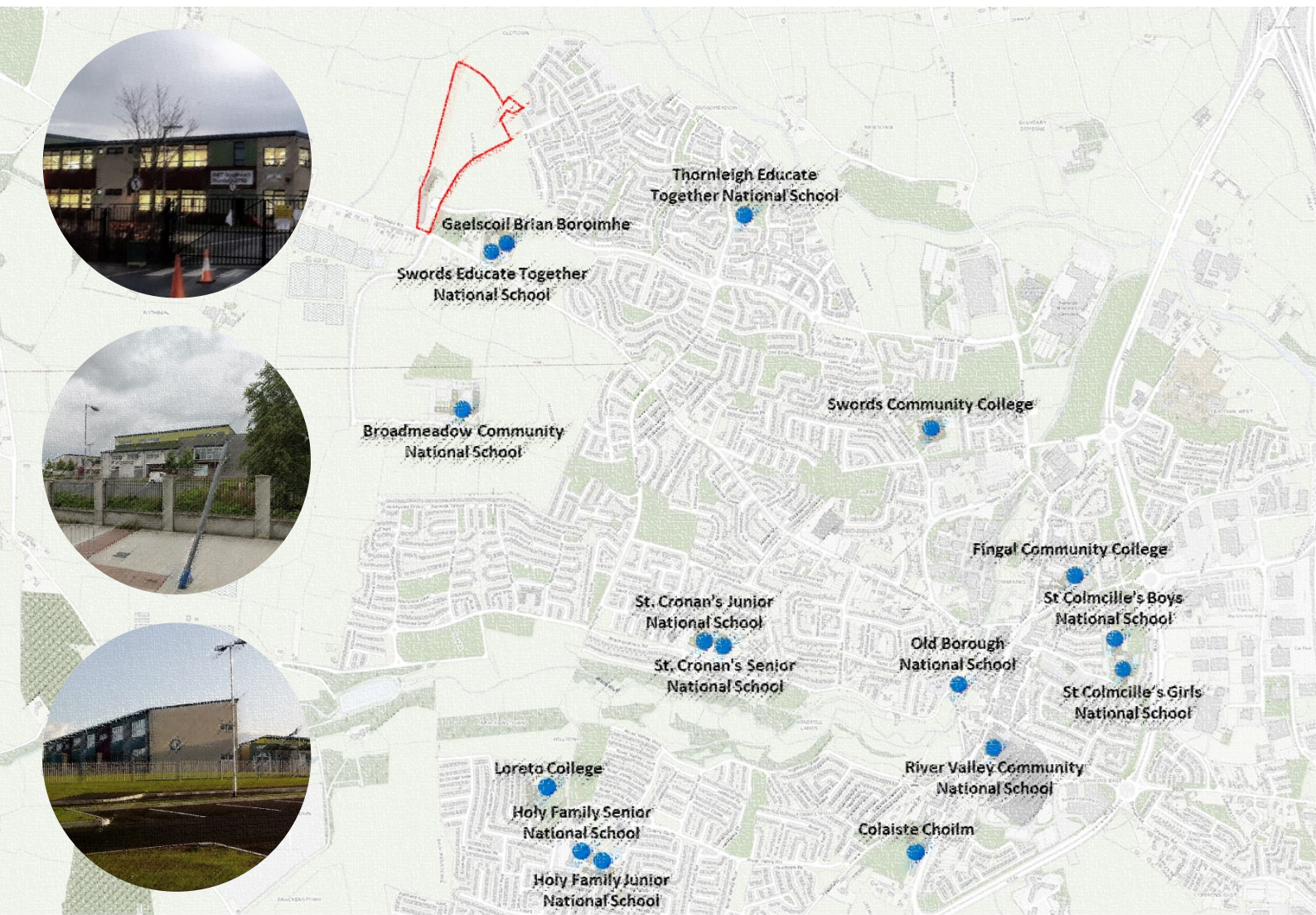


SCHOOL DEMAND ASSESSMENT REPORT



Proposed Strategic Housing Development on Lands at Oldtown, Swords, Co. Dublin

Applicant: Gerard Gannon Properties

March 2022

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Downey Planning Document Control			
	Name	Date	Version
Prepared by	Elahe Saki MIPI Consultant Planner	21/02/2022	DRAFT_V01
	Elahe Saki MIPI Consultant Planner	03/03/2022	DRAFT_V02
	Elahe Saki MIPI Consultant Planner	16/03/2022	DRAFT_V03
Approved by	Eva Bridgeman MIPI Director	25/02/2022	FINAL_V01
	Eva Bridgeman MIPI Director	03/03/2022	FINAL_V02
	Eva Bridgeman MIPI Director	31/03/2022	FINAL_V03

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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 North of Rathbeale Road and to the west of Miller's Avenue and Glen Ellan Road, Oldtown, Swords, Co. Dublin. The proposed development subject to this SHD application provides for construction of a total of 377 no. residential dwellings, comprising 173 no. houses (9 no. 2 beds, 147 no. 3 beds, and 17 no. 4 beds), 204 no. apartment/duplex units (98 no. 1 beds, 104 no. 2 beds, and 2 no. 3 beds), with 1 no. childcare facility and associated car parking and bicycle parking, landscaping, boundary treatments, and all associated engineering and site development works necessary to facilitate the development including the proposed stormwater storage tank and overflow outfall gravity sewer to the Broadmeadow River with associated manholes on lands locally known as the Celestica/Motorola site, junction of Glen Ellan Road and Balheary Road, and at/on Balheary Road, along with the proposed vehicular/service access onto Balheary Road.

This report is being submitted as part of the response to Specific Information item 1 of the An Bord Pleanála pre-application consultation Opinion Letter issued on 16th December 2020 (ABP-307498-20), seeking "A report identifying demand for school places likely to be generated by the proposal and the capacity of existing schools in the vicinity to cater for such demand." As such, this report will provide a detailed assessment of the existing school provision within the subject area, as well as the future demand arising from the proposed development, thus assessing the current capacity of the surrounding environs as well as whether the existing facilities would be sufficient to cater for the proposed development. 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), and*
- *Fingal Development Plan 2017-2023.*

It is noted that the subject site forms part of the Oldtown and Moorestown lands in Swords, which were previously informed by the Oldtown-Moorestown Local Area Plan 2010-2016. The LAP had also been extended for a further five years from 13th July 2015 up to 12th July 2020. This final phase of

developing the Oldtown lands has been designed and proposed within the spirit of the LAP, which has since expired.

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 Swords.

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 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 Swords

No.	Roll No.	School Name	Current Project Status
1	20528H	Swords South Primary	School opened in September 2019 in interim start-up accommodation. Site acquisition process
2	20529J	Swords North Primary - Broadmeadow CNS	School opened in September 2020 in interim start-up accommodation. Pre-stage 1
3	60810B	Loreto College	Pre-stage 1
4	70120F	St. Finian's CC	Stage 2b (detailed design)

Source: DoES, February 2022

It is noted that the foregoing educational facilities are all 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 an educational facility 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 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 assessment area. The database provided by 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

2km radius of the subject site. It is noted that with respect to the spatial scope of demographic studies of the following assessment comprising of Swords-Lissenhall, Swords-Glasmore, and Swords Village ED's (see Figure 6), those schools which are located out of the 2km radius but are catering for the assessment area were also utilised within the analysis. Thus, there are currently 12 no. primary schools catering the assessment area.

Downey have assessed the DoES records in relation to details pertaining to these facilities (Table 3), 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 2.

As illustrated in Table 2, latest available data indicates that the existing primary schools within the assessment area provide for a total maximum potential capacity of 4,604 no. pupils for the 2021-2022 academic year, and this can be stretched to provide for up to 4,822 no. pupils, even when excluding the Broadmeadow and River Valley CNS's which came into operation recently (Table 3). With respect to Downey's survey, there is some spare capacity within the primary schools in the vicinity of the site.

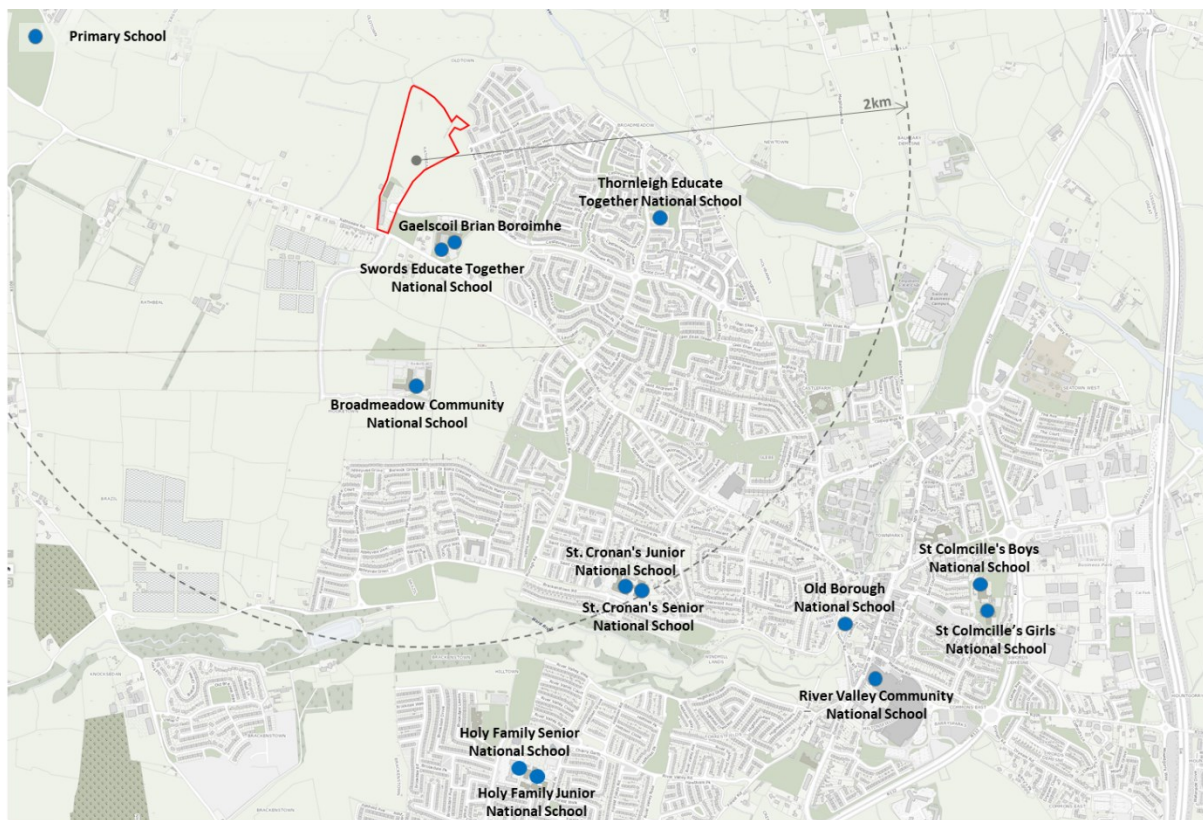


Figure 1. Existing Primary Schools within the Assessment Area

As shown on the Figure 1 above, there are 6 no. primary schools in the 2km radius of the subject lands and an overall of 12 no. primary schools catering the assessment area. This would provide for a good level of accessibility to the schools from the subject lands and across the townland of Swords. It is important to note that of the overall enrolments of 4,604 no. pupils in 2020-2021, 2,355 enrolments were recorded for boys and 2,249 enrolments for girls.

Table 2. Primary Schools Catering the Assessment Area (source: DoES & Schooldays.ie)

	Roll No.	Name	Address	Enrolments 2021-22
Within 2 Km Radius of the Subject Lands	20145O	Swords Educate Together National School	Applewood, Swords, Co. Dublin	Boys: 249 Girls: 189
	20095C	Gaelscoil Brian Boroimhe	Seanbhaile Bothar, Chill Dheaglain, Sord Contae Atha Cliath, Co. Dublin	Boys: 240 Girls: 220
	20529J	Broadmeadow Community National School	Mooretown, Swords, Co. Dublin	Boys: 13 Girls: 17
	19456B	St. Cronan's Junior National School	Brackenstown, Swords, Co. Dublin	Boys: 275 Girls: 237
	19535U	St. Cronan's Senior National School	Brackenstown, Swords, Co. Dublin	Boys: 321 Girls: 265
	20302E	Thornleigh Educate Together National School	Applewood Village, Swords, Co. Dublin	Boys: 153 Girls: 189
Out of 2km Radius from the Subject Lands	12358M	Old Borough National School	Church Road, Swords, Co. Dublin	Boys: 57 Girls: 50
	19721R	Holy Family Junior National School	Forest Fields, Swords, Co. Dublin	Boys: 309 Girls: 325
	19877C	Holy Family Senior National School	Forest Fields, Swords, Co. Dublin	Boys: 344 Girls: 328
	18976W	St Colmcille's Boys National School	Swords, Co. Dublin	Boys: 371 Girls: N/A
	18977B	St Colmcille's Girls National School	Swords, Co. Dublin	Boys: N/A Girls: 390
	20528H	River Valley Community National School	85-87 Main Street, Swords, Co. Dublin	Boys: 23 Girls: 39
Total Maximum Potential Capacity				Boys: 2,355 Girls: 2,249
				Overall: 4,604

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 two schools of Broadmeadow and River Valley CNS's were calculated since the year they came into operation, as they have been opened recently.

Table 3. Historical Trending of Primary School Enrolment in the Assessment 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	
Swords Educate Together National School	441	438	449	445	442	439	438	-0.7%
Gaelscoil Brian Boromhe	474	488	490	490	488	484	460	-3.0%
Broadmeadow Community National School	N/A	N/A	N/A	N/A	N/A	13	30	130.8%*
St. Cronan's Junior National School	635	619	585	575	544	540	512	-19.4%
St. Cronan's Senior National School	565	577	608	625	626	604	586	3.7%
Old Borough National School	105	108	108	108	106	108	107	1.9%
Thornleigh Educate Together National School	325	350	355	353	355	353	342	5.2%
Holy Family Junior National School	694	680	668	650	644	642	634	-8.6%
Holy Family Senior National School	622	670	700	728	726	704	672	8.0%
St Colmcille's Boys National School	410	412	423	416	407	404	371	-9.5%
St Colmcille's Girls National School	412	421	416	432	435	421	390	-5.3%
River Valley Community National School	N/A	N/A	N/A	N/A	15	37	62	313.3%**

* The percentage change for Broadmeadow CNS enrolments has been calculated for the period of 2020-2022, as the school came into operation since September 2020.

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

As illustrated in the Table 3 above, the total enrolments in the operating schools in the academic year 2015-2016 was 4,683 and this followed by a growing trend increasing to its peak at 4,822 no. pupils in the academic year 2018-2019. This was then followed by a declining trend, decreasing from its peak in 2018-2019 to 4,604 no. pupils in 2021-2022. This indicates an overall growth rate of -1.7% over 2015-2022, as shown in the Figure 2 below.

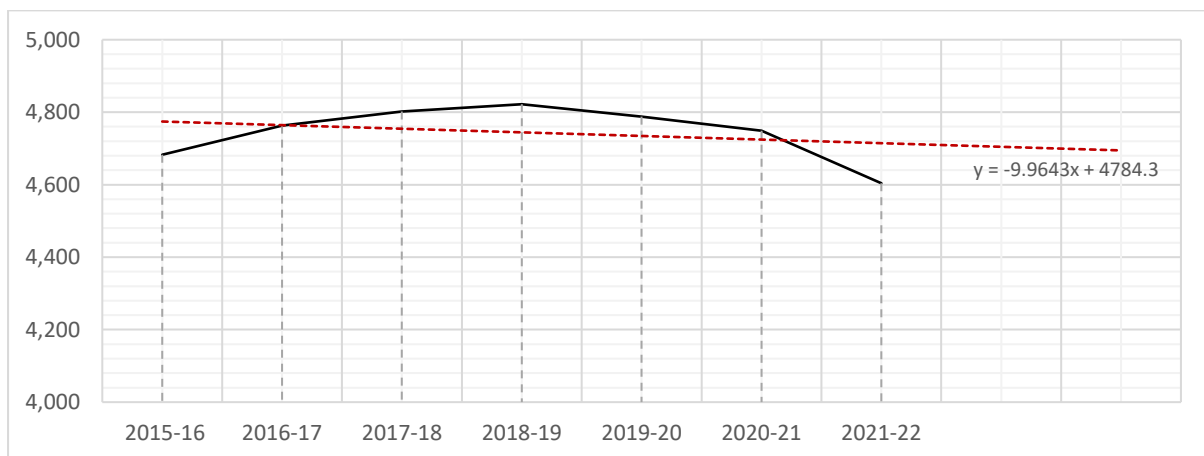


Figure 2. Primary School Enrolments in the Area since 2015 (source: DoES)

The historical trending of enrolments also indicates that the maximum potential capacity of the existing schools can cater for greater school places than what is illustrated on the Table 2 above, in particular when considering the Broadmeadow and River Valley CNS’s which came into operation recently. Furthermore, breaking this trend down into each school, then half of these schools recorded a decline in their number of enrolments, while the rest had an increase in their overall enrolments. Considering the recently-opened schools in the area, this can possibly be explained as a re-distribution

of school-age going population across the operating schools in the assessment area, which is expected to be further enhanced over the coming years.

These factors would indicate that although growth is occurring in the population residing in the area, the overall trending of enrolments for primary school level experienced a slight decline since 2015, which assuming a continuation of prevailing demographic trends is expected to further decline (see the linear dashed trendline marked in red on Figure 2). On the other hand, an increasing capacity for educational facility provision at primary school level can be observed in the townland of Swords, i.e., the Swords South primary school (Rivervalley CNS) opened in September 2019, and Swords North primary School (Broadmeadow CNS) opened in September 2020. It is, therefore, reasonable to conclude that sufficient 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 2 no. registered post-primary schools within 2km radius of the subject lands, and 3 more post-primary schools within reachable distances of the lands (see Figure below) when considering the spatial scope of the study and also the fact that older age pupils are capable of travelling further distances. Therefore, it is submitted that there is an overall total of 5 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 low. The relevant details are summarised in Table 2.

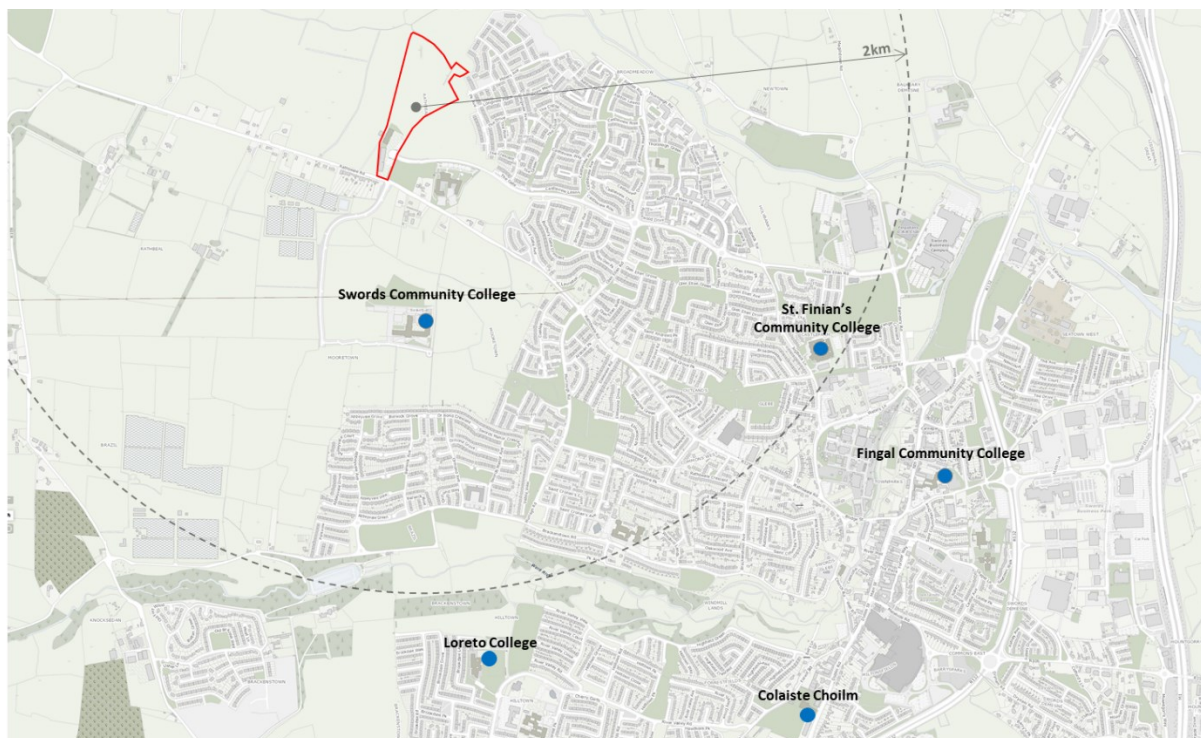


Figure 3. Existing Post-primary Schools within the Assessment Area

As illustrated in the Table 5 below, latest available data indicates that the existing post-primary schools within the assessment area provide for a total maximum potential capacity of 3,222 students for the 2021-2022 academic year, with 1,622 enrolments recorded for boys and 1,600 enrolments for girls.

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

	Roll No.	Name	Address	Enrolments 2021-22
Within 2Km Radius of the Subject Lands	70120F	St Finian’s Community College	St Finian’s Community College, Swords, Co. Dublin	Boys: 315 Girls: 327
	76475D	Swords Community College	Rathbeale Rd, Mooretown, Swords, Co. Dublin	Boys: 334 Girls: 245
Out of 2Km Radius of the Subject Lands	70121H	Fingal Community College	Seatown Road, Swords, Co. Dublin	Boys: 469 Girls: 407
	60810B	Loreto College (all-girls secondary school)	River Valley, Swords, Co. Dublin	Boys: N/A Girls: 621
	60383I	Colaiste Choilm (all-boys secondary school)	Dublin Road, Miltonsfields, Swords, Co. Dublin	Boys: 504 Girls: N/A
Total Maximum Potential Capacity				Boys: 1,622 Girls: 1,600
				Overall: 3,222

Details on enrolment of each post-primary school for each academic year since 2015 is outlined in the Table 5 below. As illustrated, Swords Community College, St. Finian’s Community College, and Fingal Community College experienced a notable growth in the number of enrolments, while the two colleges of Loreto and Colaiste Choilm had a decline in their enrolments, yet each of them recorded an enrolment over 500 no. pupils for the academic year of 2021-2022. Therefore, there is a strong and growing demand for the secondary-level education facilities in Swords.

Table 5. 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	
Swords Community College	-	-	-	53	166	366	579	992.5%*
St. Finian’s Community College	310	618	610	608	647	634	642	107.1%
Fingal Community College	323	701	746	793	854	879	876	171.2%
Loreto College	632	619	625	629	629	628	621	-1.1%
Colaiste Choilm	542	535	553	570	550	532	504	-7.0%

* The percentage change for Swords Community College enrolments has been calculated for the period of 2018-2022, as the school came into operation since September 2018.

As shown on the Figure below, the overall enrolments in the foregoing schools recorded an ever-growing pattern, where it had the sharpest growth over the academic years of 2015-2017, recording a growth rate of c. 37%. This was then followed with growth rates ranging from 2.5% to 6% afterwards to stand at an overall total of 3,222 no. pupils in the academic year of 2021-2022.

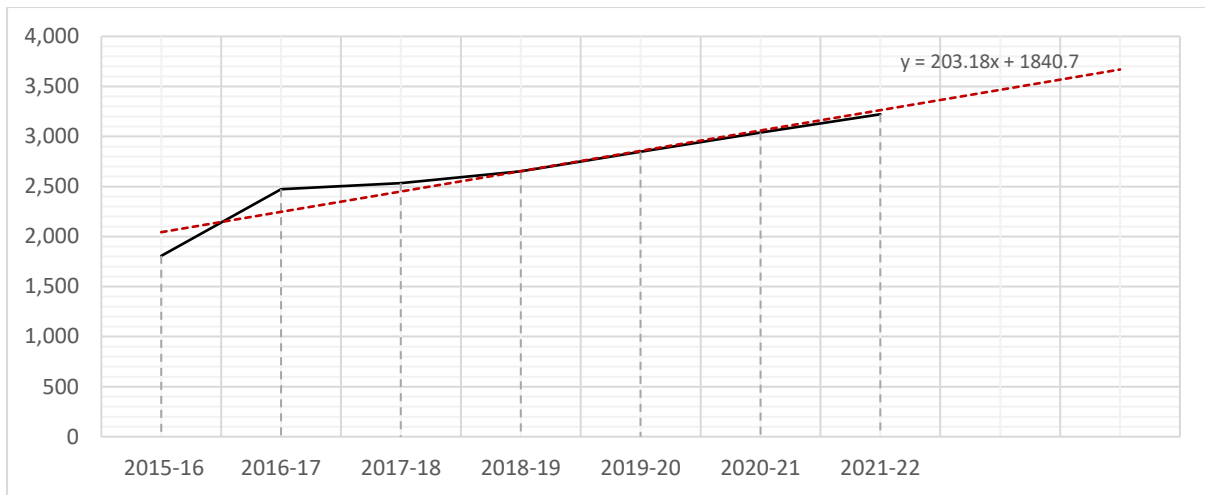


Figure 4. Post-primary School Enrolments in the Area since 2015 (source: DoES)

3.1.3 Catchment Area of the Existing Schools

As part of the threshold for provision of educational facilities, a spatial analysis of the catchment area of the existing schools within Swords 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, comprising of primary and secondary schools, are evenly distributed across the town, providing a good level of accessibility for all residents.

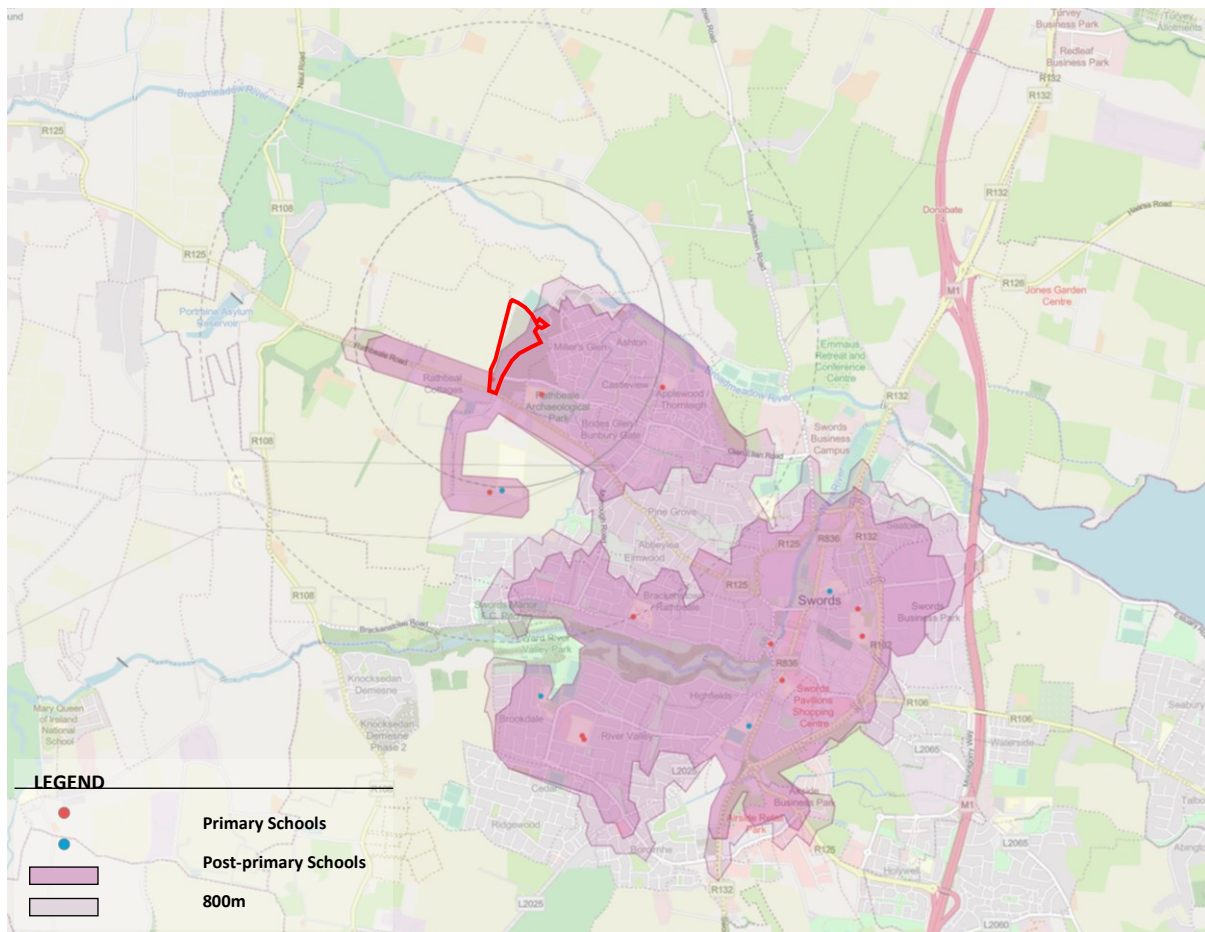


Figure 5. Walkable Buffer Zones from Existing Schools on Street Network, Swords (approximate boundaries of the subject site outlined in red with 2 circular buffer zones dashed in black from the site)

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 Rathbeale Road and Western Distributor Link Road (WDLR).

3.2 Future Demand

3.2.1 Demographic Profile of the Assessment Area

The demographic profile of the assessment area was examined using the Census 2016 result, as the latest Census available on the CSO website. With respect to the site location within the Swords-Lissenhall (ED), in the immediate vicinity of Swords-Glasmore and Swords Village ED's (Figure 6), these ED's were utilised within the following assessment.

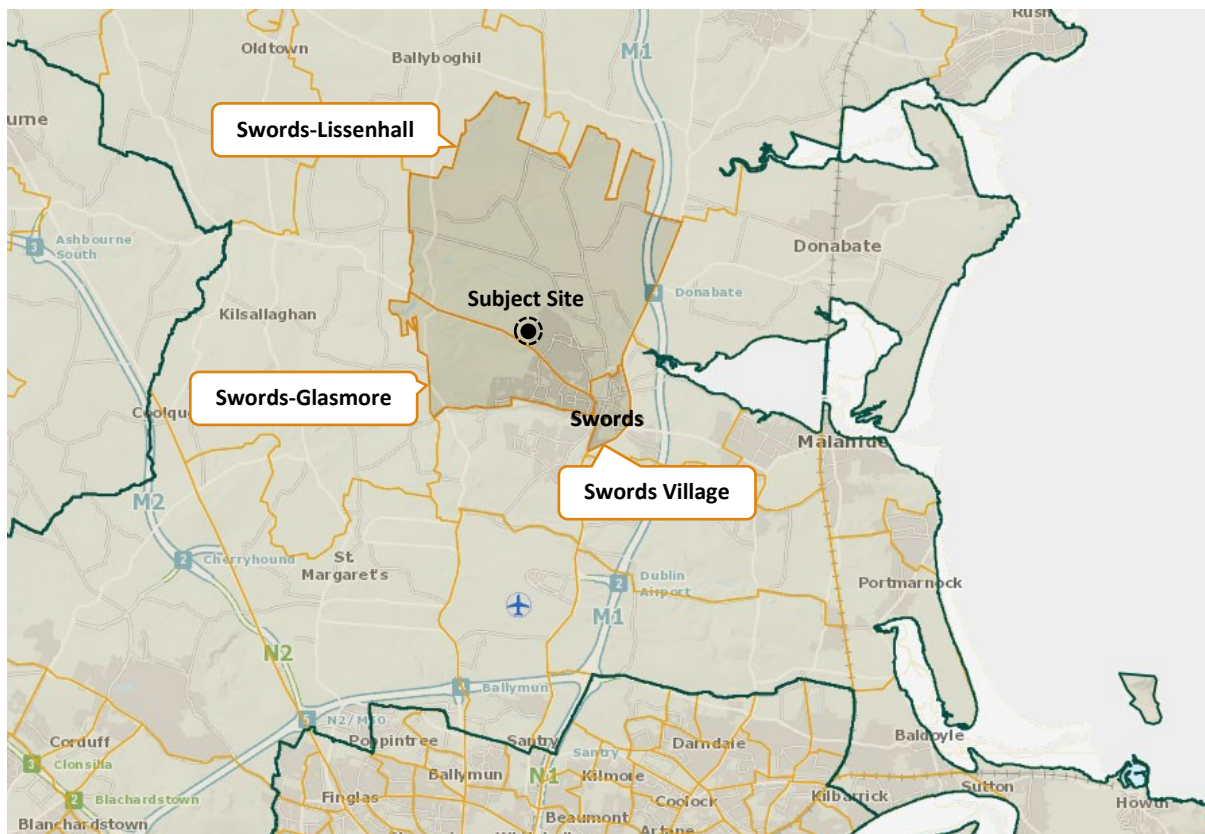


Figure 6. Subject Site Location within the Swords-Lissenhall, Swords-Glasmore, and Swords Villages ED's

Census 2016 results show that the study area's population stood at 20,832 in April 2016, which indicates an increase of 836 (4.2%) since the last Census in 2011. This is submitted to be in line with the overall demographic trend in the County, however, followed by a smaller growth rate than Fingal which stood at 8% for the intercensal period. Breaking down the growth into the ED's, as illustrated in the Table below, other than Swords-Glasmore ED which experienced a slight decline (-0.5% or -37 persons growth), the other two ED's had a growing population with Swords-Lissenhall recording a growth rate marginally higher (8.1% growth) when compared to the overall growth rate for the County. This is also indicative of spatial distribution of Sword's emerging housing demand. It is noted that the subject site falls under Swords-Lissenhall ED.

Table 6. Population Change in the study area against the overall Stats for the County

	Co. Fingal (Administrative Area)	Swords-Lissenhall ED (04038)	Swords-Glasmore ED (04037)	Swords Village ED (04040)
Census 2016	296,020	10,447	7,711	2,674
Census 2011	273,991	9,667	7,748	2,581
Actual Change	22,029	780	-37	93
% Change	8.0%	8.1%	-0.5%	3.6%

Source: CSO StatBank

With an average household size of 3, there were 6,837 private households in the study area in 2016. As shown in the Table 7 below, nearly 62% of the households residing in this area in 2016 were small sized households ranging from 1- to 3-person households (4,219 households). It is noted that the average household size in the Swords-Lissenhall ED stood at 3.1 in 2016.

Table 7. Private Households in the Study Area by Household Size, 2016

Size of Households	Households	Persons	%
1-person Households	1,026	1,026	15.0%
2-person Households	1,834	3,668	26.8%
3-person Households	1,359	4,077	19.9%
4-person Households	1,543	6,172	22.6%
5-person and over Households	1,075	5,853	15.7%
Total	6,837	20,796	-

Source: CSO StatBank

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 2,730 within the assessment area, which represents 13.1% of the total population residing in the area. As illustrated in the Table 8 below, the overall primary-school-attending population in the area recorded an increase of 18% over the intercensal period. The largest share of the growth occurred in Swords-Lissenhall ED, where the subject site falls under (+42%) and is followed by Swords Village ED (+17%). However, Swords-Glasmore ED recorded to have a declining population at this age cohort, decreasing by -9% to 904 persons in 2016.

Table 8. 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
Swords-Lissenhall	04038	1,639	7.9%	1,155	5.8%	42%
Swords-Glasmore	04037	904	4.3%	989	4.9%	-9%
Swords Village	04040	187	0.9%	160	0.8%	17%

Source: CSO StatBank

As summarised in Table 2 (Section 3.1), there were 4,604 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 3,277¹ pupils in the study area, which is an increase of 547 pupils since Census 2016. 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 1,595 within the assessment area, which represents 7.7% of the total population residing in the area. As illustrated in the Table 9 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 5.6% or +84 no. pupils. Accordingly, the Swords-Lissenhall ED was the only area recording +19% growth of its post-primary age population, while the Swords-Glasmore recorded no change, and the Swords Village experienced a decline in this age cohort.

Table 9. 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
Swords-Lissenhall	04038	707	3.4%	592	3.0%	19%
Swords-Glasmore	04037	767	3.7%	768	3.8%	0%
Swords Village	04040	121	0.6%	151	0.8%	-20%

Source: CSO StatBank

As summarised in Table 4 (Section 3.1), there were 3,222 school places to cater for the post-primary school population in the assessment area during the academic year 2021-2022. 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 1,686² pupils in the study area, which is an increase of 91 pupils since Census 2016.

Therefore, the number of children within the study area requiring school places would remain lower than the capacity of existing post-primary schools.

3.2.3 Demand Generated by the Proposed Development

The proposed development comprises 377 no. residential dwellings, comprising of a mix of houses and apartments/duplexes. The breakdown of these units are as follows:

¹ This is calculated by applying an annual growth rate of +0.02 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 cohort over 2011-2016.

² This is calculated by applying an annual growth rate of 0.008 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 cohort over 2011-2016.

Table 10. Proposed Residential Mix Statistics

Dwelling Type	Bedroom Provision	No. of Units
Apartments & Duplex Units	1 Bed	98
	2 Bed	104
	3 Bed	2
Houses	2 Bed	9
	3 Bed	147
	4 Bed	17
Total no. of Units		377

Excluding the 1-bedroom apartment/duplex units, this leaves an overall total of 279 no. units that can be deemed to accommodate families and therefore may generate demand for childcare places. As mentioned earlier, Census 2016 recorded an average household size of 3 persons per unit for the assessment area. Applying the average household size to 279 no. houses and apartment/duplex units capable of accommodating families would generate 837 total residents within these units. Across the assessment area's population in 2016, 13.1% were in the 5-12 age cohort and 7.7% were 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 110 children will be at this age cohort. Applying the same methodology to the post-primary school-attending population, it is estimated that 64 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 174 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 4,604 school places to cater for 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 3,277 no. pupils. An additional 110 potential pupils are expected to be derived from the proposed scheme. This suggests an overall of 3,387 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 3,222 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 1,686 pupils. An additional 64 potential pupils are expected to be derived from the proposed scheme. This suggests an overall of 1,750 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 North of Rathbeale Road and to the west of Miller's Avenue and Glen Ellan Road, Oldtown, Swords, Co. Dublin. The proposed development subject to this SHD application provides for construction of a total of 377 no. residential dwellings, comprising 173 no. houses (9 no. 2 beds, 147 no. 3 beds, and 17 no. 4 beds), 204 no. apartment/duplex units (98 no. 1 beds, 104 no. 2 beds, and 2 no. 3 beds), with 1 no. childcare facility and associated car parking and bicycle parking, landscaping, boundary treatments, and all associated engineering and site development works necessary to facilitate the development including the proposed stormwater storage tank and overflow outfall gravity sewer to the Broadmeadow River with associated manholes on lands locally known as the Celestica/Motorola site, junction of Glen Ellan Road and Balheary Road, and at/on Balheary Road, along with the proposed vehicular/service access onto Balheary Road.

This Assessment identifies 12 no. primary schools, and 4 no. post-primary schools located within the assessment area, which is defined as Swords-Lissenhall, Swords-Glasmore, and Swords Village 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 distances 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 of the 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 residentially zoned lands within Swords.