

SCHOOL DEMAND ASSESSMENT REPORT



Proposed Strategic Housing Development on Lands at Kilnahue & Gorey Hill, Carnew Road & Kilnahue Lane, Gorey, Co. Wexford

Applicant: Gerard Gannon Properties

March 2022

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1.0 INTRODUCTION

Downey, Chartered Town Planners, 29 Merrion Square, D02 RW64, have prepared this School Demand Assessment Report, on behalf of the applicant, Gerard Gannon Properties, to accompany a planning application for a proposed Strategic Housing Development on lands at Kilnahue & Gorey Hill, Carnew Road & Kilnahue Lane, Gorey, Co. Wexford.

The proposed development subject to this SHD application provides for construction of 421 no. residential dwellings, comprising of 133 no. houses, 228 no. apartments, and 60 no. duplexes. The proposed development also provides for 1 no. childcare facility, 2 no. community rooms and 2 no. retail units, a large parkland and numerous pocket parks across the subject lands, car and cycle parking spaces, and all associated ancillary site development infrastructure works necessary to facilitate the development. Furthermore, the proposed development provides for a new vehicular access to Carnew Road and new vehicular accesses to Kilnahue Lane.

This report is being submitted in support of the 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 Gorey and surrounding environs, 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:

- *Development Plans - Guidelines for Planning Authorities, Appendix F - Provision for Schools and School Planning Guidelines (2007),*
- *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),*
- *Action Plan for Education (Statement of Strategy 2021),*
- *Wexford County Development Plan 2013-2019 (As Extended),*
- *Gorey Town and Environs Local Area Plan 2017-2023, and*
- *Draft Wexford County Development Plan (2021-2027).*

It is worth mentioning that in addition to the aforementioned guidance documents, the assessment of current and future school demand for the area also includes the analysis of CSO data and of the schools located within Gorey Urban and Rural Electoral Divisions.

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 the 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 Wexford County Development Plan 2013-2019 (As Extended)

The Wexford County Development Plan 2013-2019 (As Extended) states that in accordance with *Sustainable Development Residential Development in Urban Areas Guidelines (DEHLG, 2008)* and *The Provision of Schools and the Planning System (DEHLG and DoES, 2008)*, all applications for significant residential development shall be accompanied by an assessment of existing schools' capacity.

Stated under **Objective CF16** of the Development Plan, the Council seeks:

"To ensure that no significant residential development proceeds without an assessment of existing schools' capacity or the provision of new school facilities in tandem with the development."

It is noted that the Draft Wexford County Development Plan 2021-2027 also refers to the *Sustainable Development Residential Development in Urban Areas Guidelines (DEHLG, 2008)* and *The Provision of Schools and the Planning System (DEHLG and DoES, 2008)*, asserting that Gorey enjoys an appropriate capacity for primary schools, however, there is an oversubscription for post-primary school places in the town, and therefore, it is the priority of the Council to address this situation. Similar to the adopted Plan, the Draft Plan also states that all applications for significant residential development shall be accompanied by an assessment of existing schools' capacity.

Stated under **Objective SC21** of the Draft Development Plan, the Council seeks:

"To require planning applications for significant residential developments to include an assessment of existing schools in the area and their capacity in accordance with Objective SC34. The assessment shall identify the demand for school places likely to be generated by the proposal and the capacity of existing schools in the area to cater for this demand. If required, it shall include proposals for provision of new school facilities in tandem with the residential development or a make special contribution for the provision of such facilities."

2.5 Gorey Town and Environs Local Area Plan 2017-2023

The Gorey Town and Environs Local Area Plan 2017-2023 sets out the strategies and objectives for the future development of the area. The LAP is informed by the policies and objectives of the Wexford County Development Plan 2013-2019, in particular where it is to adhere to the objectives and development management standards set out therein.

Outlined in the LAP, *“there are currently seven schools in the plan area: five primary schools and two post primary schools. There has been significant investment in educational infrastructure in the plan area during the last 10 years. This has resulted in the development of an ‘Education Hub’ at Creagh where three primary schools and a post primary school have been developed.”*

In terms of objectives, the LAP refers to the adopted County Development Plan, re-asserting that all applications for significant residential development shall be accompanied by an assessment of existing schools’ capacity.

2.6 School Building Programme

The DoES provide details on planned construction projects for new school facilities. The following project is listed in the most up-to-date version of this project list (dated 30th September 2021):

- Gorey Educate Together Secondary School:

Roll no.: 683861

Status: School to open in 2021, Site Acquisition Process.

It is noted that the school opened in September 2021 with an expected capacity of 600 no. post-primary school places when fully established. However, as confirmed following consultation with the school, the school appears to be capable of taking up to 1,000 students.

3.0 SCHOOL PROVISION ASSESSMENT

In accordance with current guidelines, the following provides a detailed examination of local need for educational facility at the subject lands. Accordingly, latest data was captured from the Department of Education and Skills and Schooldays for existing educational facilities in the locality and 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 information, 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 childcare guidelines, the assessment is set out as follows:

- The existing educational facilities, including primary and post-primary schools in the vicinity of the subject lands, and their spatial distribution in the area,
- Catchment area of the existing educational facilities, and
- The emerging demand for educational facilities including the future demand in the town and the generated demand from the proposed development.

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 area. The database provided by the Department of Education and Skills and Schooldays, as shown on the Figure 1 below, indicates that there is a total of 6 registered primary schools within the area. 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 low. The relevant details are summarised in Table 1.

As illustrated in Table 1, latest available data indicates that the existing primary schools within the area provide for a total potential capacity of 2,061 students for the 2021-2022 academic year, of which 66 no. spaces are available currently and this can be stretched to provide for up 93 spare capacities within the primary schools in the vicinity of the site.

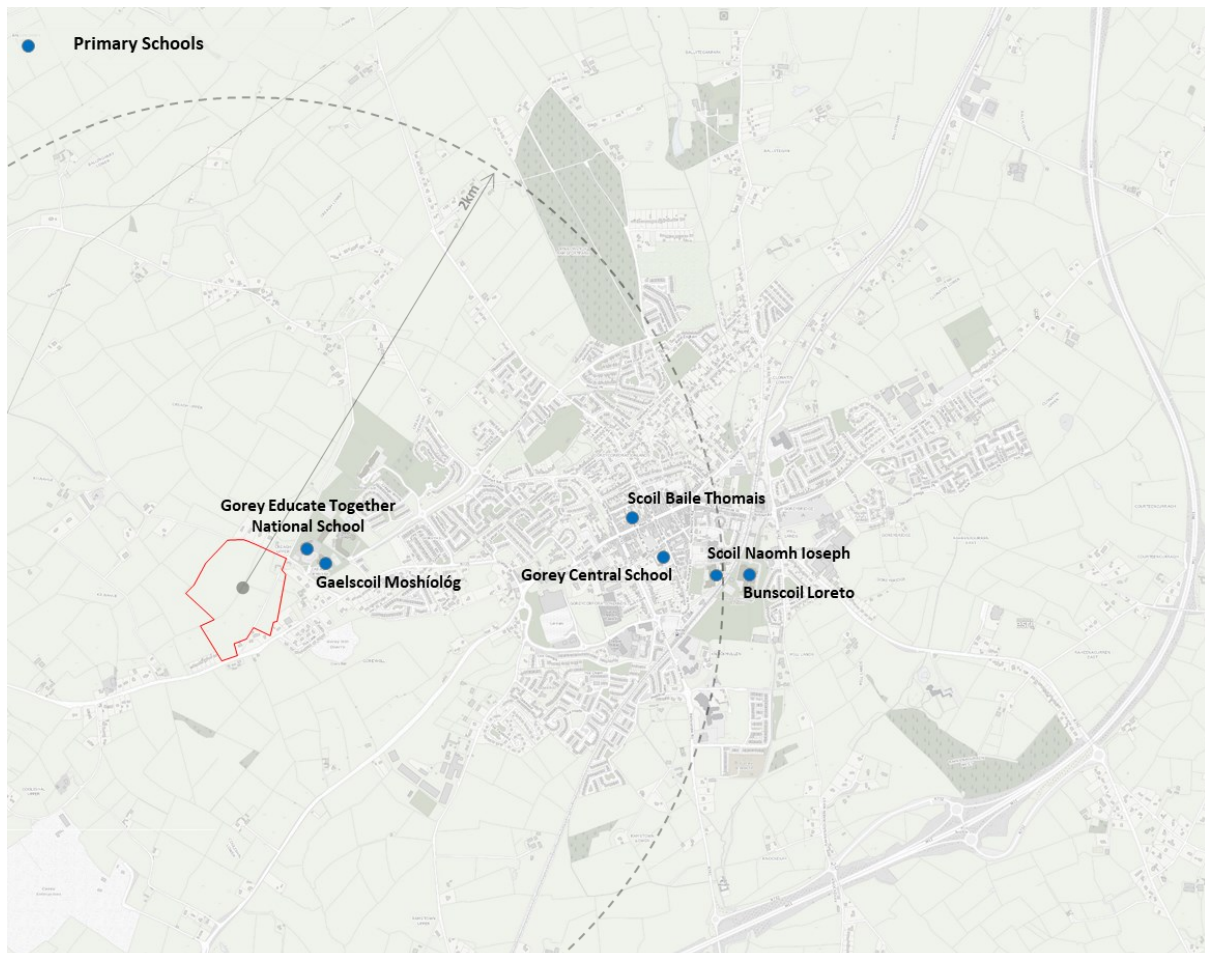


Figure 1. Existing Primary Schools within the Area and 2km Radius of the Subject Lands

As shown in the Table below, of the overall 6 no. primary schools in the assessment area, 3 no. schools are located within 1km radius of the subject lands. This would provide for a good level of accessibility to the schools from the subject lands.

It is important to note that the overall maximum potential capacity of these schools is to cater for 2,061 no. pupils, with 1,042 enrolments recorded for boys and 1,019 enrolments for girls.

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

	Roll No.	Name	Address	Enrolment 2021-22
Within 1 Km Radius of the Subject Lands	20214H	Gorey Educate Together National School	Kilnahue Lane, Carnew Road, Gorey, Co. Wexford	Boys: 212 Girls: 187
	20165U	Gaelscoil Mhoshiolog	Clonattin Guaire Co Loch Garman, Co. Wexford	Boys: 98 Girls: 100
	18280I	Scoil Naomh Ioseph	Creagh Demesne, Gorey, Co. Wexford	Boys: 316 Girls: 214
Within 2 Km Radius of the Subject Lands	15407O	Scoil Baile Thomais	Baile Thomais, Gorey, Co. Wexford	Boys: 19 Girls: 45
	16145P	Bunscoil Loreto	Gorey, Co. Wexford	Boys: 279 Girls: 379
	19419S	Gorey Central School	Lár Scoil Guaire, Charlotte Row, Gorey, Co. Wexford	Boys: 118 Girls: 94
Total Potential Capacity				Boys: 1,042 Girls: 1,019
				Overall: 2,061

Details on enrolment of each primary school for each academic year since 2015 is outlined in the Table 2 below. As illustrated in the Table 2 below, the total enrolments in the 6 no. primary schools in the academic year 2015-2016 stood at 2,021 pupils, this was then slightly increased to 2,061 pupils which indicates a growth rate of 2% over 2015-2021.

Table 2. Historical Trending of Primary School Enrolment in the Area (source: DoES)

School Name	Enrolment - Academic Year							% Change over 2015-2022
	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	
Gorey ETNS	437	424	440	429	416	401	399	-8.98
Gaelscoil Mhoshiolog	244	251	237	226	220	210	198	-16.19
Scoil Naomh Ioseph	371	397	424	472	504	526	530	29.47
Scoil Baile Thomais	86	88	80	82	80	65	64	-25.58
Bunscoil Loreto	671	697	707	717	699	699	658	4.01
Gorey Central School	212	215	215	226	218	214	212	0.93

However, as shown on the Figure 2 below, this historical trending of students was not a constantly increasing trend. This trending demonstrates that there was a peak at the academic year 2018-2019, which recorded an overall of 2,070 no. pupils, and a growth rate of 4.1% over 2015-2018. This was then followed by a decreasing trend since.

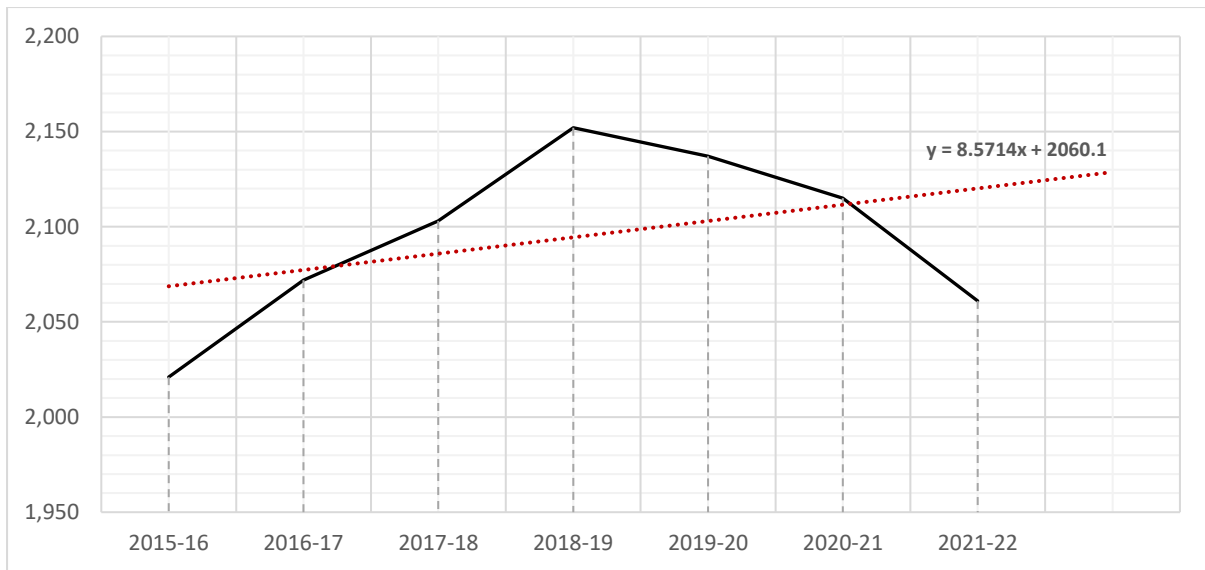


Figure 2. Primary School Enrolments in the Area since 2015 (source: DoES)

The historical trending of enrolments also indicates that the maximum potential capacity of the existing schools can cater for a greater capacity than what is illustrated on the Table 1 above. This is submitted to be 2,152 no. pupils as recorded for the academic year of 2018-2019.

Furthermore, breaking this trend down into each school, then this was a declining trend for Gorey Educate Together National School and Gaelscoil Mhoshiolog with Bunscoil Loreto and Gorey Central School experiencing slight growth, while Scoil Naomh Ioseph was the only school with a notable increase of +159 no. enrolments over 2015-2022. Limiting this analysis to the last 2 years over 2019-2021, the enrolments show a declining trend for Gorey Educate Together National School, Gaelscoil Mhoshiolog, and Gorey Central School with no change to Bunscoil Loreto and a slight growth in the enrolments for Scoil Naomh Ioseph.

These factors would indicate that although growth is occurring in overall primary school student numbers, there is still capacity in the area. It is, therefore, reasonable to conclude that capacity exists across the existing schools in the study area to accommodate the future population of primary school-going age generated by the proposed development.

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 3 below, indicates that there is a total of 3 registered post-primary schools within the area. 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 feedback was low. The relevant details are summarised in Table 3.

As illustrated in Table 4, latest available data indicates that the existing post-primary schools within the area provide for a total potential capacity of 2,566 students for the 2021-2022 academic year. It is noted that following contact with Gorey Community College, this school has 100 pupils on the

waiting list, however, the Gorey Educate Together Secondary School, which was opened in September 2021, has an expected capacity of 600 pupils, but can cater for up to 1,000 pupils.

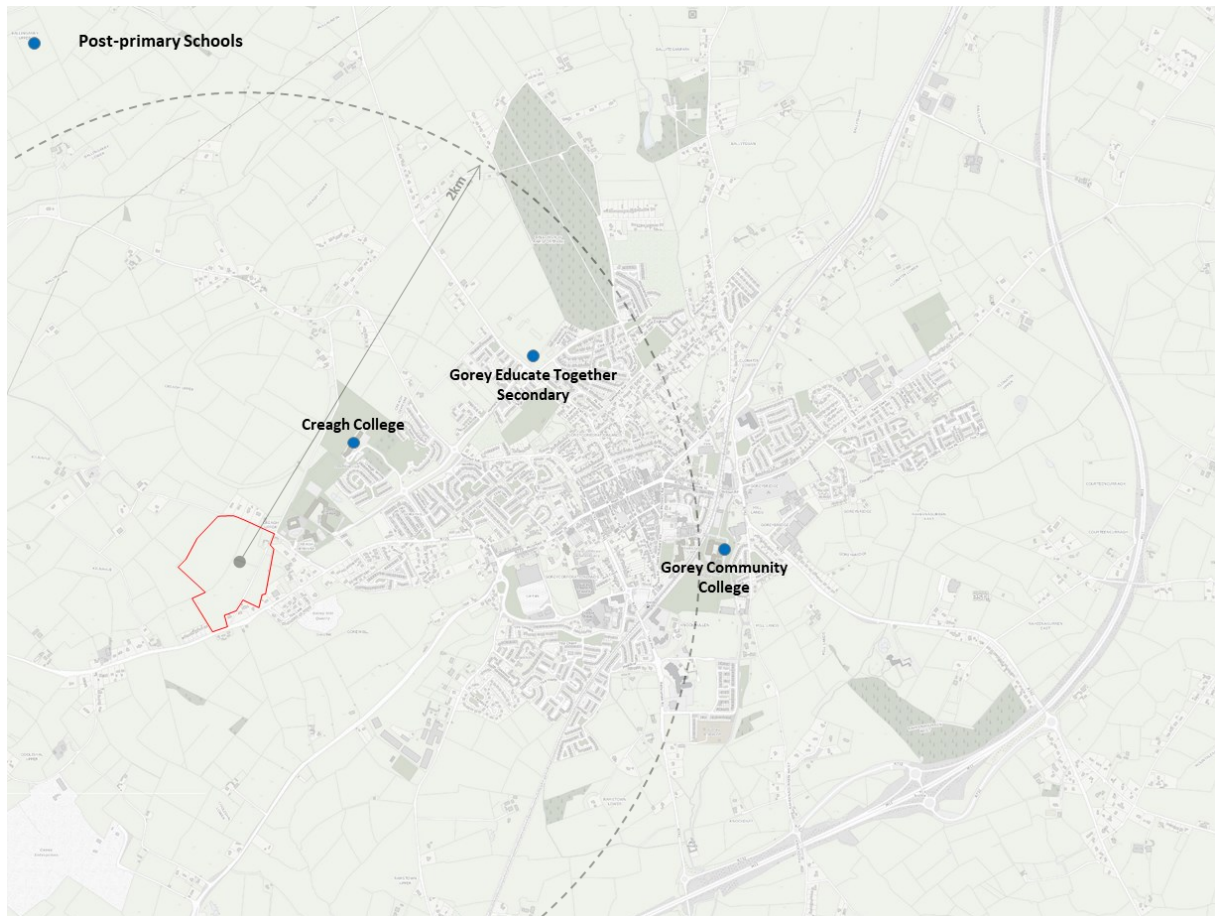


Figure 3. Existing Post-primary Schools within the Area and 2km Radius of the Subject Lands

Table 3. Post-primary Schools within 1-2km Radius of the Subject Lands (source: DoES & Schooldays.ie)

	Roll No.	Name	Address	Enrolment 2021-22
Within 2 Km Radius of the Subject Lands	76127D	Creagh College Gorey	Creagh Demesne, Gorey, Co. Wexford	Boys: 527 Girls: 456
	91492N	Gorey Community College	Esmonde Street Gorey Co. Wexford	Boys: 791 Girls: 757
	68386I	Gorey Educate Together Secondary	Fort Road, Creagh, Gorey, Co. Wexford	Boys: 21 Girls: 14 (Expected capacity of 600 pupils)
Total Potential Capacity (This is excluding the 600-1,000 potential capacity of Gorey ETS)				Boys: 1,339 Girls: 1,227
				Overall: 2,566

Details on enrolment of each post-primary school for each academic year since 2015 is outlined in the Table 4 below. As illustrated, the total enrolments in the 2 no. post-primary schools in the academic

year 2015-2016 was 2,040 and this increased to 2,566 pupils in 2021-22 including the 35 enrolments in the recently-opened school of Gorey Educate Together. This marks a growth rate of 24.1% in the overall enrolments over 2015-2022.

Table 4. Historical Trending of Post-primary School Enrolment in the Area (source: DoES)

School Name	Enrolment - Academic Year							% Change over 2015-2022
	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	
Creagh College Gorey	488	632	668	671	821	915	983	101.4%
Gorey CC	1,552	1,484	1,498	1,536	1,538	1,555	1,548	-0.3%
Gorey ETS	N/A	N/A	N/A	N/A	N/A	N/A	35	N/A

As shown on the Figure 4 below, despite a slight drop in the academic year 2018-2019, the historical trending of enrolments in the area was constantly increasing. This provided for a growth in demand for post-primary education in the area, where it also has been mentioned within the Gorey Town & Environs Local Area Plan. In response, the Gorey Educated Together under School Building Programme opened in September 2021 with an stated capacity of 600 pupils which can be potentially increased to 1,000 pupils.

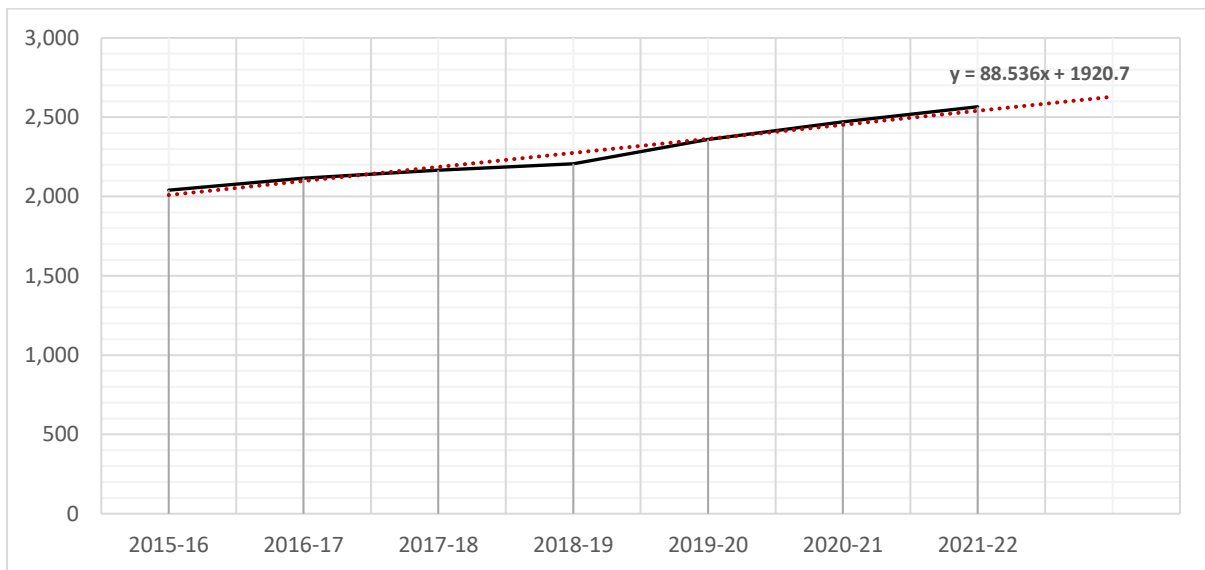


Figure 4. Post-primary School Enrolments in the Area since 2015 (source: DoES)

3.1.3 Catchment Area of the Existing Schools

As part of the threshold for provision of facilities, a spatial analysis of the catchment area of the existing schools within Gorey was also carried out. This is to identify the walkable distances from the schools, which is defined as 800 to 1,000m distances from the schools on the street network. As shown on the Figure 5 below, existing schools are evenly distributed across the town, providing a good level of accessibility for all residents.

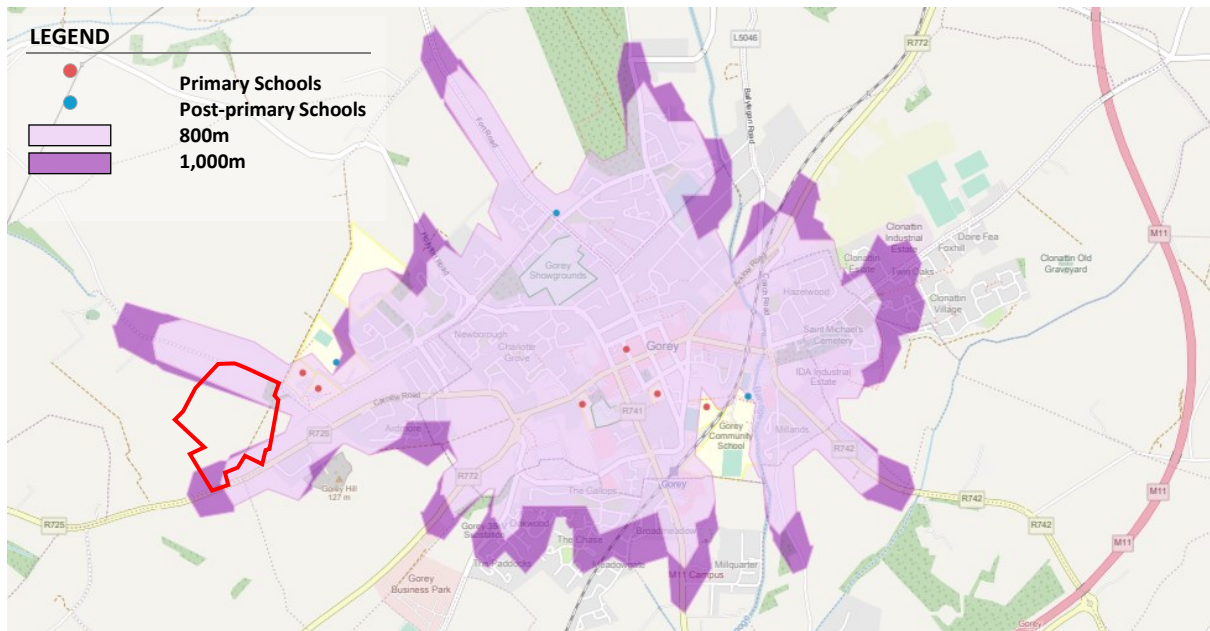


Figure 5. Walkable Buffer Zones from Existing Schools on Street Network, Gorey (approximate boundaries of the subject site outlined in red)

With respect to location of the subject site and as illustrated on the Figure 5 above, this catchment area provides a good level of accessibility to primary and post-primary schools via both Carnew Road and Kilnahue Lane.

3.2 Future Demand

3.2.1 Demographic Profile of the Area

The demographic profile of the subject lands was examined using the Census 2016 result, as the latest Census available on the CSO website. With respect to the site’s location within the Gorey Rural Electoral Division (ED), in the immediate vicinity of Gorey Urban ED (Figure 6), these ED’s were used in the following assessment.

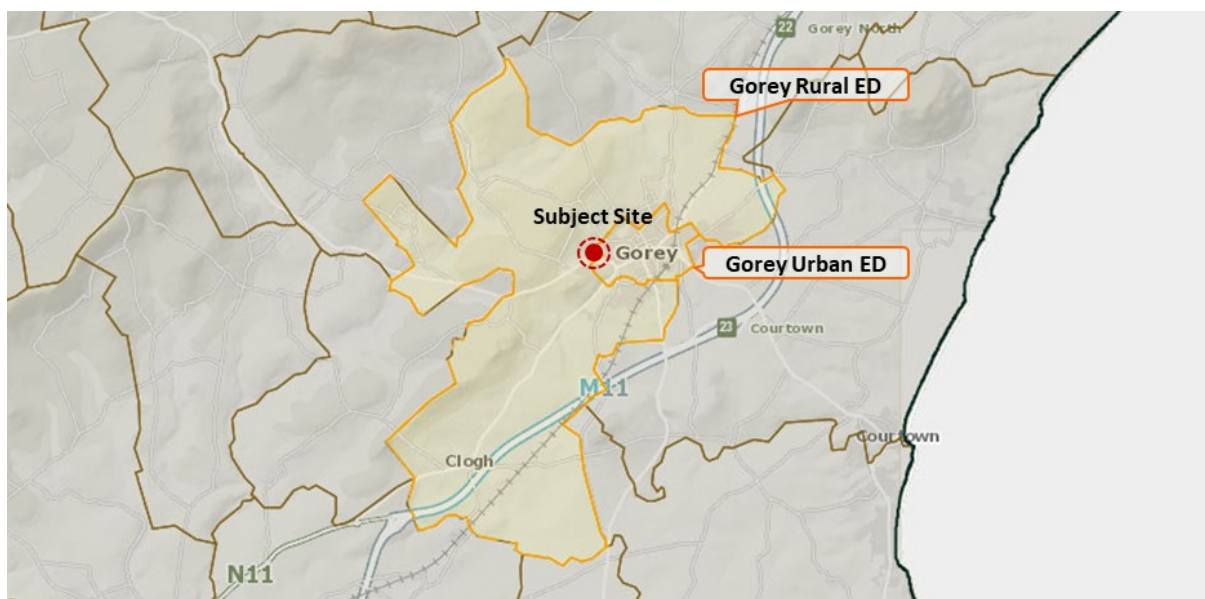


Figure 6. Subject Site Location within the Gorey Urban & Rural ED's

Census 2016 results show that Gorey Urban & Rural ED’s population stood at 10,446 in April 2016, which indicates an increase of 882 (8.5%) since the last Census in 2011. This is considerably higher than the growth rate experienced in the overall County, which demonstrates a growing demand for the housing market in Gorey. It is noted that the population change in urban and rural ED’s did not necessarily increase at the same rate. As illustrated in the Table 5 below, the Gorey Rural ED had the greater share of the population growth in the overall Gorey Urban and Rural ED’s, increasing with a rate of 11.6% to 6,876 in 2016. This is also indicative of spatial distribution of Gorey’s growing housing demand.

Table 5. Population Change in Gorey Urban & Rural ED's against the overall Stats for the County

	Co. Wexford (Administrative Area)	Gorey Urban ED (23084)	Gorey Rural ED (23096)
Census 2016	149,722	3,570	6,876
Census 2011	145,320	3,463	6,161
Actual Change	44,042	107	715
Percentage Change	3.2%	3.08%	11.6%

Source: CSO StatBank

With an average household size of 2.7, there were 3,782 private households in Gorey Urban & Rural ED’s in 2016. As shown in the Table 6 below, nearly 70% of the households residing in this area in 2016 were small sized households ranging from 1- to 3-person households (2,624 households). It is noted that the average household size in the Gorey Urban ED stood at 2.3, while this is recorded as 2.9 for the Gorey Rural ED in 2016.

Table 6. Private Households in Gorey Urban & Rural ED's by Household Size, 2016

Size of household	Households	%
1-person Households	917	24.2
2-person Households	1,053	27.8
3-person Households	672	17.8
4-persons Households	678	17.9
5-person and over Households	462	12.2
Total	3,782	-

Source: CSO StatBank

3.2.2 Primary and Post-primary School demand

The proportion of the population that are of primary school-going age area those children aged between 5 and 12 years old. Census 2016 recorded a total primary school-attending population of 1,431 within the assessment area, which represents 13.6% of the total population residing in the area. As illustrated in the Table 7 below, while there was a slight drop in the number of school-attending population in the Gorey Urban ED decreasing by -1 pupil, it had a notable growth in Gorey Rural ED increasing from 787 pupils to 1,067 pupils (+35.6% growth rate).

Table 7. 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
Gorey Urban	051	364	3.5	365	3.8	-0.3
Gorey Rural	052	1,067	10.2	787	8.2	2.0

Source: CSO StatBank

As summarised in Table 1 (Section 3.1), there were 2,061 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 in the intercensal period 2011-2016, the primary school age population is expected to be 1,960¹ pupils in the study area, which is an increase of 529 pupils. Therefore, the number of children within the study area requiring school places would remain lower than the capacity of existing primary schools.

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 824 within the assessment area, which represents 7.8% of the total population residing in the area. As illustrated in the Table 8 below, there was a slight growth in the number of school-attending population in both Gorey Urban and Rural ED's over 2011-2016. Accordingly, Gorey Urban ED recorded an increase of +43 pupils (+19% growth rate), and Gorey Rural ED experienced an increase of +136 pupils (+32.5% growth rate).

Table 8. 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
Gorey Urban	051	269	2.6	226	2.3	0.2
Gorey Rural	052	555	5.3	419	4.4	0.9

Source: CSO StatBank

As summarised in Table 3 (Section 3.1), there were 2,566 school places to cater for the post-primary school population in the assessment area during 2020-2021 academic year and this is excluding the additional capacity provided by the recently-opened Gorey Educate Together School. 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 expected to be 1,137² pupils in the study area, which is an increase of 313 pupils. Therefore, the number of children within the study area requiring school places would remain lower than the capacity of existing post-primary schools.

¹ This is calculated by applying an annual growth rate of -0.05 to Gorey Urban ED and 5.93 to Gorey Rural over the 2018-2023.

² This is calculated by applying an annual growth rate of 3.2 to Gorey Urban ED and 5.4 to Gorey Rural over the 2018-2023.

3.2.3 Demand Generated by the Proposed Development

The proposed development comprises 421 no. residential dwellings, comprising of a mix of houses and apartments. The breakdown of these units are as follows:

Table 9. Proposed Residential Mix Statistics

Dwelling Type	Bedroom Provision	No. of Units
Apartments & Duplex Units	1 Bed	80
	2 Bed	171
	3 Bed	37
Houses & Duplex Houses	3 Bed	115
	4 Bed	18
Total no. of Units		421

Excluding the 1-bedroom apartment/duplex units, this leaves a total of 341 no. units that can be deemed to accommodate families and therefore may generate demand for school places. As mentioned earlier, Census 2016 recorded an average household size of 2.7 persons per unit for the assessment area. Applying the average household size to 341 apartment/duplex units capable of accommodating families would generate 921 total residents in total within these units.

Across the assessment area's population in 2016, 13.7% were in the 5-12 age cohort and 7.9% were in 13-18 age cohort. When the proportion of primary school-attending population is applied to the total number of potential residents in 2-, 3-, and 4-bedroom units, *it is estimated that up to 126 children will be at this age cohort*. Applying the same methodology to the post-primary school-attending population, *it is estimated that 73 children of post-primary school age would reside within the scheme*.

3.2.4 Cumulative School Demand

As outlined above, the combined schooling needs of children from the proposed development would be 199 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 2,061 school places to cater for primary school population of the area. However, the maximum potential capacity of the primary schools identified in this assessment stood at 2,152 no. pupils as recorded for the academic year of 2018-2019. In 2023, should the population follow the same growth path that 2011-2016 intercensal figures, the demand for primary school places will be 1,960 pupils. An additional of 126 potential pupils is expected to be derived from the proposed scheme. This suggests an overall of 2,086 pupils by 2023, which falls well below the maximum potential capacity mentioned above.

In terms of post-primary school needs within the assessment area, there are currently 2,566 school places to cater for post-primary school population of the area. However, this is excluding the additional capacity of 600-1,000 no. pupils provided by the recently-opened Gorey Educate Together School. In 2023, should the population follow the same growth path that 2011-2016 intercensal

figures, the demand for primary school places will be 1,137 pupils. An additional of 73 potential pupils is expected to be derived from the proposed scheme. This suggests an overall of 1,210 pupils by 2023, which falls well below the actual enrolment figures mentioned above.

In light of the above, it is submitted that the current provision of educational facilities in the area can sufficiently cater the town's future population and the influx of population arising from the proposed development, and therefore, the scheme is considered to be consistent with the relevant policies and guidelines.

4.0 CONCLUSION

Downey have prepared this School Provision Assessment on behalf of Gerard Gannon Properties, in support of this planning application for the proposed Strategic Housing Development on lands at Kilnahue & Gorey Hill, Carnew Road & Kilnahue Lane, Gorey, Co. Wexford. Planning permission is sought for the construction of a mixed-use development comprising a total of 421 no. residential units including 133 no. houses (115 no. 3 beds and 18 no. 4 beds), 228 no. apartment units (76 no. 1 beds, 145 no. 2 beds, and 7 no. 3 beds), 60 no. duplex units (4 no. 1-bed apartment units, 26 no. 2-bed apartment units, and 30 no. 3-bed houses), all with associated car parking and bicycle parking spaces, areas of commercial and amenity space, and 1 no. childcare facility.

This Assessment identifies 6 no. primary schools, and 4 no. post-primary schools located within the assessment area, which is defined as Gorey Urban and Rural ED's. It then provides a detailed evaluation of maximum and available capacities of the schools, as well as their catchment area, defined as the walkable distance to these facilities.

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 generally sufficient capacity of both primary and post-primary schools in the area to cater for the future population and proposed development. It is important to note that the proposed development will also help to sustain the existing facilities, and support a sustainable development of lands within Gorey.