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# Travel Plan

Pinn River SEND School, Pinner

Iceni Projects Limited on behalf of  
Kier Construction

November 2022

ICENI PROJECTS LIMITED  
ON BEHALF OF KIER  
CONSTRUCTION

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APPENDIX 6.2 TRAVEL PLAN (COMMERCIAL) -  
FRIARY QUARTER, GUILFORD

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## **APPENDICES**

A1 SITE LOCATION PLAN

A2 STAFF TRAVEL QUESTIONNAIRE & RESULTS

## 1. INTRODUCTION

- 1.1 Iceni Projects Ltd has been appointed by Kier Construction on behalf of the Education and Skills Funding Agency (ESFA) to provide a Travel Plan (TP) 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 proposals will support a full planning application for a redevelopment of the school, which shall include the delivery of a new school consisting of:
  - A new school with a floorspace of 5,314m<sup>2</sup>,
  - A car park consisting of circa 110 spaces, including 3 accessible spaces
  - Eight school minibus parking bays;
  - Three permanent minibus parking spaces,
  - Nine minibus waiting bays;
  - 44 cycle parking spaces including a mixture of existing and new cycle spaces (40 long stay and 4 short stay spaces); and
  - The creation of high-quality internal parking spaces as a result of the redevelopment of the existing school.
- 1.3 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"*
- 1.4 The existing Grangewood School is F1 (Learning and Non-Residential Institutions) (a). We have taken a pragmatic approach and assumed this represents what will be provided for the new Pinn River school space. A Site Location Plan is provided at **Figure 1.1** and attached at **Appendix A1**.

**Figure 1.1 Location Map**



- 1.5 In the lead up to the planning submission, two formal pre-application meeting were held with the Highways Officer throughout the design process. The pre-application meetings were held with the Council in August and September 2022. At the pre-application meeting the scope of the documents required for submission was discussed and agreed with LB Hillingdon in their role as the highway authority. This included the provision of a TP that provides clear direction on the measures that will be provided in conjunction with the management of the proposed parking allocation for the school.
- 1.6 The driving factor for the new school is the TP, which will provide measures and incentives for new and existing members of staff with the aim of reducing the number of staff using the car as a means of transport. This TP aims to foster an approach that will not only encourage sustainable travel but looks to help deliver behavioural changes. The identification of a range of initiatives and measures which can be implemented at the outset of the new school will ensure that there is viable and alternative options for staff instead of using the car as a mode of transport to the school.
- 1.7 The 'Travel Plans, Transport Assessments and Statements in decision taking' (March 2014) document, which forms part of the National Planning Practice Guidance (NPPG), will also be adhered to, along with all LBH policies.
- 1.8 This TP is directly in relation to the new Pinn River school at the existing Grangewood School site. This will require a full Travel Plan to be provided.

## **What is a Travel Plan?**

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- 1.9 Every development has potential implications for local transport systems to a lesser or greater degree. The way that these implications are managed is fundamental to the scale of transport effects associated with the development.
- 1.10 TPs provide a means of managing the transport generated by in this case, a new school, and implementing measures to reduce identified adverse effects of such transportation.
- 1.11 A TP is essentially a series of initiatives that are introduced to provide staff with an enhanced range of sustainable transport opportunities. The overriding objectives of TPs are to reduce the level of single occupancy car use for all journeys and to maximise the use of other sustainable forms of travel such as walking, cycling, and public transport, which given the reduced number of car parking spaces relative to the new school will be an important element to driving down single occupancy car use.

## **Benefits of a Travel Plan**

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- 1.12 The most easily identifiable benefits of a TP are those that are directly related to reductions in vehicle use, namely proportionally less congestion, noise, air pollution and accidents.
- 1.13 There is, however, also a broader range of more intangible benefits that can accrue from the implementation of TP initiatives. Depending on the characteristics of each development, such benefits can include:
  - Healthier staff
  - Energy savings – through reduced fossil fuel use
  - Improved use of public transport – through TP initiatives
  - An improved environment for pedestrians and cyclists
  - Cost savings – to employees as travel becomes more efficient (especially given the cost of living and petrol/diesel costs); and
  - Improved quality of life – through time savings achieved as a result of less congestion and reduced stress

## **Why do we have a Travel Plan?**

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- 1.14 While there are a wide range of benefits that can result from the operation of a TP, their implementation is increasingly being required within the planning system as a condition, or requirement, associated with development.

1.15 At a national level, the *National Planning Policy Framework (NPPF) 2021* places an emphasis on the need for all developments to encourage the use of sustainable transport, stating that:

**National Planning Policy Framework (NPPF)**

*“Plans should protect and exploit opportunities for the use of sustainable transport modes for the movement of goods or people. Therefore, developments should be located and designed where practical to*

- *accommodate the efficient delivery of goods and supplies;*
- *give priority to pedestrian and cycle movements, and have access to high quality public transport facilities;*
- *create safe and secure layouts which minimise conflicts between traffic and cyclists or pedestrians, avoiding street clutter and where appropriate establishing home zones;*
- *incorporate facilities for charging plug-in and other ultra-low emission vehicles; and*
- *consider the needs of people with disabilities by all modes of transport*

*A key tool to facilitate this will be a Travel Plan. All developments which generate significant amounts of movement should be required to provide a Travel Plan.”*

1.16 Given all of the above, the six stated objectives of this TP are as follows;

- Foster a partnership approach with and between staff as appropriate to influence travel behaviour;
- Generate fewer single-occupancy car trips than would otherwise be the case by encouraging a modal shift in travel to the site;
- Encourage safe and viable alternatives for accessing the site for all site users;
- To reduce the environmental impact associated with development traffic by raising travel awareness amongst employees encouraging the use of alternative modes to private cars;
- Encourage the uptake of electric vehicles by providing charge points based on government guidance and the move towards Net Zero through the phasing out of combustion engines; and
- Reduction in overall vehicle mileage.

## 2. AIMS AND OBJECTIVES

2.1 The aim of the TP for the new school is to reduce the number of single-occupancy car trips and is intended to achieve the objectives. These are set out as follows;

- Foster a partnership approach with (and between) staff as appropriate to influence travel behaviour;
- Generate fewer single-occupancy car trips than would otherwise be the case by encouraging a modal shift in travel to the site;
- Encourage safe and provide viable alternatives for accessing the site for all site users;
- To reduce the environmental impact associated with development traffic by raising travel awareness amongst employees encouraging the use of alternative modes to private cars;
- Encourage the uptake of electric vehicles by providing charge points based on government guidance and the move towards Net Zero through the phasing out of combustion engines; and
- Reduction in overall vehicle mileage.

2.2 Given the difficulty in influencing visitors travel habits, the TP is primarily aimed at influencing staff travel, however, many of the measures will also benefit other users of the site as no visitor parking is being provided on site.

### **Surveys**

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2.3 As part of the TP proposal the new Pinn River School will commit to undertaking surveys which would assess the travel and transport issues and influences of the occupier(s). The Travel Plan co-ordinator(s) will sign up to aid in the evaluation and monitoring of the TP(s).

2.4 Multi modal count surveys are to be undertaken 6 months prior to first occupation (subject to planning approval), with targets and measure to be determined and agreed with LBH. Occupation assumes of the first occupation of the new Pinn River School. This will identify the travel needs of staff to ensure that driver demand is reflective of the number of spaces provided throughout the site. The objective of the measures will be to target 60 members of staff who live within 2-5km of the site and have expressed an interest in moving away from single occupancy vehicle trips to more sustainable modes of transport.

2.5 Questionnaire Surveys are also to be undertaken by staff, within the first 2 months of occupation. The results of these questionnaire surveys will also assist with determining targets and measures.

- 2.6 The surveys, monitoring and review would be undertaken so as to achieve the joint aims of promoting sustainable transport and education as regards to reducing reliance on private car use.
- 2.7 One of the main objectives of the TP is to incentivise, provided encouragement, information, and initiatives to the staff to use public transport and other more sustainable methods of transport such as walking and cycling, instead of placing sole reliance on privately owned motor vehicles or undertaking single purpose trips.
- 2.8 Where applicable, targets can be included in a TP to help achieve the objectives and there are two main types that are applicable to TPs. The most easily demonstrated are the commitments to deliver the package of measures set out in the plan. Such measures are detailed within **Section 4** of this TP. The second form of target is aspirational and related to proportional changes in the travel modes used to get to the Site, although the existing travel modes are known at this time.

### 3. SUSTAINABLE TRAVEL MODES

#### Public Transport Accessibility Level (PTAL)

3.1 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.

3.2 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 3.1**. 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 3.1 PTAL Rating

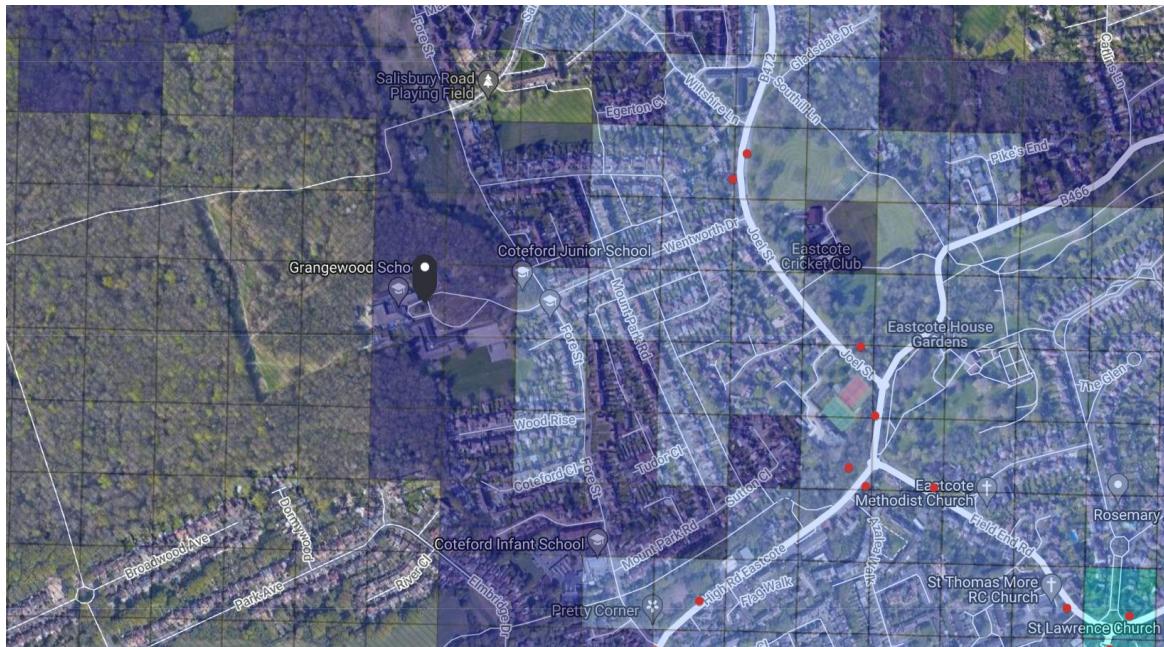
**Table 3 Public Transport Accessibility Levels**

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

3.3 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.

3.4 A copy of the PTAL calculations is shown in **Figure 3.2** and is included at **Appendix AX**.

Figure 3.2 PTAL Map



3.5 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.

3.6 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).

3.7 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**

3.8 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 one bus stop located within the PTAL distance (640m) of the site and the other stop just over the specified PTAL distance, they are in walking distance of the Pinn River School. A total of 5 bus services per hour (282) are within the PTAL walking distance of the site and an additional 3 services per hour (H13) just outside the PTAL walking distance. Combined the services provide approximately 8 buses per hour. Approximately 1.9km from the site is Northwood Hills Underground station which is a hub for buses with a number of bus services running (a minimum of 8 services per hour) an hour run from the station. **Table 3.1** details the routes that can be accessed from these stops close to the site.

**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	3 per hour

3.9 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.

3.10 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**

3.11 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.

3.12 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

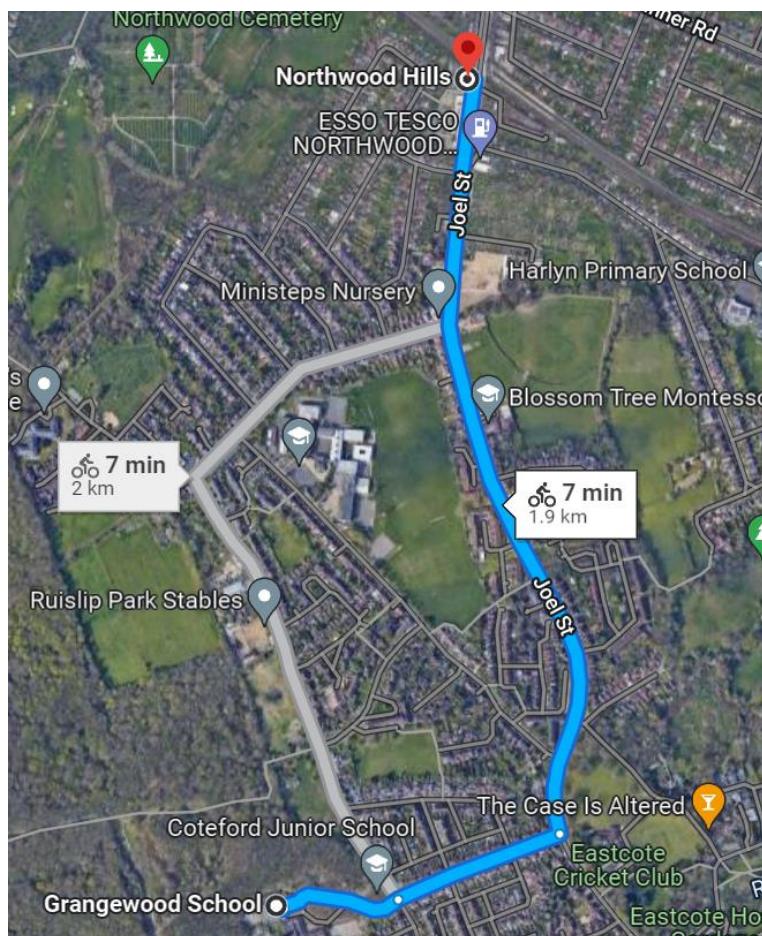
### Cycling

3.13 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.

3.14 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.

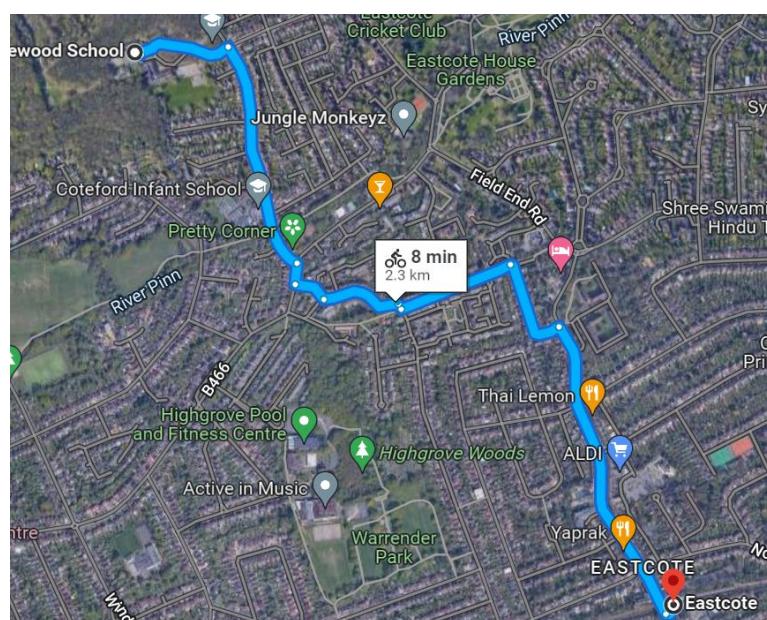
3.15 These two routes are shown in **Figure 3.3**.

**Figure 3.3 Cycle Map from Northwood Hills Station to Pinn River School**



3.16 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 3.4**.

**Figure 3.4 Cycle Map from Eastcote Station to Pinn River School**



3.17 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

3.18 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.

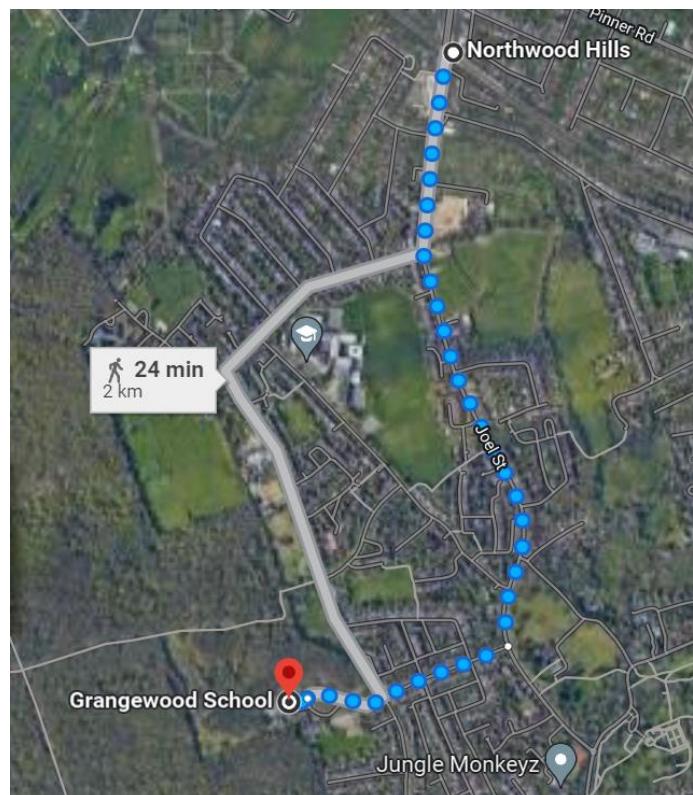
### Walking Routes

3.19 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.

3.20 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.

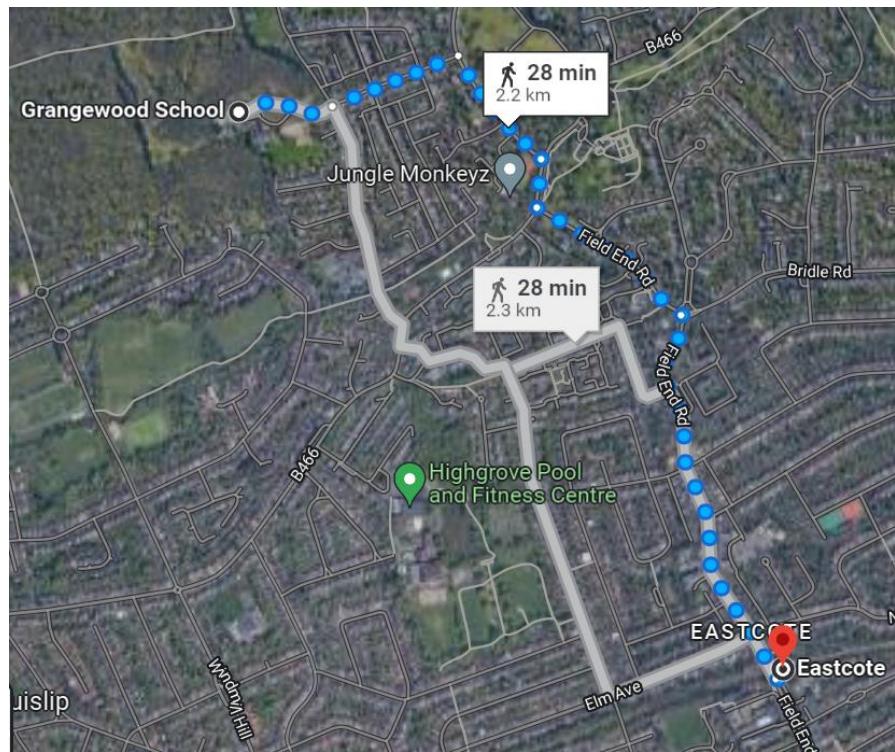
3.21 The two walking routes from Northwood Hills station are shown in **Figure 3.5**.

**Figure 3.5** Walking Map from Northwood Hills Station to Pinn River School



3.22 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 3.6**.

**Figure 3.6 Walking Map from Eastcoats Station to Pinn River School**



### **Sustainable Travel Summary**

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- 3.23 It has been shown that the development site is in a sustainable location with good footway and cycle links and is close to bus and rail services which supply good area coverage.
- 3.24 In conclusion, the proposed Pinn River School provides opportunities to use modes other than the car and will provide pupils and staff with a good level of access to all alternative modes of travel.

## 4. THE TRAVEL PLAN MANAGEMENT SCHEME

### Overview

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4.2 In order to ensure that the TP is as successful as possible it is essential that it is managed in such a way that all parties are aware of the aims and objectives and also the options available to them in terms of travelling to the site using sustainable modes of transport. It is essential that there is a point of contact for the employees and the local authority, and also a driving force behind the implementation of the measures contained within the plan. To help achieve this, a Travel Plan Coordinator (TPC) will be appointed, and it is anticipated that this will be facilitated in the main by an individual within a site management company (to be appointed), who will fund the role of the TPC. Initially, this role may be taken by the developer's on-site sales team. Once the individual's details are known they will be provided to LBH.

### The Travel Plan Co-ordinator and Associated Support

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4.3 The TPC will work in conjunction with the LPA (LBH), the local community and other interested parties for the continuing progression of the TP. The TPC will be appointed prior to first occupation of the development.

4.4 The role of the TPC will be as follows:

- To promote and encourage the use of travel modes other than the car;
- To provide a point of contact and travel information for employees and other stakeholders, such as LBH;
- To ensure that all relevant information is provided to employees and that up-to-date information is available; and
- To arrange for the travel surveys to be undertaken when necessary.

### Softer Travel Plan Initiatives

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4.5 The provision of a full Travel Plan is a requirement of the planning process for the benefit of the planning and transport authorities, enabling robust monitoring and review against clear, agreed target and action plans.

4.6 These packs are designed to encourage the adoption of sustainable transport and include sustainable transport options and information for the local area, advice on local transport bus and rail services, cycle routes, taxi information, walking maps and journey planning assistance.

4.7 The Travel Plan will operate as an organic document, which means it is a living document which can be amended over future years to tailor to future staff travel to and from the new school. The school will aim to ensure that the Travel Plan responds to both internal and external influences as well as possible in terms of promoting and delivering sustainable travel and transport use within the new site.

4.8 In order to ensure that the opportunities for modal shift can be realised there are a number of measures that can be undertaken or encouraged by the development proposal. Broadly these measures can be categorised as follows:

- Direct measures to reduce car usage;
- Measures to promote alternative travel modes; and
- Monitoring and management.

4.9 As part of the new school there are a series of measures which will be introduced that will ensure the site is accessible to all main modes of road transport and pedestrians. In particular, those staff who travel by modes other than the private car will be encouraged. These measures are detailed below.

### **Travel Surveys**

4.10 As stated in Chapter 2, questionnaire surveys of the employees' travel patterns will be undertaken as part of the review process. These will be of a more basic nature, seeking to determine any change in the modal split and uptake of TP initiatives.

### **Monitoring and Review Mechanisms**

4.11 In order to ascertain whether the objectives and targets set out within this TP have been met, annual monitoring will be conducted at the following times:

- Baseline 6 months prior to occupation;
- End of Year 1;
- End of Year 3; and
- End of Year 5.

4.12 The monitoring will be based on the surveys undertaken which will form the basis of the monitoring reports shared with LBH as required. The TPC will form a contact point for communication with the local authority who will be involved in the monitoring process.

### **Sustaining Interest**

4.13 It is important to sustain interest and commitment to this TP to ensure its success. The TPC should be proactive in ensuring information is available and up-to-date and ensure that staff are made fully aware of this TP and the travel options available to them.

4.14 With regard to staff, it is difficult for the school to sustain interest, however, the initiation of staff using public transport, being provided options from transport hubs, walking and cycling user groups will assist in sustaining interest in active travel, with members taking an active role in promoting and encouraging active travel.

### **Marketing and Communication**

4.15 In addition to the initiatives already outlined within the TP, there will be an ongoing marketing and communication of information following on from the launch.

4.16 All staff will be provided with a digital travel pack outlining walking, cycling and public transport routes surrounding the site, local car clubs and car sharing services and relevant contact details for public transport operators and local walking and cycling groups.

### **On-going Marketing**

4.17 The TP will be launched on the opening of the new school and will be continually marketed through the provision and updating of travel information and leaflets. The information contained within the digital travel packs will be periodically reviewed and updated and reissued as appropriate.

### **Travel Information Packs**

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4.18 Staff will receive a Travel Information Pack. This Pack will include Cycle Route Maps, Public Transport Hub Information and Contact Information. These will also be made available to visitors within the building entrance as appropriate. Where possible, a copy of the pack will also be provided on the school's website or intranet, to enable staff to access it online.

4.19 The Travel Pack will include the following:

- Details of travel to/from local transport hubs using the minibus;
- Details of cycle provision from the Eden Trust;
- Details of the parking facilities that are available at key areas such as rail and, shops etc.;
- Details of pedestrian and cycle routes in the area;
- Relevant phone numbers for taxis etc.;
- Information on local car clubs and car sharing sites;
- Public transport timetable/maps; and
- Available discounts for cycle stores and public transport operators.

4.20 The Travel Information Packs will be produced at the school's expense and shall be reviewed and updated as necessary, again at the developer's expense, for the duration of the Travel Plan.

- 4.21 This information will enable staff to consider the trips to be made and in the mode in which they can be used. By providing the pack, it is intended that it will encourage a change in perceptions and attitudes and therefore promote the desired change in travel behaviour.
- 4.22 In addition to the initiatives already outlined within the Travel Plan, there will be on-going marketing and communication of information following on from first occupation of the new school. Additionally, if staff change the Travel Information Pack will be made available to staff.
- 4.23 Staff will also play a role in developing the plan as feedback will be vital to meeting objectives. The school will liaise with the TPC to ensure the success of the plan.
- 4.24 A summary of all the measures outlined above is provided in **Table 7.1** attached to the end of this report.

## 5. TRAVEL PLAN MEASURES

### Sustainable Travel Options (Soft Measures)

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#### Public Transport

5.1 Increased accessibility to, and use of, public transport is considered to be a key element of any Travel Plan. The site already benefits from good public transport accessibility given that a train station is in close proximity to the school and therefore likely to be used by staff to reach the school.

5.2 The following measures to encourage rail use will be incorporated:

- By identifying gaps in the public transport network from key stations to the school. Consider offering a minibus run from Northwood Hills Station at 8:15am in the morning and again in the evening for staff as bus services are less frequent.
- Potential for the minibus to roam and pick up staff from houses (or certain postcodes where the level of demand is higher). There could be an opportunity for staff other than teachers, such as cleaners/kitchen staff/day workers to use the minibus.
- In conjunction with offering the minibus, interest free salary loans for rail (and bus) season tickets, payable over 12 months will make these modes of transport more affordable to staff. Buying a season ticket also shows the school's commitment to a train (or bus) for a set period.
- Employees will be encouraged to use bus and rail services along with walking and cycling as appropriate, for journeys to and from work;
- Provide up-to-date public transport information including timetables information on transport noticeboards, and/or within travel packs.
- Discounts will be negotiated/sought with the relevant rail operators for employees of the development.

5.3 Based on the frequency and number of train services accessible within close proximity of the new school, offering a minibus service to and from the new school along with interest free salary loans for rail would be beneficial in encouraging staff to use alternative means of transport to that of a single occupancy car journey.

5.4 Increased accessibility to, and use of, public transport is considered to be a key element of any Travel Plan. The nearest rail station (Northwood Hills) is within a reasonable cycle and walking distance (1.9km) and therefore likely to be used by staff to access the site. However, improving the connectivity of the local transport hub, with that of the new school opens additional opportunities for staff to reach the site without using the car and helps to alleviate the concern with the reduced number of parking spaces being provided at the new school.

5.5 The implementation of a minibus service from Northwood Hills Station at 8:15am in the morning and again in the evening for staff reduces the need for staff to attempt to park on site and reduce the demand on the car park. A major benefit of minibus services is that they allow staff to use the service to gain access to the school site and reduce the need for driving their car.

### **Cycling**

5.6 Access to the school by bike is good with many off-road routes and cycle friendly roads provided linking with surrounding areas and public transport facilities.

5.7 In terms of the measures that the school will look to implement to encourage staff behavioural change to use this mode of transport is as follows:

- The Pinn River School will look at an Eden bike offer to and from the underground station (Northwood Hills Station);
- Try and negotiate a discount at local cycle shops for staff;
- Run a salary sacrifice scheme for staff. This allows staff to get a new bike and pay through their salary over a given period (usually 12 months) and make tax and NI savings on instalments;
- Run regular, cycle to work days with rewards for those who cycle such as a free breakfast;
- Offer regular on-site cycle maintenance sessions (“Dr. Bike” sessions);
- Provide changing rooms with showers and lockers for staff to use is key to driver to encourage a behavioural change. An indoor, swipe card access cycle store with showers and lockers;
- Install cycle storage that is secure and preferably indoors;
- Install signage so that staff can find the facilities;
- Make sure cycles can access the site easily; and
- Provide appropriate bags for cyclists who need to carry equipment.

5.8 Cycle usage will be monitored and if the demand for cycle parking is consistently higher than the provision, leading to bikes being parked in other locations within the site, consideration will be given to providing additional spaces.

5.9 LBH provides courses for people who want to improve their biking skills. All staff will be made aware of this as this could encourage less experienced cyclists to consider cycling to and from the site.

5.10 A cycle buddy scheme will also be established by the individual TPCs as a further measure to encourage cycling. Any staff who may prefer to cycle with someone rather than on their own could be matched with a cycling buddy to and from a similar location.

5.11 Discounts will be negotiated/sought at local cycle stores for employees. The TPC will investigate opportunities to secure discounts which will encourage employees to purchase a bike and promote a more sustainable mode of travel. The nearest cycle shop, which is located in the town centre, is:

Northwood Cycle Depot  
118 Pinner Rd,  
Northwood  
HA6 1BP

5.12 In addition to this, regularly updated information will be made available to residents about pedal cycle routes and other helpful contact details and local cycling events via notice boards and within the travel packs. Within the site itself, routes will be provided for cyclists, segregated from vehicular traffic and linking to the wider area.

### **Walking**

5.13 Measures aimed at increasing the viability of accessing the site on foot will be based around provision of the following facilities and benefits prior to full occupation of the site:

- Information on the 'off highway' pedestrian network routes will be shown on maps made available through the notice boards at the site, and within travel packs;
- A walking buddy scheme will also be established by the TPC as a further measure to encourage walking. Any employee who may prefer to walk with someone rather than on their own could be matched with employees walking to/from a similar location;
- Run regular, walk to work days with rewards for those who walk such as a free breakfast;
- Provide changing rooms with showers and lockers for staff to use is key to driver to encourage a behavioural change. An indoor, swipe card with access to showers and lockers; and
- Provide wheeled cases for walkers who need to carry equipment.

5.14 The approach is to deliver transformational change that will support a change in behaviour for the new school. These proposals will alter the viability of walking to the new school, by delivering radical measures that support a behavioural change. This will be reflected in the measures proposed, which will fundamentally create a change and allow the existing pedestrian infrastructure to be used by staff wishing to walk to the school.

## Possible measures to promote alternative Car Park Measures (Hard Measures)

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### Car share

5.15 Car-sharing schemes allow staff that live near each other to share a journey to work, reducing single-occupancy trips. The practicalities of car sharing due to the school working hours of staff make an individual car share scheme a viable option, the TPC will endeavour to promote a car sharing scheme for staff to encourage those driving to work, to offer to share the journey with their fellow staff.

5.16 This scheme will work well at Pinn River School with reduced parking based on the expected demand. In addition, there is a cost saving to the staff that participate in the scheme as there are fewer individual journeys.

5.17 Pinn River School can consider reserving some of the parking spaces as "Car Share Only" and offer a guaranteed space to those who car share. A school car share database can also be setup to track which members of staff are involved on the scheme. Incentives can also be offered to staff who car share, such as free parking.

5.18 Importantly, the school can offer a Guaranteed Lift Home scheme to car sharers in case they need to get somewhere in an emergency. The school will then arrange and pay for a lift home, normally in the form of a taxi. Experience proves that this is a great motivator to get people car sharing, and it rarely ever gets used.

5.19 In addition to the above, car clubs such as Hillingdon liftshare (<https://liftshare.com/uk/journeys/from/hillingdon-greater-london>) will be promoted by the TPC to staff to search for other subscribers that have the same travel characteristics and can ultimately share journeys. The details will also be provided within the associated digital travel packs. This is likely to be more effective as a means of promoting car share to the site.

5.20 Whilst car sharing can be seen a positive measure, it is important to recognise that not all staff at Pinn River School can use car-sharing schemes due to their working patterns (such as starting after 09:30 or finishing before 14:30) and their need to travel outside the site.

5.21 The results of the staff travel survey, which is discussed in more detail in **Section 6**, provides some context on existing staff appetite for the uptake of car sharing.

### Electric Cars

5.22 Staff who own electric vehicles will be given high priority in the Pinn River School car park, given there are designated charging points close to the main entrance.

## **General Scheme Promotion**

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5.23 All initiatives and activities within the TP will be effectively communicated to staff. Social Media and face to face meetings will be used for generating support for the TP amongst staff and the use of sustainable modes of transport will be provided within a digital travel pack at the time of occupation.

5.24 Staff will be advised of the range of sustainable travel options for travel to and from the site other than the private car and encourage them to travel by these modes.

5.25 All reference material such as public transport timetables and contact information will be made available to employees digitally to ensure ease of access. This material will be regularly reviewed and refreshed.

## **Monitoring and management**

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5.26 The Travel Plans will be managed by the TPCs, who will work in conjunction with the Local Planning Authority, the local community and other interested parties for the continuing progression of the relevant Travel Plan.

5.27 Their role will be as follows:

- To promote and encourage the use of travel modes other than the car, including publicity;
- To ensure that all relevant information is provided to all employees and that up-to-date information is clearly displayed on the Travel Plan notice boards or within travel packs; and
- To arrange for travel surveys to be undertaken, should they be required, and the results sent as a report to the LBH Travel Plan Team.
- To oversee the commercial Travel Packs with the council.

5.28 The school shall, from the date of opening, nominate a TPC who is a staff member, or representative of the Trust or similar body who will be responsible for the Travel Plan.

5.29 The TPC will be required to undertake an initial staff travel questionnaire survey within the 2 months of occupation of the new school and based on the results, agree targets with LBH within 3 months of the survey being completed. The TPC will also be responsible for undertaking the annual monitoring and submitting a monitoring report to the Council. The TPC is to liaise with staff members and the Trust. The TPC will need to:

- Promote and encourage of the use of travel modes other than the car;
- Provide a point of contact and travel information for all staff;
- Ensure that up to date information is provided and displayed on a notice board; or relevant internal websites/apps;

- To promote a car sharing scheme;
- To provide a point of contact with transport operators and Officers of the Council and where necessary, facilitate meetings with interested parties; and
- A contribution of £6,000 will be paid to the council over a period of 5 years following occupation of the school in order to facilitate continued monitoring discussions and Travel Plan promotion incentives with the council.

5.30 Once confirmed, the details of the TPC will be submitted to LBH before the development is occupied.

### **Funding**

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5.31 Separate budgets will be set aside by the developer for each element of Travel Plan delivery including;

- TPC post;
- Measures (including marketing costs, etc); and
- Monitoring programme.

5.32 The Travel Plan monitoring fees would be used to cover biennial monitoring over five years of the life of the Travel Plan and are based on LBH officer time to do the following:

- Make records and set up systems to ensure monitoring takes place at appropriate times;
- review monitoring outputs;
- review the Travel Plan progress in light of monitoring results, and
- discuss the results and future measures with the Travel Plan Co-ordinator for the site.

5.33 The implementation of the Travel Plan, once agreed with the LPA, is to be funded by the School Trust. The monitoring of the Travel Plan and a monitoring fee paid to the Hillingdon Council will be secured through a S106 planning agreement.

5.34 The on-going monitoring of the Travel Plan measures will illustrate their effectiveness in meeting the objectives of the Plan. In the event that the Travel Plan is not on track to meet its targets the annual review will outline any realistic and reasonable additional or remedial measures that may be used to get back on track. Remedial measures could include:

- Allocation of resources for further promotional activities.
- Funding further improvements to infrastructure for non-car modes, such as additional cycle parking spaces.
- Engagement plans with key stakeholders.

## 6. STAFF SURVEY RESULTS

6.1 To gain a better understanding of the travel habits of the existing Grangewood School and Sunshine House staff, they were asked to fill out a travel survey questionnaire, a worked example provided at **Appendix AX**, to better understand how they get to and from work and their views on different sustainable transport options being pursued through the development of Pinn River School.

6.2 The travel survey results have been collated and the data extrapolated, responses were received from a total of 87 staff members. The split was 52 from Grangewood School and 35 from Sunshine House.

6.3 In terms of Grangewood School, the current staff travel survey indicated the following:

- Of 39 staff who work 5 days a week, 28 drive 5 days a week, 2 drive 3-4 times a week, and 9 do not drive to work. Of those 9 staff that travel by sustainable modes, 1 member of staff is a car passenger every day, and 8 members of staff use public transport (a mix of train, tube, bus, with some people ticking more than one so presumably using both methods in their journey). The survey indicates that no one cycles or walks regularly.
- Of 8 members of staff, who work 3 or 4 days a week, 6 members of staff drive almost every day, one member of staff drives 1-2 days a week, and only one member of staff uses public transport (bus). No one cycles or walks regularly.
- Of 5 members of staff who work 1 or 2 days a week, 3 members of staff drive every day, one staff member uses public transport, and one member of staff walks.

6.4 The data indicates that not all staff members drive to work, and secondly not all staff who drive to work are full-time, which means that they will not require parking onsite every day of the week. Looking at Grangewood School in isolation, only 39 of the 52 staff work five days per week. The remaining work part time with eight staff members 3-4 days per week, and five staff members 1-2 days per week.

6.5 In terms of the 35 Sunshine House staff members, 27 work five days per week with the remaining eight staff members working 3-4 days per week. **Table 6.1** below demonstrates the split between staff numbers, full time / part time staff, and the number of staff who drive. This is also demonstrated in the graphs shown at **Figures 6.1 and 6.2**:

**Table 6.1 Summary of Current Staff Parking Demand from Survey Results**

<b>Grangewood School</b>			
<b>Staff Working Week</b>	<b>No. of Staff Driving</b>	<b>No. of Staff Not Driving</b>	<b>Total No. of Staff</b>
5-days	31*	9	39
3-4 days	7**	1	8
1-2 days	3	2	5
<b>Sunshine House</b>			
<b>Staff Working Week</b>	<b>No. of Staff Driving</b>	<b>No. of Staff Not Driving</b>	<b>Total No. of Staff</b>
5-days	23	4	27
3-4 days	8***	0	8
<b>Grand Total</b>	<b>72****</b>	<b>16</b>	<b>87</b>

\* Two staff members only drive to work 3-4 times a week

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

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

\*\*\*\* Total subject to the above caveats

**Figure 6.1 Bar Graph Summarising the Survey Outputs for Grangewood School**

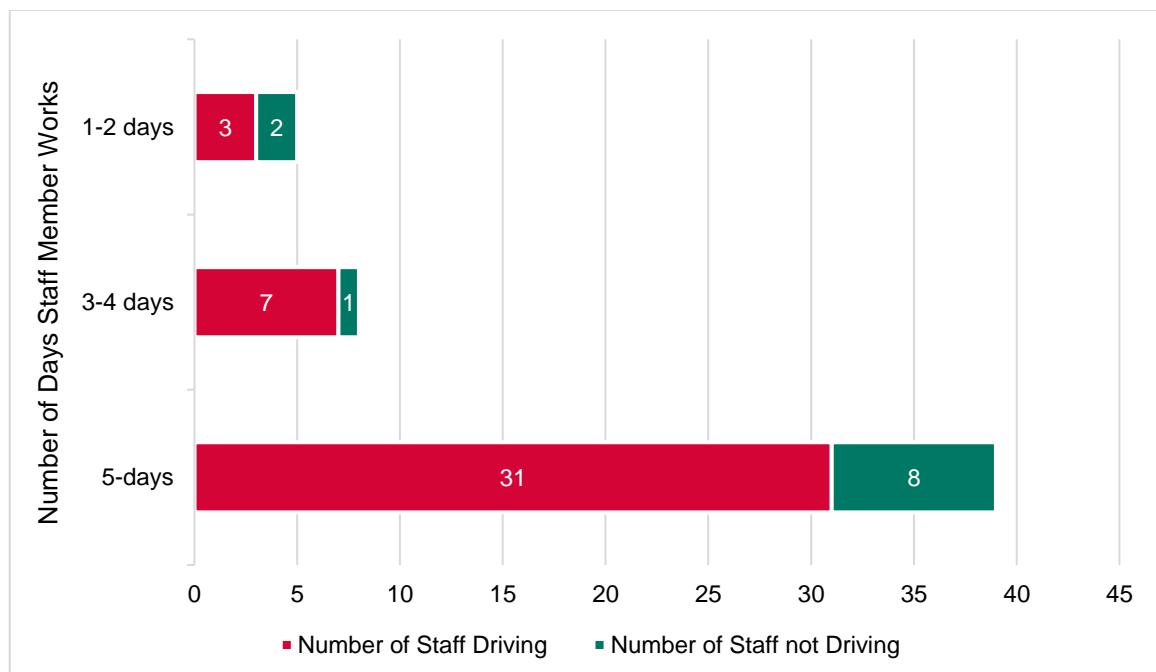
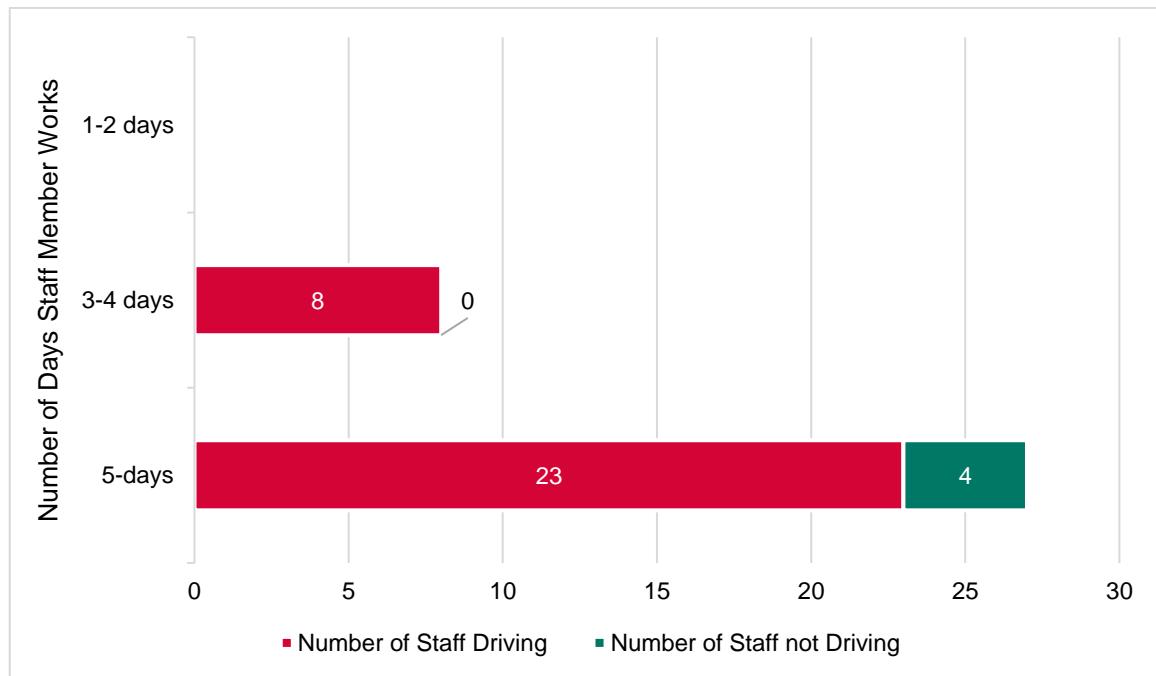


Figure 6.2 Bar Graph Summarising the Survey Outputs for Sunshine House Staff



6.6 Included in the above totals is also a small number of catering and SMSA staff who arrive and depart the site outside of the peak hours. It was recoded that five staff members will attend Grangewood School after 9:30am and will depart site before 2:30pm, all of which drive to and from the site. Three catering and SMSA staff will attend Sunshine House before 8:15am, with a further two attending the site after 9:30. All five staff members depart before 2:30.

6.7 The current parking demand generated by the Grangewood School at any one time is approximately 50 spaces. This assumes that every member of teaching staff who drives is present on site with their car, and it is not one of the days where certain members may attend site via other means (walking, cycling or public transport). This also includes the catering and SMSA staff as well. In reality the parking numbers are likely to be less owing to a number of staff members working less than five days per week.

6.8 The Travel Plan measures provided in **Section 5** look to drive down demand for the car park before the Pinn River School opens. The emphasis is on measures, such the introduction of a minibus service and Eden bikes are seen as an incentive to reduce the number of single occupancy journeys and ensure that a target of c.60 staff can use different modes of transport to meet expected future demand at the school relative to the level of car parking provided.

6.9 Therein the key driver of the Travel Plan is that it will look to reasonably target c.60 drivers (i.e. Pinn staff living within 2-5km). Whilst the Travel Plan could also target drivers at the Coteford School and/or those from Pinn who live beyond 5km, this is not within the control of Pinn River School and would need to be collaboratively worked on with them.

6.10 The travel surveys demonstrated that a portion of staff members were interested in alternative modes of travel to the car, when travelling to and from the new Pinn River School. The following section breaks these down by type.

#### **Interest in Walking and Cycling**

6.11 Of the 52 staff from Grangewood School, five staff members have mentioned that at present they cycle in on a less frequent basis. Four indicated that they cycle to work 'now and then', while the remaining staff say that they cycle in 'once or twice a week'. It's worth noting that two of these staff members who cycle 'now and then' also indicated that they currently drive to work five days a week. As such, it's worth considering that whilst driving may account for most of their journeys most weeks, it may not account for all of them.

6.12 In comparison, six staff have said that they would consider cycling to Pinn River; broken down by four saying they would cycle 'now and then', a single member of staff cycling 'once or twice a week', and a single member of staff cycling up to 'three or four times a week'. The measures being provided for cycling may help convince staff that this is a more appropriate method of travel to the site reducing the potential car park demand.

6.13 At present two staff from Sunshine House cycle to work, with one cycling once or twice per week and the other cycling all five days. This increases to four members of staff saying they would consider cycling to Pinn River. Three of these would do so 'now and then', whilst a single staff member would travel three to four times a week.

6.14 Further to this, 11 staff members from each school (meaning a total of 22 staff) replied to the question asking which improvements would encourage them to cycle to Pinn River. Of the 11 staff members from Grangewood School, four were from the line-up of existing staff members who were already expecting to cycle to Pinn River – indicating an increase interest by a further seven staff members who could and would be encouraged to cycle in if facilities they outlined in the measures were brought forward. Of the 11 Sunshine House staff, two were the existing members of staff who already cycle. One of the remaining 9 also responded that they would actually walk five days a week instead of cycle.

6.15 The measures that were outlined in **Section 5** include improved cycle connections to the school through the introduction of Eden bikes (from train/tube stations etc), improved cycle parking on site, improved charging facilities on site, bike maintenance while the staff members were working, and a tax efficient salary sacrifice scheme to buy a bike.

6.16 Realistically, looking at the measures provided, if these were brought into effect the concept of cycling would be of much greater interest to the rest of the staff members and would potentially see a further increase than the interest shown in the staff travel surveys. Pairing cycling with public transport, with staff members cycling to and from the closest train stations can be seen as a catalyst to the improve the uptake in cycling and reduce car park demand.

#### Interest in Public Transport

6.17 Of the 52 staff from Grangewood School, ten staff members recorded at present they travel into work by train or London Underground (LU). The four staff members who responded with 'now and then' when replying to cycling also issued the same response when it came to train / LU. The remaining six members of staff responded as travelling to work five days a week. The same 10 staff members issued the same responses when it came to how they will travel to the new Pinn River School, with four as now and then, and the remaining six travelling five days a week.

6.18 In addition, 12 Grangewood staff members use buses at present, split with six staff members using buses five days a week, a single staff member three to four times a week, and the remaining five members using a bus 'now and then'. In comparison, the same 12 staff said the same answers when it came to travelling to the Pinn River School, however a further two staff members (both of which originally said they never travel to Grangewood via bus) have said that they would also travel by bus – with one saying once or twice a week, and the other saying five days a week.

6.19 At present 4 of the Sunshine House staff travel via train / LU (2x now and then, 2x five days a week), with a further single member of staff travelling 'now and then' by bus. The responses were no different for train / LU when staff were asked how they were expecting to travel to Pinn River, with the same responses coming from the same staff members. However, seven responses were received from staff members consisting of 6x 'now and then', and a single staff member saying they would travel by bus five days a week.

6.20 A total of 22 responses were received from staff of Grangewood School, and a further 16 responses from Sunshine House, when referencing what else would encourage them to use Public Transport for their journey to Pinn River.

6.21 This signifies that there is a greater interest in alternative travel to the private car. The responses demonstrated that the current limitations on bus services in the area were the main factor, with staff indicating that they required more frequent and direct bus routes, better facilities at existing bus stops including lighting at stops and surrounding footways, and more bus stops located nearer to the school in order for them to consider using more public transport. Whilst one staff member indicated that they would walk instead of use Public Transport, another member indicated that they would walk if they could not use their car.

6.22 It is clear that providing more bus services in an area with a low PTAL is difficult, however, the Pinn River School is looking to introduce a minibus from Northwood Hills station in the morning, which in combination with other public transport uses may offer those staff considering the idea of public transport the chance to change the method of transport and push down demand for single car occupancy. Whilst the data above does not disaggregate the distances that staff live from the school site, there is the potential for the minibus to take a route locally to pick up staff if there is the demand for it. Driving down parking demand is certainly an option, and the minibus could fill the gap in the deficiency of more frequent and direct bus services. This appears to be the largest staff group that could be targeted through the Travel Plan measures with the aim of reasonably targeting c.60 drivers.

#### **Interest in Walking**

6.23 Ten Grangewood staff indicated that they travel to work by foot at present. Six staff members walk to work now and then, whilst three walked once or twice a week. One member of staff currently walks to work five days a week. Ten responses were also received when staff were asked whether they will walk to Pinn River, with six responding that they would now and then, two would walk once or twice a week, one three or four times a week, and one five days a week.

6.24 Three Sunshine House staff indicate that they currently walk to work with varying frequency (five days, once or twice a week, or now and then). This increased when staff were asked if they would walk to Pinn River to 12 staff members. Four staff members indicated that they would walk five days a week, four only once or twice a week, and four walking to work now and then.

6.25 When asked what improvements would encourage them to walk to work, responses were received from 12 staff members from Grangewood School and 17 staff members from Sunshine House. Improvements suggested including improved footways on the surrounding streets, improved street lighting at night, safer crossing points, and better changing and storage facilities on site. Three Grangewood staff members and four Sunshine House staff members indicated that they would be more encouraged to walk to and from site if they had other people to walk with. One said they would be more inclined to walk if they had a later start time.

6.26 The Pinn River School will provide improved changing and storing facilities on site, whilst the measures will look to introduce 'walking buddies'. Whilst the measures will not target measures outside their control such as improved footways or street lighting, targeting the softer measures may help with driving parking demand down further. These soft measures, such as walking buddies, have the potential to encourage seven staff to walk to the Pinn River School.

### Interest in Car Sharing

6.27 A lot of interest was expressed for car sharing, with 27 responses received from Grangewood School staff and 22 responses received from Sunshine House staff. A lot of the responses indicate that staff would be more inclined to car share if they had help finding car share partners with similar work patterns, guaranteed parking for car sharers, and a guaranteed journey home if car sharer was unavailable.

6.28 This measure is outlined in the Travel Plan as a potential hard measure, but one that could be easily implemented through the specific allocation of car parking spaces. It can be seen that this has garnered a lot of attention from staff with 49 respondents across both schools. Whilst the data does not disseminate whether all the staff will transfer across to Pinn River School it can be seen that this is a popular option. If guaranteed parking is shown in the car parking layout, then this has the potential to significantly reduce the demand for car parking within the site. Clearly, there would need to be a coordinated approach that pairs up staff with those that start and finish at the same time.

6.29 The school can offer a Guaranteed Lift Home scheme to car sharers in case they need to get somewhere in an emergency. The school will then arrange and pay for a lift home, normally in the form of a taxi. Experience proves that this is a great motivator to get people car sharing, and it rarely ever gets used.

6.30 By targeting this large group of staff, it could target the largest number of staff through the implementation of a single measure. The idea that 49 respondents took the time to express an interest in the car sharing option shows it is a measure that the school should be able to target and contribute significantly to reducing parking demand and the target of persuading c60 staff to change their travel habits.

6.31 It is important to emphasise that the data sets relate to existing staff and it is not possible to determine the travel habits of new staff, however it should be stated that the behaviour of new staff can be somewhat influenced by the measures and procedures already installed and as such the Travel Plan measures can play a significant role in addressing new starters and informing them of the travel choices they will need to take to reach the school site especially with the incentive of a new job. Clearly, the Travel Plan will target the new starters as part of the overall need to drive down the demand for car parking and ensure that more sustainable modes of transport are pursued and actively encouraged by Pinn River School.

## 7. TRAVEL PLAN TARGETS

- 7.1 The objectives given previously provide the framework for the TP measures. Where applicable, targets can be included in a TP to help achieve the objectives and there are two main types that are applicable. The most easily demonstrated are the commitment to deliver the package of measures set out in the plan. These measures are set out in the previous chapter and include initiatives to promote increases in the use of cycling through infrastructure improvements, walking, car-sharing and public transport.
- 7.2 The second form of target is aspirational and related to proportional changes in the travel modes used to get to the new school.
- 7.3 At this stage, these are aspirational targets in advance of the school opening, as the modal split of new staff is not fully known. However, new staff will be encouraged through the interview process and the development of the TP measures that alternative means of transport to that of the car are a viable option and are being actively promoted through the process.
- 7.4 The Pinn River School parking will be constrained so the aim of the TP is show new and existing staff living within close proximity of the school they have a viable alternative option. By providing incentives and opportunities at Northwood Hills underground station through the provision of a minibus and Eden bikes to and from the Pinn River School is a clear indication that the TP will make a difference to the sustainable option being offered through the TP measures.
- 7.5 The results of the staff travel questionnaire surveys provide a more accurate information on the prevailing travel choices of staff and hence will provide a basis for the setting of aspirational targets of the TP. It is recognised that it is more difficult to influence existing staff members than it will be set the behaviour of new staff at the Pinn River School.
- 7.6 This is borne out in the travel survey data provided which indicates a low appetite for existing staff to consider changing the current mode of transport, particularly at the Grangewood School. However, conversely staff transferring from the Sunshine House appear more open to behavioural change. It appears to hinge around 15 staff who currently drive every day from within 5 miles, with 3 of those staff members suggesting they'd walk every day to Pinn River School and a further 4 saying once or twice a week or now and then. A total of 6 said 'maybe' to car-sharing, with another 2 saying 'yes'. This indicates a willingness for staff living in close proximity to the Pinn River School to change the mode of transportation to and from the site.

7.7 Promoting the use of cycling and walking are two of the key elements of any Travel Plan and help with reducing car parking demand which is key for the Pinn River School given the level of car parking being promoted relative to the number of staff driving to work.

7.8 Getting this right will be key to driving behavioural change from the outset and clearly installing these processes from the start will deliver change, by not pushing these behavioural changes from the outset will inevitably lead to staff falling into 'normal' habits that include driving to and from site. The key measures need to be robust and exemplar, otherwise they will not be able to offset the level of demand for spaces based on the number being supplied under the proposed scheme.

7.9 It is clear there is a short fall, however, the key driver will be how it is incentivised, and as such, it will be important to offer incentives that will be seen as driving down car driver numbers at site rather than paying 'lip-service' to the Travel Plan measures, as mitigating the effect of increasing staff numbers by 70% and providing nominal additional parking over and above the existing provision, so the Travel Plan measures need to deliver noticeable change. As such the measures set out are considered as important to drive change at the site to offset the shortfall of new spaces on site.

7.10 These measures will also have the dual effect of reducing the number of vehicle movements the site will produce in the peak hours, allowing a robust argument that the Pinn River whilst almost doubling in size compared with the existing Grangewood School, will not have a severe impact on the local highway network and importantly parking is contained within the site and does not encourage indiscriminate parking local to the site.

7.11 TPs are evolving documents that need to remain adaptable to changing working practices and local conditions and, therefore, the targets will be given over varying timescales. **Table 7.1** at the end of this report details the proposed measures and the respective timescales.

7.12 Based on evaluation of the staff travel questionnaire and using the primary objectives of the TP, the key TP targets are outlined in **Table 6.1**.

**Table 7.1 Travel Plan Targets**

Target	Action	Timescale
Establish baseline which reduces the reliance on single occupancy vehicle trips.	Target the c.60 staff members who live less than 5km from the site in order to ensure that driver demand is reflective of the number of spaces provided throughout the site and set a baseline which aspires towards the governments approach for net zero.	6 Months Prior to Occupation

Aim to increase active modes of travel by 5% over and above the pre-commencement figures	Provide up to date digital information of public transport and local pedestrian and cycle routes, the promotion of schemes such as the minibus service to and from Northwood Hills trains station, and groups, the provision of cycle parking. Monitoring of cycle use based on each the build out of the new school. This will determine the number of utilised cycle spaces and will be built into the school going forward.	Within 3 Years of the Initial Survey
Aim to increase active modes of travel by 10% above reduced demand levels	Continual provision of information and ensuring there is consistently strong communication between staff and the Travel Plan Coordinator(s) to ensure the Travel Plan remains a high priority	Within 5 Years of the Initial Survey

7.13 TPs are evolving documents that need to remain adaptable to changing local conditions and, therefore, the plan will be reviewed following completion of a further survey where specific targets can be set. This TP has been prepared as a “first step” as a means of ensuring measures are in place from day one of the opening of the new school, as far as possible so that travel by non-car modes is encouraged from the start. This will drive down demand for parking and ensure that the number of parking spaces is of sufficient capacity for the proposed number of staff.

7.14 However, it is important to note that targets must be set in relation to existing patterns of travel behaviour, local public transport and the availability of parking. The targets should most easily demonstrate the commitment to deliver the package of measures set out in the Travel Plan.

7.15 A form of target is aspirational and related to proportional changes in the travel modes used to get to the site. At this stage, it is difficult to define exactly the aspirational targets in advance of the development opening, as the modal split of staff is not known.

7.16 In consideration of the above, initial targets have been identified. All targets set out in this TP are to be SMART, in that they are:

- Specific
- Measurable
- Achievable
- Realistic
- Timed

### Travel Patterns

7.17 In order to establish the likely travel patterns of staff at the time of introducing the TP, a comprehensive questionnaire survey will be carried out 6 months prior to first occupation of the new school. A revised full TP will then be submitted to LBH within 1 month of the baseline surveys being returned. A sample questionnaire sheet has been attached as **Appendix A2** to this report.

- 7.18 One of the key findings of the questionnaire is the existing modal split for travel among staff.
- 7.19 Full analysis of the questionnaires will be undertaken by the TPC after the survey has been completed and the results will be submitted to the Local Authority. This data will represent the base data for the Travel Plan upon which the future targets will be assessed. Annual monitoring will be undertaken for a minimum 5 years post opening of the school, targets will be set in agreement with LBH.

## 8. CONCLUSION

8.1 The measures and initiatives recommended within this TP are considered to be robust to encourage future staff of the new school to travel in a sustainable manner by promoting and securing initiatives and incentives which would minimise the need to travel by private car and reducing driver demand.

8.2 The monitoring and review process will ensure the TP remains a live document and will sustain the necessary efforts for it to reach its objectives.

8.3 This TP identifies that the site has excellent opportunities for staff to use existing modes of transport other than the car. The TPC will undertake the following to ensure the TP meets its objectives:

- To provide a minibus service to/from Northwood Hills underground station for staff in the morning/afternoon;
- To provide regularly updated bus and train timetable information and cycle route information;
- Secure cycle parking will be provided, or space allocated within the site;
- Establish walking and cycling buddy schemes;
- Establish a car share database;
- Travel information and initiatives will be provided to all employees via a communal notice board in reception and waiting areas, and;
- Travel Packs will also be issued to all employees upon occupation.

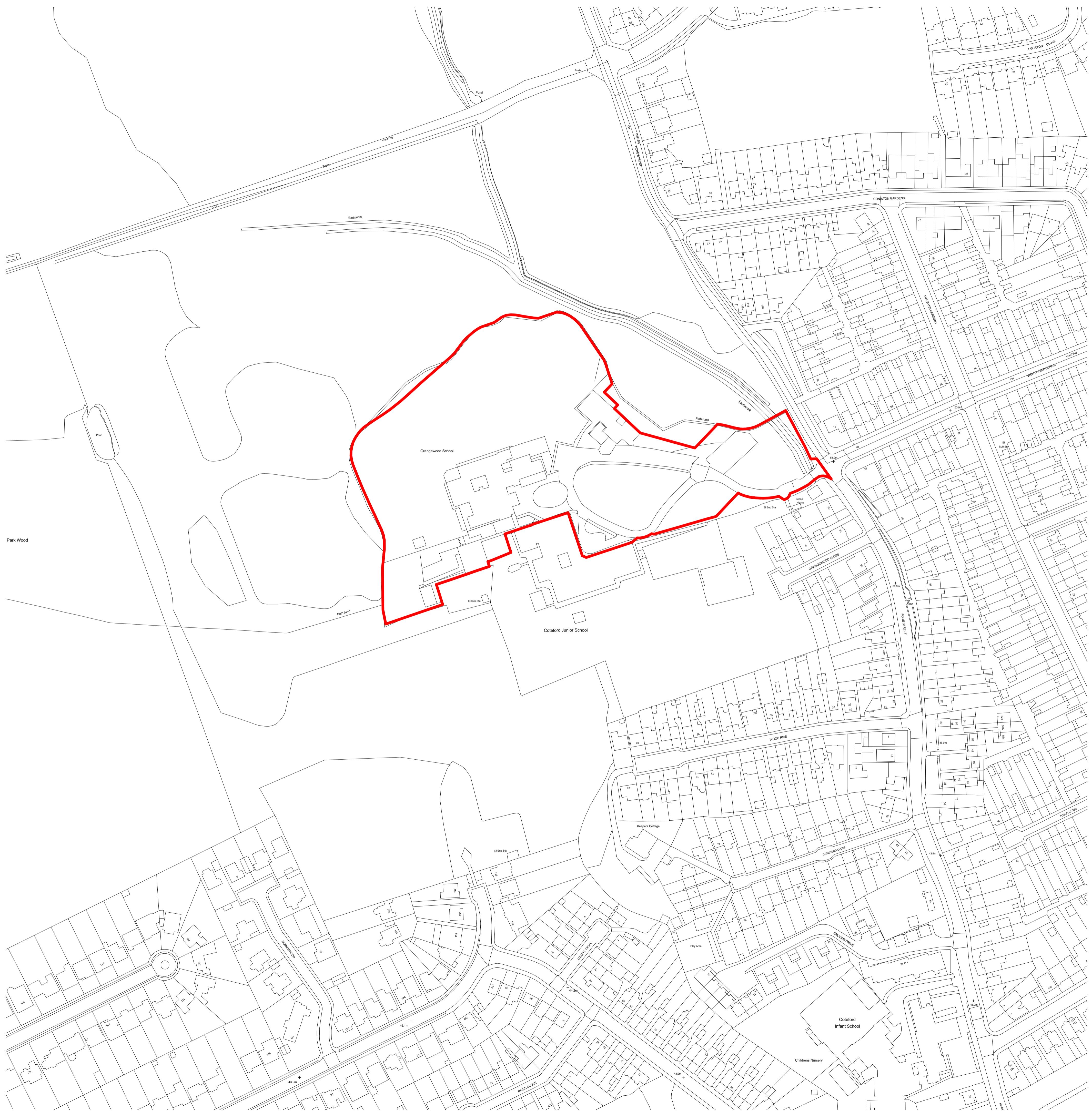
8.4 This TP has also considered the relevant Travel Plan policies set out within the NPPF and LBHs Local Plan and sufficiently satisfies the policy requirements.

8.5 Taking all of the above into account, it is considered that the new school not only has access to the existing walking, cycling and public transport networks, but will also ensure that with the additional measures incorporated, staff will be offered different modes of transport other than the car and will be successful in driving down vehicle demand.

Table 8.1 Summary of the Measure Proposed in the Travel Plan

Target		Measures Proposed	Timescale
Measures to increase active modes of travel by 5% over and above the pre-commencement figures		Appointment of a Travel Plan Coordinator	Prior to opening
		Provide information to all staff via digital Travel Packs. Up to date public transport information to be displayed on notice boards in individual commercial units	On opening
		A copy of a digital Travel Pack made available to staff.	On opening
Measures to promote alternatives	General	Information via Travel Packs to include bus, train and cycle route plans and timetables, along with contact numbers of relevance (e.g. taxi firms), details of the bus travel discounts and details of local car share clubs.	On opening
	Public Transport	Minibus offer to/from Northwood Hills underground station for staff in the morning/afternoon Information to be provided via Travel Packs, notice boards, leaflets. Negotiate possible employee discounts on bus and rail travel	On opening
	Cycling	The offer of Eden Bikes to and from, local stations. Secure and covered storage will be provided at the new school	On opening
		Negotiate possible staff discounts on bike purchases and related safety equipment at local cycle shop	On opening
Monitoring and Management		A comprehensive baseline survey to be undertaken at the appropriate milestones.	Staff surveys 6 months prior to opening in addition to a staff Questionnaire Surveys within 6 months of occupation.
		General monitoring to be undertaken by TPC – Surveys to be carried out 6 months prior to occupation, with addition surveys carried out on years 1, 3 and 5 with the results reported back to LBH for a period of 5 years or until such time as targets are achieved, whichever is the longer period.	Annually

## **A1. SITE LOCATION**



## **A2. STAFF TRAVEL SURVEY DATA**

About You

What time do you arrive at school each day?

ID	Start time	Completion time	Email	Home Postcode?	Role	Disabilities	Working Week	Monday	Tuesday	Wednesday	Thursday	Friday
1	9/30/22 10:15:15	9/30/22 10:22:03	anonymous	sl15ly	Teacher	No	3	N/A	N/A	8:15-9:30	8:15-9:30	8:15-9:30
2	9/30/22 10:17:56	9/30/22 10:27:36	anonymous	HA6 3LX	Teaching Assistant / Learning Support Assistant / Pupil support	Yes	5	Before 8:15				
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				
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				
8	9/30/22 11:51:41	9/30/22 12:10:51	anonymous	ha3 0ps	Teacher	No	5	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				
12	9/30/22 20:27:59	9/30/22 20:34:35	anonymous	Ha49hq	Teacher	No	5	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				
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				
18	10/2/22 16:13:19	10/2/22 16:17:04	anonymous	HA4	Teacher	No	5	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				
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				
23	10/2/22 19:10:17	10/2/22 19:47:47	anonymous	HA89HZ	Teacher	No	5	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				
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				
34	10/6/22 17:22:42	10/6/22 17:46:20	anonymous	UB40Eq	Catering or SMSA	No	5	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				
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				
41	10/11/22 20:16:12	10/11/22 20:27:34	anonymous	Ub8 3sj	Catering or SMSA	No	5	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				
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				
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 11:39:2											



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,
Never	Never	Never	2 - 5 miles	15 - 30 minutes	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)



**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;

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;
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						
Friday	Monday2	Tuesday2	Wednesday2	Thursday2	Friday2	Car - as driver	Car - as passenger	Train	Tube	Bus	Cycle	Walk (whole journey)
Before 8:15	After 4pm	5 days a week	Never	Never	Never	Never	Never	Never				
Before 8:15	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	5 days a week	Never	Never	Never	Never	Never	Never				
After 9:30	After 4pm	Never	Never	Never	Never	Never	Never	5 days a week				
After 9:30	Before 2:30	5 days a week	Never	Never	Never	Never	Never	Never				
Before 8:15	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	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	5 days a week	Never	Never	Never	Never	Never	Never				
8:15-9:30	After 4pm	5 days a week	Never	Never	Never	Never	Never	Never				
Before 8:15	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	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	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	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	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	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	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	Never	Never	Never	Never	Never	5 days a week	Now and then				
Before 8:15	After 4pm	5 days a week	Never	Never	Never	Never	Never	Never				

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

#### Main reasons for driving

Distance from home is too great for me to walk or cycle; I need the car during my working day; Driving is cheaper than public transport; Public transport routes are not convenient;

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

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

Travel to and from work twice ( convenience );

Driving is cheaper than public transport;

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

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

Distance from home is too great for me to walk or cycle; My personal health means that other modes of transport are not suitable;

Distance from home is too great for me to walk or cycle; Driving is cheaper than public transport; Public transport is too infrequent;

I need to drop my children to the childminders before I come to work;

I have work things to bring to / take from work; I need to come straight from / go straight to somewhere else and that means I need the car; My personal health means that other modes of transport are not suitable; dropping my children to their school on

I have work things to bring to / take from work; Cycling is too dangerous; Public transport routes are not convenient;

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

Distance from home is too great for me to walk or cycle; I have work things to bring to / take from work; Public transport routes are not convenient;

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

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

I need the car during my working day;

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

Public transport routes are not convenient;

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

I need to come straight from / go straight to somewhere else and that means I need the car; My personal health means that other modes of transport are not suitable;

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

Public transport routes are not convenient;

I need to come straight from / go straight to somewhere else and that means I need the car; Public transport routes are not convenient; Public transport is too infrequent;

I need to come straight from / go straight to somewhere else and that means I need the car; DEPENDENTS TO GET HOME TOO;

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

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

I need the car during my working day;

When u drive I have to drive my son to school first. His school is in rickmansworth;

Distance from home is too great for me to walk or cycle; I need to come straight from / go straight to somewhere else and that means I need the car; My personal health means that other modes of transport are not suitable; Public transport is too infrequent;

## Travel to PRS

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

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

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

**What would encourage you to car share to PRS?**

Help in finding car share partners with similar work patterns;

Guaranteed journey home if car sharer unavailable;Help in finding car share partners with similar work patterns;

None of these;

None of these;

None of these;

Help in finding car share partners with similar work patterns;Guaranteed journey home if car sharer unavailable;

Help in finding car share partners with similar work patterns;Guaranteed parking for car sharers;

Guaranteed parking for car sharers;

None of these;

Help in finding car share partners with similar work patterns;

None of these;

None of these;

Help in finding car share partners with similar work patterns;

None of these;

None of these;

Help in finding car share partners with similar work patterns;Guaranteed parking for car sharers;

Help in finding car share partners with similar work patterns;Guaranteed journey home if car sharer unavailable;

None of these;

Guaranteed journey home if car sharer unavailable;Guaranteed parking for car sharers;

Help in finding car share partners with similar work patterns;

Guaranteed journey home if car sharer unavailable;Help in finding car share partners with similar work patterns;

Help in finding car share partners with similar work patterns;

Guaranteed parking for car sharers;Guaranteed journey home if car sharer unavailable;

Guaranteed journey home if car sharer unavailable;Help in finding car share partners with similar work patterns;

Guaranteed parking for car sharers;

Guaranteed journey home if car sharer unavailable;

None of these;If I can share from someone who lives near me;

Guaranteed journey home if car sharer unavailable;Guaranteed parking for car sharers;

None of these;

Help in finding car share partners with similar work patterns;Guaranteed journey home if car sharer unavailable;

None of these;

Help in finding car share partners with similar work patterns;

Help in finding car share partners with similar work patterns;

None of these;

None of these;

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

Intend to walk , unless transporting goods,tools etc

N/A

Subsidised public transport incentive.

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

There are no other changes

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

I only drive if I have to take my son to school before

Access to arrive to work via the woods gate.

No on medical grounds.