



Appendix A

Existing & Proposed Site Plans (Bowker Sadler)

Existing Site Plan
1 : 1000



BB103 - Site area guidelines for 6FE school (CMA) + MHS
900 + 184 places
N=1084

Recommended Net area range
min 8000 + 45N = 56780m²
max 9000 + 50N = 63200m²

Recommended Gross site area range
min = 111% of 56780m² = 63026m²
max = 125% of 63200m² = 79000m²

Actual gross area of site measures from OS plan:-
Total site area = 88826m²

Total site area minus Rushbrook Primary = 73786m²

Net Site Area- Useable Site area available to pupils (also known as playing field area).
Soft Outdoor PE

max = 7500+37N = 47608m²
min = 6000+35N = 43940m²
existing=42229m²

Hard Outdoor PE
max = 800+2.5N = 3510m²
min = 400+1.5N = 2026m²
existing=2811m²

Soft informal and social area
max = 1000+3N = 4252m²
min = 600+2N = 2768m²
existing=2021m²

Hard informal and social area
max = 600+2N = 2768m²
min = 200+1N = 1284m²
existing=4156m²

Habitat areas
max = 400+1.5N = 2026m²
min = 0.5N = 542m²
existing = 3962m²

Non-Net Site Area
Supports the functioning of the site and includes the footprint of the buildings and access areas such as paths, roads and parking.

Footprint of buildings
Access, delivery and parking

Supplementary Area
Used for non-school or support functions such as specially resourced special needs facilities.

BB103 - Site area guidelines for 6FE school (CMA) + expanded MHS
900 + 232 places
N=1132

Recommended Net area range
min 8000 + 45N = 58940m²
max 9000 + 50N = 65600m²

Recommended Gross site area range
min = 111% of 58940m² = 65423m²
max = 125% of 65600m² = 82000m²

Actual gross area of site measures from OS plan:-
Total site area = 88826m²

Total site area minus Rushbrook Primary = 73786m²

Net Site Area- Useable Site area available to pupils (also known as playing field area).
Soft Outdoor PE

max = 7500+37N = 49384m²
min = 6000+35N = 45620m²
existing=42229m²

Hard Outdoor PE
max = 800+2.5N = 3630m²
min = 400+1.5N = 2098m²
existing=2811m²

Soft informal and social area
max = 1000+3N = 4396m²
min = 600+2N = 2864m²
existing=2021m²

Hard informal and social area
max = 600+2N = 2864m²
min = 200+1N = 1332m²
existing=4156m²

Habitat areas
max = 400+1.5N = 2098m²
min = 0.5N = 566m²
existing = 3962m²

Non-Net Site Area
Supports the functioning of the site and includes the footprint of the buildings and access areas such as paths, roads and parking.

Footprint of buildings
Access, delivery and parking

Supplementary Area
Used for non-school or support functions such as specially resourced special needs facilities.

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Car parking numbers
136 car parking spaces
19 disabled parking provision
= 155 total.

Draft BB103 Site Areas
1 : 1000

A 08.07.20 AW Red line boundary amended adjacent to Rushbrook Primary school CS

REV. DATE DRN. CHKD.

PROJECT
Gorton Education Village - Feasibility Study

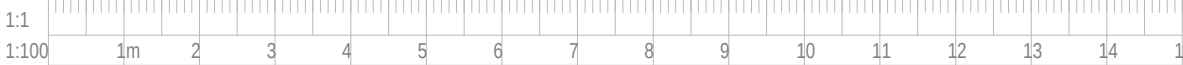
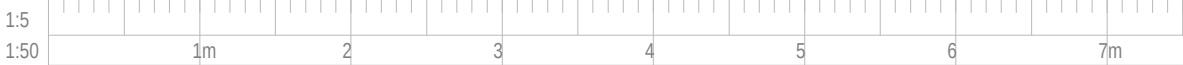
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DRAWING
Existing Site Plan

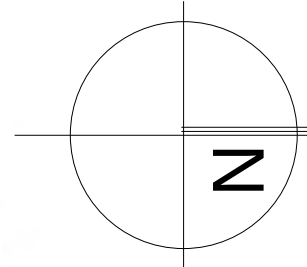
SCALE 1 : 1000 SHEET SIZE @ A1 DRAWN CY CHECKED AC DATE 29.06.20

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STATUS For Discussion



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19no. Additional parking bays

3no. bays lost to 2no. replacement disabled bays

2no. disabled bays lost

5no. bays lost

Kerb line amended

MHS - Formal entrance

MHS - Drop Off Bay

Line of existing parking bays

Department Key:

- Existing Building
- Circulation
- Classrooms
- Store
- Support
- Teaching
- Toilets

Key:

- Site Boundary
- Extent of adjacent land in same ownership
- Pedestrian Access Point
- Vehicular Access Point
- Emergency Access Point

Non-net Area:

- Footprint of Building
- Pedestrian Access Pathway
- Vehicular Access Roadway
- Vehicle Parking Bays
- Existing Trees to be retained
- Proposed Trees

Proposed Site Plan
1 : 200

C 09/12/21 PM Site plan updated with additional notes AT
B 07/10/21 AT Additional car parking amended AC
A 06/10/21 AT Revisions to annotation text and drop off bay AC

REV DATE DESIGNED CHECKED

PROJECT
Gorton Education Village

CLIENT
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DRAWING
Proposed Site Plan

SCALE 1 : 200 SHEET SIZE B4 DRAWN AT CHECKED AC DATE 10/21

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JOB No 20-030 DRAWING No 1100 REVISION C

STATUS PLANNING



Appendix B

Minutes of Scoping Meeting with Manchester City
Council Highways Officers

Meeting Minutes

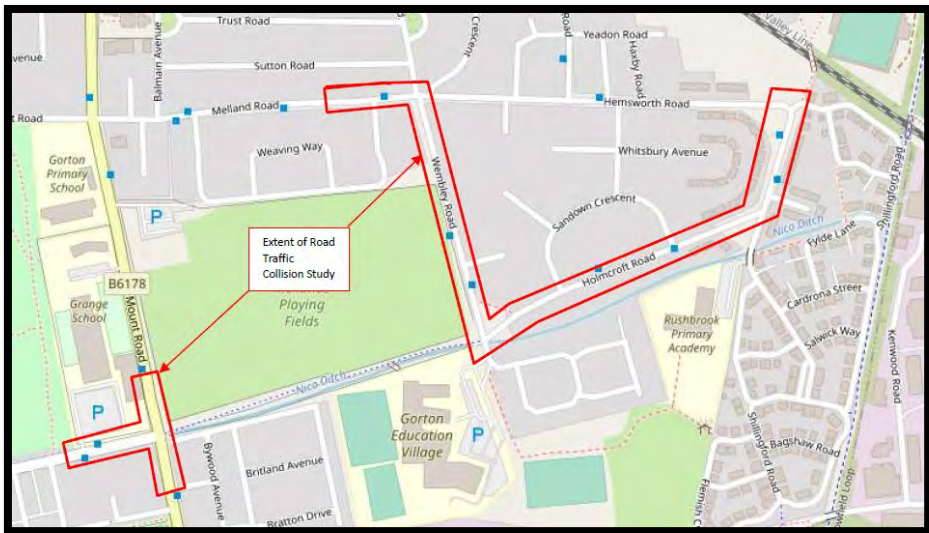
Project Title	Melland High School Expansion	Date of Meeting	08/10/2021
Subject	Transport Scoping Meeting	Time of Meeting	11:00 – 12:00
Location	Microsoft Teams		
Attendees	Muniza Usmani Laura Wareing Ian Yates Andy Thompson Kgosi Rantshilo	Manchester City Council Manchester City Council Flinders Chase Bowker Sadler Architecture Flinders Chase	
Apologies	None		
Document Reference	MHS-FC-HGN-FS-MM-D-0001		
Revision	P01	Recorded by	KR / IY

Item		Text	Action On									
1.0		Introductions										
	1.1	Project overview IY and AT gave a brief overview of the project, outlining the site location (between the A57 and A6) in Gorton, the nature of the site as a shared premises of Cedar Mount Academy (mainstream school) and Melland High School (a SEND) as well as the projects history as a council funded expansion to the SEND facilities.' AT also highlighted the expansion would bring a total of 8 new classrooms with Melland High schools typically having class sizes of between 6 and 12 students. KR provided the approximate figures for additional staff and student numbers. After the most recent communication with the school current and anticipated staff and student numbers at Melland high School are as follows: <table><tr><td></td><td>Current</td><td>Anticipated Maximum</td></tr><tr><td>Student</td><td>186</td><td>256</td></tr><tr><td>Staff</td><td>90</td><td>125</td></tr></table> The staff to student ratio is therefore circa 1 staff member for every 2 pupils. IY informed the group of the staggering of start and finish times highlighting potential safety concerns at the end of the school day as the stagger time is only circa 10 minutes. MU did suggest afternoon/ extracurricular activities by Cedar Mount may be a tool used to help extend the stagger time.		Current	Anticipated Maximum	Student	186	256	Staff	90	125	
	Current	Anticipated Maximum										
Student	186	256										
Staff	90	125										

Meeting Minutes

2.0		Melland Highschool access, Parking and Servicing	
	2.1	Parking and servicing facilities MU advised that there are currently two parking standards for the acceptable staff parking ratio (TfGM and MCC) and that both would need reviewing against the proposals. MU provided details for the following standards: - o Standard bay size 2.4m by 4.8m - o Standard disabled/blue badge size 3.6m by 6m - o A 6m radius for vehicle manoeuvring. Checks needed to ensure designs meet the required standards MU advised on the provision for blue badge spaces advising that a ratio of more than 6% would be required due to the nature of Melland High as a SEND School. AT confirmed that currently the proposed site has 12% blue badge spaces. MU advised that EV charging would need consideration stating 1 space would be needed for every 1,000 square metres. AT to confirm EV charging provision. MU offered to share a checklist of requirements (this has been distributed as of 08/10/2021) as the Highways guidance for school applications. IY discussed the servicing area of the school, where MU advised an 11.5m refuse vehicle should be used in the swept path analysis to align with Manchester's refuse vehicles.	FC FC & AT AT MU FC
	2.2	Cycling and Pedestrian access MU advised that a Car Park Management Strategy will be needed in due course, outlining any segregation, security and management measures implemented to ensure the safety of pedestrians and outline the drop off arrangements of the site. This is an operational document and will need to be written and managed by the GEV Management Team. As part of this MU advised the site be considered as a whole and that any changes made must consider the impact to both Cedar Mount and Melland High. MU also understood the difficulty in this both due to the nature of Melland High, as an SEN School, and its collocation with Cedar Mount, a mainstream school. However, it is considered important that the SLT at GEV consider both schools in this regard, as far as is reasonably practicable. MU queried cycling provision requesting that both staff and student cycle facilities are enough to accommodate both CMA and Melland High School. It was agreed that it would be reasonable to exclude Mellands SEN students from the student count, however MU advise a ratio of 1 per 5 staff (Melland + Cedar Mount) and a ratio of 1 per 3 students (Cedar Mount).	GEV SLT FC/ AT

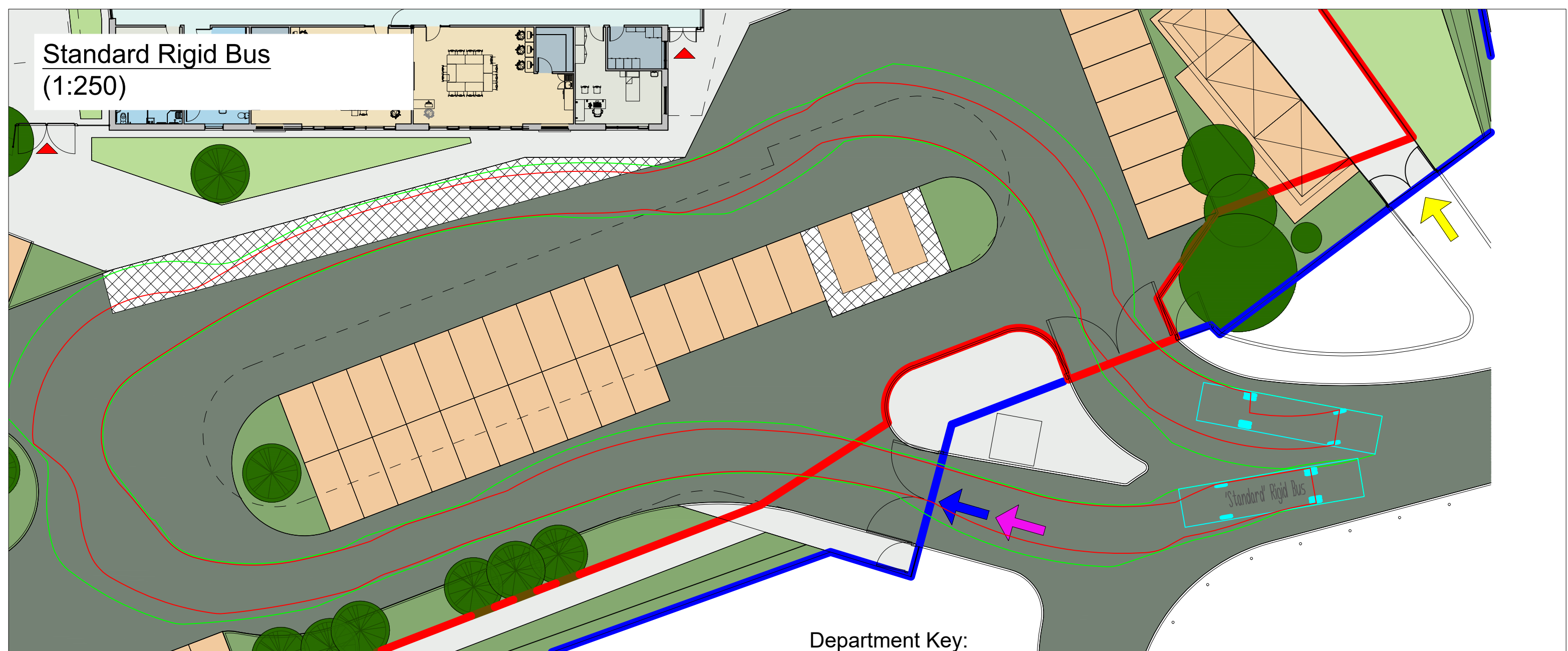
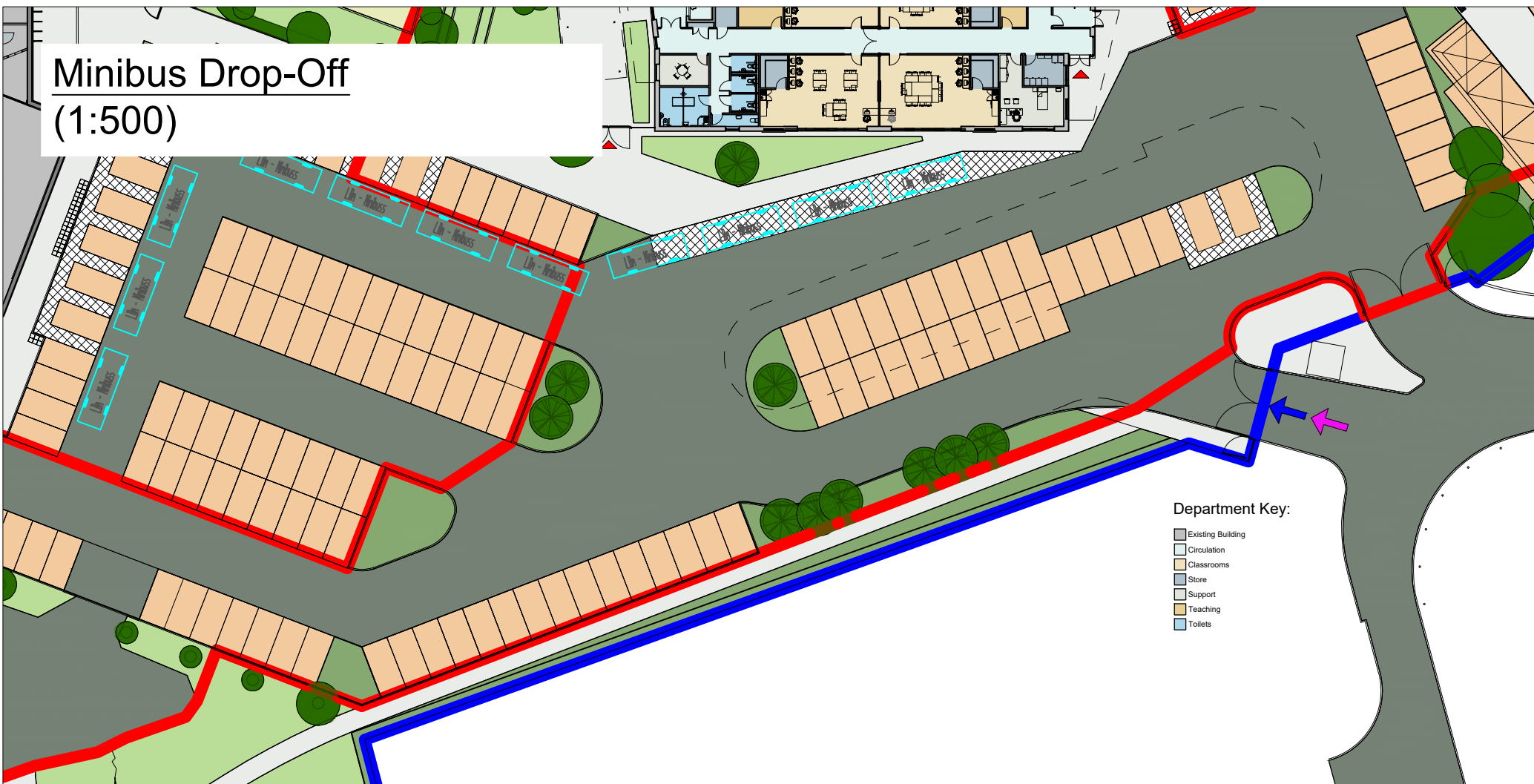
Meeting Minutes

		IY queried the maintenance of the shared Footway and Cycleway opposite the site. MU and LW advised that the following be contacted, as it is believed the site is not currently adopted: - The Official Custodian for Charities at Corporate Body Woodlands, 128 Reddish Road , South reddish, Stockport, Cheshire, SK5 7JG - MJ Copestake , Cobbets, Ship Canal House, King Street, Manchester M2 4WB.	
3.0		Scope of Highways Analysis	
	3.1	Transport Statement vs. Transport Assessment IY queried the requirement for a Transport Assessment. MU advised TFGM requires a Transport Assessment if changes would result in an increase of 30 vehicles per hour. Flinders chase will carry out a Trip Generation & Distribution exercise and share these with MU to confirm whether a Transport Assessment or Transport Statement will be needed.	FC
	3.2	Accident Analysis MU has requested a 5 year accident study be carried out to cover the area in the image below: 	FC
4.0		AOB	
		AT has confirmed the current submission for the planning application is planned for mid-end November.	



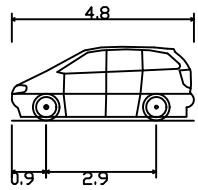
Appendix C

Vehicle Tracking Drawing



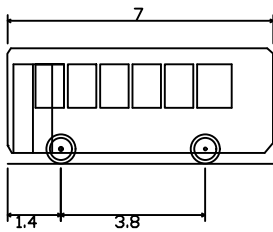
Notes

1. Details of the Standard Vehicle, Minibus, Standard Rigid Bus and Coventry Refuse Vehicle are shown below;



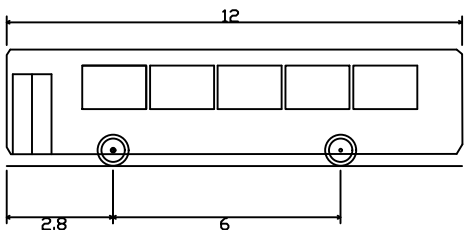
Standard Design Vehicle (SDV)

Overall Length	4.800m
Overall Width	2.900m
Overall Body Height	1.950m
Min Body Ground Clearance	0.100m
Track Width	2.000m
Lock to lock time	4.00s
Wall to Wall Turning Radius	6.000m



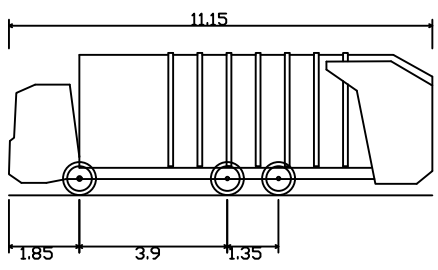
Lbm - Minibuss

Overall Length	7.000m
Overall Width	3.800m
Overall Body Height	3.049m
Min Body Ground Clearance	0.204m
Track Width	2.200m
Lock to lock time	4.00s
Wall to Wall Turning Radius	7.500m



'Standard' Rigid Bus

Overall Length	12.000m
Overall Width	2.550m
Overall Body Height	3.069m
Min Body Ground Clearance	0.309m
Track Width	2.300m
Lock to lock time	4.00s
Wall to Wall Turning Radius	10.771m



Coventry Refuse Vehicle

Overall Length	11.150m
Overall Width	2.500m
Overall Body Height	3.751m
Min Body Ground Clearance	0.304m
Track Width	2.500m
Lock to lock time	4.00s
Max Wheel Angle	41.30°

P02	11/21	LT	For Information	IY	IY
P01	10/21	LT	For Information	IY	IY
Rev	Date	Drawn	Description	Ch'kd	App'd



Project.
Melland High School

Drawing Title.
Vehicle Tracking

AutoCAD Location. 70126/SurveysandDrawings/Drawings

Designed By KR	Checked By IY	Approved By IY
Date 10/21	Date 11/21	Date 11/21
Scale at A1 As Stated	Status S1	Rev P02

Drawing No. MHS-FC-HGN-FS-DR-D-0001



Appendix D

Staff Travel Survey Results Report

Melland High School

Staff Travel Survey Results

October 2021

MHS-FC-HGN-FS-RP-D-0003

Document Control

Project: Melland High School

Document Reference: MHS-FC-HGN-FS-RP-D-0003

Document Title: Staff Travel Survey Results

Client: Bright Futures Education Trust

Version	Date	Status	Written By	Checked By	Approved By
P01	19/10/2021	First issue	K Rantshilo	I Yates	K Doyle

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1 INTRODUCTION

1.1 *Background*

Melland High School (MHS) is a Secondary School in East Manchester for Special Education Needs (SEN) cognition and learning, located in the Gorton area of East Manchester, circa 5KM south-east of Manchester City Centre. The school forms part of the Gorton Education Village (GEV), where it is co-located with Cedar Mount Academy (CMA), a mainstream high school.

To inform a new School Travel Plan, staff of MHS undertook a Travel Survey in October 2021. This brief report summarises the results of that survey. It is proposed to increase the schools capacity to accommodate 256 students (an increase of 70 from its current student numbers), and 125 staff (an increase of 32 from its current staffing numbers).

The new School Travel Plan will set out a strategy and targets for achieving a shift in travel to more sustainable modes. The first step in developing the Travel Plan is to collect data on current travel to and from the school site.

The survey was completed by staff at MHS, including any visiting professionals and external staff employed in Facilities Management.

Note, no travel surveys were completed by CMA staff or students and as such no data from them is presented in this report.

This report presents the results of the Travel Surveys undertaken by the staff in October 2021.

1.2 *Survey Methodology*

The Travel Survey were sent to MHS on the 24th of September 2021. The survey was developed to meet the following objectives:

- 1.) Understand the current travel patterns of staff employed by MHS and their view on sustainable transport measures.
- 2.) Understand the travel patterns of wider staff working at the GEV site (auxiliary staff and visiting professionals) and their view on sustainable transport measures.
- 3.) Finally, where consent was given, to obtain home location information for staff to analyse journey times.

The survey forms were returned to Flinders Chase on 18th October 2021 and the results have been analysed to ascertain current travel patterns and trends. The following sections of this report summarise the findings of the Travel Surveys and will be used as baseline figures for the new School Travel Plan.

2 MHS Staff Travel Survey

The following section outlines the findings of the staff travel surveys. A total of 92 responses were received (Circa 99% of the MHS's current 93 staff).

2.1 Working Pattern

Staff were asked to verify their current working arrangements the results of which are shown below.

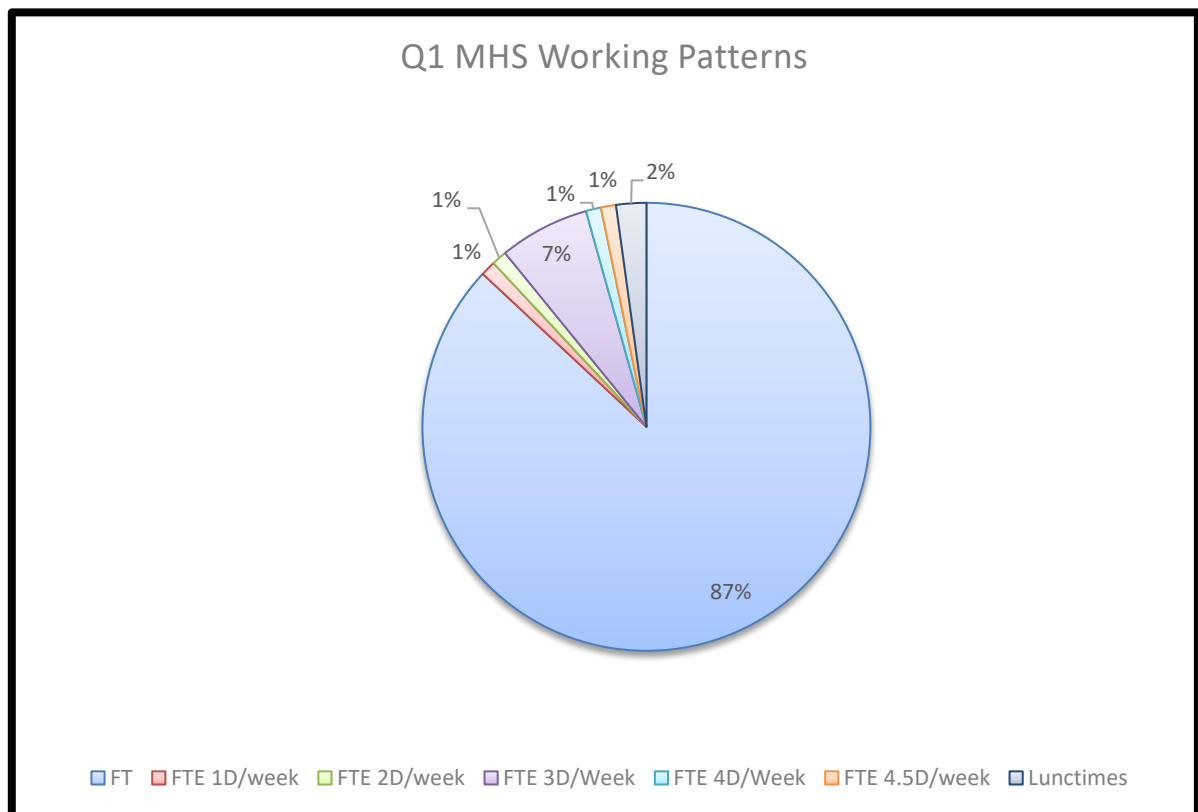


Figure 2-1: MHS Staff Working Patterns

As shown in Figure 2-1 the majority of MHS staff work fulltime (87%) with only 11% working less than 3 days. This would mean the majority (87%) of staff working at the school would travel to and from school every day. This number may reasonably be increased to 90% when considering those who work lunchtimes each day. It is likely the majority of additional staff will have a similar working pattern.

2.2 Arrival and Departure times

The following figures illustrate the times MHS staff arrive at, and leave the school.

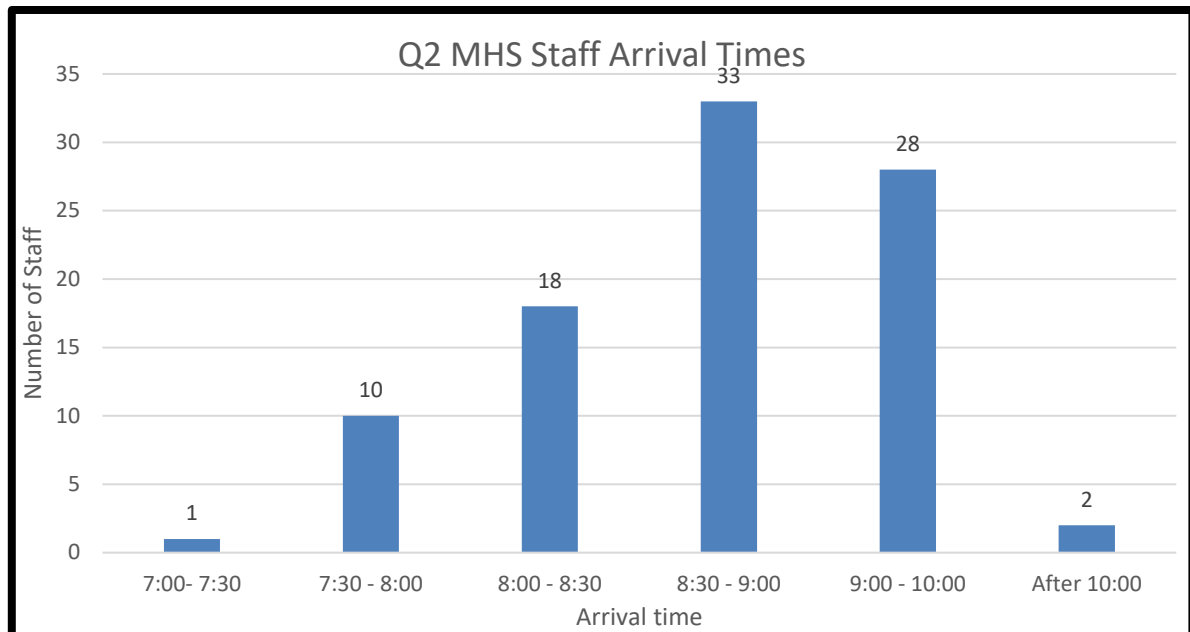


Figure 2-2: MHS Staff Arrival Times

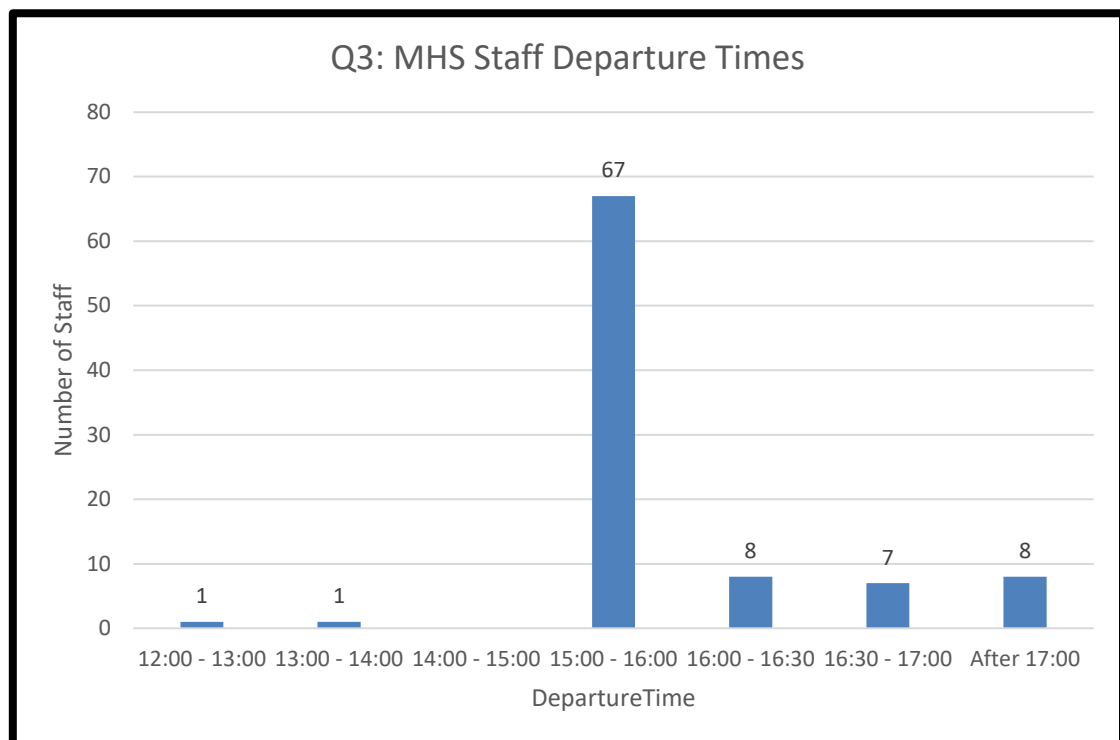


Figure 2-3: MHS Staff Departure Times

Figure 2-2 shows that staff arrivals are well spread with peak AM staff traffic flow occurring between 8:30 and 9:10, with 33 staff (circa 36% of all staff) arriving at this time.

Figure 2-3 shows departures are far less spread out with the vast majority (67) of the 92 staff that responded, leaving between 15:00 and 16:00 (peak PM staff traffic flow). This equates to 72% of all staff.

2.3 Travel Mode and Trip Duration

Staff were asked to indicate which mode of transport they used to travel to and from the school, as well as any alternative transport they use. The following figures illustrate the results obtained.

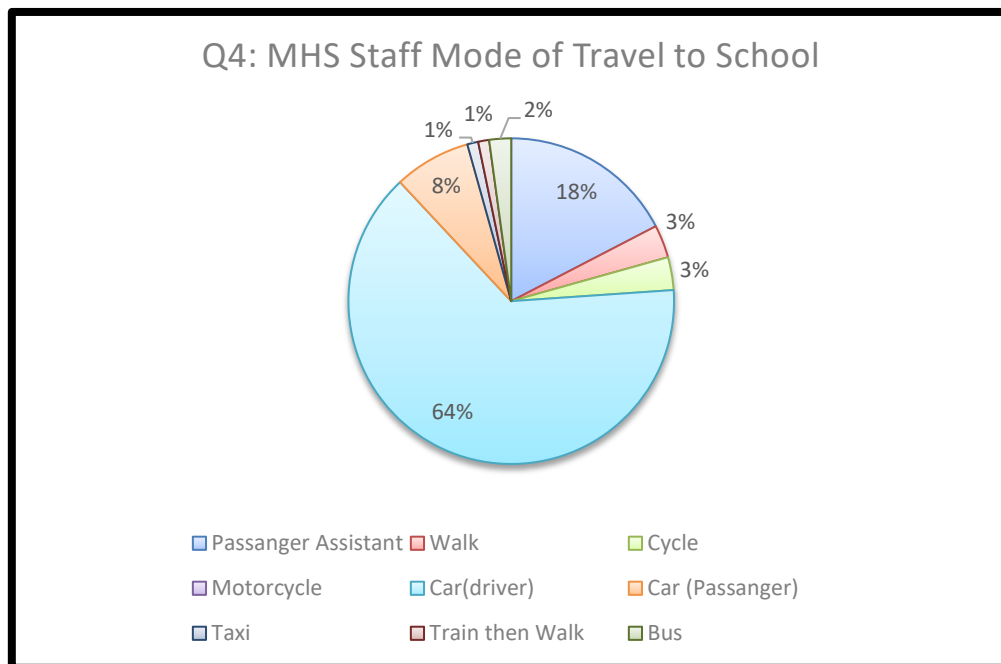


Figure 2-4: MHS Staff Transport mode to school

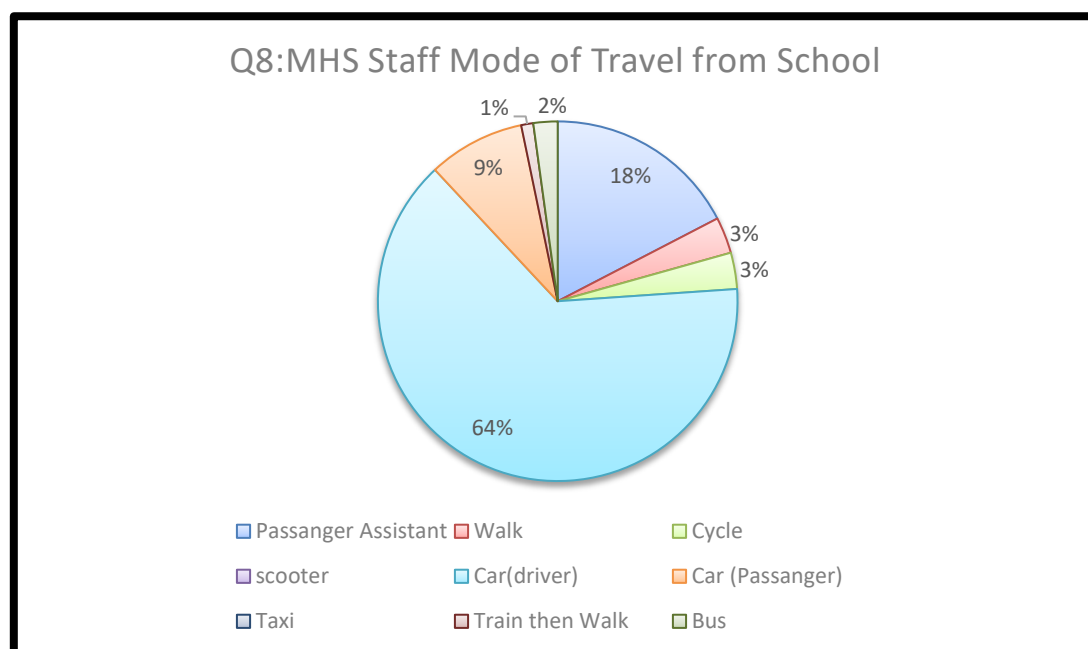


Figure 2-5: MHS Staff Transport mode from school

From Figure 2-4 and Figure 2-5, it is clear the most popular option for staff travel, both to and from school, is car (either as a passenger or driver) with circa 72% of staff travelling to and from school by car. If it is assumed those travelling as a passenger in a car share a lift with someone at the school, there would be circa 59 cars driven to and from the school each day (circa 64% of all staff).

Only 2 staff members travelled by bus, indicating they used the following services :

1. 330
2. 192
3. 53
4. 150
5. 250

Note only the 150 has a stop within 500m of the school.

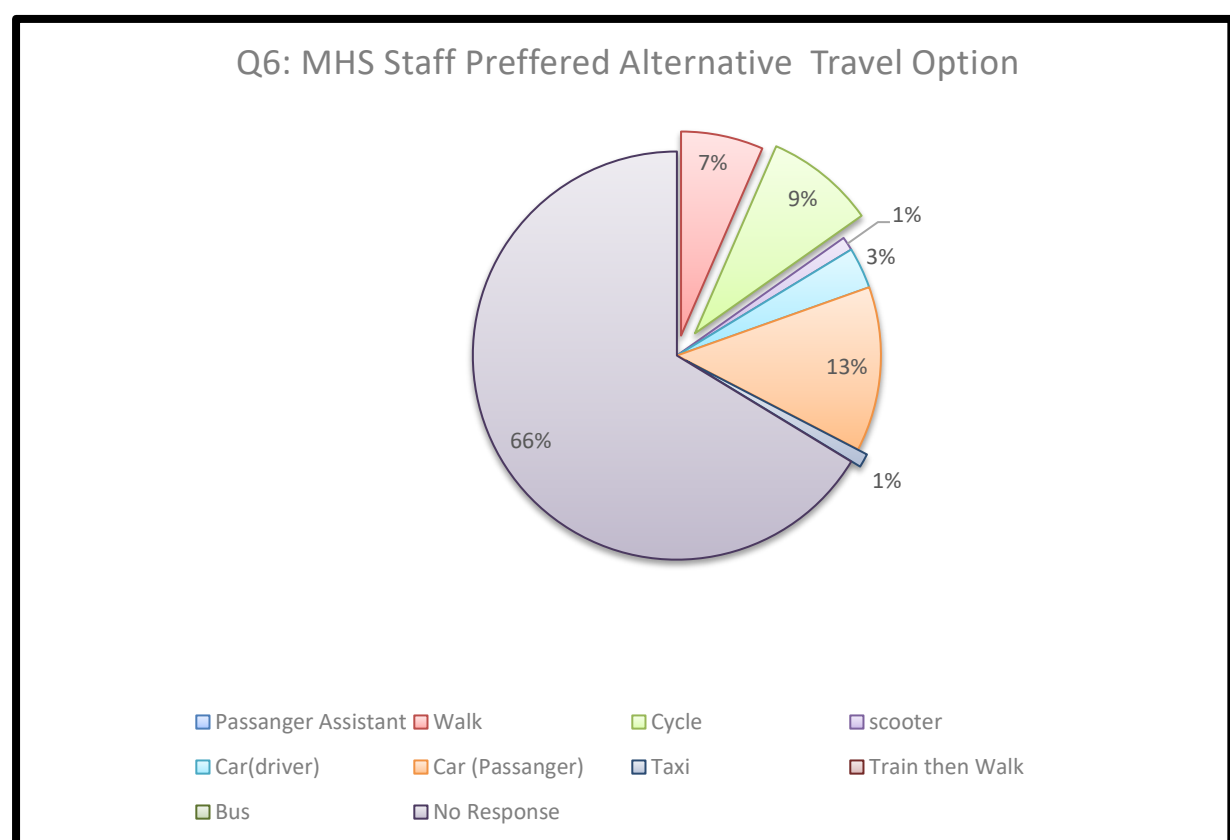


Figure 2-6: MHS Staff Preferred Alternative Travel Mode

The majority of staff did not indicate a preferred alternative mode of transport, possibly indicating a lack of flexibility in their transport options. Those who did generally preferred to travel as a passenger in a vehicle with 13% of respondents selecting this option.

Encouragingly, sustainable modes of transport, i.e. walking and cycling, were the next preferred alternative options with cycling being the 2nd most popular and walking the 3rd. Furthermore, there was an increase in overall percentage for walking (from 3% to 7%) and Cycling (3% to 9%) when considering alternative transport. This may present an opportunity to encourage sustainable transport.

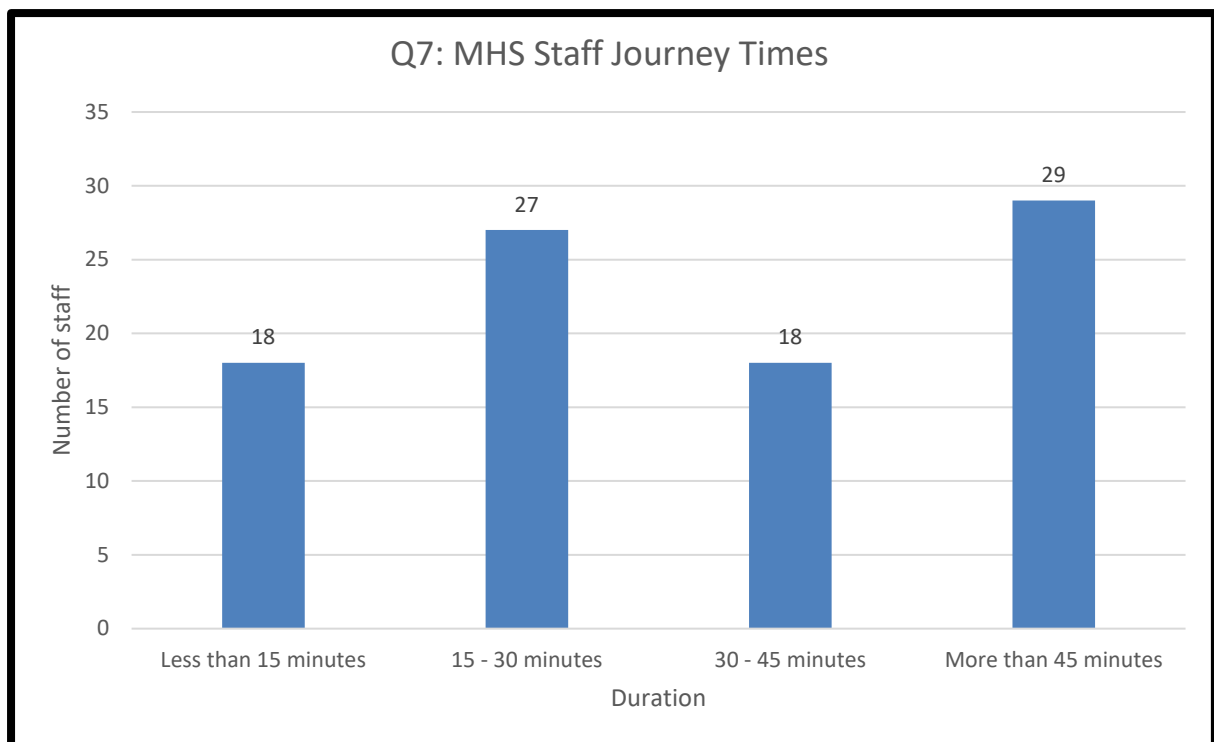


Figure 2-7: MHS Staff Journey Times to school from home

MHS Staff journey times are generally well spread with circa 50% having travel times longer than 30 minutes and 50% shorter than 30 minutes. The largest group of staff (29 of the 92 respondents) had journey times of more than 45 minutes.

2.4 Sustainable Travel

MHS Staff were also asked to indicate their interest in, and willingness to implement several common sustainable transports measures. The figures below illustrate the findings.

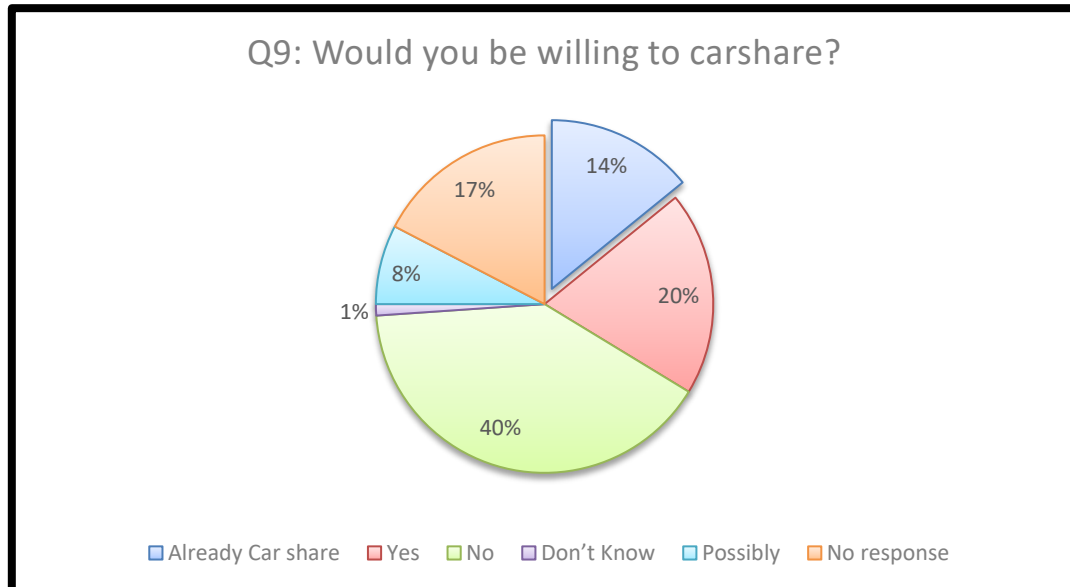


Figure 2-8: MHS Staff Willingness to participate in a car sharing scheme

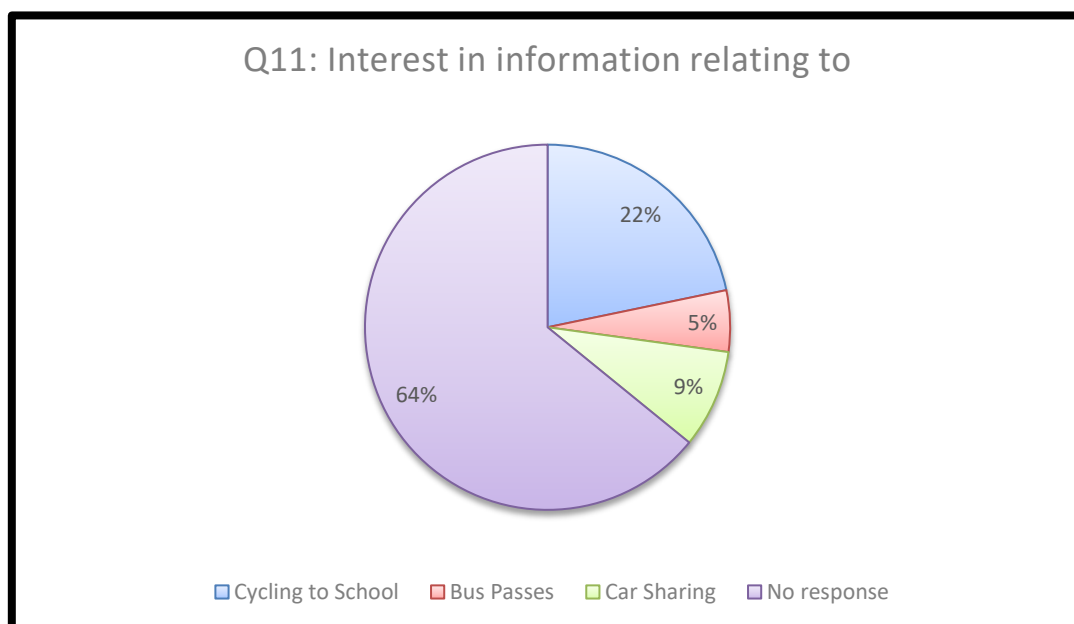


Figure 2-9: MHS staff interest in Sustainable transport information

From Figure 2-8, 14% of respondents already carshare and a further 20% showed interest in a car sharing scheme.

From Figure 2-9, there was no great interest receiving information on the options presented, with 64% of staff choosing not to respond to the question. However, those who did, were mainly interested in information relating to cycling with 22% of all staff indicating interest.

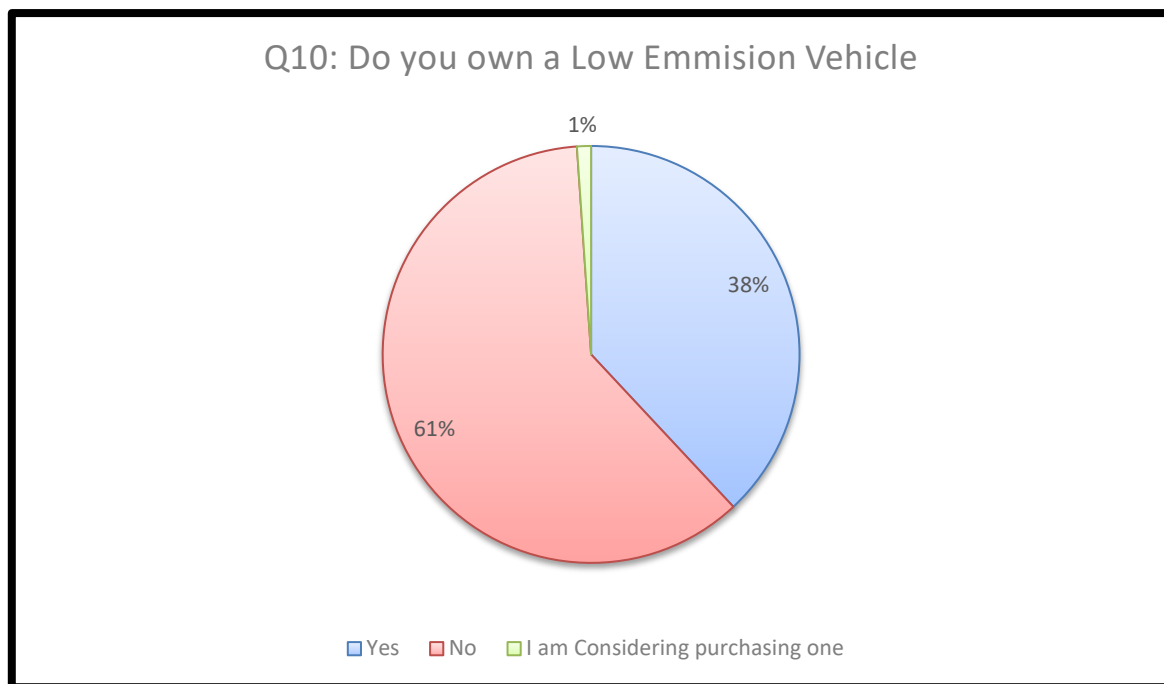


Figure 2-10: MHS staff, ownership of Low emission vehicles

A significant portion of MHS staff own Low emission vehicles (38%) with a further 1 % considering obtaining one.

3 External Staff Travel Survey Results

3.1 External Staff Population

31 External staff working at the MHS/CMA site responded to the survey (circa 63% of the 49 recorded external staff working at the site). Most external staff are either visiting professionals or work in cleaning and catering for both MHS and Cedar Mount Academy (CMA) as identified in Figure 3-1 below.

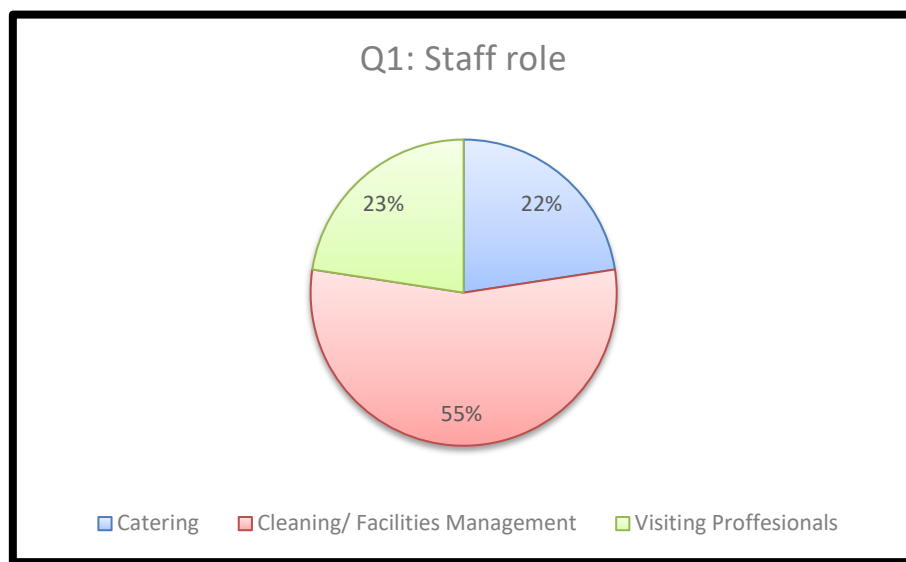


Figure 3-1 External Staff Roles

3.2 External Staff Travel Patterns, Arrival Times and Departure Times

Most staff (circa 68%) travel to and from the school 5 times each week, shown in Figure 3-2 below:

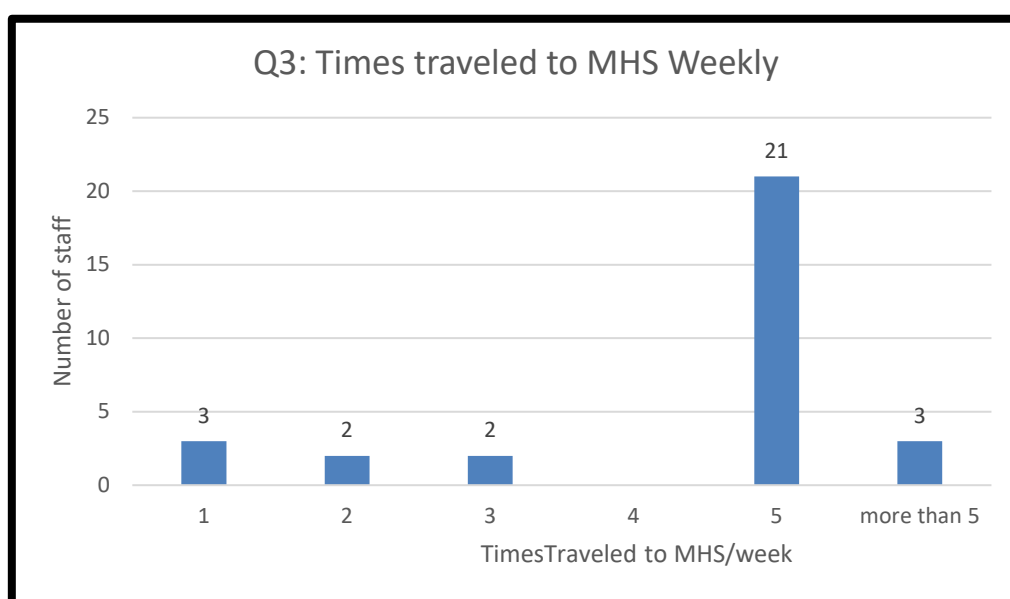


Figure 3-2: External Staff No of times travelling to and from school per week

External staff arrivals and departures are much more evenly spread across the day, as indicated in Figure 3-3 and Figure 3-4 below:

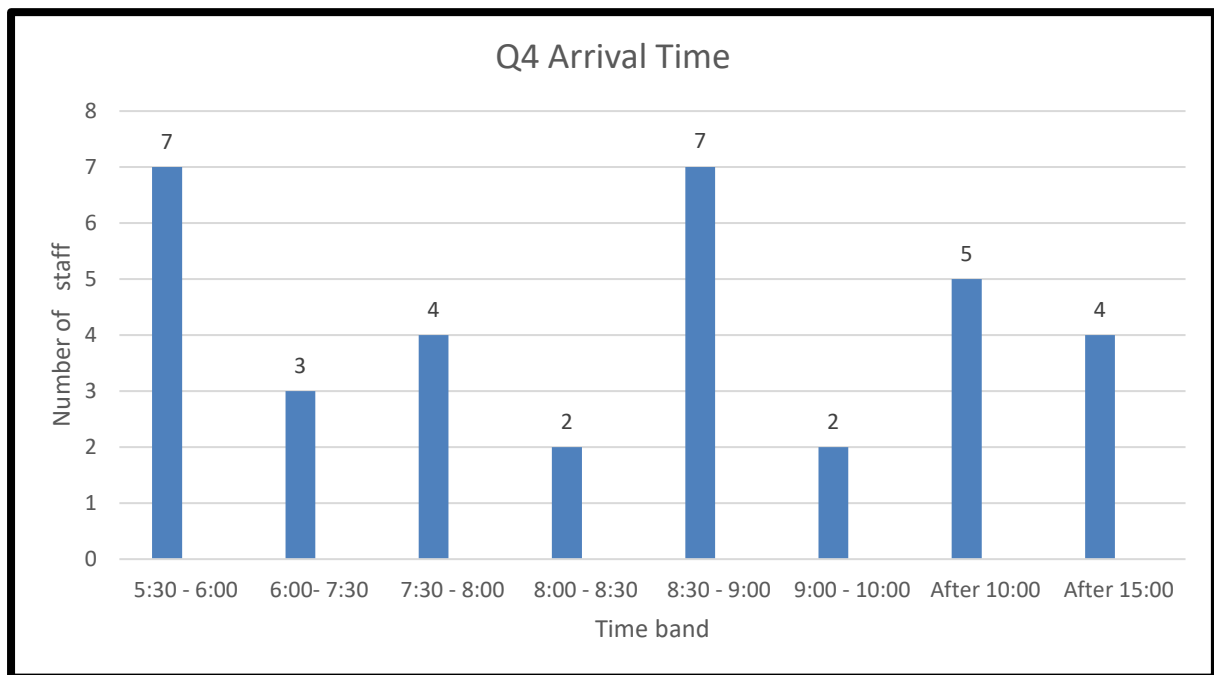


Figure 3-3: External Staff Arrival Times

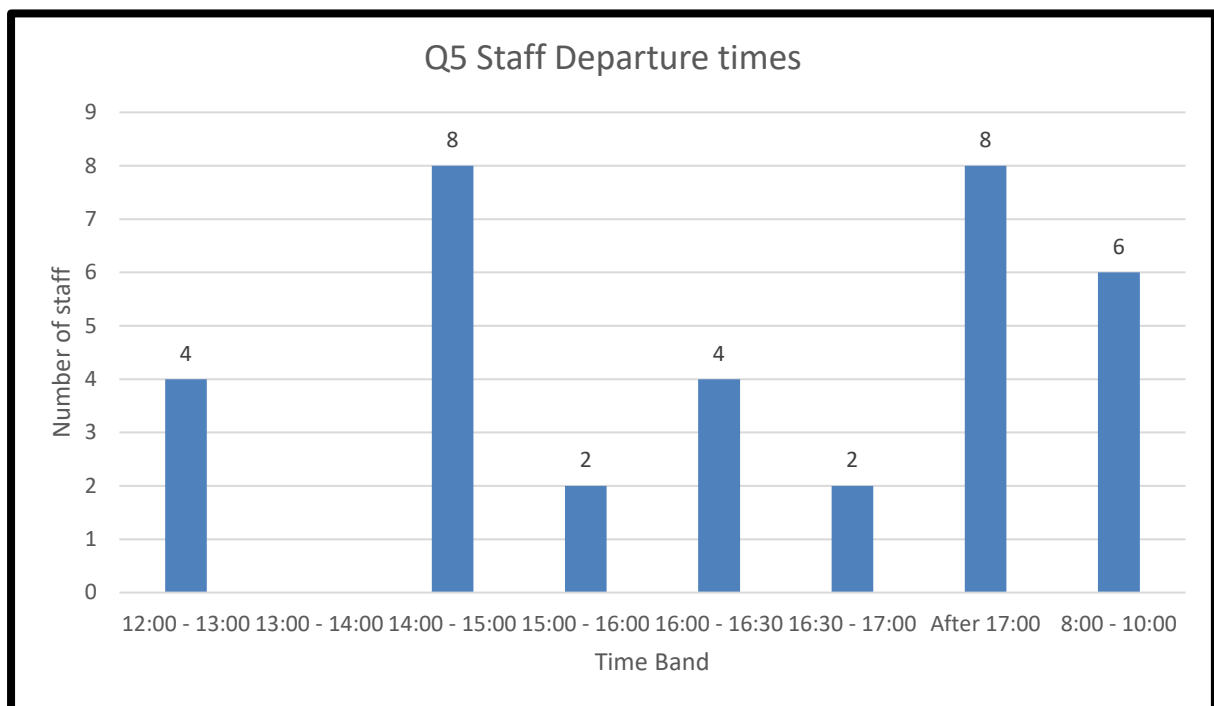


Figure 3-4: External staff Departure Times

3.3 Modes of Transport and Trip duration

The following figures outline the modes of transport used by external staff and their preferred alternatives.

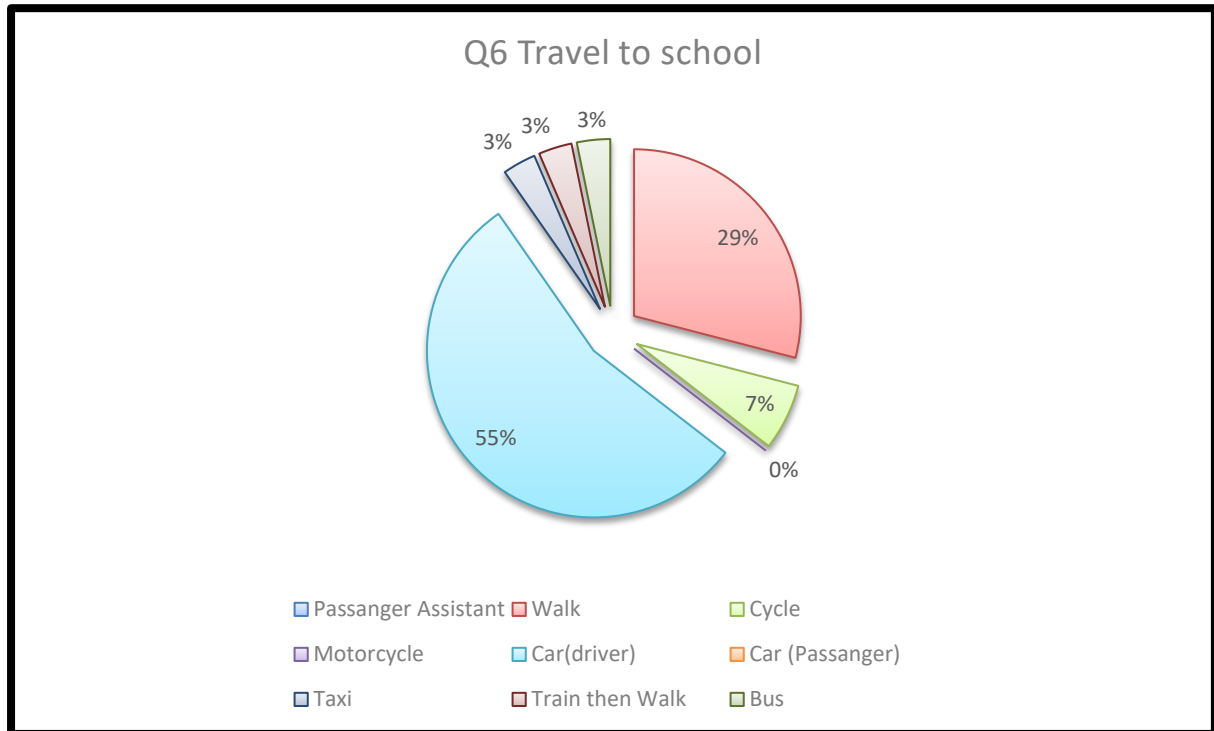


Figure 3-5: External Staff Travel Mode to School

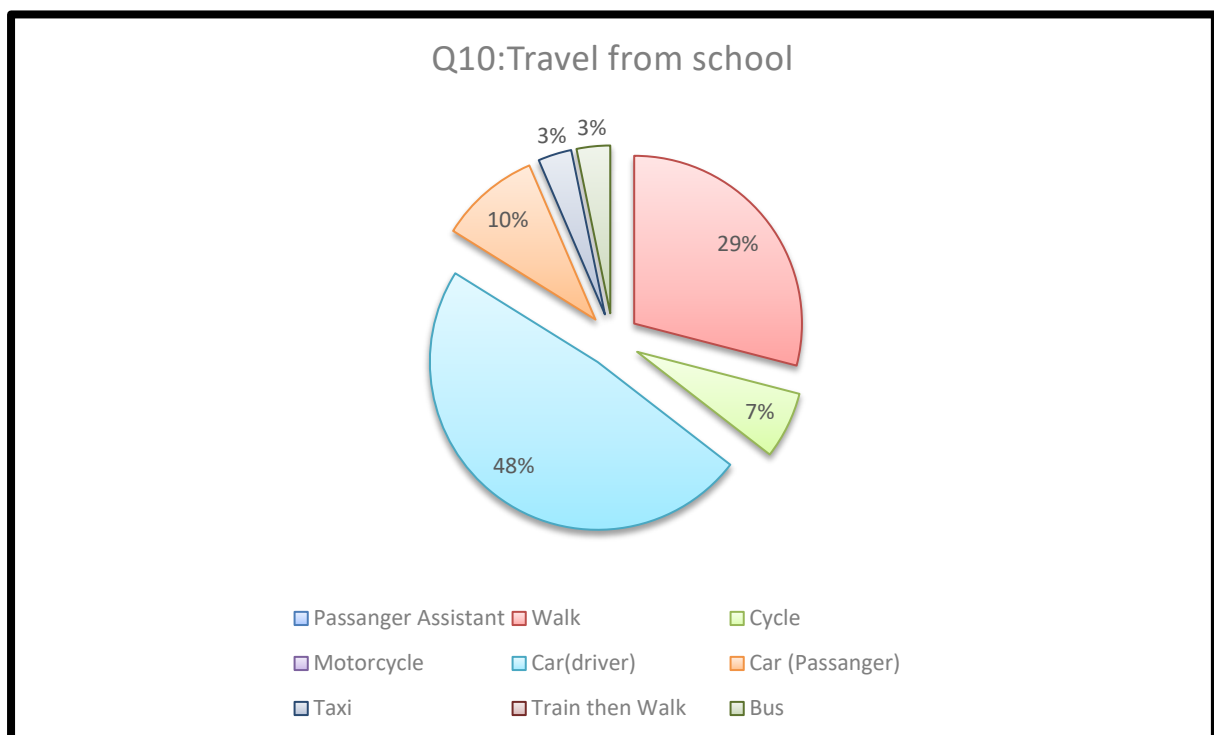


Figure 3-6: External Staff Travel Mode from School

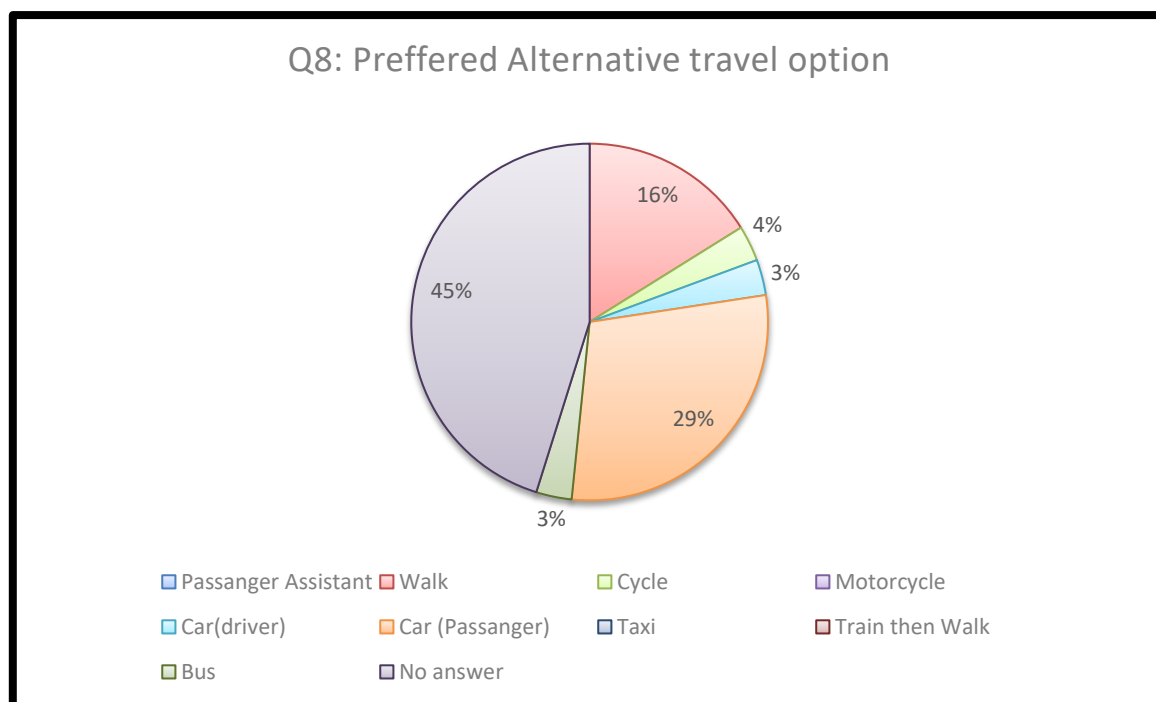


Figure 3-7: External Staff Preferred Alternative Mode of Transport.

Generally, car travel is preferred with 55% driving to the school and 58% either driving or being a passenger in a vehicle travelling from the school. The second most popular option was walking making up 29% of the responses received for mode of travel.

Car travel (as a passenger) is also the most popular alternative with 29% selecting this as their preferred alternative transport. Walking was also the 2nd most popular alternative choice with 16% indicating this as their choice.

Only 1 staff member travelled via bus using the 171/172 service.

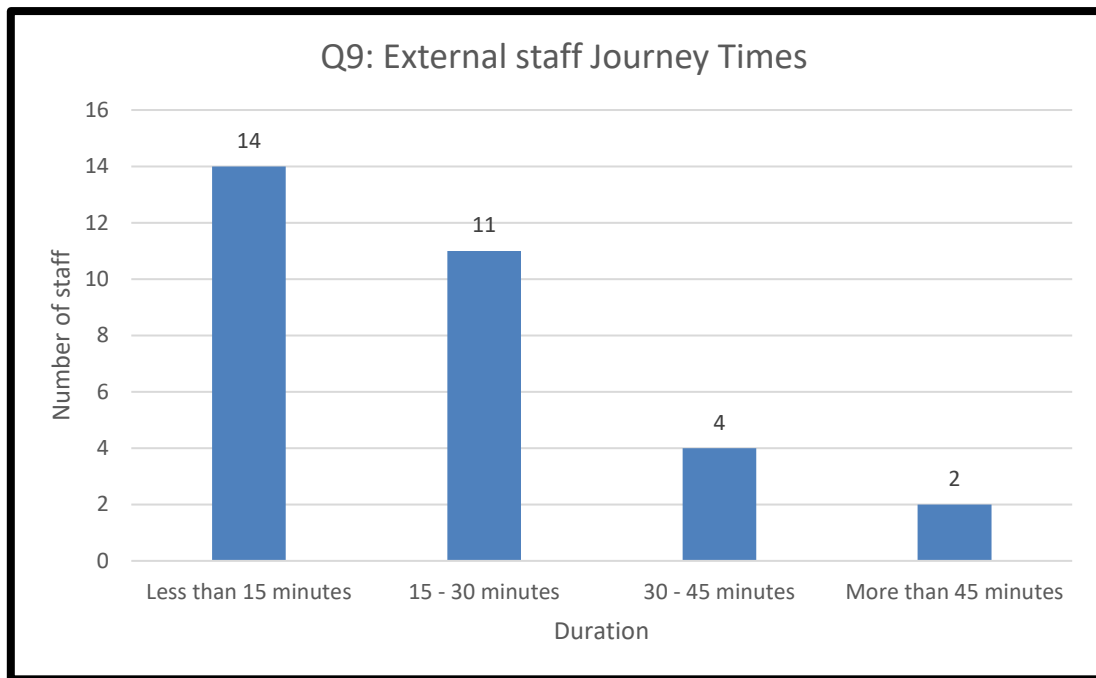


Figure 3-8: External Staff Journey Durations

45% of external staff have journey times under 15 minutes (14 of the 31 respondents). Less than 20% (6 out of the 31) had journey times in excess of 30 minutes. This indicates a local catchment for external staff

3.4 Sustainable transport

External staff were also asked to indicate their interest in, and willingness to implement several common sustainable transports measures. The figures below illustrate the findings.

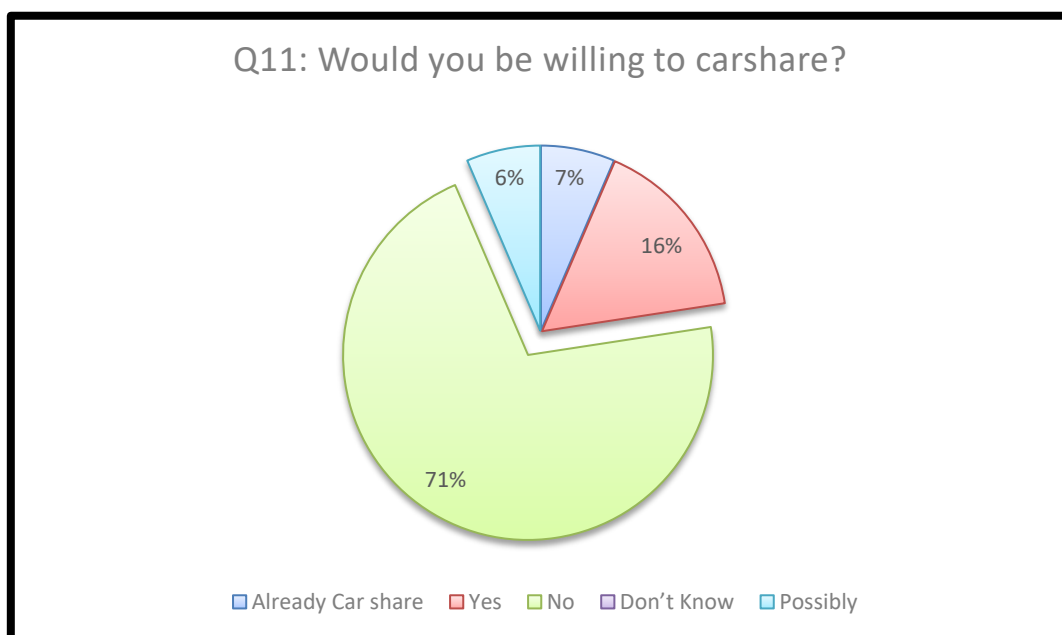


Figure 3-9: External Staff, Willingness to Carshare

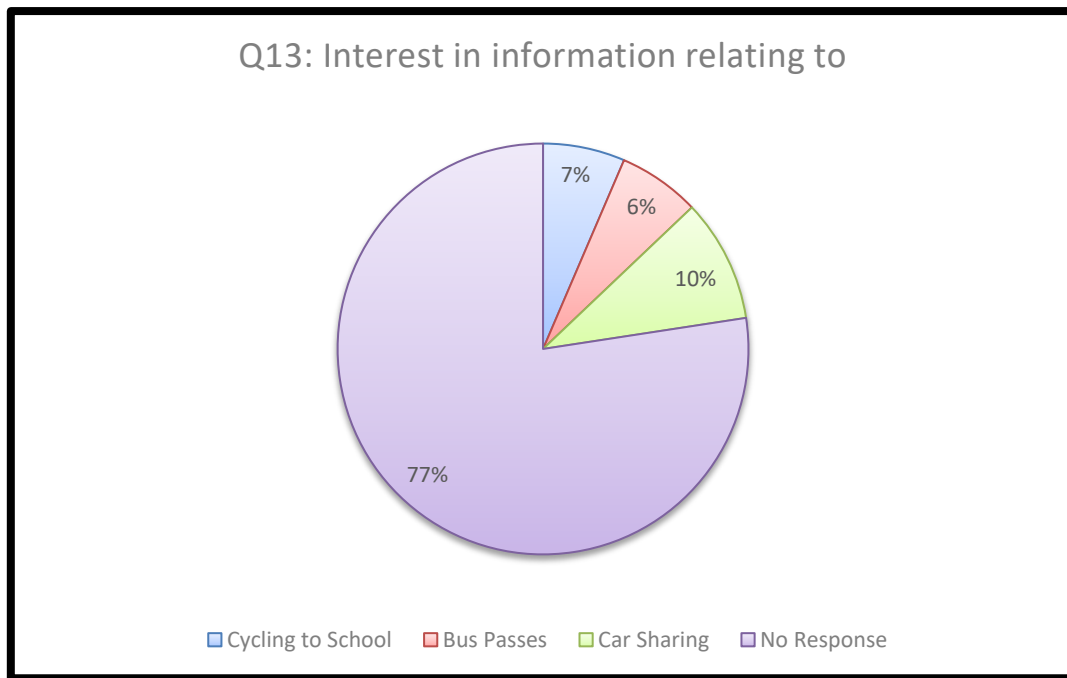


Figure 3-10: External Staff, Interest in Sustainable Transport Information

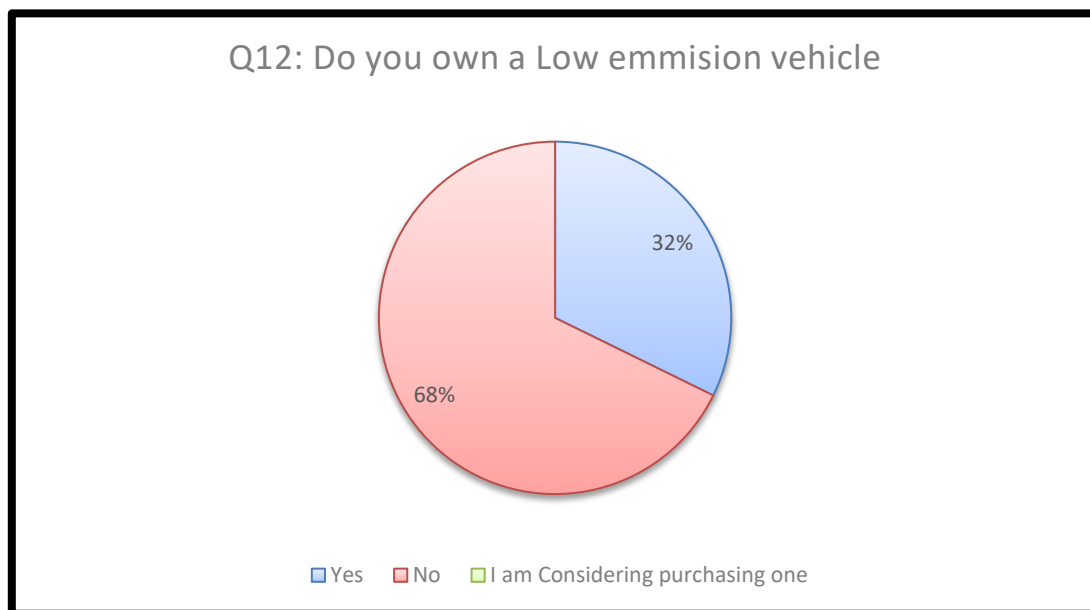


Figure 3-11: External Staff, Low Emission Vehicle ownership

The vast majority (71%) of external staff are not interested in a car sharing scheme. However, 16% did indicate a willingness to participate in a car sharing scheme, with a further 6 % possibly being interested as well.

Very few of the respondents shared thoughts on what sustainable transport information they would be interested in with only 23% providing feedback. From the feedback received the most popular option was car sharing (with 10% of the respondents choosing this option).

The majority of external staff did not own low emission vehicles (68%) with none showing interest in purchasing any in the future.



Appendix E

School Data Provided by Management Team

Melland High School – School Management General Questions

Question 1 – Please provide a list of staff postcodes, for those staff willing? (Please send the list separately)

Please see separate document.

Question 2 – Please outline the schools start and finish times?

Start Time	Finish time
<i>9.20am</i>	<i>3.25pm</i>

Question 3 – What are your current staff and student numbers?

Student	Staff
<i>186</i>	<i>93</i>

Question 4 – How many of the above staff number work part time?

Question 5 – Could you confirm the total staff working at both Cedar Mount Academy and Melland High School?

Staff group	Staff No
Melland High School	<i>93</i>
Cedar Mount Academy	<i>121</i>
Visiting professionals	<i>Melland Approx 14 Cedar Approx 10</i>
Ancillary/Support services	<i>Cleaning + Catering across both Schools 25</i>

Question 6 – What are your maximum anticipated staff and student numbers after the expansion work is completed?

student	Staff
<i>256</i>	<i>Approx 125</i>

Question 7– How many of the additional staff do you anticipate will work part time?

Approx 3

Question 8 – How many Private/ School minibuses currently pickup/drop-off students?

14

Question 9 – what time does the first minibuses arrive and the last minibus leave the school when picking up students?

First minibus arrives	9.10am
Last minibus Leaves	3.35pm

Question 10 – Does the school currently have any of the following?

Please tick those present

Changing facilities usable by Cyclists(staff/ student)	☒
Secure Storage facilities available for use by cyclist(staff/student)	☒
Public transport information displayed prominently where staff or students may access it.	☒
A Canteen available for staff and student Use	☒
Sporting and leisure facilities available for staff and student use.	☒
Facilities available for community use (Public Hall, Theatre, leisure facilities)	☒

Question 11 – Does the school currently have any schemes to encourage sustainable transport, e.g., car sharing programmes?

If yes, please list of all such schemes below.

Cyle to work Scheme (Salary Sacrifice Scheme)

Other considerations

Staff who are also passenger assistants.



Appendix F

Student Travel Survey Results Report

Melland High School

Student Travel Survey Results

October 2021

MHS-FC-HGN-FS-RP-D-0004

Document Control

Project: Melland High School

Document Reference: MHS-FC-HGN-FS-RP-D-0004

Document Title: Student Travel Survey Results

Client: Bright Futures Education Trust

Version	Date	Status	Written By	Checked By	Approved By
P01	20/10/2021	First issue	K Rantshilo	I Yates	K Doyle

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1 INTRODUCTION

1.1 *Background*

Melland High School (MHS) is a Secondary School in East Manchester for Special Education Needs (SEN) cognition and learning, located in the Gorton area of East Manchester, circa 5KM south-east of Manchester City Centre. The school forms part of the Gorton Education Village (GEV), where it is co-located with Cedar Mount Academy (CMA), a mainstream high school.

To inform a new school Travel Plan, the students of MHS undertook a Travel Survey in October 2021. This brief report summarises the results of that Survey. It is proposed to increase the schools capacity to accommodate 256 students (an increase of 70 from its current student numbers), and 125 staff (an increase of 32 from its current staffing numbers).

The new school Travel Plan will set out a strategy and targets for achieving a shift in travel to more sustainable modes. The first step in developing the Travel Plan is to collect data on current travel to and from the school site.

Most students at MHS rely on transport being provided for them to travel to and from school each day. The survey was completed only by those students who are not reliant on local authority provided minibus transport.

Note, no travel surveys were completed by CMA students and as such no data from them is presented in this report (CMA is a separate school).

This report presents the results of the Travel Surveys undertaken by the Students in October 2021.

1.2 *Survey Methodology*

The Travel Survey was sent to MHS on the 24th of September 2021. The survey was developed to meet the following objectives:

- 1.) Understand the current travel patterns of students enrolled at MHS who are not reliant on Local Authority provided transport;
- 2.) Where consent was given, to obtain location information for both staff and students to analyse journey times.

The survey forms were returned to Flinders Chase on the 20th of October 2021, and the results have been analysed to ascertain current travel patterns and trends. The following sections of this report summarise the findings of the Travel Surveys and will be used as baseline figures for the new school Travel Plan.

2 MHS Student Travel Survey

The following section outlines the findings of the Student Travel Survey carried out by all students not reliant on local authority provided minibus transport, 94 of Mellands' 186 student population (circa, 51%).

2.1 Survey Group

As part of the survey students were asked to indicate their year group.

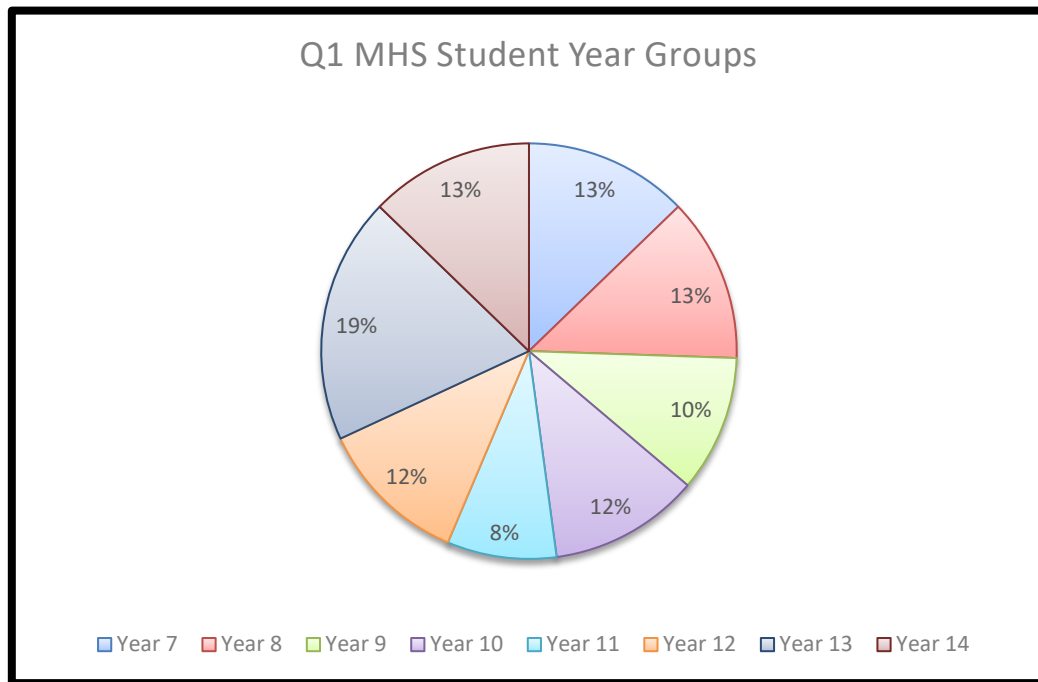


Figure 2-1: MHS Student Year Groups

Figure 2-1 shows that approximately, an equal number of students in each year group travel without the use of local authority funded minibuses. The group with the largest number was identified as year 13s' (19% of the sample group), and the group with the lowest number of non-local authority funded transport were year 11s' (8%).

2.2 Student Arrival times and Journey Times

The following section outlines the times students arrive at MHS as well as how long they typically take to travel to and from school. Note, all of MHS students leave school at the end of the school day (3:25PM) and as such no information on student departure times was requested.

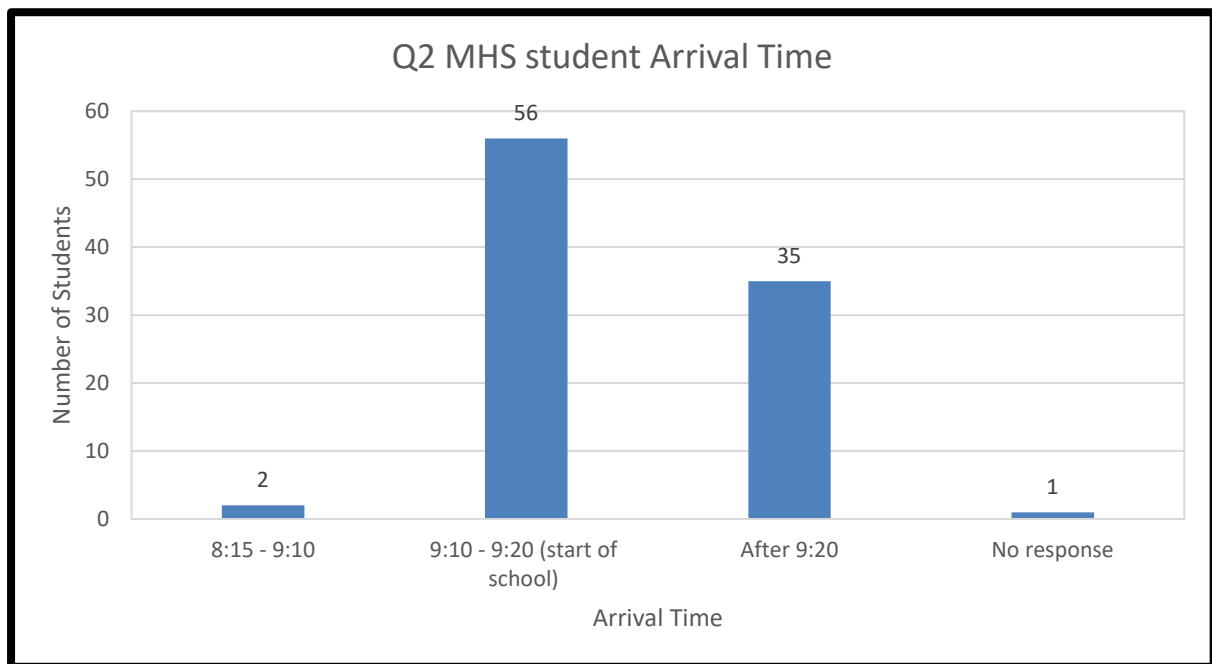


Figure 2-2: MHS student Arrival Times

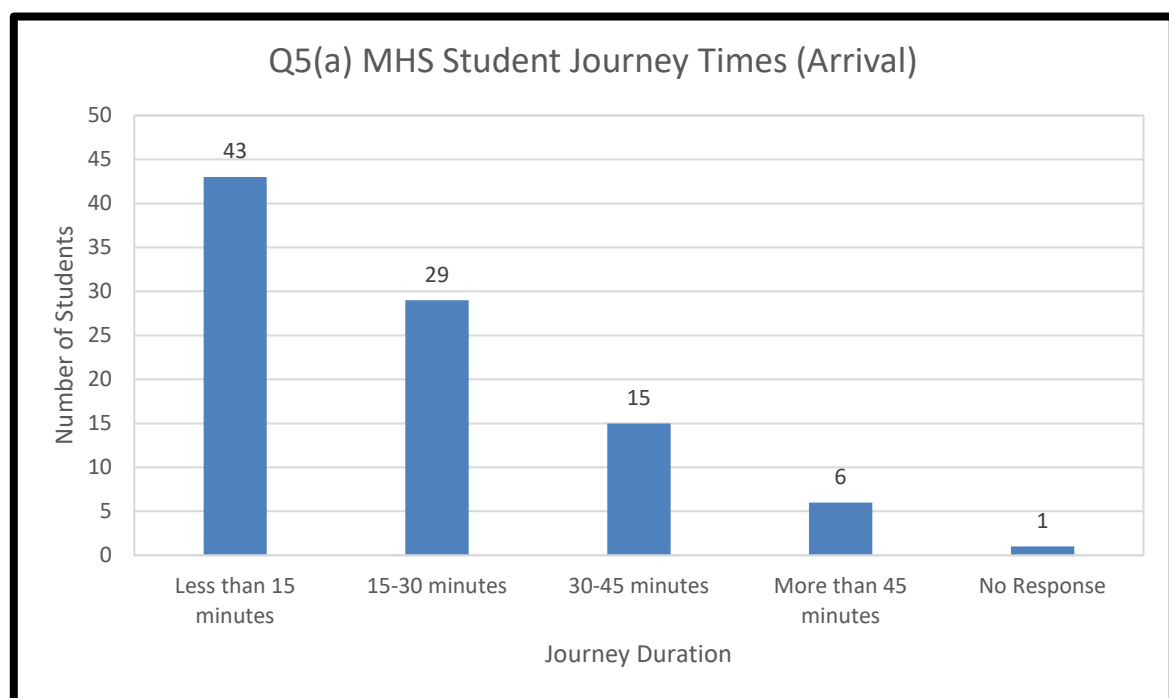


Figure 2-3: MHS Student Journey Times (Arrival)

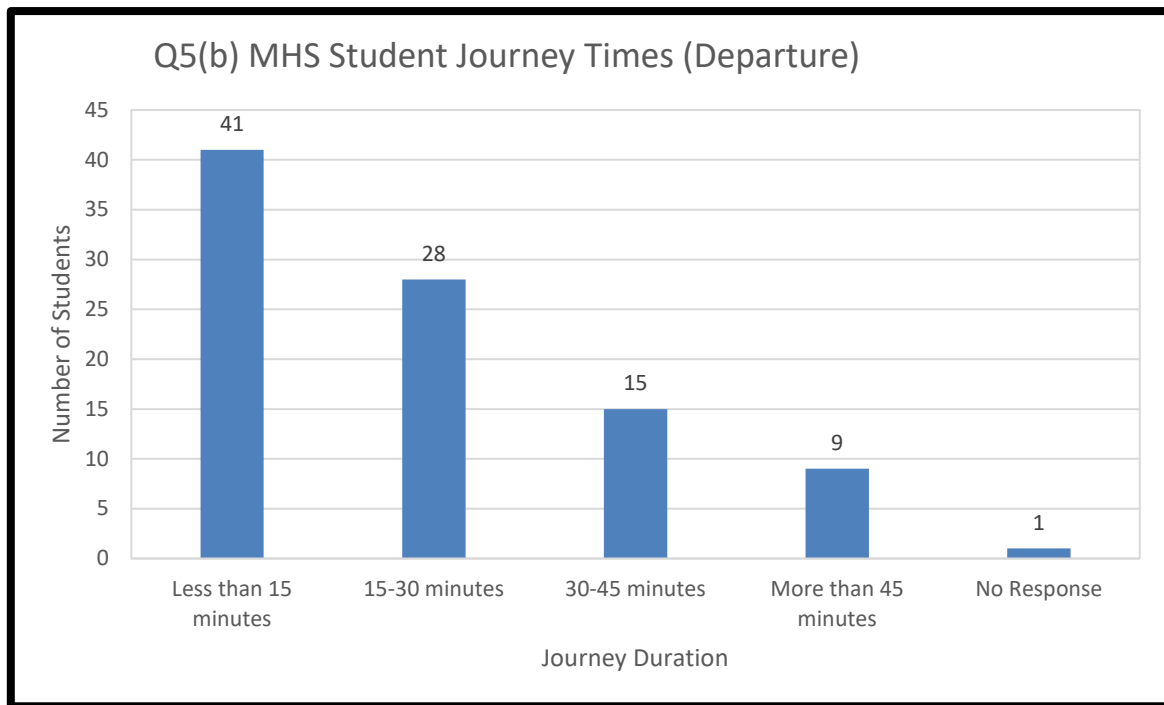


Figure 2-4: MHS Student Journey Times (Departure)

Figure 2-2 shows that the majority (56 of the 94, circa 60%) arrive at the start of the school day (9:00AM – 9:20AM), overlapping with the minibus drop-off. A fairly large portion also arrive after 9:20 AM (35/94, circa 37%).

Figure 2-3 and Figure 2-4 show a large number of MHS students live within 30 minutes of the school (circa 74%), with only circa 10% of students having journey times (arrival/ departure) greater than 45 minutes, indicating a local catchment area for students.

2.3 Travel Mode

Students were asked to indicate which mode of transport they used to travel to and from the school. The following figures illustrate the results obtained.

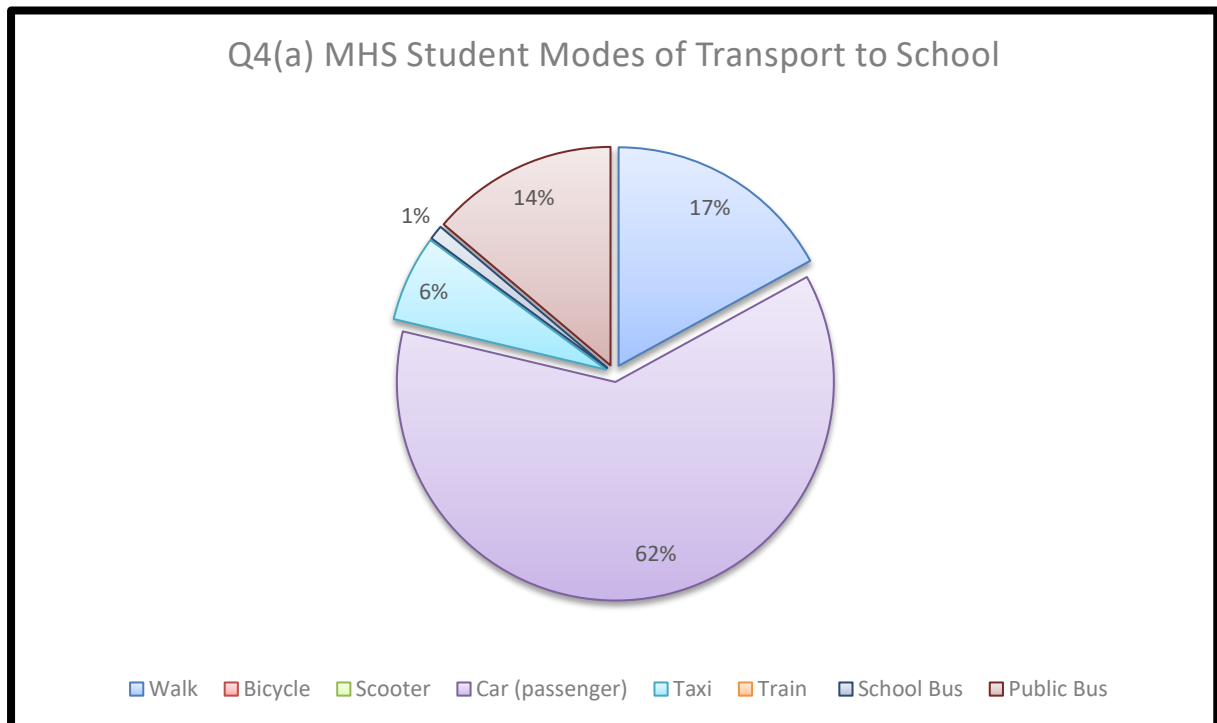


Figure 2-5: MHS Student Transport Mode to School

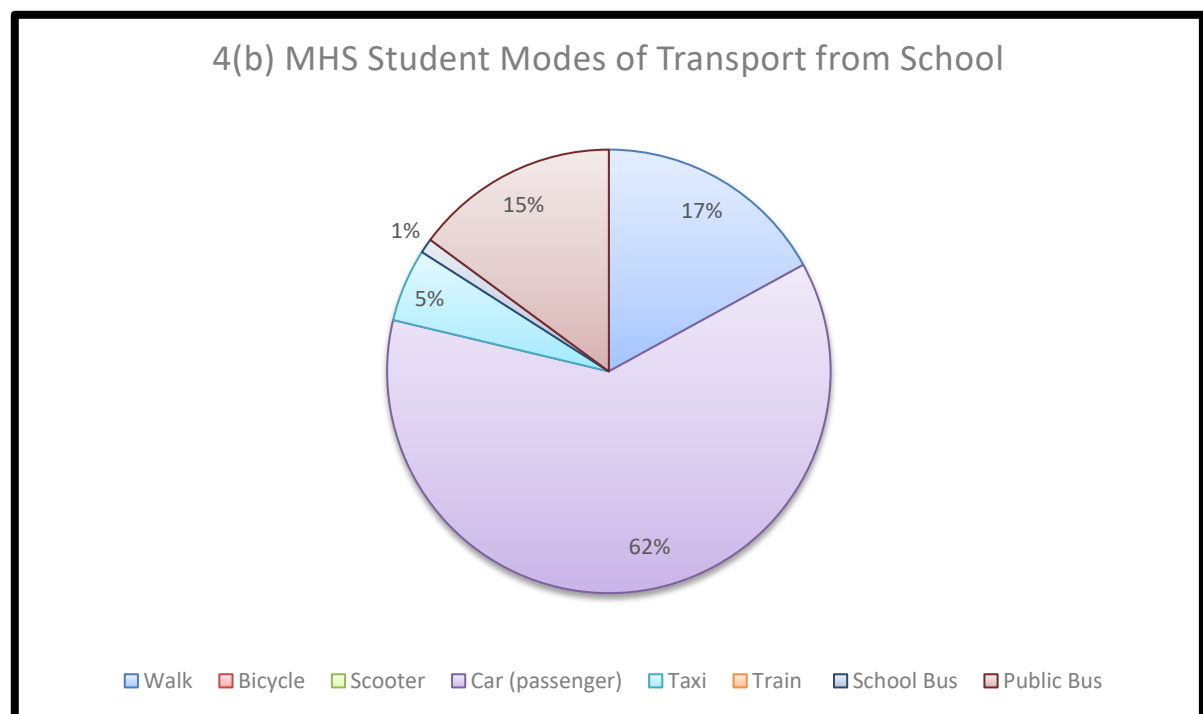


Figure 2-6: MHS Student Transport Mode from School

From Figure 2-5 and Figure 2-6, it is clear the most popular travel option for students both to and from school is vehicle, either as a passenger in a car or in a taxi, with circa 68% of students travelling to and from school using one of the 2 options. Of the 94 students, only 7 (circa 7%) indicated they car shared, with one student highlighting they shared their taxi.

Of the group surveyed circa 17% indicated they walked to and from school, and 15% indicated that they used public transport. Thus 32% (circa 30 students) had indicated they travelled using sustainable Transport. Students that did use public Buses indicated they used the following services:

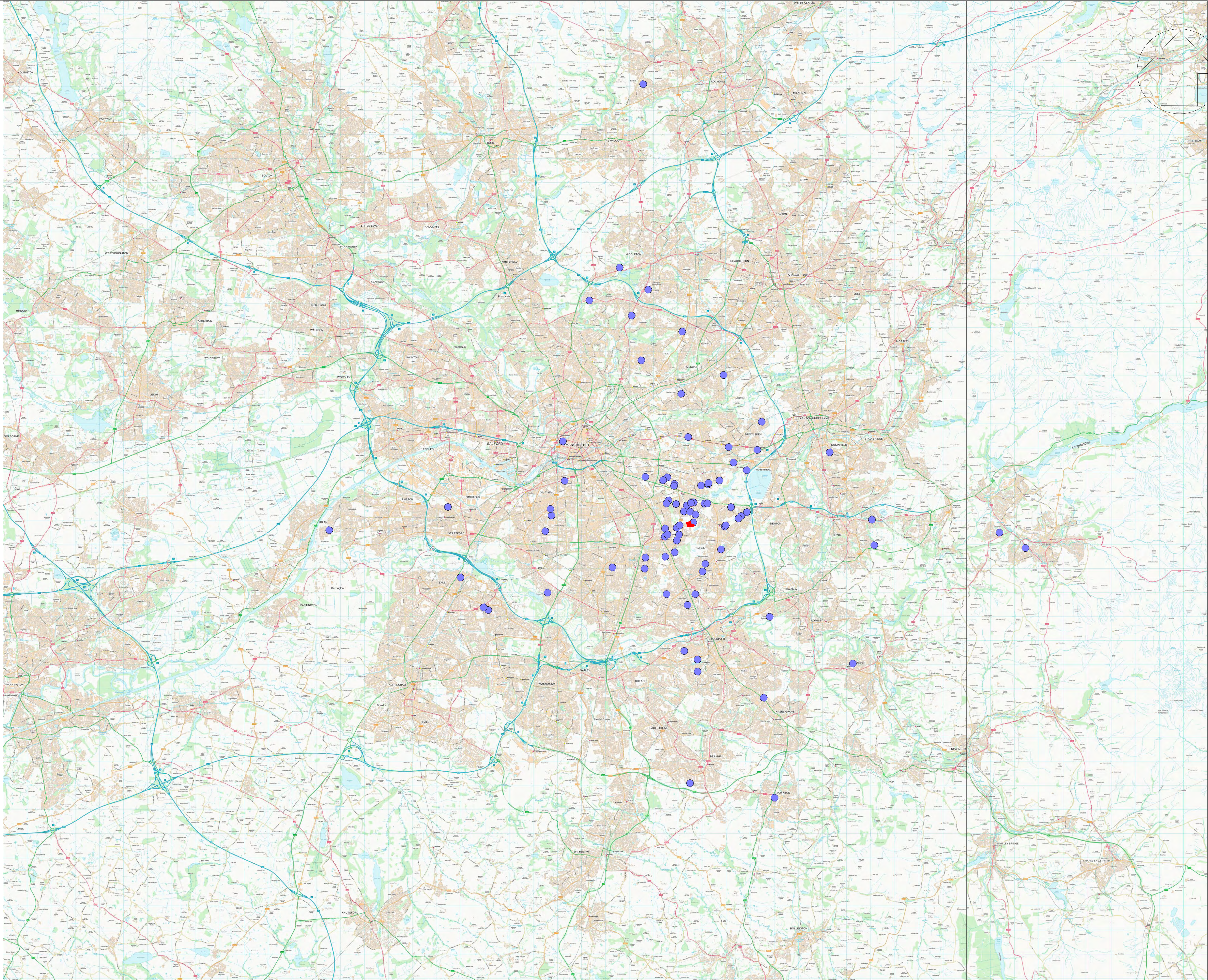
1. 171
2. 205
3. 150
4. 192
5. 197

Note only the 150 and 171 have stops within 500m of the school.



Appendix G

Staff Catchment Area Drawing



Notes

1. All dimensions are in metres unless otherwise stated.

KEY

Melland High School

Staff Postcode Locations

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Contains National Statistics data © Crown copyright and database rights 2021

P01	10/21	DB	First Issue	KR	IY
Rev	Date	Drawn	Description	Ch'kd	App'd

FLINDERS CHASE

LIMITED

Project.

Melland High School

SEN Expansion

Drawing Title.

Travel Plan Postcode Locations

Staff

AutoCAD Location.

70126/SurveysandDrawings/Drawings

Designed By	Checked By	Approved By
DB	KR	IY
Date	Date	Date
28/10/2021	28/10/2021	28/10/2021
Scale at A1	Status	Rev
1:75000	A4	P01

Drawing No.

MHS-FC-HGN-FS-DR-D-0101