



NOVEMBER
2022

Car Park Management Plan

Pinn River SEND School

Iceni Projects Limited on behalf of
Kier Construction on behalf of
Department for Education

ICENI PROJECTS LIMITED
ON BEHALF OF KIER
CONSTRUCTION ON
BEHALF OF DEPARTMENT
FOR EDUCATION

November 2022

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Car Park Management Plan
PINN RIVER SEND SCHOOL

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1. INTRODUCTION

1.1 Icen Projects Ltd has been appointed by Kier Construction on behalf of the Education and Skills Funding Agency (ESFA) to provide a Car Park Management Plan (CPMP) in support of a full planning application for the redevelopment of Grangewood School, Fore Street, Pinner, Hillingdon HA5 2JQ (the 'Proposed Development'). in the London Borough of Hillingdon (LBH).

1.2 The formal description of development which is subject to the application for full planning permission is:

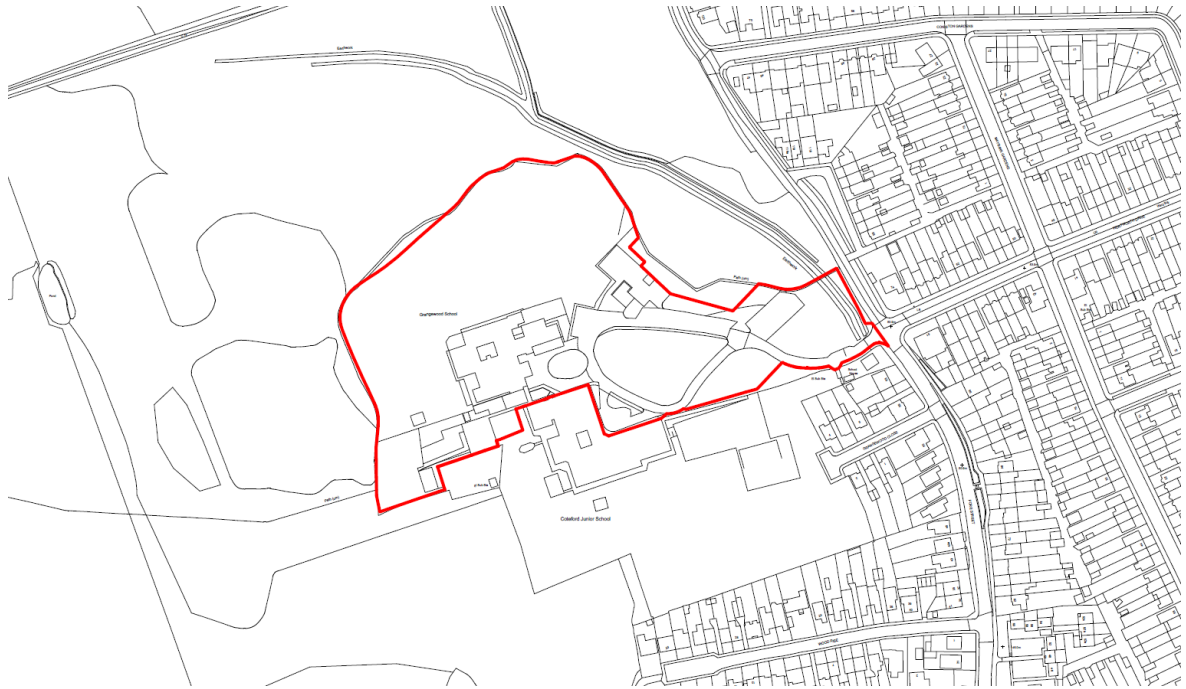
“Demolition of existing buildings and structures and construction of part-one, part-two storey Special Education Needs and Disability School (SEND) (Use Class F) of 5,413sqm GEA floorspace, together with associated landscaping, play space, access, refuse and recycling storage, car and cycle parking and associated works”

1.3 The proposals feature a full redevelopment of the existing school, formed as part of a full planning application which covers the below:

- A new school with a floorspace of 5,314m²,
- A car park consisting of circa 110 spaces, including 3 accessible spaces
- Eight school minibus parking bays;
- Three permanent minibus parking spaces,
- Nine minibus waiting bays;
- 44 cycle parking spaces including a mixture of existing and new cycle spaces (40 long stay and 4 short stay spaces); and
- The creation of high-quality internal parking spaces as a result of the redevelopment of the existing school.

1.4 This CPMP provides details on the proposed operation and management of 110 parking spaces, which 3 accessible spaces and minibus parking. The site location is illustrated at **Figure 1.1** and at **Appendix A1**. The new school comes under the Planning Use Class of F1(a) (learning and non-residential institutions). A pragmatic approach has been taken and it has been assumed that this represents what will be provided for the new school space.

Figure 1.1 Site Location



- 1.5 In the lead up to the planning submission, two formal pre-application meeting were held with the highways Officer throughout the design process. The pre-application meetings were held with the Council in August and September 2022. At the pre-application meeting the scope of the documents required for submission was discussed and agreed with LB Hillingdon in their role as the highway authority. This included the provision of a CPMP that provides clear direction on the management of the proposed parking allocation.

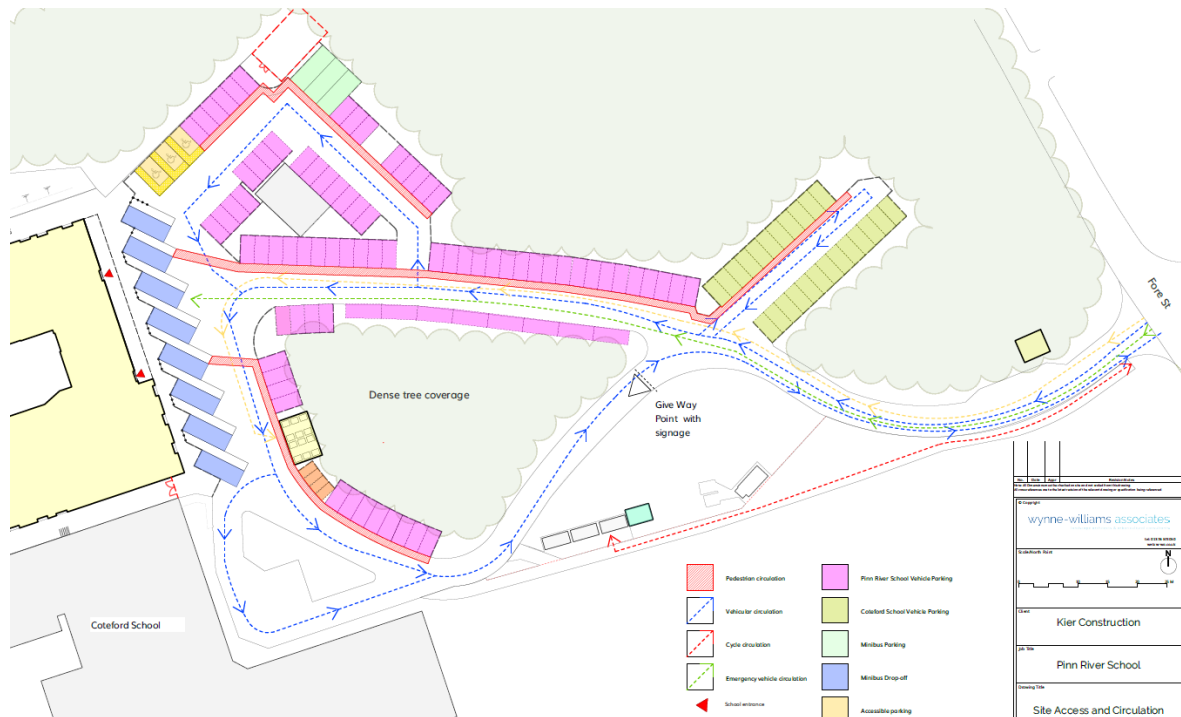
2. PARKING PROVISION

- 2.1 The Site is proposing 107 standard parking spaces, three accessible disabled spaces, along with three permanent minibus parking spaces, eight minibus drop off bays (set at 45 – degrees to the building), and an area designated for nine minibuses to set down and wait while the drop off location and parking bays are occupied.
- 2.2 It is also worth keeping in mind that Grangewood School forms part of a collaborative multi-academy trust formed from different primary schools, known as The Eden Academy Trust.

Parking Location, Access, and Provision

- 2.3 The existing access can be found on the eastern side of the site, on Fore Street. This access will be retained and utilised for the proposed Pinn River School, providing access from the surrounding highway into and throughout the site. The existing access will be able to accommodate refuse and service vehicles.
- 2.4 The current priority of the internal road circulates vehicles in a one-way clockwise direction; it is expected that the priority of the internal road will change to a one-way anticlockwise direction around the central island. The change of priority is expected to rationalise the new parking layout and ensure that the one-way system operates more efficiently, and that vehicle parking is clearly more articulated on site. This is illustrated by **Figure 2.1**.

Figure 2.1 Priority Change Internal to the Site



- 2.5 The intention is to provide eight minibus drop off/pick up bays at 45 degrees to the proposed new building façade, next to the school entrance. The bays have been designed at 45 degrees to rationalise the parking and allow the minibuses to reverse into each individual bay. The redesign will include an area of accessible hardstanding to the rear, extending to the side of each of the seven bays. This will ensure that a minibus will be able to set down and allow students to either disembark from the side of the minibus (if they are able to) or from the rear of the minibus if their specialist needs require more assistance from staff and a lift for a wheelchair.
- 2.6 The proposed car park layout will provide for 107 standard car parking spaces along with three accessible spaces, providing a total of 110 parking spaces under the proposals. This layout maximises the existing area of hardstanding available within the current arrangement and utilises areas outside the gift of the existing hardstanding, by providing additional bays on the edge of the internal central island.

2.7 Whilst there will be encroachment on the trees currently positioned on the edge of the central island, the design will enable the provision of additional standard parking spaces, this will have only limited impact on the dense tree coverage with only low-quality trees of very limited merit or such impaired condition that they do not qualify in higher categories (such as Category A or B) being impacted upon by the proposed layout changes. Where possible the changes to the existing car park layout have considered the sensitivity of the tree canopy that encircles the site to provide an efficient and low footprint solution that looks to discourage encroachment or impact on trees of medium and high quality that add value to the surrounding environment.

2.8 The proposed provision will provide parking for the Pinn River School and the Coteford School.

Staff Surveys

2.9 Staff travel surveys were conducted in October 2022 to analyse the current parking demand throughout the site, for the existing staff at both Grangewood School and Sunshine House. An example of the survey can be seen appended at **Appendix A2**, along with a summary of the results. Responses were received from a total of 87 staff members, split between 52 Grangewood staff and 35 Sunshine House staff.

2.10 It's important to note that firstly not all staff members drive to work, and secondly not all staff who drive work are full-time staff which therefore reasons that not all staff will require parking onsite every day of the week. Looking at Grangewood School in isolation, only 39 of the 52 staff work five days per week. The remaining work part time with eight staff members 3-4 days per week, and five staff members 1-2 days per week. Of the 35 Sunshine House staff members only 27 work five days per week whilst the remaining eight staff members work 3-4 days per week.

2.11 **Table 2.1** below demonstrates the split between staff numbers, full time / part time staff, and the number of staff who drive. This is also demonstrated in the graphs shown at **Figures 2.2 and 2.3**:

Table 2.1 Summary of Current Staff Parking Demand from Survey Results

Grangewood School			
Staff Working Week	No. of Staff Driving	No. of Staff Not Driving	Total No. of Staff
5-days	31*	8	39
3-4 days	7**	1	8
1-2 days	3	2	5
Sunshine House			
Staff Working Week	No. of Staff Driving	No. of Staff Not Driving	Total No. of Staff
5-days	23	4	27
3-4 days	8***	0	8
Grand Total	72****	15	87

* Two staff members only drive to work 3-4 times a week, one selected 'now and then'

** One staff member only drives to work 1-2 days a week

*** Two staff members drive 2-3 days a week

**** Total subject to the above caveats

Figure 2.2 Bar Graph Summarising the Survey Outputs for Grangewood School

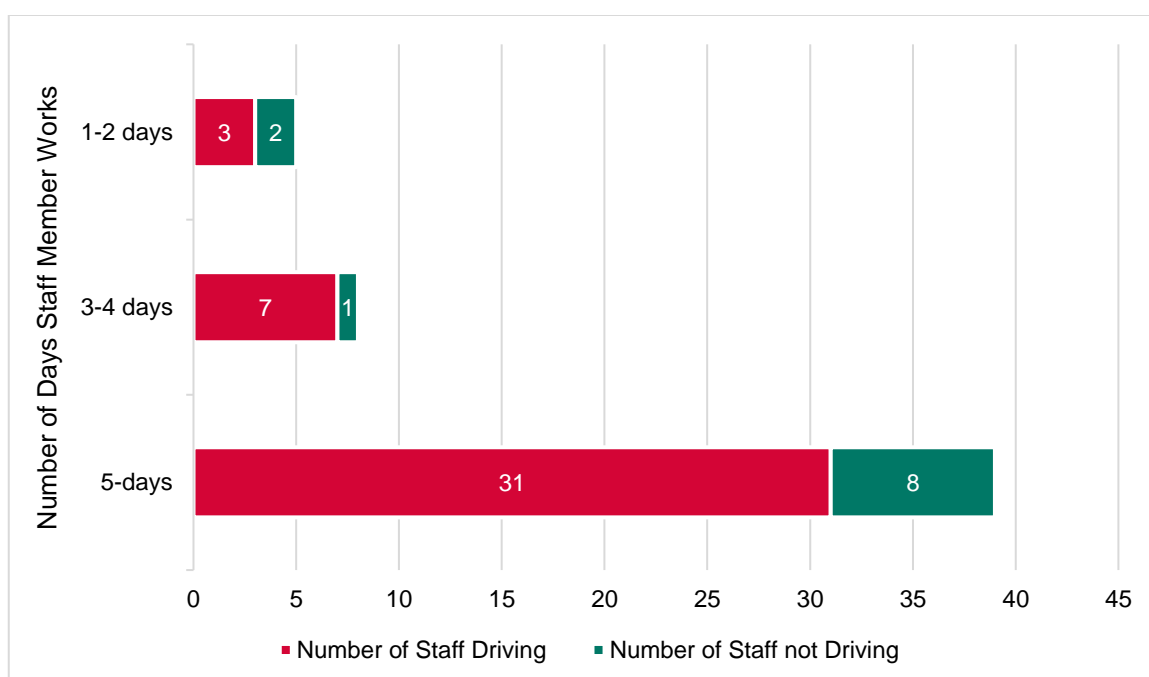
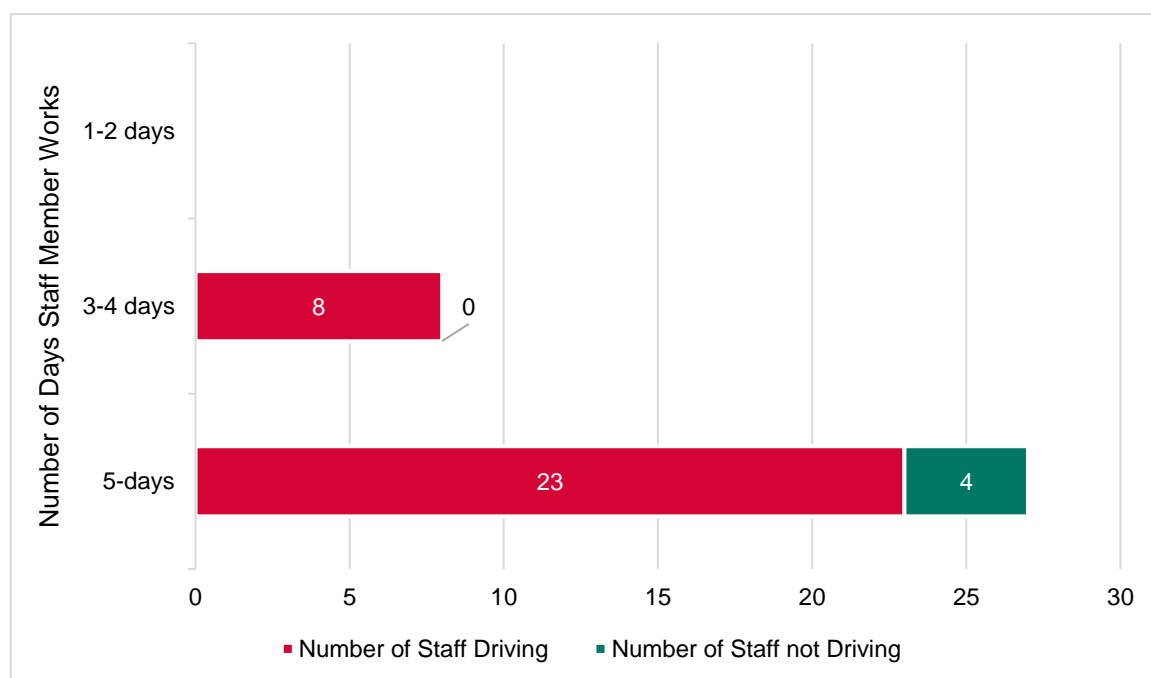


Figure 2.3 Bar Graph Summarising the Survey Outputs for Sunshine House Staff



- 2.12 Included in the above totals is also a small number of catering and SMSA staff who arrive and depart the site outside of the peak hours. It was recoded that five staff members will attend Grangewood School after 9:30am and that six will depart site before 2:30pm, all of which drive to and from the site. Three catering and SMSA staff will attend Sunshine House before 8:15am, with a further two attending the site after 9:30. All five staff members depart before 2:30.
- 2.13 The current parking demand generated by the Grangewood School at any one time is approximately 50 spaces. This assumes that every member of teaching staff who drives is present on site with their car, and it is not one of the days where certain members may attend site via other means (walking, cycling or public transport). This also includes the catering and SMSA staff as well. In reality the parking numbers are likely to be less owing to a number of staff members working less than five days per week.
- 2.14 The plan outlined below at **Figure 2.4** demonstrates the parking proposals.

Figure 2.4 Proposed Car Park Layout



- 2.15 As indicated previously a total of 110 spaces will be provided throughout the site (107 standard and 3 accessible), providing enough parking to cater for the current demand of the site and the proposed increase in demand in tandem with Travel Plan measures. When applying the current demand of 50 spaces to the 110 proposed indicates that there will be an increased capacity of 45%, however this does not take account of the parking demand for Coteford School (not part of the scope of this planning application) and the increase in staff for the Pinn River School. The demand is discussed in more detail within the accompanying Transport Statement and Travel Plan.

Car Park Design Specification

- 2.16 The car parking spaces provided throughout the site will accord with the relevant standards, and measure 2.4m x 4.8m, with blue badge spaces provided with an extra 1.2m of hatching to the side and rear. Aisle widths between bays will measure 6.0m in width to allow vehicle to egress the spaces successfully.
- 2.17 Blue badge parking provision is provided in accordance with existing staff requirements, equating to 3 accessible spaces located in accessible locations next to the entrance of the main building. The numbers of spaces can be increased via converting existing standard bays as per staff requirements in the future.

- 2.18 Plans showing the arrangement and swept path analysis for the car park spaces provided from the outset can be seen appended at **Appendix A3**.
- 2.19 The Site will provide facilities to cater for minibuses attending site. Eight drop off / pickup bays are provided for minibuses in front of the main entrance into the Pinn River School. Minibuses waiting to enter these bays can wait in an unmarked designated area in the aisle between parking bays located in the northwest corner of the site. The space allows for up to a further nine minibuses to wait while all the drop off areas are in use. When one becomes available, the next minibus in line will leave via a clockwise movement and enter the available drop off area.
- 2.20 Three minibus parking bays are also located within proximity of this waiting area. These bays are provided at 8.0m x 3.0m.
- 2.21 In previous discussion with LBH at scoping, it has been agreed that six active charging provision spaces will be provided throughout the site. These are location in the northwest corner of the site and is provided for two accessible bays, and four standard sized bays. The dimensions of these parking bays will be consistent with the standard and blue badge parking space requirements respectively. Further details on the type of charge points (7kw) being installed will be provided as part of the conditions.

New and Future School Staff

- 2.22 All future new staff attendance to the site will be managed via the associated Travel Plan submitted as part of the application which will aim to reduce the reliance on privately owned vehicles and further promote sustainable alternatives – via public transport, cycling, walking and car sharing. Please consult the Travel Plan for more information.
- 2.23 The staff travel surveys also indicated that some existing staff members expressed an interest in car sharing, which would further offset the reliance on private car trips and reduce the demand on the number of car parking spaces on site. The feasibility of providing a car sharing bay will be explored as part of the measures outlined within the Travel Plan.

3. MANAGEMENT OF THE CAR PARK

- 3.1 It is beneficial to implement a CPMP for the site to robustly manage the operation of the car parking to ensure that the spaces are used effectively for the benefit of all staff and to ensure that no unauthorised users park at the site and that the number of vehicles is managed according to the number of parking spaces provided at the Pinn River School. Further details of the strategy which will be employed are set out below.

Managing Car Park Demand

- 3.2 With the impetus being on better management of the car park and less car-parking space than staff, it is important to understand what is appropriate for Pinn River School, and to reach an agreement on how these demand levels can be managed effectively. Consideration of external factors, notably the presence of the Travel Plan measures, transport links such as Northwood Hills underground station will all affect the outcome of whether accessibility to car-parking is considered to be sufficient for the staff being employed at the school. When determining the levels of car parking provision, the demand of the Pinn River School car park will arise from staff numbers, so driving down the demand is a key driver of the Travel Plan.
- 3.3 It is first worth establishing the potential demand that could be generated by the car park. The numbers of proposed staff working at Pinn River School (130 FTE staff) is set out in the Transport Statement (TS) and this provides the baseline demand for car parking, which is currently shown to be 100 staff vehicle trips. This is not based on industry standard TRICS data but through the use of staff travel surveys and extrapolating the data following existing staff feedback. This is based on existing staff and does not take account of the number of new staff that will join Pinn River School, so there is a level of uncertainty over the actual overall staff trips to the new school.
- 3.4 That said, as mentioned above, the TS has indicated that the new school will generate 100 staff vehicle trips, and therefore based on current demand levels this will account for the operation of the car park for staff over the day. There will be less demand at certain times throughout the day as the number of staff will fluctuate depending on whether they are full or part times staff however, for robustness the TS has taken the total number of staff as the maximum that could use the car park. There are other staff factors which can affect the demand for parking, such as staff starting later and finishing earlier (after 09:30 and before 14:30), the need for some staff to work away from the site, and the problems associated with recruitment and retention of staff. Clearly providing 100 spaces for staff at Pinn River and ensuring that spaces are available for the Coteford School is the clear demand issue that is being addressed by the Travel Plan measures.

- 3.5 As part of the TS, it identified arrival and departure patterns for staff as part of the planning process. This information is useful when identifying car park peak times. The majority of staff arrive between 08:15 and 09:30, whilst all students arrive between 08:00 and 09:00. In terms of departures from the school, for staff this generally highest after 16:00, with students leaving from 15:30 onwards. This data has been important when considering the design of the car park while determining car-parking provision. The Travel Plan will implement measures that will assist parking levels and reduce the demands for parking spaces to a more manageable level.
- 3.6 The mechanism and procedures for parking allocation at the site will be explained to staff of both the Pinn River School and the Coteford School (outside the scope of this assessment). The Travel Plan measures will be key to help drive down driver demand for the car park and will be provided to both new and existing staff in order to promote sustainable alternatives to private vehicles. The key measures provided in the Travel Plan will be implemented robustly for new staff, which will provide the Eden Trust and Pinn River School an element of certainty of the travel behaviours of the staff they are looking to employ.
- 3.7 The Travel Plan will be explained in more detail in the accompanying document, however, the measures such as introducing a minibus service that picks staff up from Northwood Hills underground station at 08:15 and the potential of a minibus driving a local route where demand is high for this service will help staff travel to the site and drive down demand for car-borne trips to Pinn River School.
- 3.8 The target within the Travel Plan is for c60 staff to not use single car occupancy as the primary source of transport to and from the Pinn River School. Effectively, the measures will look to target staff either within close proximity to the site (1 – 5km) or staff that have shown an interest in alternative modes of transport that of a car within the staff travel survey. This is targeted as staff have shown an expression of interest and would be more willing to change their travel behaviour than those staff who did not make this expression of interest in the travel survey. Clearly, the measures being put forward by the Travel Plan will need to alleviate the concerns that staff may have about not driving their car to site and how the measures will help to improve the current levels of cycling and walking and access to public transport. As mentioned above, the key measures are outlined in the Travel Plan, with a focus on improving access for staff from local transport hubs, improving facilities in the new school to encourage an uptake in cycling and walking buddies to encourage more staff that live within 2km of the site to walk with a fellow member of staff. The strategy will also consider whether car sharing is a viable option and if there was a level of interest from staff to introduce more car parking spaces that are dedicated to car sharing.
- 3.9 The key car-park management strategy should be to ensure that parking is not displaced internally to unmanaged areas within the car park and into surrounding areas, which can lead to neighbouring residents being disadvantaged and aggrieved and reduce parking demand.

Car Park Management

- 3.10 Car-park management plays a crucial part in the successful running of the Pinn River School (and Coteford School). Without the appropriate car-park management, the staff experience will be affected. Analysing the parking management set-up through surveys with staff and through site investigations will ensure that car park capacity is monitored to reduce utilisation levels. as will identifying improvements for sustainable and public transport, not already implemented through the Travel Plan.
- 3.11 The safe walking routes prescribed in the layout, between the car park and the main school building should be clear and well maintained to ensure safety is not compromised. There should be adequate signage (in the form of road markings to staff and particularly visitors) to the main school building. The safe walking routes have been designed to be direct as possible.
- 3.12 The total number of wheelchair accessible spaces will also be adjusted according to demand at opening. Staff of both schools will be made aware of and provided with full details on the restrictions in place.
- 3.13 Parking bays will be provided for staff only, consequently, they will not be allocated to specific staff rather they will be provided on a first-come, first-served basis. The blue badge parking will be allocated in the same way, with the main difference being that blue badge holders will be required to obtain a permit to park in the blue badge spaces. These will be annual permits and demand will be monitored to observe the number of spaces provided.
- 3.14 With regards to blue badge users, they must be considered at all times, especially during the time they are making their way from their vehicle to the main school building. Particular attention has been given to the location of these spaces within close proximity to the main entrance meaning measures associated with crossing of an internal roads is significantly reduced.
- 3.15 Within the car park a space large enough to comfortably fit two-wheeled powered bikes that wish to park on site has been provided adjacent to the refuse storage area. Without designated motorcycle parking bays, it is possible that motorcyclists will use other parking spaces, which will have an impact on car-park capacity.
- 3.16 All parking within the school car park will be controlled by Pinn River School in conjunction with Coteford School.
- 3.17 In extreme cases, where any vehicle has parked on roadways or any other area of the school deemed obstructive, the vehicle will receive a PCN and will be immediately towed away. This will apply to any vehicle parked on the internal road network outside of any allocated parking spaces, whereby blocking incoming / departing minibuses.

- 3.18 The provision of the electric vehicle charging parking spaces will be monitored and if necessary, the need to provide additional active/passive spaces will be considered through the Travel Plan and if additional passive spaces are provided, they can be converted into active spaces to meet demand.

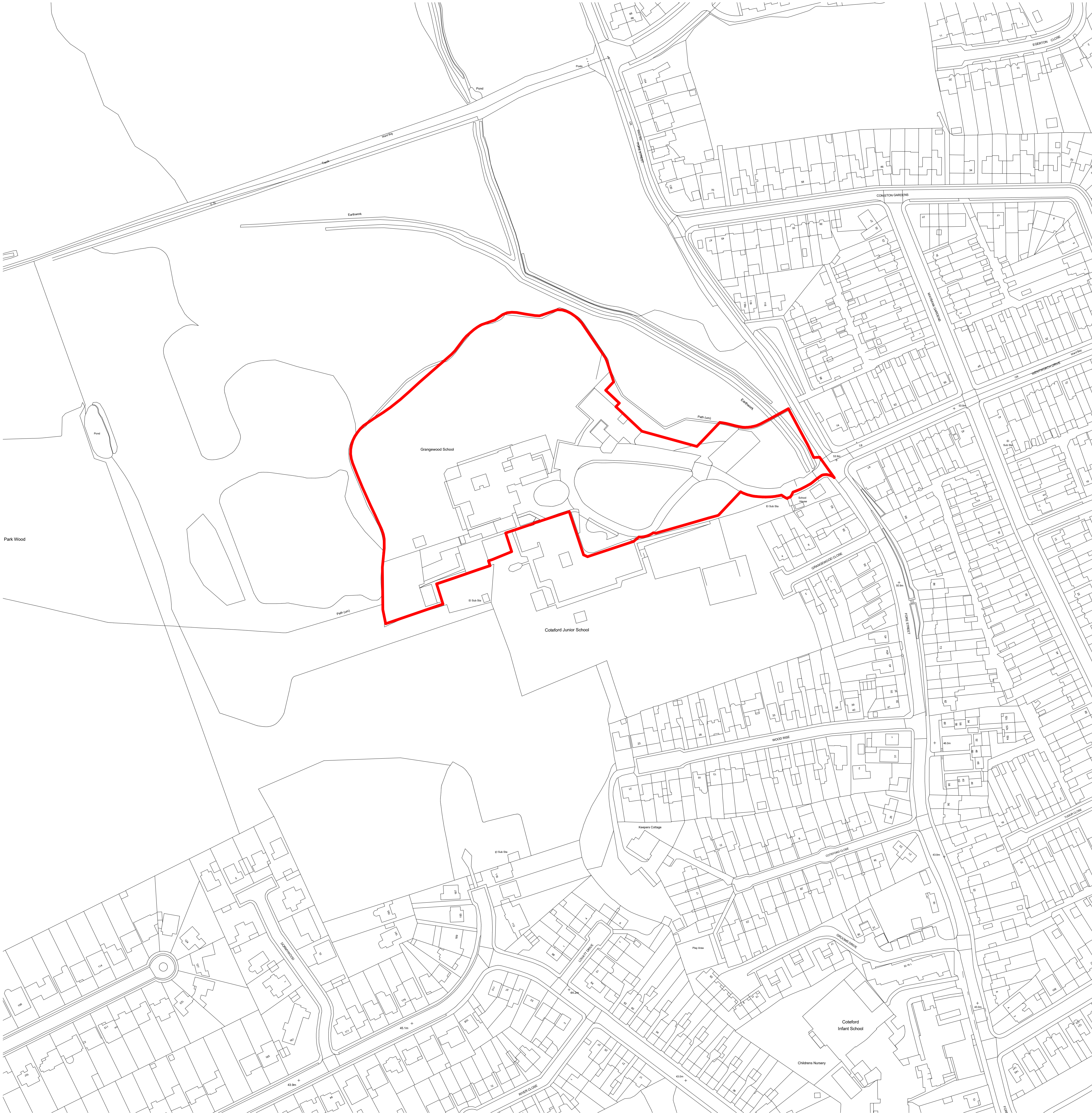
Car Park Monitoring

- 3.19 The Pinn River School will review the CPMP on an annual basis to ensure that it is continuously relevant. If, upon the implementation of the Travel Plan, there will need to be discussions with Coteford School to ensure that the car park is managed. If a large modal shift has occurred and that a large number of spaces have become unoccupied, or more disabled parking / electric vehicles are required, then this will be dealt with appropriately at the time.
- 3.20 The CPMP will take on board feedback from staff and visitors relating to the car-parking arrangements. If a number of staff are highlighting the same issues, it is likely that the issue needs addressing. Staff feedback will be valued and acknowledged by Pinn River School and actioned where possible in the best interests of all parties.
- 3.21 Pinn River School should acknowledge feedback and provide responses to car-park policy queries from staff. For example, if modifications to the car park are generating feedback, it will be beneficial to explain the rationale for making such modifications. This transparent approach is likely to satisfy most queries the school will receive from staff and may help make the car park more efficient.
- 3.22 Staff wishing to provide feedback on their experience of using the car park should be easy and accessible. Monitoring and data collection should be carried out annually. Data should be analysed to identify how successful the Travel Plan has been in further reducing single-occupancy trips, increasing the use of sustainable transport and improving the staff experience.

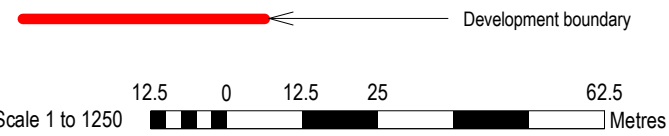
Liaison with Local Authority

- 3.23 The CPMP is considered a 'Living Document' insofar as it will be periodically reviewed and updated to ensure that it is meeting the current needs of its users. The Pinn River School will liaise with Coteford School and with the London Borough of Hillingdon if required regarding the appropriateness of any changes to the CPMP.

A1. SITE LOCATION



Notes:



Amendments			
No.	Description	Date	Issued by
1	Planning Submission	2022 11 01	MR

Use figured dimensions only. All levels and dimensions to be checked on site. This drawing is to be read in conjunction with all other relevant drawings and specifications.
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Project Name:
Pinn River SEND School

Dwg Reference:
Location Plan

Drawn: MR Checked: MG
Scale: 1 : 1250 @ A1 Project Issue Date: Sep 2022

Project:	Originator:	Volume:	Level:	Type:	Role:	Number:
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Status:	Suitability Description:					Orig Paper Size:
S2	FOR INFORMATION					A1
Revision:	Revision Description:					Novium Job No:
P0 1	PLANNING					Z0575

A2. STAFF TRAVEL SURVEY DATA

About You

What time do you arrive at school each day?

ID	Start time	Completion time	Email	Home Postcode?	Role	Disabilities	Working Week	Monday	Tuesday	Wednesday	Thursday	Friday
1	9/30/22 10:15:15	9/30/22 10:22:03	anonymous	sl15ly	Teacher	No	3	N/A	N/A	8:15-9:30	8:15-9:30	8:15-9:30
2	9/30/22 10:17:56	9/30/22 10:27:36	anonymous	HA6 3LX	Teaching Assistant / Learning Support Assistant / Pupil support	Yes	5	Before 8:15	Before 8:15	Before 8:15	Before 8:15	Before 8:15
3	9/30/22 10:09:38	9/30/22 10:29:03	anonymous	hp109sx	Teaching Assistant / Learning Support Assistant / Pupil support	No	5	8:15-9:30	8:15-9:30	8:15-9:30	8:15-9:30	8:15-9:30
4	9/30/22 10:48:07	9/30/22 10:50:44	anonymous	rg5 4tt	Senior Leadership Team	No	5	Before 8:15	Before 8:15	Before 8:15	Before 8:15	Before 8:15
5	9/30/22 10:19:06	9/30/22 11:21:16	anonymous	HA4 9QJ	Teaching Assistant / Learning Support Assistant / Pupil support	No	5	8:15-9:30	8:15-9:30	8:15-9:30	8:15-9:30	8:15-9:30
6	9/30/22 11:22:45	9/30/22 11:34:44	anonymous	HP84AG	Teaching Assistant / Learning Support Assistant / Pupil support	No	2	N/A	N/A	N/A	8:15-9:30	8:15-9:30
7	9/30/22 11:31:41	9/30/22 11:36:41	anonymous	WD19 4HJ	Senior Leadership Team	No	5	Before 8:15	Before 8:15	Before 8:15	Before 8:15	Before 8:15
8	9/30/22 11:51:41	9/30/22 12:10:51	anonymous	ha3 Ops	Teacher	No	5	Before 8:15	Before 8:15	Before 8:15	Before 8:15	Before 8:15
9	9/30/22 17:16:21	9/30/22 17:24:36	anonymous	Ha47sp	Teaching Assistant / Learning Support Assistant / Pupil support	No	3	8:15-9:30	8:15-9:30	8:15-9:30	N/A	N/A
10	9/30/22 18:10:13	9/30/22 18:21:52	anonymous	Ub40ep	Teaching Assistant / Learning Support Assistant / Pupil support	No	5	8:15-9:30	8:15-9:30	8:15-9:30	8:15-9:30	8:15-9:30
11	9/30/22 19:11:34	9/30/22 19:24:29	anonymous	HA46LQ	Teaching Assistant / Learning Support Assistant / Pupil support	No	5	Before 8:15	Before 8:15	Before 8:15	Before 8:15	Before 8:15
12	9/30/22 20:27:59	9/30/22 20:34:35	anonymous	Ha49hq	Teacher	No	5	Before 8:15	Before 8:15	Before 8:15	Before 8:15	Before 8:15
13	10/1/22 10:53:01	10/1/22 11:08:54	anonymous	Nw5 2uy	Teaching Assistant / Learning Support Assistant / Pupil support	No	5	8:15-9:30	8:15-9:30	8:15-9:30	8:15-9:30	8:15-9:30
14	10/1/22 12:30:30	10/1/22 12:40:50	anonymous	Ha6 1ld	Teaching Assistant / Learning Support Assistant / Pupil support	No	5	Before 8:15	Before 8:15	Before 8:15	Before 8:15	Before 8:15
15	10/1/22 20:50:46	10/1/22 21:03:05	anonymous	HA4 8AN	Teaching Assistant / Learning Support Assistant / Pupil support	No	3	N/A	N/A	Before 8:15	Before 8:15	Before 8:15
16	10/2/22 9:36:21	10/2/22 9:45:43	anonymous	Ha49tn	Teaching Assistant / Learning Support Assistant / Pupil support	No	5	8:15-9:30	8:15-9:30	8:15-9:30	8:15-9:30	8:15-9:30
17	10/2/22 14:07:34	10/2/22 14:19:27	anonymous	UB10 8hg	Teaching Assistant / Learning Support Assistant / Pupil support	No	5	Before 8:15	Before 8:15	Before 8:15	Before 8:15	Before 8:15
18	10/2/22 16:13:19	10/2/22 16:17:04	anonymous	HA4	Teacher	No	5	Before 8:15	Before 8:15	Before 8:15	Before 8:15	Before 8:15
19	10/2/22 16:11:12	10/2/22 16:32:08	anonymous	Ha5 2dn	Teaching Assistant / Learning Support Assistant / Pupil support	No	5	8:15-9:30	8:15-9:30	8:15-9:30	8:15-9:30	8:15-9:30
20	10/2/22 16:19:38	10/2/22 16:37:14	anonymous	UB9 6LW	Teacher	No	5	Before 8:15	Before 8:15	Before 8:15	Before 8:15	Before 8:15
21	10/2/22 16:07:06	10/2/22 16:44:46	anonymous	Ha46ll	Teaching Assistant / Learning Support Assistant / Pupil support	No	4	N/A	8:15-9:30	8:15-9:30	8:15-9:30	8:15-9:30
22	10/2/22 18:07:04	10/2/22 18:12:19	anonymous	Ub6 8hy	Teaching Assistant / Learning Support Assistant / Pupil support	No	5	Before 8:15	Before 8:15	Before 8:15	Before 8:15	Before 8:15
23	10/2/22 19:10:17	10/2/22 19:47:47	anonymous	HA89HZ	Teacher	No	5	Before 8:15	Before 8:15	Before 8:15	Before 8:15	Before 8:15
24	10/2/22 20:13:10	10/2/22 20:20:42	anonymous	ub9 6bn	Teacher	No	2	Before 8:15	Before 8:15	N/A	N/A	N/A
25	10/2/22 20:31:51	10/2/22 20:40:52	anonymous	Ub10 8lx	Teaching Assistant / Learning Support Assistant / Pupil support	No	5	8:15-9:30	8:15-9:30	8:15-9:30	8:15-9:30	8:15-9:30
26	10/3/22 13:18:47	10/3/22 13:36:34	anonymous	Yb9 6fh	Catering or SMSA	No	5	8:15-9:30	8:15-9:30	8:15-9:30	8:15-9:30	8:15-9:30
27	10/3/22 15:09:28	10/3/22 15:13:58	anonymous	HA6 3NT	Teacher	No	2	N/A	N/A	N/A	Before 8:15	Before 8:15
28	10/3/22 20:54:14	10/3/22 20:58:02	anonymous	Ub4 0xt	Teaching Assistant / Learning Support Assistant / Pupil support	No	5	8:15-9:30	8:15-9:30	8:15-9:30	8:15-9:30	8:15-9:30
29	10/4/22 9:11:27	10/4/22 9:15:47	anonymous	ha4 9by	Teaching Assistant / Learning Support Assistant / Pupil support	No	3	8:15-9:30	8:15-9:30	8:15-9:30	N/A	N/A
30	10/4/22 9:05:43	10/4/22 9:18:21	anonymous	W5 1PN	Teaching Assistant / Learning Support Assistant / Pupil support	No	2	N/A	8:15-9:30	8:15-9:30	N/A	N/A
31	10/4/22 17:04:38	10/4/22 17:11:38	anonymous	HA9 8HZ	Teacher	No	5	Before 8:15	Before 8:15	Before 8:15	Before 8:15	Before 8:15
32	10/5/22 16:17:17	10/5/22 16:25:54	anonymous	UB10 8LS	Teaching Assistant / Learning Support Assistant / Pupil support	No	3	N/A	N/A	8:15-9:30	8:15-9:30	8:15-9:30
33	10/5/22 21:06:37	10/5/22 21:17:56	anonymous	HA4 6DS	Catering or SMSA	No	5	After 9:30	After 9:30	After 9:30	After 9:30	After 9:30
34	10/6/22 17:22:42	10/6/22 17:46:20	anonymous	UB40Eq	Catering or SMSA	No	5	After 9:30	After 9:30	After 9:30	After 9:30	After 9:30
35	10/7/22 13:37:59	10/7/22 13:45:25	anonymous	Ub5 5tf	Teaching Assistant / Learning Support Assistant / Pupil support	No	3	N/A	8:15-9:30	8:15-9:30	8:15-9:30	N/A
36	10/9/22 13:07:03	10/9/22 13:15:51	anonymous	HA5 1TA	Teaching Assistant / Learning Support Assistant / Pupil support	No	5	8:15-9:30	8:15-9:30	8:15-9:30	8:15-9:30	8:15-9:30
37	10/10/22 21:17:46	10/10/22 21:38:28	anonymous	Ha61tl	Teaching Assistant / Learning Support Assistant / Pupil support	No	5	8:15-9:30	8:15-9:30	8:15-9:30	8:15-9:30	8:15-9:30
38	10/10/22 21:40:28	10/10/22 22:16:14	anonymous	UB10 9ES	Catering or SMSA	No	5	After 9:30	After 9:30	After 9:30	After 9:30	After 9:30
39	10/10/22 22:45:28	10/10/22 22:56:39	anonymous	Ub7 7uq	Teaching Assistant / Learning Support Assistant / Pupil support	No	5	8:15-9:30	8:15-9:30	8:15-9:30	8:15-9:30	8:15-9:30
40	10/11/22 9:09:11	10/11/22 9:17:36	anonymous	Ha5 1ne	Senior Leadership Team	No	5	Before 8:15	Before 8:15	Before 8:15	Before 8:15	Before 8:15
41	10/11/22 20:16:12	10/11/22 20:27:34	anonymous	Ub8 3sj	Catering or SMSA	No	5	After 9:30	After 9:30	After 9:30	After 9:30	After 9:30
42	10/16/22 15:29:36	10/16/22 17:33:35	anonymous	ha2 8qj	Catering or SMSA	No	5	After 9:30	After 9:30	After 9:30	After 9:30	After 9:30
43	10/17/22 9:37:14	10/17/22 9:44:36	anonymous	RG2 7RP	Administration or premises (including cleaning)	No	5	Before 8:15	Before 8:15	Before 8:15	Before 8:15	Before 8:15
44	10/17/22 9:40:18	10/17/22 9:56:12	anonymous	HA3 9JS	Teaching Assistant / Learning Support Assistant / Pupil support	No	5	8:15-9:30	8:15-9:30	8:15-9:30	8:15-9:30	8:15-9:30
45	10/17/22 9:41:48	10/17/22 9:58:57	anonymous	HA52DA	Administration or premises (including cleaning)	No	5	8:15-9:30	8:15-9:30	8:15-9:30	8:15-9:30	8:15-9:30
46	10/17/22 10:16:40	10/17/22 10:27:48	anonymous	HA4 7LZ	Teaching Assistant / Learning Support Assistant / Pupil support	No	5	8:15-9:30	8:15-9:30	8:15-9:30	8:15-9:30	8:15-9:30
47	10/17/22 11:19:32	10/17/22 11:28:30	anonymous	Ub4 0xt	Teaching Assistant / Learning Support Assistant / Pupil support	No	5	8:15-9:30	8:15-9:30	8:15-9:30	8:15-9:30	8:15-9:30
48	10/17/22 11:23:21	10/17/22 11:43:33	anonymous	HA2 8RX	Teaching Assistant / Learning Support Assistant / Pupil support	No	5	8:15-9:30	8:15-9:30	8:15-9:30	8:15-9:30	8:15-9:30
49	10/17/22 11:39:20	10/17/22 11:46:41	anonymous	ha52jq	Administration or premises (including cleaning)	No	1	Before 8:15	Before 8:15	Before 8:15	Before 8:15	Before 8:15
50	10/17/22 18:03:21	10/17/22 18:17:04	anonymous	HA47QY	Teaching Assistant / Learning Support Assistant / Pupil support	No	5	Before 8:15	Before 8:15	Before 8:15	Before 8:15	Before 8:15
51	10/17/22 19:28:00	10/17/22 19:52:21	anonymous	UB10 9EL	Teaching Assistant / Learning Support Assistant / Pupil support	No	3	8:15-9:30	8:15-9:30	N/A	N/A	8:15-9:30
52	10/17/22 20:26:28	10/17/22 20:35:23	anonymous	HA2 7RQ	Teaching Assistant / Learning Support Assistant / Pupil support	No	5	Before 8:15	Before 8:15	Before 8:15	Before 8:15	Before 8:15

How do you travel to work currently? (main part of journey)

How do you travel to work currently? (main part of journey)

Walk (whole journey)	Motorcycle	Other	Distance Travelled	Travel Time	If driving, what alternatives are possible
Now and then	Now and then	Now and then	11 - 25 miles	46 - 60 minutes	
Now and then	Now and then	Now and then	2 - 5 miles	15 - 30 minutes	
Now and then	Now and then	Now and then	11 - 25 miles	31 - 45 minutes	
Never	Never	Never	More than 25 miles	46 - 60 minutes	Train;
Once or twice a week	Now and then	Now and then	1 - 2 miles	15 - 30 minutes	Walk;
Never	Never	Never	11 - 25 miles	46 - 60 minutes	semi rural area, no transport connections within easy reach 2 mile walking to nearest tube and train station;
Never	Never	Never	11 - 25 miles	46 - 60 minutes	
Never	Never	Never	6 - 10 miles	46 - 60 minutes	do not drive. asked to answer to proceed;
Never	Never	Never	1 - 2 miles	Less than 15 minutes	Walk;
Never	Never	Never	6 - 10 miles	31 - 45 minutes	
Never	Never	Never	2 - 5 miles	15 - 30 minutes	Car-share;
Never	Never	Never	1 - 2 miles	Less than 15 minutes	
Never	Never	Never	2 - 5 miles	46 - 60 minutes	
Never	Never	Never	Up to 1 mile	Less than 15 minutes	Walk;
Now and then	Never	Never	1 - 2 miles	Less than 15 minutes	Cycle;Walk;
Now and then	Never	Never	1 - 2 miles	Less than 15 minutes	Walk;
Never	Never	Never	2 - 5 miles	15 - 30 minutes	
Never	Never	Never	Up to 1 mile	Less than 15 minutes	Walk;Cycle;Bus;
Once or twice a week	Never	Never	Up to 1 mile	Less than 15 minutes	Walk;Car-share;
Never	Never	Never	2 - 5 miles	15 - 30 minutes	Car-share;
Never	Never	Never	2 - 5 miles	15 - 30 minutes	Car-share;
Never	Never	Never	2 - 5 miles	46 - 60 minutes	
Never	Never	Never	6 - 10 miles	31 - 45 minutes	
Never	Never	Never	2 - 5 miles	Less than 15 minutes	Car-share;
Never	Never	Never	2 - 5 miles	31 - 45 minutes	
Never	Never	Never	2 - 5 miles	15 - 30 minutes	Bus;Car-share;
Never	Never	Never	2 - 5 miles	Less than 15 minutes	Train;Tube;Car-share;
Never	Never	Never	2 - 5 miles	31 - 45 minutes	Car-share;
Never	Never	Never	1 - 2 miles	15 - 30 minutes	
Never	Never	Never	6 - 10 miles	More than 1 hour	
Never	Never	Never	6 - 10 miles	46 - 60 minutes	
Never	Never	Never	2 - 5 miles	15 - 30 minutes	Car-share;
Never	Never	Never	1 - 2 miles	Less than 15 minutes	Bus;
Never	Never	Never	6 - 10 miles	31 - 45 minutes	Bus;
Never	Never	Never	11 - 25 miles	46 - 60 minutes	
Now and then	Never	Never	1 - 2 miles	15 - 30 minutes	Walk;
Never	Never	Never	2 - 5 miles	31 - 45 minutes	Bus;
Never	Never	Never	2 - 5 miles	15 - 30 minutes	None of the above;
Never	Never	Never	6 - 10 miles	46 - 60 minutes	No;
Once or twice a week	Never	Never	1 - 2 miles	Less than 15 minutes	Cycle;Bus;
Never	Never	Never	11 - 25 miles	31 - 45 minutes	Bus;
Never	Never	Never	2 - 5 miles	15 - 30 minutes	Bus;
Never	Never	Never	More than 25 miles	46 - 60 minutes	NO;
Never	Never	Never	2 - 5 miles	15 - 30 minutes	Train;
Never	Never	Never	Up to 1 mile	Less than 15 minutes	Walk;
Never	Never	Never	2 - 5 miles	15 - 30 minutes	In theory I could use all of the above however practically it wouldn't work, I have children I take to school, not enough time to walk it etc so driving is the only thing that would work for me.;
Never	Never	Never	6 - 10 miles	31 - 45 minutes	
Never	Never	Never	6 - 10 miles	More than 1 hour	
5 days a week	Never	Never	Up to 1 mile	Less than 15 minutes	Walk;Cycle;
Never	Never	Never	2 - 5 miles	15 - 30 minutes	Bus;Walk;
Never	Never	Never	2 - 5 miles	31 - 45 minutes	Car-share;
Never	Never	Never	2 - 5 miles	Less than 15 minutes	Bus;Tube;Car-share;

Main reasons for driving

Distance from home is too great for me to walk or cycle;I have work things to bring to / take from work;I need to come straight from / go straight to somewhere else and that means I need the car;Driving is cheaper than public transport;Public transport routes are not convenient;

Distance from home is too great for me to walk or cycle;I need to come straight from / go straight to somewhere else and that means I need the car;

Distance from home is too great for me to walk or cycle;Public transport routes are not convenient;

I need the car during my working day;I have work things to bring to / take from work;I need to come straight from / go straight to somewhere else and that means I need the car;

Distance from home is too great for me to walk or cycle;Driving is cheaper than public transport;My personal health means that other modes of transport are not suitable;Public transport routes are not convenient;semi rural area nearest tube and train 2 miles walking distance. ;

I need the car during my working day;I have work things to bring to / take from work;I need to come straight from / go straight to somewhere else and that means I need the car;

do not drive. asked to answer to proceed;

I need to come straight from / go straight to somewhere else and that means I need the car;

Public transport routes are not convenient;Distance from home is too great for me to walk or cycle;

I need to come straight from / go straight to somewhere else and that means I need the car;Driving is cheaper than public transport;Public transport routes are not convenient;

I have work things to bring to / take from work;I need to come straight from / go straight to somewhere else and that means I need the car;My personal health means that other modes of transport are not suitable;Driving is cheaper than public transport;

I need to come straight from / go straight to somewhere else and that means I need the car;

I have work things to bring to / take from work;I need to come straight from / go straight to somewhere else and that means I need the car;

Public transport routes are not convenient;

I have work things to bring to / take from work;I need to come straight from / go straight to somewhere else and that means I need the car;

Car share;

I have work things to bring to / take from work;Public transport routes are not convenient;Distance from home is too great for me to walk or cycle;My personal health means that other modes of transport are not suitable;

Distance from home is too great for me to walk or cycle;

Distance from home is too great for me to walk or cycle;I have work things to bring to / take from work;I need to come straight from / go straight to somewhere else and that means I need the car;Public transport routes are not convenient;Public transport is too infrequent;

Distance from home is too great for me to walk or cycle;I dropped my 2 children at school first, one is primary school and the other is high school;

Distance from home is too great for me to walk or cycle;

I have work things to bring to / take from work;

Distance from home is too great for me to walk or cycle;

Distance from home is too great for me to walk or cycle;I need the car during my working day;I need to come straight from / go straight to somewhere else and that means I need the car;

I have work things to bring to / take from work;I need to come straight from / go straight to somewhere else and that means I need the car;Public transport routes are not convenient;

Driving is cheaper than public transport;Public transport is too infrequent;

I need the car during my working day;

I don't ;

I have work things to bring to / take from work;I need to come straight from / go straight to somewhere else and that means I need the car;

Public transport routes are not convenient;

Distance from home is too great for me to walk or cycle;I need to come straight from / go straight to somewhere else and that means I need the car;Public transport routes are not convenient;

I need the car during my working day;I have work things to bring to / take from work;It's quicker and I work lots of hours;

I need to come straight from / go straight to somewhere else and that means I need the car;

I need to come straight from / go straight to somewhere else and that means I need the car;Public transport routes are not convenient;Public transport is too infrequent;Distance from home is too great for me to walk or cycle;

Distance from home is too great for me to walk or cycle;

Distance from home is too great for me to walk or cycle;Child with a disability needs support to get to school ;

I need the car during my working day;

I need the car during my working day;I have work things to bring to / take from work;I need to come straight from / go straight to somewhere else and that means I need the car;Public transport routes are not convenient;

Distance from home is too great for me to walk or cycle;I need to come straight from / go straight to somewhere else and that means I need the car;Childcare;

I need to come straight from / go straight to somewhere else and that means I need the car;Public transport is too infrequent;

Public transport routes are not convenient;

To get to my SEN daughter in emergency;

Travel to Pinn River
How do you anticipate travelling to PRS? (main part of journey)

If driving, where do you park?	Car - as driver3	Car - as passenger3	Train3	Tube3	Bus3
On the school site	5 days a week	Now and then	Now and then	Now and then	Now and then
	Now and then	Now and then	Now and then	Now and then	5 days a week
On the school site	5 days a week	Now and then	Now and then	Now and then	Now and then
On the school site	5 days a week	Never	Never	Never	Never
On the school site	Three or four times a week	Now and then	Now and then	Now and then	Now and then
On the school site	Once or twice a week	Never	Never	Never	Never
On the school site	5 days a week	Never	Never	Never	Never
On a nearby street	Never	Never	Never	5 days a week	5 days a week
On the school site	Three or four times a week	Never	Never	Never	Never
On the school site	Never	Never	Never	Never	Never
On the school site	5 days a week	Now and then	Never	Never	Never
On the school site	5 days a week	Never	Never	Never	Never
	Never	Never	5 days a week	5 days a week	Now and then
On the school site	5 days a week	Never	Never	Never	Never
On the school site	Three or four times a week	Never	Never	Never	Never
On the school site	5 days a week	Now and then	Never	Never	Never
On the school site	5 days a week	Never	Never	Never	Never
On the school site	5 days a week	Never	Never	Never	Never
On the school site	5 days a week	Never	Never	Never	Never
On the school site	Three or four times a week	Once or twice a week	Never	Never	Never
On the school site	Three or four times a week	Never	Never	Never	Never
	Never	Never	Never	5 days a week	5 days a week
	Never	Never	5 days a week	5 days a week	Never
On the school site	Once or twice a week	Now and then	Never	Never	Never
On the school site	5 days a week	Never	Never	Never	Never
On the school site	5 days a week	Never	Never	Never	Never
On the school site	Once or twice a week	Never	Never	Never	Never
On the school site	Never	Never	Never	Never	Never
On the school site	Three or four times a week	Never	Never	Never	Never
	Never	Never	Never	5 days a week	5 days a week
	Never	Never	Never	5 days a week	5 days a week
On the school site	Three or four times a week	Three or four times a week	Never	Never	Never
On the school site	5 days a week	Never	Never	Never	Never
On the school site	5 days a week	Never	Never	Never	Once or twice a week
	Never	Never	Never	Never	Three or four times a week
On the school site	5 days a week	Never	Never	Never	Never
	Never	Never	Never	Never	5 days a week
On the school site	5 days a week	Never	Never	Never	Never
On the school site	5 days a week	Never	Never	Never	Never
On the school site	Once or twice a week	Never	Never	Never	Never
On the school site	5 days a week	Never	Never	Never	Never
On the school site	5 days a week	Never	Never	Never	Once or twice a week
On the school site	5 days a week	Never	Never	Never	Never
On the school site	5 days a week	Never	Never	Never	Never
On the school site	5 days a week	Never	Never	Never	Never
On the school site	5 days a week	Never	Never	Never	Never
On the school site	5 days a week	Now and then	Never	Never	Never
	Never	Never	Never	Never	5 days a week
On the school site	Never	Never	Never	Never	Never
On the school site	5 days a week	Never	Never	Never	Never
On the school site	Three or four times a week	Never	Never	Never	Never
On the school site	5 days a week	Never	Never	Never	Never

Cycle3	Walk (whole journey)3	Motorcycle3	Other3
Now and then	Now and then	Now and then	Now and then
Now and then	Now and then	Now and then	Now and then
Now and then	Now and then	Now and then	Now and then
Never	Never	Never	Never
Now and then	Once or twice a week	Now and then	Now and then
Never	Never	Never	Never
Never	Never	Never	Never
Never	Never	Never	Never
Never	Never	Never	Never
Never	Never	Never	Never
Never	Never	Never	Never
Never	Never	Never	Never
Never	Never	Never	Never
Never	Never	Never	Never
Three or four times a week	Three or four times a week	Never	Never
Never	Now and then	Never	Never
Never	Never	Never	Never
Never	Never	Never	Never
Never	Never	Never	Never
Never	Never	Never	Never
Never	Never	Never	Never
Never	Never	Never	Never
Never	Never	Never	Never
Never	Never	Never	Never
Never	Never	Never	Never
Never	Never	Never	Never
Never	Never	Never	Never
Never	Never	Never	Never
Never	Never	Never	Never
Never	Never	Never	Never
Never	Never	Never	Never
Never	Never	Never	Never
Never	Never	Never	Never
Never	Never	Never	Never
Never	Never	Never	Never
Never	Never	Never	Never
Never	Never	Never	Never
Never	Never	Never	Never
Never	Never	Never	Never
Never	Now and then	Never	Never
Never	Never	Never	Never
Never	Never	Never	Never
Never	Never	Never	Never
Once or twice a week	Once or twice a week	Never	Never
Never	Never	Never	Never
Never	Never	Never	Never
Never	Never	Never	Never
Never	Never	Never	Never
Never	Never	Never	Never
Never	Now and then	Never	Never
Never	Never	Never	Never
Never	Never	Never	Never
Never	5 days a week	Never	Never
Never	Never	Never	Never
Never	Never	Never	Never
Never	Never	Never	Never

[illegible]

Would you be prepared to car share to Pinn River?	What would encourage you to car share to PRS?
N/A	car share not an option due to working pattern and home location;
N/A	I dont drive;
No	None of these;
No	Help in finding car share partners with similar work patterns;
No	Guaranteed parking for car sharers;
N/A	will pick up on route ;
Yes	Help in finding car share partners with similar work patterns;
No	None of these;
N/A	None of these;
No	None of these;
Yes	None of these;
No	None of these;
Yes	Help in finding car share partners with similar work patterns;Guaranteed parking for car sharers;
Maybe	None of these;
Maybe	Guaranteed parking for car sharers;Help in finding car share partners with similar work patterns;
Maybe	Guaranteed parking for car sharers;
Maybe	None of these;
No	None of these;
No	None of these;
Yes	Help in finding car share partners with similar work patterns;Guaranteed parking for car sharers;
Yes	Guaranteed parking for car sharers;Guaranteed journey home if car sharer unavailable;
No	None of these;
Maybe	Guaranteed journey home if car sharer unavailable;
Maybe	Guaranteed parking for car sharers;Help in finding car share partners with similar work patterns;
Maybe	None of these;
Yes	None of these;
Maybe	Help in finding car share partners with similar work patterns;Guaranteed journey home if car sharer unavailable;
No	None of these;
Maybe	Help in finding car share partners with similar work patterns;Guaranteed journey home if car sharer unavailable;
N/A	None of these;
Yes	Help in finding car share partners with similar work patterns;Guaranteed journey home if car sharer unavailable;
Yes	Guaranteed parking for car sharers;
No	None of these;
No	None of these;
N/A	None of these;
Yes	Guaranteed parking for car sharers;
No	Help in finding car share partners with similar work patterns;None of these;
Maybe	None of these;
Maybe	Guaranteed parking for car sharers;
Maybe	Guaranteed parking for car sharers;
Maybe	Help in finding car share partners with similar work patterns;Guaranteed parking for car sharers;
N/A	None of these;Guaranteed journey home if car sharer unavailable;
Yes	Someone living in the same area;
Yes	Help in finding car share partners with similar work patterns;Guaranteed parking for car sharers;
Maybe	None of these;
No	None of these;happy to help people out with lifts as and when but due to my own personal commitments it wouldn't work for me on set days;
Yes	Only 1 person lives by us to;
Maybe	Guaranteed journey home if car sharer unavailable;Help in finding car share partners with similar work patterns;
No	None of these;
Maybe	Help in finding car share partners with similar work patterns;Guaranteed journey home if car sharer unavailable;
Yes	Help in finding car share partners with similar work patterns;Guaranteed journey home if car sharer unavailable;
Maybe	Guaranteed journey home if car sharer unavailable;

If there are other changes that would make it easier to reduce the number of times you drive to Pinn River, please write them here

Question 20, I had to tick one in each column, I will get the bus to Penn river 5 days a week.

While my child is in first school i need to pick him up but when he goes to high school i would be happy to walk

No

nothing

If working from home is a possibility

n/a

Once my children have left school!!

Shuttle bus

N/a

About you

What time do you arrive at school each day?

ID	Start time	Completion time	Email	Home Postcode?	Role	Disabilities	Working Week	Monday	Tuesday	Wednesday	Thursday
1	10/17/22 9:35:56	10/17/22 9:41:55	anonymous	HP15 7E	Senior Leadership Team	No	5	Before 8:15	Before 8:15	Before 8:15	Before 8:15
2	10/17/22 9:43:56	10/17/22 9:48:39	anonymous	UB109HS	Teaching Assistant / Learning Support Assistant / Pupil support	No	5	Before 8:15	Before 8:15	Before 8:15	Before 8:15
3	10/17/22 10:10:27	10/17/22 10:13:55	anonymous	W7 3BQ	Teaching Assistant / Learning Support Assistant / Pupil support	No	5	8:15-9:30	8:15-9:30	8:15-9:30	8:15-9:30
4	10/17/22 10:25:05	10/17/22 10:46:35	anonymous	HA4 8EQ	Administration or premises (including cleaning)	No	5	Before 8:15	Before 8:15	Before 8:15	Before 8:15
5	10/17/22 11:15:05	10/17/22 11:22:28	anonymous	ha6 1sy	Administration or premises (including cleaning)	No	5	After 9:30	After 9:30	After 9:30	After 9:30
6	10/17/22 11:24:28	10/17/22 11:29:58	anonymous	WD19 6UE	Catering or SMSA	No	5	After 9:30	After 9:30	After 9:30	After 9:30
7	10/17/22 11:20:48	10/17/22 11:31:11	anonymous	HA6 2GF	Teaching Assistant / Learning Support Assistant / Pupil support	No	5	Before 8:15	Before 8:15	Before 8:15	Before 8:15
8	10/17/22 9:47:26	10/17/22 11:35:22	anonymous	HP8 4RS	Senior Leadership Team	No	3	Before 8:15	Before 8:15	Before 8:15	N/A
9	10/17/22 11:51:55	10/17/22 12:06:10	anonymous	HP2 6LZ	Teaching Assistant / Learning Support Assistant / Pupil support	No	5	8:15-9:30	8:15-9:30	8:15-9:30	8:15-9:30
10	10/17/22 12:42:52	10/17/22 13:21:43	anonymous	HA4 7XR	Administration or premises (including cleaning)	No	4	After 9:30	After 9:30	After 9:30	After 9:30
11	10/17/22 13:26:08	10/17/22 13:32:38	anonymous	HA5 2NU	Administration or premises (including cleaning)	No	5	Before 8:15	Before 8:15	Before 8:15	Before 8:15
12	10/17/22 13:43:38	10/17/22 13:58:14	anonymous	HA5 2DA	Teaching Assistant / Learning Support Assistant / Pupil support	No	5	8:15-9:30	8:15-9:30	8:15-9:30	8:15-9:30
13	10/17/22 14:08:01	10/17/22 14:11:37	anonymous	WD3 3BD	Teaching Assistant / Learning Support Assistant / Pupil support	No	5	Before 8:15	Before 8:15	Before 8:15	Before 8:15
14	10/17/22 14:25:45	10/17/22 14:36:11	anonymous	WD24 5LF	Teacher	No	4	8:15-9:30	8:15-9:30	8:15-9:30	8:15-9:30
15	10/17/22 15:49:49	10/17/22 15:55:21	anonymous	HA5 1BU	Teacher	No	5	Before 8:15	Before 8:15	Before 8:15	Before 8:15
16	10/17/22 15:51:23	10/17/22 15:58:26	anonymous	HA47XR	Teaching Assistant / Learning Support Assistant / Pupil support	No	5	Before 8:15	Before 8:15	Before 8:15	Before 8:15
17	10/17/22 16:11:40	10/17/22 16:17:02	anonymous	UB8 3HL	Senior Leadership Team	No	4	N/A	Before 8:15	Before 8:15	Before 8:15
18	10/17/22 16:09:17	10/17/22 16:24:45	anonymous	Ub109hy	Teaching Assistant / Learning Support Assistant / Pupil support	No	4	8:15-9:30	N/A	8:15-9:30	8:15-9:30
19	10/17/22 16:17:22	10/17/22 16:24:51	anonymous	HA5 1TN	Teacher	No	5	Before 8:15	Before 8:15	Before 8:15	Before 8:15
20	10/17/22 16:53:14	10/17/22 17:02:23	anonymous	WD19 7QT	Teaching Assistant / Learning Support Assistant / Pupil support	No	5	8:15-9:30	8:15-9:30	8:15-9:30	8:15-9:30
21	10/17/22 17:52:55	10/17/22 18:06:46	anonymous	HA2 6PY	Teaching Assistant / Learning Support Assistant / Pupil support	No	5	Before 8:15	Before 8:15	Before 8:15	Before 8:15
22	10/17/22 18:46:21	10/17/22 18:51:24	anonymous	HA4 0EP	Teaching Assistant / Learning Support Assistant / Pupil support	No	5	Before 8:15	Before 8:15	Before 8:15	Before 8:15
23	10/17/22 22:55:53	10/17/22 23:00:50	anonymous	UB3 4AX	Teaching Assistant / Learning Support Assistant / Pupil support	No	5	Before 8:15	Before 8:15	Before 8:15	Before 8:15
24	10/18/22 7:06:30	10/18/22 7:15:17	anonymous	Ha49ua	Catering or SMSA	No	5	Before 8:15	Before 8:15	Before 8:15	Before 8:15
25	10/18/22 13:03:20	10/18/22 13:08:03	anonymous	Ha4 9jh	Teaching Assistant / Learning Support Assistant / Pupil support	No	3	N/A	N/A	Before 8:15	Before 8:15
26	10/18/22 17:19:26	10/18/22 17:31:17	anonymous	Ha3 6jd	Teaching Assistant / Learning Support Assistant / Pupil support	No	3	8:15-9:30	8:15-9:30	8:15-9:30	N/A
27	10/18/22 17:42:47	10/18/22 17:54:21	anonymous	UB95HT	Teaching Assistant / Learning Support Assistant / Pupil support	No	5	Before 8:15	Before 8:15	Before 8:15	Before 8:15
28	10/19/22 8:48:17	10/19/22 12:41:09	anonymous	HA49AN	Teaching Assistant / Learning Support Assistant / Pupil support	No	5	Before 8:15	Before 8:15	Before 8:15	Before 8:15
29	10/19/22 16:06:19	10/19/22 16:11:10	anonymous	UB83NY	Teaching Assistant / Learning Support Assistant / Pupil support	No	5	Before 8:15	Before 8:15	Before 8:15	Before 8:15
30	10/20/22 7:29:24	10/20/22 7:37:03	anonymous	Ha5 4RL	Teaching Assistant / Learning Support Assistant / Pupil support	No	5	8:15-9:30	8:15-9:30	8:15-9:30	8:15-9:30
31	10/20/22 7:50:54	10/20/22 7:58:56	anonymous	NW23BB	Teaching Assistant / Learning Support Assistant / Pupil support	No	5	8:15-9:30	8:15-9:30	8:15-9:30	8:15-9:30
32	10/20/22 8:23:49	10/20/22 8:28:55	anonymous	UB9 6AP	Catering or SMSA	No	5	After 9:30	After 9:30	After 9:30	After 9:30
33	10/21/22 8:41:47	10/21/22 8:47:53	anonymous	HA6 1HR	Teaching Assistant / Learning Support Assistant / Pupil support	No	3	N/A	N/A	8:15-9:30	8:15-9:30
34	10/21/22 10:04:25	10/21/22 10:12:06	anonymous	HA4 9QY	Teaching Assistant / Learning Support Assistant / Pupil support	No	5	8:15-9:30	8:15-9:30	8:15-9:30	8:15-9:30
35	10/21/22 13:06:13	10/21/22 13:14:50	anonymous	UB9 4BX	Teaching Assistant / Learning Support Assistant / Pupil support	No	5	Before 8:15	Before 8:15	Before 8:15	Before 8:15

What time do you leave school each day?						Current travel methods How do you travel to work currently? (main part of journey)						
Friday	Monday2	Tuesday2	Wednesday2	Thursday2	Friday2	Car - as driver	Car - as passenger	Train	Tube	Bus	Cycle	Walk (whole journey)
Before 8:15	After 4pm	After 4pm	After 4pm	After 4pm	After 4pm	5 days a week	Never	Never	Never	Never	Never	Never
Before 8:15	After 4pm	After 4pm	After 4pm	After 4pm	After 4pm	5 days a week	Now and then	Never	Never	Never	Never	Never
8:15-9:30	2:30 - 4	2:30 - 4	2:30 - 4	2:30 - 4	2:30 - 4	5 days a week	Never	Never	Never	Never	Never	Never
Before 8:15	After 4pm	After 4pm	After 4pm	After 4pm	After 4pm	5 days a week	Never	Never	Never	Never	Never	Never
After 9:30	After 4pm	After 4pm	After 4pm	After 4pm	After 4pm	Never	Never	Never	Never	Never	Never	5 days a week
After 9:30	Before 2:30	Before 2:30	Before 2:30	Before 2:30	Before 2:30	5 days a week	Never	Never	Never	Never	Never	Never
Before 8:15	After 4pm	After 4pm	After 4pm	After 4pm	After 4pm	5 days a week	Never	Never	Never	Never	Never	Never
N/A	After 4pm	After 4pm	After 4pm	N/A	N/A	Three or four times a week	Never	Never	Now and then	Never	Never	Never
8:15-9:30	After 4pm	After 4pm	After 4pm	After 4pm	After 4pm	5 days a week	Never	Never	Never	Never	Never	Never
N/A	After 4pm	After 4pm	After 4pm	After 4pm	N/A	Three or four times a week	Never	Never	Never	Never	Never	Never
Before 8:15	After 4pm	After 4pm	After 4pm	After 4pm	After 4pm	5 days a week	Never	Never	Never	Never	Never	Never
8:15-9:30	After 4pm	After 4pm	After 4pm	After 4pm	After 4pm	5 days a week	Never	Never	Never	Never	Never	Never
Before 8:15	After 4pm	After 4pm	After 4pm	After 4pm	After 4pm	Never	Now and then	Never	5 days a week	Never	Never	Never
N/A	After 4pm	After 4pm	After 4pm	After 4pm	N/A	Once or twice a week	Never	Never	Never	Never	Once or twice a week	Never
Before 8:15	After 4pm	After 4pm	After 4pm	After 4pm	After 4pm	5 days a week	Never	Never	Never	Never	Never	Never
Before 8:15	After 4pm	After 4pm	After 4pm	After 4pm	2:30 - 4	5 days a week	Never	Never	Never	Never	Never	Never
Before 8:15	N/A	After 4pm	After 4pm	After 4pm	After 4pm	Three or four times a week	Never	Never	Never	Never	Never	Never
8:15-9:30	2:30 - 4	N/A	2:30 - 4	2:30 - 4	2:30 - 4	5 days a week	Never	Never	Never	Never	Never	Never
Before 8:15	After 4pm	After 4pm	After 4pm	After 4pm	After 4pm	5 days a week	Never	Never	Never	Never	Never	Never
8:15-9:30	After 4pm	After 4pm	After 4pm	After 4pm	2:30 - 4	5 days a week	5 days a week	Never	Never	Never	Never	Never
Before 8:15	After 4pm	After 4pm	After 4pm	After 4pm	2:30 - 4	5 days a week	Never	Now and then	Now and then	Never	Never	Never
Before 8:15	After 4pm	After 4pm	After 4pm	After 4pm	2:30 - 4	5 days a week	Never	Never	Never	Never	Never	Never
Before 8:15	After 4pm	After 4pm	After 4pm	After 4pm	2:30 - 4	5 days a week	Never	Never	Never	Never	Never	Never
Before 8:15	Before 2:30	Before 2:30	Before 2:30	Before 2:30	Before 2:30	5 days a week	Never	Never	Never	Never	Never	Never
Before 8:15	N/A	N/A	After 4pm	After 4pm	After 4pm	Three or four times a week	Never	Never	Never	Never	Never	Never
N/A	After 4pm	After 4pm	After 4pm	N/A	N/A	Three or four times a week	Never	Never	Never	Never	Never	Never
Before 8:15	After 4pm	After 4pm	After 4pm	After 4pm	2:30 - 4	5 days a week	Never	Never	Never	Never	Never	Never
Before 8:15	After 4pm	After 4pm	After 4pm	After 4pm	After 4pm	5 days a week	Never	Never	Never	Never	Never	Never
Before 8:15	After 4pm	After 4pm	After 4pm	After 4pm	2:30 - 4	5 days a week	Never	Never	Never	Never	Never	Never
8:15-9:30	After 4pm	After 4pm	After 4pm	After 4pm	After 4pm	5 days a week	Never	Never	Never	Never	Never	Never
8:15-9:30	After 4pm	After 4pm	After 4pm	After 4pm	2:30 - 4	Never	Never	Never	5 days a week	Never	Never	Never
After 9:30	Before 2:30	Before 2:30	Before 2:30	Before 2:30	Before 2:30	5 days a week	Never	Never	Never	Now and then	Never	Never
8:15-9:30	N/A	N/A	2:30 - 4	After 4pm	After 4pm	Once or twice a week	Now and then	Never	Never	Never	Never	Once or twice a week
8:15-9:30	After 4pm	After 4pm	After 4pm	After 4pm	After 4pm	Never	Never	Never	Never	Never	5 days a week	Now and then
Before 8:15	After 4pm	After 4pm	After 4pm	After 4pm	After 4pm	5 days a week	Never	Never	Never	Never	Never	Never

Motorcycle	Other	Distance Travelled	Travel Time	If driving, what alternatives are possible
Never	Never	11 - 25 miles	46 - 60 minutes	Car-share;
Never	Never	6 - 10 miles	31 - 45 minutes	Bus;Car-share;
Never	Never	6 - 10 miles	31 - 45 minutes	No;
Never	Never	2 - 5 miles	15 - 30 minutes	travel to and from work twice (convenience);
Never	Never	1 - 2 miles	15 - 30 minutes	
Never	Never	2 - 5 miles	Less than 15 minutes	Walk;Bus;
Never	Never	Up to 1 mile	Less than 15 minutes	
Never	Never	6 - 10 miles	15 - 30 minutes	Tube;
Never	Never	11 - 25 miles	More than 1 hour	Not easily;
Never	Never	2 - 5 miles	15 - 30 minutes	Bus although service very infrequent;
Never	Never	2 - 5 miles	15 - 30 minutes	no, as i drop the children to childminders to before driving to work;
Never	Never	1 - 2 miles	15 - 30 minutes	no;
Never	Never	2 - 5 miles	31 - 45 minutes	
Never	Never	6 - 10 miles	31 - 45 minutes	Cycle;
Never	Never	2 - 5 miles	15 - 30 minutes	Cycle;
Never	Never	2 - 5 miles	15 - 30 minutes	Bus;
Never	Never	6 - 10 miles	31 - 45 minutes	
Never	Never	6 - 10 miles	15 - 30 minutes	No as I need to drop my son to school on the way;
Never	Never	2 - 5 miles	Less than 15 minutes	Walk;Bus;
Never	Never	2 - 5 miles	Less than 15 minutes	
Never	Never	2 - 5 miles	15 - 30 minutes	Bus;Car-share;
Never	Never	2 - 5 miles	15 - 30 minutes	Bus;
Never	Never	6 - 10 miles	31 - 45 minutes	Bus;Car-share;
Never	Never	2 - 5 miles	15 - 30 minutes	
Never	Never	2 - 5 miles	15 - 30 minutes	Walk;Cycle;
Never	Never	2 - 5 miles	15 - 30 minutes	
Never	Never	6 - 10 miles	15 - 30 minutes	NO ;
Never	Never	2 - 5 miles	15 - 30 minutes	Car-share;
Never	Never	6 - 10 miles	31 - 45 minutes	
Never	Never	2 - 5 miles	15 - 30 minutes	
Never	Never	11 - 25 miles	More than 1 hour	
Never	Never	2 - 5 miles	15 - 30 minutes	Bus;
Never	Now and then	Up to 1 mile	15 - 30 minutes	Walk;
Never	Never	2 - 5 miles	15 - 30 minutes	
Never	Never	6 - 10 miles	31 - 45 minutes	No;

Main reasons for driving
Distance from home is too great for me to walk or cycle;I need the car during my working day;Driving is cheaper than public transport;Public transport routes are not convenient;
Distance from home is too great for me to walk or cycle;I need to come straight from / go straight to somewhere else and that means I need the car;Public transport routes are not convenient;
Distance from home is too great for me to walk or cycle;I need the car during my working day;I have work things to bring to / take from work;I need to come straight from / go straight to somewhere else and that means I need the car;Public transport routes are not convenient;
Travel to and from work twice (convenience);
Driving is cheaper than public transport;
I need the car during my working day;I have work things to bring to / take from work;I need to come straight from / go straight to somewhere else and that means I need the car;
Distance from home is too great for me to walk or cycle;Public transport routes are not convenient;
Distance from home is too great for me to walk or cycle;My personal health means that other modes of transport are not suitable;
Distance from home is too great for me to walk or cycle;Driving is cheaper than public transport;Public transport is too infrequent;
I need to drop my children to the childminders before i come to work;
I have work things to bring to / take from work;I need to come straight from / go straight to somewhere else and that means I need the car;My personal health means that other modes of transport are not suitable;dropping my children to their school on the way to work;
I have work things to bring to / take from work;Cycling is too dangerous;Public transport routes are not convenient;
Distance from home is too great for me to walk or cycle;
Distance from home is too great for me to walk or cycle;I have work things to bring to / take from work;Public transport routes are not convenient;
Distance from home is too great for me to walk or cycle;I need to come straight from / go straight to somewhere else and that means I need the car;Public transport routes are not convenient;
Distance from home is too great for me to walk or cycle;I have work things to bring to / take from work;I need to come straight from / go straight to somewhere else and that means I need the car;Public transport routes are not convenient;
I need the car during my working day;
Distance from home is too great for me to walk or cycle;
Public transport routes are not convenient;
Distance from home is too great for me to walk or cycle;I have work things to bring to / take from work;I need to come straight from / go straight to somewhere else and that means I need the car;Public transport routes are not convenient;
I need to come straight from / go straight to somewhere else and that means I need the car;My personal health means that other modes of transport are not suitable;
I need to come straight from / go straight to somewhere else and that means I need the car;
Public transport routes are not convenient;
I need to come straight from / go straight to somewhere else and that means I need the car;Public transport routes are not convenient;Public transport is too infrequent;
I need to come straight from / go straight to somewhere else and that means I need the car;DEPENDENTS TO GET HOME TOO;
Distance from home is too great for me to walk or cycle;
Distance from home is too great for me to walk or cycle;
I need the car during my working day;
When u drive I have to drive my son to school first. His school is in rickmansworth;
Distance from home is too great for me to walk or cycle;I need to come straight from / go straight to somewhere else and that means I need the car;My personal health means that other modes of transport are not suitable;Public transport is too infrequent;

Once PRS is open and based at Fore Street, how do you anticipate travelling to work? (main part of journey)

[illegible]

What would encourage you to cycle to PRS?	What would encourage you to cycle to PRS?
Nothing would encourage me;	Better connection from home to school;
Nothing would encourage me;	Nothing would encourage me;
Nothing would encourage me;	Nothing would encourage me;
Improved cycle paths on the journey to work;Improved changing and storage facilities at work;Improved cycle parking at school;	Better lighting at bus stops;
Nothing would encourage me;	Nothing would encourage me;
Nothing would encourage me;	More direct bus routes;More cycle paths;
Nothing would encourage me;	if i did not need my car to get to work;
Nothing would encourage me;	Nothing would encourage me;
Improved cycle paths on the journey to work;journey is 17 miles plus by motorway , distance is an issue;	Nothing would encourage me;
Nothing would encourage me;	If I couldn't drive I would not cycle;
Nothing would encourage me;	Nothing would encourage me;
Nothing would encourage me;	Nothing would encourage me;
Improved cycle paths on the journey to work;	More direct bus routes;More cycle paths;
Improved changing and storage facilities at work;Improved cycle parking at school;Improved cycle paths on the journey to work;	Nothing would encourage me;
Improved cycle paths on the journey to work;Improved changing and storage facilities at work;	Nothing would encourage me;
Nothing would encourage me;	Nothing would encourage me;
Nothing would encourage me;	Nothing would encourage me;
Nothing would encourage me;	Nothing would encourage me;
Nothing would encourage me;	Bus stops nearer the school;
Ability to arrange bike maintenance to take place at school while I am working;	Nothing would encourage me;
Improved cycle paths on the journey to work;Improved cycle parking at school;Improved changing and storage facilities at work;	More direct bus routes;More cycle paths;
Nothing would encourage me;	Bus stops nearer the school;
Nothing would encourage me;	More direct bus routes;More cycle paths;
Nothing would encourage me;	Nothing would encourage me;
Nothing would encourage me;	Bus stops nearer the school;
Improved cycle paths on the journey to work;A tax-efficient salary sacrifice scheme to buy a bike;	More direct bus routes;
Nothing would encourage me;I can not cycle;	Nothing would encourage me;
A tax-efficient salary sacrifice scheme to buy a bike;	N/A;
Nothing would encourage me;	Nothing would encourage me;
Nothing would encourage me;	More direct bus routes;More cycle paths;
Nothing would encourage me;	Better connection from home to school;
Nothing would encourage me;	Bus stops nearer the school;
I would walk;	I would walk;
Improved cycle parking at school;Ability to arrange bike maintenance to take place at school while I am working;Improved changing and storage facilities at work;	Nothing would encourage me;
Nothing would encourage me;	Nothing would encourage me;

What would encourage you to walk to PRS?	Would you be prepared to car share to Pinn River?
Nothing would make walking an attractive option;	Yes
Nothing would make walking an attractive option;It's too far for me;	Maybe
Nothing would make walking an attractive option;	No
Improved pavements;Improved street lighting;	N/A
Improved street lighting;	N/A
Nothing would make walking an attractive option;	N/A
if i did not need my car during the working day, or straight t after;	Maybe
Nothing would make walking an attractive option;	Yes
distance is too far;	No
Improved street lighting;	Maybe
I drop the children to the childminders before work;	N/A
Improved street lighting;my route to walk would mean walking through a public footpath which is not lit up for winter darker days ;	No
Nothing would make walking an attractive option;	Yes
Nothing would make walking an attractive option;	N/A
Nothing would make walking an attractive option;	No
Improved pavements;Improved street lighting;	Maybe
Nothing would make walking an attractive option;	Yes
Nothing would make walking an attractive option;	N/A
Improved street lighting;Safer road crossings;	No
Other people to walk with;	Maybe
Nothing would make walking an attractive option;Other people to walk with;	Maybe
Improved street lighting;Safer road crossings;	Yes
Nothing would make walking an attractive option;	Maybe
Nothing would make walking an attractive option;	Maybe
Other people to walk with;	Yes
Nothing would make walking an attractive option;	Maybe
Nothing would make walking an attractive option;	Maybe
DEPENDENT ON WEATHER;	Yes
Nothing would make walking an attractive option;	N/A
Better changing / storage facilities at school;	Maybe
Other people to walk with;Better changing / storage facilities at school;	N/A
Nothing would make walking an attractive option;	Yes
Improved street lighting;Other people to walk with;	Maybe
Safer road crossings;Better changing / storage facilities at school;	N/A
Nothing would make walking an attractive option;	No

What would encourage you to car share to PRS?
Help in finding car share partners with similar work patterns;
Guaranteed journey home if car sharer unavailable;Help in finding car share partners with similar work patterns;
None of these;
None of these;
None of these;
Help in finding car share partners with similar work patterns;Guaranteed journey home if car sharer unavailable;
Help in finding car share partners with similar work patterns;Guaranteed parking for car sharers;
Guaranteed parking for car sharers;
None of these;
Help in finding car share partners with similar work patterns;
None of these;
None of these;
Help in finding car share partners with similar work patterns;
None of these;
None of these;
Help in finding car share partners with similar work patterns;Guaranteed parking for car sharers;
Help in finding car share partners with similar work patterns;Guaranteed journey home if car sharer unavailable;
None of these;
Guaranteed journey home if car sharer unavailable;Guaranteed parking for car sharers;
Help in finding car share partners with similar work patterns;
Guaranteed journey home if car sharer unavailable;Help in finding car share partners with similar work patterns;
Help in finding car share partners with similar work patterns;
Guaranteed parking for car sharers;Guaranteed journey home if car sharer unavailable;
Guaranteed journey home if car sharer unavailable;Help in finding car share partners with similar work patterns;
Guaranteed parking for car sharers;
Guaranteed journey home if car sharer unavailable;
None of these;If I can share from someone who lives near me;
Guaranteed journey home if car sharer unavailable;Guaranteed parking for car sharers;
None of these;
Help in finding car share partners with similar work patterns;Guaranteed journey home if car sharer unavailable;
None of these;
Help in finding car share partners with similar work patterns;
Help in finding car share partners with similar work patterns;
None of these;
None of these;

If there are other changes that would make it easier to reduce the number of times you drive to Pinn River, please write them here

Intend to walk , unless transporting goods,tools etc

N/A

Subsidised public transport incentive.

I drop my son to Pentland field and then drive to my school for work. If my son would get transport then I would be able to take other options but that's not possible as he will not get transport as we live under 3 miles of Pentland field school.
I think driving is the most convenient method for teachers with laptops, resources etc and there should be parking for teachers especially.

There are no other changes

Walking would take 1 hour 30 minutes which is too long for me. I don't feel safe cycling due to the busy roads and traffic. Public transport is not direct and would take over an hour each way. Car sharing is a possibility but I worry about relying on other people.

I only drive if I have to take my son to school before
Access to arrive to work via the woods gate.
No on medical grounds.

A3. SWEPT PATH ANALYSIS

1. THIS DRAWING IS INDICATIVE AND SUBJECT TO DISCUSSIONS WITH LOCAL & NATIONAL HIGHWAY AUTHORITIES. THIS DESIGN IS ALSO SUBJECT TO CONFIRMATION OF LAND OWNERSHIP, TOPOGRAPHY, LOCATION OF STATUTORY SERVICES, DETAILED DESIGN AND TRAFFIC MODELLING.

This architectural site plan illustrates a residential development. A series of buildings, primarily located on the left and center-left, are highlighted in yellow. The plan includes numerous dimensions for building lengths, widths, and setbacks, such as 4.93m, 2.4m, 4.8m, 7m, 6.2m, 6m, 6.3m, 8m, 1.3m, 8m, 6.1m, and 8m. Several circular features, possibly wells or manholes, are marked with an 'X' inside a circle. The plan also shows a network of roads and paths, with some areas labeled 'FI'. Elevation markers are present throughout the site, indicating ground levels. A north arrow is located in the top right corner of the drawing.

ICENI PROJECTS LIMITED
DA VINCI HOUSE
44 SAFFRON HILL
LONDON
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KIER CONSTRUCTION

PINN RIVER SCHOOL, PINNER

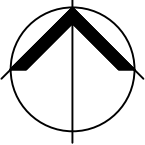
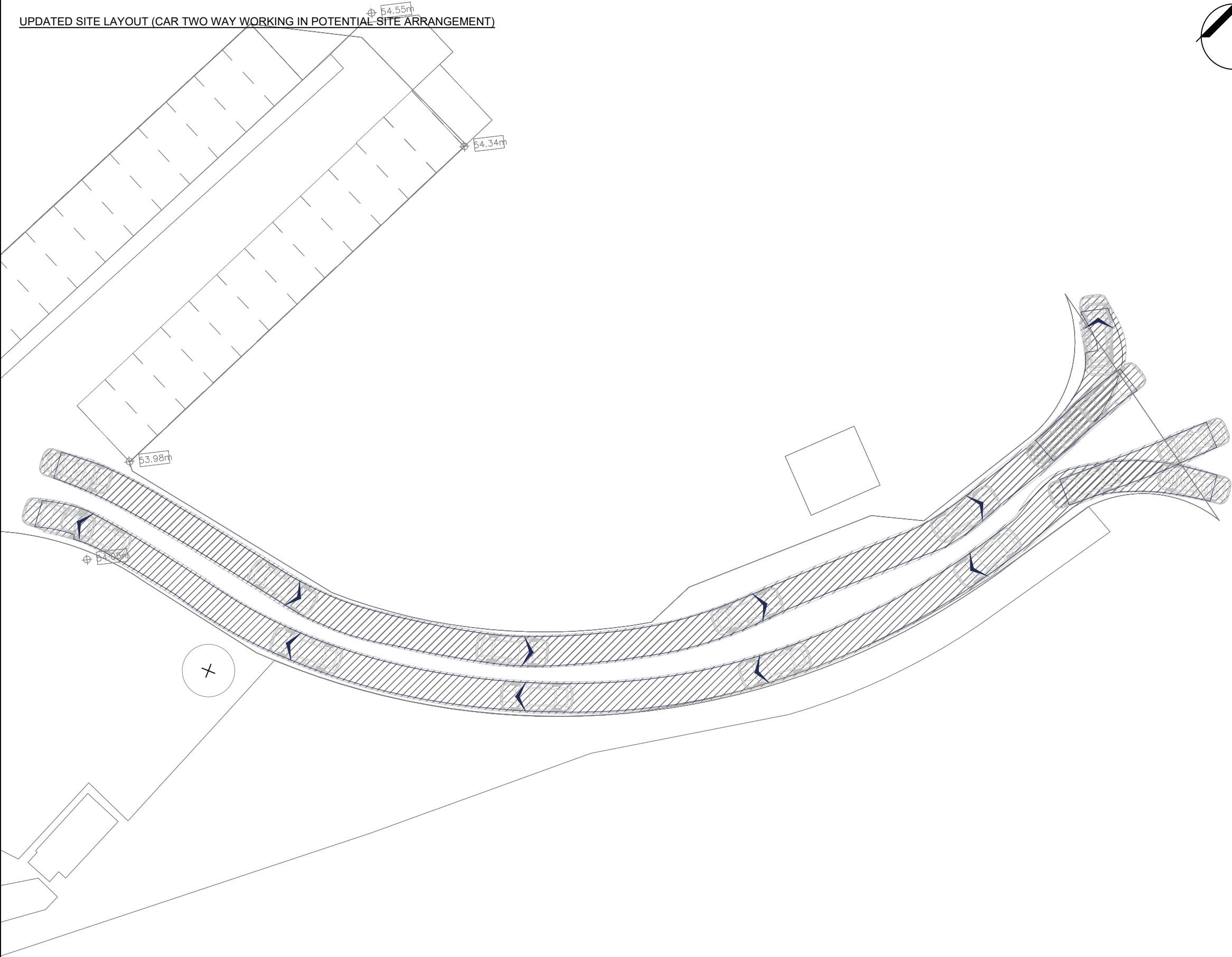
CAR PARK LAYOUT 6

(UPDATED SITE LAYOUT DIMENSIONS AND COMMENTS)

SCALE @ A3	DATE
1:500	27.09.2022

Iceni Projects accept no responsibility for any unauthorised amendments to this drawing. Only figured dimensions are to be worked to.

UPDATED SITE LAYOUT (CAR TWO WAY WORKING IN POTENTIAL SITE ARRANGEMENT)

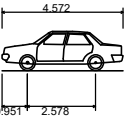


NOTES:

1. THIS DRAWING IS INDICATIVE AND SUBJECT TO DISCUSSIONS WITH LOCAL & NATIONAL HIGHWAY AUTHORITIES. THIS DESIGN IS ALSO SUBJECT TO CONFIRMATION OF LAND OWNERSHIP, TOPOGRAPHY, LOCATION OF STATUTORY SERVICES, DETAILED DESIGN AND TRAFFIC MODELLING.

2. THIS DRAWING IS BASED UPON DRAWING NAMED FS0728-WWA-ZZ-ZZ-SK-L-0005-CAR PARK LAYOUT 5 SUPPLIED BY WYNNE-WILLIAMS ASSOCIATES AND ICENI PROJECTS LTD. SHALL NOT BE LIABLE FOR ANY INACCURACIES OR DEFICIENCIES.

VEHICLE PROFILE:



Skoda Octavia	4.572m
Overall Length	1.769m
Overall Width	1.488m
Overall Body Height	0.249m
Min Body Ground Clearance	1.713m
Max Track Width	4.00s
Lock to lock time	5.100m
Kerb to Kerb Turning Radius	

C	09.11.2022	UPDATED SITE LAYOUT	AKC	AP	LT
B	24.10.2022	UPDATED SITE LAYOUT	AKC	AP	LT
A	17.10.2022	UPDATED POTENTIAL INTERNAL SITE ARRANGEMENT	AKC	AP	LT
REV	DATE	AMENDMENTS	DRAWN	CHK	APP

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KIER CONSTRUCTION

PROJECT

PINN RIVER SCHOOL, PINNER

TITLE

CAR PARK LAYOUT 6
(UPDATED SITE LAYOUT CAR TWO WAY WORKING)

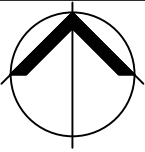
DRAWN BY AKC	CHECKED BY AP 27.09.2022	APPROVED BY LT 27.09.2022
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SCALE @ A3 1:250	DATE 27.09.2022
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PROJECT NO. 22-T047	DRAWING NO. 06.2	REV. C
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UPDATED SITE LAYOUT (CAR ENTERING POTENTIAL SITE ARRANGEMENT)

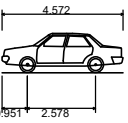


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2. THIS DRAWING IS BASED UPON DRAWING NAMED FS0728-WWA-ZZ-ZZ-SK-L-0005-CAR PARK LAYOUT 5 SUPPLIED BY WYNNE-WILLIAMS ASSOCIATES AND ICENI PROJECTS LTD. SHALL NOT BE LIABLE FOR ANY INACCURACIES OR DEFICIENCIES.

VEHICLE PROFILE:



Skoda Octavia	4.572m
Overall Length	1.769m
Overall Width	1.488m
Overall Body Height	0.249m
Min Body Ground Clearance	1.713m
Max Track Width	4.00s
Lock to lock time	5.100m
Kerb to Kerb Turning Radius	

C	09.11.2022	UPDATED SITE LAYOUT	AKC	AP	LT
B	24.10.2022	UPDATED SITE LAYOUT	AKC	AP	LT
A	17.10.2022	UPDATED POTENTIAL INTERNAL SITE ARRANGMENT	AKC	AP	LT
REV	DATE	AMENDMENTS	DRAWN	CHK	APP

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KIER CONSTRUCTION

PROJECT

PINN RIVER SCHOOL, PINNER

TITLE

CAR PARK LAYOUT 6
(UPDATED SITE LAYOUT CAR ENTERING SITE)

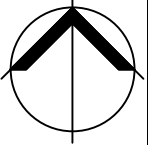
DRAWN BY AKC	CHECKED BY AP 27.09.2022	APPROVED BY LT 27.09.2022
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SCALE @ A3 1:500	DATE 27.09.2022
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PROJECT NO. 22-T047	DRAWING NO. 06.3	REV. C
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UPDATED SITE LAYOUT (CAR EXITING POTENTIAL SITE ARRANGEMENT)

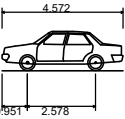


NOTES:

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2. THIS DRAWING IS BASED UPON DRAWING NAMED FS0728-WWA-ZZ-ZZ-SK-L-0005-CAR PARK LAYOUT 5 SUPPLIED BY WYNNE-WILLIAMS ASSOCIATES AND ICENI PROJECTS LTD. SHALL NOT BE LIABLE FOR ANY INACCURACIES OR DEFICIENCIES.

VEHICLE PROFILE:



Skoda Octavia
Overall Length 4.572m
Overall Width 1.769m
Overall Body Height 1.488m
Min Body Ground Clearance 0.249m
Max Track Width 1.713m
Lock to lock time 4.00s
Kerb to Kerb Turning Radius 5.100m

C	09.11.2022	UPDATED SITE LAYOUT	AKC	AP	LT
B	24.10.2022	UPDATED SITE LAYOUT	AKC	AP	LT
A	17.10.2022	UPDATED POTENTIAL INTERNAL SITE ARRANGMENT	AKC	AP	LT
REV	DATE	AMENDMENTS	DRAWN	CHK	APP

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PROJECT

PINN RIVER SCHOOL, PINNER

TITLE

CAR PARK LAYOUT 6
(UPDATED SITE LAYOUT CAR EXITING SITE)

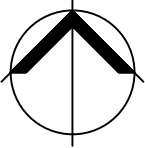
DRAWN BY AKC	CHECKED BY AP 27.09.2022	APPROVED BY LT 27.09.2022
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SCALE @ A3 1:500	DATE 27.09.2022
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PROJECT NO. 22-T047	DRAWING NO. 06.4	REV. C
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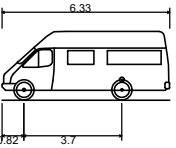
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UPDATED SITE LAYOUT (MINIBUS ENTERING POTENTIAL SITE ARRANGEMENT)



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2. THIS DRAWING IS BASED UPON DRAWING NAMED FS0728-WWA-ZZ-ZZ-SK-L-0005-CAR PARK LAYOUT 5 SUPPLIED BY WYNNE-WILLIAMS ASSOCIATES AND ICENI PROJECTS LTD. SHALL NOT BE LIABLE FOR ANY INACCURACIES OR DEFICIENCIES.

VEHICLE PROFILE:



Mini Bus WITH WING MIRRORS
Overall Length 6.330m
Overall Width 2.192m
Overall Body Height 2.601m
Min Body Ground Clearance 0.374m
Track Width 2.192m
Lock to lock time 4.00s
Kerb to Kerb Turning Radius 6.450m

C	09.11.2022	UPDATED SITE LAYOUT	AKC	AP	LT
B	24.10.2022	UPDATED SITE LAYOUT	AKC	AP	LT
A	17.10.2022	UPDATED POTENTIAL INTERNAL SITE ARRANGMENT	AKC	AP	LT
REV	DATE	AMENDMENTS	DRAWN	CHK	APP

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PINN RIVER SCHOOL, PINNER

TITLE

CAR PARK LAYOUT 6
(UPDATED SITE LAYOUT MINIBUS ENTERING SITE)

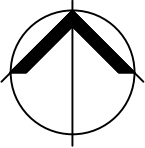
DRAWN BY AKC	CHECKED BY AP 27.09.2022	APPROVED BY LT 27.09.2022
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SCALE @ A3 1:500	DATE 27.09.2022
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PROJECT NO. 22-T047	DRAWING NO. 06.5	REV. C
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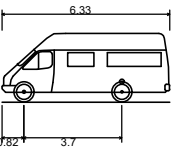
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UPDATED SITE LAYOUT (MINIBUS EXITING POTENTIAL SITE ARRANGEMENT)



- NOTES:
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2. THIS DRAWING IS BASED UPON DRAWING NAMED FS0728-WWA-ZZ-ZZ-SK-L-0005-CAR PARK LAYOUT 5 SUPPLIED BY WYNNE-WILLIAMS ASSOCIATES AND ICENI PROJECTS LTD. SHALL NOT BE LIABLE FOR ANY INACCURACIES OR DEFICIENCIES.

VEHICLE PROFILE:



Mini Bus WITH WING MIRRORS	6.330m
Overall Length	2.192m
Overall Width	2.601m
Overall Body Height	0.374m
Min Body Ground Clearance	2.192m
Track Width	4.00s
Lock to lock time	6.450m
Kerb to Kerb Turning Radius	

C	09.11.2022	UPDATED SITE LAYOUT	AKC	AP	LT
B	24.10.2022	UPDATED SITE LAYOUT	AKC	AP	LT
A	17.10.2022	UPDATED POTENTIAL INTERNAL SITE ARRANGMENT	AKC	AP	LT
REV	DATE	AMENDMENTS	DRAWN	CHK	APP

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PROJECT

PINN RIVER SCHOOL, PINNER

TITLE

CAR PARK LAYOUT 6
(UPDATED SITE LAYOUT MINIBUS EXITING SITE)

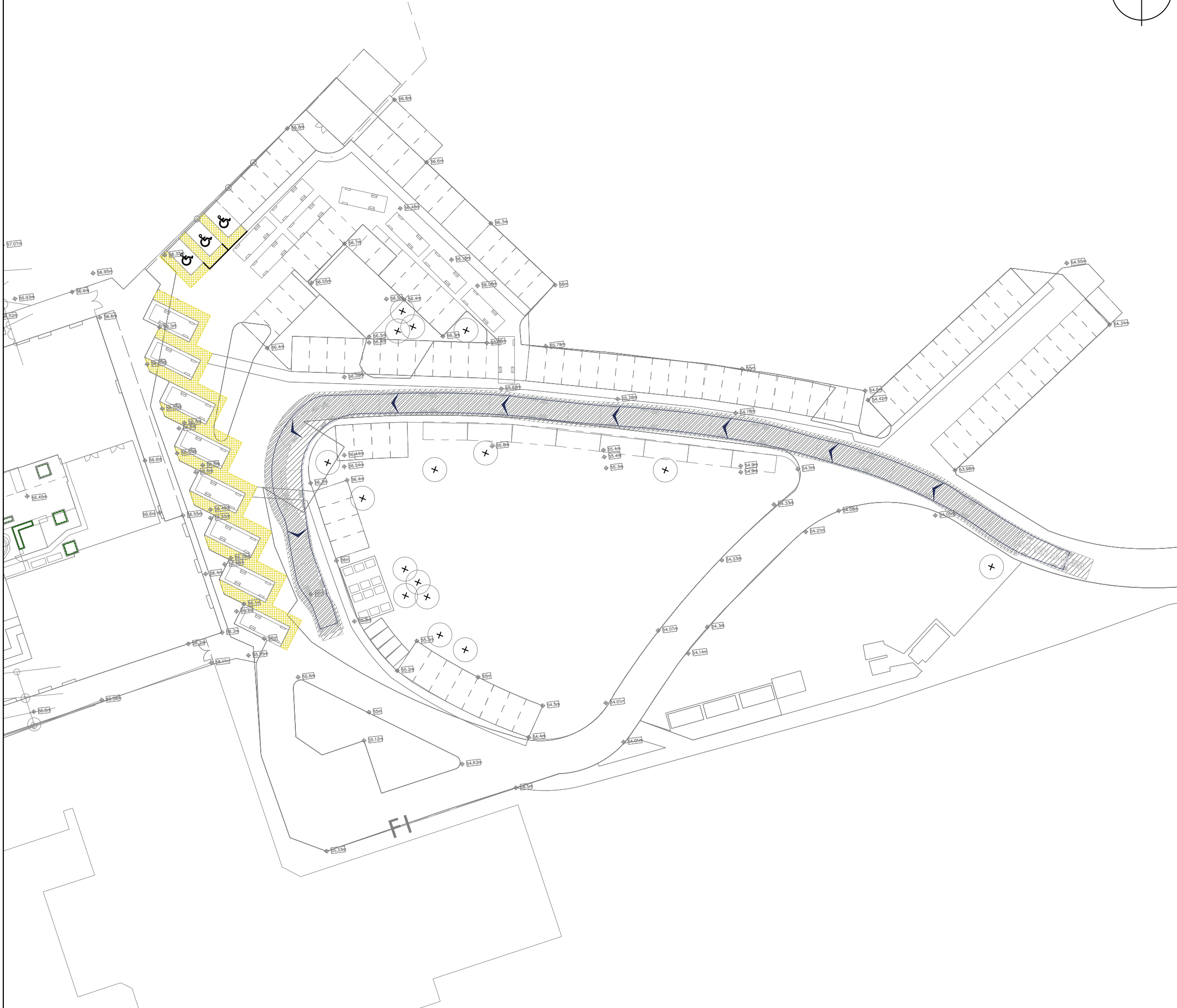
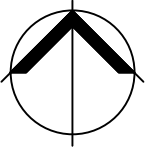
DRAWN BY AKC	CHECKED BY AP 27.09.2022	APPROVED BY LT 27.09.2022
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SCALE @ A3 1:500	DATE 27.09.2022
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PROJECT NO. 22-T047	DRAWING NO. 06.6	REV. C
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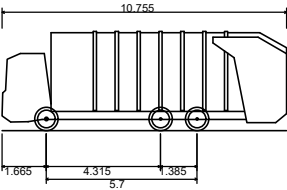
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UPDATED SITE LAYOUT (REFUSE VEHICLE ENTERING POTENTIAL SITE ARRANGEMENT)



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2. THIS DRAWING IS BASED UPON DRAWING NAMED FS0728-WWA-ZZ-ZZ-SK-L-0005-CAR PARK LAYOUT 5 SUPPLIED BY WYNNE-WILLIAMS ASSOCIATES AND ICENI PROJECTS LTD. SHALL NOT BE LIABLE FOR ANY INACCURACIES OR DEFICIENCIES.

VEHICLE PROFILE:



REFUSE VEHICLE WITH WING MIRRORS

Overall Length	10.755m
Overall Width	2.900m
Overall Body Height	3.756m
Min Body Ground Clearance	0.309m
Track Width	2.530m
Lock to lock time	4.00s
Kerb to Kerb Turning Radius	11.450m

C	09.11.2022	UPDATED SITE LAYOUT	AKC	AP	LT
B	24.10.2022	UPDATED SITE LAYOUT	AKC	AP	LT
A	17.10.2022	UPDATED POTENTIAL INTERNAL SITE ARRANGMENT	AKC	AP	LT
REV	DATE	AMENDMENTS	DRAWN	CHK	APP

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PINN RIVER SCHOOL, PINNER

TITLE

CAR PARK LAYOUT 6

(UPDATED SITE LAYOUT REFUSE VEHICLE ENTERING SITE)

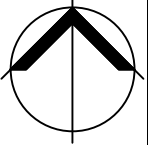
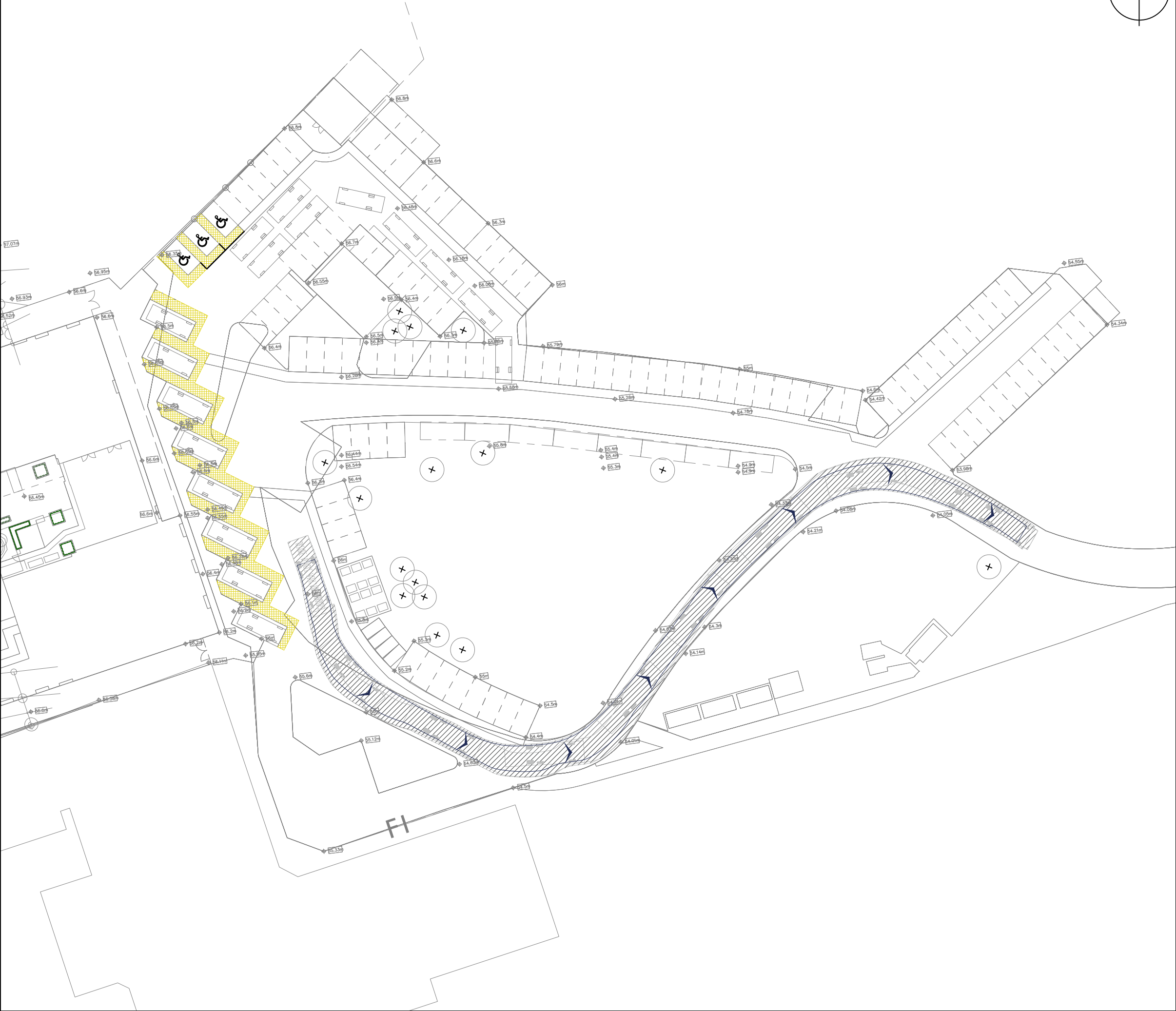
DRAWN BY	CHECKED BY	APPROVED BY
AKC	AP	LT
	27.09.2022	27.09.2022

SCALE @ A3	DATE
1:500	27.09.2022

PROJECT NO.	DRAWING NO.	REV.
22-T047	06.7	C

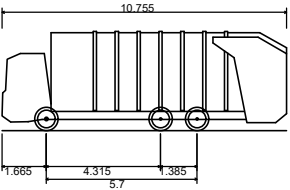
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UPDATED SITE LAYOUT (REFUSE VEHICLE EXITING POTENTIAL SITE ARRANGEMENT)



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VEHICLE PROFILE:



REFUSE VEHICLE WITH WING MIRRORS

Overall Length	10.755m
Overall Width	2.900m
Overall Body Height	3.756m
Min Body Ground Clearance	0.309m
Track Width	2.530m
Lock to lock time	4.00s
Kerb to Kerb Turning Radius	11.450m

C	09.11.2022	UPDATED SITE LAYOUT	AKC	AP	LT
B	24.10.2022	UPDATED SITE LAYOUT	AKC	AP	LT
A	17.10.2022	UPDATED POTENTIAL INTERNAL SITE ARRANGMENT	AKC	AP	LT
REV	DATE	AMENDMENTS	DRAWN	CHK	APP

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PROJECT

PINN RIVER SCHOOL, PINNER

TITLE

CAR PARK LAYOUT 6
(UPDATED SITE LAYOUT REFUSE VEHICLE EXITING SITE)

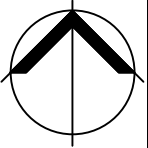
DRAWN BY AKC	CHECKED BY AP	APPROVED BY LT
	27.09.2022	27.09.2022

SCALE @ A3 1:500	DATE 27.09.2022
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PROJECT NO. 22-T047	DRAWING NO. 06.8	REV. C
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UPDATED SITE LAYOUT (FIRE TENDER ENTERING POTENTIAL SITE ARRANGEMENT)

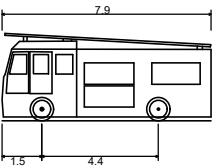


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2. THIS DRAWING IS BASED UPON DRAWING NAMED FS0728-WWA-ZZ-ZZ-SK-L-0005-CAR PARK LAYOUT 5 SUPPLIED BY WYNNE-WILLIAMS ASSOCIATES AND ICENI PROJECTS LTD. SHALL NOT BE LIABLE FOR ANY INACCURACIES OR DEFICIENCIES.

VEHICLE PROFILE:



Pumping Appliance (Wing Mirrors)

Overall Length	7.900m
Overall Width	2.500m
Overall Body Height	3.300m
Min Body Ground Clearance	0.140m
Track Width	2.500m
Lock to lock time	4.00s
Kerb to Kerb Turning Radius	7.750m

C	09.11.2022	UPDATED SITE LAYOUT	AKC	AP	LT
B	24.10.2022	UPDATED SITE LAYOUT	AKC	AP	LT
A	17.10.2022	UPDATED POTENTIAL INTERNAL SITE ARRANGMENT	AKC	AP	LT
REV	DATE	AMENDMENTS	DRAWN	CHK	APP

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PINN RIVER SCHOOL, PINNER

TITLE

CAR PARK LAYOUT 6
(UPDATED SITE LAYOUT FIRE TENDER ENTERING SITE)

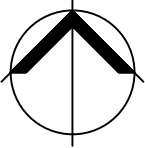
DRAWN BY AKC	CHECKED BY AP 27.09.2022	APPROVED BY LT 27.09.2022
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SCALE @ A3 1:500	DATE 27.09.2022
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PROJECT NO. 22-T047	DRAWING NO. 06.9	REV. C
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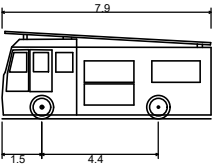
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UPDATED SITE LAYOUT (FIRE TENDER EXITING POTENTIAL SITE ARRANGEMENT)



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VEHICLE PROFILE:



Pumping Appliance (Wing Mirrors)	7.900m
Overall Length	2.500m
Overall Width	3.300m
Min Body Ground Clearance	0.140m
Track Width	2.500m
Lock to lock time	4.00s
Kerb to Kerb Turning Radius	7.750m

C	09.11.2022	UPDATED SITE LAYOUT	AKC	AP	LT
B	24.10.2022	UPDATED SITE LAYOUT	AKC	AP	LT
A	17.10.2022	UPDATED POTENTIAL INTERNAL SITE ARRANGMENT	AKC	AP	LT
REV	DATE	AMENDMENTS	DRAWN	CHK	APP

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PROJECT

PINN RIVER SCHOOL, PINNER

TITLE

CAR PARK LAYOUT 6
(UPDATED SITE LAYOUT FIRE TENDER EXITING SITE)

DRAWN BY AKC	CHECKED BY AP	APPROVED BY LT
	27.09.2022	27.09.2022

SCALE @ A3 1:500	DATE 27.09.2022
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PROJECT NO. 22-T047	DRAWING NO. 06.10	REV. C
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