Proposed Extension to Levenshulme High School
for Greater Manchester Education Trust

January 2024

TRANSPORT STATEMENT

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REPORT

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1 INTRODUCTION

1.1 Preamble

1.1.1 Eddisons has been instructed by the Greater Manchester Education Trust to advise on the traffic and transport issues relating to a planning application for an extension to the existing Levenshulme High School in Manchester.

1.1.2 The report provides information on the traffic and transport planning aspects of the development proposals and assist the local planning authority in the positive determination of the forthcoming planning application.

1.1.3 A formal pre-application inquiry was responded to Manchester City Council (MCC) on 6th December 2023 and requested a number of elements, one of which related to highways matters. MCC requested the following:

'Please provide a transport statement including travel plan to address increase in pupil/staff numbers'.

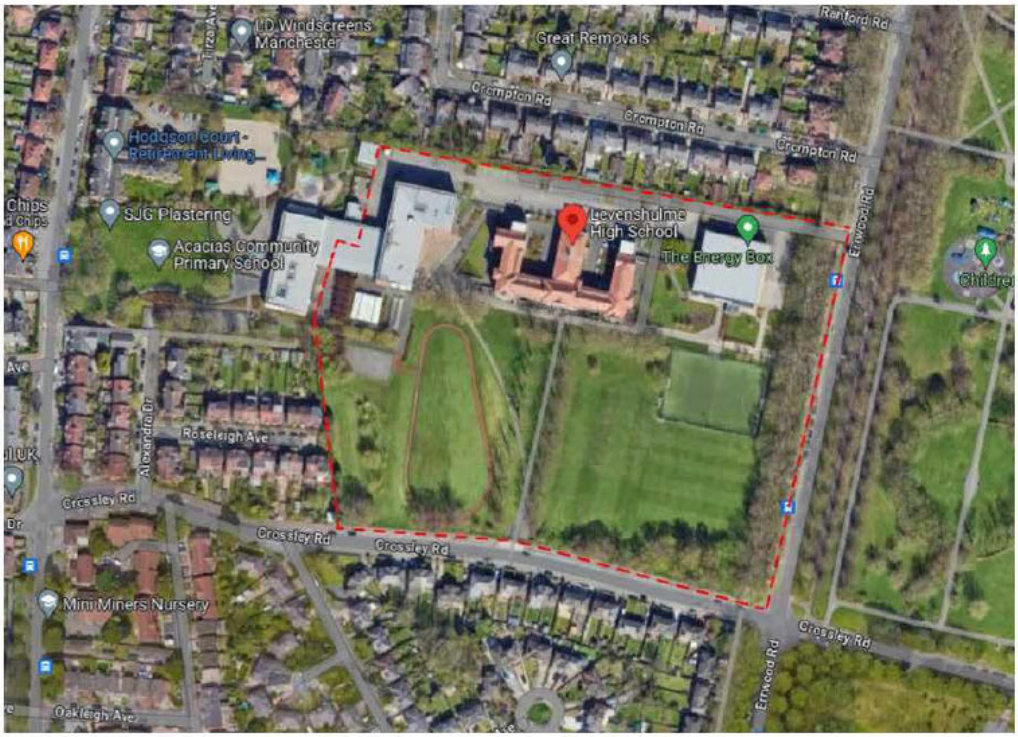
1.1.4 Following this introduction, Section 2 provides a description of the existing site and the development proposals, whilst Section 3 provides a brief assessment of the accessibility of the site by non-car modes including public transport. Section 4 will set out the key elements of the Travel Plan document that is included within this report.

1.1.5 Section 5 discusses the traffic impact of the proposed development, whilst Section 6 draws together the conclusions to this report.

2 DEVELOPMENT SITE AND PROPOSALS

2.1 Existing Site

2.1.1 The existing Levenshulme High School site is located to the west of Errwood Road and south of Crossley Road. The school is predominantly surrounded with residential housing estates and neighbouring the Cringle Park. The site is shown in the image below.



Site Location

2.1.2 The access to the school is located to the east elevation with separate entrances points for vehicular and pedestrian access. Errwood Road is the main entrance for vehicle access directly onto the school's car park for staff and visitor use. Furthermore, there is an additional pedestrian access from Crossley Road, which is across the field with a southern access gate.

2.2 Development Proposals

2.2.1 The proposed extension will provide the school with 100 additional mainstream places increasing the role from 1,000 to 1,100 pupils. This will consist of an extension providing the school with an overall 31 classrooms and 8 science labs, as well as additional storerooms, pupil toilets, staff workroom and office.

2.2.2 The school has a surplus of non-teaching staff which means that only supporting teaching staff are needed for the expansion. The current plan is to recruit an additional five members of teaching staff to supply the new teaching block. The additional five teaching staff are recruited, the total staff at the school will have 80 teachers and 76 non-teaching support staff.

2.2.3 The school currently has one car park available for use, it has 124 car parking spaces plus 12 accessible parking bays. Using the current Council standards, educational facilities must provide one car parking space per teaching staff and one for every three non-teaching members of staff. By the calculation the school must provide 106 car parking spaces for staff, therefore no additional car parking spaces are required after the extension.

3 ACCESSIBILITY BY NON CAR MODES

3.1 Introduction

3.1.1 In order to accord with the aspirations of the NPPF, any new proposals should extend the choice in transport and secure mobility in a way that supports sustainable development.

3.1.2 The presumption in favour of sustainable development is a central theme running through the framework and transport planning policies are seen as a key element of delivering sustainable development as well as contributing to wider sustainability and health objectives. To achieve these objectives, paragraph 30 states that when making decisions, local authorities should:

'Support a pattern of development which, where reasonable to do so, facilitates the use of sustainable modes of transport.'

3.1.3 One of the core principles of the NPPF is to *'actively manage patterns of growth to make the fullest use of public transport, walking and cycling and focus significant development in locations which are or can be made sustainable*.'

3.1.4 New proposals should therefore attempt to influence the mode of travel to the development in terms of gaining a shift in modal split towards non-car modes, thus assisting in meeting the aspirations of current national and local planning policy.

3.1.5 The accessibility of the proposed site has been considered by the following modes of transport:

- Accessibility on foot;
- Accessibility by cycle;
- Accessibility by bus; and
- Accessibility by rail.

3.2 Access on Foot

3.2.1 Wide footways are located on both sides of Crossley Road and Errwood Road. A formal zebra crossing is also located adjacent to the school pedestrian entrance on Errwood Road. These footways provide links to a comprehensive network of routes within the local area, which facilitate access to the nearby residential areas.

3.2.2 It is widely recognised that walking is the most important mode of travel at the local level and offers the greatest potential to replace short car journeys, particularly those under 2 kilometres. In addition, the DfT National Travel Survey of 2017 confirms that 81% of all trips less than a mile (1.6km) are carried out on foot..

3.2.3 **Plan 1** shows the 2 kilometres catchment from the site and provides an illustrative indication of the areas that can be reached.

3.2.4 As can be seen, the 2 kilometre catchment encompasses the residential areas of Burnage, Levenshulme as well as parts of Reddish, Heaton Chapel and Withington. The catchment plan also identifies the bus stops located in the area.

3.2.5 It is therefore considered that large areas of residential development are within walking distance of the school and that the existing pedestrian infrastructure will facilitate safe pedestrian linkages between the school and local walking catchment.

3.3 Access by Cycle

3.3.1 A distance of 5 kilometres is generally accepted as a distance where cycling has the potential to replace short car journeys. A segregated cycleway is located on the western side of Errwood Road running along the eastern frontage of the site.

3.3.2 This distance equates to a journey of around 25 minutes based on a leisurely cycle speed of 12 kilometres per hour and would encompass most of the southern districts of Greater Manchester as well as Stockport and Wythenshawe, for example.

3.3.3 National Cycle Route 6 runs just north of the site through Levenshulme towards Whalley Range to the west and North Reddish and Gorton to the east. It is an off-road cycle route and is located less than 500 metres away from the school.

3.3.4 The site can therefore be considered as being accessible by cycle, particularly for employees at the school.

3.4 Access by Bus

3.4.1 The nearest bus stops to the site are located on Errwood Road adjacent to the eastern boundary of the school site. This consists of shelter, seating, a bus service timetable and a bus stop pole, showing the services at this stop.

3.4.2 All the nearest bus stops to the site are shown on **Plan 1**.

3.4.3 These bus stops are served by the 172, 727 and 763 services which run regularly every day to destinations such as Fallowfield, Didsbury, Gorton, Newton Heath, and Hale Barns.

3.4.4 It is therefore concluded that the school is highly accessible by bus, giving parents/pupils and staff a choice about how they travel.

3.5 Accessibility by Rail

3.5.1 The school is located around a 10 minute walk from Levenshulme railway station and around a 15 minute walk from Mauldeth Road railway station. Services from these two stations offer weekday frequencies of a train every 15 minutes (Levenshulme) and 30 minutes (Mauldeth Road) and the journey times to both Manchester Piccadilly and Stockport stations are only between 6 and 7 minutes from both.

3.5.2 This demonstrates that the site is extremely accessible by rail for staff, pupils and visitors.

3.6 Accessibility Summary

3.6.1 The school site has been considered in terms of accessibility by non-car modes, and following conclusions can be drawn from this section of the report:

- The school is accessible on foot, with large areas of residential development being within walking distance via safe pedestrian linkages.
- The bus services from the bus stops on Errwood Road connect the school with areas such as Fallowfield, Didsbury, Gorton, Newton Heath, and Hale Barns.
- There is the opportunity to travel to the site by rail with both Levenshulme and Mauldeth Road stations being located within a short walk of the school.

3.6.2 In light of the above, it is considered the school is highly accessible by non-car modes and will cater for needs of the existing and future staff, pupils and visitors, and assist in promoting a choice of travel modes other than the private car.

4 PROMOTING SMARTER TRAVEL CHOICES

4.1 Introduction

4.1.1 To encourage resident and visitor travel to the site by non-car modes, a Travel Plan is proposed.

4.2 Travel Plan

4.2.1 A Framework Travel Plan is included at **Appendix 1**. The objective of the Travel Plan is the delivery of the objectives of National Planning Policy, i.e. to encourage residents to travel by non-car modes of travel. The Travel Plan outlines physical and management measures that are designed to achieve this objective.

4.2.2 The effectiveness of Travel Plans in assisting the use of non-car modes for journeys is intrinsically linked to the accessibility of a given site by means other than the private car.

4.2.3 The site has been demonstrated to benefit from excellent non-car accessibility and it should, therefore, be expected that the adoption of a Travel Plan would be effective.

5 TRAFFIC IMPACT ANALYSIS

5.1 Introduction

5.1.1 Having established that the school is highly accessible by modes of travel other than the private car and would be in general accordance with transport policies, the following section considers the traffic impact of the development proposals on the local highway network.

5.2 Proposed Development

5.2.1 As previously stated, the development proposals will result in an increase of 100 pupils at Levenshulme High School.

5.2.2 In order to predict the levels of traffic that could occur as a result of the extension, reference has been made to the TRICS database. The parameters used are as follows:

- Education – Secondary.
- Greater London and Republic of Ireland sites, as well as surveys within the Covid period excluded.

5.2.3 The TRICS output is included at **Appendix 2**, with Table 5.1, below, providing a summary of the peak hour trip rates and trips based on the increase of 100 pupils.

Mode	Period	Trip Rate		Trips	
		Arr	Dep	Arr	Dep
Vehicles	**AM Peak Hour**	0.149	0.109	15	11
	PM Peak Hour	0.023	0.027	2	3

Table 5.1 – Secondary School Trip Rates and Trips

5.2.4 On the basis of the above analysis, the proposals would generate a minimal number of additional trips during both peak hour periods. The increase in the AM peak would be the greater at 26 two-way vehicular movements. This equates to less than an additional vehicular trip every two minutes during even the busiest hour of the day.

5.2.5 This will have a minimal impact on the safety and operation of the local highway network.

6 CONCLUSIONS

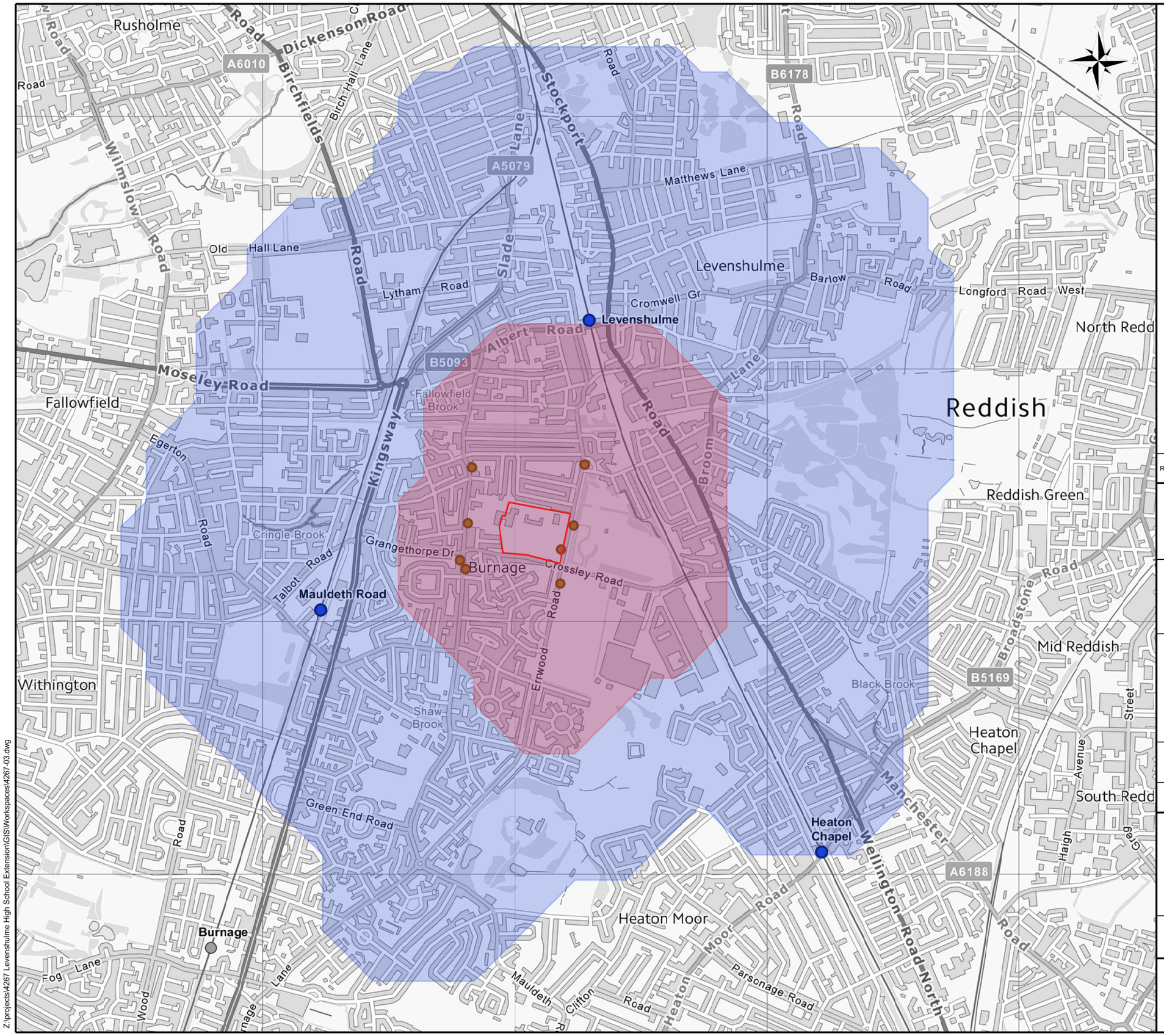
6.1.1 Eddisons has been instructed by the Greater Manchester Education Trust to advise on the traffic and transport issues relating to a planning application for an extension to the existing Levenshulme High School in Manchester.

6.1.2 A number of conclusions can be drawn from the report, namely:

- The report has demonstrated that the school would continue to be highly accessible by non-car travel modes of such as walking, cycling and public transport.
- The proposed Travel Plan would ensure that sustainable travel would be maximised.
- The traffic impact of the proposals would not be material.

6.1.3 It can therefore be concluded that the proposals are acceptable in highway terms.

PLAN 1
Pedestrian Catchment



NOTES

- Site Location
- 800m Pedestrian Catchment
- 2km Pedestrian Catchment
- Nearest Train Stations
- Nearest Bus Stops

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LEVENSHULME HIGH SCHOOL

PROJECT:

LEVENSHULME HIGH SCHOOL EXTENSION

DRAWING TITLE:

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APPENDIX 1
Framework Travel Plan

Proposed Extension to Levenshulme High School
for Greater Manchester Education Trust

January 2024

TRAVEL PLAN

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REPORT

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Plan 1 – Pedestrian Catchment

1 INTRODUCTION

1.1 Preamble

1.1.1 Eddisons has been instructed by the Greater Manchester Education Trust to advise on the traffic and transport issues relating to a planning application for an extension to the existing Levenshulme High School in Manchester.

1.1.2 This Travel Plan Framework will set out the principal strategies that will be put in place once the school extension is open and staff and students are using the buildings, to encourage sustainable travel to the school.

1.1.3 While this Travel Plan Framework will be submitted as part of this application, it is intended that the full Travel Plan will be implemented across the whole school site.

1.2 Structure of Report

1.2.1 Following this introduction, Section 2 details Travel Plan Policy and guidance and presents the 'Travel Plan Pyramid'.

1.2.2 Section 3 sets out a series of management measures that will be implemented as part of the Travel Plan, including a Parking Strategy.

1.2.3 Section 4 of the Travel Plan considers the accessibility of the site by non-car modes, including walking, cycling and public transport. Section 5 discusses targets for reducing trips by the private car while Section 6 details the monitoring of the Travel Plan.

1.2.4 Section 7 draws together the findings and conclusions.

1.3 Reasons for Travel Plan

1.3.1 This Travel Plan Framework has been prepared by Eddisons to assist in achieving improved patterns of transport to highly sustainable development.

1.3.2 The Travel Plan will highlight the accessibility of the school for staff, pupils and visitors and the measures that will be implemented so that sustainable travel can be maximised.

1.3.3 In general terms, the reason for the Travel Plan is;

- Nationally, more children are now being driven to school than in the past. This has been shown to have a great impact on road safety, children's fitness and their ability to cope with traffic in addition to adding to traffic congestion and delays.
- A Travel Plan aims to address these issues by providing measures, both physical and educational that will encourage children to walk, cycle or catch a bus to school and encourage parents to allow their children to walk or cycle to school.
- Measures introduced by a Travel Plan have benefits for both the school and the local community. These can include:
  - Reduced congestion and pollution
  - Safer, quieter and more pleasant streets/roads
  - Improvements to children's health and fitness
  - Improved road safety skills

1.4 Targets we are aiming to achieve

1.4.1 Listed below are aims in order to overcome the above issues, they are as follows;

- To ensure that pupils can travel to and from school safely.
- To encourage a healthy lifestyle for the school community, in line with the current Government policy to reduce childhood obesity.
- That travel is undertaken in more environmentally friendly ways.

- To cause less disruption to local residents at drop off/pick up times.

1.5 How will we know what the effect of what we have done is?

1.5.1 It is important that everybody understands the effects of the measures taken by the school. To help explain what has happened, the school will monitor how children come to school. This monitoring will include an annual survey undertaken during registration. This survey will ask children how they travelled to school on that particular day. This will give us much of the information we need to show the effect of what we are doing.

1.5.2 In broader terms, the effects will be identified through the monitoring process and its effectiveness can be evaluated against three tests, set out in **Table 1.1** below, as the acronym CAT. These tests are to ensure that the Travel Plan:

Covers all key elements	Does the Travel Plan contain all the key elements that are expected to be included in a Travel Plan, with appropriate content in each?
Addresses site specific issues	Does the Travel Plan address all the issues identified in the transport assessment and respond to the specific barriers and opportunities that are presented by the site?
Tips the balance in favour of sustainable transport	Does the Travel Plan contain measures that can be expected to make a real difference – i.e. does it make access to the site by sustainable transport more attractive when compared to access by car, in terms of cost, journey times and convenience?

Table 1.1 – The 3 no. CAT Tests

1.5.3 The first test can be assessed on the basis of a checklist approach while the other two tests rely on a judgement about the individual Travel Plan that needs to be made, particularly in the light of the local context.

1.6 Who will be responsible for the Travel Plan?

1.6.1 The school is in the process of putting together a School Travel Action Team. The following groups could be approached with a view to representation:

- School pupils (via School Council).
- Parents (via the School Bulletin and PTA).
- Governors.
- Community Police Officer.
- Local Residents.
- Local Authority (Manchester City Council).

1.7 Development Proposals

1.7.1 The proposed extension will provide the school with 100 additional mainstream places increasing the role from 1,000 to 1,100 pupils. This will consist of an extension providing the school with an overall 31 classrooms and 8 science labs, as well as additional storerooms, pupil toilets, staff workroom and office.

1.7.2 The school has a surplus of non-teaching staff which means that only supporting teaching staff are needed for the expansion. The current plan is to recruit an additional five members of teaching staff to supply the new teaching block. The additional five teaching staff are recruited, the total staff at the school will have 80 teachers and 76 non-teaching support staff.

1.7.3 The school currently has one car park available for use, it has 124 car parking spaces plus 12 accessible parking bays. Using the current Council standards, educational facilities must provide one car parking space per teaching staff and one for every three non-teaching members of staff. By the calculation the school must provide 106 car parking spaces for staff, therefore no additional car parking spaces are required after the extension.

1.8 The Travel Plan

1.8.1 The main purpose of the Travel Plan, being submitted as part of this application is to mitigate and change existing travel habits and to also ensure that future uses of the school will not unacceptably add to the existing pressures felt by local residents and the community.

1.8.2 Additional aims of the Travel Plan are as follows:

- Implement greater awareness to alternative modes of travel.
- Increase the number of students and staff cycling to the school.
- Promotion of alternative means of transport to the private car.
- Reduce the amount of incidents between traffic, local residents and students.

2 TRAVEL PLANNING POLICY

2.1 Travel Planning Policy

2.1.1 The NPPF further reinforces the importance of travel plans in the planning context and states "Travel Plans should be considered in parallel to development proposals and readily integrated into the design and occupation of a new site".

2.2 Travel Planning Guidance

2.2.1 The preparation and adoption of a Travel Plan is an important element of managing the demand for travel to all modern developments.

2.2.2 The document, entitled 'Good Practice Guidelines: Delivering Travel Plans through the Planning Process' sets out an overview of the process and delivery of Travel Plans and states that *"A Travel Plan is a long-term management strategy for an occupier or site that seeks to deliver sustainable transport objectives through positive action and is articulated in a document that is regularly reviewed."*

2.2.3 The DfT's *'Making Residential Travel Plans Work'* also introduces the concept of a 'Travel Plan Pyramid'. Whilst this is not a residential development, this helps demonstrate how successful plans are built on the firm foundations of a good location and site design.

2.2.4 The pyramid is presented in **Figure 2.1** below;

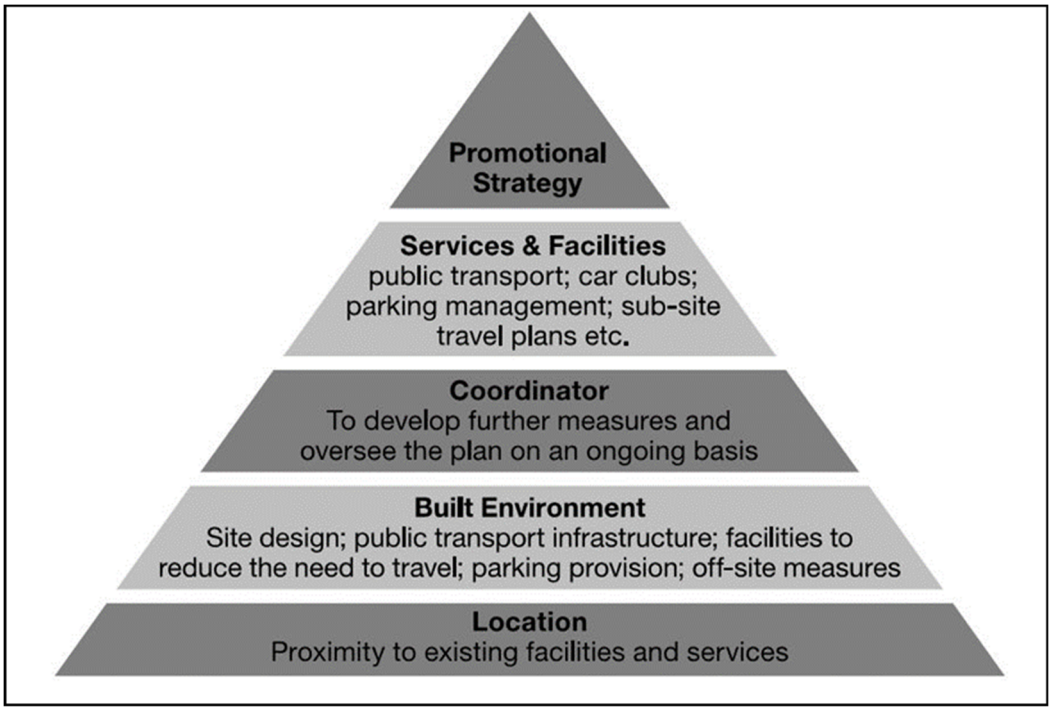


Figure 2.1 – The Travel Plan Pyramid

2.2.5 The hierarchy of 5 tiers of measures and criteria are well illustrated in pyramid form since the concept presented within that "good practice" is that each higher layer builds upon the more important foundations of the criteria and initiatives below it.

2.2.6 The most important layer of the pyramid is considered to be the base, this shows the key to making Travel Plans work is the actual location of the development and its proximity to local facilities and services essential to everyday life.

2.2.7 The second layer of the pyramid refers to how the layout of the site can assist in reducing the need to travel, which in this instance is again linked to the existing level of provision to facilitate sustainable travel.

2.2.8 As indicated in level 3 of the pyramid, the Travel Plan co-ordinator will be free to develop further measures to maximise the sustainability of the site.

2.2.9 The fourth layer of the pyramid looks at how parking management and public transport can influence travel choice, while the top layer of the pyramid relates to how the Travel Plan will be marketed and how the measures within are to be promoted.

3 MANAGEMENT MEASURES

3.1 Introduction

3.1.1 The following Travel Plan measures are proposed to be implemented:

i) Appointment of Travel Plan Co-ordinator.

ii) Travel Awareness and Information.

iii) Promotion of Lift Share Scheme.

iv) Encouraging Walking/Cycling.

v) Encouraging Travel by Public Transport.

vi) Taxis.

vii) Bike It Scheme.

viii) Cycle to Work Scheme.

ix) Cycle Parking .

3.2 Appointment of Travel Co-ordinator

3.2.1 A Travel Plan Co-ordinator (TPC) is to be appointed by the school at least one month before the extension is brought into use.

3.2.2 The TPC will be responsible for all aspects of the Travel Plan.

3.2.3 Their primary functions will be as follows;

- Liaison with the local planning and highways authority;
- Provision of a Travel Pack for new students and staff containing information regarding travel to the school;
- Promotion of the sustainable transport options available to staff and pupils, including public transport, cycle, walking and car sharing schemes; and

- Maintenance of all necessary systems, data and paperwork.

3.2.4 The role of the TPC will also be to develop and manage the Travel Plan for the school.

3.2.5 The duties will include monitoring, reviewing targets and forming action plans to remedy areas where the Travel Plan in not performing. Annual progress reports will be prepared and submitted to the Council.

3.2.6 Details of the nominated TPC will be submitted to the Planning and Highway Authority and the appropriate local bus companies at least one month prior to the extension opening. Similarly, the TPC will be advised of appropriate contact personnel at the Council.

3.3 Travel Awareness and Information

3.3.1 All staff and pupils will be made aware of the Travel Plan, its aims and its benefits and how they can help in achieving its goals.

3.3.2 This will be achieved in a number of ways such as through teachers during registration, the school website, and posters around the school to advertise specific events such as national Walking Month and Bike Week.

3.3.3 It is important to keep the implementation of the plan achievable, flexible and sustainable, by spreading out the timing of actions. Assemblies are one of the most effective ways of spreading awareness to everyone. The school can incorporate educating pupils about parking issues and crossing points into assemblies.

3.4 Promotion of Lift Sharing Scheme

3.4.1 Car sharing is a proven method of reducing trips to a site and has a positive influence on peak time congestion. It proves popular on account of the cost-benefits to users and the reduction in stress from shared driving responsibility.

3.4.2 Though car sharing usually takes place via an informal arrangement between parents, the school could also investigate whether a formal Car Share could be introduced, where the schools holds a database of parents who are willing to share.

3.4.3 The promotion of car sharing will have a positive impact and help to reduce the number of single occupancy trips to and from the site. All users of the facilities, including members of the public and any local community groups/clubs will be made aware of the aims of the Travel Plan and be encouraged to travel to the site in a sustainable manner.

3.4.4 It is highly likely that such users will already be travelling by a sustainable mode, such as walking or cycling as they will probably reside very locally or travel in a mini-bus where multiple users are involved.

3.5 Encouraging Walking/Cycling

3.5.1 Staff and pupils will be provided with information and advice concerning safe pedestrian and cycle routes to the site through the WalkBUDi/BikeBUDi schemes. Below are the details on how the scheme works but it may just be used by the Travel Action Team to create their own internal system.

3.5.2 Information on these schemes is available on the following websites www.walkbudi.com and www.bikebudi.com

3.5.3 The WalkBUDi/BikeBUDi schemes are part of the National Lift Share Network and are simple and free to use. They simply match individuals with others walking or cycling the same way so they can walk or cycle together. The matches are displayed in both table and map format, allowing the user to easily find the most suitable people.

3.5.4 The WalkBUDi/BikeBUDi schemes aim to help individuals to meet others wanting to travel the same way. They can be used for regular trips such as walking or cycling to the office or going to the station as well as making a journey safer.

3.6 Encouraging Travel by Public Transport

3.6.1 The TPC will liaise with the local bus operators to promote the use of bus and rail services and ensure that up to date timetable information is readily available to students and staff.

3.6.2 Information relating to travel by bus is already included on the School Web Site.

3.6.3 Travel by public transport will be promoted and staff/students will be encouraged to access the public transport information provided on relevant websites, as well as utilising the Journey Planning tools available.

3.7 Taxis

3.7.1 Taxis have an important role in providing for staff trips when other modes of transport may not be available. They also provide an invaluable service as connecting modes of travel for visitors travelling to the school by bus or rail.

3.7.2 The TPC and Travel Action Team will ensure that the contact details for local taxi operators that are Safeguard cleared are available on site, and where appropriate will liaise with a local taxi firm/s to provide competitive rates for staff or pupils in case of emergency to replace the school/work walk journey.

3.8 Bike It Scheme

3.8.1 The school could enrol onto the 'Bike It' scheme which is run by the charity Sustrans, and funded externally from various sources including the bicycle industry. Expert Bike It officers work with schools to promote a cycling culture, by talking and listening to parents, teachers and children, then running a year-long programme of school projects, training, and fun events to get the whole school community cycling together.

3.8.2 The project has three concurrent strands:

- Raise awareness - eg. assembly visits, posters, bicycle-themed lessons, bike demonstrations.
- Empowerment - e.g. Bikeability (= new name for cycling proficiency) training, Dr Bike (expert mechanic) sessions, workshops on fixing your own bike.
- Action - e.g. regular cycle-to-school day, Cycle to School Week, cyclists' breakfast, bike rides.

3.8.3 The Bike It officer runs and enables all of these activities, visiting every half term at least, providing materials etc. The school provides an adult "Cycling Champion" and a team of pupil representatives (the "Bike It" crew).

3.8.4 Because the project lasts several years and evolves to meet the needs of pupils, staff and parents, the complete list of Bike It activities is not prescribed at the outset.

3.9 Cycle to Work Scheme (C2W)

3.9.1 The school will continue to offer staff the chance to take advantage of the 'Cycle to Work Scheme. The Cycle to Work Scheme (sometimes referred to as C2W) is a government initiative aimed at encouraging fitness among the country's workforce, while lowering carbon emissions. Introduced in the 1999 Finance Act, the scheme offers tax breaks to employers that loan cycling equipment to their employees as a benefit, or provide loans for employees to buy their own equipment.

How Does It Work?

3.9.2 The Cycle to Work Scheme can work in one of two ways.

3.9.3 To begin with, employers may choose to purchase cycle equipment, including bikes and safety gear that they then loan to their employees for the purpose of cycling to work. The purchase of this equipment can be offset against earnings for tax purposes. The loan of the equipment is also treated as a tax-free employee benefit, providing a further tax saving.

3.9.4 Alternatively, employers might choose to operate a salary sacrifice scheme. Under this arrangement, employers might foot the bill for a bike or other cycling equipment, with the employee giving up part of their salary in return.

3.10 Cycle Parking

3.10.1 Secure and covered cycle parking spaces are already provided within the main site to facilitate trips to and from the school by cycle.

4 ACCESSIBILITY BY NON CAR MODES

4.1 Introduction

4.1.1 In order to accord with the aspirations of the NPPF, any new proposals should extend the choice in transport and secure mobility in a way that supports sustainable development.

4.1.2 The presumption in favour of sustainable development is a central theme running through the framework and transport planning policies are seen as a key element of delivering sustainable development as well as contributing to wider sustainability and health objectives. To achieve these objectives, paragraph 30 states that when making decisions, local authorities should:

'Support a pattern of development which, where reasonable to do so, facilitates the use of sustainable modes of transport.'

4.1.3 One of the core principles of the NPPF is to *'actively manage patterns of growth to make the fullest use of public transport, walking and cycling and focus significant development in locations which are or can be made sustainable*.'

4.1.4 New proposals should therefore attempt to influence the mode of travel to the development in terms of gaining a shift in modal split towards non-car modes, thus assisting in meeting the aspirations of current national and local planning policy.

4.1.5 The accessibility of the proposed site has been considered by the following modes of transport:

- Accessibility on foot;
- Accessibility by cycle;
- Accessibility by bus; and
- Accessibility by rail.

4.2 Access on Foot

4.2.1 Wide footways are located on both sides of Crossley Road and Errwood Road. A formal zebra crossing is also located adjacent to the school pedestrian entrance on Errwood Road. These footways provide links to a comprehensive network of routes within the local area, which facilitate access to the nearby residential areas.

4.2.2 It is widely recognised that walking is the most important mode of travel at the local level and offers the greatest potential to replace short car journeys, particularly those under 2 kilometres. In addition, the DfT National Travel Survey of 2017 confirms that 81% of all trips less than a mile (1.6km) are carried out on foot..

4.2.3 **Plan 1** shows the 2 kilometres catchment from the site and provides an illustrative indication of the areas that can be reached.

4.2.4 As can be seen, the 2 kilometre catchment encompasses the residential areas of Burnage, Levenshulme as well as parts of Reddish, Heaton Chapel and Withington. The catchment plan also identifies the bus stops located in the area.

4.2.5 It is therefore considered that large areas of residential development are within walking distance of the school and that the existing pedestrian infrastructure will facilitate safe pedestrian linkages between the school and local walking catchment.

4.3 Access by Cycle

4.3.1 A distance of 5 kilometres is generally accepted as a distance where cycling has the potential to replace short car journeys. A segregated cycleway is located on the western side of Errwood Road running along the eastern frontage of the site.

4.3.2 This distance equates to a journey of around 25 minutes based on a leisurely cycle speed of 12 kilometres per hour and would encompass most of the southern districts of Greater Manchester as well as Stockport and Wythenshawe, for example.

4.3.3 National Cycle Route 6 runs just north of the site through Levenshulme towards Whalley Range to the west and North Reddish and Gorton to the east. It is an off-road cycle route and is located less than 500 metres away from the school.

4.3.4 The site can therefore be considered as being accessible by cycle, particularly for employees at the school.

4.4 Access by Bus

4.4.1 The nearest bus stops to the site are located on Errwood Road adjacent to the eastern boundary of the school site. This consists of shelter, seating, a bus service timetable and a bus stop pole, showing the services at this stop.

4.4.2 All the nearest bus stops to the site are shown on **Plan 1**.

4.4.3 These bus stops are served by the 172, 727 and 763 services which run regularly every day to destinations such as Fallowfield, Didsbury, Gorton, Newton Heath, and Hale Barns.

4.4.4 It is therefore concluded that the school is highly accessible by bus, giving parents/pupils and staff a choice about how they travel.

4.5 Accessibility by Rail

4.5.1 The school is located around a 10 minute walk from Levenshulme railway station and around a 15 minute walk from Mauldeth Road railway station. Services from these two stations offer weekday frequencies of a train every 15 minutes (Levenshulme) and 30 minutes (Mauldeth Road) and the journey times to both Manchester Piccadilly and Stockport stations are only between 6 and 7 minutes from both.

4.5.2 This demonstrates that the site is extremely accessible by rail for staff, pupils and visitors.

4.6 Accessibility Summary

4.6.1 The school site has been considered in terms of accessibility by non-car modes, and following conclusions can be drawn from this section of the report:

- The school is accessible on foot, with large areas of residential development being within walking distance via safe pedestrian linkages.
- The bus services from the bus stops on Errwood Road connect the school with areas such as Fallowfield, Didsbury, Gorton, Newton Heath, and Hale Barns.
- There is the opportunity to travel to the site by rail with both Levenshulme and Mauldeth Road stations being located within a short walk of the school.

4.6.2 In light of the above, it is considered the school is highly accessible by non-car modes and will cater for needs of the existing and future staff, pupils and visitors, and assist in promoting a choice of travel modes other than the private car.

5 TRAVEL PLAN TARGETS

5.1 Introduction

5.1.1 This section of the Travel Plan deals with the post development scenario i.e. once the extension is complete, occupied and the Travel Plan has been implemented across the whole school site. It relates to targets against which the success of the Plan in achieving its objectives will be measured

5.1.2 In order to set the targets, further information (e.g. through a travel survey) may have to be obtained in order to establish against which to set the targets. This information will be related to existing patterns of movement (i.e. the proportion of students who travel to the school by non-car mode) and may be obtained from sources such as the National Travel Survey and the National Census.

5.2 Potential Targets

5.2.1 The targets are designed to be quantifiable, be relevant to both measures and objectives identified in the Plan and to include timescale.

5.2.2 Targets which according to the DfT may potentially be included in the Travel Plan include the following:

- Number of single occupancy car trips - targets set to increase car sharing.
- Uptake of alternatives - targets for bus patronage, registration and participation in the Liftshare car share scheme, cycle counts and pedestrian counts.
- Travel Plan awareness targets - for example, a target can be established to ensure a significant percentage of residents are aware of the Travel Plan and its purpose.

5.3 Action Plan

5.3.1 **Table 5.1** below provides an Action Plan and timescales to assist the Travel Action Team to implement the obligations of the Travel Plan.

Action	Target Date	Indicator/Measured by	Responsibility
Appointment of Travel Action Team	Travel Action Team set up before extension opens	Appointment of TAT by target date	Head Teacher
Production of travel awareness	End of academic year	Annual travel awareness assembly conducted	Travel Action Team
Implement car share scheme	Start of academic year	Travel Survey	Travel Action Team
Agree target Bike/Walk travel to work mode split	1 month after initial travel survey undertaken	Receipt of written agreements of targets	Travel Action Team
Achieve target non car travel to work	5 years after initial travel survey	Student and staff surveys conducted in years 1, 3 and 5	Travel Action Team

Table 5.1 – Travel Plan Action Plan and Timescales

5.3.2 The table above sets out the key tasks that will need to be undertaken by the TPC as part of the Travel Plan including guidance as to timescales for the tasks to be undertaken.

6 PLAN MONITORING AND ASSESSMENT

6.1.1 DfT best practice guidelines state that monitoring of the Travel Plan should normally take place on the following basis:

- Annually or at least every two years thereafter to provide on-going information on the impact of the plan;
- Monitoring should take place over a wide range of time periods to reflect the different pattern of journeys.

6.1.2 The monitoring could include items such as:

- Full Student/Staff surveys to be completed in year 1, year 3 and year 5 and snap shot surveys to be completed every 6-12 months.
- Feedback from bus operators to establish demand for local bus services.
- Feedback from local residents to make sure correct crossing points are being used by students/staff

6.1.3 **Table 6.1** below gives an example of how to monitor the results of the survey in order to set targets based upon the results.

Mode	Baseline	2020	2021	2022	2023	2024
Walking	%					
Cycling	%					
Public Transport	%					
Share Car Trips	%					
Single Occupancy Car Trips	%					

Table 6.1 – Travel Plan Survey Results

6.1.4 The monitoring and assessment of the Travel Plan could include the submission of annual progress reports detailing the results of the travel surveys with regards to targets, budgets, general effectiveness and current initiatives.

6.1.5 This will allow effective measures to be promoted and increased while ineffective measures can be revised and rectified. New initiatives for the coming year could also be contained within the report.

6.1.6 The Travel Plan has a number of other targets than can't be measured by percentages, these include;

- Ensure that regular liaison between the school and local residents take place.
- Ensure that all who access the school site regularly or occasionally are fully informed about sustainable modes.

6.1.7 The SMART targets will be discussed and agreed with officers at the Council, as the Final Travel Plan covering the whole school site is implemented and developed.

6.1.8 The targets will be revised accordingly, in agreement with the local planning authority, to ensure that they remain SMART.

6.1.9 In subsequent years, the results of further monitoring will allow the targets to be reviewed and identify where further initiatives could be implemented to increase the effectiveness of the TP in order to reach the objectives.

6.1.10 In order to gather the baseline data for pupils and staff at the school a Travel Survey will be undertaken. This could be undertaken in a number of ways as follows;

1. Hands Up survey during registration;
2. Parents survey;
3. Staff questionnaire; and
4. Pupil questionnaire.

6.1.11 The survey process is an important part of the Travel Plan and is one of the easiest ways to see if the Travel Plan is 'working'.

6.1.12 The TPC will be responsible for implementing measures contained within the Travel Plan, which will be set out in an action plan and be reviewed annually following the results of monitoring to identify if further measures could be introduced to promote sustainable travel.

6.1.13 Implementation of any new measures would be set out in the action plan with specific timescales as a milestone target.

7 CONCLUSIONS

7.1.1 This Travel Plan has detailed the proposals associated with the school to promote sustainable modes of travel and reduce the dependency of the private car.

7.1.2 One of the key aims of the Travel Plan will be to reduce the number of single occupancy trips to and from the site and while potentially more difficult to influence, the Travel Plan will aim to promote sustainable modes of travel to all users.

7.1.3 Additionally, the Travel Plan has presented a series of measures to be implemented to reduce the number of single car occupancy trips.

7.1.4 A wide range of measures and actions will be used to encourage car sharing, public transport use, cycling and walking.

7.1.5 The Travel Action Team can ensure the Travel Plan is implemented and is operating effectively.

7.1.6 A detailed Student/Staff Travel Survey will be undertaken to establish their travel modes and following this, specific targets will be set and agreed with the Travel Action Team.

7.1.7 The school has been demonstrated to benefit from reasonable non-car accessibility and it should, therefore, be expected that the adoption of a Travel Plan would be particularly effective.

7.1.8 It can therefore be concluded that the proposals will provide a highly sustainable development and should be considered acceptable to the local highway authority.

APPENDIX 2
TRICS Output

Calculation Reference: AUDIT-851401-240109-0152

TRIP RATE CALCULATION SELECTION PARAMETERS:

Land Use : 04 - EDUCATION
Category : B - SECONDARY
TOTAL VEHICLES

Selected regions and areas:

02	SOUTH EAST		
	BH	BRIGHTON & HOVE	1 days
	SP	SOUTHAMPTON	1 days
03	SOUTH WEST		
	BR	BRISTOL CITY	1 days
	DV	DEVON	1 days
	NS	NORTH SOMERSET	1 days
	TB	TORBAY	1 days
04	EAST ANGLIA		
	CA	CAMBRIDGESHIRE	1 days
	NF	NORFOLK	1 days
	PB	PETERBOROUGH	1 days
	SF	SUFFOLK	1 days
05	EAST MIDLANDS		
	NT	NOTTINGHAMSHIRE	1 days
06	WEST MIDLANDS		
	WK	WARWICKSHIRE	1 days
	WM	WEST MIDLANDS	3 days
07	YORKSHIRE & NORTH LINCOLNSHIRE		
	LS	LEEDS	1 days
	NY	NORTH YORKSHIRE	1 days
08	NORTH WEST		
	GM	GREATER MANCHESTER	2 days
	LC	LANCASHIRE	1 days
09	NORTH		
	TV	TEES VALLEY	2 days
	TW	TYNE & WEAR	1 days
10	WALES		
	CF	CARDIFF	2 days
	MM	MONMOUTHSHIRE	1 days
	NW	NEWPORT	1 days

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

Primary Filtering selection:

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

Parameter:	Number of pupils
Actual Range:	247 to 1847 (units:)
Range Selected by User:	237 to 1913 (units:)

Parking Spaces Range: All Surveys Included

Public Transport Provision:
Selection by: Include all surveys

Date Range: 01/01/15 to 08/03/23

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

Selected survey days:

Monday	5 days
Tuesday	5 days
Wednesday	7 days
Thursday	4 days
Friday	6 days

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

Selected survey types:

Manual count	27 days
Directional ATC Count	0 days

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

Selected Locations:

Edge of Town Centre	2
Suburban Area (PPS6 Out of Centre)	11
Edge of Town	12
Neighbourhood Centre (PPS6 Local Centre)	2

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

Selected Location Sub Categories:

Residential Zone	24
Village	1
No Sub Category	2

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

Inclusion of Servicing Vehicles Counts:

Servicing vehicles Included	6 days - Selected
Servicing vehicles Excluded	29 days - Selected

Secondary Filtering selection:

Use Class:

F1(a)	27 days

This data displays the number of surveys per Use Class classification within the selected set. The Use Classes Order (England) 2020 has been used for this purpose, which can be found within the Library module of TRICS®.

Population within 500m Range:
All Surveys Included

Secondary Filtering selection (Cont.):

Population within 1 mile:

1,001 to 5,000	1 days
5,001 to 10,000	2 days
10,001 to 15,000	4 days
15,001 to 20,000	4 days
20,001 to 25,000	6 days
25,001 to 50,000	9 days
50,001 to 100,000	1 days

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

Population within 5 miles:

25,001 to 50,000	2 days
50,001 to 75,000	1 days
75,001 to 100,000	2 days
125,001 to 250,000	9 days
250,001 to 500,000	12 days
500,001 or More	1 days

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

Car ownership within 5 miles:

0.5 or Less	1 days
0.6 to 1.0	13 days
1.1 to 1.5	13 days

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

Travel Plan:

Not Known	1 days
Yes	4 days
No	22 days

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

PTAL Rating:

No PTAL Present	27 days

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

LIST OF SITES relevant to selection parameters

1 BH-04-B-01 SECONDARY SCHOOL BRIGHTON & HOVE
NEVILL AVENUE
BRIGHTON
HOVE
Suburban Area (PPS6 Out of Centre)
Residential Zone
Total Number of pupils: 1596
Survey date: WEDNESDAY 27/09/17 Survey Type: MANUAL

2 BR-04-B-01 SECONDARY SCHOOL BRISTOL CITY
ST FRANCIS ROAD
NEAR BRISTOL
KEYNSHAM
Edge of Town
Residential Zone
Total Number of pupils: 435
Survey date: MONDAY 21/09/15 Survey Type: MANUAL

3 CA-04-B-01 SECONDARY SCHOOL CAMBRIDGESHIRE
PARKSIDE
CAMBRIDGE

Edge of Town Centre
Residential Zone
Total Number of pupils: 600
Survey date: THURSDAY 21/09/17 Survey Type: MANUAL

4 CF-04-B-01 SECONDARY SCHOOL CARDIFF
YSGOL GYFUN RADUR
CARDIFF
RADYR
Edge of Town
Residential Zone
Total Number of pupils: 1338
Survey date: FRIDAY 07/10/16 Survey Type: MANUAL

5 CF-04-B-02 SECONDARY SCHOOL CARDIFF
TY-DRAW ROAD
CARDIFF
LISVANE
Edge of Town
Residential Zone
Total Number of pupils: 1042
Survey date: THURSDAY 15/03/18 Survey Type: MANUAL

6 DV-04-B-04 SECONDARY ACADEMY DEVON
EARL RICHARD 'S RD SOUTH
EXETER

Suburban Area (PPS6 Out of Centre)
Residential Zone
Total Number of pupils: 835
Survey date: TUESDAY 02/04/19 Survey Type: MANUAL

7 GM-04-B-02 SECONDARY SCHOOL GREATER MANCHESTER
FALINGE ROAD
ROCHDALE
SHAWCLOUGH
Suburban Area (PPS6 Out of Centre)
Residential Zone
Total Number of pupils: 1350
Survey date: WEDNESDAY 21/10/15 Survey Type: MANUAL

8 GM-04-B-03 SECONDARY SCHOOL GREATER MANCHESTER
MATTHEW MOSS LANE
ROCHDALE
MARLAND
Edge of Town
Residential Zone
Total Number of pupils: 780
Survey date: FRIDAY 23/09/16 Survey Type: MANUAL

LIST OF SITES relevant to selection parameters (Cont.)

9 LC-04-B-02 SECONDARY ACADEMY LANCASHIRE
TODD LANE NORTH
LOSTOCK HALL

Suburban Area (PPS6 Out of Centre)
Residential Zone
Total Number of pupils: 560
Survey date: TUESDAY *06/11/18* *Survey Type: MANUAL*

10 LS-04-B-03 SECONDARY SCHOOL LEEDS
WOODHOUSE CLIFF
LEEDS

Suburban Area (PPS6 Out of Centre)
Residential Zone
Total Number of pupils: 350
Survey date: MONDAY *19/10/15* *Survey Type: MANUAL*

11 MM-04-B-01 ROMAN CATHOLIC HIGH SCHOOL MONMOUTHSHIRE
PENCARN WAY
NEWPORT
DUFFRYN
Neighbourhood Centre (PPS6 Local Centre)
No Sub Category
Total Number of pupils: 1450
Survey date: FRIDAY *27/09/19* *Survey Type: MANUAL*

12 NF-04-B-01 SECONDARY ACADEMY NORFOLK
SAINT CLEMENTS HILL
NORWICH

Suburban Area (PPS6 Out of Centre)
Residential Zone
Total Number of pupils: 481
Survey date: FRIDAY *08/11/19* *Survey Type: MANUAL*

13 NS-04-B-01 SECONDARY SCHOOL NORTH SOMERSET
MIZZYMEAD ROAD
NAILSEA

Edge of Town Centre
Residential Zone
Total Number of pupils: 900
Survey date: WEDNESDAY *03/10/18* *Survey Type: MANUAL*

14 NT-04-B-01 SECONDARY SCHOOL NOTTINGHAMSHIRE
THE BANKS
NEAR NOTTINGHAM
BINGHAM
Suburban Area (PPS6 Out of Centre)
Residential Zone
Total Number of pupils: 1561
Survey date: THURSDAY *23/03/17* *Survey Type: MANUAL*

15 NW-04-B-01 SECONDARY SCHOOL NEWPORT
HARTRIDGE FARM ROAD
NEWPORT

Edge of Town
Residential Zone
Total Number of pupils: 965
Survey date: WEDNESDAY *12/10/22* *Survey Type: MANUAL*

LIST OF SITES relevant to selection parameters (Cont.)

16 NY-04-B-03 GIRLS' HIGH SCHOOL NORTH YORKSHIRE
GARGRAVE ROAD
SKIPTON

Suburban Area (PPS6 Out of Centre)
Residential Zone
Total Number of pupils: 800
Survey date: FRIDAY *08/03/19* *Survey Type: MANUAL*

17 PB-04-B-01 SECONDARY ACADEMY PETERBOROUGH
REEVES WAY
PETERBOROUGH

Suburban Area (PPS6 Out of Centre)
Residential Zone
Total Number of pupils: 900
Survey date: WEDNESDAY *28/09/22* *Survey Type: MANUAL*

18 SF-04-B-01 SECONDARY SCHOOL SUFFOLK
MAIN ROAD
IPSWICH
KESGRAVE
Edge of Town
Residential Zone
Total Number of pupils: 1847
Survey date: FRIDAY *18/09/15* *Survey Type: MANUAL*

19 SP-04-B-01 SECONDARY SCHOOL SOUTHAMPTON
MINSTEAD AVENUE
SOUTHAMPTON

Edge of Town
Residential Zone
Total Number of pupils: 565
Survey date: TUESDAY *24/11/15* *Survey Type: MANUAL*

20 TB-04-B-01 SECONDARY ACADEMY TORBAY
CRICKETFIELD ROAD
TORQUAY

Suburban Area (PPS6 Out of Centre)
No Sub Category
Total Number of pupils: 1309
Survey date: MONDAY *01/04/19* *Survey Type: MANUAL*

21 TV-04-B-01 SECONDARY SCHOOL TEES VALLEY
COAST ROAD
MARSKE-BY-THE-SEA

Edge of Town
Residential Zone
Total Number of pupils: 767
Survey date: WEDNESDAY *24/10/18* *Survey Type: MANUAL*

22 TV-04-B-02 SECONDARY SCHOOL TEES VALLEY
THAMES ROAD
BILLINGHAM

Edge of Town
Residential Zone
Total Number of pupils: 1439
Survey date: TUESDAY *24/05/22* *Survey Type: MANUAL*

23 TW-04-B-03 CATHOLIC HIGH SCHOOL TYNE & WEAR
GRETNA ROAD
NEWCASTLE UPON TYNE

Suburban Area (PPS6 Out of Centre)
Residential Zone
Total Number of pupils: 1178
Survey date: THURSDAY *18/10/18* *Survey Type: MANUAL*

LIST OF SITES relevant to selection parameters (Cont.)

24 WK-04-B-01 SECONDARY SCHOOL WARWICKSHIRE
BANBURY ROAD
KINETON

Neighbourhood Centre (PPS6 Local Centre)
Village
Total Number of pupils: 839
Survey date: WEDNESDAY *25/09/19* *Survey Type: MANUAL*

25 WM-04-B-04 SECONDARY SCHOOL WEST MIDLANDS
SHANNON ROAD
BIRMINGHAM

Edge of Town
Residential Zone
Total Number of pupils: 247
Survey date: MONDAY *09/11/15* *Survey Type: MANUAL*

26 WM-04-B-05 SECONDARY SCHOOL WEST MIDLANDS
JEREMY ROAD
WOLVERHAMPTON

Edge of Town
Residential Zone
Total Number of pupils: 800
Survey date: MONDAY *14/11/16* *Survey Type: MANUAL*

27 WM-04-B-06 SECONDARY SCHOOL WEST MIDLANDS
PARK ROAD WEST
STOURBRIDGE
WOLLASTON
Edge of Town
Residential Zone
Total Number of pupils: 840
Survey date: TUESDAY *21/11/17* *Survey Type: MANUAL*

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

MANUALLY DESELECTED SITES

Site Ref	Reason for Deselection
AN-04-B-01	Ire/Ldn/Covid
AN-04-B-02	Ire/Ldn/Covid
DL-04-B-02	Ire/Ldn/Covid
DN-04-B-02	Ire/Ldn/Covid
HG-04-B-01	Ire/Ldn/Covid
KK-04-B-02	Ire/Ldn/Covid
TI-04-B-01	Ire/Ldn/Covid
WA-04-B-02	Ire/Ldn/Covid

TRIP RATE for Land Use 04 - EDUCATION/B - SECONDARY
TOTAL VEHICLES
Calculation factor: 1 PUPILS
BOLD print indicates peak (busiest) period

	ARRIVALS			DEPARTURES			TOTALS		
Time Range	No. Days	Ave. PUPILS	Trip Rate	No. Days	Ave. PUPILS	Trip Rate	No. Days	Ave. PUPILS	Trip Rate
00:00 - 01:00									
01:00 - 02:00									
02:00 - 03:00									
03:00 - 04:00									
04:00 - 05:00									
05:00 - 06:00									
06:00 - 07:00									
07:00 - 08:00	27	955	0.051	27	955	0.012	27	955	0.063
08:00 - 09:00	27	955	0.149	27	955	0.109	27	955	0.258
09:00 - 10:00	27	955	0.018	27	955	0.015	27	955	0.033
10:00 - 11:00	27	955	0.012	27	955	0.010	27	955	0.022
11:00 - 12:00	27	955	0.013	27	955	0.012	27	955	0.025
12:00 - 13:00	27	955	0.012	27	955	0.015	27	955	0.027
13:00 - 14:00	27	955	0.014	27	955	0.015	27	955	0.029
14:00 - 15:00	27	955	0.033	27	955	0.029	27	955	0.062
15:00 - 16:00	27	955	0.058	27	955	0.095	27	955	0.153
16:00 - 17:00	27	955	0.027	27	955	0.060	27	955	0.087
17:00 - 18:00	27	955	0.023	27	955	0.027	27	955	0.050
18:00 - 19:00	27	955	0.020	27	955	0.018	27	955	0.038
19:00 - 20:00									
20:00 - 21:00									
21:00 - 22:00									
22:00 - 23:00									
23:00 - 24:00									
Total Rates:			0.430			0.417			0.847

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

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

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Parameter summary

Trip rate parameter range selected:	247 - 1847 (units:)
Survey date date range:	01/01/15 - 08/03/23
Number of weekdays (Monday-Friday):	27
Number of Saturdays:	0
Number of Sundays:	0
Surveys automatically removed from selection:	0
Surveys manually removed from selection:	8

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

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