agreement between the two items), indicating this was very likely a copy-paste error in the original questionnaire design rather than a true duplicate question. Likewise, items under student sections 5.1 and 5.2 carry internal numbering left over from section 3.5/3.2 (e.g. “3.5.1” under section “5.1”). Both are reproduced here exactly as they appear in the source data, for transparency.

Annex B — Full Statistical Tables

Distributions are shown as the % of valid (non-missing) responses in each category; "Mean" is the same 1–5 scale used throughout the main report (Strongly agree = 5 … Strongly disagree = 1). Items are listed in questionnaire order. Trip-level breakdowns for every item are available on request from the working group; the tables below are aggregated across all eleven trips.

B.1 Parents

Item	Str. agree	Agree	Neutral	Disagree	Str. disagree	Mean	N
2.1.1 Destination suitable for educational purpose	33%	43%	16%	6%	3%	3.97	409
2.1.2 Valuable educational experience	31%	41%	16%	10%	3%	3.88	409
2.1.3 Comm. before departure clear	42%	43%	10%	5%	1%	4.20	409
2.1.4 Comm. before departure timely	42%	45%	8%	4%	1%	4.22	409
2.1.5 Comm. during trip sufficient	24%	32%	25%	14%	5%	3.56	409
2.1.6 Safety measures adequate	26%	44%	26%	3%	1%	3.91	409
2.1.7 Timing in school year appropriate	28%	54%	12%	5%	2%	4.02	409
2.1.8 Behavioural climate positive	28%	53%	12%	4%	3%	4.00	409
2.1.9 Duration appropriate	29%	55%	9%	5%	3%	4.02	409
2.1.10 Child returned with positive impression	42%	37%	10%	7%	4%	4.08	409
3.2.1 Transport mode appropriate	46%	46%	4%	3%	1%	4.34	409
3.2.2 Travel time reasonable	44%	47%	6%	3%	1%	4.29	409
3.2.3 Comfort acceptable	38%	50%	10%	1%	0%	4.24	409
3.2.4 Would favour same transport again	36%	40%	18%	4%	2%	4.03	409
3.3.1 Accommodation comfortable	28%	46%	12%	8%	6%	3.81	409
3.3.2 Meals appropriate	20%	36%	20%	16%	8%	3.44	409
3.3.3 Basic comfort needs looked after	26%	44%	17%	9%	4%	3.78	409
3.4.1 Group size appropriate	26%	51%	15%	6%	2%	3.93	409
3.4.2 Grouping worked socially	28%	48%	15%	6%	3%	3.92	409
3.4.3 Supervision ratio sufficient	28%	47%	22%	2%	1%	3.99	409
4.1.2 Activities connected to subjects	20%	40%	26%	11%	3%	3.65	409
4.1.3 Helped understand class topics	15%	28%	37%	16%	4%	3.35	409
4.1.4 New cultural/intellectual interests	22%	41%	23%	10%	4%	3.67	409
4.1.5 More curious about destination	22%	31%	26%	15%	6%	3.48	409
4.1.6 Strengthened sense of belonging	25%	40%	26%	7%	2%	3.78	409
7.1.1 Trips teach things lessons cannot	44%	43%	10%	3%	0%	4.27	409
7.1.2 Trips more leisure than learning (reverse-scored)	11%	28%	30%	26%	4%	3.16	406
7.1.3 Contribute to personal/social development	56%	37%	5%	2%	0%	4.46	410
7.1.4 Benefit justifies cost/organisation	30%	38%	16%	10%	5%	3.79	408
7.1.5 Disruption outweighs benefits (reverse-scored)	17%	20%	19%	27%	17%	2.92	409
7.1.6 Overall in favour of school trips	62%	32%	4%	1%	2%	4.50	409

B.2 Students

Item	Str. agree	Agree	Neutral	Disagree	Str. disagree	Mean	N
2.1.1 Destination good for our age	24%	39%	19%	11%	7%	3.62	204
2.1.2 Valuable experience	21%	38%	21%	13%	7%	3.53	204
2.1.3 Clear info before leaving	34%	41%	14%	8%	3%	3.95	204
2.1.4 Info given in time	26%	39%	20%	12%	2%	3.74	204
2.1.5 Felt safe	50%	38%	7%	3%	2%	4.29	204
2.1.6 Timing in school year good	33%	35%	21%	8%	3%	3.88	204
2.1.7 Behavioural climate positive	28%	38%	19%	8%	6%	3.75	204
2.1.8 Duration felt right	18%	25%	24%	22%	12%	3.15	204
2.1.9 Glad I went	39%	33%	13%	8%	7%	3.88	204
3.1.1 Travel comfortable enough	35%	47%	13%	3%	2%	4.10	204
3.1.2 Accommodation suited trip	32%	37%	13%	14%	5%	3.77	204
3.1.3 Meals appropriate	26%	33%	17%	16%	8%	3.54	204
3.1.4 Free time balanced with activities	18%	26%	21%	21%	13%	3.15	204
3.2.1 Knew which activities possible	18%	40%	21%	17%	4%	3.50	204
3.2.2 Told what to bring	30%	50%	15%	3%	1%	4.04	204
3.2.3 Restrictions matched reality	23%	37%	25%	10%	5%	3.64	204
3.2.4 Timing suitable for activities	26%	37%	23%	10%	3%	3.72	204
3.3.1 Got along with group	47%	44%	6%	0%	2%	4.33	204
3.3.2 Felt included	48%	38%	10%	1%	2%	4.29	204
3.3.3 Teachers available when needed	42%	35%	13%	5%	5%	4.03	204
3.3.4 Teachers treated us with respect	48%	30%	11%	6%	4%	4.12	204
3.3.5 Teacher communication felt fair	39%	34%	16%	5%	5%	3.97	204
3.3.6 Rules explained clearly	36%	45%	9%	6%	3%	4.05	204
3.5.1 Missing classes not a major problem	50%	33%	11%	4%	2%	4.26	204
3.5.2 Catching up manageable	43%	37%	15%	3%	1%	4.17	204
3.5.3 Teachers supportive on return	16%	31%	24%	20%	10%	3.24	204
3.5.4 Staggered dates created no extra difficulty	27%	36%	21%	10%	6%	3.69	204
4.1.1 Activities linked to subjects	14%	37%	23%	16%	10%	3.28	204
4.1.2 Helped understand class material	6%	18%	36%	22%	18%	2.74	204
4.1.3 Curriculum link explained before	11%	19%	29%	26%	15%	2.84	204
4.1.4 Curriculum link made clear during	8%	24%	34%	20%	15%	2.90	204
4.1.5 Follow-up work in class after	7%	17%	26%	27%	23%	2.59	204
4.1.6 More interested in subjects	5%	19%	29%	24%	23%	2.61	204
4.1.7 New ideas/places/ways of thinking	13%	35%	25%	15%	12%	3.22	204
4.1.8 More independent/confident	14%	25%	30%	16%	15%	3.07	204
4.1.9 Got to know tripmates/teachers differently	37%	40%	13%	6%	4%	4.00	204
5.1.1 Preparatory activities before trip	8%	21%	25%	27%	20%	2.71	204

Item	Str. agree	Agree	Neutral	Disagree	Str. disagree	Mean	N
5.1.2 Could take responsibility during	23%	48%	19%	5%	5%	3.76	204
5.1.3 Follow-up work after	5%	24%	24%	27%	19%	2.69	204
5.1.4 Felt an active participant	31%	38%	21%	5%	5%	3.85	204
5.2.1 Wanted more involvement: preparing	–	–	–	–	–	–	0
5.2.2 Wanted more involvement: during trip	–	–	–	–	–	–	0
5.2.3 Wanted more involvement: follow-up	–	–	–	–	–	–	0
8.1.1 Trips teach things lessons cannot	30%	40%	16%	8%	6%	3.79	200
8.1.2 Trips more fun than learning (reverse-scored)	27%	36%	24%	8%	6%	3.70	200
8.1.3 Helps me grow as a person	35%	34%	16%	7%	8%	3.81	199
8.1.4 Worth it even missing classes	72%	18%	5%	3%	3%	4.54	198
8.1.5 Missing work more trouble than worth (reverse-scored)	6%	5%	13%	35%	41%	1.98	198
8.1.6 Overall I like school trips	70%	20%	6%	2%	2%	4.53	200

B.3 Teachers

Item	Str. agree	Agree	Neutral	Disagree	Str. disagree	Mean	N
2.1.1 Destination suitable	48%	52%	0%	0%	0%	4.48	25
2.1.2 Valuable educational experience	64%	32%	0%	4%	0%	4.56	25
2.1.3 Comm. before departure clear	60%	24%	16%	0%	0%	4.44	25
2.1.4 Comm. before departure timely	64%	20%	12%	4%	0%	4.44	25
2.1.5 Comm. during trip sufficient	52%	40%	8%	0%	0%	4.44	25
2.1.6 Safety measures adequate	68%	28%	4%	0%	0%	4.64	25
2.1.7 Timing appropriate	68%	20%	8%	4%	0%	4.52	25
2.1.8 Behavioural climate positive	60%	36%	4%	0%	0%	4.56	25
2.1.9 Duration appropriate	56%	28%	12%	4%	0%	4.36	25
2.1.10 Met educational objectives	64%	32%	0%	4%	0%	4.56	25
3.1.1 Admin workload reasonable (coordinators)	0%	14%	43%	29%	14%	2.57	7
3.1.2 Lead times realistic (coordinators)	0%	57%	29%	14%	0%	3.43	7
3.1.3 Tools/templates adequate (coordinators)	0%	14%	29%	57%	0%	2.57	7
3.1.4 School support responsive (coordinators)	14%	29%	29%	29%	0%	3.29	7
3.1.5 Would coordinate again (coordinators)	14%	57%	0%	14%	14%	3.43	7
3.2.1 Teacher-to-pupil ratio adequate	52%	40%	8%	0%	0%	4.44	25
3.2.2 Group composition supported supervision	60%	40%	0%	0%	0%	4.60	25
3.2.3 Accompanying team worked well together	68%	28%	4%	0%	0%	4.64	25
3.2.4 Clear on responsibilities/limits	64%	32%	0%	4%	0%	4.56	25
3.2.5 On-site providers delivered as agreed	52%	36%	4%	8%	0%	4.32	25
3.2.6 School support responsive during trip	44%	40%	16%	0%	0%	4.28	25

Item	Str. agree	Agree	Neutral	Disagree	Str. disagree	Mean	N
3.3.1 Transport arrangements appropriate	68%	24%	4%	4%	0%	4.56	25
3.3.2 Accommodation suited trip	60%	28%	8%	4%	0%	4.44	25
3.3.3 Meal arrangements suited group	44%	36%	8%	4%	8%	4.04	25
3.3.4 Cost-to-value ratio acceptable	36%	36%	20%	0%	8%	3.92	25
3.4.1 Would accompany again	56%	28%	8%	4%	4%	4.28	25
3.4.2 Would recommend to colleagues	64%	20%	12%	4%	0%	4.44	25
4.1.2 Activities connected to subjects	48%	36%	16%	0%	0%	4.32	25
4.1.3 Curriculum link explicit before	28%	32%	36%	4%	0%	3.84	25
4.1.4 Curriculum link explicit during	36%	28%	36%	0%	0%	4.00	25
4.1.5 Follow-up work built on trip	28%	24%	44%	4%	0%	3.76	25
4.1.6 Met pedagogical objectives	48%	32%	20%	0%	0%	4.28	25
4.1.7 Education/leisure balance appropriate	40%	48%	8%	4%	0%	4.24	25
4.3.1 Preparatory activities organised	24%	24%	36%	16%	0%	3.56	25
4.3.2 Pupils given responsibility	40%	40%	16%	4%	0%	4.16	25
4.3.3 Follow-up work organised	16%	24%	48%	12%	0%	3.44	25
4.3.4 Pupils active participants	56%	24%	20%	0%	0%	4.36	25
4.4.1 School accommodated academic impact	12%	28%	60%	0%	0%	3.52	25
4.4.2 Reasonable chance to catch up	12%	36%	52%	0%	0%	3.60	25
4.4.3 Staggered groups coordinated fairly	20%	40%	40%	0%	0%	3.80	25
7.1.1 Effective way to reach learning objectives	50%	33%	12%	4%	0%	4.29	24
7.1.2 More leisure than learning (reverse-scored)	12%	21%	33%	8%	25%	2.88	24
7.1.3 Contribute to personal/social development	62%	29%	8%	0%	0%	4.54	24
7.1.4 Benefit justifies organisational effort	48%	35%	4%	9%	4%	4.13	23
7.1.5 Disruption outweighs benefits (reverse-scored)	17%	25%	33%	8%	17%	3.17	24
7.1.6 Overall positive attitude to school trips	58%	33%	4%	0%	4%	4.42	24