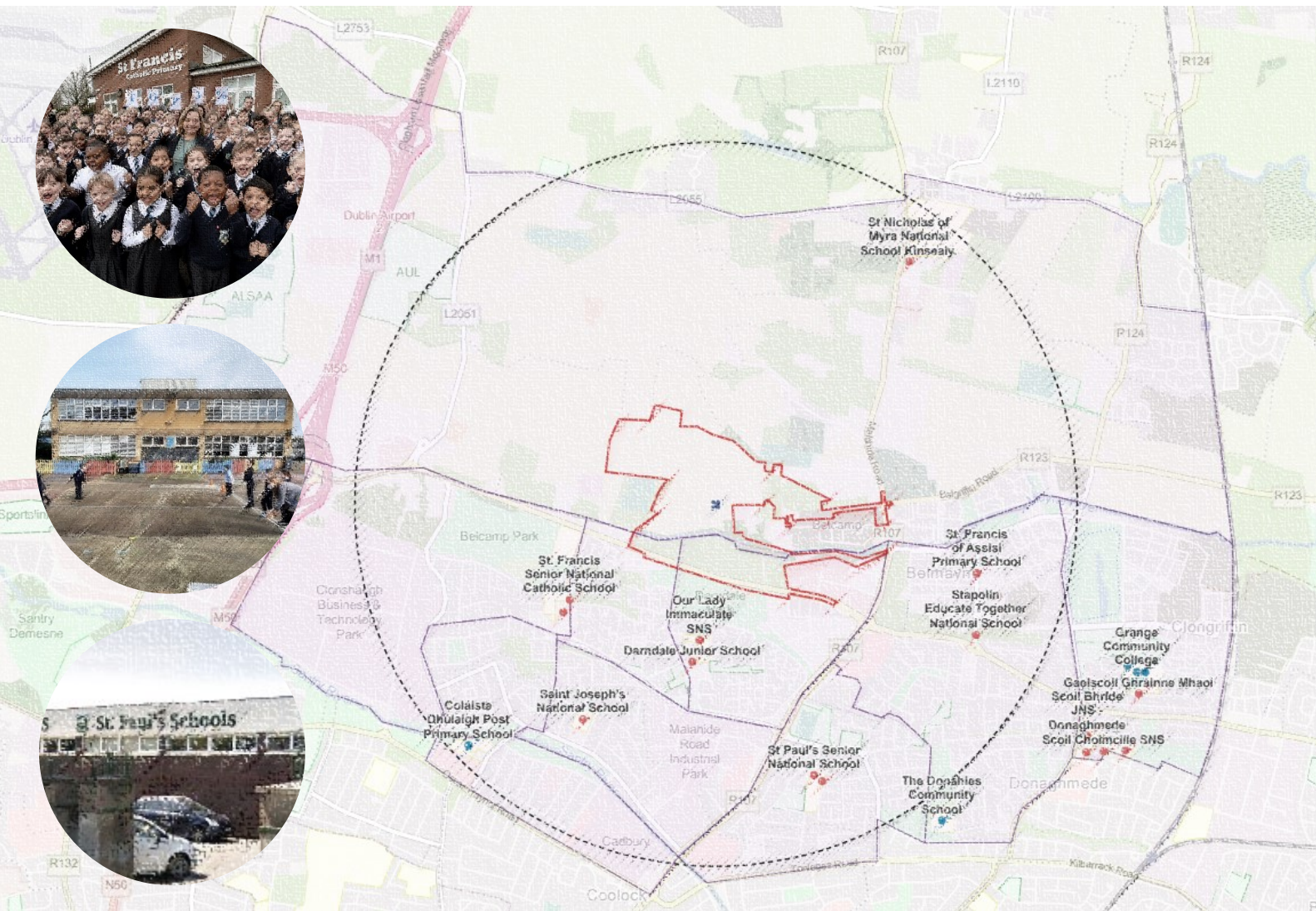


SCHOOL DEMAND ASSESSMENT REPORT



**Proposed Strategic Housing Development
on lands at Belcamp Hall (Protected Structure),
Malahide Road and R139,
Belcamp, Dublin 17**

Applicant: Gerard Gannon Properties

April 2022

TABLE OF CONTENTS

1.0	INTRODUCTION	3
2.0	PLANNING POLICY CONTEXT	4
2.1	Action Plan for Education (Statement of Strategy 2021)	4
2.2	Guidelines for Planning Authorities on Sustainable Residential Development in Urban Areas 2009... 5	5
2.3	The Provision of Schools and the Planning System: A Code of Practice 2008	5
2.4	Fingal Development Plan 2017-2023	6
2.5	Dublin City Development Plan 2016-2022	6
2.6	Clongriffin-Belmayne Local Area Plan 2012-2018 (extended to Dec. 2022)	7
2.7	Draft Fingal Development Plan 2023-2029	8
2.8	Draft Dublin City Development Plan 2022-2028	8
2.9	School Building Programme	8
3.0	SCHOOL PROVISION ASSESSMENT	9
3.1	Existing Educational Facilities.....	9
3.1.1	Existing Primary Schools Capacities.....	9
3.1.2	Existing Post-primary Schools Capacities	13
3.1.3	Accessibility Analysis of the Existing Schools	18
3.2	Future Demand	19
3.2.1	Demographic Profile of the Area	19
3.2.2	Primary and Post-primary School Demand	21
3.2.3	Demand Generated by the Proposed Development	23
3.2.4	Cumulative School Demand	24
4.0	CONCLUSION	25

© Downey 2022

Downey Planning Document Control			
	Name	Date	Version
Prepared by	Lorna O’Sullivan MIPI Graduate Planner	15/04/2022	DRAFT_V01
	Elahe Saki MIPI Consultant Planner	28/04/2022	DRAFT_V02
Approved by	Eva Bridgeman MIPI & Donal Duffy MIPI Directors	28/04/2022	FINAL_V02

1.0 INTRODUCTION

Downey, Chartered Town Planners, 29 Merrion Square, D02RW64, have prepared this School Demand Assessment, on behalf of the applicant, Gerard Gannon Properties, to accompany a planning application to An Bord Pleanála for a proposed Strategic Housing Development on lands at Belcamp Hall (Protected Structure), Malahide Road and R139, Belcamp, Dublin 17. A ten-year permission is sought for the proposed delivery of 2,527 no. residential units comprising 1,780 no. apartments, 274 no. duplex units, and 473 no. houses, 2 no. childcare facilities, retail/commercial provision, and all associated site infrastructure and engineering works necessary to facilitate the development. It is also important to note that a site is being reserved as part of this application for the future provision of a school by the Department of Education.

This report is being submitted as justification for the proposed development and to provide a detailed assessment of the existing school provision within the subject area, thus assessing the current capacity of the surrounding environs.

This assessment will provide an overview and details on the current existing school provision in the assessment area, as well as the future capacity and demand arising from the proposed development. This assessment was carried out for the school period of 2021-2022.

An overview of the pertaining planning policy and guidance is also provided. The following planning policy and guidance documents have been reviewed for the preparation of this report:

- *Action Plan for Education (Statement of Strategy 2021)*
- *Guidelines for Planning Authorities on Sustainable Residential Development in Urban Areas (2008),*
- *The Provision of Schools and the Planning System, A Code of Practice for Planning Authorities, Department of Education and Science, and the Department of the Environment, Heritage and Local Government (July 2008),*
- *Technical Guidance Document TCG-025 – Identification and Suitability Assessment of Sites for Primary Schools, Department of Education and Skills (January 2012),*
- *Technical Guidance Document TCG-027 – Identification and Suitability Assessment of Sites for Post Primary Schools, Department of Education and Skills (January 2012),*
- *Fingal Development Plan 2017-2023,*
- *Dublin City Development Plan 2016-2022,*
- *Clongriffin-Belmayne Local Area Plan 2012-2018 (extended to December 2022),*
- *Draft Fingal Development Plan 2023-2029, and*
- *Draft Dublin City Development Plan 2022-2028.*

It is worth mentioning that in addition to the aforementioned planning policy and guidelines, the assessment of current and future school demand for the area also includes the analysis of CSO data and of the schools located within the area.

2.0 PLANNING POLICY CONTEXT

2.1 Action Plan for Education (Statement of Strategy 2021)

The Department of Education has operated an Action Planning framework to provide an overview of the activity associated with the achievement of its strategic priorities since 2016. Each Plan sets out, on an annual basis with the most recent Plan published in February 2021.

This Plan is to translate the strategic priorities to action and make progress towards achieving the high-level goals for the department and the sector. The Plan has developed a vision, so every child and young person feels valued and is actively supported and nurtured to reach their full potential. As part of this vision, the Plan outlines that

“... The foundations of Ireland’s economy rest with our investment in education. But we know that education transcends economics and what is taught in our schools goes far beyond the core curriculum. We must strive to deliver an education system that is of the highest quality and where every child and young person feels valued and nurtured and where a sense of community is aligned with a global vision. In helping every student to reach their full potential, we are contributing to social and economic development and to the cohesion and well-being of an inclusive society.

We will strive to ensure that every child has access to an educational experience that supports both their academic and personal development. This will continue by increasing investment in our school infrastructure, supporting the continuous professional development of school staff and improving services for children with Special Educational Needs (SEN). Equally, we must redouble our efforts to tackle educational inequality and ensure no child loses out in our education system, including those who have been additionally disadvantaged during the Covid-19 pandemic. This must come not only from increasing resources for students at risk of disadvantage, but by ensuring that the education system is conscious of the needs of all students...”

The Plan provides a high-level roadmap of how to achieve the Department’s priorities over 2021-2023 by the following Goals:

1. *Support the provision of high-quality education and improve the learning experience to meet the needs of all students, in schools and early years settings*
2. *Ensure equity of opportunity in education and that all students are supported to fulfil their potential*
3. *Together with our partners, provide strategic leadership and support for the delivery of the right systems and infrastructure for the sector*

Strategic Action 8 of Goal 2 aims to *“increase the diversity of school type in order to offer parents and students more choice through the process to reconfigure schools to increase diversity and strengthen the relationship between schools and their local communities.”*

Strategic Action 3 of Goal 3 aims to *“develop appropriate structures and build capacity to ensure education policy development and implementation is underpinned by strong evidence, research and evaluation which is outcomes focused and cognisant of best international practice.”*

2.2 Guidelines for Planning Authorities on Sustainable Residential Development in Urban Areas 2009

Under the chapter entitled planning for sustainable neighbourhoods the provision of certain key community facilities is discussed, with both schools and childcare forming essential elements. As new residential developments can lead to a demand for school places, it is vital that the *“timely provision of new school buildings”* is planned for.

Furthermore, it is stated that *“no substantial residential development should proceed without an assessment of existing school capacity or the provision of new school facilities in tandem with the development”*. In addition, the Guidelines recommend that development applications with over 200 units should be accompanied by a report that assess the likely school-place demand generated, and the existing capacity. It is submitted that the following report addresses this requirement.

2.3 The Provision of Schools and the Planning System: A Code of Practice 2008

This Code of Practice is part of a wider package of initiatives designed to facilitate the provisions of schools and schools-related infrastructure within the planning system and in line with the principles of proper planning and sustainable development. The following core objectives aim to provide an effective integration of the schools in relation to the planning system:

1. *Schools provision should be an integral part of the evolution of compact sustainable urban development and the development of sustainable communities;*
2. *The provision of any new schools (both primary and post-primary) should be driven by and emerge from an integrated approach between the planning functions of planning authorities and the Department of Education and Science; and,*
3. *Local authorities, as planning authorities, will support and assist the Department in ensuring the timely provision of school sites.*

It is important to note that the document provides guidance when assessing future development potential of certain areas and establishing demand for schools. This document states that in some cases it *“may be more complex as it involves not just an assessment of likely population growth but also an appraisal of the capacity of existing post-primary schools, coupled with an assessment of the enrolment patterns in existing and anticipated ‘feeder’ national schools.”*

The Code of Practice stipulates the methodology for forecasting future education demand. Identification of future primary school demands should be based upon:

- *“The anticipated increase in overall population for the city/county plan area over the next nine years (as set out in relevant development or local area plans);*
- *The current school-going population based on school returns;*
- *The increase in school going population, assuming that an average of 12% of the population are expected to present for primary education; and,*
- *The number of classrooms required in total derived from the above.”*

Therefore, this report addresses reasonable estimates of future demand based on the influx of population arising from the proposed development in a manner that is consistent with national and regional estimates sourced by CSO results.

2.4 Fingal Development Plan 2017-2023

Outlined in the Development Plan, *“educational facilities have an important role to play in developing sustainable and balanced communities as well as encouraging families to live in the County... Fingal County Council will continue to work closely with the Department of Education and Skills under the Memorandum of Understanding for the acquisition of school sites to identify and procure school sites where a shortfall in school places is identified. Communication between the Council and different patron bodies will assist in allowing the Council to ascertain demand for schools that are based on very wide catchment areas, or which do not use a catchment area approach.”*

It also adds that *“the Memorandum of Understanding, previously known as the Fingal Schools Model, is designed to codify practice in relation to cooperation between the Department of Education and Skills and Local Authorities in the acquisition of sites suitable for the construction and development of buildings for educational purposes. Based on the school planning projections of the Department of Education and Skills, the Council identifies and acquires appropriate sites on behalf of the Department where schools with enhanced sporting, community and arts facilities will be built to the benefit of both the school and the wider community.”*

In terms of accessibility to educational facilities, *“it is important that schools are located on easily accessible sites. The continued use and possible intensification of existing social infrastructure including schools is encouraged and is consistent with the consolidation strategy of the Plan.”* Stated under **Objective PM77** of the Development Plan, the Council seeks:

“Encourage the continued use and possible intensification of existing educational infrastructure where appropriate.”

Stated under **Objective PM78** of the Development Plan, the Council seeks:

“Reserve individual sites for primary and secondary schools in consultation with the Department of Education and Skills, based on current population using the most up to date statistical data, anticipated additional growth based on residentially zoned land, taking into consideration the timelines of planning and constructing new school places, and in line with access to public transport.”

2.5 Dublin City Development Plan 2016-2022

In relation to the provision of educational facilities and schools within the Dublin City Development Plan, it recognises that schools contribute to the identity of a neighbourhood. The Planning Authority will actively assist and liaise with the Department of Education and Skills (DES) in relation to the provision of schools with particular regard to forecasting demand and the timely identification of suitable sites and phasing arrangements. As stated within the City Development Plan, *“An urban school typology which achieves an efficient use of scarce urban land, responds positively to the streetscape and contributes to the identity of a neighbourhood, will be actively promoted and especially so with regard to the restricted nature of many inner-city school sites. Innovative contemporary design solutions which may include roof top or terrace play decks and linkages to neighbourhood or pocket parks, with an emphasis on sustainable travel patterns for pupils and staff, will be encouraged to deliver exemplars of solutions to inner city school building design.”* Stated under **Objective SNO2** of the Development Plan, the Council seeks:

“To liaise with the Department of Education and Skills on the educational needs of the city to ascertain the need for new or expanding educational facilities in the city to service the growing population.”

Moreover, **Objective SNO3** of the Development Plan seeks:

“To actively assist and liaise with the DES in the provision of new schools where there is a demand for such and to facilitate any potential expansion of existing schools throughout the city.”

Further objectives relating to allocation of educational facilities and schools include:

Objective SN10: *To facilitate the provision of new schools, school extensions and third-level institutions and to have regard to the provisions of the DoEHLG and DES (2008).*

Objective SN11: *To seek to reserve lands for educational purposes in locations close to the areas of greatest residential expansion or greatest amount of unmet demand for school places and adjacent to community facilities so that the possibility of sharing facilities can be maximised in accordance with the Department of Education and Skills’ Joint Code of Practice (2008).*

Objective SN12: *To facilitate the provision of educational facilities in accordance with the requirements of the relevant education authorities and to encourage the shared use of school or college grounds and facilities with the local community, outside of core hours, anchoring such uses within the wider community.*

Objective SN12: *To facilitate multi-campus-style school arrangements, where appropriate, in close proximity to residential neighbourhoods and public transportation routes, and to promote an urban typology of school building design sustainable in a city context and which responds to the local character or streetscape and reflects the civic importance of a school to a local community.*

Objective SN14: *To facilitate the provision of continuing educational and lifelong learning facilities for all.*

2.6 Clongriffin-Belmayne Local Area Plan 2012-2018 (extended to Dec. 2022)

The Clongriffin-Belmayne (North Fringe) area is a growing community and there has been considerable progress and delivery of infrastructure in this developing area including: (a) Approx. 3,400 homes completed to date; (b) Approx. 41,000 sqm of commercial floor space constructed; (c) Construction of Clongriffin Rail Station and the No 15 Bus Service, accessing the Malahide Road QBC, which terminates in Clongriffin; (d) The North Fringe Sewer and North Fringe Watermain projects; (e) Significant sections of the main street network, including the distributor roads, completed; (f) Two primary schools, Educate Together and St Francis of Assisi, successful established (in temporary accommodation with progress towards permanent sites being advanced); (g) The innovative 21ha Fr Collins Park; and, (h) Park and Ride public car park and town centre plaza at Clongriffin completed.

It is submitted that both schools are operating for the time this study was carried out, therefore, they were both included within the assessment.

2.7 Draft Fingal Development Plan 2023-2029

Under Section 20 of the Planning and Development Act 2000 (as amended), Fingal County Council, being the Planning Authority for the area, had given notice that they have prepared a Draft County Development Plan for Fingal. The Draft Fingal Development Plan 2023-2029 comprises a written statement and maps and is accompanied by a Strategic Environmental Assessment (SEA) Report, prepared in accordance with the SEA Directive (2001/42/EC) and in accordance with the Planning and Development (Strategic Environmental Assessment) Regulations 2004 (S.I. No. 436 of 2004) (as amended), and an Appropriate Assessment (AA) Natura Impact Report pursuant to the Habitats Directive (92/43/EEC) and the Planning and Development Act 2000 (as amended).

The Draft Fingal Development Plan 2023-2029 is available for public display from Thursday, 24th February 2022 to Thursday, 12th May 2022. It is noted that Fingal County Council propose to advance a new Development Plan at the earliest possible date. At the time of preparing this SHD application, the Draft Development Plan has not been formally ratified by the Elected Members. Until such time as this new Development Plan is prepared and adopted, the current Fingal County Development Plan 2017-2023 will continue to have effect. It is submitted that the proposed development is consistent with the emerging policies and objectives of the Draft Development Plan.

2.8 Draft Dublin City Development Plan 2022-2028

Under Section 20 of the Planning and Development Act 2000 (as amended), Dublin City Council, being the Planning Authority for the area, had given notice that they have prepared a Draft City Development Plan for Dublin. The Draft Dublin City Development Plan 2022-2028 comprises a written statement and maps and is accompanied by a Strategic Environmental Assessment (SEA) Report, prepared in accordance with the SEA Directive (2001/42/EC) and in accordance with the Planning and Development (Strategic Environmental Assessment) Regulations 2004 (S.I. No. 436 of 2004) (as amended), and an Appropriate Assessment (AA) Natura Impact Report pursuant to the Habitats Directive (92/43/EEC) and the Planning and Development Act 2000 (as amended).

The Draft Dublin City Development Plan 2022-2028 was available for public display from Thursday, 25th November 2021 to Monday, 14th February 2022. It is noted that Dublin City Council propose to advance a new Development Plan at the earliest possible date. At the time of preparing this SHD application, the Draft Development Plan has not been formally ratified by the Elected Members. Until such time as this new Development Plan is prepared and adopted, the current Dublin City Development Plan 2016-2022 will continue to have effect. It is submitted that the proposed development is consistent with the emerging policies and objectives of the Draft Development Plan.

With regards to the abovementioned planning policy and guidelines, it is submitted that the following provides a detailed assessment of the existing and available educational facilities in both primary and post-primary levels and within the catchment area of the proposed development, demographic profile of this area, and the cumulative demand arising from the future population and the scheme.

2.9 School Building Programme

The DoES provide details on planned construction projects for new school facilities. As per the latest report published in February 2022, the following were mentioned on the list.

Table 1: Current Status of Large-scale Projects Being Delivered under the School Building Programme in Vicinity of the Site

No.	Roll No.	School Name	Current Project Status
1	20519G	Stapolin Educate Together National School	Stage 3 (Tender Stage)
2	TBC	Donaghmede Howth D13 Baldoyle Stapolin Post Primary	The establishment of this school has been deferred. Site Acquisition Process
3	70020B	Grange CC, Donaghmede, D13	Project Brief Stage
4	68346T	Donaghmede Howth Post Primary - Dublin Northeast ETSS	School opened in September 2019 in interim start-up accommodation. Stage 3 (Tender Stage)

Source: DoES, February 2022

It is noted that two of the foregoing educational facilities are operating currently, and therefore were included within the following assessment.

3.0 SCHOOL PROVISION ASSESSMENT

In accordance with current guidelines, the following provides a detailed examination of local need for educational facilities at the subject lands and its wider surroundings. Accordingly, latest data was captured from Department of Education and Skills and Schooldays for existing educational facilities in the locality and they were examined in detail.

However, it was found that these are often outdated and/or not necessarily an accurate reflection of current provision in the area. Therefore, in order to provide for a more accurate assessment, a survey of different educational facilities in the area was carried out by contacting these facilities, seeking numbers of current school goers registered for the academic 2021-2022 school year, as well as the available capacity of each facility.

It is important to note that not all the schools decided to participate in the assessment. Therefore, where proprietors did not participate or could not be contacted, figures from the most recent datasets are referenced. In accordance with the relevant planning policy and guidelines, the assessment is set out as follows:

- Determining the catchment area of the assessment,
- An identification of the existing educational facilities, including both primary and post-primary schools, in the catchment area,
- Accessibility analysis of these facilities assessed in walkable distances off the site, and
- The cumulative demand arising from future population and the scheme.

3.1 Existing Educational Facilities

3.1.1 Existing Primary Schools Capacities

As part of this Audit, Downey carried out an analysis of the provision and capacity of primary schools in the assessment area. The database provided by Department of Education and Skills and Schooldays,

as shown on Figure 2, indicates that there is a total of 12 registered primary schools within 2km radius of the subject site.

It is important to note that as per the Fingal County Council's written response to the stage 2 pre-planning submission, there were concerns over accurate portrayal of the central point of the lands, which effectively changes the 2km radius catchment of the community audits, which includes Community & Social Infrastructure Audit, Childcare Provision Assessment, and School Demand Assessment. In response to that and with regards to the irregular shape of the development site, it is suggested that centroid (geometric centre) of the lands would appropriately meet the abovementioned item.

Thus, as illustrated in the Figure 1 below, the centroid of the lands was calculated by utilising ArcGIS online, and the 1-2km buffer areas were then generated off this point. It is submitted that the same catchment area was used across the audits by virtue of consistency.

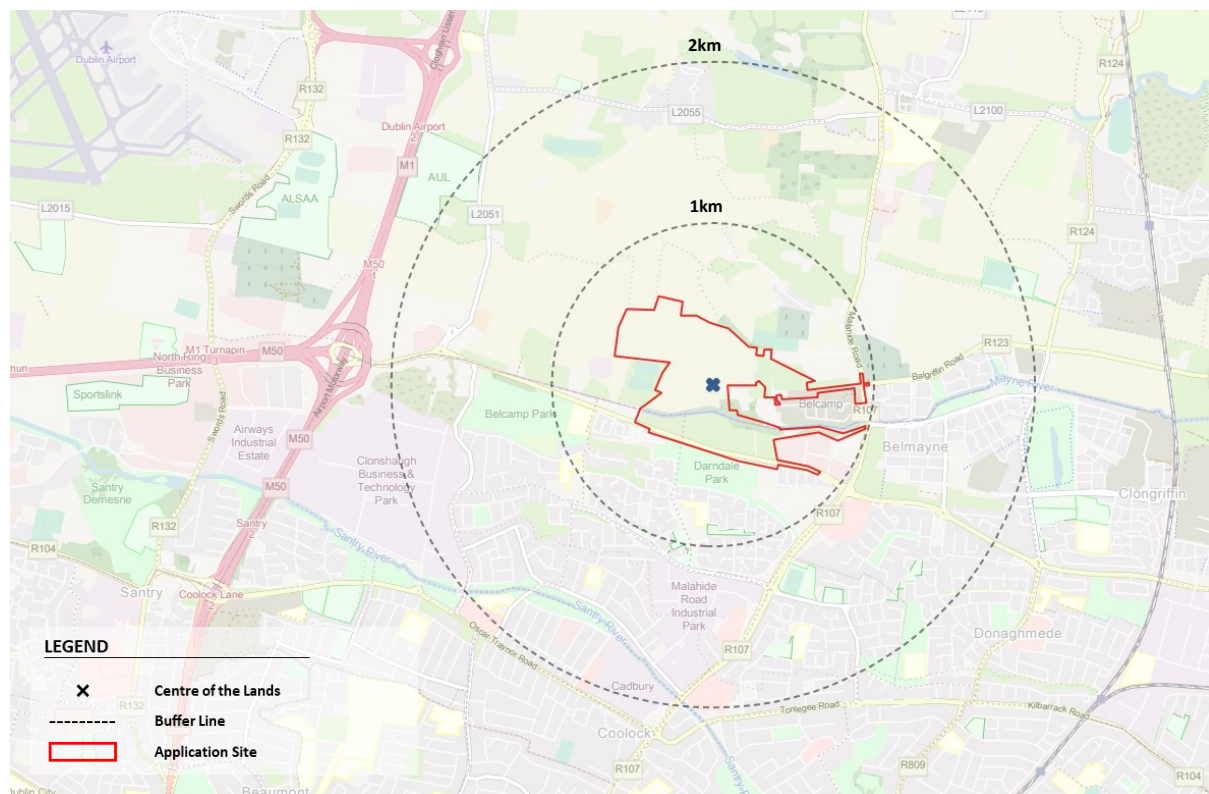


Figure 1. Catchment Area of the Assessment Defined as 1-2km Radius off the Centroid of the Lands

With respect to the foregoing, Downey have assessed the DoES records in relation to details pertaining to existing educational facilities within the assessment area (Table 3) and contacted these schools to update the existing and available capacities, however, the level of feedback was considerably low. The relevant details are summarised in the Table 2 on the following page.

As illustrated in the Table, latest available data indicates that the existing primary schools within the assessment area provide for a total capacity of 3,134 no. pupils for the 2021-2022 academic year, which considering the recently-opened Stapolin Educate Together National School, it is expected to be further stretched up. This is fully discussed in the following.

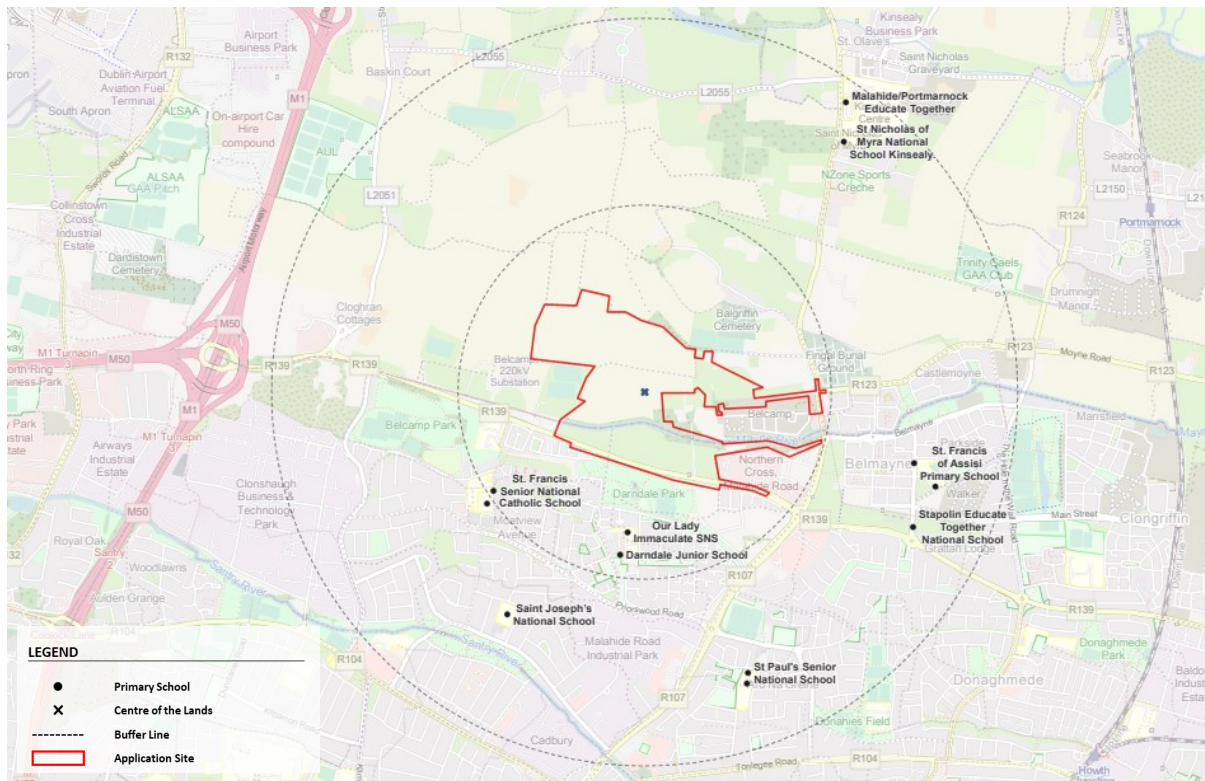


Figure 2. Existing Primary Schools within the 2km Radius of the Subject Lands

As shown on the Figure 1 above, there are c. 4 no. primary schools in the 1km radius of the subject lands, and 8 no. schools in the 2km radius of the lands. This would provide for a good level of accessibility to the schools from the subject lands and across the area. It is important to note that of the overall enrolments of 3,134 no. pupils in 2021-2022, 1,602 enrolments were recorded for boys and 1,532 enrolments for girls.

Table 2. Primary Schools within 1-2km Radius of the Subject Lands (source: DoES & Schooldays.ie)

	Roll No.	Name	Address	Enrolment 2021-22
Within the 1km radius of the subject lands	17104G	Saint Francis Junior NS	Priorswood, Dublin 17	Boys: 95 Girls: 99
	19668Q	Saint Francis Senior NS	Priorswood, Dublin 17	Boys: 122 Girls: 107
	19454U	Darndale Junior NS	Our Lady Immac Jun Ns Darndale Malahide Road, Dublin City	Boys: 106 Girls: 87
	19524P	Darndale Senior NS	Our Lady Immac Sen Ns Darndale Dublin 17, Dublin City	Boys:93 Girls:102
Within 2km of the Subject lands	19913D	Saint Joseph's NS	Macroom Road, Bonnybrook, Dublin 17	Boys:185 Girls: 149
	19471U	St Pauls Junior NS	Ayrfield, Malahide Road, Dublin 13	Boys: 100 Girls: 133
	19618B	St Pauls Senior National School	Ayrfield, Malahide Road, Dublin 13	Boys:122 Girls:107

20519G	Stapolin Educate Together National School	Belmayne Avenue, Belmayne, Dublin 13, Dublin	Boys: 49 Girls: 38
20308Q	Belmayne Educate Together National School	Balgriffin Park, Belmayne, Dublin 13 ,Dublin Fingal D13DA58	Boys: 219 Girls: 215
20304I	St. Francis of Assisi Primary School	Belmayne, Balgriffin, Dublin 13 ,Dublin D13RF78	Boys: 239 Girls: 217
17785K	San Nioclas Myra	Kinsealy, Dublin 17, D17FP53	Boys: 103 Girls: 99
20445D	Malahide/Portmarnock Educate Together	Malahide Road, Kinsealy	Boys:169 Girls: 179
Total Current Potential Capacity			Boys: 1,602 Girls: 1,532
			Overall: 3,134

Details on enrolment of each primary school for each academic year since 2015 is outlined in the Table 3 below. Those which have been highlighted in red recorded a declining growth over 2015-2022. It is noted that the percentage change of the Stapolin Educate Together National School was calculated since the year it came into operation, as it has been opened recently.

Table 3. Historical Trending of Primary School Enrolment in the Area (source: DoES)

School Name	Enrolment - Academic Year							% Change over 2015-22
	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	
Saint Francis Junior NS	196	204	191	205	200	190	194	-1.0%
Saint Francis Senior NS	236	235	225	229	233	231	229	-3.0%
Darndale Junior NS	211	215	208	228	213	199	193	-8.5%
Darndale Senior NS	200	196	193	180	193	202	195	-2.5%
Saint Joseph's NS	344	345	342	352	347	348	334	-2.9%
St Pauls Junior NS	234	234	230	226	226	220	233	-0.4%
St Pauls Senior NS	236	235	225	229	233	231	229	-3.0%
Stapolin ETNS	N/A	N/A	N/A	N/A	19	42	87	+357.9%*
Belmayne ETNS	394	427	449	442	437	442	434	+10.2%
St. Francis of Assisi School	390	428	451	455	455	458	456	+16.9%
San Nicola's Myra	150	165	187	206	211	202	202	+34.7%
Malahide/Portmarnock ETS	36	86	148	207	260	307	348	+866.7%

* The percentage change for Stapolin ETNS enrolments has been calculated for the period of 2019-2022, as the school came into operation since September 2019.

As shown on the Figure 3 below, the overall trending of number of enrolments over 2015-2022 demonstrates a growth rate of 19.3% for this period. This is submitted to be a growth of c. 507 no. pupils over the past seven years, which is equivalent to a yearly increase of approximately 72 no. pupils in the area. This historical trending shows, despite a constant growth over 2015-2020, when broken down into each school, it is mainly characterised by a fluctuating trend.

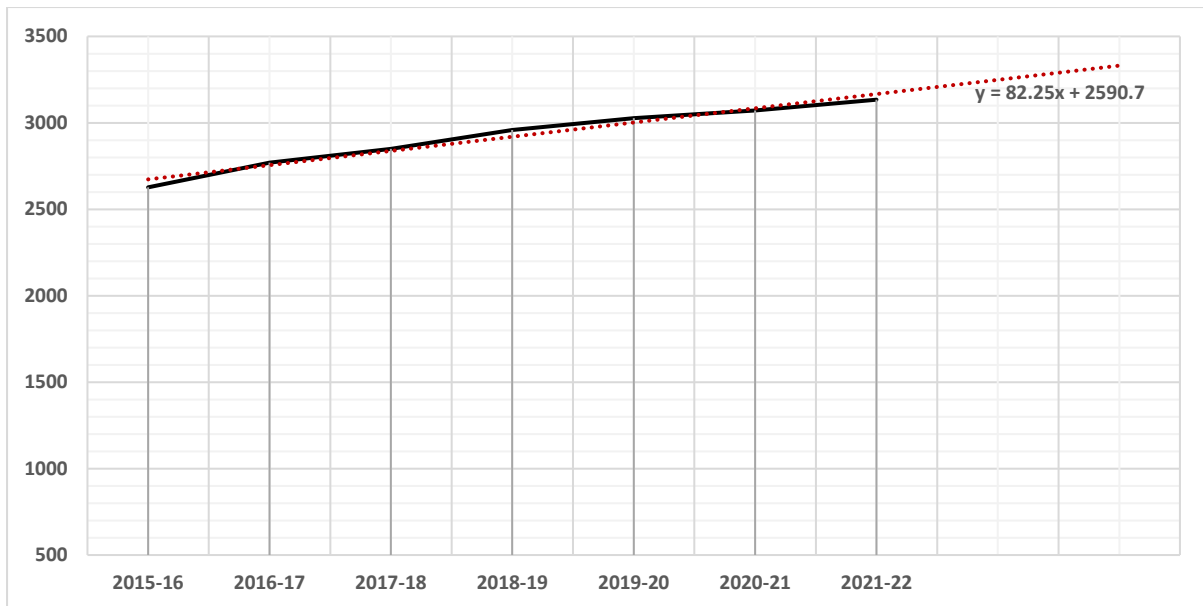


Figure 3. Primary School Enrolments in the Assessment Area since 2015 (source: DoES)

As summarised in the Table above, most schools and in particular those which are located within 1km radius of the subject lands experienced a declining trend in the number of enrolments over 2015-2022. However, Malahide Portmarnock ETS recorded a notable growth (+866.7%), followed by Stapolin Educate Together National School (+357.9%) and St. Nicola's Myra (+34.7%).

Thus, the most dynamic primary schools in terms of enrolments are located within 2km radius from the application lands. Limiting this analysis to the last 2 years over 2020-2022, however, indicates that except Stapolin Educate Together National School (+107.1%), and Malahide/Portmarnock Educate Together School (+19.3%), St. Paul's Junior National School (+5.9%), and St. Francis Junior National School (+2.1%), the rest of schools experienced a drop in their enrolments.

3.1.2 Existing Post-primary Schools Capacities

As part of this Audit, Downey carried out an analysis of the provision and capacity of post-primary schools in the area. The database provided by Department of Education and Skills and Schooldays, as shown on the Figure 4 below, indicates that there are 2 no. registered post-primary schools within 2km radius of the subject lands, and 4 more post-primary schools within reachable distances of the lands (see Figure below) when considering the fact that older age pupils are capable of travelling further distances.

Thus, it is submitted that there is an overall total of 6 no. post-primary schools within the assessment area which can cater for the proposed scheme as well. Downey have assessed the DoES records in relation to details pertaining to these facilities, and contacted these schools to update the existing and available capacities, however, the level of feedback was considerably low. The relevant details are summarised in Table 4.

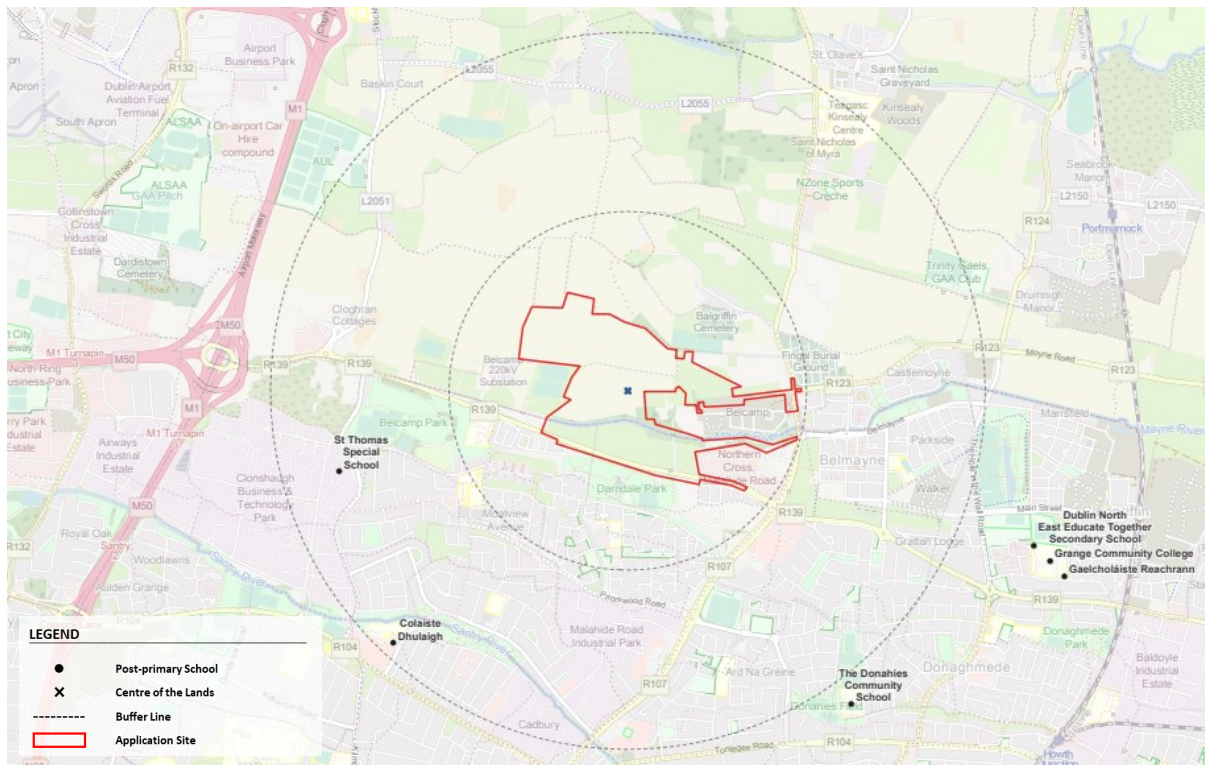


Figure 4. Existing Post-primary Schools within the Area and 2km Radius of the Subject Lands

As illustrated in the Table below, latest available data indicates that the existing post-primary schools within the assessment area provide for a total maximum potential capacity of 1,802 students for the 2021-2022 academic year, with 930 enrolments recorded for boys and 872 enrolments for girls.

However, it is noted that though there is a record of enrolments for St. Thomas Special School on the Schooldays.ie, as reflected in the Table below, the school is temporarily closed. The schools had been contacted a few times, but as there was not response, the school was excluded from the following assessment. Thus, the operating post-primary schools within the assessment area provide for a total maximum potential capacity of 1,802 no. pupils, however, as St. Thomas Special School is temporarily closed since 2018, the registered number of enrolments for this school has been excluded from this assessment. Thus, the total maximum potential capacity of the operating schools within the assessment area is submitted to be 1,774 no. pupils, with 902 no. enrolments for boys and 872 no. enrolments for girls.

Table 4. Post-primary Schools within 1-2km Radius of the Subject Lands (source: DoES & Schooldays.ie)

	Roll No.	Name	Address	Enrolment 2021-22
Within the 2km radius of the subject lands	19793T	St Thomas Special School*	Clonshaugh Road Coolock Dublin 17, Dublin Cit	Boys: 28 Girls: N/A
	70330Q	Coláiste Dhúlaigh	Barryscourt Road, Coolock, Dublin 17	Boys: 100 Girls: 86

	Roll No.	Name	Address	Enrolment 2021-22
Beyond 2km of the Subject lands	91318U	The Donahies Community School	Streamville Road Dublin 13, Dublin City	Boys:261 Girls: 241
	76085N	Gaelcholáiste Reachrann	Bóthar Mhainistir Na Gráinsí, Domhnach Míde, Baile Atha Cliath 13	Boys: 235 Girls: 263
	70020B	Grange Community College	Grange Road Donaghmede Dublin 13, Dublin City	Boys:207 Girls:187
	68346T	Dublin Northeast Educate Together Secondary School	C/O Grange Community College, Grange Abbey Road, Donaghmede, D13, Dublin City	Boys: 99 Girls: 95
Total Current Potential Capacity				Boys: 930 Girls: 872
				Overall: 1,802

* The St. Thomas Special School though being temporarily closed; it has an enrolment record for the school 2021-22 academic year on the Schooldays.ie database.

Details on enrolment of each post-primary school for each academic year since 2015 is outlined in the Table 5 below. As illustrated, all schools experienced a growth in their number of enrolments with Dublin Northeast Educate Together Secondary School (+546.7%), Grange Community College (+233.9%), and Gaelcholáiste Reachrann (+215.2%) recording the biggest share of it.

Limiting this analysis to the last 2 years over 2020-2022, also confirms an increasing trend in the overall number of enrolments with Dublin Northeast Educate Together Secondary School (+115.6%), Coláiste Dhúlaigh (+29.2%), and Grange Community College (+18%) recording the biggest share of the growth.

Table 5. Historical Trending of Post-primary School Enrolment in the Area (source: DoES)

School Name	Enrolment - Academic Year							% Change over 2015-22
	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	
Coláiste Dhúlaigh	147	207	196	178	155	144	186	+26.5%
The Donahies CS	304	545	532	481	467	464	502	+65.1%
Gaelcholáiste Reachrann	158	369	381	408	443	489	498	+215.2%
Grange CC	118	175	201	230	280	334	394	+233.9%
Dublin Northeast ETSS*	N/A	N/A	N/A	N/A	30	90	194	+546.7%

* The percentage change for Dublin Northeast ETSS enrolments has been calculated for the period of 2019-2022, as the school came into operation since September 2019.

As shown on the Figure 5 below, the overall trending of number of enrolments over 2015-2022 demonstrates a growth rate of 29% for this period. This is submitted to be a growth of c. 1,047 no. pupils over the past seven years, which is equivalent to a yearly increase of approximately 131 no. pupils in the area. This historical trending, as illustrated below, experienced a sharp increase over 2015-2017 with a growth rate of +78.3%, which then was followed by a slight increase over 2017-2018

(+1.1%) and marginal decline over 2018-2019 (-1%). However, the overall number of enrolments was increasing ever since, standing at 1,774 no. pupils in the 2021-2022 academic year.

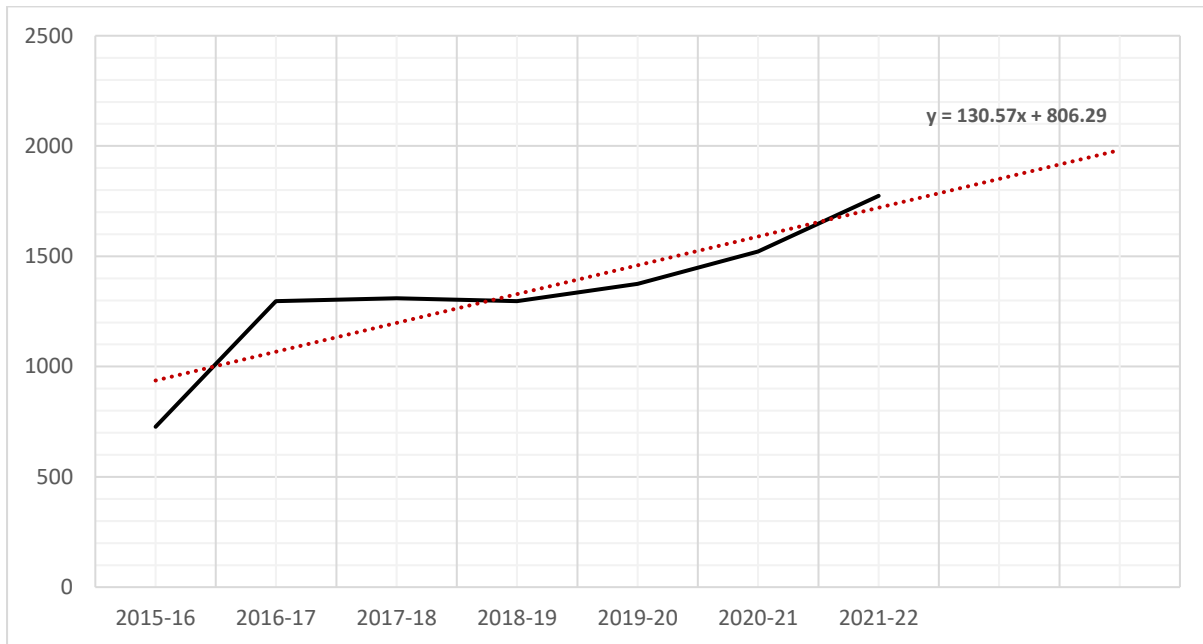


Figure 5. Post-primary School Enrolments in the Assessment Area since 2015 (source: DoES)

With regards to the abovementioned, it is submitted that there is a strong and growing demand for the secondary-level education facilities in the area.

It is crucial to mention that another element to this school demand assessment is the demographic profile of the catchment area. This is submitted to be determined by overlaying the 2km radius buffer zone off the centre of the application lands and the Electoral Divisions National Statutory Boundaries.

However, as per the written opinion by Fingal County Council, *“considering the strategic scale of the proposed development over the entire site, it is considered that the applicant should undertake a detailed capacity study of existing and permitted schools within the area and LAP ascertain the potential requirements for school sites within the subject lands noting that a site of c. 1.1ha is proposed to be reserved. This study should include a wider demographic study of the LAP area taking into account the scale of permissions for residential development and the resultant population increase.”*

Thus, overlaying the 2km radius buffer zone off the centre of the application lands, Electoral Divisions National Statutory Boundaries, and Clongriffin-Belmayne lands, as illustrated in Figure 6, determines the demographic scope of the assessment to include the following electoral divisions (ED's):

- | | |
|----------------------------|----------------------------|
| 1) Balgriffin ED (04005) | 6) Priorswood E ED (02084) |
| 2) Priorswood A ED (02080) | 7) Grange A ED (02059) |
| 3) Priorswood B ED (02081) | 8) Grange B ED (02060) |
| 4) Priorswood C ED (02082) | 9) Kilmore C ED (02071) |
| 5) Priorswood D ED (02083) | 10) Ayrfield ED (02008) |

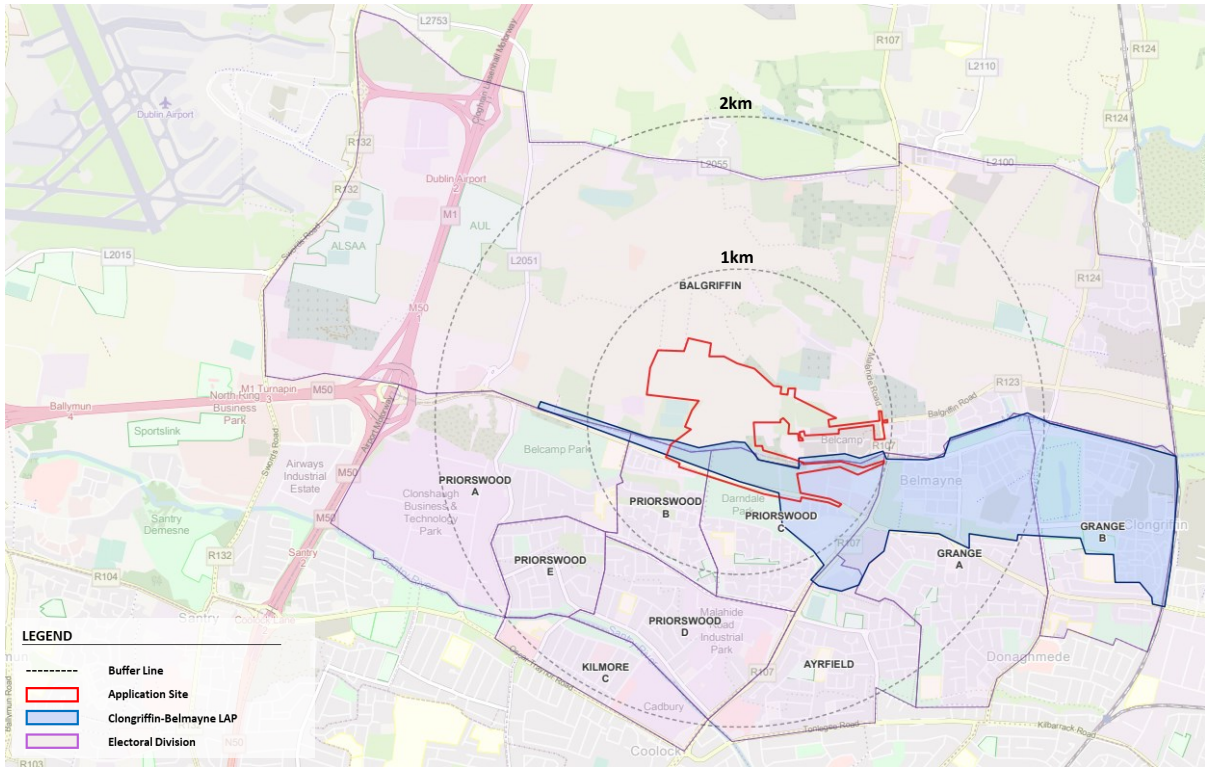


Figure 6. Overlay of 2km Buffer Zone with Clongriffin-Belmayne LAP, and Electoral Divisions

With regards to the abovementioned, all schools catering this catchment area need to be considered within the assessment and this is regardless of these services’ accessibility to the subject lands. As illustrated below, there are 17 no. primary schools and 5 no. post-primary schools catering the assessment area. This is submitted to be reflective of all post-primary schools included earlier, except for the St. Thomas Special School, which has been temporarily closed since 2018 and therefore, was excluded from the assessment.

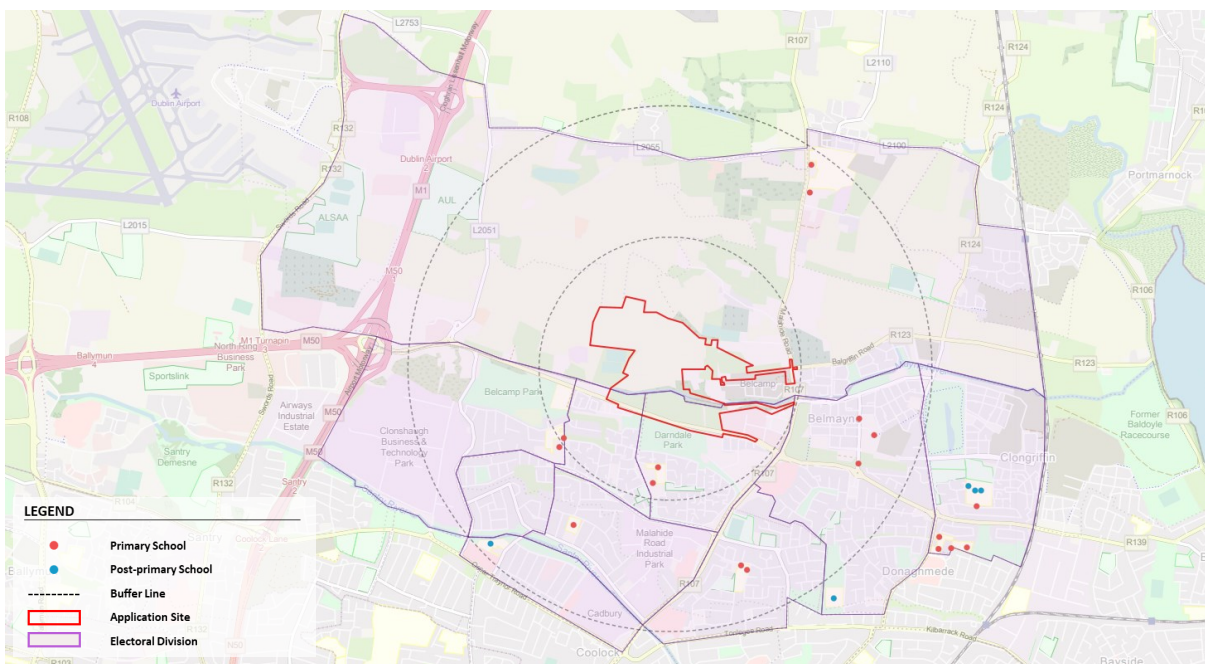


Figure 7. Overlay of Existing Primary Schools with Demographic Scope of the Assessment

In relation to primary schools, however, there is an additional of 5 no. schools compared to what has been included in the sub-section 3.1.1. The relevant details of this additional schools are summarised in the Table below.

Table 6. Additional Primary Schools Catering the Assessment Area

Roll No.	Name	Address	Enrolment 2021-22
19473B	Scoil Bhríde JNS	Grange Road, Donaghmede Dublin 13, Dublin City	Boys: 194 Girls: 203
19406J	Holy Trinity Sen National School	Grange Road Donaghmede Dublin 13, Dublin City	Boys: 201 Girls: 200
19611K	Scoil Cholmcille SNS	Newbrook Rd Donaghmede Dublin 13, Dublin City	Boys: 137 Girls: 99
19538D	St Kevin’s Junior National School	Newbrook Ave Donaghmede Dublin 13, Dublin City	Boys: 117 Girls: 87
20538K	Gaelscoil Ghráinne Mhaol	Donaghmede, Howth, Dublin City	Boys: 5 Girls:4

With respect to the abovementioned, it is submitted that the educational facilities catering the assessment area provide for **a maximum potential capacity of 4,381 no. pupils at primary school level and 1,802 no. pupils at post-primary school level.**

3.1.3 Accessibility Analysis of the Existing Schools

As part of the threshold for provision of educational facilities, a spatial analysis of the catchment area of the existing schools within the assessment area was also carried out. This is to identify the “walkable distances” from the schools, which is defined as from 800 to 1,000m distances from the schools on the street network. As shown on the Figure 8 below, existing schools, comprising of primary and secondary schools, are evenly distributed across the town, providing a good level of accessibility for all residents.

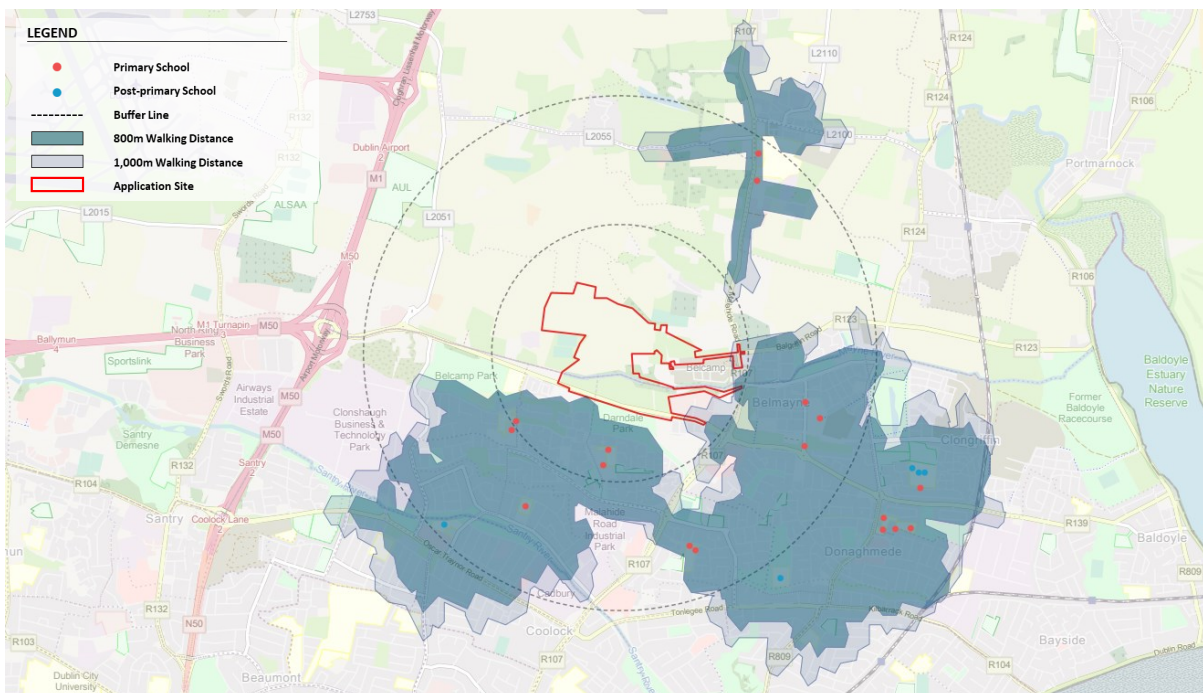


Figure 8. Walkable Buffer Zones from Existing Schools on the Street Network

C and B, where the southern portion of the lands area located in, also experienced considerable growth over the intercensal period. This is submitted to be reflective of the spatial distribution of the area’s emerging housing demand.

Table 7. Population Change in the Assessment Area against the overall Stats of the Administrative Areas, 2011-2016

	Census 2011	Census 2016	Actual Change	Percentage Change
Co. Fingal (Administrative Area)	273,991	296,020	22,029	8.0%
Dublin City (Administrative Area)	527,612	554,554	26,942	5.1%
Balgriffin	1,966	3,113	1,147	58.3%
Priorswood A	1,562	1,618	56	3.6%
Priorswood B	2,673	2,728	55	2.1%
Priorswood C	4,491	4,854	363	8.1%
Priorswood D	2,729	2,756	27	1.0%
Priorswood E	2,821	2,839	18	0.6%
Grange A	8,948	9,696	748	8.4%
Grange B	4,565	5,326	761	16.7%
Kilmore C	1,415	1,490	75	5.3%
Ayrfield	5,395	5,639	244	4.5%

Source: CSO StatBank

As illustrated on the **Error! Reference source not found.** below, the largest share of the population residing in the Assessment Area recorded to be in Grange A (24%), followed by Ayrfield (14%), Grange B (13%), and Priorswood C (12%). Therefore, the overall demographic trending of the Assessment Area is expected to be mainly affected by the foregoing ED’s.

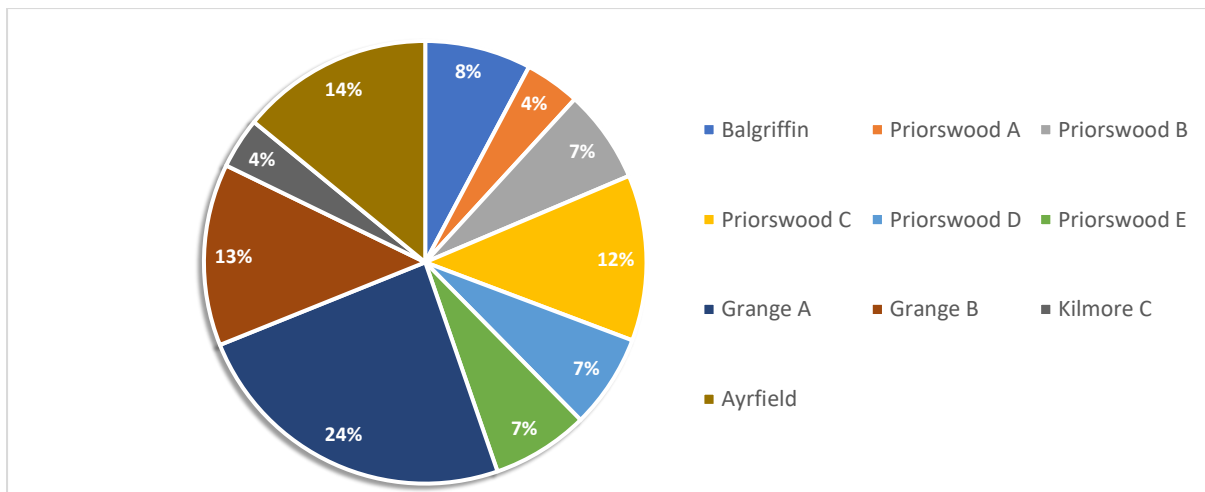


Figure 10. Breakdown of Population Residing in the Assessment Area by ED, 2016

With an average household size of 3.0, there were 12,982 no. private households residing in the area in 2016. As shown in the **Error! Reference source not found.** below, 63.4% of the households in this area recorded to be small sized households ranging from 1- to 3-person households (8,227 no. households). It is important to note that the average household size in the area slightly increased from 2.9 in 2011 to 3.0 in 2016.

Table 8. Private Households in the Assessment Area by Household Size, 2016

Size of Household	Balgriffin	Priorswood A	Priorswood B	Priorswood C	Priorswood D	Priorswood E	Grange A	Grange B	Kilmore C	Ayrfield	Total	% of Total
1-Person	87	78	78	287	194	143	360	296	111	376	2,010	15.5%
2-Person	123	134	166	417	240	261	800	574	146	635	3,496	26.9%
3-Person	128	109	172	339	182	204	655	451	83	398	2,721	21.0%
4-Person	194	124	147	261	143	211	721	342	91	361	2,595	20.0%
5-Person	111	61	100	151	110	79	371	141	39	190	1,353	10.4%
6plus-Person	69	19	115	118	67	53	169	78	43	76	807	6.2%
Total	712	525	778	1,573	936	951	3,076	1,882	513	2,036	12,982	100.0%

Source: CSO StatBank

With respect to the household size profile of the area recording more than 63% of the households as small sized families, it is suggested that not all the 2-bedroom dwellings are expected to be family occupied, instead these are foreseen to be mainly occupied by young professionals or singles.

3.2.2 Primary and Post-primary School Demand

The proportion of the population that are of primary school-going age are those children aged between 5 and 12 years old. Census 2016 recorded a total primary school-attending population of 4,923 within the assessment area, which represents 12.3% of the total population residing in the area. As illustrated in the Figure 9 below, the overall primary-school-attending population in the area recorded an average increase of 10.2% over the intercensal period. This is submitted to be +456 no. people, which is the equivalent of 76 no. pupils for each year of the census. The largest share of the growth occurred in Balgriffin ED, where the subject site falls under (+81.4%) which is then followed by Grange B (+48.3%). However, a number of the ED's, as coloured in red, recorded a declining growth pattern at this age cohort and over the intercensal period.

Table 9. Primary School-age Going Population in the Assessment Area (5-12-year-old age cohort), 2011-2016

Assessment Area	ED ID	CSO 2016 5-12 years old	% Town Population	CSO 2011 5-12 years old	% Town Population	Change 2011-2016
Balgriffin	04005	479	24.4%	264	13.4%	81.4%
Priorswood A	02080	168	10.8%	161	10.3%	4.3%
Priorswood B	02081	360	13.5%	374	14.0%	-3.7%
Priorswood C	02082	583	13.0%	611	13.6%	-4.6%
Priorswood D	02083	332	12.2%	309	11.3%	7.4%
Priorswood E	02084	306	10.8%	296	10.5%	3.4%
Grange A	02059	1,266	14.1%	1,288	14.4%	-1.7%
Grange B	02060	663	14.5%	447	9.8%	48.3%
Kilmore C	02071	174	12.3%	170	12.0%	2.4%
Ayrfield	02008	592	11.0%	547	10.1%	8.2%

Source: CSO StatBank

As discussed earlier, there were 4,381 school places to cater for the primary school population in the assessment area during 2021-2022 academic year. By 2023, if this proportion of primary school age

population remains constant with the figures and trends recorded over the intercensal period 2011-2016, the primary school age population is expected to be 5,540¹ no. pupils in the study area, which is an increase of 617 pupils since Census 2016. Therefore, the number of children within the study area requiring school places would be above the current potential capacity of the provisioned primary schools in the area, which reveals a strong and growing demand for the primary-level education facilities in the area is anticipated.

On the other hand, the proportion of the population that are of post-primary school-going age are those children aged between 13 and 18 years old. Census 2016 recorded a total post-primary school-attending population of 3,435 within the assessment area, which represents 8.6% of the total population residing in the area. As illustrated in the Table 10 below, there was a moderate growth in the number of school-attending population in the area over 2011-2016, recording an overall growth rate of 8.6% or +439 no. pupils, which is the equivalent of a yearly increase of approximately 73 no. pupils. Accordingly, the largest share of the growth occurred in Balgriffin ED, where the subject site falls under (+110.1%) which is then followed by Grange B (+38.5%) and Grange A (+33.3%). However, a number of the ED's, as coloured in red, recorded a declining growth pattern at this age cohort and over the intercensal period.

Table 10. Post-primary School-age Going Population in the Assessment Area (13-18-year-old age cohort), 2011-2016

Assessment Area	ED ID	CSO 2016 13-18 years old	% Town Population	CSO 2011 13-18 years old	% Town Population	Change 2011-2016
Balgriffin	04005	208	6.7%	99	5.0%	110.1%
Priorswood A	02080	135	8.3%	149	9.5%	-9.4%
Priorswood B	02081	305	11.2%	277	10.4%	10.1%
Priorswood C	02082	491	10.1%	507	11.3%	-3.2%
Priorswood D	02083	232	8.4%	238	8.7%	-2.5%
Priorswood E	02084	217	7.6%	251	8.9%	-13.5%
Grange A	02059	932	9.6%	699	7.8%	33.3%
Grange B	02060	331	6.2%	239	5.2%	38.5%
Kilmore C	02071	157	10.5%	137	9.7%	14.6%
Ayrfield	02008	427	7.6%	400	7.4%	6.8%

Source: CSO StatBank

As discussed earlier, there were 1,802 school places to cater for the post-primary school population in the assessment area during the academic year 2021-2022. Comparing this to the overall population of post-primary school goes residing in the area (3,435 no. pupils) reveals that there is strong demand for post-primary level education facilities in the area. Also, it shows that post-primary students are currently travelling longer distances to reach schools.

By 2023, if this proportion of post-primary school age population remains constant with the figures and trends recorded in the intercensal period 2011-2016, the post-primary school age population is

¹ This is calculated by applying an annual growth rate of +2% to the 5-12 years old age cohort residing in the assessment area over the 2018-2023. This growth rate is captured from the demographic trend of the foregoing age group over 2011-2016.

expected to be 4,067² no. pupils in the assessment area, which is an increase of 632 pupils since Census 2016. Therefore, the number of children within the study area requiring school places would be above the current potential capacity of the provisioned primary schools in the area, which reveals a strong and growing demand for the post-primary-level education facilities in the area is anticipated

3.2.3 Demand Generated by the Proposed Development

The proposed development comprises 2,527 no. residential dwellings, comprising of a mix of houses and apartments. The breakdown of these units are as follows:

Table 11. Proposed Residential Mix Statistics

Dwelling Type	Bedroom Provision	No. of Units
Apartments & Duplex Units	1 Bed	640
	2 Bed	1,045
	3 Bed	369
Houses	2 Bed	16
	3 Bed	385
	4 Bed	72
Total no. of Units		2,527

According to the apartment guidelines, “one-bedroom or studio type units should not generally be considered to contribute to a requirement for any childcare provision and subject to location, this may also apply in part or whole, to units with two or more bedrooms”. Outlined in the demographic profile of the area, the average household size in 2016 stood at 3.0, with 42.4% of the households recorded as 1- to 2-person families.

To provide for a more accurate estimation, the calculation shown below thus excludes 1-bedroom apartments and 40% of the 2-bedroom units on the basis that these will not be occupied by families (640 no. 1-beds + 418 no. as 40% of 2-beds = 1,058 no. units), instead these are foreseen to be occupied by young professionals or singles. As such, the proposed development comprises a total of 1,469 no. residential units which could be potentially family-occupied.

Based on the above, it is considered that the proposed scheme at Belcamp may accommodate a maximum of 1,469 no. families.

As mentioned earlier, Census 2016 recorded an average household size of 3.0 persons per unit for the assessment area. Applying the average household size to 1,469 no. houses and apartment/duplex units capable of accommodating families would generate 4,407 total residents within these units. Across the assessment area’s population in 2016, 12.3% were in the 5-12 age cohort and 8.6% were

² This is calculated by applying an annual growth rate of +2% to the 13-18 years old age cohort residing in the assessment area over the 2018-2023. This growth rate is captured from the demographic trend of the foregoing age group over 2011-2016.

in 13-18 age cohort. When the proportion of primary school-attending population applied to total number of potential residents in 2-, 3-, and 4-bedroom units, **it is estimated that up to 542 children will be at the 5-12 years old age cohort**. Applying the same methodology to the post-primary school-attending population, **it is estimated that 379 children of post-primary school age would reside within the scheme**. The calculations can be found below.

Number of children generated by the proposed scheme:

$$1,469 \text{ no. families} \times 3.0 \text{ avg. household size} = 4,407 \text{ no. residents}$$

Number of children generated by the proposed scheme (5-12 years age band):

$$4,407 \text{ no. residents} \times 12.3\% = 542 \text{ no. children (5-12 years)}$$

Number of children generated by the proposed scheme (13-18 years age band):

$$4,407 \text{ no. residents} \times 8.6\% = 379 \text{ no. children (13-18 years)}$$

3.2.4 Cumulative School Demand

As outlined above, the combined schooling needs of children from the proposed development would be 921 no. school places. With respect to the flux of population arising from the proposed scheme, the following provides an overview of the cumulative primary and post-primary school demand and the existing capacities to cater for this demand.

In terms of primary school needs within the assessment area, there are currently 4,381 school places to cater for primary school population of the area, however, this is anticipated to increase notably when considering the recently-opened schools in the area. In 2023, should the population follow the same growth path that 2011-2016 intercensal figures, the demand for primary school places will be 5,540 no. pupils. An additional 542 potential pupils are expected to be derived from the proposed scheme. This suggests an overall of 6,082 pupils by 2023, which falls well below the actual enrolment figures mentioned above.

In terms of post-primary school needs within the assessment area, there are currently 1,082 school places to cater for post-primary school population of the area. In 2023, should the population follow the same growth path that 2011-2016 intercensal figures, the demand for primary school places will be 4,067 pupils. An additional 379 potential pupils are expected to be derived from the proposed scheme. This suggests an overall of 4,446 pupils by 2023, which falls well below the actual enrolment figures mentioned above.

In light of the above, it is submitted that a strong and growing demand for educational facilities, in both primary and post-primary levels, in the assessment area is anticipated. Therefore, the current provision of educational facilities in the area needs to be further expanded to be capable of catering the area's future population and the influx of population arising from the proposed development. This would also allow for the area to develop in a sustainable manner and in consistency with the relevant policies and guidelines.

4.0 CONCLUSION

Downey have prepared this School Demand Assessment on behalf of Gerard Gannon Properties in support of this planning application for the proposed Strategic Housing Development on lands at Belcamp Hall, Malahide, Dublin 17. Planning permission is sought for the proposed phased delivery of 2,527 no. residential units comprising 1,780 no. apartments, 274 no. duplex units, and 473 no. houses, 2 no. childcare facilities, retail/commercial provision, and all associated site infrastructure and engineering works necessary to facilitate the development. It is also important to note that a site is being reserved as part of this application for the future provision of a school by the Department of Education.

This Assessment identifies educational facilities, including primary and post-primary schools, catering the application site. This is defined within 2km radius off the centroid of the application lands. It then provides a detailed evaluation of maximum and available capacities of the schools, as well as an accessibility analysis of these facilities, demonstrating walkable distances from these facilities. With regards to the written opinion of Fingal County Council, the catchment area of the Assessment is then further expanded to include Clongriffin-Belmayne LAP as well.

Having regard to the analysis of current schools' capacities and available demographic data in the Assessment Area, together with the emerging demand of the proposed development, it is concluded that there is a strong and growing demand for educational facilities in the area, and therefore, the current provision of educational facilities in the area needs to be further expanded to be capable of catering the area's future population and the influx of population arising from the proposed development. It is submitted that this would then allow for the area to develop in a sustainable manner and in consistency with the relevant policies and guidelines.