NOVEMBER 2022

Transport Statement

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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CONTENTS

1. INTRODUCTION

Overview

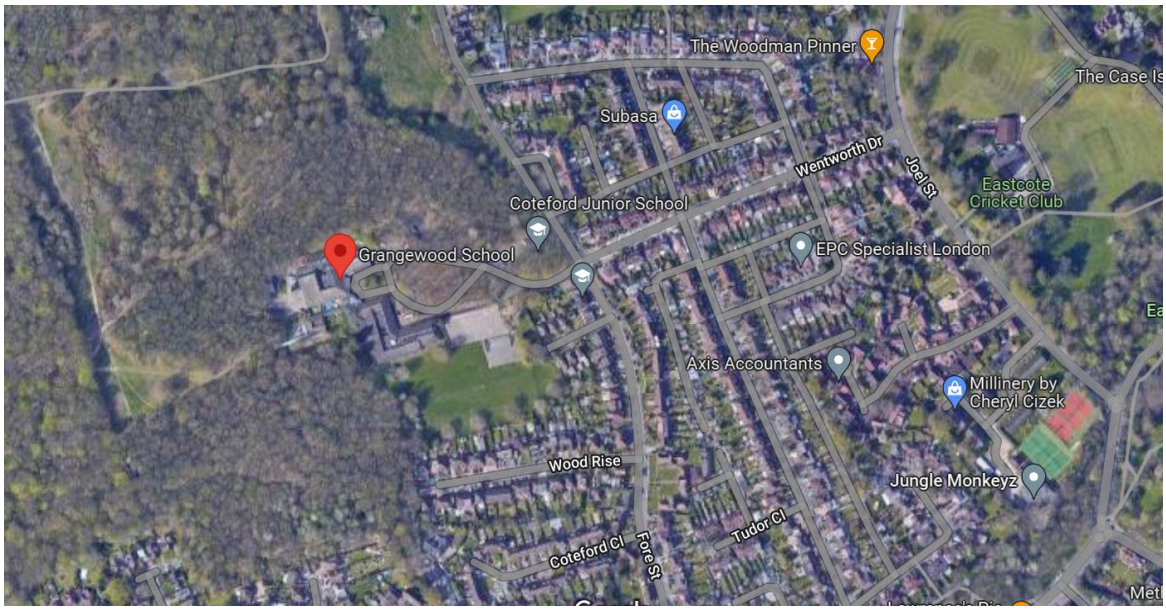
1.1 Iceni Projects Ltd has been appointed by Kier Construction on behalf of the Education and Skills Funding Agency (ESFA) to provide a Transport Statement (TS) in support of a full planning application for the redevelopment of Grangewood School, Fore Street, Pinner, Hillingdon HA5 2JQ (the 'Proposed 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 A site location as shown in **Figure 1.1** and attached as **Appendix A1**.

Figure 1.1 Location Map



1.4 The surrounding area to the north, northeast, west and southwest is woodland. Coteford Junior School is located immediately to the southeast and will remain in-situ and operational throughout the duration of the demolition and construction programme. Beyond Coteford Junior School is a residential area to the east and southeast.

1.5 There are no internally important sites within a 1km radius of the Site. Ruislip Woods National Nature Reserve (NNR) virtually surrounds the Site. The woods are also designated as a Site of Special Scientific Interest (SSSI), with parts classified as a Local Nature Reserve (LNR). Ruislip Woods holds a range of plant species, including "species strongly associated with ancient woodland", There are five non-statutory Sites of Importance for Nature Conservation (SINC) within 1km of the Site, the closest being Fore Street Meadows SINC, 300m from the Site. The other four are 0.9km from the Site, and include King's College Playing Field SINC, Vincent Hospital Meadows SINC, High Grove SINC and Haydon Hall Meadows SINC.

1.6 There is an established need for SEND school places within this part of London Borough of Hillingdon. The existing Grangewood School operates as a primary school for students with severe learning disabilities and complex needs, including autism and multi-sensory impairment. The existing school building and facilities are over capacity, are becoming dated and fail to meet the educational needs of the students and staff. In order for the school to continue to deliver education for its students, a new school is proposed at this site. This will enable the existing site to better cater for their students, and to better accord with up-to-date Department for Education ('DfE') guidance.

1.7 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 Transport Statement has been discussed and agreed with LB Hillingdon in their role as the highway authority.

1.8 The methodology used in the preparation of this Transport Assessment (TA) principally follows the Transport for London (TfL) 'Best Practice' guidance document dated April 2010. Consideration has also been given to the Department for Transport (DfT) document 'Travel plans, transport assessments and statements in decision-taking' (October 2014), which forms part of the Planning Practice Guidance.

1.9 The document assesses potential changes in travel behaviour associated with the development and considers the impact these changes may have on the local highway network and public transport services in the vicinity of the site.

1.10 The report is arranged as follows:

- **Section 2** provides an overview of relevant national, regional and local policies and outlines how the proposed development accords with these;

- **Section 3** provides a description of the existing site conditions including site use, local highway network, existing levels of public transport provision, cycling and walking;
- **Section 4** provides a description of the proposed development, including access, development type, parking and servicing;
- **Section 5** describes the traffic generation of the proposal; and
- **Section 6** provides a summary and draws conclusions.

1.11 A Travel Plan for the site will also be provided as a separate document and will accompany the TS for the planning application.

1.12 The results of this assessment clearly show that the proposed development can be adequately accommodated on the site with minimal impact on road capacity and safety.

2. TRANSPORT POLICY

2.1 In considering the policy context of the proposal, we have had regard to; National, Regional and Local Planning Policy

2.2 Relevant policy guidance relating to this area comprises the following documents:

- *National Planning Policy Framework (NPPF) July 2021*
- *National Planning Practice Guidance (NPPG) – October 2019;*
- *The Mayors Transport Strategy (March 2018);*
- *The London Plan (2021);*
- *London Borough of Hillingdon Local Plan: Part 1 - Strategic Policies (November 2012);*
- *London Borough of Hillingdon Local Plan: Part 2 - Development Management Policies (January 2020);*
- *London Borough of Hillingdon Local Plan: Part 2 - Site Allocations and Designations (January 2020)*
- *London Borough of Hillingdon Planning Obligations Supplementary Planning Document (July 2014); and*
- *Greater London Authority Sustainable Design and Construction Supplementary Planning Guidance (April 2014).*

National Planning Policy Framework 2021

2.3 The NPPF sets out the Government's planning policies for England and how these should be applied. It provides a framework within which locally prepared plans for housing and other development can be produced. Planning law requires that applications for planning permission be determined in accordance with local development plans and that the NPPF must be taken into account when preparing the development plan and is therefore a material consideration in planning decisions. The main objective of the NPPF is to achieve sustainable development.

2.4 The NPPF was adopted in March 2012, however revised documents were published in July 2018, February 2019, and most recently, July 2021 - each replacing the previous iteration.

2.5 With regard to transport policy, the revised NPPF includes a section on 'Promoting sustainable transport' which includes the following text relevant to this proposal:

Paragraph 104

Transport issues should be considered from the earliest stages of plan-making and development proposals, so that:

a) the potential impacts of development on transport networks can be addressed;

b) opportunities from existing or proposed transport infrastructure, and changing transport technology and usage, are realised – for example in relation to the scale, location or density of development that can be accommodated;

c) opportunities to promote walking, cycling and public transport use are identified and pursued;

d) the environmental impacts of traffic and transport infrastructure can be identified, assessed and taken into account – including appropriate opportunities for avoiding and mitigating any adverse effects, and for net environmental gains; and

e) *patterns of movement, streets, parking and other transport considerations are integral to the design of schemes, and contribute to making high quality places.*

Paragraph 110

In assessing sites that may be allocated for development in plans, or specific applications for development, it should be ensured that:

a) appropriate opportunities to promote sustainable transport modes can be – or have been – taken up, given the type of development and its location;

b) safe and suitable access to the site can be achieved for all users;

c) the design of streets, parking areas, other transport elements and the content of associated standards reflects current national guidance, including the National Design Guide and National Model Design Code; and

d) any significant impacts from the development on the transport network (in terms of capacity and congestion), or on highway safety, can be cost effectively mitigated to an acceptable degree.

Paragraph 111

Development should only be prevented or refused on highways grounds if there would be an unacceptable impact on highway safety, or the residual cumulative impacts on the road network would be severe.

Paragraph 112

Within this context, applications for development should:

a) give priority first to pedestrian and cycle movements, both within the scheme and with neighbouring areas; and second – so far as possible – to facilitating access to high quality public transport, with layouts that maximise the catchment area for bus or other public transport services, and appropriate facilities that encourage public transport use;

b) address the needs of people with disabilities and reduced mobility in relation to all modes of transport;

c) create places that are safe, secure and attractive – which minimise the scope for conflicts between pedestrians, cyclists and vehicles, avoid unnecessary street clutter, and respond to local character and design standards;

d) allow for the efficient delivery of goods, and access by service and emergency vehicles; and

e) *be designed to enable charging of plug-in and other ultra-low emission vehicles in safe, accessible and convenient locations.*

2.6 The NPPF is therefore clear that development should only be refused on transport grounds where the residual cumulative impact of the development can be considered "severe", and that there should be a focus on sustainable modes of travel as opposed to a reliance on the private car.

2.7 The Site is in a sustainable location, with a good level of opportunity to travel by bus, cycle and walking. The development proposals ensure that this is encouraged through local improvements, parking restrictions and good connectivity, all detailed throughout this report. The proposals therefore follow the advice provided within the NPPF in regard to transport.

2.8 As a result of the NPPF being adopted, all Planning Policy Guidance and Planning Policy Statements have been superseded, including PPG13 (Transport), which was formerly used as a basis for national transport policy.

2.9 Whilst no longer policy, there are two key aspects within PPG13 which are still of relevance when determining a site's level of sustainable travel access, as stated below.

Walking is the most important mode of travel at the local level and offers the greatest potential to replace short car trips, particularly under two kilometres. Walking also forms an often-forgotten part of all longer journeys by public transport and car.

Cycling also has potential to substitute for short car trips, particularly those under five kilometres, and to form part of a longer journey by public transport.

2.10 It is considered that the walking and cycling distances referred to in PPG13 remain valid and should not be overlooked when determining the walking and cycling accessibility of development sites.

National Planning Practice Guidance (NPPG) – Revised October 2019

2.11 Information contained as part of the NPPG provides advice for travel plans, transport assessments and statements in decision taking.

> Travel Plans, Transport Assessments and Statements are all ways of assessing and mitigating the negative transport impacts of the development in order to promote sustainable development. They are required for all developments which generate significant amounts of movement.

2.12 This TA follows the advice provided within the NPPG and accords with providing the information which should be included as part of an assessment.

2.13 The site is in an area with good public transport accessibility providing opportunities for all users of the site to use modes other than the car. The site is also well connected to the pedestrian network and within proximity to public transport services.

2.14 Sustainable travel will be further encouraged through separate Travel Plans for the employment and roadside elements of the development, and it is therefore considered that the site accords well with NPPF.

2.15 While no longer policy, there are two key aspects within PPG13 which are still of relevance when determining a site's sustainable travel access. Paragraph 74 states about walking that:

> "Walking is the most important mode of travel at the local level and offers the greatest potential to replace short car trips, particularly under two kilometres. Walking also forms an often-forgotten part of all longer journeys by public transport and car."

2.16 Paragraph 77 goes on to state that:

> "Cycling also has potential to substitute for short car trips, particularly those under five kilometres, and to form part of a longer journey by public transport."

The Mayor's Transport Strategy

2.17 The Mayor of London published the Mayor's Transport Strategy in March 2018. This document sets out the Mayor's policies and proposals to reshape transport in London, using the Healthy Streets Approach.

2.18 The strategy sets out a number of policies to help achieve the stated aims. Those relevant to this proposal are explored below.

- ***Policy 1*** – This aims to reduce Londoners' dependency on cars in favour of active, efficient and sustainable modes of travel, with the target being 80% of all trips in London being made on foot, by cycle or using public transport by 2041.
- ***Policy 2*** – This seeks to make London a city where people chose to walk and cycle more by improving street environments, with all Londoners doing at least 20 minutes of active travel each day by 2041.
- ***Policy 3*** – This relates to Vision Zero, which aims for all deaths and serious injuries from road collisions to be eliminated from London's streets by 2041.
- ***Policy 7*** – This seeks to make London's transport network zero emission by 2050 to contribute towards the creation of a zero-carbon city.
- ***Policy 10*** – The Healthy Streets Approach will be used to deliver co-ordinated improvements to public transport and streets to provide an attractive whole journey experience that will facilitate modal shift away from the car.
- ***Policy 14*** – This aims to enhance London's streets and public transport network to enable disabled and older people to face less issues when travelling.
- ***Policy 21*** – The Mayor will ensure that new homes and jobs are delivered in line with the transport principles of 'good growth' which will enable the creation of high-density, mixed-use places and unlock growth potential in underdeveloped parts of the city.

2.19 'Healthy Streets' is TfL's approach to assessing development which, as part of the Mayors Strategy and Vision Zero, aims to reduce the dependence on the private vehicle and encourage more Londoners to walk, cycle and use public transport.

2.20 The Healthy Streets Approach therefore aims to prioritise human health / experience, and thus create a better environment for people to live and work in. It is based on ten indicators as set out in **Table 2.1.**

Figure 2.1 Table 2.1 Healthy Streets Indicators

Indicator	Description
Pedestrians from all walks of life	London's streets should be welcoming places for everyone to walk, spend time in and engage in community life.
Easy to cross	Making streets easier to cross is important to encourage more walking and to connect communities. People prefer direct routes and being able to cross streets at their convenience. Physical barriers and fast moving or heavy traffic can make streets difficult to cross.
People choose to walk, cycle and use public transport	Walking and cycling are the healthiest and most sustainable ways to travel, either for whole trips or as part of longer journeys on public transport. A successful transport system encourages and enables more people to walk and cycle more often. This will only happen if we reduce the volume and dominance of motor traffic and improve the experience of being on our streets.

Places to stop and rest	A lack of resting places can limit mobility for certain groups of people. Ensuring there are places to stop and rest benefits everyone, including local businesses, as people will be more willing to visit, spend time in, or meet other people on our streets.
Clean air	Improving air quality delivers benefits for everyone and reduces unfair health inequalities.
Shade and shelter	Providing shade and shelter from high winds, heavy rain and direct sun enables everybody to use our streets, whatever the weather.
People feel safe	The whole community should feel comfortable and safe on our streets at all times. People should not feel worried about road danger or experience threats to their personal safety.
People feel relaxed	A wider range of people will choose to walk or cycle if our streets are not dominated by motorised traffic, and if pavements and cycle paths are not overcrowded, dirty, cluttered or in disrepair.
Not too noisy	Reducing the noise impacts of motor traffic will directly benefit health, improve the ambience of street environments and encourage active travel and human interaction.
Things to see and do	People are more likely to use our streets when their journey is interesting and stimulating, with attractive views, buildings, planting and street art and where other people are using the street. They will be less dependent on cars if the shops and services they need are within short distances so they do not need to drive to get to them.

2.21 As shown throughout this report the development proposals have been designed on reflection of the Mayor's Strategy, specifically Healthy Streets and Vision Zero, with a heavy focus placed towards encouraging sustainable travel. The 10 indicators are referred to throughout this document where necessary.

The London Plan 2021

2.22 The London Plan is the primary Mayoral policy addressing the key housing and employment issues in order to shape the way London develops. The London Plan was first adopted in 2011 but has since been the subject of a number of alterations, with the current London Plan adopted in March 2021.

2.23 The 2021 London Plan's key ambition is to ensure that 80% of all trips in London will be by foot, cycle, or public transport by 2041.

2.24 The relevant transport policies are contained within **Table 2.2**, and are addressed throughout this report as necessary, as per the 'Details' column.

Table 2.2 2021 London Plan Policies

Policy Ref	Policy Text	TA Reference
T1	*Strategic Approach to transport:* A. Development Plans and development proposals should support and facilitate: 1. the delivery of the Mayor's strategic target of 80 per cent of all trips in London to be made by foot, cycle or public transport by 2041 2. the proposed transport schemes set out in Table 10.1. B. All development should make the most effective use of land, reflecting its connectivity and accessibility by existing and future public transport, walking and cycling routes, and ensure that any impacts on London's transport networks and supporting infrastructure are mitigated.	Throughout
T2	*Healthy Streets:* A. Development proposals and Development Plans should deliver patterns of land use that facilitate residents making shorter, regular trips by walking or cycling. C. In Opportunity Areas and other growth areas, new and improved walking, cycling and public transport networks should be planned at an early stage, with delivery phased appropriately to support mode shift towards active travel and public transport. Designs for new or enhanced streets must demonstrate how they deliver against the ten Healthy Streets Indicators. D. Development proposals should: 1. demonstrate how they will deliver improvements that support the ten Healthy Streets Indicators in line with Transport for London guidance. 2. reduce the dominance of vehicles on London's streets whether stationary or moving. 3. be permeable by foot and cycle and connect to local walking and cycling networks as well as public transport.	
T3	*Transport capacity, connectivity and safeguarding:* E. Development proposals should support capacity, connectivity and other improvements to the bus network and ensure it can operate efficiently to, from and within developments, giving priority to buses and supporting infrastructure as needed.	Section 4 Bus Impact

Policy Ref	Policy Text	TA Reference
T4	*Assessing and mitigating transport impacts:* B. Transport assessments should be submitted with development proposals to ensure that any impacts on the capacity of the transport network (including impacts on pedestrians and the cycle network), at the local, network-wide and strategic level, are fully assessed. Transport assessments should focus on embedding the Healthy Streets Approach within, and in the vicinity of, new development. Travel Plans, Parking Design and Management Plans, Construction Logistics Plans and Delivery and Servicing Plans will be required in accordance with relevant Transport for London guidance. C. Where appropriate, mitigation, either through direct provision of public transport, walking and cycling facilities and highways improvements or through financial contributions, will be required to address any adverse transport impacts that are identified. D. Where the ability to absorb increased travel demand through active travel modes has been exhausted, existing public transport capacity is insufficient to allow for the travel generated by proposed developments, and no firm plans and funding exist for an increase in capacity to cater for the increased demand, planning permission will be contingent on the provision of necessary public transport and active travel infrastructure. E. The cumulative impacts of development on public transport and the road network capacity including walking and cycling, as well as associated effects on public health, should be taken into account and mitigated. F. Development proposals should not increase road danger	Throughout
T5	*Cycling:* A. Development Plans and development proposals should help remove barriers to cycling and create a healthy environment in which people choose to cycle. This will be achieved through: 1. supporting the delivery of a London-wide network of cycle routes, with new routes and improved infrastructure 2. securing the provision of appropriate levels of cycle parking which should be fit for purpose, secure and well-located. Developments should provide cycle parking at least in accordance with the minimum standards set out in Table 10.2 and Figure 10.2, and should be designed and laid out in accordance with the guidance contained in the London Cycling Design Standards. Development proposals should demonstrate how cycle parking facilities will cater for larger cycles, including adapted cycles for disabled people. D. Where flexible commercial uses are proposed and exact uses are not determined at the point of application, the highest potential applicable cycle parking standard should be applied. F. All development proposals should provide a minimum of two short-stay and two long-stay cycle parking spaces except where a size threshold is specified in Table 10.2 and has not been met.	Section 4 Cycle Parking

Policy Ref	Policy Text	TA Reference
T6	*Car parking:* A. Car parking should be restricted in line with levels of existing and future public transport accessibility and connectivity. B. Car-free development should be the starting point for all development proposals in places that are (or are planned to be) well-connected by public transport, with developments elsewhere designed to provide the minimum necessary parking ('carlite'). Car-free development has no general parking but should still provide disabled persons parking in line with part D of this policy. F. Adequate provision should be made for efficient deliveries and servicing and emergency access. G. A Parking Design and Management Plan should be submitted alongside all applications which include car parking provision, indicating how the car parking will be designed and managed, with reference to Transport for London guidance on parking management and parking design. *Residential parking:* A. New residential development should not exceed the maximum parking standards set out in Table 10.3. These standards are a hierarchy with the more restrictive standard applying when a site falls into more than one category. C. All residential car parking spaces must provide infrastructure for electric or Ultra-Low Emission vehicles. At least 20 per cent of spaces should have active charging facilities, with passive provision for all remaining spaces. G. Disabled persons parking should be provided for new residential developments. Residential development proposals delivering ten or more units must, as a minimum: 1) ensure that for three per cent of dwellings, ensure that at least one designated disabled persons parking bay per dwelling for three per cent of dwellings is available from the outset 2) demonstrate on plan and as part of the Parking Design and Management Plan, how an additional seven per cent of dwellings could be provided with a designated disabled persons parking space in future upon request. This should be provided as soon as existing provision is shown to be insufficient.	Section 4 Car Parking
T7	*Deliveries, servicing and construction* F. Development proposals should facilitate sustainable deliveries and servicing, including through the provision of adequate space for servicing, storage and deliveries off-street. Construction Logistics Plans and Delivery and Servicing Plans will be required and should be developed in accordance with Transport for London guidance and in a way which reflects the scale and complexities of developments. G. Developments should be designed and managed so that deliveries can be received outside of peak hours and in the evening or night time. Appropriate facilities are required to minimise additional freight trips arising from missed deliveries and thus facilitate efficient online retailing. I. Development proposals must consider the use of rail/water for the transportation of material and adopt construction site design standards that enable the use of safer, lower trucks with increased levels of direct vision on waste and landfill sites, tip sites, transfer stations and construction sites. IA. The construction phase of development should prioritise and maintain inclusive, safe access for people walking or cycling at all times.	Section 4 Servicing

2.25 The Development Plan comprises:

Local Plan Part 1

2.26 The Local Plan Part 1 – Strategic policies sets out the overall level and broad locations of growth up to 2026. Together with the Local Plan Part 2 Development Management Policies and Site Allocations and Designation documents, it forms the Council's future development strategy for the borough.

2.27 Key issues raised in the Local Plan:

- North to south road and public transport accessibility within the borough is severely constrained;
- 55.6% of residents travel to work by car
- The borough contains 13 Underground stations for the Piccadilly, Metropolitan and Central Lines with interchanges at Heathrow, Uxbridge and West Ruislip.
- Walking trips have declined whilst cycle trips have marginally increased in recent years.
- The borough has a strong school travel plan programme in place.

2.28 One of the strategic objectives (12) of the Local Plan is to deliver the following:

- SO12: Reduce the reliance on the use of the car by promoting safe and sustainable forms of transport, such as improved walking and cycling routes and encouraging travel plans.

Policy T1: Accessible Local Destinations

The Council will steer development to the most appropriate locations in order to reduce their impact on the transport network. All development should encourage access by sustainable modes and include good cycling and walking provision. The Council will ensure access to local destinations which provide services and amenities. The Council will promote active travel through improvements to Hillingdon's public rights of way

2.29 Table 3.1 in Chapter 3 of the Local Plan identifies the main challenges relating to public transport, which principally relate to the following:

- Poor north/south public transport links; and

- High dependency on private vehicles and low proportion of trips made by cycling, walking and public transport.

Local Plan Part 2 Policies

2.30 **DMT 1 Managing Transport** Impacts requires proposals to meet the transport needs of the development and address its transport impacts in a sustainable manner by encouraging safe, convenient and inclusive accessibility to, and from within developments for pedestrians, cyclists and public transport users and have no significant adverse transport or associated air quality and noise impacts on the local and wider environment.

2.31 **DMT 2 Highways Impacts** details that development proposals must ensure that safe and efficient access to the highway network is provided to the Council's standards. There should also be no contribution from new development to the deterioration of air quality, noise for local amenity or safety for all road users. New development should also provide safe, secure and convenient access facilities for cyclists and pedestrians. Mitigation measures should be included to address any traffic impacts in terms of capacity and functions of existing and committed roads.

2.32 **DMT 5 Pedestrians and Cyclists** states that developments are required to ensure safe, direct and inclusive access for pedestrians and cyclists on the site and connections to the wider network. This policy emphasises the retention and enhancement of existing pedestrian and cycle routes, the provision of a high quality and safe public realm and separating well signposted and attractive pedestrian and cycle routes from vehicular traffic, where possible.

Greater London Authority Sustainable Design and Construction Supplementary Planning Guidance (April 2014)

2.33 To support the policies in the London Plan the Sustainable Design and Construction SPG includes guidance on:

- energy efficient design
- meeting the carbon dioxide reduction targets
- decentralised energy
- how to offset carbon dioxide where the targets set out in the London Plan are not met
- retro-fitting measures
- support for monitoring energy use during occupation
- an introduction to resilience and demand side response
- air quality neutral
- resilience to flooding
- urban greening
- pollution control

- basements policy and developments
- local food growing

3. THE SITE AND SURROUNDINGS

Site Location

3.1 The application site, as shown on **Plate 3.1,** is located on the former Grangewood School site and adjacent to the Coteford School (which is not part of the red line boundary application site) within the London Borough of Hillingdon (LBH).

Figure 3.1 The Site

3.2 The land within the continuous solid red line in **Figure 3.1** extends to approximately 2.8 hectares (ha) and is wholly located within the LB Hillingdon administrative boundary. The Site is situated approximately 1.9km northeast of Ruislip station, at Ordnance Survey (OS) National Grid Reference (NGR) TQ 099888. The remaining area is comprised of land designated to Coteford School, which is outside the scope of work and subsequently outside the ownership boundary of the site, as shown in **Figure 3.1** by the area marked in yellow

3.3 The site is currently allocated for education use and therefore the principle of development is already determined and should not be subject to meeting the relevant planning policies and adequately mitigating impacts arising from the operation of the school.

3.4 The site lies in an area of land to the west of Fore Street, Pinner, which runs broadly north to south at this location connecting to Norwich Road in the north and Eastcote Road in the south and is directly accessed from Fore Street. The site is bounded by woods to the north, east and west, along with Coteford School to the south.

3.5 Northwood Hills underground station, which is on the Metropolitan Line, is located approximately 1.9km north from the entrance of the school and buses are accessible on Joel Street within 600m east of the site. The site has a Public Transport Accessibility Level (PTAL) rating of 1a (worst).

3.6 Beyond the transport infrastructure, the wider setting to the east of the site is predominantly residential areas of land stretching in a band from the north to the south. Access to the existing site is taken from Fore Street. Direct pedestrian and cycle access can also be gained to the east of the site via Fore Street

3.7 The site falls outside a Controlled Parking Zone. It should be noted that there is some restricted parking on Fore Street adjacent to the site access and on Wentworth Drive to deter indiscriminate parking close to the site.

3.8 The Site is not located in an Air Quality Management Area (AQMA).

Grangewood School

3.9 Grangewood School is a maintained special school in Hillingdon where there are a number of maintained, non-maintained (special schools operated by charities or trustees on a not-for-profit basis) and independent special schools (schools privately run) that provide support for a range of special education needs.

3.10 The school provides support to children and young people with special educational needs and/or disabilities (SEND) in different ways. The type of school or setting that is best suited to a particular child or young person will often depend on the complexity of their needs.

3.11 In general, Grangewood School provides education for children with multiple and/or more complex special educational needs and disabilities. It provides adapted and different education to support young people through their education to ensure that they achieve the specific outcomes they have identified, with the aim of working towards independence.

3.12 Grangewood School is a primary school for children between 3 – 11 years of age who have severe learning difficulties. Over half of all pupils have an autistic spectrum condition. All pupils have language and communication difficulties.

3.13 All pupils have an education, health and care (EHC) plan of special educational needs. Pupils come from the London Borough of Hillingdon and from neighbouring authorities. Many pupils come from homes where English is not the first language. Approximately one third of pupils are eligible to receive the pupil premium (additional government funding for children who are looked after and those eligible for free school meals), which is much higher than the national average. The Headteacher at Grangewood works very closely with the Director for Schools and Central Services and other Trust leaders. A team of therapists is employed directly by the Trust to work with pupils at this school daily.

3.14 Grangewood School is based on three sites. The main school is situated on Fore Street in Eastcote (the Application Site), and the second setting is on Dene Road in Northwood. As well as this the Eden Academy have established a temporary provision on the Pinkwell Primary School site to support the capacity at the main site of Grangewood.

3.15 This provision would operate from September 2022 for two academic years (to the end of the 2023/24 academic year), at which point the Pinkwell Primary School provision would end and their new free schools (which includes Pinn River School) would open. There will be a total of 16 Key stage 1 pupils. All pupils that attend this satellite will be a cohort much similar to those that attend the main site at Grangewood, an extension of this provision. These pupils will continue to be educated at the site until then new free schools are both completed in September 2024. All admissions to Eden Academy Trust schools come from the local authority in which the family lives.

3.16 Some Grangewood School pupils may attend our Sunshine House specialist education setting on a full-time basis. This setting caters for pupils who are blind or partially sighted and who have additional complex learning and physical disabilities.

3.17 Most of the students are eligible for free home to school transport, which is provided by the Local Authority. Students travel on a minibus with other children from their locality. In addition to a driver, all pupils who travel on home to school transport have an escort who is employed to support the child throughout their journey. A small number of pupils that live nearer to the school are brought to School by a parent.

Existing Highway Network

3.18 The development site is located off Fore Street which is a local distributor road running in a north to south direction for 1.3km. It is a lightly trafficked route, predominantly serving residential and school uses, it does not provide a strategic route across the local area.

Access

3.19 The site is accessed through a bell-mouth junction arrangement to the east of the site. It is proposed that the existing vehicular access will serve the proposed new school.

3.20 **Photo 3.1** provides an overview of the existing junction configuration in close proximity to the development site and includes the Fore Street/site access junction. Given the proposals are not creating a new vehicle access, officers should not have any concerns relating to the impact of the proposed new access on safety and the free flow of traffic along Fore Street.

Photo 3.1 Fore Street/Existing School Site Access

3.21 It should be noted that the school access from Fore Street is an all-movement junction with vehicle movements allowing vehicles to turn from the right or left in and out of the site, with no movements prohibited.

3.22 Given the majority of traffic generation activity (staff trips) associated with a Specialist School such as Pinn River will happen outside the morning AM peak and PM peak, it is considered that the vehicle trips will be related to the increase in minibus movements associated with the new school.

Public Transport

Public Transport Accessibility Level (PTAL)

3.23 Whilst Hillingdon boasts good transport links with London and the radial movement to and from the centre of London is well developed, the Public Transport Accessibility Levels (PTAL) within the majority of LBH is very low, with approximately 80% of the population situated within a PTAL of 2 or below. In addition, LBH has a significantly greater percentage of the population that live within an area with a PTAL of 2 or under than the overall London average. Conversely, car ownership in LBH is higher than in any other London Borough correlating with the lowest average PTAL.

3.24 The methodology set out within TfL's 'Measuring Public Transport Accessibility Levels – April 2010' guidance document measures a range between 1a (Very Poor) to 6b (Excellent) as shown within Table 3 of the TfL guidance document below, which can be seen in **Figure 3.2.** The thresholds and assumptions used in the assessment include:

- Maximum walk time for bus services: 8 Minutes (640m); and
- Maximum walk time for rail / underground services: 12 minutes (960m).

Figure 3.2 PTAL Rating

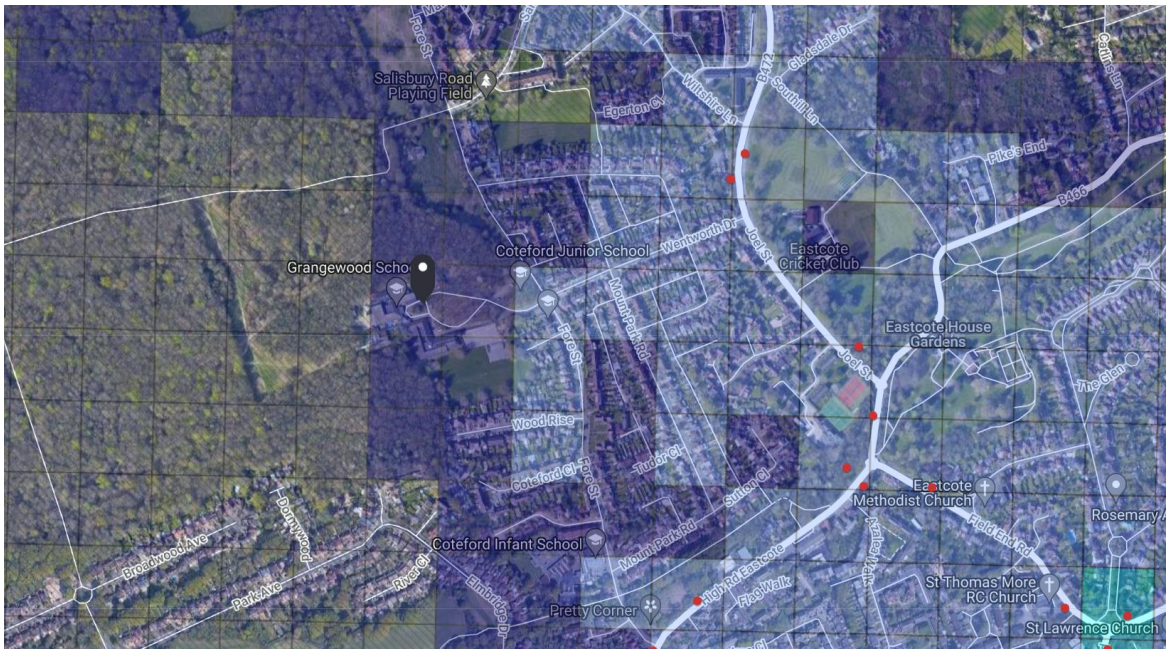
Table 3 Public Transport Accessibility Levels

PTAL	Range of Index	Map Colour	Description
1a (Low)	0.01 – 2.50		Very poor
1b	2.51 – 5.00		Very poor
2	5.01 – 10.00		Poor
3	10.01 – 15.00		Moderate
4	15.01 – 20.00		Good
5	20.01 – 25.00		Very Good
6a	25.01 – 40.00		Excellent
6b (High)	40.01 +		Excellent

3.25 TfL has evaluated the levels of public transport services available to the site and it is considered the site location has a PTAL rating maximum of 1a across the site (Very Poor), suggesting a low accessibility to public transport services.

3.26 A copy of the PTAL calculations is shown in **Figure 3.3** and is included at **Appendix A2**.

Figure 3.3 PTAL Map



3.27 Accessibility, in its broadest sense, is regarded as a combination of access to local shops, services, schools/colleges, employment opportunities as well as cycle, pedestrian and public transport networks. Applying a numerical measure to just one aspect often creates a limited picture of accessibility. The Public Transport Accessibility Level (PTAL) measure is also acknowledged to have a number of limitations, in that it:

- Only measures access to public transport, and does not consider network catchment (i.e. the area that can be accessed by public transport);
- It has no regard to cycle and pedestrian linkage;
- It has a series of threshold distances beyond which services are excluded (in theory) in the calculation, 8 minutes' walk for buses (640m) and 12 minutes' walk for rail (960m). Current research has shown these 'limits' to be unrealistic with many people walking up to 2km to access public transport, in particular railway stations; and
- It has no regard to the journey length within the assessment.

3.28 Notwithstanding the criticisms of the PTAL measure, it is widely used within London with TfL producing their own Guidance document on the methodology to be adopted when undertaking a PTAL assessment. The methodology set out in the Guidance measures walking distances to bus stops and stations, considers average waiting time for services and calculates a Public Transport Accessibility Index (PTAL) that is then classified in 6-unit bands to give a PTAL ranging from 1 (low) to 6 (high).

3.29 As indicated earlier, LBH has the highest proportion of residents travelling to work by car reflecting a range of factors:

- The higher-than-average number of residents that work outside of Central London;
- The nature of many residents works; and
- Poor accessibility to public transport in comparison to other London Boroughs

Bus Services

3.30 The nearest bus stop to the site is located 600m to the east of the site on Joel Street (Wiltshire Lane (Stop A)) and additional services can be accessed via stops on Joel Street/High Road Eastcoats, approximately 700m to the south. With both bus stops being located within approximately 300m of the site they are in walking distance of the site. A total of 3 bus routes pass within the distance of the application site. The services provide approximately 13 – 14 buses per hour and, as such, the site is well located for access to many bus services across London. **Figure 3.4** shows the routes / stops of the local bus services whilst **Table 3.1** details the routes that can be accessed from these stops close to the site.

Figure 3.4 Bus Routes

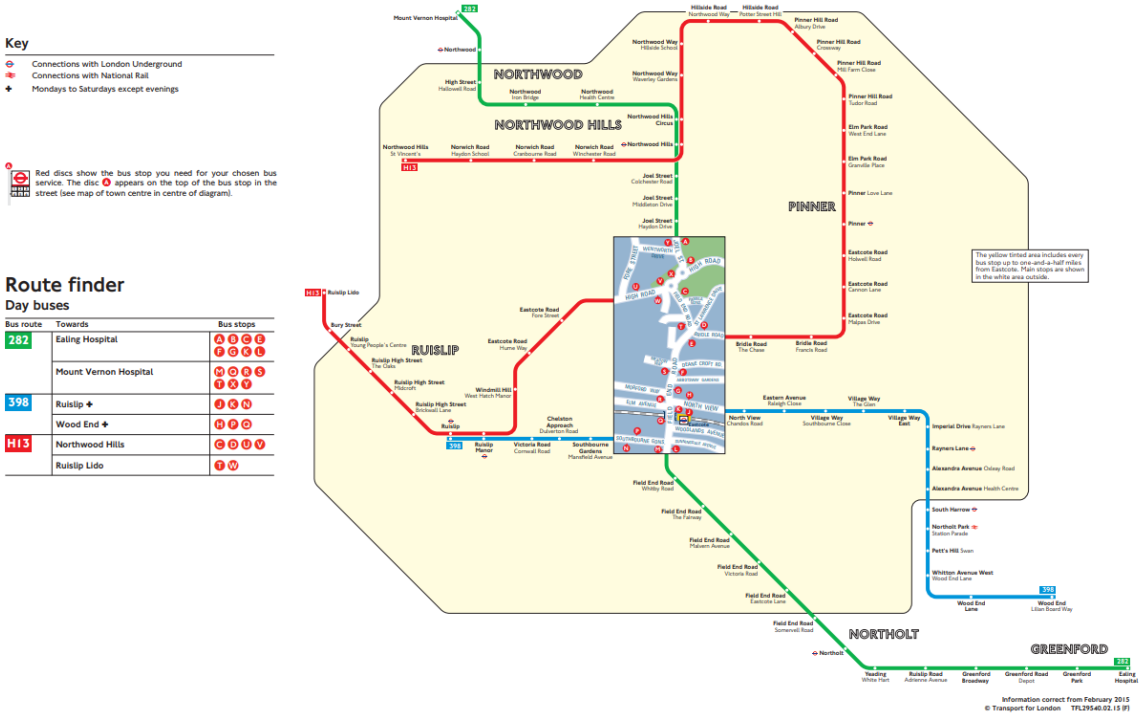


Table 3.1 Bus Routes

Bus	Route	Frequency
282	Mount Vernon Hospital to Ealing Hospital	5 - 6 per hour
H13	St Vincent's Nursing Home to Ruislip Lido	8 per hour

3.31 The bus stops along Joel Street are all sheltered with seating and timetable information provided, bus cage markings (with laybys off the main carriageway) and raised kerb facility are in situ at bus stops.

3.32 Given that Pinn River School will be a primary school for children between 3 – 11 years of age who have severe learning difficulties meaning that students are unlikely to use bus services 282 and H13 wishing to disembark from either bus stop**.**

London Underground

3.33 The closest station to the proposed development is Northwood Hills, located approximately 1.9km to the north of the site and serves the Metropolitan Line covering routes to Watford to Wembley with a frequency of 13 trains per hour.

3.34 As with local bus routes, students from the Pinn River school are unlikely to use the underground to arrive at site. Whilst it is likely that the majority of students will not use the underground, it is expected that a number of staff will use this form of transport to reach the new school.:

Cycling and Walking

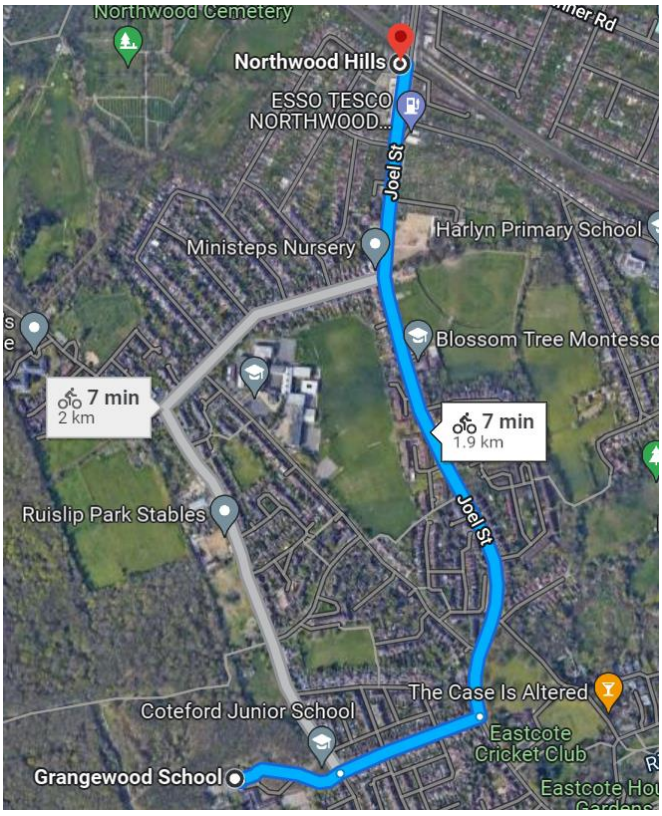
Cycling

3.35 A local cycle route from Northwood Hills underground station to the Pinn River School is approximately 1.9km north of the application site. A route using quieter residential roads to travel for staff can be accessed via Joel Street, connecting with Wentworth Drive before accessing the site entrance.

3.36 An alternative option is to use part of Joel Street before turning onto Wiltshire Lane and Fore Street all the way to the Pinn River School site entrance. This runs in a south to north alignment and connects with Northwood Hills underground station. A similar distance, this route is approximately 2.0km in length and will take 7 – 8 minutes to cycle.

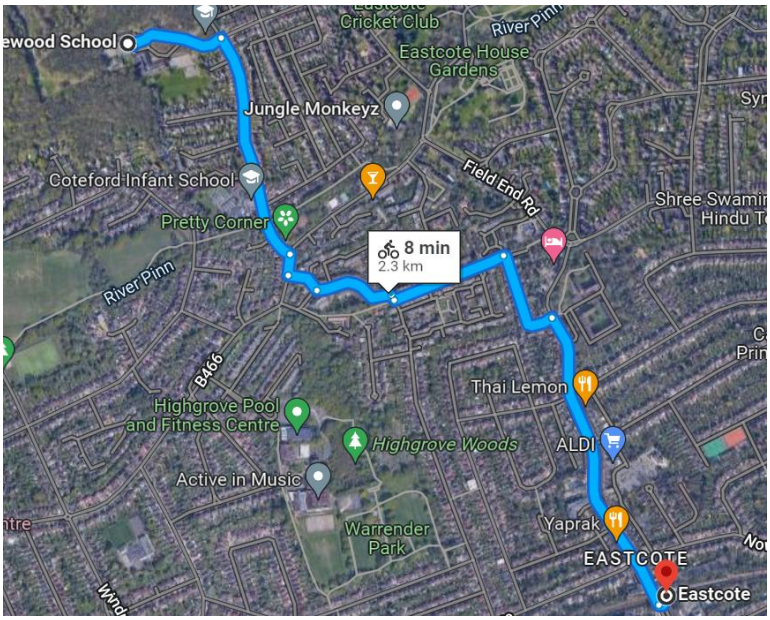
3.37 These two routes are shown in **Figure 3.5**.

Figure 3.5 Cycle Map from Northwood Hills Station to Pinn River School



3.38 In addition, to Northwood Hills underground station, there is Eastcote underground station, located to the south of the school, providing access to the Piccadilly and the Metropolitan Lines. This station is c.2.2km cycle distance and it takes 8 minutes to reach the school. The main cycling route is shown to be via Field End Road, The Sigers, Flowers Avenue, Ellis Close and Fore Street before intersecting with the site access off Fore Street. This is illustrated in **Figure 3.6**.

Figure 3.6 Cycle Map from Eastcoat Station to Pinn River School



3.39 Access to the site by bike is deemed reasonable with signed routes and quieter roads provided linking with surrounding areas and public transport facilities (Northwood Hills station). Although not included within the PTAL calculation due to being located outside a reasonable walking distance (960m), this is located within 5km of the site, a distance recognised as being a reasonable cycling distance. This station will provide access to the Metropolitan Line and central London and could be used by staff working at the school as part of a multi-modal journey to and from the site.

Walking

3.40 The Institution of Highways and Transportation (IHT) "Guidelines for providing for Journeys on Foot" (2000) describes acceptable walking distances for pedestrians without impaired mobility and in particular commuters. The guidelines indicate a preferred maximum walking distance threshold of 2km. The accessibility section will detail access to all land uses that are required to sustain day-to-day living.

Walking Routes

3.41 There are at least two walking routes to the new Pinn River School from Northwood Hills station, which follow the same route as cyclists. The route is approximately 1.9km north of the application site and uses quieter residential roads and can be accessed via Joel Street, connecting with Wentworth Drive before accessing the site entrance.

3.42 An alternative option is to use part of Joel Street before turning onto Wiltshire Lane and Fore Street all the way to the Pinn River School site entrance. This runs in a south to north alignment and connects with Northwood Hills underground station. A similar distance, this route is approximately 2.0km in length and will take 24 minutes to walk.

3.43 The two walking routes from Northwood Hills station are shown in **Figure 3.7**.

Figure 3.7 Walking Map from Northwood Hills Station to Pinn River School

3.44 In addition to Northwood Hills underground station, there is Eastcote underground station, located to the south of the school, providing access to the Piccadilly as well as the Metropolitan Lines. This station is c.2.2km walking distance and it takes 28 minutes to reach the school. The main walking route is shown to be via Field End Road, Joel Street and Wentworth Drive before intersecting with the site access off Fore Street. This is illustrated in **Figure 3.7**.

Sustainable Travel Summary

3.45 It has been shown that the development site is in a sustainable location with good footway and cycle links and is close to frequent bus and rail services which supply good area coverage.

3.46 In conclusion, this site provides opportunities to use modes other than the car and will provide staff with a good level of access to all alternative modes of travel.

4. DEVELOPMENT PROPOSALS

Proposed Development Site

4.1 This section outlines the proposals for the development of the site as detailed in the introduction.

4.2 The current proposals involve the demolition of the current Grangewood School to provide a new school (Pinn River School) on the Site, off Fore Street, in the London Borough of Hillingdon. Grangwood School is a member of the Eden Academy Trust family of schools.

4.3 The application proposals seek to provide the following:

"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"

4.4 The proposal is for the redevelopment of the site to provide a new part one storey, part two storey Special Education Needs and Disability (SEND) school which will cater for pupils with severe or profound learning difficulties including autism (profound and multiple learning disabilities (PMLD) and autism spectrum disorder (ASD)/severe learning difficulties (SLD)). The school will provide the full suite of teaching spaces, offices and dining facilities. The proposed building will measure 5,314m² of GIA and will accommodate 180 pupils from the ages of 3 to 18 and will employ up to 130 (FTE) members of staff, including teachers, teaching assistants and support staff.

4.5 In addition to the above, highways improvements will comprise:

- 107 standard parking bays;
- 3 accessible bays;
- 8 school minibus parking bays;
- 3 minibus drop off bays;
- 9 minibus waiting bays;
- 44 cycle parking spaces (40 long stay and 4 short stay)

The School

4.6 The driver for this scheme is to meet the increased demand for places in the local area and the specialist needs the school is able to provide pupils. The Council have a statutory duty to ensure that there are sufficient school places in their area that serve the particular needs of specialist students. The demand for specialist school places continues to outstrip supply in the LBH. A number of documents indicate that the projected demand for specialist's school places remains an important element in the development of pupils.

4.7 It is important to remember that the majority of students at the new Pinn River School will be unable to make their own way to school and will need a level of assistance not provided at a mainstream school. The key difference is that students will be brought to the school site by minibus and dropped off where they will be met by the staff and taken to their classrooms or specialist sensory areas. The specialist needs of the majority of students means that teachers will need to be on hand all day to provide a high level of care and ensure a safe and positive environment is maintained. The assistance for the majority of students will continue throughout the day and will only finish when the students are taken from their classrooms/specialist areas and leave the school site by minibus. This will be undertaken by the staff and will require them to be at work before and after the students arrive and depart the school site.

Opening Times

4.8 As with the other schools in the Eden Academy group of schools, the school will operate a 'typical' school day to enable students to focus on core subjects for an extended time in the morning and afternoon lessons are also longer, allowing students to immerse themselves in practical subjects. All students will attend school between 09:00 and 15:30. The specialist needs of the school will mean that all staff will arrive at school before any students arrive and depart the site once all students have left the school, as such staff will arrive between 06:30 and 08:00 and depart between 1600 - 1700. This will mean that the majority of the full-time staff arrivals and a large proportion of departures will take place outside of the 'typical' peak hours (0800 – 0900 and 1700 – 1800). This is discussed in greater detail in **Section 5**.

Access

4.9 It is expected that the Site, based on the layout plans developed to date, will continue to use the main vehicular access, along with the pedestrian / cycle access to the east of the site on Fore Street. The main vehicular access is currently shared with the Coteford School that forms part of the wider site. There is a legal right of way for each school to use this access, established by grant from LBH as the landowner of the existing car park land and adjoining land (i.e. by prescription), to pass along this specific route through land belonging to them.

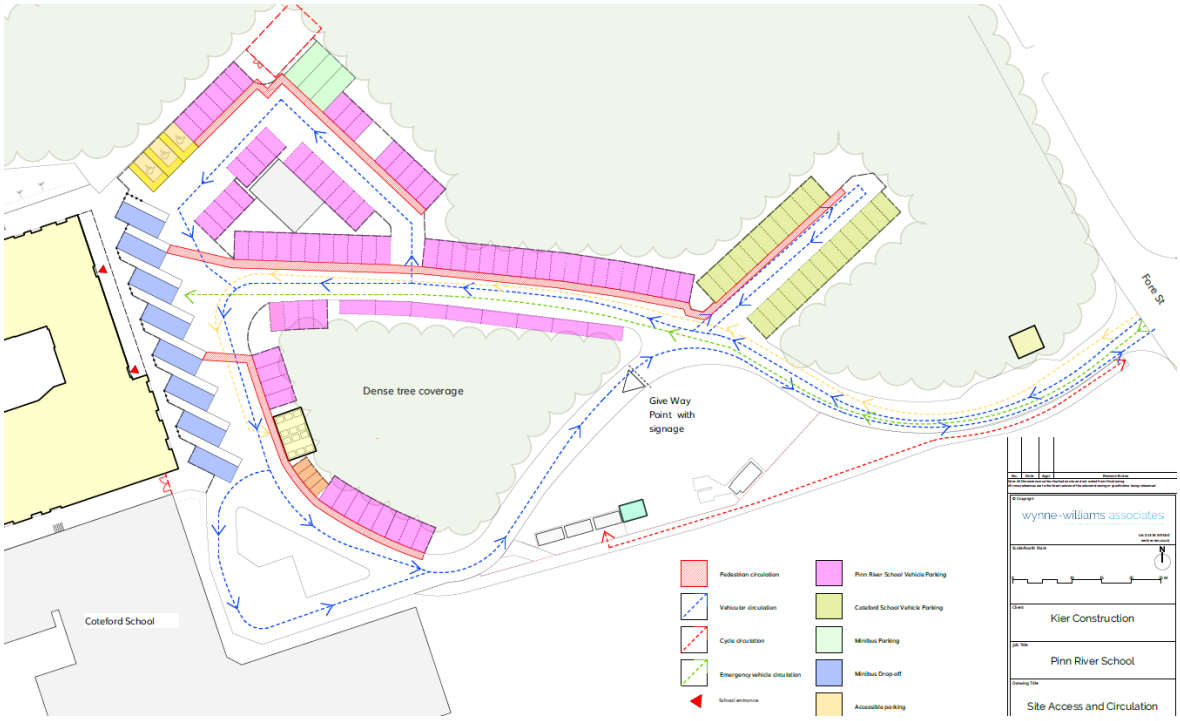
4.10 The existing access arrangements will be provided to ensure they accord with the necessary design standards in terms of carriageway width, footways, kerb radii and surfacing. This ensures that the access is fit for purpose to serve the site as appropriate.

4.11 Under the proposals, access to the car park will continue as is the current situation given that the junction has been designed to a standard that will allow for marginal increase in traffic movements throughout the day. The current layout provides for an internal footway network to connect with the existing school.

4.12 It is proposed to provide car parking to be accessed via the existing (but widened and change in priority) access to the east of the site (Fore Street) that will be utilised by all vehicle movements to the site (including minibuses, cars, service and refuse vehicles). This will be supported by the comprehensive redesign of the existing car park and entrance forecourt to the main school reception.

4.13 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 in **Figure 4.1**

Figure 4.1 Priority Change internal to the Site



Minibuses Drop Off/Pick Up & Parking

4.14 With regard to minibuses, it is a requirement of the Eden Academy that a minibus set down facility and 'stacking area' will be provided within the new Pinn River School. Grangewood School is currently served by 15 minibuses, that drop off and pick up students with a differing level of specialist needs, each day. These minibuses drop off the students and leave the site before retuning in the afternoon to pick up students to take them home, these minibuses do not reside on the school site at any time. Due to the regular nature of these types of vehicles accessing and egressing the school, it is not to be used by any vehicles other than minibuses.

4.15 The current Grangewood School minibus drop off/pick up point will form part of the building footprint of the new Pinn River School and therefore this will need to be relocated under the proposals. The arrangement provides for a set down area in front of the school entrance (a one-way turning circle) which allows the minibuses to drop off/pick up and form a 'stacking area' which acts as a waiting area for minibuses. This is shown in **Photo 4.1.**

Photo 4.1 **Grangewood School Entrance with Minibus Drop Off/Pick Up Area for 'Stacking Isle'**

4.16 The intention is to comprehensively redesign this vital piece of infrastructure and improve the offering at the new Pinn River School, particularly in light of the specialist needs of many of the students.

4.17 The intention is to provide eight minibus drop off/pick up bays at 45 degrees to the proposed new building façade. 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. This is shown by **Figure 4.2.**

Figure 4.2 Swept Path for Minibuses at the Pinn River School

4.18 The flexibility of the 45-degree minibus bays ensure that students are no longer disembarking the minibuses straight onto the drop off area and allows for a more accessible and permeable route from the minibus bays to the reception area of the school for students.

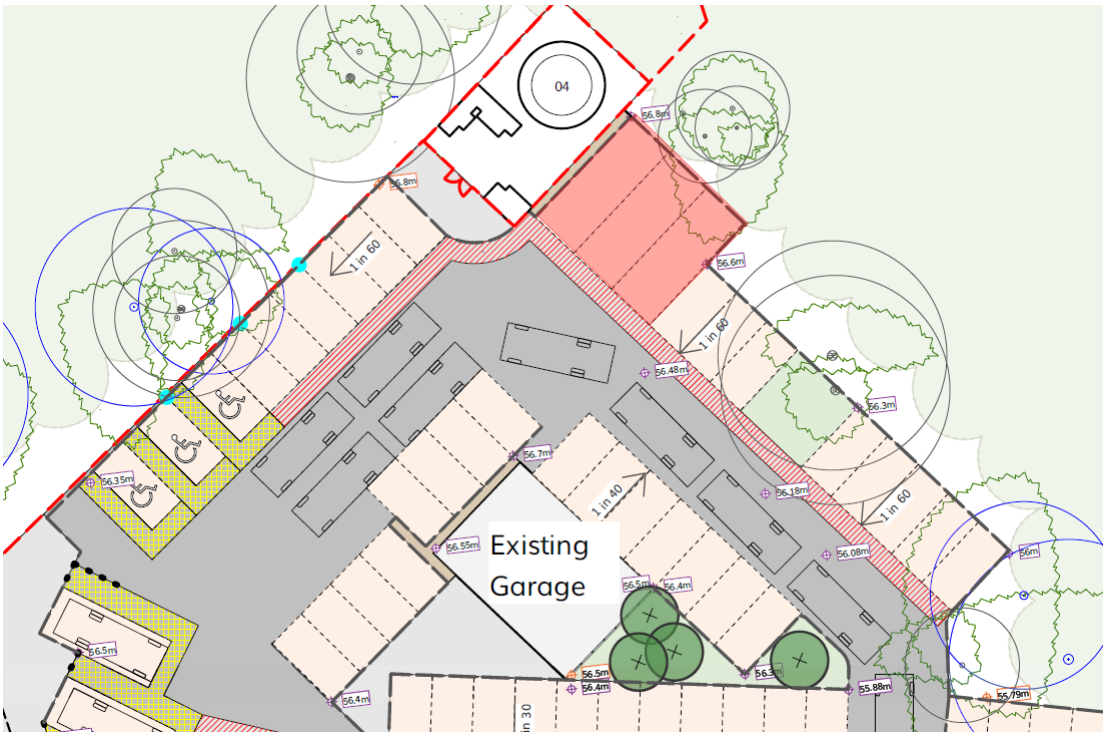
4.19 At full capacity, the existing Grangewood School has the capacity to cater for 100 pupils with a range of specialist needs, which are served by 15 minibuses. On average therefore, each minibus would expect to carry 6 to 7 students to and from school, given the spectrum of specialist needs required and the adaptability of the minibuses to cater for the students' requirements. The severity of each students needs may vary, which may result in each minibus needing specialist equipment, and as such some minibuses may carry students than others, so the average number of students may vary per minibus.

4.20 At full capacity, the new Pinn River School expects 180 students to arrive and depart the site each day, this is an increase of 80 students on the existing Grangewood School (i.e. 30 x -seater coaches per day). The swept path analysis of the coach turnaround facility is in **Figure 4.2** and at **Appendix A3** demonstrates that there is adequate space for a coach to turn and wait within the site.

4.21 The current Grangewood School produces on average 15 minibus drop off and picks up movements per day over the week, it is expected that the new Pinn River School will produce on average 30 minibus drop off and pick up movements per day, so the current arrangements are not fit for purpose.

4.22 The current school has three permanent minibus parking spaces dedicated for the school's own minibuses. The layout will formalise the permanent minibus parking and incorporate three large (3m x 8m) spaces perpendicular to the proposed Sprinkler Tank and Diesel Generator (shown in red). The additional car parking provided to the north of the site will look to maximise the area of hardstanding to cater for the needs of the new Pinn River School. This is shown in **Figure 4.3**.

Figure 4.3 Formalised Permanent Minibus Parking (shown in red)



Parking (Cars and Minibuses)

Car Parking

4.23 The car parking spaces associated with the current Grangewood School will be retained on site under the proposals with an existing provision of c.73 parking spaces. This is within the grant of LBH as the landowner of the car park. With an expected increase in the number of staff at the new Pinn River School, the current level of parking available on site for the Grangewood School is set to increase to justify the increase in the level of staff.

4.24 Grangewood School and Coteford School (adjacent to the site but outside the scope of these works) have an informal agreement in place, with regards to the current on-site parking arrangements. The car park is not within the grant of either school, so they have implemented a non-binding accord, to ensure that parking is available for teachers at each school. The informal agreement means that Coteford School teachers will in the main, park in the car park to the northeast of the site. It is expected that as an existing school that is outside the scope of these works and that the number of

staff at Coteford School, will remain consistent with the existing number. Of the existing Coteford School staff, they will be need access to the redesigned car park.

4.25 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. Whilst there will be encroachment on the trees currently positioned on the edge of the central island, the design will enable the provision of an additional 24 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. The layout has maximised the space available whilst limiting the environmental impact of the car park, as shown in **Figure 4.4**.

Figure 4.4 Car Park Layout

Minibus Parking

4.26 In terms of the minibus provision, it is envisaged that there will be seven drop off bays, positioned at 45 degrees to the new building façade, three permanent minibus parking spaces dedicated for the school's own minibuses and a 'stacking area' incorporated into the design that allows for nine minibuses to wait to drop off/pick up students. As mentioned above, the priority of the current internal road will change to a one-way anticlockwise direction around the internal central island. This change of priority is expected to make the one-way system more efficient and ensure parking is more articulated on site and allow minibuses to reverse into the bays and exit them in forward gear.

4.27 The existing garage to the northwest of the site will remain, however its current use of providing parking for three minibuses will no longer be required. The area of hardstanding in front of the three garages with the current 'keep clear' and white box road markings, will be removed and repurposed to provide additional car parking spaces alongside it. The premises behind the car parking is to formalise spaces and repurpose the existing hardstanding to deliver a comprehensive approach to maximises the existing layout.

4.28 The essential features of the new parking layout mirror that of the existing arrangements, however the existing hardstanding has been rationalised to deliver the best possible solution for the new Pinn River School to provide an effective staff to parking space ratio.

Cycle Parking

4.29 The approach within this section of the TS is guided by the existing cycle parking provision on site and discussions with LBH. This will allow for a clear comparative study of the development proposals relative to the overall provision and the requirements for new cycle parking. Existing cycling parking numbers have been extrapolated from the site and used as the benchmark from which this Site can be drawn down against, to ensure that the cumulative impacts of the land use do not exceed the provision of cycle parking, long and short stay, provided.

4.30 Cycle parking for the Site can be determined in accordance with the London Plan (LP) (*March 2021*), however given that Pinn River School is a specialist school serving children with needs that require round the clock supervision, the need to provide cycle parking over and above the existing provision on site carries limited weight or value. The existing long-stay cycle spaces are provided internally within sheltered parking, with direct external access from within the site. With an additional 10 cycle parking spaces, this will provide sufficient capacity to cater for additional demand.

4.31 It is expected that the additional demand will not come from the increase in students on site but rather through the increase in staff on site. The standards outlined below give an indication that the majority of long stay cycle parking will be provided for staff rather than students.

4.32 **Table 4.1** provides a breakdown of the LP standards (*Policy T5: Cycling*) (*which remain consistent with that of the London Plan standards and therefore can be cross referenced*) relative to the proposed site based on a requirement of 140 staff predicted to work at the new Pinn River School.

Table 4.1 LP standards relative to School Sites Use

Use Class	Long Stay No.	Short Stay No.
primary schools / secondary schools/ sixth form colleges	1 space per 8 FTE staff + 1 space per 8 students	1 space per 100 students

4.33 **Table 4.1** indicates that the proposed site will need to provide for circa 20 cycle parking spaces (18 long stay spaces for staff plus 23 long stay spaces for students and 2 short stay spaces for students) based on 140 staff and 180 students at the new school on any given school day, to be in accordance with *Policy T5: Cycling* of the LP standards.

4.34 As outlined above the new school will utilise the existing cycle parking spaces already provided on Site plus an additional 10 spaces in a separate cycle storage area adjacent to the existing provision for staff use. This means the new school will deliver the cycle spaces required through a mixture of the existing provision as it has been identified that there is an underutilisation of these spaces and new provision. There is the capacity to achieve 18 long stay spaces for staff, within the overall 30 spaces currently provided with 10 additional spaces allowing for growth through the Travel Plan measures. The image in **Photo 4.2** shows the current usage of the shelters within the site in terms of the Sheffield Stand provision (15 stands or 5 in each (10 spaces) of the three cycle shelters).

Photo 4.2 Existing Cycle Provision (Under Utilised)

4.35 The existing cycle parking provision is located in close proximity to the entrance of the new school buildings, so will provide convenience and choice for new and existing staff. The specialist needs of the school will meet the standard through an appropriate mix of long stay parking to cater for staff needs rather than students or parents dropping off children.

4.36 Given that this will be for staff cycle parking this will be suitable in terms of location and protection from the elements and inclement weather. As will be discussed in more detail within the accompanying Travel Plan, the measures will include providing appropriate facilities within the new building, including changing rooms and lockers for staff wishing to cycle to work (at least two per three long-stay spaces are recommended) along with shower facilities (at least one per ten long-stay spaces is recommended).

4.37 Short stay cycle parking for visitor parking to the school has been located close to the new school entrance as to ensure that the spaces are overlooked and in an easily accessible location. The spaces will consist of Sheffield Stand types. It will have step-free access given that the entrance to the Pinn River School will need to address the needs of the students and ensure access and egress of the main entrance is highly accessible. With the short-stay cycle parking located within 15 metres of the main entrance, this will ensure that the visitor parking is provided will allow for a level of self-surveillance.

4.38 The applicant will consider free cycle hire membership for staff to encourage uptake of cycling as a means of reaching the new school, subject to negotiation on this, will be discussed in greater detail within the Travel Plan. The new school will facilitate and encourage cycling, and in turn reduce car dependency.

Cycle Accessibility

4.39 There are some cycle routes in the area however these are generally not of the highest quality and there is a lack of high-quality provision close to the site both north to south and east to west.

4.40 The site is well located for walking, with good access to local rail stations and the wider area. While cycling provides an important sustainable travel mode, it is considered that walking will be the more dominant mode of travel in this location as the wider application site develops. This is reflected in the 2011 Census *'Method of Travel to Work'* data *for Hillingdon 003, Middle Super Output Area* whereby 8.7% of people walk to work and 1% cycle. Therefore, the proposed cycle parking provision is 40 long-stay spaces and 4 short-stay spaces across the development for staff and visitors. This is combined of fully utilising the existing cycling provision (30 spaces) and new cycle stands (10). This provision equates to a 31% cycle parking provision for staff working at the proposed Pinn River School.

4.41 The type of cycle parking provided are Sheffield Stands. This is an approach which has been guided by LBH aspirations. Short-stay parking is located in convenient and overlooked areas in front of the school entrance.

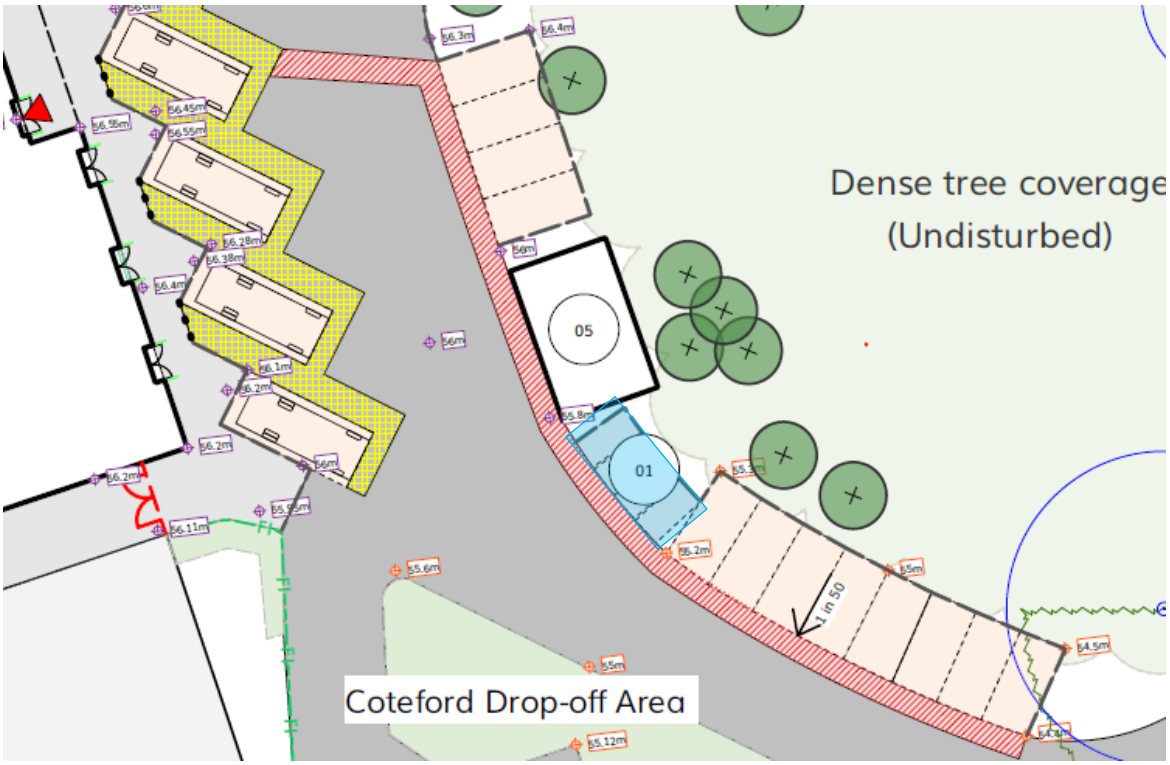
4.42 The proposed long stay cycle parking for staff will, as part of the Travel Plan, not only be monitored but encouraged from the outset. New staff will be identified as part of the drive towards making the site more sustainable and encouraging a shift towards alternative modes of transport and reducing the dependency on the use of the car and increasing accessibility and ensuring that opportunities are provided for staff to travel to and from the site in a variety of ways. Additional cycle spaces will be provided adjacent to existing areas of cycle provision.

4.43 The Travel Plan provides a number of measures for the proposed Pinn River School which is reflected in the staff travel survey (October 2022). If additional measure were introduced the sentiment from staff was that the concept of cycling would be of much greater interest. This would potentially see a further increase than the interest shown in the surveys. Particularly given the measure provide the possibility of pairing Eden bikes with Public Transport interchange at Northwood Hills station, with staff members cycling to and from this to site.

Two-Wheeled Power Parking

4.44 In terms of the new school, it is proposed that four two wheeled powered motorcycle spaces will be provided close to the refuse and parking area in the central island as illustrated in **Figure 4.5 (shown in blue)**.

Figure 4.5 Proposed Two-Wheeled Power Parking



EV Parking (Active & Passive)

4.45 EV Parking provision should be made for infrastructure for electric or other Ultra-Low Emission vehicles in line with London Plan (*Policy T6 – Car Parking*) standards, however there is no specific EV parking provision requirements for schools embedded within *Policy T6.* Therefore, based on discussions with LBH and the guidelines outlined in *Policy T6*, the operational parking requirements have been considered on a case-by-case basis and the new school will provide appropriate infrastructure for electric vehicles onsite relative to the initial demand.

4.46 The proposals for the new Pinn River car park will therefore see the introduction of six active EV charging points. It will be broken down so that the active EV charge points will be provided for staff and visitor uses and that given students will arrive via a minibus that EV charge point will not be provided for students using the Site. The EV infrastructure will be provided in a run of perpendicular parking spaces that are adjacent to the building façade on the northern extent of the car park close to the 45-degree minibus parking.

4.47 This will ensure that the connectivity of electricity infrastructure is close to the school building so there is a focus on capability, resilience, and the provision of appropriate electrical power supply to the bays and accommodate the expected growth in the electric vehicles, it is vital to have the utility infrastructure available. With the demand in London expected to rise, in response to a growing population and economy, the increased take up of electric vehicles, and the need to provide in addition an electric heating system (such as through heat pumps), it is of concern that the electricity network and substations are at or near to capacity in a number of areas.

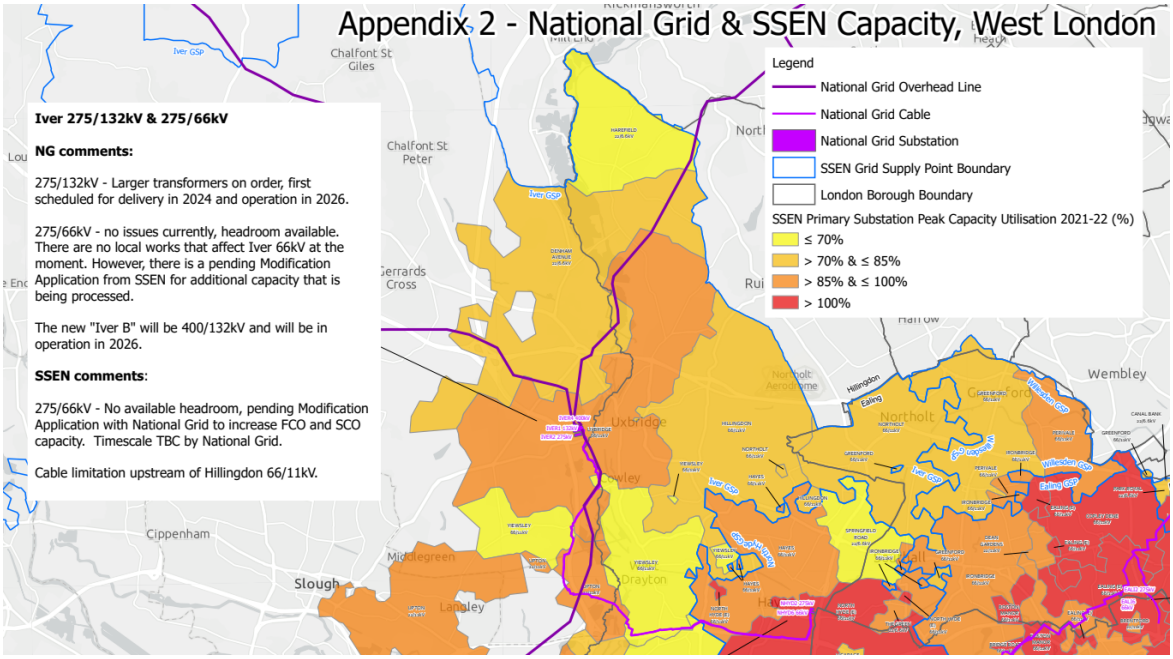
4.48 There will be a defined increase of 20% each year, up to five years following this to coincide with the growth of electric car ownership and changing technologies and the measures provided within the Travel Plan. In terms of technical requirements for all EV points, spaces should have a minimum nominal rated output of 7kW charge points and be designed and installed as described in *BS EN 61851*. The details will be secured through conditions.

4.49 The potential locations are illustrated in **Figure 4.6**.

Figure 4.6 Proposed EV Charing Point (Shown in Green)

4.50 It is worth picking up on a research paper about infrastructure coordination produced by the Greater London Authority (GLA) looking at '*West London Electrical Capacity Constraints'*. Scottish and Southern Electricity Networks (SSEN) own and operate the electricity distribution network that transports electricity via wires and cables to the community across the West London boroughs, including Hillingdon. This network forms part of a wider regional network that extends west outside of London. This work has produced a snapshot of the current network capacity (June 2022) and a map which is colour coded to show the capacity headroom availability, as shown in **Figure 4.7**.

Figure 4.7 National Grid & SSEN Capacity (West London Hillingdon)



4.51 In effect SSEN will need to upgrade their networks to support the increased electricity demanded in the region in order to accommodate new connections requests for other uses, including the cumulative impacts of low carbon technologies such as heat pumps and electric vehicles which are being provided at this site. As such, the staggered approach to delivering EV charging points across the site will not only form part of the Travel Plan measures but also to a certain extent by accommodating new connections that will be able to support the increased demand relative to the new Pinn River School.

Refuse/Service Vehicles

4.52 The existing refuse collection point for Grangewood School will be retained and formalised on the internal central island, this is where the refuse bins are currently wheeled to by the management team on bin collection day, as such the refuse bins will remain in their current location to ease the need to wheel to bins out. This building will be easily accessible by the refuse collection team on bin day with access by refuse vehicles provided into the school site via Fore Street and a one-way anticlockwise direction around the central island to allow for a set down close to the bin storage area.

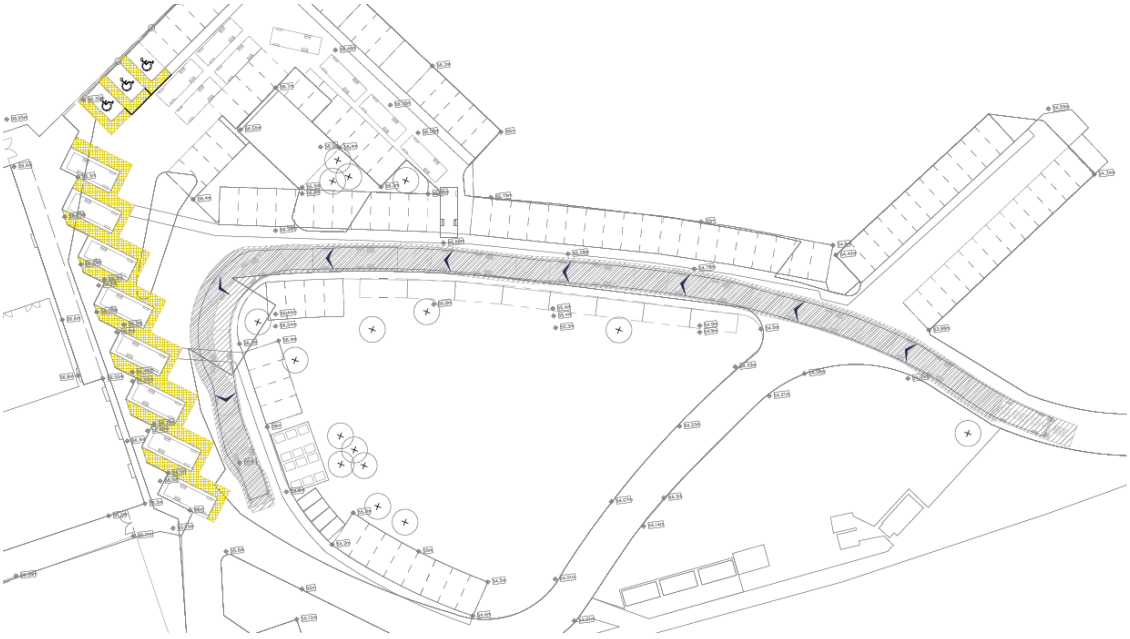
The refuse vehicle will require access to the site at times of the collection, so they may require a key holder for the gate at the proposed site access.

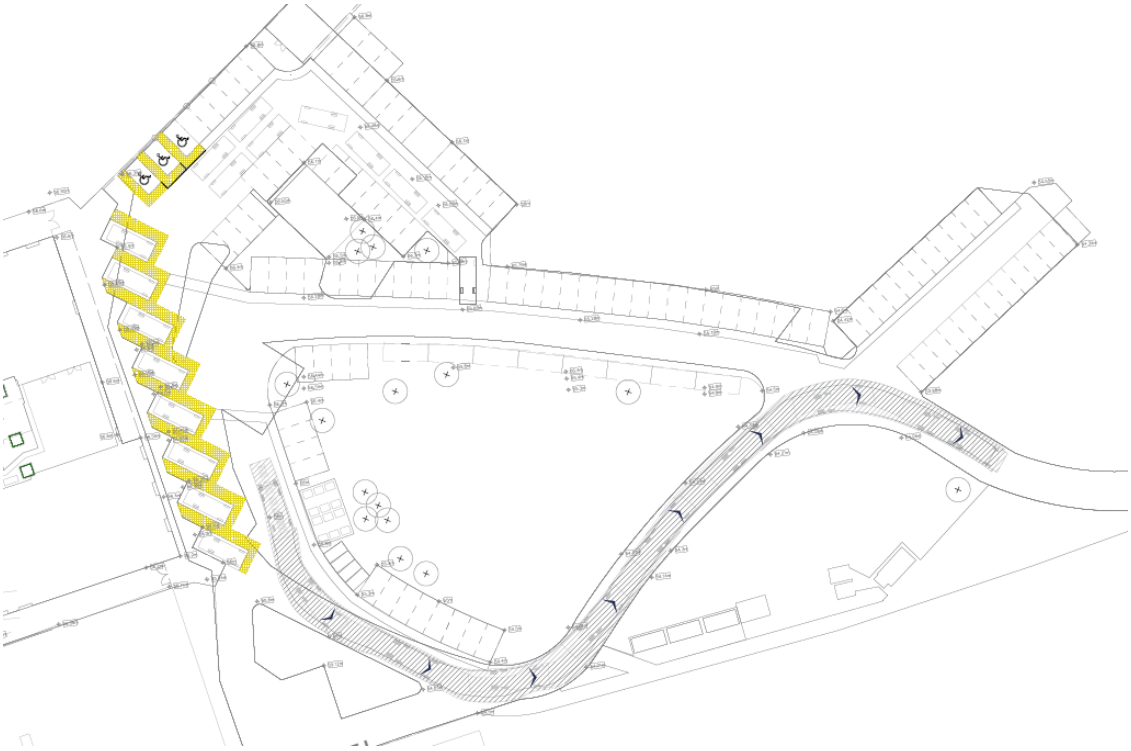
4.53 Adequate storage for refuse and recycling has been provided in accessible locations and sufficient space will be provided in each collection location/area for refuse vehicles to manoeuvre so that they can enter and exit in forward gear. The site has been tracked to ensure refuse and delivery vehicles can access the development as required.

4.54 All waste on site will be collected by LB of Hillingdon Council refuse vehicles and there will be separate storage arrangements. The refuse/recycling storage will be easily accessible for collection. The movement of bins will be the responsibility of the school who will ensure that bins are moved to collection points from the storage points on the appropriate days.

4.55 Swept path analysis of the proposed internal access road has been undertaken to show that it can accommodate the longest required vehicles; namely a refuse vehicle entering/exiting the new car park layout. The swept paths demonstrate that the car park layout has been designed to appropriate standards for the proposed development and these are included below in **Figure 4.8** and at **Appendix A3.**

Figure 4.8 Swept Path of Refuse Vehicle



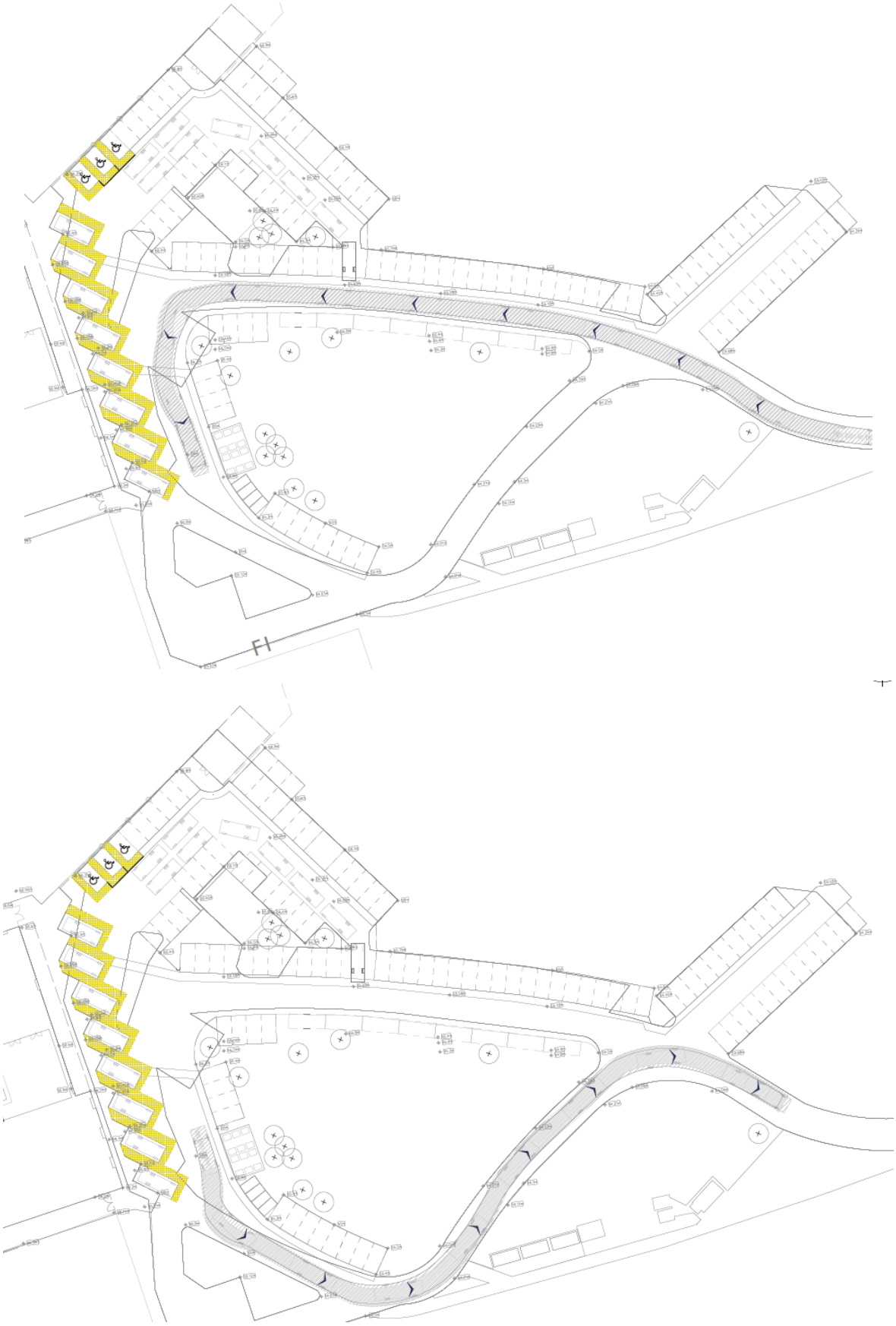


Emergency Vehicles

4.56 Emergency vehicles such as Fire Appliances will be able to adequately access the new Pinn Rive School from the existing access off Fore Street and utilise the anticlockwise route around the extent of the school building, as per the refuse vehicles and allow access back onto Fore Street.

4.57 The vehicle tracking of the fire tender is illustrated in **Figure 4.9** and at **Appendix A3**.

Figure 4.9 Swept Path of Fire Tender Vehicle



Pedestrian Movement

4.58 The main pedestrian access to the site will be via Fore Street, which is consistent with the existing situation at Grangewood School. Given the level of specialist needs at the Pinn River School, it is not expected that pedestrian and cycle movements will be high amongst students, with the majority of them disembarking from the minibuses adjacent to the new building school entrance. This will constitute the main mode of transport to and from the site, other than for staff who will be encouraged through Travel Plan measures to use sustainable modes of transport. The proposed layout will not provide for any additional internal footway network to connect with the existing footway provision. This is shown in **Figure 4.10,** with the 'safe routes' shown in red.

Figure 4.10 Safe Walking Routes (shown in Red)

4.59 A full description and design drawings of the proposed development scheme is contained within the accompanying planning application documents submitted alongside this report and the following description is pertinent in transport terms. A site layout plan, including bin store and cycle parking locations, is included at **Appendix A4**.

4.60 The full details of the current proposals are illustrated on the site layout plan. In summary, it comprises the following quantum of development:

- The redevelopment of the site to provide single-storey, part two-storey building to accommodate circa 180 pupils and 130 equivalent full time staff;
- Up to 5,314m² GIA of floorspace;
- Construction of a new car park for use by the specialist school;
- 110 staff car parking spaces for staff / visitors including 3 disabled parking spaces;
- Cycle parking (30 existing spaces for staff to be better utilised, plus an additional 10 long stay cycle spaces and 4 visitor spaces) and refuse storage; and associated landscape and boundary treatment works;
- Minibus drop off/pick up facilities and parking for 8 minibuses; along with stacking area for 9 minibuses;
- Permanent parking for 3 minibuses; and
- The area adjacent to the buildings to see some encroachment although where there are trees of medium and high value, minimal intrusion will occur.

Car Parking Strategy

4.61 The Car Park Management Plan in tandem with the Travel Plan, being submitted as part of the suite of documents for the planning application will provide more detail on the strategy for the parking at the new Pinn River School.

4.62 At full capacity, Pinn River School will employ 130 FTE staff with additional ad hoc professionals visiting the school during the days for other purposes such as healthcare professionals, external music teachers and so on. The layout of the car park will also need to take into account the existing parking demand for Coteford School, which is outside the scope of this planning application.

4.63 The intention is that the car park layout will be maximised to its full potential so any areas of underutilised hardstanding can be brought forward as part of the proposals. The internal layout will provide for 110 parking spaces (including 3 accessible spaces) to accommodate the increase in demand for parking from staff.

4.64 As such, proposals for a car park with 110 spaces, brough forward in tandem with effective Travel Plan measures will help meet the expected future driver demand for Pinn River School and Coteford School and target drivers to the site to reduce overall demand.

4.65 This is considered to be appropriate and will also minimise the risk of overspill parking on surrounding residential roads.

5. TRAFFIC GENERATION

5.1 This section will outline the proposed trip generation associated with the proposed Pinn River School and explain how suitable trip rates for the proposed site use have been derived to assess the capacity of the surrounding highway network.

5.2 The traffic generation methodology for the proposed site including trip distribution has been agreed in principle following detailed discussions with the London Borough of Hillingdon (LBH). The following outlines the agreed position in terms of these elements of the assessment.

Proposed Trip Generation

5.3 The TRICS database has been interrogated in order to estimate the likely number of trips associated with the new school, however given the specialist need of the school, the vehicular trip generation will be related to staff and minibus movements. The majority of students will use a minibus to access and depart the school rather than being dropped off by parents or making their own way to school. As such, the use of TRICS data does not provide a comparison that would be expected at a *Primary School* when extrapolating the data. However, an exercise has been undertaken using TRICS to obtain trip rates and generation.

5.4 The schools have been selected in terms of size and location type to ensure that the sites selected have similar characteristics to the proposed school in terms of numbers and size. Full TRICS outputs are included at **Appendix A5**. It should be noted that within TRICS data only Greater London have been used and there are only two Primary School available for comparison.

An analysis of the proposed trip generation has been provided in **Table 5.1** that identifies the trip rates proposed for Primary Schools within TRICS. For uses where there are a limited number of sites contained within TRICS, the site selection can be broadened to maximise the number of sites being used, however for this exercise the number of sites has not increased due to the specialist nature of the school. The most similar use class in TRICS for the site is D Use Class (Schools).

Table 5.1 Proposed Vehicle Trip Generation – TRICS assessment

Time Period	Trip Rate per 100sqm			Number of Trips		
	Arrive	Depart	Total	Arrive	Depart	Total
AM Peak Hour	2.190	1.445	3.635	116	78	194
PM Peak Hour	0.109	0.277	0.386	10	15	25

Notes: Based on 5,314sqm. Minor discrepancies due to rounding

5.5 **Table 5.1** demonstrates that the proposed school using the TRICS data would be expected to generate 194 two-way vehicle trips in the AM peak hour (0800 – 0900) and 25 two-way vehicle trips in the PM peak hour (1700 – 1800). As would be expected for a school use, this exercise has shown that the number of two-way vehicle trips in the AM peak is significantly higher than the PM peak, this is the result of pupils and staff departing before the PM peak. This is considered consistent for most school sites.

5.6 However, on the basis that the TRICS data (there are only 2 primary schools in Greater London) is not representative of the specialist needs of the Pinn River School, the decision has been taken not to utilise the TRICS data as it is not comparable. For robustness purposes, the TRICS data has been included as a frame of reference for the proposed trip generation outlined within this section.

Staff Travel Survey Results

5.7 As outlined in **Section 2**, consideration has been given to basing the vehicle trip generation on the typical mode share of the existing staff from the staff travel survey. In theory this data can be extrapolated to give us a better understand the potential vehicle trip requirements of the new Pinn River School. A travel survey of existing staff at Grangewood School and Sunshine House provides a quantitative evidence base of the existing modal spilt. The results of the staff travel survey, (responses were received from a total of 87 members of staff - 52 Grangewood School and 35 Sunshine House) are included in more detail at **Appendix A6**.

5.8 Taking the data for how staff currently travel to Grangewood School indicates that approximately 79% of the staff that participated in the travel survey, drive to school. This is clearly the dominate modal share, although the results do indicate more than 11.5% using the tube as their preferred mode of transport to work. The estimated mode shares and trips are shown in **Table 5.2** and are related to the Grangewood School Travel Survey results only.

Table 5.2 Proposed Mode Share Based on Travel Survey Data (Grangewood School)

Travel Mode	Existing Staff	
	Count	%
Walking	1	1.92%
Car	41	78.85%
Car Passenger	1	1.92%
Cycling	0	0.00%
Rail	1	1.92%
Tube	6	11.54%
Public bus	3	5.77%
Car share	0	0.00%
Total	52	100%

Note Numbers rounded up

5.9 **Table 5.2** indicates that 41 members of staff driving to school (79%), whilst six use the tube (11.5%) and three use the public bus (5.8%). The remaining mode of transport is spilt between walking (1.92%), car passenger (1.92%) and rail (1.92%),

5.10 Consideration of the Grangewood School travel survey results in isolation shows that 39 of the 52 members of staff work five days per week. The remaining work part time with eight staff working 3 to 4 days per week, and five staff working 1 to 2 days per week. Of the 35 Sunshine House staff surveyed, only 27 work five days per week, whilst the remaining eight staff work 3 to 4 days per week.

5.11 **Table 5.3** demonstrates the split between staff numbers, full time / part time staff, and the number of staff who drive and those that use other modes of transport.

Table 5.3 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

5.12 If we examine the quantitative datasets from Grangewood School in more detail (**Table 5.3**) it can be seen that of the 39 staff working 5 days a week, 31 drive and eight use other forms of transport. Of the eight staff that work 3 to 4 days a week, seven drive and one uses an alternative mode of transport. For staff that work only 1 to 2 days a week, three drive and two do not use the car as their primary mode of transport.

5.13 In addition, of the 52 staff surveyed, this included 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 will depart site before 2:30pm, all of which drive to and from the site.

5.14 By examining the results of the potential travel habits of the existing Grangewood School you can determine with a degree of certainty the level of vehicle trips expected to drive to the Pinn River School.

5.15 The results indicate that 40 responders within the staff travel survey would drive and 12 specifying they will not be dependent on the car as their mode of transport to the Pinn River School. If we examine the quantitative datasets from Grangewood School in more detail it can be seen that of the 39 staff working 5 days a week, 30 would drive and nine have indicated that they would use other forms of transport to reach the new school. Of the eight staff that work 3 to 4 days a week, seven- have indicated they would drive, and one would use an alternative mode of transport. For staff that work only 1 to 2 days a week, three have indicated they would drive and two would use other forms of transport as their primary mode of transport. The results indicate that virtually everyone who drives to Grangewod School now is anticipating driving to Pinn River School.

Proposed Trip Generation (based on Staff Travel Survey)

Staff Trips

5.16 The proposed Pinn River School is expected to require c.130 FTE staff, which will see an increase of 60 FTE staff compared with those currently employed at Grangewood School. The increase in staff is required to ensure that the ratio of staff to students (180) is appropriate for a school with specific specialist needs.

5.17 On the basis that the TRICS data provided above is not representative of the specialist needs of the proposed Pinn River School, the staff travel survey data garnered from staff at Grangewood School is considered a more robust way of providing a breakdown of the proposed vehicle trips to and from the new school site.

5.18 By using the baseline data results of the 52 staff travel surveys from Grangewood School, a simple factor of 2.5 (52 /130 = 2.5) can be applied to provide a level of vehicle trips for 130 FTE staff proposed at the new school. Of the 52 staff surveyed, 40 expect to drive to the new Pinn River School. If we simply factor this by 2.5, the baseline data indicates that 100 of the 130 staff will drive to work (77%). This factor can also be applied to the other modes of transport currently shown to be 12 staff, and it is estimated that 30 staff will use other forms of transport to reach Pinn River School. This is clearly robust given it is a figure based on the predicted travel habits of existing staff at Grangewood School and does not take account of the number of days they work, it assumes all 52 staff work 5 days per week.

5.19 In summary, the proposed new school is expected to generate approximately 100 vehicle trips, accounting for 77% of trips to Pinn River School.

5.20 Whilst Pinn River School has the potential to generate 100 vehicle trips in the morning and an equivalent in the afternoon for the departures. Of the 41 staff that travel by car to the existing Grangewood School, some staff do so outside the traditional AM peak (08:00 – 09:00) with the results indicating that 16 staff arrive before 08:15, with 20 staff arriving between 08:15 and 09:30 and 5 of which will arrive after 09:30 in the morning (based on existing staff data rather than predicted data for Pinn River School). It is not possible to pinpoint exactly what time staff arrive on site between the aforementioned times, as it provides a general timeframe, however the trend is for staff vehicle trips to be spread across the morning (07:45 – 10:00) and not specifically concentrated in the AM peak. This would also be consistent with the existing vehicle trips to site as staff are likely to follow the same start and finish times, they currently do at Grangewood School.

5.21 It is considered that, as agreed in principle by LBH, the use of this methodology rather than the TRICS data is more representative of the likely trip generation and is actually more robust in terms of car trips as this does not take account of staff who may work only 3 to 4 times per week (eight) and 1 to 2 times per week (five) and therefore the number of vehicle trips will be reduced on a number of days across the week.

5.22 It is intended that the implementation of Travel Plan measures for the site will seek to reduce car parking demand that will in turn minimise the number of staff car trips. Work will be done with staff prior to transferring to the new site to ensure that they are fully aware of the mode choices available to them, as well as the benefits of walking or cycling in terms of cost and time savings and financial and health benefits. Consideration will now need to be given to the number of minibuses that will set down at the site in the morning.

Minibus Trips

5.23 Most of the students at Grangewood School are eligible for free home to school transport, which is provided by the Local Authority. Students travel on a minibus with other children from their locality. A small number of pupils that live nearer to the school are brought to School by a parent.

5.24 In terms of the actual number of students enrolled at the Pinn River School this is likely to be around 180, which is an expected increase of 80 on the current number at Grangewood as there is an underlying demand in Hillingdon for specialist needs places. It is expected that 30 minibuses will serve the specialist needs of the school and ensure that up to 180 students locally are eligible for free home to school transport. It is not known the percentage of students that currently use the minibuses, but it has been estimated that 98% of all students (100) will travel by minibus and that the remaining 2% students live nearer the school and will be brought to School by a parent. This means of the 180 students predicted to use Pinn River School, 176 will travel by minibus. It is anticipated that this school will not have a localised catchment as there are no other specialist schools of this nature in the area.

5.25 Whilst there will be an increase in the number of minibus vehicle movements from 15 to 30, all movements will be contained within the site given the severity of disabilities attributed to the students at Pinn River School. It is expected that the minibus movements will be staggered over the hour (0800 – 0900) to ensure that they can set down in one of the eight allocated minibus parking drop off bays, and then leave site. Pinn River School will open at 09:00 as is the case for Grangewood School.

5.26 It is envisaged that 15 minibuses will enter and leave the site within the first 30 minutes after 8am (30 two-way trips), whilst the remaining 15 minibuses will enter and leave the site within the last 30 minutes before 9am (30 two – way trips), this will be coordinated to ensure that there is sufficient space internally to house the setting down of individual minibuses and there is capacity in the waiting area. All these minibuses will use the drop off bays internal to the site and will not set down outside the site on the local highway network. Once the minibuses have been to site in the morning, they will depart from the school not returning until they are required to pick the students up after school finishes and transfer them to their homes. All the minibuses will be run by the Local Authority so they will be stored off site at the discretion of LBH. Again, it is envisaged that the departure from Pinn River School will be staggered to allow for students to be loaded onto the minibuses and exit via the loading bays. No movements related to the school are expected to extend into the traditional PM peak (1700 – 1800).

5.27 Whilst there will be an increase in the number of minibuses accessing the site between the hours of 0800 – 0900 in the AM peak, the overall increase in vehicle movements (30 two-way vehicle movements to 60 two-way vehicle movements) will have an indiscernible impact on the local highway network as the minibuses as these vehicle trips will be spread across the hour (1 movement per minute) are likely to be on the local road network before 08:00 to ensure that they are able to pick up all students on their designated route.

Net Impact

5.28 Whilst the trip generation exercise will demonstrate that the site could generate additional vehicular trips, which could result in an impact as a consequence of the development proposals, it is considered not necessary to assess the impacts of the proposed School on the local highway network as the impact will be negligible.

5.29 As outlined in **Section 4** the school day will run from 09:00-15:30 and whilst there will be additional vehicle trips associated with staff and students, these movements will be staggered, spreading the vehicle trips over a couple of hours in the morning and afternoon so the inference on the traditional AM peak period (0800 – 0900) will be lessened.

5.30 As such, the number of trips after 09:30 will be limited to the five catering and SMSA staff trips, who will arrive after 09:30 and depart before 14:30 the site outside of the peak hours. Given it is expected that the majority of, if not all staff would have left by 17:00, it is not expected that the Pinn River School will generate vehicle trips in the traditional PM peak (17:00 – 18:00).

5.31 To break this down further, an exercise has been undertaken to establish the additional impact of the Pinn River School, considering the vehicle trips associated with staff travel and student travel using the minibus. As such in order to estimate the likely trips at different times of the day, consideration has been given to the likely arrival and departure times of staff and students, this is shown in **Table 5.4**. The following assumptions have been made based on 200 staff two-way vehicle trips and 60 two-way minibus trips and eight two-way car bound trips from parents dropping their child at the school:

- 39% of staff arriving before 08:15
- 49% of staff arriving between 08:15 – 09:30
- 12% of staff (catering and SMSA) arrive after 09:30 and depart before 14:30
- It is assumed that all 98% students arrive between 0800 and 09:00 (by minibuses)
- 4 students being dropped off by car by parents
- 15% of staff leave before 14:30
- 29% of staff leave between 14:30 and 16:00
- 56% of staff leave after 16:00 (but assumed to before 17:00)
- 100% of students assumed to leave between 15:30-16:30.

Table 5.4 Staff and Student Arrivals and Departures

Time	Staff		Students (Minibuses + parent drop off)		Total		
	Arrive	Depart	Arrive	Depart	Arrive	Depart	Total
07:00 - 08:15	39	0	0	0	39	0	39
08:15 - 09:30	49	0	0	0	49	0	49
8:00 - 8:30			17	17	17	17	34*
8:30 - 9:00			17	17	17	17	34*
09:00 - 10:00	12	0			12	0	12
14:00 - 14:30	0	15			0	15	15
14:30 -16:00	0	29	19	19	19	48	67*
1600 - 16:30	0	56	15	15	15	71	86
Total	100	100	68	68	168	168	336

Note: *Totals for Students relate to minibuses (apart from 4 trips for cars due to specialists needs)

5.32 On this basis, during the peak hours being assessed the following vehicle trips will occur:

- 08:00 – 09:00 – up to 83 arrivals, 34 departures
- 17:00 – 18:00 – 0 departs 0 arrivals,

5.33 It can be seen that between the traditional AM peak hour (08:00 – 09:00), the Pinn River School is expected to generate a maximum of 83 arrivals and 34 departures, however this very robust as it assumes all staff vehicle movements between 08:15 and 09:30 will enter the site in the traditional peak hour and secondly it assumes that all staff work 5 days a week and that the impact will be concurrent to this level every day. It must also be pointed out that the existing Grangewood School has a level of extant vehicle trips relating to the 15 minibuses (30 two-way trips) and approximately 50 staff that currently drive to work (25 trips between the hours of 08:15 and 09:30) as staff will continue to use the same routine as they currently use at Grangewood School.

5.34 Given there is a level of extant vehicles trips related to the existing Grangewood School, the uplift of vehicle trips is minimal and that relative to Policy AM7 of the Hillingdon Local Plan: Part Two - Saved Unitary Development Plan Policies (November 2012) that traffic generated by the proposed development is acceptable in terms of the local highway and junction capacity, traffic flows and conditions of general highway or pedestrian safety.

Multimodal Trips

5.35 In addition to the TRICS data exercise outlined above, an assessment has been undertaken of the potential non-car trips generated by the proposed school to ascertain the likely number of trips for each mode associated with the site.

5.36 In order to calculate the person trips of staff for the proposed use, 2011 Census '*Method of Travel to Work'* data has been obtained for the daytime population data for the '*Hillingdon 004 Middle Super Output Area*. These are shown in **Tables 5.5** and attached at **Appendix A7.**

Table 5.5 Mode Share – Daytime Population

Mode of Travel	Hillingdon 004 (%)
Underground	9.7%
Train	2.6%
Bus	5.5%
Taxi	0.6%
Motorcycle	0.8%
Car driver	65.6%
Car passenger	5.5%
Bicycle	1.0%
On Foot	8.7%
Total	100%

5.37 It can be seen from the data that 65.6% of people working in the Hillingdon area (**Table 5.5)** drove to work. This is lower than the results from the staff travel survey for Grangewood School (which indicate that 79% of staff drove to work of those surveyed) although clearly this is based on a larger dataset (census data) for the wider area. Walking and cycling accounts for 9.7% of all journeys within the borough. Walking and cycling statistics (CW)[1] from the '*data about walking and cycling, based on the National Travel Survey and Active Lives Survey'* indicates there has been a decline in the number of people walking and cycling for any purpose in the borough of Hillingdon over a five-year period (2017 to 2021). This is representative of a frequency based on '*at least once a month, at least once a week, at least three days a week or at least five days a week'* which is reflective of the staff travel survey parameters. This is borne out in **Table 5.6.**

[1] cw0301.ods (live.com). Walking and cycling statistics (CW) - GOV.UK (www.gov.uk)

Table 5.6 Proportion of adults who do any walking or cycling, for any purpose by frequency and London Borough of Hillingdon (2016 – 2021)

Frequency	Mode - Cycling and Walking				
	2021	2020	2019	2018	2017
At least once per month	71.7	69.3	78.8	74.8	80.2
At least once per week	63.5	64.5	71.8	68.5	71.6
At least 3 times per week	36.9	41.3	48.0	44.8	49.8
At least 5 times per week	28.6	30.9	34.7	32.3	37.7

5.38 **Table 5.6** demonstrates that the trend is for a general decline in the number of adults walking and cycling for any purposes between 2017 and 2021 in Hillingdon. The outlier is 2020 (Covid- 19 pandemic and lock down), which saw a decline in all frequencies, however, 2021 saw an increase in the number of people walking and cycling at least once a month for any purposes, however the general trend appears to continue for the other three frequencies. Again, this data could potentially be skewed by the lockdowns of 2021 due to Covid – 19. The spreadsheet is attached at **Appendix A8**.

5.39 In terms of the other modes of transport shown in **Table 5.5**, a lower proportion of people working in the area travelled by public transport accounting for 17.8%, which maybe reflective of the wider issue within the borough of Hillingdon in accessing frequent public transport. As outlined in **Section 3** of this report, the PTAL rating within the majority of Hillingdon is very low, with approximately 80% of the population situated within a PTAL of 2 or below. In addition, Hillingdon has a significantly greater percentage of the population that live within an area with a PTAL of 2 or under than the overall London average. Conversely, car ownership is higher than in any other London Borough correlating with the lowest average PTAL. This is borne out through the data presented in the *Method of Travel to Work for Hillingdon 004*, even taking account of the fact that this is 2011 Census Data.

5.40 This is reflective of the comments in the staff travel survey, with a number of staff stating that access to frequent bus services had a direct impact on their choice of transport to and from the Grangewood School. This was unlikely to change for staff going to the Pinn River School, unless measures were taken to support and improve the frequency of public transport.

5.41 The underground percentage (9.7%) for the Census Data is reflective of the staff travel survey for Grangewood School (11.6%), which indicates that the site is located within walking distance of Northwood Hills underground station and is a viable option for staff to use as an alternative mode of transport to the car.

5.42 Again, this provides a snapshot of the proportion of trips made by different modes within this area and while it demonstrates that the proportion of car drivers is high, the data relates to commuter trips, which are not necessarily the same as school trips. The majority of trips will be staff trips, rather than parent trips as the specialist needs of most students means they will be taken to school by minibuses. As such, consideration was given to the travel survey undertaken in October 2022.

6. CONCLUSIONS

6.1 Iceni Projects Ltd has been appointed by Kier construction on behalf of the Education and Skills Funding Agency (ESFA) in support of a proposed development of a specialist school (Pinn River School) future planning application on part of existing Grangewood School, off Fore Street, in the London Borough of Hillingdon (LBH).

6.2 A total of 110 parking spaces, will be provided at the new school, 3 of which will be accessible parking. Eight minibus parking bays, three permanent minibus parking bays and a stacking area for nine minibuses will be provided internal to the site.

6.3 Existing cycle spaces (30) in three separate cycle storage areas and 10 new spaces in a new cycle storage area, will be provided for the 130 FTE staff expected at the Pinn River School. The existing cycle parking is underutilised and given that the school is for students will specialist needs, the cycle parking will predominately be used by staff rather than students. In terms of cycle provision for staff, this will be in accordance with the minimum London Plan standards (1 space per 8 members of staff). The application process and the usage of the cycle parking will be monitored through the ongoing process of the Travel Plan.

6.4 Pedestrian and cycle permeability will be significantly enhanced through the provision of Travel Plan improvements relating to public transport accessibility and the introduction of safe walking areas within the internal car park layout.

6.5 The existing vehicular access from Fore Street will continue to serve as the main access for the whole site. This will provide access to car parking on the site and will also be utilised by service and refuse access. The current priority within the site is for clockwise vehicle movements, this will be altered under the proposals for Pinn River School, to enable vehicles to enter in an clockwise movement.

6.6 Swept path analyses for all parts of the site have been undertaken which show that all vehicles, including a refuse vehicle, will be able to access the site as appropriate.

6.7 Trip generation based on TRICS trip rates has been considered to calculate the trips for a primary school, however only two are available on the TRICS database for Greater London. On the basis that the TRICS data (there are only 2 primary schools in Greater London) is not representative of the specialist needs of the Pinn River School, the decision has been taken not to utilise the TRICS data as it is not comparable.

6.8 For robustness purposes, the TRICS data has been included as a frame of reference for the proposed trip generation outlined within this section. The trip generation methodology has been agreed in principle with LBH.

6.9 On the basis that the TRICS data provided is not representative of the specialist needs of the proposed Pinn River School, the staff travel survey data garnered from staff at Grangewood School (and Sunshine House) is considered a more robust way of providing a breakdown of the proposed vehicle trips to and from the site and the potential number of vehicle trips that will be generated by the new school.

6.10 Based on the outputs of the staff travel survey and in accordance with Policy AM7 of the Hillingdon Local Plan: Part Two - Saved Unitary Development Plan Policies (November 2012) the traffic generated by the Pinn River School is considered negligible within the traditional peaks (0800 – 0900) and therefore is acceptable in terms of the local highway and junction capacity, traffic flows and conditions of general highway or pedestrian safety.

6.11 The provision of a Travel Plan, which will set out measures to encourage new and existing staff to travel by sustainable modes based on current travel behaviour will concentrate on reducing demand for parking within the site.

6.12 In conclusion, the proposed development of the site is compatible with and supports local and regional transport policies and would not give rise to any adverse transport impact. The application also considers a number of additional measures through the provision of a separate Travel Plan which should be considered as betterment. As such, it is therefore considered that there is no highway related reason why the development proposal should not be granted planning permission.

A1. SITE LOCATION

Notes:

Development boundary

Scale 1 to 1250

12.5 0 12.5 25 62.5 Metres

Amendments

1	Planning Submission	2022 11 01	MR

No.	Description	Date	Issued by

NOVIUN ARCHITECTS

Corn Exchange
Baffins Lane
Chichester
PO19 1BF

T 01243 558750

info@noviun.com
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N

Project Name:
Pinn River SEND School

Dwg Reference:
Location Plan

Drawn: MR Checked: MG

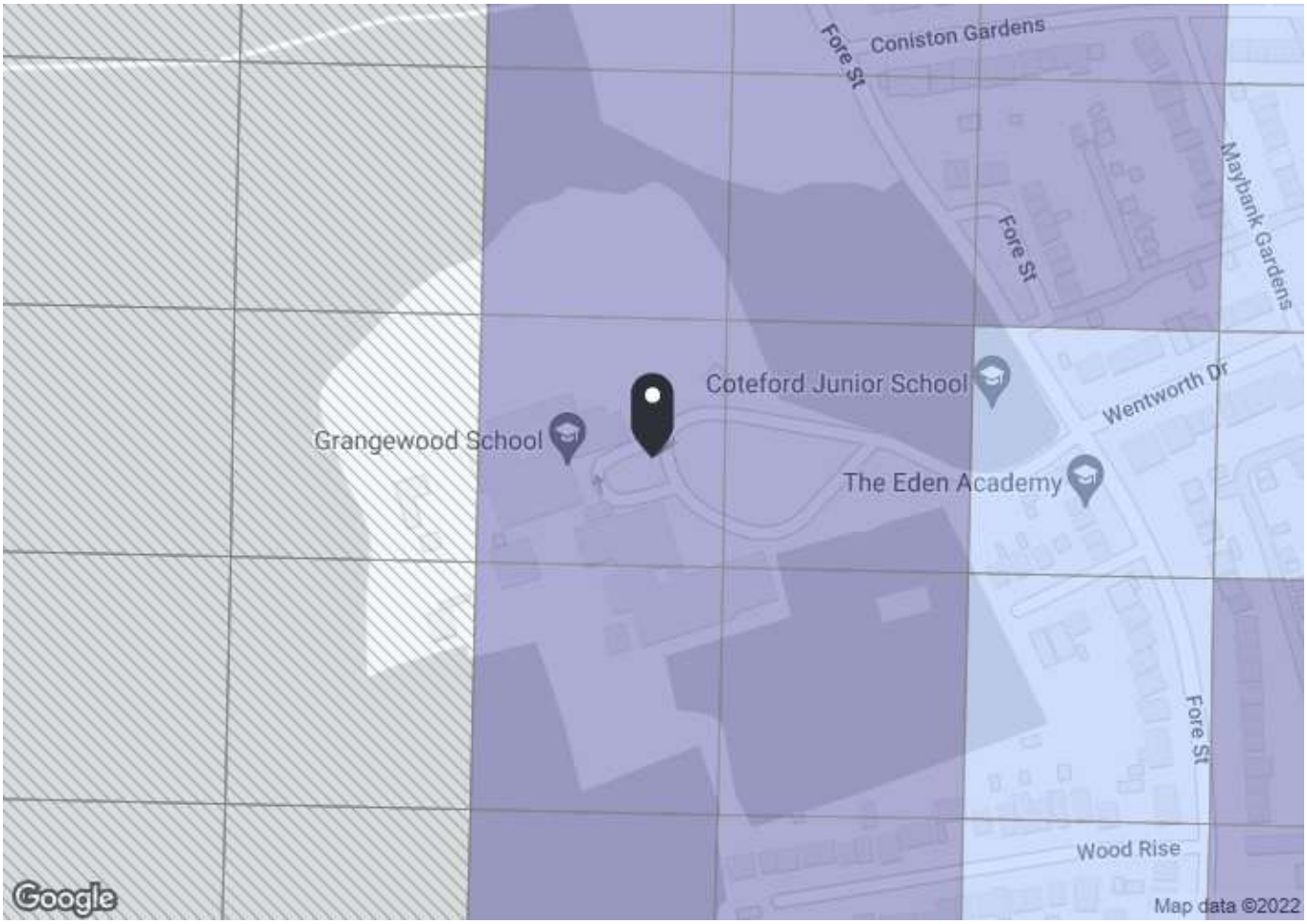
Scale: 1 : 1250 @ A1 Project Issue Date: Sep 2022

Project:	Originator:	Volume:	Level:	Type:	Role:	Number:
FS0728	NOV	V2	00	DR	A	PL01

Status: **S2**
Suitability Description: **FOR INFORMATION**
Orig Paper Size: **A1**
Revision: **P0 1**
Revision Description: **PLANNING**
Noviun Job No: **Z0575**

A2. PTAL REPORT

TRANSPORT FOR LONDON



PTAL output for Base Year
1a

HHQP+39 Ruislip, UK
Easting: 509967, Northing: 188837

Grid Cell: 125042

Report generated: 03/11/2022

Map key - PTAL

0 (Worst)	1a
1b	2
3	4
5	6a
6b (Best)	

Map layers

PTAL (cell size: 100m)

Calculation Parameters

Day of Week	M-F
Time Period	AM Peak
Walk Speed	4.8 kph
Bus Node Max. Walk Access Time (mins)	8
Bus Reliability Factor	2.0
LU Station Max. Walk Access Time (mins)	12
LU Reliability Factor	0.75
National Rail Station Max. Walk Access Time (mins)	12
National Rail Reliability Factor	0.75

Calculation data

Mode	Stop	Route	Distance (metres)	Frequency (vph)	Walk Time (mins)	SWT (mins)	TAT (mins)	EDF	Weight	AI
Bus	JOEL STREET THE WOODMAN	282	567.38	5	7.09	8	15.09	1.99	1	1.99
									Total Grid Cell AI:	**1.99**

A3. SWEPT PATH ANALYSIS

UPDATED SITE LAYOUT (DIMENSIONS AND COMMENTS)

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.

REV	DATE	AMENDMENTS	DRAWN	CHK	APP
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

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CLIENT

KIER CONSTRUCTION

PROJECT

PINN RIVER SCHOOL, PINNER

TITLE

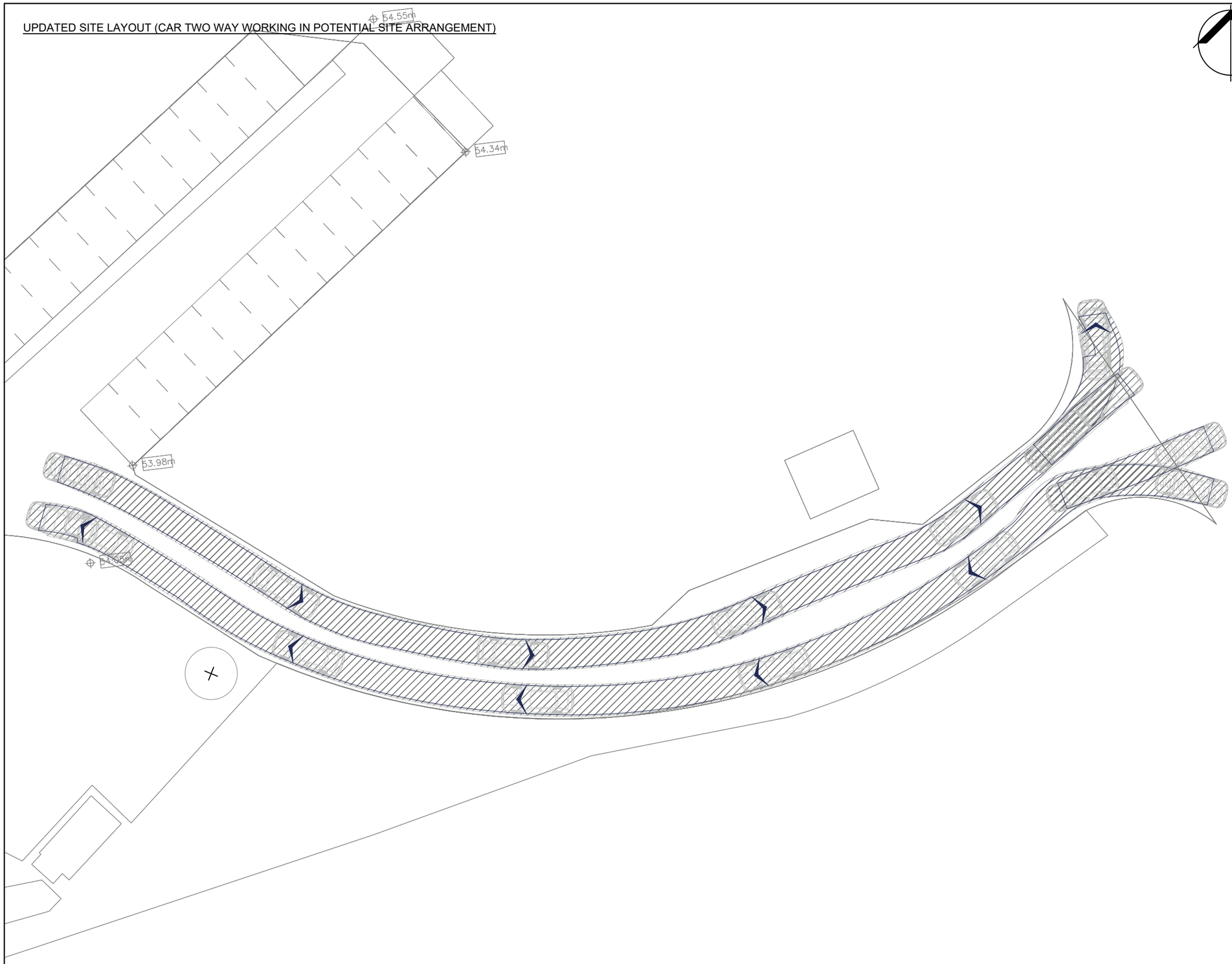
CAR PARK LAYOUT 6

(UPDATED SITE LAYOUT DIMENSIONS AND COMMENTS)

DRAWN BY	CHECKED BY	APPROVED BY
AKC	AP 27.09.2022	LT 27.09.2022

SCALE @ A3	DATE	
1:500	27.09.2022	
PROJECT NO. 22-T047	DRAWING NO. 06.1	REV. C

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



NOTES:

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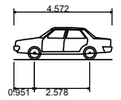
VEHICLE PROFILE:



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

REV	DATE	AMENDMENTS	DRAWN	CHK	APP
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

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PROJECT

PINN RIVER SCHOOL, PINNER

TITLE

CAR PARK LAYOUT 6

(UPDATED SITE LAYOUT CAR TWO WAY WORKING)

DRAWN BY	CHECKED BY	APPROVED BY
AKC	AP 27.09.2022	LT 27.09.2022

SCALE @ A3	DATE	
1:250	27.09.2022	
PROJECT NO.	**DRAWING NO.**	**REV.**
22-T047	06.2	C

UPDATED SITE LAYOUT (CAR ENTERING POTENTIAL SITE ARRANGEMENT)

NOTES:

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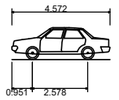
VEHICLE PROFILE:



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

REV	DATE	AMENDMENTS	DRAWN	CHK	APP
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

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PINN RIVER SCHOOL, PINNER

TITLE

CAR PARK LAYOUT 6

(UPDATED SITE LAYOUT CAR ENTERING SITE)

DRAWN BY	CHECKED BY	APPROVED BY
AKC	AP 27.09.2022	LT 27.09.2022

SCALE @ A3	DATE	
1:500	27.09.2022	
PROJECT NO. 22-T047	DRAWING NO. 06.3	REV. C

UPDATED SITE LAYOUT (CAR EXITING 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.
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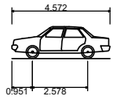
VEHICLE PROFILE:



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

REV	DATE	AMENDMENTS	DRAWN	CHK	APP
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

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PROJECT

PINN RIVER SCHOOL, PINNER

TITLE

CAR PARK LAYOUT 6

(UPDATED SITE LAYOUT CAR EXITING SITE)

DRAWN BY	CHECKED BY	APPROVED BY
AKC	AP 27.09.2022	LT 27.09.2022

SCALE @ A3	DATE	
1:500	27.09.2022	
PROJECT NO.	DRAWING NO.	REV.
22-T047	06.4	C

UPDATED SITE LAYOUT (MINIBUS ENTERING POTENTIAL SITE ARRANGEMENT)

NOTES:

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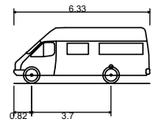
VEHICLE PROFILE:



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

REV	DATE	AMENDMENTS	DRAWN	CHK	APP
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

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PINN RIVER SCHOOL, PINNER

TITLE

CAR PARK LAYOUT 6

(UPDATED SITE LAYOUT MINIBUS ENTERING SITE)

DRAWN BY	CHECKED BY	APPROVED BY
AKC	AP 27.09.2022	LT 27.09.2022

SCALE @ A3	DATE	
1:500	27.09.2022	
PROJECT NO.	DRAWING NO.	REV.
22-T047	06.5	C

UPDATED SITE LAYOUT (MINIBUS EXITING POTENTIAL SITE ARRANGEMENT)

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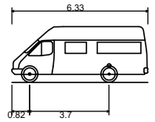
VEHICLE PROFILE:



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

REV	DATE	AMENDMENTS	DRAWN	CHK	APP
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

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KIER CONSTRUCTION

PROJECT

PINN RIVER SCHOOL, PINNER

TITLE

CAR PARK LAYOUT 6

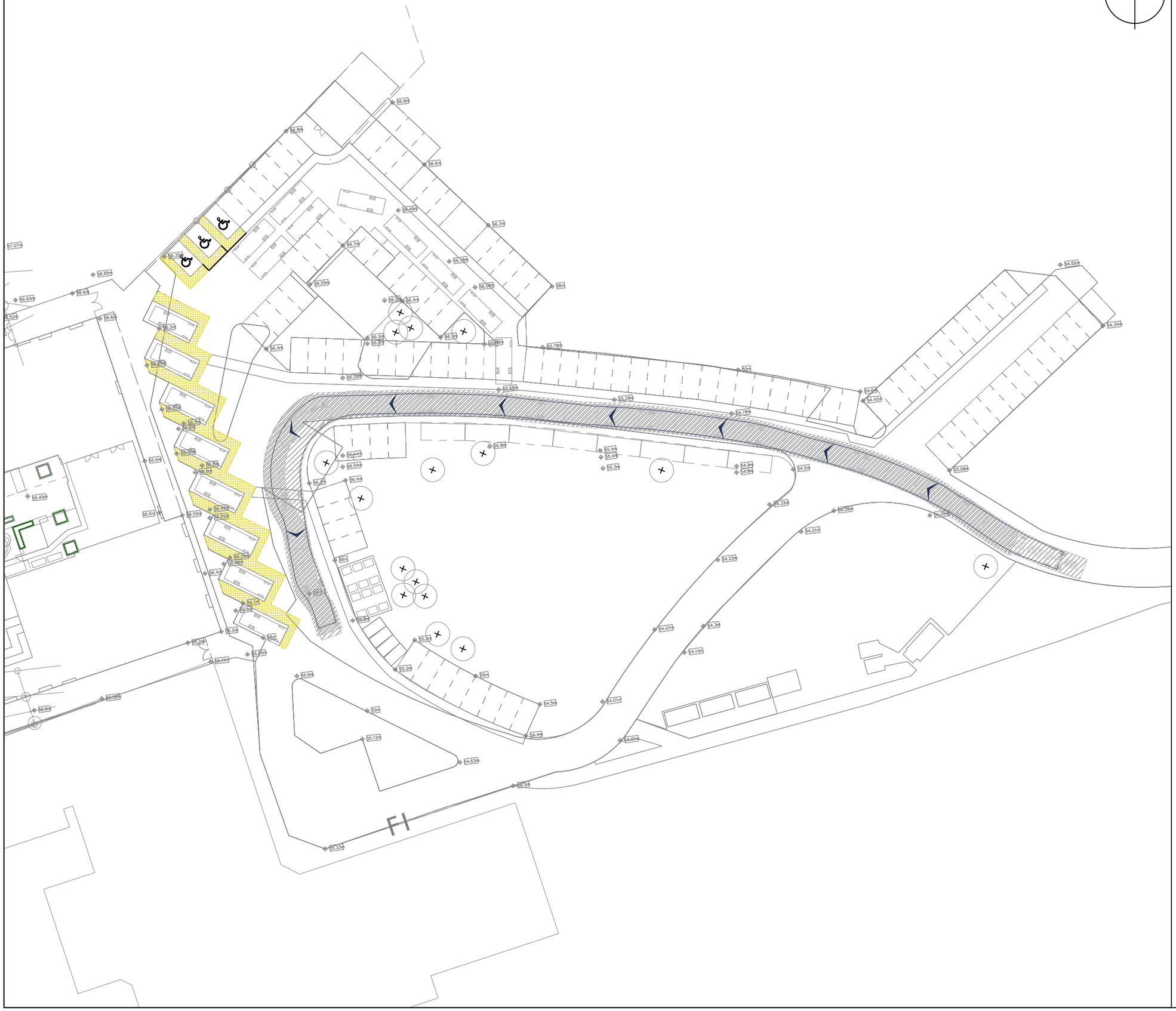
(UPDATED SITE LAYOUT MINIBUS EXITING SITE)

DRAWN BY	CHECKED BY	APPROVED BY
AKC	AP 27.09.2022	LT 27.09.2022

SCALE @ A3	DATE
1:500	27.09.2022

PROJECT NO.	DRAWING NO.	REV.
22-T047	06.6	C

UPDATED SITE LAYOUT (REFUSE VEHICLE ENTERING POTENTIAL SITE ARRANGEMENT)



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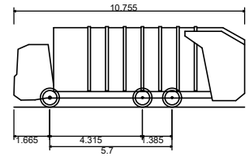
VEHICLE PROFILE:



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

REV	DATE	AMENDMENTS	DRAWN	CHK	APP
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

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KIER CONSTRUCTION

PROJECT

PINN RIVER SCHOOL, PINNER

TITLE

CAR PARK LAYOUT 6

(UPDATED SITE LAYOUT REFUSE VEHICLE ENTERING SITE)

DRAWN BY	CHECKED BY	APPROVED BY
AKC	AP 27.09.2022	LT 27.09.2022

SCALE @ A3	DATE	
1:500	27.09.2022	
PROJECT NO.	DRAWING NO.	REV.
22-T047	06.7	C

UPDATED SITE LAYOUT (REFUSE VEHICLE EXITING POTENTIAL SITE ARRANGEMENT)

NOTES:

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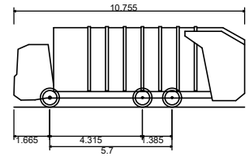
VEHICLE PROFILE:



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

REV	DATE	AMENDMENTS	DRAWN	CHK	APP
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

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CLIENT

KIER CONSTRUCTION

PROJECT

PINN RIVER SCHOOL, PINNER

TITLE

CAR PARK LAYOUT 6

(UPDATED SITE LAYOUT REFUSE VEHICLE EXITING SITE)

DRAWN BY	CHECKED BY	APPROVED BY
AKC	AP 27.09.2022	LT 27.09.2022

SCALE @ A3	DATE
1:500	27.09.2022

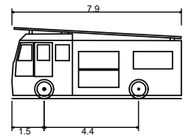
PROJECT NO.	DRAWING NO.	REV.
22-T047	06.8	C

UPDATED SITE LAYOUT (FIRE TENDER ENTERING 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:



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

REV	DATE	AMENDMENTS	DRAWN	CHK	APP
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

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mail@iceniprojects.com

CLIENT

KIER CONSTRUCTION

PROJECT

PINN RIVER SCHOOL, PINNER

TITLE

CAR PARK LAYOUT 6

(UPDATED SITE LAYOUT FIRE TENDER ENTERING SITE)

DRAWN BY	CHECKED BY	APPROVED BY
AKC	AP 27.09.2022	LT 27.09.2022

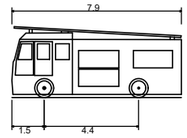
SCALE @ A3	DATE	
1:500	27.09.2022	
PROJECT NO.	DRAWING NO.	REV.
22-T047	06.9	C

UPDATED SITE LAYOUT (FIRE TENDER EXITING 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:



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KIER CONSTRUCTION

PROJECT

PINN RIVER SCHOOL, PINNER

TITLE

CAR PARK LAYOUT 6

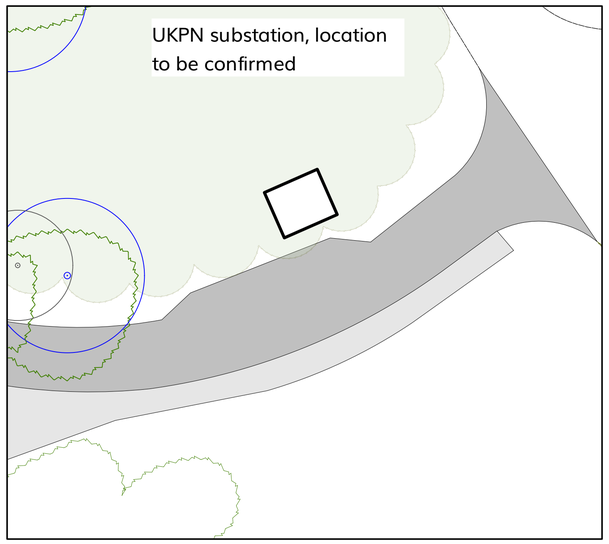
(UPDATED SITE LAYOUT FIRE TENDER EXITING SITE)

DRAWN BY	CHECKED BY	APPROVED BY
AKC	AP 27.09.2022	LT 27.09.2022

SCALE @ A3	DATE
1:500	27.09.2022

PROJECT NO.	DRAWING NO.	REV.
22-T047	06.10	C

A4. PROPOSED SITE LAYOUT



- Proposed secure fence line 2-4m high
- Existing metal palisade fencing
- Vehicular asphalt
- Parking spaces
- Pedestrian safe walking route
- Drop kerb
- Raised road kerb
- Gravel margins to sprinkler tank compound and garage
- Existing soft landscape
- Proposed trees
- Electric Vehicle Charging Point
- Retained trees with canopy and RPA
- 56.45m Existing levels
- 56.45m Proposed levels
- School entrance
- Surface gradients

107 Standard parking bays
3 Accessible bays

3 school minibus parking bays
8 minibus drop off bays
9 minibus waiting

01 Powered 2 wheeler parking
02 Minibus drop off bays
03 Cycle parking - 10 spaces
04 Sprinkler Tank
05 Bin Store - 10 Eurobins

Note; Levels and drainage in car park to be coordinated with drainage engineers drawings
Note; Dropped kerbs at crossing points and accessible bays

Note; Hazard paving at crossing points

No.	Date	Appr	Revision Notes
P 03	19/10/22	KL	Updated layouts and levels
P 02	13/10/22	KL	Updated layout

Note: All Dimensions must be checked on site and not scaled from this drawing.
All cross references are to the latest revision of the relevant drawing or specification being referenced

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landscape architects & arboricultural consultants
tel: 01376 573050
web: w-wa.co.uk

Scale/North Point

N

0 10 15 20 25 M

Client
Kier Construction

Job Title
Pinn River School

Drawing Title
Car Park Layout

Issue	PLANNING
Scale	1:250@A1
Drawn	IN
Checked	JL
Project ID	2181
Date	12/09/2022
Drg	FS0728-WWA-ZZ-ZZ-DR-L-0113
Status	S4
Rev	P03

A5. TRICS OUTPUT DATA

Calculation Reference: AUDIT-751001-221111-1140

TRIP RATE CALCULATION SELECTION PARAMETERS:

Land Use : 04 - EDUCATION
Category : A - PRIMARY
TOTAL VEHICLES

Selected regions and areas:

01	GREATER LONDON		
	EN	ENFIELD	1 days
	KI	KINGSTON	1 days

This section displays the number of survey days per TRICS® sub-region in the selected set

Primary Filtering selection:

This data displays the chosen trip rate parameter and its selected range. Only sites that fall within the parameter range are included in the trip rate calculation.

Parameter: Gross floor area
Actual Range: 4700 to 9000 (units: sqm)
Range Selected by User: 1122 to 9000 (units: sqm)

Parking Spaces Range: All Surveys Included

Public Transport Provision:
Selection by: Include all surveys

Date Range: 01/01/14 to 20/06/19

This data displays the range of survey dates selected. Only surveys that were conducted within this date range are included in the trip rate calculation.

Selected survey days:

Tuesday	1 days
Thursday	1 days

This data displays the number of selected surveys by day of the week.

Selected survey types:

Manual count	2 days
Directional ATC Count	0 days

This data displays the number of manual classified surveys and the number of unclassified ATC surveys, the total adding up to the overall number of surveys in the selected set. Manual surveys are undertaken using staff, whilst ATC surveys are undertaking using machines.

Selected Locations:

Suburban Area (PPS6 Out of Centre)	1
Edge of Town	1

This data displays the number of surveys per main location category within the selected set. The main location categories consist of Free Standing, Edge of Town, Suburban Area, Neighbourhood Centre, Edge of Town Centre, Town Centre and Not Known.

Selected Location Sub Categories:

Residential Zone	2

This data displays the number of surveys per location sub-category within the selected set. The location sub-categories consist of Commercial Zone, Industrial Zone, Development Zone, Residential Zone, Retail Zone, Built-Up Zone, Village, Out of Town, High Street and No Sub Category.

Secondary Filtering selection:

Use Class:

F1(a)	2 days

This data displays the number of surveys per Use Class classification within the selected set. The Use Classes Order 2005 has been used for this purpose, which can be found within the Library module of TRICS®.

Population within 500m Range:
All Surveys Included

Secondary Filtering selection (Cont.):

Population within 1 mile:

25,001 to 50,000	1 days
50,001 to 100,000	1 days

This data displays the number of selected surveys within stated 1-mile radii of population.

Population within 5 miles:

250,001 to 500,000	1 days
500,001 or More	1 days

This data displays the number of selected surveys within stated 5-mile radii of population.

Car ownership within 5 miles:

0.6 to 1.0	2 days

This data displays the number of selected surveys within stated ranges of average cars owned per residential dwelling, within a radius of 5-miles of selected survey sites.

Travel Plan:

No	2 days

This data displays the number of surveys within the selected set that were undertaken at sites with Travel Plans in place, and the number of surveys that were undertaken at sites without Travel Plans.

PTAL Rating:

1a (Low) Very poor	1 days
1b Very poor	1 days

This data displays the number of selected surveys with PTAL Ratings.

LIST OF SITES relevant to selection parameters

1 EN-04-A-02 PRIMARY SCHOOL ENFIELD
GOAT LANE
ENFIELD

Edge of Town
Residential Zone
Total Gross floor area: 4700 sqm
Survey date: TUESDAY *17/11/15* *Survey Type: MANUAL*

2 KI-04-A-01 PRIMARY SCHOOL KINGSTON
COOMBE HILL LANE WEST
NEW MALDEN

Suburban Area (PPS6 Out of Centre)
Residential Zone
Total Gross floor area: 9000 sqm
Survey date: THURSDAY *20/06/19* *Survey Type: MANUAL*

This section provides a list of all survey sites and days in the selected set. For each individual survey site, it displays a unique site reference code and site address, the selected trip rate calculation parameter and its value, the day of the week and date of each survey, and whether the survey was a manual classified count or an ATC count.

TRIP RATE for Land Use 04 - EDUCATION/A - PRIMARY
TOTAL VEHICLES
Calculation factor: 100 sqm
Estimated TRIP rate value per 5413 SQM shown in shaded columns
BOLD print indicates peak (busiest) period

	ARRIVALS				DEPARTURES				TOTALS			
Time Range	No. Days	Ave. GFA	Trip Rate	Estimated Trip Rate	No. Days	Ave. GFA	Trip Rate	Estimated Trip Rate	No. Days	Ave. GFA	Trip Rate	Estimated Trip Rate
00:00 - 01:00												
01:00 - 02:00												
02:00 - 03:00												
03:00 - 04:00												
04:00 - 05:00												
05:00 - 06:00												
06:00 - 07:00												
07:00 - 08:00	2	6850	0.518	28.053	2	6850	0.007	0.395	2	6850	0.525	28.448
08:00 - 09:00	2	6850	2.190	118.533	2	6850	1.445	78.232	2	6850	3.635	196.765
09:00 - 10:00	2	6850	0.095	5.136	2	6850	0.088	4.741	2	6850	0.183	9.877
10:00 - 11:00	2	6850	0.029	1.580	2	6850	0.015	0.790	2	6850	0.044	2.370
11:00 - 12:00	2	6850	0.073	3.951	2	6850	0.051	2.766	2	6850	0.124	6.717
12:00 - 13:00	2	6850	0.029	1.580	2	6850	0.036	1.976	2	6850	0.065	3.556
13:00 - 14:00	2	6850	0.029	1.580	2	6850	0.080	4.346	2	6850	0.109	5.926
14:00 - 15:00	2	6850	0.190	10.273	2	6850	0.095	5.136	2	6850	0.285	15.409
15:00 - 16:00	2	6850	0.912	49.389	2	6850	1.942	105.099	2	6850	2.854	154.488
16:00 - 17:00	2	6850	0.058	3.161	2	6850	0.336	18.175	2	6850	0.394	21.336
17:00 - 18:00	2	6850	0.109	5.927	2	6850	0.277	15.014	2	6850	0.386	20.941
18:00 - 19:00	2	6850	0.015	0.790	2	6850	0.029	1.580	2	6850	0.044	2.370
19:00 - 20:00												
20:00 - 21:00												
21:00 - 22:00												
22:00 - 23:00												
23:00 - 24:00												
Total Rates:			4.247	229.953			4.401	238.250			8.648	468.203

This section displays the trip rate results based on the selected set of surveys and the selected count type (shown just above the table). It is split by three main columns, representing arrivals trips, departures trips, and total trips (arrivals plus departures). Within each of these main columns are three sub-columns. These display the number of survey days where count data is included (per time period), the average value of the selected trip rate calculation parameter (per time period), and the trip rate result (per time period). Total trip rates (the sum of the column) are also displayed at the foot of the table.

*To obtain a trip rate, the average (mean) trip rate parameter value (TRP) is first calculated for all selected survey days that have count data available for the stated time period. The average (mean) number of arrivals, departures or totals (whichever applies) is also calculated (COUNT) for all selected survey days that have count data available for the stated time period. Then, the average count is divided by the average trip rate parameter value, and multiplied by the stated calculation factor (shown just above the table and abbreviated here as FACT). So, the method is: COUNT/TRP*FACT. Trip rates are then rounded to 3 decimal places.*

Parameter summary

Trip rate parameter range selected:	4700 - 9000 (units: sqm)
Survey date date range:	01/01/14 - 20/06/19
Number of weekdays (Monday-Friday):	2
Number of Saturdays:	0
Number of Sundays:	0
Surveys automatically removed from selection:	0
Surveys manually removed from selection:	0

This section displays a quick summary of some of the data filtering selections made by the TRICS® user. The trip rate calculation parameter range of all selected surveys is displayed first, followed by the range of minimum and maximum survey dates selected by the user. Then, the total number of selected weekdays and weekend days in the selected set of surveys are show. Finally, the number of survey days that have been manually removed from the selected set outside of the standard filtering procedure are displayed.

A6. 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 0ps	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

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

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	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	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

What would encourage you to cycle to PRS?
Nothing would encourage me;
Improved cycle paths on the journey to work;
Nothing would encourage me;
Improve cycle connection between train / tube station and school (including bikes / storage available at the station);
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;
Nothing would encourage me;
Nothing would encourage me;I have to pick my child up same time i finsh work ;
Improved cycle parking at school;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;
Improved cycle paths on the journey to work;Improve cycle connection between train / tube station and school (including bikes / storage available at the station);A tax-efficient salary sacrifice scheme to buy a bike;
Nothing would encourage me;
Nothing would encourage me;
Nothing would encourage me;
Improved cycle paths on the journey to work;Improved cycle parking at school;Improved changing and storage facilities at work;
Nothing would encourage me;
Nothing would encourage me;
Nothing would encourage me;
A tax-efficient salary sacrifice scheme to buy a bike;
Improved cycle paths on the journey to work;
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 cycle parking at school;Improved changing and storage facilities at work;
I can’t do cycling ;
Nothing would encourage me;
Improved cycle parking at school;Improved changing and storage facilities at work;Ability to arrange bike maintenance to take place at school while I am working;
Nothing would encourage me;A tax-efficient salary sacrifice scheme to buy a bike;
Nothing would encourage me;Improved cycle paths on the journey to work;Improved cycle parking at school;
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;
Improved cycle paths on the journey to work;Improved cycle parking at school;Improved changing and storage facilities at work;
Nothing would encourage me;A tax-efficient salary sacrifice scheme to buy a bike;
Nothing would encourage me;

What would encourage you to use Public Transport to PRS?	What would encourage you to walk to PRS?
Better connection from home to train / tube station;Better connection from train / tube station to school;	Nothing would make walking an attractive option;
More frequent bus service;	Nothing would make walking an attractive option;
Nothing would encourage me;	Nothing would make walking an attractive option;
More direct bus routes;Better connection from home to train / tube station;	Nothing would make walking an attractive option;
More direct bus routes;More frequent bus service;Better lighting at bus stops and nearby footpaths;	Improved pavements;Improved street lighting;
Nothing would encourage me;	Nothing would make walking an attractive option;
Nothing would encourage me;	Nothing would make walking an attractive option;
More frequent bus service;Bus stops nearer the school;More direct bus routes;	Nothing would make walking an attractive option;
Nothing would encourage me;	No option to walk as have to transport children to school before. ;
Nothing would encourage me;	Nothing would make walking an attractive option;
More direct bus routes;Bus stops nearer the school;	Nothing would make walking an attractive option;
Nothing would encourage me;	Nothing would make walking an attractive option;
Better connection from train / tube station to school;Better connection from home to train / tube station;More frequent bus service;	Other people to walk with;Improved street lighting;
Nothing would encourage me;I have to pick my child up same time i finsh work ;	I have to picck my child up same time i finsh work ;
Nothing would encourage me;	Improved street lighting;
Better lighting at bus stops and nearby footpaths;	Better changing / storage facilities at school;
More direct bus routes;Better connection from home to train / tube station;Better connection from train / tube station to school;	Nothing would make walking an attractive option;
Nothing would encourage me;	Nothing would make walking an attractive option;
Nothing would encourage me;	Nothing would make walking an attractive option;
Nothing would encourage me;	too far;
Nothing would encourage me;	Nothing would make walking an attractive option;
I am currently using public transport;	Nothing would make walking an attractive option;
More direct bus routes;More frequent bus service;Bus stops nearer the school;	Improved pavements;Other people to walk with;
Nothing would encourage me;	Nothing would make walking an attractive option;
Nothing would encourage me;	Nothing would make walking an attractive option;
More direct bus routes;	Nothing would make walking an attractive option;
Nothing would encourage me;	Nothing would make walking an attractive option;
Nothing would encourage me;	Nothing would make walking an attractive option;
More frequent bus service;	Nothing would make walking an attractive option;
More direct bus routes;Better connection from train / tube station to school;Better connection from home to train / tube station;	Safer road crossings;Other people to walk with;
Nothing would encourage me;	Nothing would make walking an attractive option;
Nothing would encourage me;	Nothing would make walking an attractive option;
More direct bus routes;More frequent bus service;Bus stops nearer the school;	Improved pavements;Safer road crossings;
Nothing would encourage me;	Nothing would make walking an attractive option;
Nothing would encourage me;	Walking to work wouldn’t be a problem at all;
More direct bus routes;More frequent bus service;Bus stops nearer the school;	Improved pavements;Safer road crossings;
More direct bus routes;	Nothing would make walking an attractive option;
Nothing would encourage me;	Nothing would make walking an attractive option;
Nothing would encourage me;	Better changing / storage facilities at school;
More direct bus routes;More frequent bus service;Bus stops nearer the school;	Nothing would make walking an attractive option;Improved street lighting;
More direct bus routes;More frequent bus service;Bus stops nearer the school;	Safer road crossings;Nothing would make walking an attractive option;
Nothing would encourage me;	Nothing would make walking an attractive option;
More frequent bus service;Bus stops nearer the school;More direct bus routes;	Nothing would make walking an attractive option;
Nothing would encourage me;	Nothing would make walking an attractive option;
Nothing would encourage me;	Nothing would make walking an attractive option;
Nothing would encourage me;	Nothing would make walking an attractive option;
Bus stops nearer the school;More frequent bus service;	A LATER START TIME ;
Nothing would encourage me;	Improved pavements;
Nothing would encourage me;	Nothing would make walking an attractive option;
More direct bus routes;More frequent bus service;Bus stops nearer the school;	Nothing would make walking an attractive option;
Nothing would encourage me;	Nothing would make walking an attractive option;

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	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 rou
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
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 infreque

Travel to PRS

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

If driving, where do you park?	Car - as driver2	Car - as passenger2	Train2	Tube2	Bus2	Cycle2	Walk (whole journey)2	Motorcycle2	Other2
On the school site	5 days a week	Now and then	Never	Never	Never	Never	Never	Never	Never
On the school site	5 days a week	Now and then	Never	Never	Never	Never	Never	Never	Never
On the school site	5 days a week	Never	Never	Never	Never	Never	Never	Never	Never
On the school site	Now and then	Never	Never	Never	Never	Now and then	5 days a week	Never	Never
	Never	Now and then	Never	Never	Now and then	Never	5 days a week	Never	Never
On the school site	5 days a week	Never	Never	Never	Never	Never	Never	Never	Never
On the school site	5 days a week	Never	Never	Never	Never	Never	Never	Never	Never
On the school site	Three or four times a week	Never	Never	Now and then	Never	Never	Never	Never	Never
On the school site	5 days a week	Never	Never	Never	Never	Never	Never	Never	Never
On the school site	Three or four times a week	Never	Never	Never	Never	Never	Once or twice a week	Never	Never
On the school site	5 days a week	Never	Never	Never	Never	Never	Never	Never	Never
On the school site	Three or four times a week	Never	Never	Never	Never	Never	Once or twice a week	Never	Never
	Never	Now and then	Never	5 days a week	Now and then	Never	Never	Never	Never
On the school site	Three or four times a week	Never	Never	Never	Never	Now and then	Never	Never	Never
On the school site	5 days a week	Never	Never	Never	Never	Never	Never	Never	Never
On the school site	Now and then	Never	Never	Never	Never	Never	5 days a week	Never	Never
On the school site	Three or four times a week	Never	Never	Never	Never	Never	Never	Never	Never
On the school site	5 days a week	Never	Never	Never	Never	Never	Never	Never	Never
On the school site	5 days a week	Never	Never	Never	Never	Never	Now and then	Never	Never
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	Never	5 days a week
On the school site	5 days a week	Never	Never	Never	Now and then	Never	Never	Never	Never
On the school site	5 days a week	Now and then	Never	Never	Never	Never	Now and then	Never	Never
On the school site	5 days a week	Never	Never	Never	Never	Never	Never	Never	Never
On the school site	5 days a week	Never	Never	Never	Never	Never	Never	Never	Never
On the school site	Once or twice a week	Now and then	Never	Never	Now and then	Never	Now and then	Never	Never
On the school site	Three or four times a week	Never	Never	Never	Never	Never	Never	Never	Never
On the school site	5 days a week	Never	Never	Never	Never	Never	Never	Never	Never
On the school site	5 days a week	Never	Never	Never	Never	Never	5 days a week	Never	Never
On the school site	5 days a week	Never	Never	Never	Never	Never	Never	Never	Never
On the school site	5 days a week	Never	Never	Never	Never	Never	Never	Never	Never
	Never	Never	Never	5 days a week	5 days a week	Never	Never	Never	Never
On the school site	5 days a week	Never	Never	Never	Now and then	Never	Never	Never	Never
On the school site	Once or twice a week	Never	Never	Never	Never	Never	Once or twice a week	Never	Never
	Never	Never	Never	Never	Never	Three or four times a week	Once or twice a week	Never	Never
On the school site	5 days a week	Never	Never	Never	Never	Never	Never	Never	Never

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

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 pe
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.

A7. CENSUS DATA (2011)

Method of travel to work (2001 specification) (Workday population)

date	geography	geography code	All categories	Work mainly at or from home	Underground, metro, light rail or tram	Train	Bus, minibus or coach	Taxi	Motorcycle, scooter or moped	Driving a car or van	Passenger in a car or van	Bicycle	On foot	Other method of travel to work	Not in employment	Underground, metro, light rail or tram	Train	Bus, minibus or coach	Taxi	Motorcycle, scooter or moped	Driving a car or van	Passenger in a car or van	Bicycle	On foot
2011	Hillingdon 004	E02000497	3924	420	149	40	85	9	12	1005	84	15	133	10	1962	9.7%	2.6%	5.5%	0.6%	0.8%	65.6%	5.5%	1.0%	8.7%

A8. GOVERNMENT CYCLING AND WALKING DATA FOR LBH

Table CW0301: Proportion of adults who do any walking [note 1] or cycling [note 2], for any purpose [note 3], by frequency and local authority [note 4] [note 5], England, November 2015 to November 2021 [note 6]

To view the data in this table, you will need to 'enable editing'. You can either click on the yellow banner at the top or use F2 and select enable content.

This worksheet contains one table. Some cells refer to notes which can be found on the notes worksheet.

All statistics in Column F to Column K of this table are expressed as percentages.

Notes are used throughout this table, please see the Notes tab to find the related notes text.

These statistics cover the time period mid-November to mid-November. For example, data in the column labelled 2021 covers mid-November 2020 to mid-November 2021.

Filters are used throughout this table. The drop-down menus are available in cells A7 to K7. To use a filter, select the cell, then either click on the arrow and select the value or hold alt and the down arrow then use the left and right arrows to select the value.

ONS Code	Area name	Mode	Purpose	Frequency	2021	2020	2019	2018	2017	2016
E09000017	Hillingdon	Walking or Cycling	Any	At least once per month	71.7	69.3	78.8	74.8	80.2	74.9
E09000017	Hillingdon	Walking or Cycling	Any	At least once per week	63.5	64.5	71.8	68.5	71.6	68.0
E09000017	Hillingdon	Walking or Cycling	Any	At least 3 times per week	36.9	41.3	48.0	44.8	49.8	41.7
E09000017	Hillingdon	Walking or Cycling	Any	At least 5 times per week	28.6	30.9	34.7	32.3	37.7	30.1