The Wavell School

School Travel Data Analysis – Work Sheets for Excel

First take a copy of the spread sheet so that you can make changes without losing the original data.

Car Alone

- Sort the data to group all those respondents who travel to school by `Car Alone' (Column M) and check that the totals are still correct by comparing with the original spread sheet.
- Now sort just the `Car Alone' respondents to group them by distance from the school (column E, then F, then G, then H). Fill the rows for each group with a different colour so that you can see more easily which distance band they are in. (You could also split the screen so that you can keep the distance columns visible as you scroll along to look at other columns).
- Now produce a Pie Chart to show: `Why do students travel to school by Car Alone?' (for all distances), (columns P to W), paste the percentages and numbers in a table next to the Pie Chart and collate the open ended responses from the `Other' column X to show their comments in the context of their distance from the school. How does this pie chart differ from the original pie chart for all modes?
- You could do the same Pie Chart for just those who come by `Car Alone' from within 1 mile. Does this produce a different chart?
- Of the people who travel to school by car alone, how many of them go home a different way and by what mode of travel? Is there a difference in their reasons for travelling home the way they do?
- Of the people who travel by car alone, how many are interested in car sharing? (Columns CD to CE)
- Do a bar chart of the number of seats available from these Car Share respondents' answers. (Columns BY to CC)
- Extension: Do a pivot table of the postcodes for these respondents (Column D) to show the number of people coming by car alone, interested in car sharing, who live at the same postcode.

Parking

Question: **If you drive, where do you usually park to drop off your children in the mornings?** (Columns CF to CJ)

- There are quite a lot of open responses in the `Other' column, which could be collated to give a numerical total. Insert some new columns between CI and CJ, one for each named location listed in the `Other' column and give the column the heading for that location and put a number 1 in the response line for that record. Create a formula to total up each new column and a formula for the percentage for each new column.
- Extension: Can you use a Conditional `IF' statement to sort these open-ended responses into numerical answers? Discuss what format you would need for this to work.
- Check that the percentages for all the columns are correct for these answers.

- Create a new bar chart to show the number of cars parking in all the different locations and put the numbers and percentages in a table next to the bar chart in the Word document.

Question: **Where do you usually park to collect your children in the afternoons?** (Columns CK to CO)

Repeat the above process for these answers and paste the bar chart and table into the word document. Are there any differences in the answers from the morning to the afternoons?

Question: **For how long are you usually parked waiting to collect your child/ren in the afternoons?** (columns CP to CT)

- Can you produce a bar chart of the parking times for just those people who park in Old Lynchford Road and a separate bar chart for those who park in Napier Gardens

Q: **Would you consider parking in the Napier Gardens car park (free of charge) to ease congestion? (This car park is a 5 minute walk to the school and children need only cross one road).** (Columns CU to CW)

- Can you produce a chart of the people who said that they would park in Napier Gardens Car Park, where do they currently park? How much of a difference would this make to reducing congestion around the school main gate and adjoining streets?

Gates

Q: Which gate do your children use to access the Wavell School site? (Columns AW to AZ)

- Collate the comments (Column AZ) so that they are in the context of the gate that they use into a Word table
- Sort the responses who said that they would use the proposed new entrance gate (column BA) and collate the comments for these respondents.
- Are there any salient points made by those who say they won't use the gate? (Most of them said no, because they don't travel from that direction).
- Of the people who said `Yes' in Column BA, what is their usual mode of travel to and from school? Do a bar chart for these respondents mode of travel (columns I to O)

Cycling

Q: How would you LIKE your children to travel to and from the Wavell School? (Columns AO to AV)

- Sort on Column AP to get the respondents who said they would like to cycle. Of these responses, do a bar chart of their current mode of travel.
- Collate the open-ended comments in column AV to say why they would like to travel and put the comment into the context of their distance from the school, e.g. see table below.

Comment	**< 1 mile**	**1 – 2 miles**	**2 – 3 miles**	**> 3 miles**
Cycling is quicker & safer	5	3	1	0
Bus is expensive		4	5	2

Q: If your children already walk or cycle, or wish to start, is there anything that would help make their journey easier or safer? For example, cycle storage, improved footpaths / cycle routes, crossing facilities or cycle training. (Column DF) Sort the total responses to get just the pupils who currently cycle to school (Column J) and collate the comments in column DF by distance from school in a table as for above. Sort the pupils who say they would like to travel to school by bicycle (Column AP) and collate the comments in column DF by distance from school as for above.

Q: Have you or your children been involved in an accident on your way to or from The Wavell School in the last year? (Columns DH to DJ)
Of the 31 students who were involved in an accident on their school journey in the last year (column DH), what were their usual modes of travel to school, their distance from school and their preferred mode of travel? Collate this into a table with the details of the accident. (A landscape page orientation may help to present this more easily).

Bus

Q: Which stop would your child/ren like to be able to catch the bus from in the mornings? (Columns BE to BN)

- Sort the 122 respondents to this question and produce a bar chart of their current modes of travel (columns I to O) – this will give us an idea of what sort of modal shift could be achieved if we could make it easier to catch the bus. Are there any useful comments in column BN?

Q: Do you have a need for an improved bus service for the return journey after school? Sort on Column BO to get those responses who said `Yes'. Collate the comments for these into a table.

Q: Would you be prepared to buy a bus pass if your child/ren were guaranteed a seat on the bus? Sort on Column BU to get those who answered `Yes' to this question. Collate any comments to give the context of which stop they say they would like to catch the bus from.