

A Study of Education Needs in the Inchicore Area

Research and Report by Niall Watters, Unique Perspectives

Canal Communities Partnership
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FOREWORD

As an organisation which focuses on addressing issues of disadvantage and social exclusion, Canal Communities Partnership (CCP) recognises the critical importance that education provision can play in the life of the community. It is long accepted that addressing issues of educational participation and attainment are crucial to the longer term life chances of both children and adults.

This study looks in detail at the education needs of one community in the canals area, Inchicore. As the study shows, this is an area which is experiencing rapid change, both with the significant growth in new housing and the impending redevelopment and regeneration of St. Michael's Estate.

Research for the study was conducted in the first half of 2007 and collated information from the 2006/2007 academic year. The data in the study makes challenging reading. It shows, for example, that nearly all the local schools are at capacity currently and there is no clear sense of a planned response at government level to the inevitable increased demand that all this new housing development will bring.

Responding to the issues and recommendations contained in this report is a challenge for state and community interests alike, but it is one that must be met. Issues such as current and future capacity of local primary schools must be addressed, as must the absence of local secondary school education for boys. And as education isn't just about schools, the other related issues of out of school supports, community education, provision for early school leavers, adult education, must all be considered and responded to.

Inchicore is an area and a community undergoing considerable redevelopment and regeneration. There are many plans and proposals for new housing, new health facilities and community services. In this context, the absence of clear forward planning to meet the future education needs of the area is noticeable. This must change as regeneration and redevelopment programmes, which do not embrace the education needs of children and adults, are simply not sustainable.

CCP looks forward, therefore, to debating this report with other key interests and to pursuing its recommendations in a collaborative manner.

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EXECUTIVE SUMMARY

This research was commissioned by the Canal Communities Partnership (CCP) and guided by a Steering Group consisting of Partnership staff, parents, school and community representatives. Its purpose was to explore the future education needs of Inchicore and its surrounding area in the context of the closure of St. Michael's CBS national school and the challenge posed by the significant population increase ongoing and predicted for the wider Inchicore area.

The methodology for the research involved a review of literature and data relevant to the research; a survey of primary and post primary schools in the area; in depth interviews with 23 stakeholders; and interviews with 48 parents of school going children in and around five local primary schools.

At the outset, the research found that in terms of populations there is an upward trend evident in the area. From the trends seen in Census 2006, it is likely that up to 6% of the projected population, 696 children, will be in the 0-4 age range over the next five to ten years. This represents an increase of 48%. The numbers in the 0-14 age range may be 1671 children over the coming years. This is a 46% increase on current numbers. These are conservative estimates and the research points out that the actual makeup of the population moving into new residential developments will dictate the child population and this will be influenced by a range of factors such as household size and type, family size, number of women in child bearing age range (15-49), fertility rates.

A key finding in the research is in terms of population projections based on imminent residential development. From this, we find that there is likely to be a minimum of 1718 new residential units in greater Inchicore over the next five to ten years which will amount to a 50% increase in the number of households. This does not however include the likely granting of planning permission for additional residential development subsequent to May 2007, from which time the projections were developed. Given the increase in residential dwelling in the area, the population projected for the area will be around 11,602 in the next five to ten years.

Thus, the research highlights how the overall population and demographic trends is likely to place considerable pressure on existing education provision and implies that additional provision will be required. The data also suggests the planning for this need should be a priority in the short term. Overall, the findings coming from the demographic data ask the question of whether current education provision in the area can cope with the likely population increase and the related demand for education places.

The research explored current education provision in the area including non formal education and adult education. There are seven primary schools (with one closing in June 2007), one second level school for girls and a further education college in the area. The majority of schools fall into the disadvantage category covered by DEIS (Delivering Equality of Opportunities in Schools). The information presented reveals that Inchicore based primary schools are at full capacity or very close to it. This is a key finding in the research especially when viewed in the light of the population increases the area is undergoing and will undergo in the medium term.

The research notes that while some primary schools have building plans to cater for current demand and to replace portacabin type rooms, it is not clear to what extent these buildings will cater for increasing demands placed on these and the other schools. The bottle neck in numbers requiring education places in the area is likely to manifest itself over the coming years at this level and also in respect of the transition of the present primary school population to second level. This is particularly the case for boys for whom there is at present no secondary school in the wider Inchicore area.

The research suggests, in population terms, and according to the Department of Education's system for assessing education need, that extra school places will be required. However, 'official' information on this will not be available until the 2011 Census results are to hand. However, and crucially, planned developments and population projections suggest the education need will arrive before the next census.

The research establishes that the most obvious mainstream education gap is in terms of provision for boys at post primary level. The research shows also how the need for young people to make a successful transition to second level is hampered in this context by the lack of such provision. Overall, in view of this, the main need identified is for a mixed / co-education schooling at post-primary level in the local area.

In tandem, there is also a need for adult and community education locally, and school supports such as speech and language therapy, psychological supports, family support and related social and health services.

In addition to this, there are at present no mainstream programmes for early school leavers in the broader Inchicore area. This is another identified need along with education supports such as speech/language therapy, occupation therapy, and psychological services, which were all cited as important education needs. To reiterate a key point, the research suggests that with so many children from the area, especially boys in view of the absence of a local post primary school, travelling out of the area to undertake secondary schooling, this increases the likelihood of those most at risk dropping out of school early.

The majority of respondents in the research suggest that the St. Michael's CBS site should, in one form or other, be kept in educational and community use. The research concludes that this site should become an educational and community hub of some sort which includes post primary co-educational provision. In addition to second level schooling and as an adjunct to the existing provision, the site provides an opportunity to be used for some primary schools activities and for community use such as adult education, community facilities, and the location of a programme of support for those that have left school early in the community. Heritage activity and social/sheltered housing were also raised as potential uses.

However, the research suggests that there are considerable barriers to overcome in terms of future education provision on the St. Michael's site and in general in the area. These are in the main organisational and sectoral agendas. This suggests, as identified in the research, that stakeholders often have competing ideas of how to move forward. This indicates a need to negotiate and construct consensus while trying to absorb the various competing interests of those that are likely to have a say on the future education provision and the use of community facilities such as the St. Michael's site. The research suggests a consensus and inclusive approach which adopts a 'win, win' approach for all the key stakeholders.

The research concludes by making the following recommendations:

1. The research indicates the need for additional education capacity at present and continuing on into the future. This is most obvious at primary level. This is a particular need in the context firstly of the growing population at pre primary school age based on the most recent Census, secondly, of the capacity problems local primary schools are currently facing, and thirdly, in view of the unprecedented projected population increase of nearly 50% over the next five to ten years. Thus increasing the capacity of existing primary schools and the provision of additional facilities is a clear need. *Responsibility: Department of Education and Science, DCC, local primary schools, parents, community interests, CCP and CDVEC.*
2. Another evident education gap in the wider Inchicore area is in terms of boys at post primary level. There is some evidence to suggest that the lack of post primary schooling for boys is a significant contributory factor to early school leaving in view of the need for boys to travel out of their community to attend school. Therefore, the provision of post primary education for boys in the area is recommended. *Responsibility: Patron groups for existing post primary school, Department of Education and Science, parents, community organisations, CCP, DCC and CDVEC.*

3. There is a need for better and more integrated system(s) of support and monitoring to allow young people to make a successful transition to second level. Such a system should be put in place locally, firstly on a pilot basis and following evaluation and modification should then be rolled out fully. *Responsibility: Existing post primary school, primary schools, National Educational Welfare Board, FAS, St. Michael's Estate Regeneration Board, CCP and CDVEC.*
4. There is an identified need for the provision of mixed/ co-education at post-primary level in the local area. This is an allied recommendation to the provision of a boys post primary school. Thus, the provision of a boys post primary school in Inchicore could be offset by the provision of co-educational schooling. The findings suggest that many parents and children have a preference for co-educational schooling and thus a proportion of girls as well as all boys travel out of their community to attend such schooling at present. *Responsibility: Patron groups for existing post primary school, Department of Education and Science, parents, community interests, CCP, DCC and CDVEC.*
5. There is also a need for adult and community education in the area, and school supports such as speech and language therapy, psychological supports, family support and related social and health services. *Responsibility: CDVEC, Department of Education and Science, HSE, CCP and voluntary service providers.*
6. Programmes for early school leavers is a clear need in the area. The nearest Youthreach for example is in Crumlin. *Responsibility: CDVEC, FAS, Department of Education and Science, HSE, CCP and voluntary service providers.*
7. It is recommended that additional and more comprehensive supports for those at risk of early school leaving and educational underachievement are put in place. This will include in school supports and accompanying education supports such as speech/ language therapy, occupational therapy, and psychological services. *Responsibility: CDVEC, FAS, Department of Education and Science, HSE, CCP and voluntary service providers.*
8. The St. Michael's CBS site should, in one form or other, be kept in educational and community use. It is reasonable, given the findings and its previous use, that the site and the building should be used in some form to provide post-primary education for children from the community. However, it should become an educational and community hub of sort. In addition to second level schooling as adjunct to the exiting provision, it is an opportunity also that the site should be used for some primary schools activities to add additional capacity and for community use such as adult education, community facilities, and the location of a programme of support for those who have left school early in the community and those at risk of low education attainment in existing post-primary school settings. Overall, the St. Michael's site offers considerable potential and opportunities to respond to the education needs of the area in a proactive and planned manner given the imminent demand for education and other services. *Responsibility: DCC, CDVEC, Patron bodies, existing primary and post primary schools, HSE, CCP, FAS and relevant community organisations (including St. Michael's Estate Regeneration Board)*
9. If these recommendations are to be enacted, it will require significant negotiation, commitment, partnership and flexibility in view of the divergent perspectives of the key stakeholders. The process will have to run in parallel so as to ensure the key actors are engaged in the process. The approach should be one built on inclusiveness and consensus.

1. INTRODUCTION

1.1 BACKGROUND TO THE RESEARCH

Canal Communities Partnership (CCP) commissioned this research in order to explore the future education needs of Inchicore and its surrounding area in the context of the closure of St. Michael's CBS national school and the challenge posed by the significant population increase ongoing and predicted for the wider Inchicore area. Therefore, the central aim of the research process was to undertake an independent assessment of the future education needs of Inchicore and its surrounding area and to consider how the St. Michael's school premises and land may be used to meet some of those needs. As such, the research in addressing these issues seeks to provide recommendations, based on its analysis and findings, regarding how the identified needs and St. Michael's school premises might best be responded to.

1.2 OBJECTIVES OF THE RESEARCH

The overall objectives of the research were to provide the following:

- demographic profile of the area
- analysis of projected child population in the local area over the next 10 years
- . analysis of proposed and new housing developments in the area
- . analysis of existing educational provision in the area in terms of primary, secondary and third levels in terms of: recent enrolment patterns, projected future enrolment figures, transfer of young people from primary to second level schools, current school/education facility capacity, projected future capacity/building plans.
- . Identification of current non formal second chance education provision, adult education provision and provision for early school leavers
- . Analysis of 'on the ground knowledge' from local education stakeholders, parents, community and community services perspectives in relation to education needs and gaps in the locality
- . Identification of options and priorities for the future educational needs of the Inchicore area.

1.3 REPORT STRUCTURE

Following this opening chapter, chapter two provides a demographic profile of Inchicore, overall and in the context of education provision. Chapter three profiles the capacity and enrolment of existing schools in the area. The following chapter, four, provides feedback on the perceptions of parents of school going children. Chapter five explores the perceptions of a range of stakeholders on the education needs of Inchicore in the context of the closure of St. Michael's CBS. The final chapter draws the main findings of the research together and presents key conclusions and their implications in terms the aims of the research and thus also for future education provision in Inchicore.

1.4 METHODOLOGY

The methodology for the research involved 5 phases. The overall approach to the research centred on the use of semi structured interviews with education stakeholders, stakeholders in community and local developments in Inchicore and parents of school going children.

The initial phase discussed the project in detail with the project steering group, identified and clarified the key issues to be addressed during the research process and the relevant types and location of stakeholders to be consulted.

The second phase reviewed literature and data relevant to the research. This allowed for background and context information to be collected and digested in order to inform the overall

research, its research tools, implementation and also its findings. This part of the research also incorporated the research carried out for Dublin City Council and related interests auditing community and associated facilities in the area which also included population projections based on the planning permissions granted for the area since the most recent Census in 2006.

The third part of the research process revolved around the development of the research tools. There were two distinct theme sheets used to guide semi structured interviews with firstly, stakeholders, and secondly, parents of school going children. A questionnaire was developed based on the aims of the research, for dissemination to the primary and post primary schools in the locality.

The dissemination of the questionnaire to the schools took place by traditional post with a cover letter in March 2007. For ease of reply, it included a FREEPOST envelope. Interviews with stakeholders and parents took place from April to June 2007.

In depth interviews were conducted with 23 stakeholders. 48 parents of school going children were interviewed in and around five local primary schools (including St. Michael's CBS), four in Inchicore and one in Bluebell.

Following the collection of the data generated by the interviews and schools survey, this data was analysed in terms of the key themes of the research.

2. CONTEXT OF THE RESEARCH

2.1 INTRODUCTION

This chapter briefly explores some context information in respect of education provision in Inchicore. This chapter therefore deals with demographic and educational profiling of the area and education provision therein.

2.2 DEMOGRAPHIC PROFILE

Use is made in this section of the base data from Census 2002 and then also, importantly, some recently released variables from the small area population statistics in respect of electoral divisions (EDs) from Census 2006. Added to this is more recent work completed under the aegis of Dublin City Council on current and planned housing developments in the area. Overall, therefore this allows for a strong statistical basis with which to present an area profile. In terms of the current and planned housing in the area, this data is usually not available in such detailed form and if anything, it is perhaps more timely than the detailed Census data for 2006, as it gives us a sense of population movements now and in the future, which would otherwise not be available until after Census 2011.

Figure 2.1: Electoral Divisions of Canal Communities Partnership relevant to research area

See Appendix for map.

Turing to look at the area firstly, the research is focused on Inchicore in the catchment area of the CCP which comprises six EDs in total

Looking at the map of the area and catchment of the local schools, Inchicore, referred to here sometimes as the broader Inchicore area, comprises in practice three EDs: Inchicore A, Kilmainham B and Kilmainham C. This takes in Inchicore village, St. Michael's Estate (located beside the school), Goldenbridge and residential areas such as Bulfin Road estate.

The following table indicates the population of the three EDs from 1991 to 2006, according to the relevant Census's.

Table 2.1: Population 1991-2006

EDs	1991	1996	2002	2006
Inchicore A	2248	2145	2041	1977
Kilmainham B	1244	1172	1159	1682
Kilmainham C	3669	3446	3844	4250

Source: Census of Population, 1991-2006.

What this suggests is that like many areas, the population in the area peaked in the early nineties and looked to be on a downward trend. However, in the period from 1996 to 2002 the population of the area began to increase again, paralleling the economic growth of that period, and continued to grow to 2006. This suggests that the trend more recently is one of population increase. This also takes account of the decrease in population in the Inchicore area due to the movement of some residents out of the area on account of the St. Michael's estate regeneration.

Table 2.2: % Population change 1991-1996-2002-2006

EDs	1991-1996	1996-2002	2002-2006
Inchicore (broader area)	-5,6%	4.2%	12.3%
Dublin City	0.7%	2.9%	2%
National	2.8%	8%	8.9%

Source: Census of Population, 1991-2006.

This shows also that the trend for the broader Inchicore area is not in keeping with the City as a whole, although it is worth remarking that the rate of population increase in the city and nationally was below that of Inchicore over the last decade. On the whole, this suggests that the area is undergoing change in population terms that are unique to the area and areas with similar physical make up, location vis-à-vis the City centre and demographic profile. It is worth noting that from the population level seen in the early years of the 1990s, the increase over the last ten years has been significant in relative terms. This is a key finding in the context of education provision and future educations needs.

Turning to look at children of school going age, 0-14 years in 2002 and 2006.

Table 2.3: % Pop. Aged 0-14, 2002 -2006

EDs	2002	2006
Inchicore (broader area)	14.8% (1046)	14.4% (1141)

Source: Census of Population, 2002, 2006.

This suggests by itself that the cohort of children in these age groups, which has significance for education provision, has marginally decreased as a proportion of all the population. However, the numbers have risen in real terms from 1046 in 2002 to 1141 in 2006. This suggests the need for an increase in provision of education in the order of 8%. However, looking at the breakdown of children in the 0-4 and then 5-14 age range shows another trend.

Table 2.4: % Pop. Aged 0-4 and 5-14, 2002 -2006

EDs	2002	2006
0-4 years	36% (379)	41% (471)
5-14 years	61% (667)	59% (671)

Source: Census of Population, 2002, 2006.

This illustrates that the proportion of children making up the 0-4 age group has increased by 5% since 2002 as a proportion of all children 14 and under. The numbers here are 379 in 2002 and 471 in 2006. In addition, it is worth noting that the number of those in the 5-14 age group in 2002 was 667 and 670 in 2006, which is not a statistically significant change.

Turning to look at the projected population of the area adds perhaps the most critical dimensions to understanding education needs in the coming years in Inchicore. An audit of facilities and services was recently completed for Dublin City Council and other interests. This report used data provided by the Council to assess residential developments in the area and subsequent project population growth for the area in the medium terms.¹ This was done by counting the units of development for which planning permission has been granted, which have ten or more residential units and were unoccupied at the time of the 2006 Census. The developments will be completed over the next 5 to 10 years. However, the numbers of developments below do not include those that may be granted planning permission subsequent to the census. Thus the figures outlined below are conservative and if anything should be seen as the minimum of a projected population range for the area.

Table 2.5: Proposed Residential Developments in Greater Inchicore

EDs	Social Housing	Affordable Housing	Private Housing	Total
Inchicore A	3	263	63	329
Kilmainham B	85	19	153	257
Kilmainham C	249	152	731	1132
Total	337	434	947	1718

Source: TSA, 2007, Audit of Community Facilities and Services – Kilmainham/Inchicore/Islandbridge

At the outset this suggests that there will be 1718 new residential units in greater Inchicore over the next five to ten years. To put this into context it is worth looking at the number of residential units that are presently in the area.

Table 2.6: Proposed Residential Developments in Greater Inchicore and current number of households (Census 2006)

EDs	Census 2006	Proposed Residential Developments	Total
Inchicore A	872	329	1201
Kilmainham B	753	257	1010
Kilmainham C	1791	1132	2923
Total	3416	1718	5134

Source: TSA, 2007, Audit of Community Facilities and Services – Kilmainham/Inchicore/Islandbridge, Census 2006.

The table above indicates the number of private households enumerated as part of the Census in 2006. At that time there were 3416 households of various types (house, apartment etc) in the area. Factoring in the projected additional 1718 household units that have been granted planning permission as of May 2007, this will bring the total number of anticipated households in the area to 5134 over the next decade. This is a 50% increase, which is by any measure significant and is likely to have unavoidable implications for services.

In projecting population there are a number of methods that can be used, all of which are subject to question in statistical terms. They do, however give an indication of the likely population increase.

The first method is simply to transpose the existing population ratio per household based on the most recent Census (2006) to the projected household increase, as outlined.

¹ TSA Consultancy, 2007, Audit of Community Facilities & Services – Kilmainham, Inchicore and Islandbridge. Dublin City Council.

Table 2.7: Projected population growth based on Census 2006 Household size.

EDs	Census 2006 Households	Census 2006 Population (persons per Household)	Projected Households and existing households	Projected population
Inchicore A	872	1977 (2.27)	1201	2726
Kilmainham B	753	1682 (2.23)	1010	2252
Kilmainham C	1791	4250 (2.37)	2923	6928
Total	3416	7909 (2.32)	5134	11912

Source: TSA, 2007, Audit of Community Facilities and Services – Kilmainham/Inchicore/Islandbridge, Census 2006.

This suggests, albeit admittedly a crude calculation, that the areas population may increase by 4003 to 11912. This represents a population increase of 51%.

TSA used City Council figures for average household size which take account of apartment dwellings as opposed to larger dwelling, thus this measure of 2.42 persons per household is somewhat conservative.

Table 2.8: Projected population growth (TSA 2007)

EDs	Census 2006 Households	Census 2006 Population	Projected Households (persons per Household)	Total Projected population
Inchicore A	872	1977	329 (2.42)	2308
Kilmainham B	753	1682	257 (2.42)	2304
Kilmainham C	1791	4250	1132 (2.42)	6989
Total	3416	7909	1718	11602

Source: TSA, 2007, Audit of Community Facilities and Services – Kilmainham/Inchicore/Islandbridge.

This suggests that the population of the area will be around 11602 before or shortly after the next Census. This represents a population increase of 3693 or a 47% increase. This, as noted, is a conservative estimate and other methods of calculation, which use 3 or 3.5 persons per household, would put this figure significantly higher.

Turning to look at the projected increase in the numbers of children of school going age in a small area is notoriously difficult. It is difficult to account for the makeup of person coming into the new residential developments, their age, number of women in the child bearing age ranges, if they are a family unit with children, fertility trends, etc.

Using the trend evident in Census 2006 for the proportion of the population in the 0-4 years age range and transposing this to the projected population estimate above, suggests that 6%, 696 children, will be in this range. This represents an increase of 48% on current numbers.

Table 2.9: Projected population growth 0-4, 5-14 years (TSA 2007)

EDs	Projected increase
0-4 years	48% (Total: 696)
5-14 years	46%% (Total: 1671)

Source: Adapted from TSA, 2007, Audit of Community Facilities and Services – Kilmainham/Inchicore/Islandbridge.

The same assumption, suggests that the numbers in the 0-14 age range may be 1671 over coming years. This is a 46% increase in current numbers.

Overall, the question the data presented in this sub section poses in the context of the present report is: can current education provision cope with this projected increase in those seeking education places? This issue is returned to later in the report as these matters are explored.

2.3 EDUCATION PROFILE

The profile of education in the wider Inchicore area is hampered somewhat by the absence of these variables for the relevant EDs from Census 2006. This information is due to be published in late 2007. However, it is worth outlining some of the key variables of the area arising from the previous Census in 2002.

Data from that Census suggest that almost 1 in 3 of the area's population ceased their education (30.7%) before the age of 15. This is significantly higher than the national (21.9%), the Co. Dublin (19.25) and City (23.2%) averages for the corresponding period. This shows that the area has a high level of low educational attainment. The figure for females in 2002 was higher than the average at 32.1%.

The population changes in recent times will no doubt provide some interesting changes in the overall educational profile of the area. One indicator of possible change is an increase from 21.2% in 1998 to 32.6% in 2004 of new entrants to higher education with addresses in Dublin 8². However, this may be skewed by population changes in other parts of Dublin 8, such as Portobello, which have been the location of significant apartment developments. From Census 2006, key issues to explore are the numbers who have low educational attainment, or who have participated in third level as well as the socio-economic grouping make up of the areas population and how this compares and contrasts with the figures from the previous Census.

Overall, it is imperative that the education data from the Small Area Population Statistics under Census 2006 are factored into the findings of the present report as soon as they are available.

2.4 EDUCATION PROVISION

Some of the issues about current and future education provision are covered further on in the report. This section summarises the main provision in the area at present.

The primary schools in the research area that took part in the research (all except one school) are as follows: Inchicore National School, Our Lady of Lourdes National School, Our Lady of the Wayside National School (Bluebell), St. Michael's CBS (closed at the end of June 2007), Scoil Mhuire gan Smal, and St. John of God Special School (Islandbridge).

There is one post primary school in the area: Mercy Convent Secondary School, all girls school. There is a VEC Further College of Education located in Inchicore which provides a range of post leaving certificate and vocational training and education courses.

At present, there is no formal special support programme for those who have left school early in the area. The nearest Youthreach is located in Crumlin.

Youth services in the area are supported by the Canal Communities Regional Youth Service. In addition, there is a youth project in Bluebell and St. Michael's parish and a range of voluntary youth clubs in the area. There is also a community-based homework club in St Michaels Estate.

2.5 CONCLUSION

This chapter provided a profile of some of the key demographic and to lesser extent education indicators in the wider Inchicore area. The aim of the section was to set the context for the following chapters of the research. The main findings from the chapter are:

- . The population trend of the area is one of population increase. It is worth noting that from the population level seen in the early years of the 1990s, the increase over the last ten years has been significant in relative terms.
- . The cohort of children in the 0-14 age group suggests the need for an increase in provision of education in the order of 8%.
- . It is projected that there may be 1718 new residential units in greater Inchicore over the next five to ten years. This will bring the total number of households in the area to 5134, which is a 50% increase. This is by any measure significant and is likely to have unavoidable implications for services.

² O'Connell., et al, Who Went to College in 2004? A National Survey of New Entrants to Higher Education. Dublin: The Higher Education Authority.

- . The most conservative estimation puts the population of the area to be around 11602 before or shortly after the next Census. This represents a population increase of 3693 or 47%.
- . From the trends seen in Census 2006 for the proportion of the population in the 0-4 years age range, it is likely that up to 6%, 696 persons, of the projected population will be in this range. This represents an increase of 48% in the numbers of this age range.
- . The overall population and demographic trends are likely to place considerable pressure on existing education provision and suggests that additional provision will be required. Overall, the findings emanating from this chapter beg the question of whether current education provision in the area can cope with the likely population increase and the related demand for education places.

3. ENROLMENT & CAPACITY IN EXISTING EDUCATION PROVISION

3.1 INTRODUCTION

This chapter provides a profile of the enrolment and capacity of existing schools in the Inchicore area. This part of the report is based on a self completion survey issued to and returned by schools in the area (which was completed before the end of the academic year 2006-07). For reasons of confidentiality, the identities of the various schools are concealed in as far as practicable. As such, the information is provided in a condensed and general form. The rationale for the chapter is to provide a profile of the capacity of the various schools and thereafter set the context of the findings made in later chapters in respect to different questions and topics. The chapter is structured around the following subjects:

- . school level & DEIS status
- . pupil profile and teacher numbers
- . current student numbers & capacity
- . numbers in sixth class/first year & on waiting list
- . catchment area of school & post primary schools pupils transfer to
- . imminent or formal building plans

3.2 SCHOOL LEVEL & DEIS STATUS

Six primary and one post primary school responded to the survey. Four of the primary schools are located in the Inchicore area, two are located just outside the area in what we have termed the wider or greater Inchicore area for the purposes of the research.

The DEIS scheme (Delivering Equality of Opportunity in Schools) is the Department of Education's action plan for education inclusion. It encompasses a package of supports to schools located in disadvantaged areas or whose pupil population can be categorised as coming from disadvantaged backgrounds. DEIS includes the following support schemes or programmes:

- . Home School Community Liaison Scheme
- . School Completion Programme
- . Support Teachers Project
- . Early Start Pre-School Scheme
- . Giving Children an Even Break
- . Breaking the Cycle
- . Disadvantaged Area Scheme

DEIS includes 600 primary schools of which 300 are in urban areas and towns and the other 300 in rural area. At second level 150 schools are covered by the scheme. DEIS is broken into two bands, one and two. Band one offers the school additional supports such as administrative principals, a lower thresholds of pupil and teachers numbers, class size targets of 20 at Junior cycle in primary schools and 24 at senior cycle, more access to the Home School Liaison Scheme and the School Completion Programme.

Of the schools surveyed as part of the research, four of the primary schools are covered by band one and one by band two. The final primary school is a special education school, so DEIS does not apply. The secondary school is also covered by band one. This indicates that the clear majority of schools in the area fall into the disadvantage category covered by DEIS and particularly band one.

3.3 PUPIL PROFILE & TEACHER NUMBERS

Each of the schools provided an overview of the gender make up of their schools and also the number of full time teachers currently in the school, which is as follows:

Table 3.1: Pupil and teacher numbers in schools

Primary schools				
	Male %	Female %	Pupil Nos.	FT Teachers
1	56%	44%	265	21
2	54%	46%	215	16
3	33%	66%	242	24
4	100%	-	33	5
5	63%	37%	83	14
6	-	-	112	10
Post primary school				
1	-	100%	190	16

This shows which schools are single sex and which are co-educational. This shows also that with the closure of St. Michael's there will be no boy's school in the area and there is no all girl primary school.

Looking at the five relevant primary schools in the area, these account in May 2007 for 867 pupils of whom it is possible to estimate that approximately 432 are male and 435 are female. This suggests that over the next six year somewhere in the order of 432 boys will leave the area to attend second level schools and – as we will see below – up to a possible total of 245 girls will do likewise.

3.4 CURRENT PUPIL NUMBERS & CAPACITY

In the previous section, the gender breakdown of pupils in the area's schools was presented along with overall pupil numbers. In this section, the relationship between the overall pupil numbers and the capacity of the relevant schools is explored. The main data is presented in the table below:

Table 3.2: Current pupil numbers and capacity

PRIMARY SCHOOLS			
	Pupil Nos.	Total Pupil Capacity	% Total of Capacity
1	265	275	96%
2	215	215	100%
3	242	242	100%
4	33	N/A **	N/A **
5	83	N/A **	N/A **
6	112	200	56%
POST PRIMARY SCH.			
1	190	190 *	100% *

* based on special needs and programmes such as Leaving Certificate Applied and Junior Certification Schools Programme.

** In these cases, one of the schools is now closed and for the other, a special school, there are no constraints on its capacity

This information underlines that Inchicore based primary schools are at full capacity or very close to it. This is a key finding. Two of the primary schools did not respond to this question given that one was due to close shortly after the survey and the other is a special school.

This data was also used in conjunction with the total number of pupils attending the school in information provided on the website of the Department of Education. These are presented below:

Table 3.3: Pupil numbers and capacity, 2002-2006

PRIMARY SCHOOLS								
	Total Pupil Capacity	% Total of Capacity 2007	Pupil Nos. 2007	Pupil Nos. 2006	Pupil Nos. 2005	Pupil Nos. 2004	Pupil Nos. 2003	Pupil Nos. 2002
1	275	96%	265	264	258	239	238	250
2	215	100%	215	214	203	198	188	190
3	242	100%	242	216	205	216	222	240
4	N/A	N/A	33	63	69	65	78	77
5	N/A	N/A	83	84	90	90	86	86
6	200	56%	112	112	114	106	89	111
POST PRIMARY SCH.								
1	190 *	100% *	190	189	190	205	199	219

Overall, therefore, data provided by the local schools suggests, with one exception, the relevant local primary schools in the Inchicore area, are close to capacity, with two schools at 100% capacity. The consultations with these schools provided later in the report suggests that they are reaching capacity at entry level

3.5 NUMBERS IN 6TH CLASS & ON SCHOOL WAITING LISTS

The numbers that each school currently has in their sixth class looking to transfer to post primary schools in the near future as well as the number each has registered on their waiting list for junior infants was also explored in the survey of schools.

Table 3.4: Pupil numbers in 6th class and on waiting list

PRIMARY SCHOOLS		
	Nos in 6th class	Nos. on waiting list
1	35	10
2	19	15
3	15	50
4	N/A	4
5	13	N/A
6	14	7
POST PRIMARY SCH.		
1	- (full)	33

This suggests therefore that 96 pupils from the relevant primary schools in greater Inchicore were looking to transfer to post primary schools over the course of summer 2007. In addition, the relevant schools have 86 pupils on their waiting list for the 2007-08 academic year.

3.6 CATCHMENT AREA OF SCHOOL & POST PRIMARY SCHOOLS PUPILS TRANSFER TO

The areas that schools list as their catchment area, is outlined below:

Primary schools:

1. Inchicore, Bluebell, Drimnagh, Bulfin Road, Kilmainham and Ballyfermot
2. Ballyfermot and Inchicore
3. Lower Inchicore, Ballyfermot, St. Michael's Estate, Tyrone Place, Bluebell, and Drimnagh.
4. St. Michael's Estate, Tyrone Place, Myra Close and Inchicore
5. South West Dublin (special school)
6. Bluebell, Clondalkin and Lucan

Post Primary

1. Inchicore, Bluebell, Drimnagh, Ballyfermot, Tallaght, Clondalkin, James Street and Kilmainham.

This suggests that, firstly, the catchment area for the post primary school is on the whole larger than that for individual primary schools as one would expect. The primary schools have slightly different catchments; some are more concentrated within certain sections of Inchicore while others are more likely to have pupils coming from areas adjacent to Inchicore also.

The research also asked primary schools in the area to estimate the proportion of their sixth class pupil population that transferred to one or more of a range of post primary schools in and around the area.

Table 3.5: Transfer of 6th class pupils in primary school

Post Primary Schools	%	%	%	%	%
	School 1	School 2	School 3	School 4	School 6
<i>Mercy Secondary School, Goldenbridge (female)</i>	15%	2%	80%		50%
<i>Drimnagh Castle (male)</i>	27%	1			37.5%
<i>Assumption, Walkinstown (female)</i>	2%	0.5%			2.5%
<i>Kylemore College, Ballyfermot (co-ed.)</i>		6.5%	5%	50%	1.5%
<i>St. Johns College, Ballyfermot (male)</i>		15%			
<i>St. James's CBS, James' Street (male)</i>	2%	1%		50%	
<i>Caritas College, Ballyfermot (female)</i>	2%	1%	5%		
<i>Larkin College, Gardiner St. (co-ed.)</i>	12%				
<i>St. Louis, Rathmines (female)</i>		1%	5%		
<i>Palmerstown Community College (co-ed.)</i>	30%	57%			
<i>Synge Street CBS (male)</i>					
<i>Loreto Convent, Crumlin (female)</i>	2%		5%		
<i>Dominican Convent, Ballyfermot (female)</i>	2%	15%			
<i>Scoil Eoin (special school/co-ed.)</i>	2%				
<i>Collinstown Park (male)</i>	4%				
<i>Mourne Road Secondary School (co-ed)</i>					8.5%
TOTAL	100%	100%	100%	100%	100%

There are some interesting trends in these figures. For two to three of the schools, their sixth class pupils go to a multitude of schools. This is less pronounced as expected in the single sex schools. What is clear is that a large proportion of girls transfer to the local girls post primary school. However this is to a much greater extent in two schools than overall.

Though it is difficult to come to definitive conclusions about what these transfer trends tell us they do highlight that pupils attending primary schools in Inchicore transfer to one of 15 second level schools, only one of which is in the Inchicore area.

3.7 IMMINENT/FORMAL BUILDING PLANS

In order to get a sense of how schools are seeking to cope with the increased demand for places in the light of their capacity, the research sought to assess what building plans they have in place, for extensions or other increases in their capacity.

This shows that two of the primary schools have plans in train for building projects. This underlines the capacity problems these schools currently face. The details for the two school's building plans are as follows:

- . three classroom building to cater for current needs only
- . stand alone building housing six mainstream classrooms, three resource rooms, HSCL/ parent room, staff room and general purpose hall. Refurbishment of existing school building planned also.

What this suggests is that building plans such as the above will cater for current demand and will in most cases replace portacabin type buildings. It is not clear to what extent they will cater for increasing demands placed on these and the other schools.

3.8 CONCLUSION

The main findings from this chapter are the following:

- . The five primary schools in the area account in May 2007 for 867 pupils of whom approximately 432 are male and 435 are female. This suggests that over the next six years somewhere in the order of 432 boys will leave the area to attend second level schools and up to a possible total of 245 girls will do likewise.
- . The Inchicore based primary schools are at capacity or very close to it.
- . 96 pupils from the relevant primary schools in greater Inchicore were looking to transfer to post primary schools over the course of summer 2007. In addition, the relevant schools had 86 pupils on their waiting list for the next academic year.

- . A large proportion of girls transfer to the local girls post primary school. The transfer trends suggest that pupils attending primary schools in Inchicore transfer to one of 15 second level schools only one of which is in the Inchicore area.
- . Two of the primary schools have plans in train for building projects. This underlines the capacity problems these schools currently face. It is not clear to what extent the buildings planned will cater for increasing demands placed on these and the other schools in the near future.

4. CONSULTATION WITH PARENTS

4.1 INTRODUCTION

This chapter looks at the viewpoints, perceptions and insight of the parents of school going children in the wider Inchicore area on a range of areas and issues to the forefront of the research as a whole. This chapter is based on interviews with 48 parents of school going children in and around five local primary schools (including St. Michael's CBS), four in Inchicore and one in Bluebell. The chapter is structured as follows:

- . Children's attendance at primary and post primary schools
- . Perceptions on the closure of St. Michael's
- . Changes in current & future education provision
- . Views of general education services and gaps

4.2 CHILDREN'S ATTENDANCE AT PRIMARY/POST PRIMARY SCHOOLS

Under this theme, the research asked the interviewed parents how many children they had and of these, which went to what schools in the area and outside of Inchicore. These allow for a quantification of some trends in terms of education in the different schools in the area.

Overall, of the parents interviewed, the average number of children that each has is just over three. There are of course significant variances in the range from 1 to 9 children. Overall, however, this accounts for 138 children.

Looking at the numbers of children that went to primary school, the majority went as one expect to the schools in which they were interviewed. However, one of the features of the responses is that parents who sent a child to a co-education primary school did not send any of their children to single sex schools

Turning to post primary level, the data was limited in respect of those families (parents) interviewed as their children were attending a primary school and may not also have a child attending post primary school. Given this limitation, the data suggests that 42% of those interviewed – who have children at second level - sent their children to the all girls post primary school in Inchicore. This is a stark finding, even given the limitations of the data set, and suggests the parents choose to send their children to second level schools in the area where this is available.

Another trend evident is that parents who have their children in co-educational primary schools are more likely, based on this data, to send their children to co-educational second level schools which in the case of Inchicore means sending their children out of the area . This begs the question of how many families would be more likely to send their children to schools in the area if they were co-educational.

Of the 58% of the children of our surveyed parents who went to second level outside of the Inchicore area, 29% went to boy's post primary schools, 22% went to co-educational schools and 7% went to all girls' schools.

4.3 PERCEPTIONS ON THE CLOSURE OF ST. MICHAEL'S CBS

Firstly, the responses under this heading suggest overwhelmingly that parents are generally not positive in their view of the closure of the school. There are a variety of view points and variations across the parents with children in primary schools in the wider Inchicore area. The parents of children, who were attending St. Michael's before its closure, were perhaps the most negative in their views. This emphasised words such as 'disgust' and 'disgrace' at the closing of the school. The strength of the views is possibly related to perceptions about the manner in which the decision was made to close the school.

Across the views of all the parents, the main areas in common are:

- . the decision to close the school is the wrong one and is reprehensible
- . closing of the school does not make sense when the other schools are clearly reaching capacity and the residential developments in the area will only make the situation more critical
- . the decision will lead to more boys having to leave their parish or community in order to attend school which is already happening at post primary level

4.4 CHANGES IN CURRENT & FUTURE EDUCATION PROVISION

Each of the parents interviewed was asked to indicate the changes they, based on their experiences and as residents living in the area, would like to see in the current provision of education. This is followed by another question about what changes they would like to see in the future.

Turning therefore to changes in education provision in Inchicore at present, the following themes were evident in the responses:

- . more focus in the curriculum on other areas ranging from science to applied and vocational pursuits and less of a focus on academic courses only
- . more co-educational provision
- . additional resources for schools in the form of smaller class sizes, new facilities for schools including sports facilities and related ones for physical education
- . after school support services
- . early assessment of those with educational need

The suggestions that parents made in respect of changes they would like to see outside of what is currently provided, while overlapping somewhat with what is outlined above, are as follows:

- . secondary education for boys or the provision of a co-educational schooling in the Inchicore area
- . crèche and preschool services related to schools
- . sports/physical education facilities
- . vocational/technical education
- . curriculum change focusing on life skills and vocational pursuits, an alternative to the traditional education system especially at post primary level

The issue about the provision of second level schooling for boys is a constant theme throughout the findings of the research not just in the interviews with parents.

4.5 VIEWS ON GENERAL EDUCATION & RELATED GAPS

The final part of the short interviews with parents asked them to outline whether they thought the broad Inchicore area is well served by education facilities and services and to indicate any gaps that they see in such services.

Firstly, over two thirds of parents feel the general area is not well served by education facilities, although it should be noted that this leaves just under one in three parents (who answered this question) suggesting they are generally happy with provision.

Secondly, those that do not view the area as being well served by education provision suggested there are the following gaps: a secondary school including both boys and mixed sex post-primary facilities. This was by far the main gap identified in the overall responses. Allied to this but slightly different some of the parents suggested that along with the need overall for more schools in the area, both primary and secondary, existing schools need to be expanded to cater for increasing numbers and decreasing class sizes. Finally, some of the gaps identified related to the need to integrate members of new communities, sporting facilities in schools and after school services.

4.6 CONCLUSION

The main findings in this chapter are the following:

- . One of the features of the responses is that parents who sent a child to a co-education primary school did not send any of their children to single sex schools. Parents choose to send their children to second level schools in the area where this is available. Another trend evident is that parents who have children in co-educational primary school are more likely, based on this data, to send their children to co-educational second level schools .
- . Parents are generally not positive in their view of the closure of St. Michael's CBS.
- . The need for secondary educational provision for boys, stand alone or in a co-education setting, is a central element in the responses.
- . Two thirds of parents feel the general area is not well served by education facilities
- . The main gap in education provision identified by parents is a secondary school including both boys and mixed sex post-primary facilities. In tandem some parents suggested that existing schools need to be expanded to cater for increasing numbers and decreasing class sizes.

5. CONSULTATION WITH EDUCATION STAKEHOLDERS

5.1 INTRODUCTION

This chapter complements the findings in the previous chapter and explores the views, insights and experiences of a range of stakeholders on the main themes of the research.

The chapter is structured as follows:

- . Role and background in the locality
- . Relationship with education
- . View of the closure of St. Michael's
- . Housing and population development in Inchicore
- . Current education provision & Gaps in provision
- . Capacity of current education facilities
- . Future plans for education provision
- . Suggestion for new education provision
- . Suggestions for St. Michael's CBS
- . Enablers and barriers

The chapter closes with a summary of the main findings.

5.2 ROLE & BACKGROUND

The purpose of this question was to develop a profile of the various stakeholders that were interviewed and thus contributed to the body of this chapter. This allows for an understanding of the different contexts from which each of the stakeholders viewed the various themes put them as part of the consultations.

At the outset, although there was considerable divergence in the role and background of the various stakeholders, they can be condensed into the following groupings:

- . youth work groups and services
- . local area partnership
- . primary and post primary schools
- . school attendance and related special needs support services to education
- . adult education
- . early childhood education
- . preventative education and intervention
- . parents of school going children
- . community development organisations.

It should be noted also that a significant number of those consulted lived in the greater Inchicore area or have worked there for a relatively long time.

5.3 RELATIONSHIP TO EDUCATION

The stakeholders were also asked to indicate what their relationship was with education and related matters. This threw up again a varied set of responses which span from direct involvement in the delivery of mainstream education to support for those in education to informal education.

The main categories can be summarised as follows:

- . voluntary support services and activities for young people in terms of their informal education and social development
- . focus on developing interagency collaboration to respond to educational gaps especially in respect of those failing or at risk of low educational attainment
- . principals of local primary and post primary schools
- . school completion and transfer of student between primary and post primary schools

- . liaison between parents and schools
- . childcare support and provision of education to pre school children including early intervention programmes
- . family support
- . adult, continuing and further education, including community based education provision for adults
- . education and prevention in respect of substance misuse for both parents and school going children
- . VEC provision
- . Higher education grants and provision of planning in respect of sites for mainstream education provision
- . Social inclusion with a focus on those at risk of educational failure
- . Parenting and life/social skills
- . Urban area regeneration with a focus, in addition to physical regeneration, on social regeneration addressing in particular low educational attainment.

It should be noted that any one of the stakeholders may perform in more than one of the above categories in their work directly and indirectly around education in Inchicore.

What this suggests overall is that the respondents cover a broad range of perspectives on education which goes beyond the formal provision to take in community and family spheres also. This is a feature therefore of the responses and findings set out in the remainder of this chapter.

5.4 CLOSURE OF ST. MICHAEL'S CBS

A key context for undertaking the present research is the closure of St Michaels CBS in June 2007. In this respect, each of the stakeholders consulted were asked to give their thoughts and views on the closing of the school. While most of the stakeholders had a definite line of thought in response to the question, it should be noted that some of the stakeholders did not feel that they knew enough about the issue to give valid opinions and viewpoints. Nevertheless, the response overall covers a myriad of issues and in parts indicate a significant contrast.

The main findings are condensed from all the responses into the following themes:

- . The most cited perspective on the closure of St. Michael's CBS suggests that regardless of the operational rationale in closing the school given its present student numbers, the significant development of the area and the imminent population increase make the closing of the school appear short sighted and at odds with the need to plan for the population increase in terms of all community facilities, one of which is education provision.
- . The closure of the school was seen as a loss for boys in the area in terms of primary education and a loss of a community facility which was closely tied to the local community, in particular the residents of St. Michael's Estate.
- . Another widely held view on the closure is that it was very badly handled by the various agencies and interests concerned. In this respect, it is felt that there was a dearth of information or openness in respect of information. This was seen as a slight and disrespect to parents whose children attended the school and also to the wider residents in the community.
- . Another major issue raised was that in respect of those at risk of low educational attainment. This argument goes on to underline the likelihood of increase in drop out of boys at primary level and particularly in transition to post primary level where there is a need to travel outside of the community in order to attend school.
- . A number of the interviewees questioned the broader organisation of the school system in the state and emphasised in particularly the patronage system.

- . The role of the Department of Education and Science in providing leadership and direction in the interest of the education of children was also questioned. It is felt that the lack of such leadership, direction or the provision of protocols is detrimental to the interests of children's education.
- . A number of stakeholders, although a minority, felt that given the numbers in the school over time, the viability of the school was called into question on practical grounds.
- . Some stakeholders saw the closure of the school as an opportunity to address education needs in the area and look at how the school facilities could be kept in education and community use and therefore as an addition to the community as a whole.

5.5 HOUSING & POPULATION DEVELOPMENT

In the earlier chapters of this report the population and demographic changes of the area were outlined.

This population increase is already manifesting itself at primary school level and will continue to do so over the coming years. In this context, each of the respondents to this part of the research were asked to give their insights based on their role and local knowledge on the extent of population increase in the area over the five years since 2002. The aim here was to provide a qualitative aspect to the quantitative data provided earlier in the report.

The most obvious finding from the responses was that nearly all of the stakeholders suggested that there had been very visible housing development, particularly apartments, in the area over recent years. Some of the caveats to this response were the following:

- . the population increases require additional facilities and these, according to the respondents, are not yet visible;
- . the increases have taken place even without the onset of the redeveloped St. Michael's estates which will comprise approximately 700 housing units;
- . there is a noticeable increase in the number of people from 'new communities' living in the area. Alongside this, there are new faces seen in the area and using local shops and that this has implications for efforts focusing on drawing these new residents into the wider Inchicore community. This line of thinking questioned the stability of the community going forward;
- . the population increase is taking place at the moment, will continue for the next decade or so and will lead to an increase in families with children
- . schools register an increase in the numbers applying to them over the last four years.

The implications of this overall are that the current primary schools are already at or close to capacity and there is a need to build extensions within the current schools. This will only respond, however, to increasing population in the short term. The views of the stakeholders on the whole mirror those of the statistics presented in chapter two above.

5.6 CURRENT EDUCATION PROVISION & GAPS IN PROVISION

Earlier in the report the provision of education in the greater Inchicore area was outlined. As part of the interviews with the various stakeholders, their understanding of the extent of current education provision in the area was also explored.

The key issues identified in the feedback here is the following:

- . There is a gap in education for boys at primary and secondary level in the area. The primary level gap is as a result of the recent closure of St. Michaels, while there is no post primary school for boys to go to locally.

- . Related to the gap above and also points made earlier in the research, the fact that boys have to travel out of the area to go to post primary schools is viewed by many respondents with experience of education drop out and early school leaving as detrimental to the chances of retaining those at risk of early school leaving in the education system at second level
- . Some of the respondents pointed out that 'choice' of sending children to single sex or co-education schools in their local area are an important consideration. At present, that choice does not exist in respect of both girls and obviously boys.
- . There are two contrasting views of current provision at primary level; the first view sees that the present provision is adequate. This opinion comes from what could be termed an institutional view in respect of education structures generally. The opposing viewpoint -which recognises that present provision, is relatively sufficient - suggest that need in the future for places will outstrip provision significant and some refer to this as an 'education time bomb'.
- . Some of the stakeholders feel that the present system of education at second level, including applied curriculum at junior and leaving certification level, are unsuitable to many children, in particular boys, and thus those also at risk of early school leaving. The suggestion here is that there is a need for an alternative to the mainstream education system.
- . In addition, it was pointed out by various respondents that children in the area can go to one of up to 17 schools in and outside the area which can make it very difficult to track the progress of children attending school and therefore also those that may drop out.
- . There is a perceived gap in the supports to those who may be at risk of early school leaving at primary level and also in the junior cycle of post primary schooling.
- . Related to the gap above, a number of the respondents suggested that there are no formal supports in the area for those that have left school early; the examples given were Youthreach and similar programmes.
- . Early interventions in terms of preschool support were also identified as a key gap in the area. It is felt that this type of education provision – proven by research – would act to increase educational participation.
- . There are a number of gaps in services that are seen as allied to education. While these are available in theory, they are often located elsewhere in other areas which mean in practice those from vulnerable families do not avail of them. In addition, it was pointed out that often there are very significant waiting lists for these services. Such services named include speech and language therapy, child guidance, occupational therapy and psychological assessment, greater adult and further education in the area beyond the provision of PLC type courses.
- . Education for and integration of new communities.
- . Finally, a number of respondents question the sustainability in terms of ongoing provision, in the light of the closure of St. Michael's CBS, of schools running under the patronage of religious orders.

5.7 FUTURE NEEDS FOR EDUCATION PROVISION

This line of questioning follows from the previous section. For the most part it is possible to turn the various gaps identified as to what is needed in terms of education provision in the area.

As such, the main areas noted as future needs for education provision revolved around the following:

- . primary school education for boys in the community
- . post-primary education for boys in the community
- . co-educational secondary school, most notably a community school
- . systems of better planning for education provision in growing and changing areas. To be done on three year future plans and to include the existence of proactive Department of Education staff on the ground to oversee planning (similar to the work of the school inspectors in the past)
- . support services such as educational and child guidance, speech and language therapy, occupational therapy, family support etc
- . parental support
- . structured preschool and early intervention education and child development services
- . provision of early school leaver projects such as Youthreach (or the community based YEAH project)
- . properly resourced education facilities including space and activities for pupils
- . better linkage between education providers, community and family support services and related interests and service providers

In itself, this is an interesting array of needs and thus underlines the main areas that are needed for the future in terms of education provision. However, it may not be practical for all of the above to be pursued and indeed some of the needs are almost contradictory (boys second level school and a co-education school for instance).

There is an interesting trend also noted in many of the responses. This suggests that many of the education needs of the area, should as far as possible, be responded to in the one location or facility or campus. This was referred to in the research by one respondent as an 'education hub'. This suggests that one location should be used to house/encompass early intervention, educational support services, related social, health and family services, formal schooling or the location of elements of the curriculum related to a main school located nearby, community based adult education and finally provision for early school leavers and those at risk of early school leaving.

The logic of this suggestion in the present context of course is that some or all of these education uses should be considered for joint planned delivery on the St. Michael's CBS site. Overall, regardless of merits or demerits of the co-location suggestion, the research in this part of the report clearly outlines what key stakeholders view as the central education needs in Inchicore.

5.8 CAPACITY OF CURRENT EDUCATION PROVISION

To add a more in-depth dimension to the surveys findings in respect of the capacity of schools, this question was put to all of the stakeholders. The questions asked the stakeholders to outline the current capacity of education facilities in the greater Inchicore area.

There were some differences in the responses when examined however there were general consensus around the following issues:

- . By and large the primary schools in the area are at or close to capacity. This is evidenced by the building being undertaken in the existing schools and also given the existence of portacabins in some schools and also by the lack of space for gym halls.
- . There is a general belief however that there is room in the second level school. However, a number of respondents pointed out that despite this, many parents in the area prefer to send their children to post primary schools outside of the area because on the one hand they may prefer co-education and on the other, there is a sense that the

existing school has lower academic/educational standards and is attended by children from one part of Inchicore only. Regardless of the truth and accuracy of this viewpoint, it is however a real one in the minds of some of those who live in the area.

This issue is somewhat complicated when the guide for pupil teacher ratios for school under the DEIS scheme of the Department is factored in. This suggests that in primary the ratio should be 20:1 and 24:1 at post primary level. According to a number of the stakeholders, therefore, this effectively means that nearly all of the schools in the area, including the post primary school, are effectively at capacity.

5.9 FUTURE PLANS FOR EDUCATION PROVISION

In order to get a comprehensive picture of future education provision, each of the stakeholders including the schools were asked to outline their knowledge about this subject matter.

The main areas coming out of the responses generally revolve around the following:

- . From the interviews, it appears that Inchicore National School has received approval for the building of a stand alone hall and six additional classrooms. It is hoped that these will be completed in 2008. Scoil Mhuire Gan Small applied for the building of an additional four classroom but is likely to build two to three classrooms. This school has also applied to non Department of Education sources for funding for a parents room. Our Lady of Lourdes National School has applied for additional classrooms but to date they have only been allocated a number of portacabins.
- . Inchicore College of Further Education completed a new building in summer 2006. They are looking to update their canteen and some other facilities. They are, however, seeking new buildings to use in the area.
- . As part of the Clancy Barracks residential development, a school was muted in the original planning permission granted by the City Council. This was in the context of the numbers of residents in the area. It is worth noting that no interaction took place with the Department of Education in this process, and in terms of planning permission there is no set system or protocol for such interactions. However, on appeal from the site developer to An Bord Pleanala, the condition of providing a school on the site was overturned.
- . Apart from this, there is a feeling among the stakeholders that there is no coherent plan or indeed system for the assessment and building of additional classrooms etc., in the areas schools.
- . Many of the stakeholders also stated that people living in the community are not informed of what building is likely to take place in existing schools and speculated whether a more community friendly information feedback system should be put in place.

What the above suggests is that there is recognition within both the schools and by implication through the approvals of building plans, on the part of the Department of Education of the need to provide for increased demand in education places in the area at primary level. However, in keeping with earlier findings, the lack of a system of planning for educational need in the area as opposed to on an individual school by school basis is a related theme arising in this context.

5.10 SUGGESTIONS FOR NEW EDUCATION FACILITIES

This set of themes sought to explore what if any education facilities are needed in the area in the light of the other themes and issues covered as part of the interviews with the key stakeholders. Again, it is evident that there is a great deal of overlap with earlier themes on gaps and what is required for education in the future in the area. Given this, and without overly repeating these findings outlined above, it is however noting some areas of consensus in the responses.

As one would expect the responses to these questions were somewhat complicated. However key themes with some caveats emerge. The first of these relates to school provision. As we have seen, this took the form of calls for a new boy's primary school, a boy's post primary school and/or a co-education school in the area. It is obvious that not each of these options can or will be pursued. So some form of cross agreement would be required. However, the needs of boys in terms of education provision are a recurring theme throughout the research. A set of views questioned the idea of co-educational schooling at second level and the possible loss of a 'voice' in education for girls. Again this is an issue that will have to be teased out.

There are views for instance which suggest that the provision of boys primary stand alone school is no longer practical in the area, regardless of the merits of this. A related view also suggested that with the loss of St. Michael's CBS a high level educational support environment for young boys at risk of educational failure has been also lost and this concern has to be factored into current and future provision at the primary level. Another informed view stressed a timely transition over five years to the provision of co-educational schooling in the area in order to keep those who want their education in the area from primary through to second level. This would also include the expansion of existing schools in order to increase provision capacity.

5.11 SUGGESTIONS FOR THE FUTURE USE OF ST. MICHAELS CBS

Following on questions about capacity, gaps, needs and suggestions in respect of education in Inchicore, the stakeholders were asked to outline their suggestions for the future use of the St. Michael's CBS site. Before looking at the various suggestion made, it is worth outlining the current status of the site and its buildings. Firstly, two of the three buildings on the site have been listed as having special heritage value. This is due to their role in holding some of the leaders of the 1916 Easter rebellion in Dublin. As such, these buildings are preserved structures. Secondly, the site – at the time of writing – is in the process of being purchased from the Christian Brothers by Dublin City Council. The Christian Brothers have indicated that they would like the facility and location to be retained in whole or part for community and/or educational use. The site will therefore be in public ownership under the local authority. The City Council has also indicated in communications with CCP that they are open to discussions about the future use of the site. The suggestions for use of the site presented below should be seen in this context.

The first part of the responses looks at suggestions for use of the site. The following paragraphs describe who the stakeholders feel should be involved at various levels in the future of the St. Michael's school site.

The responses, firstly in terms of the prospective use of the site, suggest broadly it should be retained for either community or educational purposes or, more precisely, a mix of both. This is a broad consensus however the respondents went into more details under these headings.

Suggestions here, in no necessary order of importance, include:

- . facility for integration of new communities into the wider Inchicore area
- . community outreach, adult, continuing and further education
- . to be of use to all of the community, not just for the residents of St. Michael's estate as has been a belief among the community residents in the past
- . as an adjunct to existing schools as well as proposed co-educational schools. Location is not seen as viable to house a new secondary school by itself but as an add on to existing schools
- . Youth services and services for early school leavers in the locality
- . Early education in the form of structured pre school
- . Parent and family support centre

- . Health, social and educational support services
- . Cultural and heritage activities, including the provision of a museum and optimising the tourism potential of the area in conjunction with the regeneration of St. Michael's estate
- . Central shared facilities and services in the form of classroom, technical and vocational facilities for use by the area's existing primary and post primary schools
- . Services and accommodation for the elderly adding to the supported housing for the elderly in the adjoining site.

In terms of what agencies and bodies should be involved in the site, there was a relatively long list but one that was repeated by a significant numbers of the respondents when asked this question. This goes to show perhaps the need for a multidimensional use and co-location services on the site in the future. The main actors noted for involvement, in no necessary order, in the future use of St. Michael's school site are the following:

- . St. Michael's Estate Regeneration Board
- . Canal Communities Partnership
- . Dublin City Council
- . The relevant religious orders
- . Schools (primary and post primary), their principals and boards of management
- . HSE
- . City of Dublin VEC
- . Community groups and residents
- . Department of Education and Science
- . FAS (vocational training and Youthreach)
- . Gardai – juvenile liaison officers and community Gardai
- . Canal Communities Regional Youth Services
- . An Taisce
- . St Michaels Parish Youth Project

5.12 ENABLERS AND BARRIERS IN FUTURE EDUCATION PROVISION

The final section of the semi structured interviews with stakeholders explored their perceptions on the barriers and enablers in respect of future education provision in the area and also in terms of the future use of the site of St. Michael's CBS

As noted above, the enablers include the opportunity the closure of the school affords, the growing acknowledgement of the impending population increases in the area, the openness of some actors to the redevelopment of the site and the need for additional education provision as well as the candid acceptance of the need for a multidimensional, multiagency and collaborative approach.

Nevertheless, quite naturally many of the enablers also are cited by some stakeholders as legitimate barriers. The main ones common to the responses are as follows:

- . lack of commitment to the needs of education and the welfare of young people in physical development and regeneration thinking
- . stigma in the wider Inchicore area regarding St. Michael's estate and facilities identified with it. This may lead to lack of enthusiasm in take up of new facilities and this has to be accepted and tackled
- . experience in lack of consultation with residents and members of the community
- . negative experience and lack of trust in some organisations and the religious orders following the 'clandestine' nature of the process leading to the closure of St. Michael's CBS
- . the development of the site in terms of the services suggested here is likely to be a long arduous process and will require significant commitment and continuity of personnel getting Department of Education and Science 'buy in' and involvement in the development and enhancement of the site
- . internal and competing interests in Dublin City Council with regard to what will ultimately happen with the site
- . assimilation of the site as part of the St. Michael's Estate regeneration process
- . competing agendas, being unable to develop a shared vision and too many uses and interests suggested for the site

5.13 CONCLUSION

This chapter provided feedback from semi structured interviews carried out with 28 stakeholders involved in education, community and related matters in the wider Inchicore area. It reveals overall some interesting findings. The main findings in the chapter were the following:

- . In terms of the closure of St. Michael's CBS, key views included: the significant development of the area and the imminent population increase make the closing of the school appear short sighted and at odds with the need to plan for the population increase;
- . The implication of the ongoing and foreseeable population increase in the area is that the current primary schools are already at - or close to - capacity.
- . Gaps and needs indicated by stakeholders in education provision include: boys at primary and second level in the area; lack of 'choice' locally in sending children to single sex or co-education schools;
- . A common trend in the chapter is that many of the education needs of the area, in respond to the identified gaps, should as far as possible be provided in the one location, facility, campus, or an 'education hub'.
- . The research suggests that primary level schools in the Inchicore area, but not necessarily in surrounding areas, are close to capacity and that in overall numerical terms, the second level may appear to have additional capacity. However this may not be the case when DEIS pupil-teacher ratio guidelines are applied.

- . There is recognition within both the schools and by implication through the approvals of building plans, on the part of the Department of Education, for the need to provide for increased demand in education. However, the lack of a system of planning for educational need in the area as opposed to on an individual school by school basis is a prominent theme in this context.
- . The findings indicate the need for a multidimensional use and co-location services on the St. Michael' site in the future.

6. CONCLUSION & RECOMMENDATIONS

6.1 INTRODUCTION

At the outset, this research aimed to answer a range of questions as set out in the opening chapter.

Findings have been presented based on the aims of the research across a number of substantive chapters. In each chapter, a conclusion is set down. These are not summarised here verbatim rather this chapter treats each of the questions that were set out at the beginning of the research and provides the answers to each in as far as possible deriving these from the findings of the survey samples.

6.2 SUMMARY OF MAIN FINDINGS

This section revisits the aims and objectives of the research set out at the start of the report and provides answers to these based on the findings of the report.

The central aim of the research process was to undertake an independent assessment of the future education needs of Inchicore and its surrounding area and to consider how the St. Michael's CBS premises and land may be used to meet some of those needs.

Therein, the objectives of the project were to provide the following:

- demographic profile of the area
- analysis of projected child population in the local area over the next 10 years
- . analysis of proposed and new housing developments in the area
- . analysis of existing educational provision in the area at primary, secondary and third levels in terms of: enrolment patterns, projected future enrolment figures, transfer of young people from primary to second level schools, current school/education facility capacity, projected future capacity/building plans.
- . Identification of current non formal second chance education provision, adult education provision and provision for early school leavers
- . Analysis of 'on the ground knowledge' from local education stakeholders, parents, community and community services perspectives in relation to education needs and gaps in the locality
- . Identification of options and priorities of the future educational needs of the Inchicore area.

Each of these is considered together or in turn in the sections below.

6.2.1 *Demographic profile of the area, analysis of proposed and new housing developments in the area*

The population in the area peaked in the early nineties and looked to be on a downward trend. However, in the period from 1996 to 2002 the population of the area began to increase again, paralleling the economic growth of that period, and continued to grow to 2006. This suggests that the trend more recently is one of population increase. It is significant that from the population level seen in the early years of the 1990s, the increase over the last ten years has been significant in relative terms.

The cohort of children in the 0-14 age group have risen in real terms from 1046 persons in 2002 to 1141 persons in 2006. This suggests at the outset the need for an increase in provision of education in the order of 8%. The proportion of children in the 0 - 4 age group increased by 5% since 2002 as a proportion of all children of 14 and under.

A key finding in the research is in terms of population projection based on imminent residential development. From this it is possible to project that there is expected to be a minimum of 1718 new residential units in greater Inchicore over the next five to ten years. This will bring the total

number of households in the area to 5134 which is a 50% increase. This is by any measure significant and is likely to have unavoidable implications for services. These figures do not, however, include the likely granting of planning permission for additional residential development subsequent to May 2007, from which time the projections were developed.

Given the increase in residential dwelling in the area, the population projected for the area will be around 11602 in the next five to ten years. This represents a population increase of 3693 or 47%. This is a conservative estimate and official calculations would put this figure significantly higher.

Overall, this will have major implications for the provision of education in the light of the expected demand for places.

6.2.2 *Analysis of projected child population in the local area over the next 10 years*

From the trends seen in Census 200, it is likely that up to 6%, 696 persons, of the projected population will be in the 0-4 age range. This represents an increase of 48% in the numbers in this age range. The numbers in the 0-14 age range may be 1671 over the coming years. This is a 46% increase on current numbers. These again are conservative estimates. The actual make up of the population moving into new residential developments will dictate the child population and this will be influenced by a range of factors such as household size and type, family size, number of women in the child bearing age range (15-49), fertility rates.

Nevertheless, the overall population and demographic trends are likely to place considerable pressure on existing education provision and suggests that additional provision will be required. The data also suggests that planning for this need should take place in the short term. Overall, the findings emanating from this aspect of the report begs the question of whether current education provision in the area can cope with the likely population increase and the related demand for education places.

6.2.3 *Analysis of existing educational provision in the area, identification of current non formal second chance education provision, adult education provision and provision for early school leavers*

There are **seven** primary schools, one second level school and a further education college in the wider Inchicore area.

Primary:	<i>Scoil Mhuire gan Smal (co-ed)</i> <i>Inchicore National School (co-ed)</i> <i>Our Lady of Lourdes National School (formally female, transforming to co-ed.)</i> <i>Our Lady of the Wayside National School (co-ed, Bluebell)</i> <i>St. Michael's CBS (boys, closed at the end of June 2007)</i> <i>St. John of God Special School (co-ed, Islandbridge).</i> <i>Gael Scoil Inse Chor, Islandbridge (co-ed)</i>
Post primary school:	<i>Mercy Convent Secondary School, (female)</i>
Third Level/ Adult Education:	<i>Inchicore Further College of Education, St Michaels FRC,</i> <i>Inchicore CDP</i>
Formal Provision for early school leavers:	<i>none</i>
Informal education:	<i>Canal Communities Regional Youth Service, St Michaels</i> <i>youth project, youth clubs, St Michaels homework club.</i>

Of the schools surveyed as part of the research, four of the primary schools are covered by band one and one by band two of DEIS. The final primary school is a special education school, so DEIS

does not apply. The secondary school is also covered by band one. This indicates that the clear majority of schools in the area fall into the disadvantage category covered by DEIS and particularly band one.

The pupil and teacher makeup of the relevant schools is presented in section 3.3.

The five relevant primary schools in the area account for 867 pupils of whom it is possible to estimate that approximately 432 are male and 435 are female. This suggests that over the next six years somewhere in the order of 432 boys will leave the area to attend second level schools and – as we will see below – up to a possible total 245 girls will do likewise.

The overall current pupil numbers and capacity of the area schools is indicated in the table in section 3.4 of the main body of the report.

This information underlines that Inchicore based primary schools are at full capacity or very close to it. This is a key finding of the research in the light of population increases the area is undergoing and will undergo in the medium term. One primary school has significant capacity, and while geographically this school is not in the Inchicore area it is now drawing more pupils from the area, due to its capacity and the limited spaces in Inchicore based schools.

The enrolment patterns for the various schools since 2002 are presented in section 3.4 of chapter 3.

The chart presented in section 3.4 shows the numbers enrolling in most schools dipped in 2004 but has risen generally since that time to 2007. This is a clear indication of the greater numbers looking to attend the various schools. The chart, with one exception at primary school level, illustrates how most of the schools are very close to or are reaching their current capacity.

This research indicates that 96 pupils from the relevant primary schools in greater Inchicore will be looking to transfer to post primary schools over the course of summer 2007. In addition, at present the relevant schools have 86 pupils on their waiting list for the next academic year.

The areas from which pupils of the various schools come from are the following:

Primary schools:

- *Inchicore, Bluebell, Drimnagh, Bulfin Road, Kilmainham and Ballyfermot*
- *Ballyfermot and Inchicore*
- *Lower Inchicore, Ballyfermot, St. Michael's Estate, Tyrone Place, Bluebell, and Drimnagh.*
- *St. Michael's Estate, Tyrone Place, Myra Close and Inchicore*
- *South West Dublin (special school)*
- *Bluebell, Clondalkin and Lucan*

Post Primary

- *Inchicore, Bluebell, Drimnagh, Ballyfermot, Tallaght, Clondalkin, James Street and Kilmainham.*

This suggests that, firstly, the catchment area for the post primary school is on the whole larger than that for individual primary schools as one would expect. The primary schools have slightly different catchments; some are more concentrated within certain sections of Inchicore while others are more likely to have pupils coming from areas adjacent to Inchicore also.

The estimated proportion of primary school's sixth class pupil population that transferred to one or more of a range of post primary schools is presented in section 3.6.

In terms of transfer of pupils from primary to post primary schools, most of the school's sixth class pupils go to a multitude of schools. This is less pronounced in the single sex schools. What is clear is that a large proportion of girls transfer to the local girls post primary school. However, a large proportion of pupils transfer to co-educational second level schools outside the area while boys in primary schooling in the area can transfer to both all male and co-educational schools.

Two of the primary schools have plans in train for building projects. This underlines the capacity problems these schools currently face. What this suggests is that across the primary schools, the

building plans that they have will cater for current demand and will in most cases replace portacabin type buildings. It is not clear to what extent the buildings planned will cater for increasing demands placed on these and the other schools in the near future, given the current pupil to capacity ratio.

6.2.4 *Analysis of 'on the ground knowledge' from local education stakeholders, parents, community and community services perspectives in relation to education needs and gaps in the locality*

In the research, there was considerable consensus in respect of education needs and gaps in Inchicore.

These included:

- provision for boys at primary and second level in the area; boys having to travel out of the area to go to post primary school increases the likelihood of education drop out;
- lack of 'choice' locally in sending children to single sex or co-education schools; two contrasting views of current provision at primary level;
- the present systems of education at second level are unsuitable to many children and in particular boys;
- supports to those who may be at risk of early school leaving at primary level and also in the junior cycle of post primary schooling;
- lack of supports in the area for those that have left school early, the examples given was of Youthreach;
- early intervention in terms of preschool support were also identified as a key gap;
- services that are seen as allied to education are often located elsewhere, afterschools programmes;
- collaborative work between education providers at different levels;
- education for and integration of new communities;

A common trend in the responses is that many of the education needs of the area, to respond to the identified gaps, should as far as possible be provided in the one location or facility or campus, or an 'education hub'. This idea suggests that one location should be used to house/encompass early intervention, educational support services, related social, health and family services, formal schooling or the location of elements of the curriculum related to a main school located nearby, community based adult education finally provision for early school leavers and those at risk of early school leaving. The logic of this suggestion in the present context aims that some or all of these education uses should be considered for joint planned delivery on the St. Michael's CBS site.

CONCLUSION & RECOMMENDATIONS: *Identification of options and priorities of the future educational needs of the Inchicore area*

In conclusion, the demographic data shows that Inchicore (nominally the EDs of Inchicore A, Kilmainham B and C) has undergone a population increase greater than that for the City as a whole. However, the key aspect of the population trends in the wider Inchicore area is the number of recently completed and planned developments. The projected population is likely to be an increase of over half the current population. This is significant from any vantage point, and taking into account the makeup of new housing units (professionals, new communities, short term renters etc) and acknowledging the likelihood that not all new households will include children, there will still be a significant education need in the medium term future.

Given the Department of Education's system for assessing education needs in terms of the provision of schools, these will necessitate additional schooling. However, this information is not likely to come out 'officially' until the 2011 Census. The point is that planned developments and population projections suggest the education need will arrive before that Census is carried out.

The most obvious gap is in terms of boys at post primary level. The need for young people to make a successful transition to second level is hampered in this context by the lack of such provision. Allied to this, there is a sense also that the existing second level school is viewed by some in negative terms and has resulted in a concentration of what is considered, factually accurate or not, low attainment in the existing girls post primary school. In view of this, the main need identified is the provision of mixed / co-education at post-primary level in the local area.

Adult and community education, programmes for early school leavers, education supports such as speech / language therapy, occupation therapy, and psychological services were all cited as important education needs in the wider Inchicore area.

Given that the majority of respondents in the research imply that the St. Michael's CBS site should, in one form or another, be kept in educational and community use, it is reasonable, therefore, that the site and the building should be used in some form to provide post-primary education for children from the community. However, it should become an educational and community hub of sort.

In addition to second level schooling as adjunct to the existing provision, it is an opportunity also that the site could be used for some primary schools activities to add additional capacity and for community use such as adult education, community facilities, and the location of a programme of support for those that have left school early in the community and those that are at risk of low education attainment in existing post-primary school settings along with other community uses.

In addition, the facility, which would require refurbishment, should also be a location for a Youthreach type provision, outreach community and adult education project, and support services allied to schools provided by the HSE, which are currently outside of the area such as speech and language therapy, psychological assessment, family support etc.

However, the research suggests that there are considerable barriers to overcome in terms of future education provision on the St. Michael's site. These are in the main organisational and sectoral agendas. This suggests a need to negotiate and construct consensus while trying to absorb the various competing interests of those that are likely to have a say on the future of the facility. The process must be one that adopts a 'win, win' approach for all the key stakeholders. This is by no means an easy or indeed straightforward task.

In the main, it is likely that any approach to the existing girl's secondary school and indeed other key stakeholders will fail unless important groundwork is completed. The approach should be to absorb the concerns and viewpoints of those that will be affected by this process. Thus it will be important to develop consensus and agreement with key players. The main ones of importance will be the City Council, who will be the owner of the site. In addition, the issues and potential uses will also have to be discussed with the St. Michael's Estate Regeneration Board.

At the outset also, it will be important to consult, engage with and provide support for the participation of members of the community, parents of school children and local community and voluntary groups. In addition, senior decision makers in the Department of Education will also have to be approached and presented with the evidence and the potential of the site to respond to this need. A similar dialogue will also have to be conducted with the VEC and the HSE. Existing schools should also be involved to assess how the site and an education / community facility might be of benefit to them.

Having approached key players such as the City Council and the Department, at that point (with the support of the former two actors), contact should be made with the patrons and management of the existing girls second level school about the provision of co-education second level schooling encompassing the St. Michael's site. This should also include the Christian Brothers. It is also worth noting, that there is a precedent in place whereby the CDVEC has taken over the running of schools that were formerly under one of the religious orders as patrons.

RECOMMENDATIONS

Following on from the main conclusions, the research can make the following recommendations based on the data and analysis in the body of the report:

1. The research indicates the need for additional education capacity at present and continuing on into the future. This is most obvious at primary level. Thus increasing the capacity of existing primary schools and the provision of additional facilities is a clear need.
Responsibility: Department of Education and Science, DCC, local primary schools, parents, community interests, CCP and CDVEC.
2. Another evident education gap in the wider Inchicore is in terms of boys at post primary level. There is evidence to suggest that the lack of post primary schooling for boys is a significant contributory factor to early school leaving in view of the need for boys to travel out of their community to attend school. Therefore, the provision of post primary education for boys in the area is recommended. *Responsibility: Patron groups for existing post primary school, Department of Education and Science, parents, community organisations, CCP, DCC and CDVEC.*
3. There is a need for better and more integrated system(s) of support and monitoring to allow young people to make a successful transition to second level. Such a system should be put in place locally firstly on a pilot basis and following evaluation and modification should then be rolled out fully. *Responsibility: Existing post primary school, primary schools, National Educational Welfare Board, FAS, St. Michael's Estate Regeneration Board, CCP and CDVEC.*
4. There is an identified need for the provision of mixed / co-education at post-primary level in the local area. This is an allied recommendation to the provision of a boys post primary school. Thus, the provision of a boys post primary school in Inchicore could be offset by the provision of co-educational schooling. *Responsibility: Patron groups for existing post primary school, Department of Education and Science, parents, community interests, CCP, DCC and CDVEC.*
5. There is also a need for adult and community education in the area, and school supports such as speech and language therapy, psychological supports, family support and related social and health services etc. *Responsibility: CDVEC, Department of Education and Science, HSE, CCP and voluntary service providers.*
6. Programmes for early school leavers are a clear need in the area. At present, there is one community based project in Rialto and Bluebell, the YEAH project, but no such mainstream or formal provision is available. The nearest Youthreach for example is in Crumlin. *Responsibility: CDVEC, FAS, Department of Education and Science, HSE, CCP and voluntary service providers.*
7. It is recommended that additional and more comprehensive supports for those at risk of early school leaving and educational underachievement are put in place. This will include in school supports and accompanying education supports such as speech / language, occupation therapy, and psychological services. *Responsibility: CDVEC, FAS, Department of Education and Science, HSE, CCP and voluntary service providers.*
8. The St. Michael's CBS site should, in one form or another, be kept in educational and community use. It is reasonable given the findings and its previous use that the site and the building should be used in some form to provide post-primary education for children from the community. However, it should become an educational and community hub of sort. In addition to second level schooling as adjunct to the exiting provision, it is an opportunity also that the site should also be used for some primary schools activities to add additional capacity and for community use such as adult education, community facilities, and the location of a programme of support for those that have left school early in the community and those that are at risk of low education attainment in existing post-primary school settings along with Nevertheless, regardless of the ultimate use of the site in the future and the opportunity it presents, there is still a clear need for primary and post primary

education provision and allied services as outlined in the above recommendations.

Responsibility: DCC, CDVEC, Patron bodies, existing primary and post primary schools, HSE, CCP, FAS and relevant community organisations (including St. Michael's Estate Regeneration Board)

9. If these recommendations are to be enacted, this will require significant negotiation, commitment, partnership and flexibility in view of the divergent perspectives of the key stakeholders. The process will have to run in parallel so as to ensure the key actors are engaged in the process. The approach should be one built on inclusiveness and consensus.

Appendix 1

ASSESSMENT OF EDUCATION NEEDS IN INCHICORE

theme sheet to guide semi-structured interviews

Stakeholder/school interviews

Preamble: *description and aims of the research, role of the researchers, independence and confidentiality, next stage in the research.*

1. *What is your/your organisations background and role in the local area?*
2. *What is your/your organisations relationship with education?*
3. *What is your view(s) on the impending closure of St. Michaels CBS?*
4. *From your local knowledge, what (where, how many) housing and population developments have taken place in Inchicore since 2002?*
5. *What is the extent of current education provision in the area?*
6. *What are the current gaps in education provision in the area?*
7. *What is needed in terms of future education provision?*
8. *What is the capacity of current education facilities?*
9. *What future plans are in place in terms of education provision in the Inchicore area?*
10. *What suggestions have you for new education facilities in Inchicore?*
11. *What suggestions have you in respect of the St. Michael's CBS site?*
12. *Who should be involved and why?*
13. *What are the main enablers and barriers in respect of future education provision in the area and in terms of the St. Michael's Site?*

Appendix 2

ASSESSMENT OF EDUCATION NEEDS IN INCHICORE

School's Current Enrolment Survey

Please complete this survey and place in the attached FREEPOST envelope. Alternatively, this document (if received by email attachment) can be completed in MS Word, saved and attached by return email to education@canalpartnership.com or to niall@uniqueperspectives.ie. If you have any queries, please feel free to contact Lucy Harrington, Canal Communities Partnership (t: 4584842) or Niall Watters (Researcher), Unique Perspectives (t: 6628585).

1. What is the name of your School?
2. Who is the main contact person completing this survey?
3. What is the level of the school? Primary Post-primary Other
4. (A) Is the school supported under DEIS? Yes No
 (B) If so, which DEIS Band? DEIS I DEIS II DEIS Post-primary
5. What proportion of the current pupil enrolment is male and female? Male % Female %
6. How many full time teachers are there currently in the school?
7. How many pupils are currently in the school?
8. What is the overall pupil capacity of the school?
9. What proportion of the school's overall pupil capacity is filled at present? %
10. How many pupils are in sixth class (*for primary*)/first year (*for post-primary*)?
11. (A) For post primary schools, what is the your current student capacity in first year?
 (B. What proportion of the school's first year pupil capacity is presently filled? %
12. How many children are currently on the waiting list for the next academic year?
13. What areas do pupils of your school generally come from?

14. For primary schools, what post primary schools do sixth class pupils generally transfer to? (*please tick and enter estimated proportion*)

Mercy Secondary School, Goldenbridge (<i>female</i>)	<input type="checkbox"/>	Proportion <input type="text"/> %
Drimnagh Castle (<i>male</i>)	<input type="checkbox"/>	Proportion <input type="text"/> %
Assumption, Walkinstown (<i>female</i>)	<input type="checkbox"/>	Proportion <input type="text"/> %
Kylemore College, Ballyfermot (<i>co-ed.</i>)	<input type="checkbox"/>	Proportion <input type="text"/> %
St. Johns College, Ballyfermot (<i>male</i>)	<input type="checkbox"/>	Proportion <input type="text"/> %
St. James's CBS, James' Street (<i>male</i>)	<input type="checkbox"/>	Proportion <input type="text"/> %
Carlitas College, Ballyfermot (<i>female</i>)	<input type="checkbox"/>	Proportion <input type="text"/> %
Larkin College, Gardiner St. (<i>co-ed.</i>)	<input type="checkbox"/>	Proportion <input type="text"/> %
St. Louis, Rathmines (<i>female</i>)	<input type="checkbox"/>	Proportion <input type="text"/> %
Palmerstown Community College (<i>co-ed.</i>)	<input type="checkbox"/>	Proportion <input type="text"/> %
Synge Street CBS (<i>male</i>)	<input type="checkbox"/>	Proportion <input type="text"/> %
Loreto Convent, Crumlin (<i>female</i>)	<input type="checkbox"/>	Proportion <input type="text"/> %
Dominican Convent, Ballyfermot (<i>female</i>)	<input type="checkbox"/>	Proportion <input type="text"/> %
Scoil Eoin (<i>special school/co-ed.</i>)	<input type="checkbox"/>	Proportion <input type="text"/> %
Other <input style="width: 100px;" type="text"/>	<input type="checkbox"/>	Proportion <input type="text"/> %
Other <input style="width: 100px;" type="text"/>	<input type="checkbox"/>	Proportion <input type="text"/> %

15. (A) Does the school have current, imminent or future formal building plans? Yes No

(B) If so, explain?

Appendix 3

Canal Community Partnership - Education Assessment of Inchicore

PARENT SURVEY

School Location:

1. How many children have you?

2. What schools did they go to at primary and post primary level?

Primary:		Post-Primary:	
Our Lady of the Wayside, Bluebell	<input type="checkbox"/>	Mercy Convent, Goldenbridge	<input type="checkbox"/>
Our Lady of Lourdes, Goldenbridge	<input type="checkbox"/>	Kylemore College	<input type="checkbox"/>
The Model School, Inchicore NS	<input type="checkbox"/>	Palmerstown Community College	<input type="checkbox"/>
The Oblates, Scoil Mhuire Gan Smal	<input type="checkbox"/>	Drimnagh Castle	<input type="checkbox"/>
St. Michaels CBS	<input type="checkbox"/>	St. James' CBS	<input type="checkbox"/>
St. Killians NS, Bluebell	<input type="checkbox"/>	Synge Street CBS	<input type="checkbox"/>
St. John of God, Islandbridge	<input type="checkbox"/>	Dominican Convent, Ballyfermot	<input type="checkbox"/>
Gael Scoile, Inchicore	<input type="checkbox"/>	Loreto Convent, Crumlin	<input type="checkbox"/>
Other: _____	<input type="checkbox"/>	Caritas College, Ballyfermot	<input type="checkbox"/>
Other: _____	<input type="checkbox"/>	Other: _____	<input type="checkbox"/>
Other: _____	<input type="checkbox"/>	Other: _____	<input type="checkbox"/>

3. What do you think/feel about the closure of St. Michaels CBS?

4. What would you like to see change in schools and other education in Inchicore at the moment?

5. What extra, additional education provision in Inchicore would you like to see in the future?

6. Do you think the area is well served by education facilities and services and why, what are the gaps if any?

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Registration No. 260765
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