Listed below is a table relating to residents who responded to the survey, detailing current problems experienced in relation to parking outside of schools and the action they would like to see taken to remedy the situation.

Issue	Percentage of residents who cited this as a problem (Church End Lower School, Marston Moretaine)	Percentage of residents who cited this as a problem (Cranfield CofE Academy)	Percentage of residents who cited this as a problem (Arnold Academy, Barton-le-Clay)	Percentage of residents who cited this as a problem (The Potton Federation)
Blocked resident driveways at school drop off and pick up times	75%	100%	54%	72%
Safety issues connected with parking	67%	100%	63%	45%
Poor parking	58%	100%	27%	27%
Narrow roads or pathways outside of the school	50%	50%	45%	27%
Speeding	17%	NA	18%	9%
Damage to property	8%	NA	NA	NA
Concerns regarding impact of parking restrictions on residents	NA	NA	9%	NA
Action:	Percentage of residents who requested action detailed below (Church End Lower School, Marston Moretaine)	Percentage of residents who requested action detailed below (Cranfield CofE Academy)	Percentage of residents who requested action detailed below (Arnold Academy, Barton-le-Clay)	Percentage of residents who requested action detailed below (The Potton Federation)

Increased enforcement measures and action	33%	50%	9%	54%
To increase designated school parking places	33%	NA	9%	9%
To encourage walking to school	17%	50%	9%	63%
To introduce signage (parking restrictions)	8%	NA	NA	NA
To encourage the use of community parking facilities (ie village hall car park)	8%	NA	NA	NA
Regular reminders sent to parents regarding responsible parking	8%	NA	NA	9%
Designated school staff monitoring parking outside of schools	8%	NA	NA	NA
To introduce parking zones	NA	NA	36%	NA
To introduce park and stride/more school buses	NA	NA	9%	NA
To introduce traffic calming measures	NA	50%	9%	NA
To design schools with rear access only, preventing parking at the front	NA	NA	NA	9%
To introduce safety measures	NA	NA	NA	9%