

School Assessment

For Development at Cartron (townland), Oranmore, Co.
Galway

on behalf of Marshall Yards Development Company Ltd.

June 2024



McCutcheon Halley
CHARTERED PLANNING CONSULTANTS

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1. Introduction

McCutcheon Halley Chartered Planning Consultants have been appointed by Marshall Yards Development Company Ltd. to prepare a School Demand Report to accompany a Large-Scale Residential Development application for 171 no. dwellings units and all associated development works at Cartron (townland), Oranmore, Co. Galway.

The proposed development is composed of an assortment of dwelling types, which could generate the demand for school places. To assess the impact of the proposed development on the existing primary and post-primary school services the following metrics were considered:

- The existing and projected demand for primary and post-primary school places in the area;
- The existing capacity of primary and post-primary schools and potential need for additional capacity;
- Potential alternative school sites in the area.

This report is split into 7 sections as follows:

- Section 2 provides the site context.
- Section 3 outlines the relevant planning policy context.
- Section 4 details the methodological approach of the primary and post-school assessments.
- Section 5 presents the findings for the primary school analysis.
- Section 6 presents the findings for the post primary school analysis.
- Section 7 estimates the projected school aged that the proposed development could generate.
- Section 8 concludes the report.

2. Site Context

The proposed development is situated in the townland of Cartron, which is within the GCC boundary and borders Galway City to the west. The proposed development falls within the settlement boundary of Garraun with the established settlement of Oranmore approximately 1 km to the east (Figure 1). The site is not bordered by any substantial existing residential developments. However, there are detached residential dwellings to south, east, and west of the site. Oranmore train station is located within 400 m from the northeastern corner of the site, offering transport connections to Galway City (westward) and Athenry (eastward). The total gross area of the site is 4.53 ha, and it has extensive road frontage on to Coast Road (R338) (Figure 1).

The primary access point to the site will be via Coast Road (R338) which bounds the site to the south. The railway line, bounding the site to the north, connects the site to Galway City with services running to and from the city approximately every 30 minutes.

In terms of topography, the site slopes in a south-easterly direction with the highest point in the northwestern corner and the lowest point in the southeastern corner of the site. The boundaries of the site contain stone walls with trees and hedgerows in certain places.

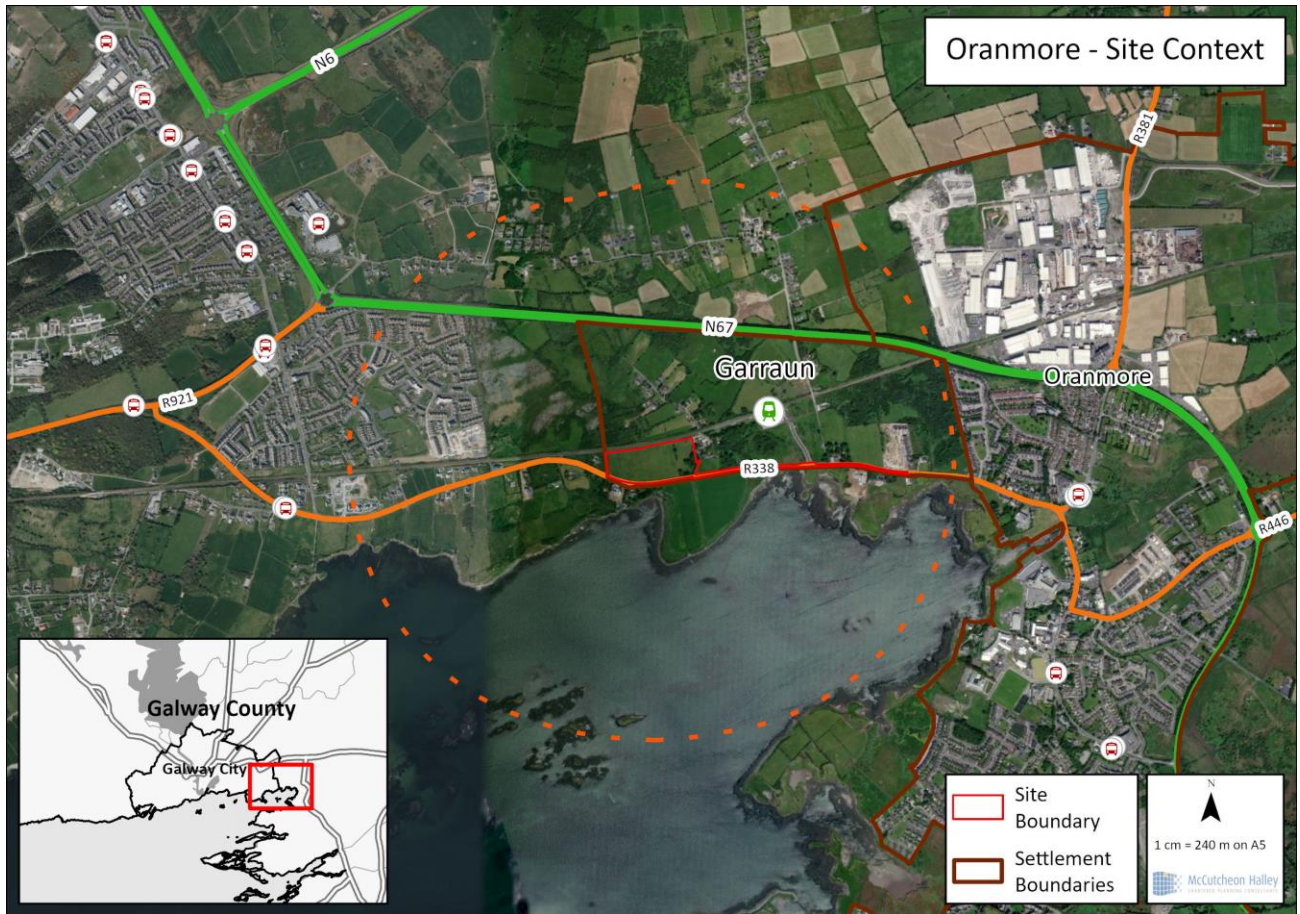


Figure 1: Location of site relative to the existing urban footprint of Oranmore (Sources: CSO, 2023; Tailte Eireann, 2024; Transport Infrastructure Ireland, 2024)

3. Policy Context

The Department of Education (DoE) is responsible for the actual delivery of school facilities. Therefore, local authorities are responsible for long-term planning which makes provision for the delivery of education services that is aligned to population growth. The two sections below provide a brief review of the national and county level policies which affect the delivery of education services.

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

The Provision of Schools and the Planning System: A Code of Practice for Planning Authorities, the Department of Education and Science, and the Department of the Environment, Heritage and Local Government was published in July 2008 and sets out best practice approaches for ensuring that the planning system plays its full part in facilitating the timely and cost-effective roll-out of school facilities. It includes the following three core objectives:

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 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.*

The Guidelines note that planning authorities should take due account of the most recent regional population projections prepared by the Central Statistics Office (CSO) and the Department to forecast future demand for schools.

3.2 Galway County Development Plan 2022-2028

The Galway County Development Plan (GDP) 2022-2028 is aligned with the key national and regional development directives of which education is no exception. The GDP 2022 discusses impacts of development on education provision in Chapters 11 and 15.

Chapter 11 of the GDP provides an account of the development of communities through the investment in social infrastructure. Section 11.9 of Chapter 11 discusses the role that planning plays within the provision of education facilities within Galway County. In this vein the GDP 2022 notes that that education creates various positive socio-economic externalities by providing the base for further education later in life and in turn provides employment for those working in education related fields. The GDP 2022

commits to the co-location of primary and post-primary schools in areas of high sustainable mobility, accessible to existing public open spaces, and complimentary community uses that children could frequent outside school hours. The importance of education is encapsulated within seven policy objectives that are aimed at the provision and management of childcare facilities which state:

EDU 1 Educational Facilities

Facilitate the provision of primary, second-level, third-level, vocational, outreach, research, adult and further educational facilities, lifelong learning facilities and digital capacity for distance learning to meet the needs of the County. Multiuse facilities which can accommodate both educational and childcare facilities are also encouraged.

EDU 2 Provision of Educational Facilities in Large Residential Developments

- a) Provide new educational facilities in accordance with the guidance set out in Guidelines on Sustainable Residential Development in Urban Areas;*
- b) Recognise that new residential communities can generate demand for additional school places and that it is vital to the process of supporting sustainable communities, that the necessary increased capacity in school facilities, either in the form of new schools, or the expansion of existing schools, is supported;*
- c) Work closely with the Department of Education & Skills to ensure that there are sufficient lands identified in zoning plans and cognisance of the existing and future educational requirements, for sites for future school provision in order to ensure that the necessary increased capacity in school provision is provided in a timely manner while also maximise the opportunities for use of walking, cycling and use of public transport.*

EDU 3 Future Education Uses

Ensure that existing and new school sites are protected for educational use and lands adjacent to existing schools are protected for future educational use to allow for expansion of these schools, if required, subject to site suitability.

EDU 4 Connaught-Ulster Technological University

Support the development of the Connaught-Ulster Technological University to deliver a broad range of high-quality dedicated Higher Education and training in each associated campus in the Region.

EDU 5 Shared use of educational and community facilities

Promote the shared use of educational and community facilities for community and non-school purposes where possible.

EDU 6 Fast food outlets located close to schools

It is the policy objective of the Planning Authority to give careful consideration to the appropriateness and location of fast food outlets in the vicinity of schools and, where considered appropriate, to restrict the opening or expansion of new fast food/takeaway outlets in close proximity to schools so as to protect the health and wellbeing of schoolgoing children.

EDU 7 Active school flag programme

Support the progression of the active school flag programme in schools in the County.

Chapter 15 details the development management standards for the GDP 2022. Education facilities area discussed within two of the development management standards, they are 31 and 53. Of these two development management standards, 53 outlines the factors that need to be reviewed prior to the placement of community facilities which includes education facilities. These factors are as follows:

- *Overall need in terms of existing infrastructural deficit and opportunity for community gain;*
- *Practicalities of site location in terms of relating to uses, impact on local amenities, desirability and accessibility;*
- *The potential multifunctional use of community facilities;*
- *Conformity with the requirements of appropriate legislative guidelines e.g. childcare facilities;*
- *The Planning Authority supports the retention of existing school sites for community use once the existing school has been relocated to an appropriate site. The existing site could be redeveloped as a multi-purpose community centre providing a range of facilities for the local community, including community meeting rooms, youth facilities, games rooms, senior citizens facilities, sports and cultural facilities. The facility should have safe access for vehicles, pedestrians and cyclists. Safe public parking/bus stop should be provided in close proximity as appropriate.*

The above serves to illustrate that this report has considered national and local policy guidance on the provision school facilities. The purpose of this report is to demonstrate that the potential demand for school places generated by the proposed development will act to sustain the needed demand to justify existing school services in the area. Instead of adversely affecting the supply of school spaces within the catchment areas.

3.3 Garraun Urban Framework Plan

The Garraun UFP aims to create a settlement that is grounded in sustainable living through transport orientated development. The UFP for Garraun

earmarks the existing Oranmore train station, 400 m to the northeast of the proposed development, as a catalyst for development. Residential and transport developments will be orientated toward the Oranmore train station by prioritising non-motorised transport and public transport infrastructure.

In relation to the provision of education services, the Garraun UFP dedicates an objective to education services. GUFP 4 (labelled GUFP 3 in text) discusses what the Garraun UFP plans to achieve with the inclusion of community services which includes education facilities and states the following:

Promote the provision of and improvement of a diverse range of community facilities within the Garraun Urban Framework Plan. For Large scale development community facilities shall be in situ prior to the completion or occupation of the development unless otherwise agreed by the Planning Authority.

In line with this objective the Garraun UFP dedicates a large tract of land to the east of the Garraun UFP area. The total area of this tract of land measure more than 5 ha and would provide the needed space to place education facilities within the Garraun UFP.

3.4 Existing Lands Zoned for Education

As per the GDP 2022, a total of 3 areas are dedicated for community facilities in the Garraun and Oranmore. The locations of these areas are presented in the GDP 2022 zoning plan, which zoned 3 parcels of land for community purposes within the Garraun and Oranmore settlement boundaries (Figure 3). The ID, existing use, zoning description, and the area for each parcel is presented in Table 1 below. The addition of schools on these three parcels will complement the existing 3 primary and 1 post-primary schools in Oranmore (Figure 2). One of the three parcels zoned for community facilities is located to the east of the site boundary of the proposed development. Therefore, the proposed development is aligned with the future development plans of the council. Furthermore, the proposed development will serve to provide the necessary school-going population to justify the placement of schools within the Garraun settlement boundary.

Table 1: Lands Zoned for Education Purposes in Oranmore (Source: Adapted from Cork City Council, 2024)

ID	Existing Use	Zone Description	Ha
2418	Undeveloped	Promote the provision of and improvement of a diverse range of community facilities within the Garraun Urban Framework Plan. For Large scale development community facilities shall be in situ prior to the completion or occupation of the	5.2
2499	Undeveloped and Agricultural		6.2
2606	Undeveloped and Agricultural		1.1

		development unless otherwise agreed by the Planning Authority.	
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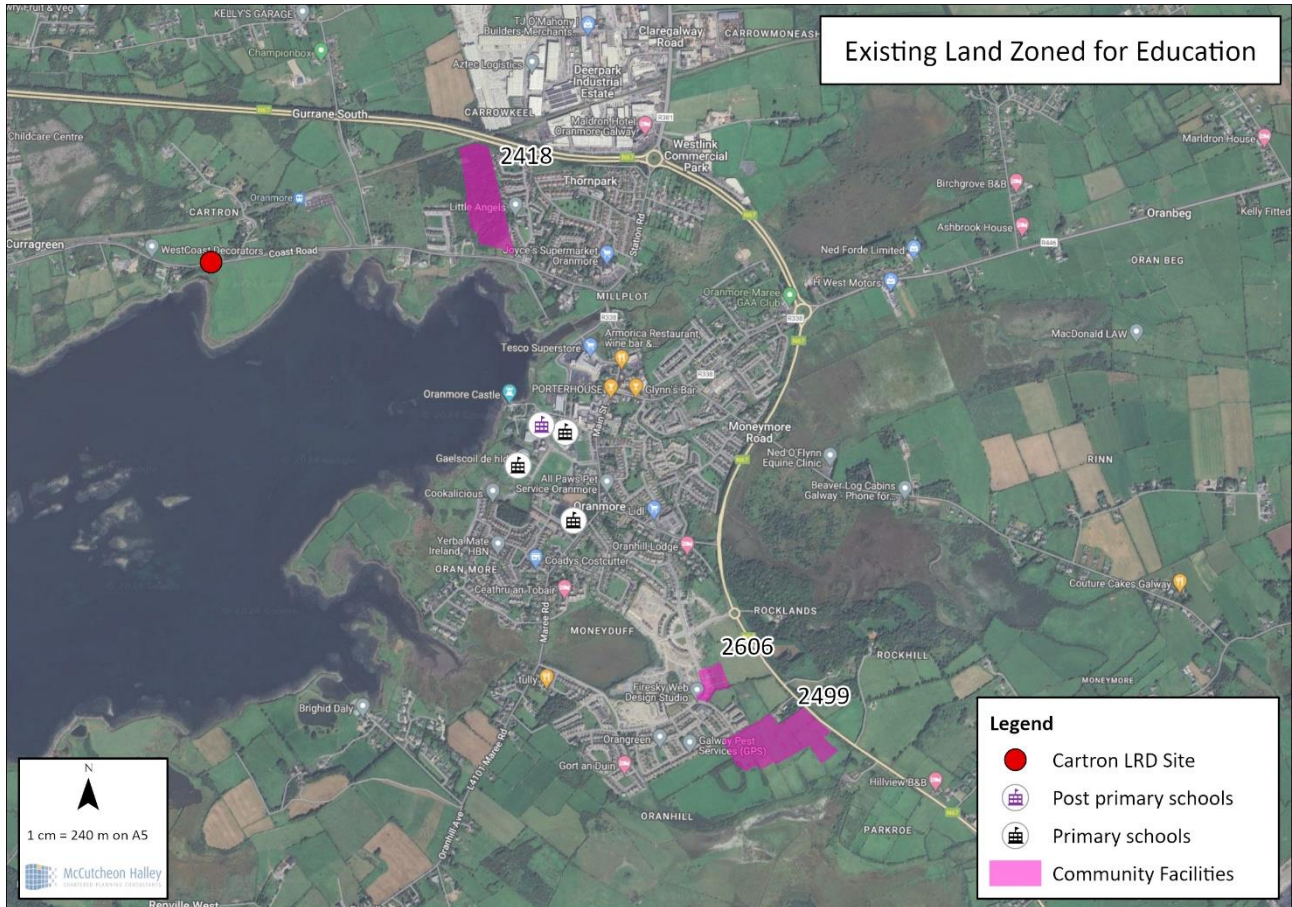


Figure 2: Land Zoned for Education Purposes in Oranmore (Source: Cork City Council, 2024)

4. Assessing the Need and Demand for Primary and Post-Primary Schools

The methodological approach outlined in this section consists of three broad stages. The first stage defines two study areas that will confine the assessment of primary and post-primary school services, respectively. The second stage investigates the need and demand for primary school services within the defined study area. The third stage examines the need and demand for post-primary school services.

This report defined two separate study areas, one for primary schools and the other for post-primary schools. Each study area is based on data contained in the Census 2022 profile Employment, Occupations, and Commuting (CSO, 2023 (2)). Using the data from Table F7065 and Table F7067, the average journey time for those aged 5-12 and 13-18 in Galway County was obtained. Then, the average journey time was weighted according to the share and average speed of each mode of transport used by 5-12- and 13-18-year-old commuters. This produced a drive time area which was used to derive a buffer distance that served as the catchment area.

The primary schools and small area boundaries falling within the primary school catchment area were selected. The location and the enrolment figures of a primary school was sourced from the annual list of primary schools compiled by the DoE. This list was used to calculate the total number of primary schools, the total number of enrolments, the average number of enrolments per primary school, and the estimated capacity of primary schools within the catchment area. The estimated capacity of primary schools was calculated using the Pupil to Teacher Ratios (PTR) of 26 pupils to 1 teacher. The demand for primary schools is estimated by calculating the percentage change in historic enrolment figures, determining current enrolments per year, and estimating future demand based on Census 2022 data.

The post-primary schools and small area boundaries falling within the post-primary school catchment area were selected. The location and the enrolment figure of a post-primary school was sourced from the annual list of post-primary schools compiled by the DoE. This list was used to calculate the total number of post-primary schools, the total number of enrolments, the average number of enrolments per post-primary school, and the estimated capacity of post-primary schools within the catchment area. The estimated capacity of post-primary schools was calculated using the maximum historic enrolment figure for each school and the average enrolments per school for the latest academic year. The demand for post-primary schools is estimated by calculating the percentage change in historic enrolment figures, determining current enrolments per year, and estimating future demand based on Census 2022 data.

5. Need and Demand Assessment for Primary Schools

This section will provide further detail on the supply and demand of/for existing primary school services in the defined catchment area. This section will define the catchment area, examine the supply figures, state the demand numbers, and conclude by estimating the estimated capacity of primary schools.

5.1 Study Area – Primary Schools

To define the catchment area for the assessment of primary schools, data from the Census 2022 profile Employment, Occupations, and Commuting was used (CSO, 2023 (2)). The average journey time of commuters aged 5-12 for Galway County was 11 minutes in 2022 (CSO, 2023 (2)). The share of the modes of travel that commuters aged 5-12 in Galway County used to travel to their destination is presented in Figure 4. Based on the modal share in Figure 3, it is evident that the majority (70%) of commuters aged 5-12-years travel by motor car (as passenger) to school. The average journey time was weighted according to the modal share and average speed of each mode of transport to calculate a straight-line buffer distance. For example, the average journey time of 11 minutes was weighted by 70% for the mode of transport categorised as 'Motor care: passenger' to produce a figure of 7.7 minutes. An average traveling speed of 20 km/h was used to calculate the distance a motor car could travel (in traffic) in 7.7 minutes which amounted to 2.6 km. This calculation was done for each of the remaining nine modes of transport listed in Table F7067 with average traveling speeds as per Table 2 below.

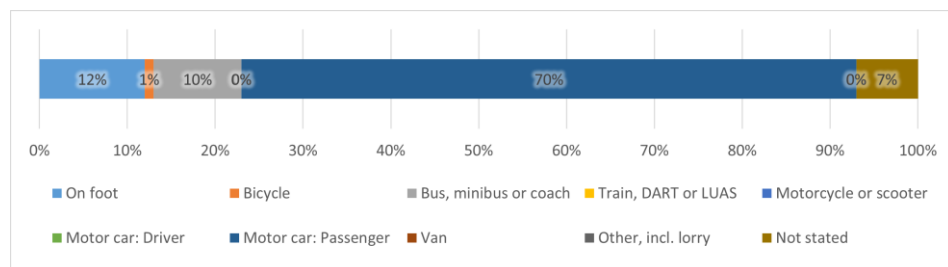


Figure 3: Means of Travel for Commuters Aged 5-12 Years in Galway County (Source: CSO, 2023 (2))

Table 2: Mode Travel and Average Speed Applied (Source: Adapted from CSO, 2023 (2))

Mode of Travel	Average speed (in traffic)
On foot	4 km/h
Bicycle	10 km/h

Bus, minibus or coach and Train, DART, or LUAS	15 km/h
Motorcycle or scooter, Motor car: Driver, Motor car: Passenger, Van, and Other, incl. lorry	20 km/h
Not stated	5 km/h

The product of each calculation was summed to calculate a buffer distance of 2.74 km which was applied to the site boundary and serves as the catchment area to assess primary school services for this report (Figure 4). Using the catchment area as a guide the existing primary schools and the 2022 small area boundaries within the catchment area were identified. The primary schools in the catchment area total 5. Whilst, the total number of 2022 small area boundaries taken into consideration for this report was 60. The catchment data for the both the primary schools and 2022 small area boundaries were aggregated as per the key figures discussed below.

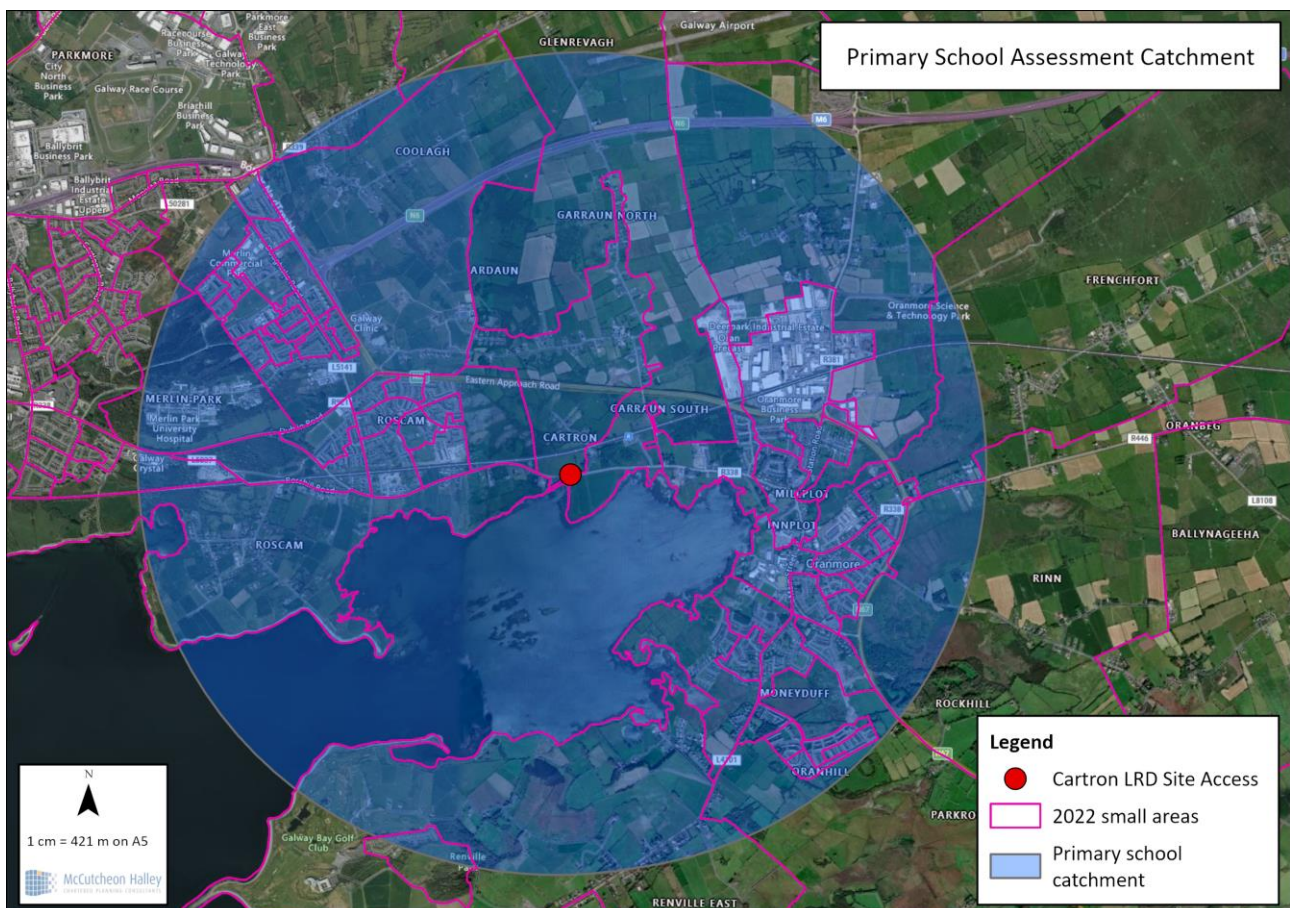


Figure 4: Catchment Area for Primary Schools (Source: CSO, 2023)

5.2 Need Analysis for Primary Schools

During the 2022-2023 academic year there were a total 5 primary schools with enrolments totalling 1,734 (Table 3) within the catchment area. The total number of primary schools represented more than 2.5% of the 198 primary schools in Galway County for the 2022-2023 academic year. Whilst the total enrolments accounted for almost a quarter (7.7%) of the 22,417 total primary school enrolments for Galway County in the 2022-2023 academic year. The average number of enrolments per primary school in the catchment area thus stood at 347 enrolments for the 2022-2023 academic year (Table 4). Using the PTR of 26:1 the estimated capacity of primary schools in the catchment area is 1,794 enrolments.

Table 3: Primary Schools Enrolment Figures for the 2022-2023 Academic Year (Source: DoE, 2023)

Roll Number	Official Name	Enrolments 2022/23
04506F	Scoil Na Ngasur	262
13365O	Scoil Mhuire	434
17845C	Scoil Mhuire	228
19998O	Gaelscoil De Hide	435
20350P	Merlin Woods Primary School	375
Total		1,734

Table 4: Key Enrolment Statistics and Estimates for Primary Schools within the Catchment Area (Source: DES, 2023)

Statistic	Study Area 2022/23
Enrolment	1,734
Number of Classes	69
Estimated Capacity	1,794
Estimated Available Capacity	60
Number of Schools	5
Average Enrolments per School	347

Based on the average enrolments and estimated capacity figures contained in Table 4, there is an adequate supply of primary schools in the catchment area. However, none of the 5 primary schools had an enrolment figure below the median enrolments per school for Galway County which implies that the primary schools in the catchment area are accommodating higher enrolments figures than what is the norm for Galway County. The total estimated available capacity for the catchment was more than the total enrolments for the academic year 2022-2023. This implies that catchment can accommodate an additional 60 primary school enrolments, *ceteris paribus*.

5.3 Demand Analysis for Primary Schools

Figure 5 displays the historic primary school enrolment figures for the catchment area. The overarching trend in the historic enrolment figures for

the catchment area is downward (Figure 5). With the catchment recording decreases in the total number of enrolments for 2 out of the last 3 academic years. The largest decrease was recorded between the 2020-2021 and 2021-2022 academic years (Figure 5). The enrolments per year for the catchment area stood at 216 enrolments which is 8 enrolments less than the estimated capacity per year of 224 enrolments (Table 5). The current enrolments per year of 216 is less than the potential enrolments per year for the population aged 0-4 in the catchment area (Table 5). The current enrolments per year represents 89% of the 242 potential enrolments per year for the population aged 5-12 in the catchment area (Table 5). The future demand for primary schools is represented by the population aged 0-4 in the catchment area and Figure 6 provides a breakdown of the total population per age group. The largest age group is the 1-year-olds with 232 and the smallest age group is the 2-year-olds with 190 (Figure 6).

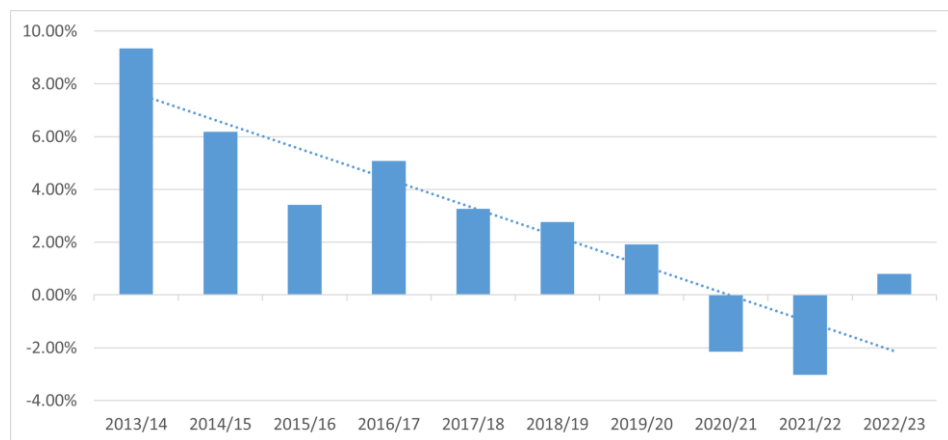


Figure 5: Historic Primary School Enrolment Change Figures for the Catchment Area (Source: DoE, 2023)

Table 5: Key Enrolment per Year Statistics and Estimates for Primary Schools within the Catchment Area (Source: CSO, 2023; DES, 2023)

Statistic	Study Area 2022/23
Enrolments per Year	216
Estimated Capacity per Year	224
Potential Enrolments per Year – 0-4	218
Potential Enrolments per Year – 5-12	242

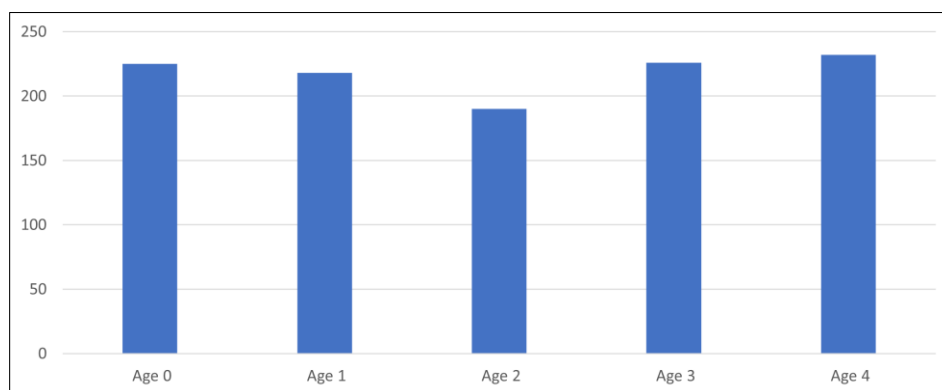


Figure 6: Population in Catchment Aged 0 to 4 (Source: CSO, 2023)

The past, current and future enrolment figures presented above point to a catchment area where the demand for primary school services is likely to remain constant. The historic enrolment figures show that the total enrolments are declining. This downward trend is unlikely to change significantly due to the potential enrolments per year for the population aged 0-4 years being almost equal to the current enrolments per year. It is important to note that although the total population of 4-year-olds is higher than the current enrolments per year the population of 2-year-olds is less than the current enrolment figure. However, based on the estimated capacity per year figure of 224, there is not sufficient existing capacity to accommodate the largest future age groups (Table 5, Figure 6).

5.4 Conclusion

The need and demand analysis of primary schools in the catchment area allows this report to draw two broad conclusions. The first conclusion is that the existing primary schools do have the capacity to accommodate an extra 60 enrolments. Further, given low the enrolment figures of Scoil na nGasur (262) and Scoil Mhuire (228) the capacity of the catchment could be closer to 200 if these schools increased their enrolment a figure closer to the catchment average of 347. The second conclusion is that the demand for primary schools in the catchment is on the increase with the number of 0-4-year-olds per year higher than the current enrolments per year. Therefore, it is likely that the estimated 54 enrolments that proposed development could generate would decrease the current capacity of primary schools in the short term. In the long term, there is a parcel of land zoned for educational use which would accommodate an increase in the primary school population caused by the proposed development.

6. Need and Demand Assessment for Post-Primary Schools

6.1 Study Area

To define the catchment area for the assessment of post-primary schools, data from the Census 2022 profile Employment, Occupations, and Commuting was used (CSO, 2023 (2)). The average journey time of commuters aged 13-18 for Galway was 19 minutes in 2022 (CSO, 2023 (2)). The share of the modes of travel that commuters aged 13-18 in Galway County used to travel to their destination is presented in Figure 7. Based on the modal share in Figure 7, it is evident that the majority (49%) of commuters aged 13-18-years travel by motor car to school. The average journey time was weighted according to the modal share and average speed of each mode of travel to calculate a straight-line buffer distance. For example, the average journey time of 19 minutes was weighted by 49% for the mode of transport categorised as 'Motor care: passenger' to produce a figure of 8.82 minutes. An average traveling speed of 20 km/h was used to calculate the distance a motor car could travel (in traffic) in 9.31 minutes which amounted to 3.1 km. This calculation was done for each of the remaining nine modes of travel listed in Table F7067 along with the average traveling speeds as per Table 2 on page 13.

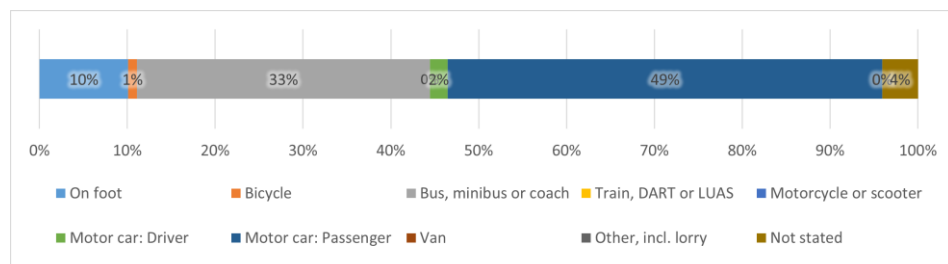


Figure 7: Means of Travel for Commuters Aged 13-18 Years in Cork City (Source: CSO, 2023 (2))

The product of each calculation was summed to calculate a buffer distance of 5 km which was applied to the site boundary and served as the catchment area to assess post-primary school services for this report (Figure 8). Using the catchment area as a guide the existing post-primary schools and the 2022 small area boundaries within the catchment area were identified. The post-primary schools in the catchment area total two. Whilst, the total number of 2022 small area boundaries taken into consideration for this report was 122. The catchment data for the both the post-primary schools and 2022 small area boundaries were aggregated as per the key figures discussed below.

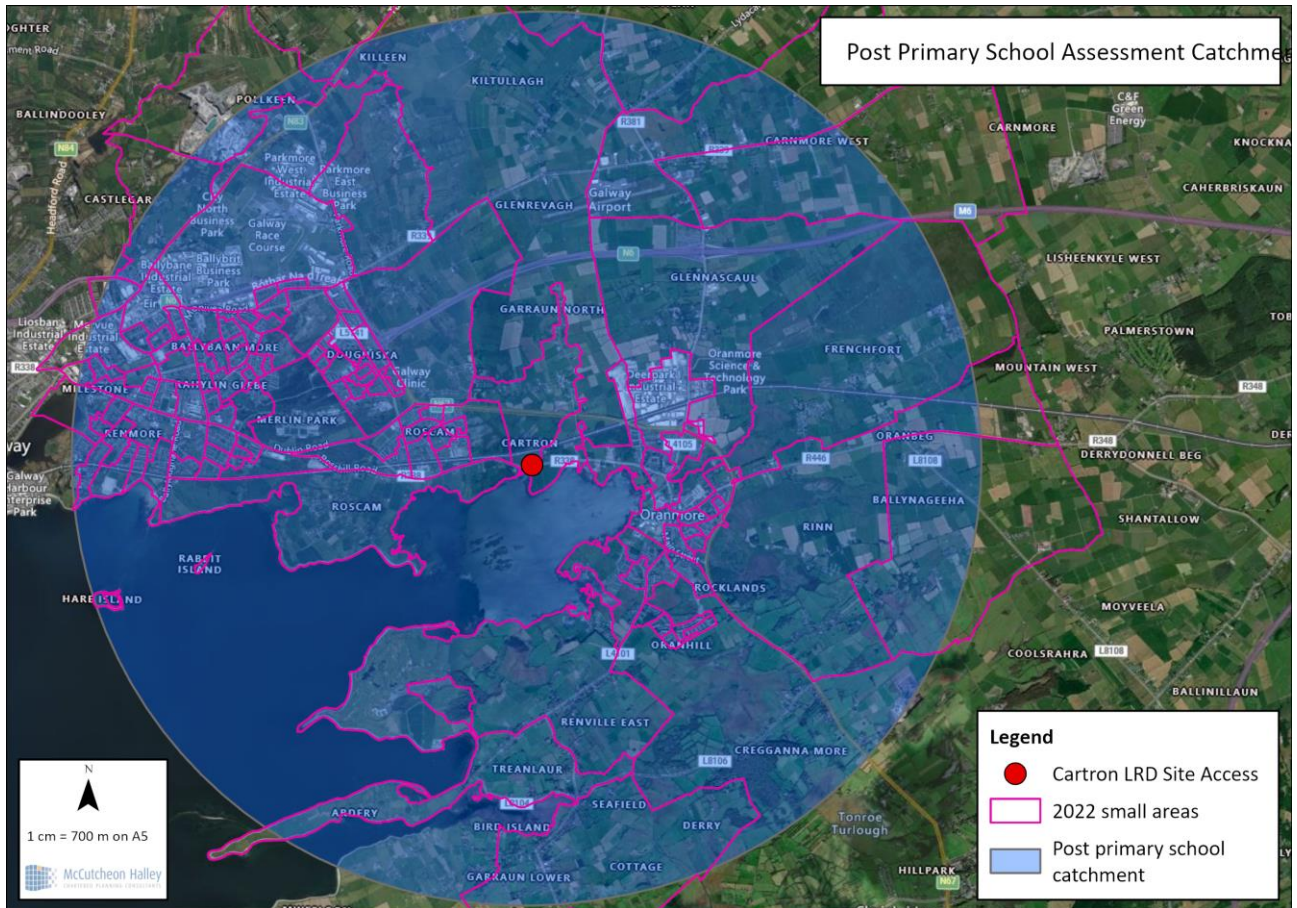


Figure 8: Catchment Area for Post-Primary Schools (Source: CSO, 2023)

6.2 Need Analysis for Post-Primary Schools

During the 2022-2023 academic year there were a total 2 post-primary schools with enrolments totalling 1,615 (Table 6) within the catchment area. The total number of post-primary schools represented 5.6% of the 36 post-primary schools in Galway County for the 2022-2023 academic year. Whilst the total enrolments accounted for 10% of the 16,143 total post-primary school enrolments for Galway County in the 2022-2023 academic year. The average number of enrolments per post-primary school for the catchment area thus stood at 808 enrolments for the 2022-2023 academic year (Table 7). Using the maximum recorded enrolment figure per school the estimated capacity of post-primary schools in the catchment area is 1,615 enrolments.

Table 6: Post-Primary Schools Enrolment Figures for the 2022-2023 Academic Year (Source: DES, 2023)

Roll Number	Official Name	Enrolments
63100I	Calasanctius College	898
76096S	Coláiste Mhuirlinne/Merlin College	717
Total		1,615

Table 7: Key Enrolment Statistics and Estimates for Post-Primary Schools within the Catchment Area (Source: DES, 2023)

Statistic	Enrolments
Total Enrolments 2022/23	1,615
Average Enrolments per post-primary school	808
Enrolments per year 2022/23	269
Maximum Capacity	1,615
Estimated Capacity per Year	269
Estimated Available Capacity - Maximum Based	0

Based on the average enrolments and estimated capacity figures contained in Table 7, there is a strained supply of post-primary schools in the catchment area. No post-primary school in the catchment area had an enrolment figure below the median enrolment per school for Galway County. This implies that the two post-primary schools are operating at capacity levels above what the norm is for Galway County. The total estimated available capacity based on the maximum enrolment figure was 0, which infers that schools in the catchment are operating at capacity.

6.3 Demand Analysis for Post-Primary Schools

Figure 9 displays the historic post-primary school enrolment figures for the catchment area. The overarching trend in the historic change figures for the catchment area is upward with the catchment not recording an instance of negative change since the 2012-2013 academic year. (Figure 9). The latest enrolments per year for the catchment area stood at 269 enrolments which

is equal to the estimated capacity per year (Table 8). However, the current enrolments per year of 269 is almost half that of the potential enrolments per year for the population aged 5-12-year in the catchment area (Table 8). The future demand for primary schools is represented by the population aged 5-12-years in the catchment area and Figure 10 provides a breakdown of the total population per age group. The largest age group is the 8-year-olds with 468 and the smallest age group is the 12-year-olds with 298 (Figure 10).

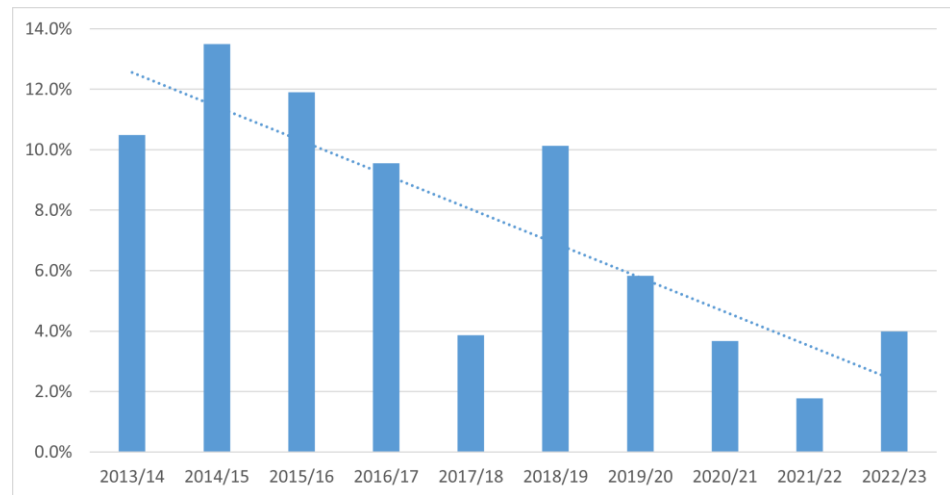


Figure 9: Historic Post-Primary School Enrolment Change Figures for the Catchment Area (Source: DoE, 2023)

Table 8: Key Enrolment per Year Statistics and Estimates for Post-Primary Schools within the Catchment Area (Source: CSO, 2023; DES, 2023)

Statistic	Study Area 2022/23
Enrolments per Year	269
Estimated Capacity per Year	269
Potential Enrolments per Year – 5-12	426
Potential Enrolments per Year – 13-18	414

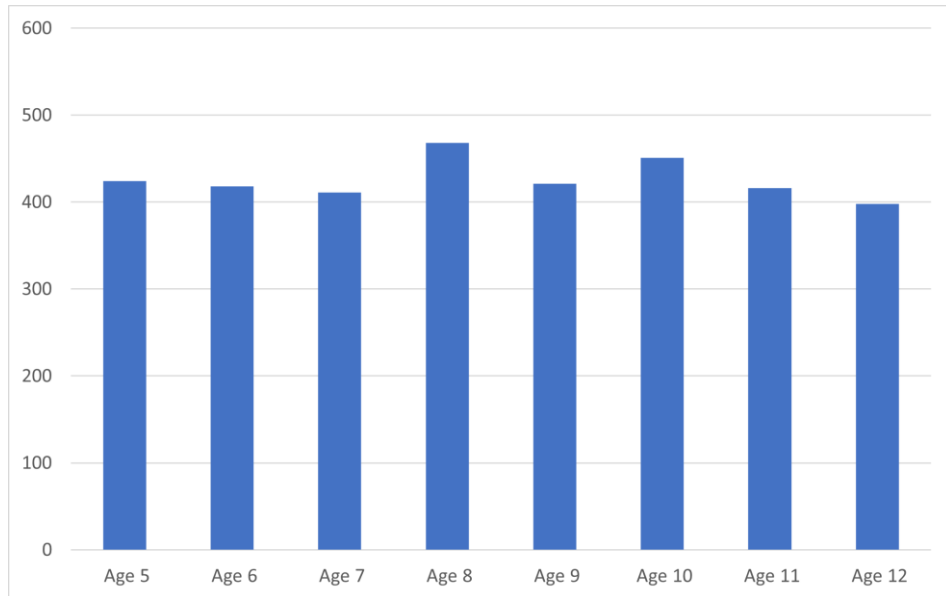


Figure 10: Population in Catchment Aged 5 to 12 (Source: CSO, 2023)

The past, current and future enrolment figures presented above point to catchment where the demand for post-primary school services is to increase in the short-term and long term. This is due to the sustained growth in enrolments since the 2012-2013 academic year. Further, the large difference between the actual enrolments per year and potential enrolments per year for the population cohorts aged 5-12- and 13-18-years is an indication that most of the post-primary school children are enrolled in post-primary schools that are outside the catchment (Table 8). This is a strong indication that the number of schools in the catchment is insufficient to meet the current need for post-primary school services in short and long term.

6.4 Conclusion

The need and demand analysis of post-primary schools in the catchment area allows this report to draw two broad conclusions. The first conclusion is that the existing post-primary schools operating at capacity with limited scope to accommodate more enrolments. The second conclusion is that the demand for post-primary schools in the catchment will remain constant as there is little fluctuation between the figures for the population per age-group for the 5-12-year-olds (Figure 10).

7. School Demand Generated by Proposed Development

Accompanying this report is development yield report, which calculates the estimated population that a proposed development could generate. The methodology used to calculate the figures are provided in the development yield report. For the sake of brevity, this section will only present the results of the development yield report for the estimated primary and post-primary school population will be discussed.

The estimated primary school population that the proposed development could generate is 55 enrolments (Table 9). This figure is within the 60 estimated available capacity within the primary school catchment area. However, it is important note the enrolment figures for Scoil na nGasur (262) and Scoil Mhuire (228) which have 2022-2023 enrolment figures less than that of the average enrolment figure for the catchment. Therefore, the estimated capacity of primary school catchment could be closer to 200.

Table 9: Estimated Primary School Population of the Proposed Development.

Unit type	Number of Units	Catchment Based
2 Bedroom units	75	9
3 Bedroom units	70	37
4 Bedroom units	10	9
Total	155 Units	55 Enrolments

The estimated post-primary school population that the proposed development could generate is 39 enrolments (Table 9). This figure is 39 enrolments more than the 0 estimated available capacity within the primary school catchment area. However, it is important note that there is a large tract of land set aside within the Garraun Urban Framework Plan for the placement community facilities such as schools.

Table 10: Estimated Post-Primary School Population of the Proposed Development.

Unit type	Number of Units	State Based
2 Bedroom units	75	7
3 Bedroom units	70	26
4 Bedroom units	10	6
Total	155 Units	39 Enrolments

The above provides the estimated primary and post-primary school enrolments that the proposed development could generate. In the case of primary school enrolments, the estimated enrolments are with the estimated capacity of the primary school catchment area. However, the proposed

development would add an additional 39 post-primary school enrolments for which there no existing capacity in catchment area.

8. Conclusion

The report concludes that there is a strain on both the existing capacity of the primary and post-primary school catchment areas. However, in the case of the primary school catchment area, there are two schools with enrolment figures significantly less than the catchment average. This implies that the capacity of the primary school catchment area is higher than the estimated capacity figures. Furthermore, the review of land zoned for educational use found that there are three parcels of land zone for education purposes with one close to the site of the proposed development. Therefore, if the proposed development does generate a demand above the capacity of the catchment areas there is provision to accommodate this overflow. This report thus finds that the proposed development does necessitate the provision of a post-primary school in the short term. However, the parcels of land zoned for education close to the proposed development must be safeguarded to ensure that there are available locations for the addition of a post-primary school first and then a primary school.

9. References

- Central Statistics Office, 2023. Small Area Population Statistics, 2023, CSO Ireland.
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- Department of Education, 2023. Primary and Post-Primary School lists. DoE Ireland
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