



Comhairle na Gaelscolaíochta

Area Planning Context:
IME Sector Development Plan

November 2016



COMHAIRLE
NA GAELSCOLAÍOCHTA

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Summary of Abbreviations

AE	Approved Enrolment
BoG	Board of Governors
CCMS	Council for Catholic Maintained Schools
CnaG	Comhairle na Gaelscolaíochta
COGG	An Chomhairle um Oideachas Gaeltachta & Gaelscolaíochta (body in south of Ireland Responsible for, amongst other things, the development of teaching resources in Irish)
CPD	Continuing Professional Development
DE	Department of Education
EA	Education Authority
EM	English Medium
EOT	Estate Operations Team – Department within Department of Education
ESaGS	Every School a Good School (DE Policy)
GCTNI	General Teaching Council for Northern Ireland
IE	Integrated Education
IM	Irish-Medium
IME	Irish-medium education
InaG	Iontaobhas na Gaelscolaíochta
LTE	Long Term Enrolment
NIAO	Northern Ireland Audit Office
NICIE	Northern Ireland Council for Integrated Education
SEN	Special Educational Needs

1.0 Introduction

1.1 Context of Report

Comhairle na Gaelscolaíochta (Comhairle / CnaG) is the organisation responsible for providing advice pertaining to the development and provision of Irish-medium education (IME) to the Department of Education (DE). CnaG was established as a direct consequence of the Good Friday Agreement, which placed a statutory duty on DE “*to encourage and facilitate Irish-medium education*”. Article 89 of the 1998 Education Order that followed the Good Friday Agreement, contained provision to allow DE to pay grants to any “*body appearing to the Department to have as an objective the encouragement or promotion of IME*”. In 2000, DE established Comhairle na Gaelscolaíochta to carry out this function.

This report has been prepared to set the framework for proper area planning and the strategic development of the Irish-medium sector throughout the north of Ireland at all levels over the coming years. It is not intended as a static document but will be reviewed on an annual basis, based on progress against the various targets set out within the document. This will be carried out in tandem with the annual review of the area-planning process involving all sectors of education.

This area planning process to date has not included planning objectives tailored to the needs of the diverse Irish-medium sector. This document is put forward in order to allow the area-planning process to take full cognisance of the area planning needs of the Irish-medium sector.

1.2 The Area Planning Process and Irish-medium education (IME)

1.2.1 The Bain Report

The primary policy document that set in train the process of area planning was the Bain Report, published in 2006. This document sets the context for the entire area-planning process and the importance of planning for IME within this process. In particular, the importance in planning for anticipated rather than demonstrated demand for IME (& Integrated education).

This review was announced in March 2006 with the following terms of reference:

“To examine funding of the education system, in particular the strategic planning and organisation of the schools’ estate, taking account of the curriculum changes, including the wider provision for 14-19 year olds, and also demographic trends.”

The full terms of reference are grouped under three headings: Financial Issues; Strategic Planning of the Schools’ Estate and Integrating Education and Improving Collaboration.

‘Bain’ is very useful in setting out the parameters of a high-quality education system and emphasizes the importance of the quality of the “educational experience” in its broadest sense. The Bain report places a particular emphasis on the inter-relationship between the community and the education system in delivering a successful school.

“16. Consultation endorsed two broad aims for education focused on; - quality of individual opportunities and experiences in terms of curriculum, learning and teaching, standards in relation to attainment, personal growth and social development; - and social, community and economic well-being.

17. Consultation articulated views that education should be in the service of both the individual and society, should be concerned with all aspects of the human person, and contribute to personal fulfilment, civic well-being and economic prosperity. Within a framework of shared core values and principles, we acknowledge Report of the Independent Strategic Review of Education perspectives that make for distinctiveness in the educational experience provided by schools, manifest in their ethos, but with scope for each school to develop and maintain its own particular character.

18. The relationship between school and community was a recurring theme in the responses to the Review. Good schools both benefit from, and contribute to, social cohesion through their relationship with healthy communities, which in turn play a major role in educating young people and make a real contribution to education and to social stability.”

Bain proposes minimum long-term enrolment figures for schools at primary level (105 in rural areas and 140 in urban areas) and secondary level (500). The report advises that a sustainability policy should be developed that sets out the parameters for sustainability of schools going forward, with a strong focus on educational experience and sustainability.

Bain acknowledges that the rationalisation of schools is primarily about dealing with a shrinking sector and points out a flaw in the calculation of long term enrolment (LTE) figures within a declining education sector.

“The key figure in the analysis of future demand is the predicted long-term enrolment (LTE). The standard methodology for calculating LTEs is based on projected enrolments to be achieved in seven years for post-primary schools and five years for primary schools. In a context of declining demand for school places, projections based principally on current enrolments in existing schools will be generally higher than actual future enrolments. The forecasting method therefore tends to overestimate demand.” (Page 106 para 8.9)

By implication, there is a need for a completely different approach within sectors where the school population is growing. Indeed this is explicitly acknowledged by Bain for the IME and Integrated sectors:

“Planning should take account of Schools for the Future: Funding, Strategy, Sharing the projected needs of all sectors based on a **consistent approach to estimating long-term enrolments (LTE)**. **This means planning for anticipated rather than demonstrated demand in the Integrated and Irish-medium sectors.** Forecasts should consider all the relevant determinants of demand to the greatest practicable extent, including demographics, pupil movements, population shifts, economic development, parental choice and changes in school performance and sustainability.” P 116 para 9.11 **(Bold is our emphasis)**.

Bain recommended a review of Irish-medium education to clarify and develop a range of issues associated with IME, including the matter of projecting demand into the future to help to plan for the future needs of the sector. Bain clearly recognised the complexities of the IM sector and the need for a significant body of further work to be undertaken in relation to the sector in particular, due to its unique needs and aspirations

“It is eight years since DE was charged with a duty to encourage and facilitate the development of IM education. Since that time there has been significant growth in the number of pupils educated through the medium of Irish. There appears, however, to be a lack of consensus about aspects of the educational process in IM education and about the most appropriate environment: educationally, linguistically, socially and physically. There is a need for further debate to inform a rationale for an agreed model of immersion education, in keeping with international best practice. In view of the pattern of growth in the sector, the issues that need to be considered, and a radically changing planning context for education, the Review recommends that DE should develop a comprehensive and coherent policy for IM education”.(Page 157 Para 11.23).

These issues were subsequently considered and consulted on and published in a document entitled Review of Irish-medium Education, in 2008.

1.2.2 Review of Irish-medium education – Published 9th October 2008

The review considered a wide range of development needs for the sector and importantly, from an area-planning perspective, the need to forecast growth within the IM sector

“In response to forecasted growth in pupil numbers seeking Irish-medium education, Comhairle na Gaelscolaíochta has, since 2002, been developing the process of area-based planning for the sector, although its projections do not currently reflect the minimum enrolment recommended by Bain for sustainable schools. Future provision of Irish-medium places must be within the context of the local area-based planning being developed for all schools”. (Page 31 Para 5.10).

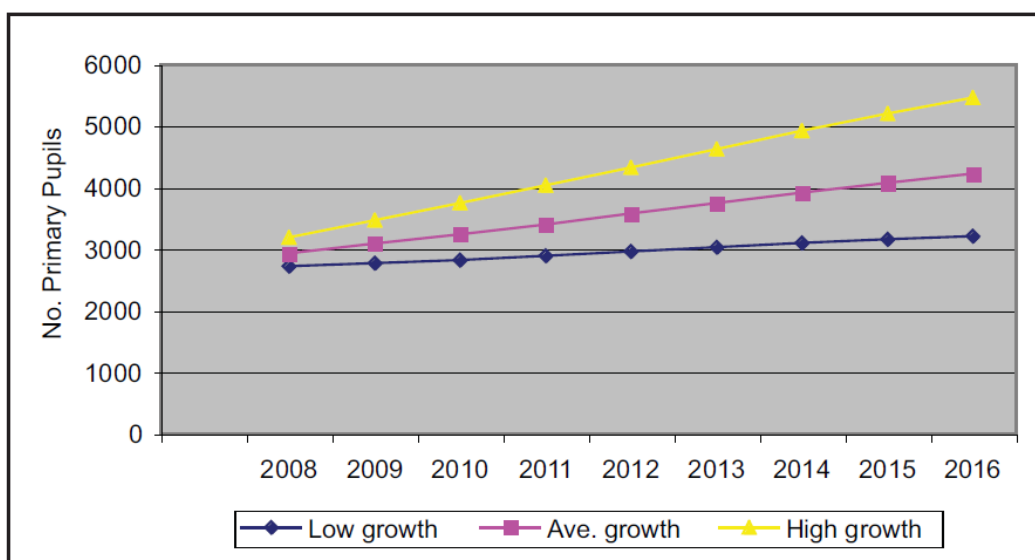
The report went on to consider a growth model for the sector as set out in the following section.

“Projected demand for Irish-medium primary provision

- 6.3) Projections are, by their nature, inherently uncertain. This uncertainty can become more marked as we move from projections considering an entire school age population, as in the Bain Report, to any sub-sector of the school age population, such as the Irish-medium school-age population.
- 6.4) Projections are, of course, indicative, and need to be used and interpreted with a degree of caution.
- 6.5) As set out in Chapter 3, the number of pupils in Irish-medium education has been increasing. Demand for IME primary provision was projected based on this historical growth data, combined with the projections for all primary provision.”

The full range of actual year-on-year growth of the Irish-medium sector share of primary provision was used: “Low” is the smallest annual % growth (0.05%); “Ave,” is the average annual % growth (0.12%), and “High” is the largest annual % growth (0.2%). Underpinning this approach is the assumption that growth in supply provides a good measure of growth in demand. The projections are charted in Figure 6.3.

Figure 6.3: Projected School Population for Irish-medium Primary Pupils, 2008–2016

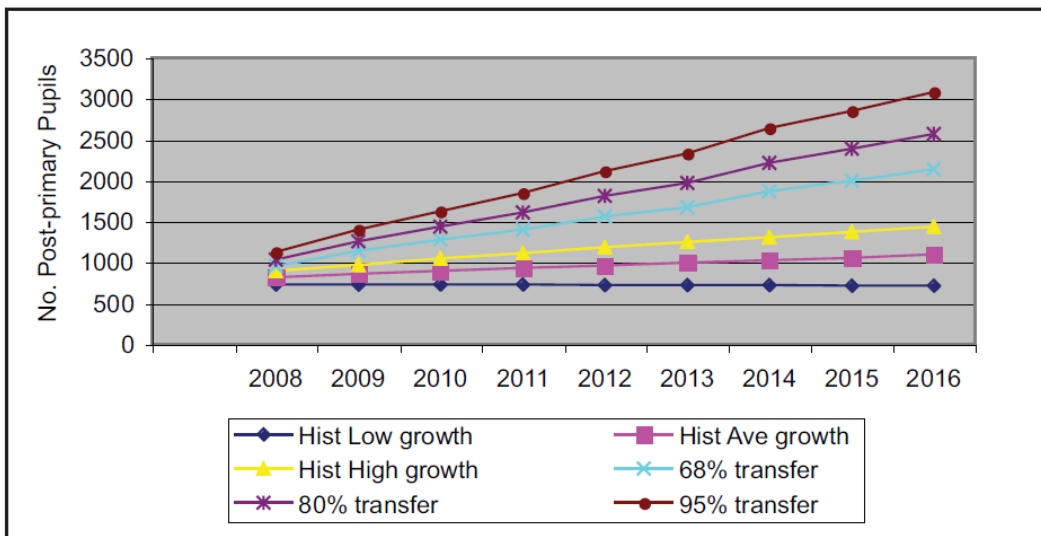


- 6.6) Despite the falling number of primary pupils, the projected growth in demand for IME means that even the lowest growth projection predicts an increased number of IME primary pupils.

Projected demand for Irish-medium post-primary provision

- 6.7) Projecting demand for post-primary provision was more complex than for primary. Firstly, projections were made as for primary, based on actual growth data for post-primary demand, using the smallest annual % growth (“Hist. Low”, which equals 0.005%); the average annual % growth (“Hist. Ave.”, which equals 0.03%), and the largest annual % growth (“Hist. High”, which equals 0.05%).
- 6.8) The assumption that historical growth in supply provides a good measure of growth in demand may be less robust due to the more limited access to post-primary Irish-medium provision. Therefore additional projections were developed based on the actual transfer rates from primary to post-primary in Belfast (where growth in supply is likely to better reflect growth in demand). Again, a range of actual annual transfer rates was used, based on data going back over 10 years; the lowest (68%); the average (80%) and the highest (95%). These gave average annual % growths in demand for post-primary IME provision of (0.1%); (0.13%) and (0.16%) respectively. These transfer rates were then applied to the entire IME primary population, to gauge possible total demand for post-primary IME provision. This provided 6 different projected post-primary populations by 2016, which are charted in Figure 6.4.

Figure 6.4: Projected School Population for Irish-medium Post-Primary Pupils, 2008–2016



- 6.9) The three lower projections show how the number of pupils in Irish-medium post-primary may change if no new provision is developed. The three higher projections show how the number of pupils in post-primary might change if additional provision was to be developed. An underpinning assumption is that the higher projections would require sufficient numbers of pupils in an area to create demand for viable provision, in a free-standing school, unit or stream.
- 6.10) The number of Irish-medium post-primary schools and units that that would be needed to meet these levels of demand was considered. It was recognised that

increasing demand for Irish-medium education could be met in a number of ways, dependant on such variables as geographical spread of demand and the capacity of existing or new provision to meet this demand. In addition, it was recognised that it will be important to ensure that, at a local level, provision is effective and sustainable.

Summary

- 6.11) While projections and assumptions about growth rates can contribute to considerations of the future, the key message from the analysis of demographic trends is clear. The demand for Irish-medium education is growing while other English-medium sectors are contracting. Changes to the pattern of school provision are a feature of this contraction, and they understandably generate a lot of attention. Representatives of the Irish-medium sector highlight their concern that their needs may not get the attention they deserve when set against the often more visible needs of English-medium provision. Notwithstanding the growth of Irish-medium education at a regional level, it will remain important to ensure that provision at a local level provides a continuity of sustainable provision for the future.

The review clearly sets out a methodology for a “needs model” within the IME sector which has not been applied within the context of overall area planning to date, and which this current document seeks to redress. This document bases its approach to area planning on the approach proposed by the Review of IME, and considers a range of growth scenarios using historical growth trends to inform future projections at a general level across the north, and within specific geographical clusters.

1.2.3 Sustainable Schools Policy - Schools for the Future:

This policy sets out the context for the current area-planning process. The document’s purpose is summarised in three points: 1.10-1.12

- 1.10 This document examines the issues relevant to achieving sustainability of schools which should be central to the planning of future school provision. It considers the issue of sustainable schools in the Bain Report context and sets out criteria and indicators for use by the Department; the Education Authority; Boards of Governors and the wider community, to help assess whether a school may be considered fit for purpose, or whether action is required to address emerging problems of viability. The objective is to improve the quality of education offered to pupils of all ages and backgrounds. The criteria should also have a role in helping a school to monitor and self-review its current position and to consider how it might be strengthened and improved.

- 1.11 Too often, concerns about a school's viability are addressed only when enrolments have already declined over a period of years to an untenable position, and rationalisation is the only option remaining. The criteria set out in this document are much broader than enrolment thresholds and are intended to provide a framework for earlier consideration and action as necessary, so that options can be considered which best meet the educational needs of the local community. The criteria will also ensure transparency, consistency and equity in decision-making on sustainability across schools and sectors.
- 1.12 In examining these issues, this document also considers the importance of sharing and collaboration and how the education sector can contribute to that by meeting the need for sustainable schools. The policy is relevant to all of our grant-aided schools.

It is clear from the stated purpose of the document that it is primarily focussed on the need to rationalise a shrinking sector and on emerging problems of viability as a result of shrinking enrolments. There is nothing within the terms of reference or the document itself which seeks to address the needs of the growing sectors of education, Integrated and IME, within overall declining enrolments.

The document does go on to mention the Integrated and IME sectors, and acknowledges simply that it has to respond positively to parental demand for IME and Integrated education, without acknowledging the need to consider a needs model or plan for these growing sectors. The document speaks of dealing with the needs of each case, rather than taking a strategic view on projecting the needs of the sectors. It does not refer to the proposed approach as suggested by Bain and as developed by the Review of Irish-medium Education.

The Sustainable Schools document summarises the basis for the process of area planning, which is clearly suggesting that area planning is to be carried out on a whole system basis, taking into account impacts within and across areas and across sectors.

Area-based planning

- 2.16 Developments at one school may have significant impacts on other schools in its area, including their sustainability. This underlines the importance of examining provision on an area basis as recommended by the Bain Report, taking account of the overall projected need for provision in the area.
- 2.17 This will be addressed through the roll-out of area-based planning in 2008. Area-based planning is about anticipating the educational needs in an area, and planning to meet those needs in an effective and efficient way through an estate of sustainable facilities. This will ensure that planning is on a whole system basis, taking account of impacts within and across areas and across sectors, to develop plans that meet the need for provision in that area. Whilst the ESA will have operational responsibility for area-based planning, school sectoral interests will have a major role to play in the development of the Area Plans.
- 2.18 In developing area-based plans, a central consideration must be the need for schools which will be viable. The sustainable schools policy is therefore to help provide a framework to inform the preparation of area plans. On 4 March 2008

the Education Minister announced initial work on area-based planning focusing on post-primary provision to be completed by January 2009.”

A vitally important part of this assessment is the impact of relatively fast-growing sectors, including IME and Integrated, within an overall shrinking population of pupils. This was not explicitly dealt with in the Sustainable Schools document, and has to date been overlooked in the subsequent area planning process carried out by the Education and Library Boards / CCMS.

1.2.4 Area Planning Process terms of reference

Whilst the commencement of the area-planning process had been announced in March 2009, it was not until 2011 that definite terms of reference came forward from the Minister, with a definite timeframe for the publication of the area plans within the various board areas. The following terms of reference were announced by the Minister in September 2011, and the following extract from the Department of Education website summarises the terms of reference and the timeframe for the publication of plans.

Area planning - terms of reference

In his Statement to the Assembly, on 26 September 2011, the Education Minister, John O’Dowd MLA, highlighted the need to move forward with the implementation of the Sustainable Schools Policy and the process of strategic planning on an area basis.

Introduction

The Minister made it clear that, against the backdrop of an extremely challenging financial landscape in the coming years, progress on reshaping the structure and pattern of education provision cannot be delayed. This work is at the core of the raising standards agenda which can only be delivered efficiently and effectively through a network of strong, sustainable schools that command the confidence of the communities they serve.

The Minister has indicated that, until such times as the Education Authority (EA) is established, the existing statutory bodies would work together to deliver a more strategic area-based approach to planning the delivery of education.

Task

The Minister commissioned the former Education and Library Boards, working in close conjunction with CCMS and engaging extensively with other school sectors, to develop collective strategic plans on an area basis.

The focus was on developing a planned network of viable and sustainable schools capable of delivering effectively the Revised Curriculum and the Entitlement Framework and of providing adequate access to a range of educational provision, appropriate to the needs of the children and young people in an area. It will therefore be essential that a broad vision of the type and scale of education provision required to meet the future needs is agreed, encompassing the various models to do so.

Scope

The exercise will cover the provision of all grant-aided primary and post-primary schools of all management types in each of the five regional Board areas. At this stage, it does not apply to pre-school provision.

The plan must cover the entirety of primary and post-primary provision within the Board areas and must take account of cross boundary issues. However, if there are issues arising from the Viability Audit or the Formal Intervention Programme that require early action, the Boards should put in place an action plan to protect the interests of the pupils in advance of a full area plan being available. Decision to move in advance of the area plan being drawn up and approved should be based on robust evidence and the professional opinion of the Education and Library Boards, following engagement with CCMS and the other sectors where applicable.

To support the SEN Review and, in recognition of the regional nature of the highly specialised facilities required to meet the needs of the most vulnerable children in our society, the process will examine the pattern of free standing Special-School provision

The Minister requested that the initial focus should be on post-primary provision, including the delivery of viable 6th form provision and the pattern of free standing special school provision.

In taking forward this work, the Boards and CCMS must ensure that their assessment takes account of the Department's commitments in the Programme for Government, and supports the implementation of Departmental policies, in particular; Sustainable Schools; ESaGS; the Revised Curriculum and the Entitlement Framework; Count, Read: Succeed; Irish-medium Review and the SEN Review. It should also take account of commitments outlined in the Good Friday Agreement and subsequent legislation in relation to Integrated and Irish-medium provision. (This list of policies is not exhaustive.) Throughout the process, the principles of promoting equality of opportunity and good relations should be adhered to.

The work should also reflect the prevailing financial climate and the centrality of financial viability and stability going forward, and that the minimum number of enrolled pupils needed to secure future financial stability may be higher than the minimum thresholds set out in the Sustainable Schools Policy.

Following initial engagement with the Boards and CCMS, detailed guidance will be issued by the Department covering the area planning process. For illustrative purposes the likely stages are as follows:-

- | | |
|---------|--|
| Stage 1 | Prepare an area profile, outlining current provision in the area using robust and verifiable data. |
| Stage 2 | Examine the current viability and future sustainability of existing provision in line with the relevant DE policies, taking account of the Viability Audit Report. |
| Stage 3 | Anticipate future need by sector using robust and verifiable data. |

Stage 4	Identify under or over-provision by sector in the area taking account of cross boundary flows.
Stage 5	Identify options to address under or over-provision by sector taking account of cross-boundary flows which deliver viable and sustainable schools.
Stage 6	Produce an area plan of education provision to meet future demand.
Stage 7	Submit the draft area plan to the Department for consideration and approval to proceed to public consultation.
Stage 8	Consideration of consultation responses, finalisation of area plan for submission to the Department for approval.

In delivering an area plan the Boards, working with CCMS and engaging extensively with other school sectors, should take account of the guidance issued by the Department and seek to fulfil the following aims/objectives to:-

- ensure a network of sustainable schools, within reasonable travelling distance for pupils and capable of delivering effectively the revised curriculum and, in post-primary schools, the Entitlement Framework
- identify and meet the needs of all children and young people in the area
- enhance the quality of provision and raise standards
- reduce the number of surplus places
- reduce duplication of provision
- identify realistic, innovative and creative solutions to address need, including opportunities for shared schooling on a cross-sectoral basis
- maximise the use and sharing of the existing schools estate
- identify potential for co-location of mainstream and special schools
- take full account of appropriate and relevant FE Sector provision for 14-19 year olds
- explore opportunities for cross-border planning

Deliverables

Each Board should present to the Department of Education a draft area plan which:-

- reflects Departmental policies and priorities
- delivers all aforementioned objectives
- is ratified by the Education and Library Boards and CCMS

Timescales

Given the size of the cohort of pupils requiring stand-alone special schools and the regional nature of this provision, the Minister has requested that this area is prioritised and plans are submitted to the Department by end February 2012*.

The initial plan covering post-primary provision, including 6th form provision, should be submitted to the Department of Education not later than end March 2012*.

The plan covering the primary provision should be submitted not later than end June 2012*.

* These dates are indicative at the moment and will be subject to discussion with the Education and Library Boards.

Authority

The Education and Libraries (NI) Order 1986 (Articles 5 and 6) outlines the duty of the Education and Library Boards to secure efficient and sufficient provision of primary and secondary education within the board area to meet the needs of all pupils.

Additionally, Article 142 of the Education Reform (NI) Order 1989 places a subsidiary statutory duty on CCMS to promote and co-ordinate the planning of the effective provision of Catholic maintained schools.

Other school sectors

The trustees and Boards of Governors of grant-maintained Integrated schools, voluntary grammar schools and other voluntary maintained schools, including Irish- medium schools, and the relevant sectoral bodies will also have an important contribution to make to this process. It will be a requirement of the process for the Boards to engage and seek input from these sectors.

Department of Education

The Department of Education will set the policy context, provide advice and guidance on the process and will consider and, if satisfied, approve the area plans following consultation on the draft area plans.”

The draft post-primary plans were published by the Education and Library Boards in July 2012 and following a public consultation period, the final plans were published in February 2013.

On 18th March 2013, the ELBs released their primary area plans and, following a consultation period, the final plans were released in July 2013.

These area plans were largely produced by the then Education Boards in collaboration with the CCMS, with limited consultation with either CnaG or NICIE. As a result, they have not considered a needs model for IME sector (or the Integrated sector). This strategy document prepared by CnaG adopts a systematic, staged approach to considering the needs of the IME sector, and will be used to inform the overall area-planning process. Representation on all levels of area planning framework will also help represent the needs of the IME sector within the overall area planning process.

1.2.5 Northern Ireland Audit Office Report 2015 – “NIAO Department of Education Sustainability of Schools 30th June 2015”

This report considered the progress of the implementation of the Sustainable Schools Policy. There are a number of strategically important points raised within this report that have particular relevance to Irish-medium education;

Recommendation 1 - Definition of the qualitative criterion for sustainable schools.

This recommends that the DE/ EA review their approach to considering the three qualitative indicators in the Sustainable Schools Policy, namely; strong leadership; accessibility and strong links to the community. There are important qualitative aspects to IME that feature strongly within the sector. In particular, IME is often key to delivering many other wider community benefits, including broader community learning/ involvement in language development, youth work, social cohesion, social engagement etc. Indeed the sector delivers other additional educational benefits directly to pupils, including *additive bilingualism*, where fluency in a second language is delivered, additional to the full curriculum delivery provided by monolingual schools.

Recommendation 2. - Calculation of capacity of schools & surplus places

The NIAO report outlined its concerns about the approach to the calculation of approved enrolments, ergo the number of surplus places within the system.

NIAO felt that the current basis of calculating approved enrolment was not based on current standards and that the number of surplus places may be over-estimated. Recommendation 2 states *“It is vital that the Department has accurate information on school capacity in order to be able to establish a robust baseline for the Area-Planning process. We recommend that the Department urgently reviews the way it calculates school capacity and, as a result, surplus places.”*

The NIAO report refers to the DE school handbook as a basis for assessing the capacity of schools. CnaG would concur with this, particularly in relation to Irish-medium education, where schools have experienced significant growth over the past decade and where they are often located on sites that are not suitable for the needs of their current or projected enrolments. This point is dealt with in more detail within section 1.4.3 of this report.

Recommendation 5. – Exceptional circumstances for small schools.

The NIAO report indicates that that there was no evidence that the additional funding of small schools demonstrated higher educational attainment and therefore value for money for the Department. However, this may not necessarily be the case for smaller IM schools, which have to deliver an additional curricular subject.

A disproportionate number of IM schools are small compared to the EM sector - the average size of Irish-medium primary schools is 104 pupils compared to the average size of 203 pupils across all schools.

CnaG concurs with the enrolment thresholds set out in the sustainable schools policy and will be seeking to build enrolment in all schools so that they reach the target enrolment threshold. However, CnaG also sees the potential necessity for a small number of smaller schools in areas where there is very limited accessibility for parents.

Recommendation no. 5 suggested that the Department should “ as a matter of urgency, work with the planning and managing authorities to identify exceptional circumstances in which an otherwise unsustainable small school could be considered for retention and additional financial support.” CnaG would seek to be involved in this process.

Recommendation 8. – More pro-active help to schools that are failing.

The report advises that steps should be taken to be more proactive regarding the appropriate mechanism to provide advice, support and assistance to those schools that require help. The NIAO recommends that clear lines of communication should be established for such circumstances, and a specialist advice and support group considered.

This is all the more important to IME due to the diverse nature of the sector, and the fact that schools are independent and there is no formal responsible authority for overseeing the management of schools. CnaG believes that it is vitally important that assistance is given to any and all schools or units that have issues in relation to their sustainability, so that they are provided with support and assistance to help them redress these concerns, if possible.

1.2.6 Research and Consultation by Dr Sean Byers and Dr Fiona Bloomer

In 2015, Comhairle na Gaelscolaíochta commissioned a report by a team of independent consultants, Dr Sean Byers & Dr Fiona Bloomer, to undertake a research project to inform area planning for IME, leading to the robust identification of obstacles, challenges and opportunities. This research has informed and framed this report. The consultants were tasked with the following responsibilities:

- Conduct relevant desk research to include reviewing existing research, policy and strategic documents, including comparative analysis from other jurisdictions as appropriate.
- Conduct formal consultations with relevant organisations and individuals identified by CnaG, that will give a particular focus on current and future provision.
- Collate, analyse and present the consultation feedback and report findings to CnaG.
- Produce a final report for CnaG in agreed bilingual format, including an Executive Summary, with recommendations regarding future provision.

The report is contained in Appendix 1 and contains an extensive and detailed list of conclusions and recommendations including the following:

CONCLUSIONS AND RECOMMENDATIONS

The area planning process introduced by the Department is conceived as the strategic framework for the development of new schools within any given area and the overall future development of all sectors. However, it is clear that this framework, in its current guise, is unable to account for and respond adequately to the unique needs of the Irish-medium sector. This is in part due to the dearth of information and robust research (on current and projected growth, immersion education, SEN best practice etc.) upon which to base policy interventions; financial constraints; a lack of infrastructure; and the related challenge of legacy issues that put IME at an immediate, structural disadvantage to other sectors. But it also reflects a systemic failure to act and build on the very specific recommendations made by successive reviews of IME and the education sector as a whole, from Bain to the 2014 Advisory Group Report – not to mention the various proposals presented by CnaG at key junctures.

The creation of a workable strategic plan for the IME sector requires a radical departure from the piecemeal approach that has emerged in the last ten years or more. It is with this in mind that we are making the following recommendations:

- The many and varied challenges faced by Irish-medium education warrant a bespoke area planning strategy for the sector, based on accurate information and projections. CnaG should consider taking the lead in the review and formulation of an updated strategy for the development of the sector over the coming years. This strategy could form the basis of a framework for the development of Irish-medium education from pre-school to post-primary for all areas and set the context for proper area planning.
- In conjunction with the development of a bespoke area planning strategy, the Department should take steps to formally identify and assess Irish-medium pupils as a separate cohort, giving the sector equal status with the Integrated sector.
- CnaG should seek formal clarification from the Minister on its analysis of the Advisory Group Report and on its proposed vision so that the current official policy position in relation to the development of the Irish-medium post-primary sector can be clarified and brought forward.
- The de facto existence of two IME sectors and apparent contradictions between different governing structures makes it incumbent upon all parties – the Department, CnaG, the CCMS, former ELBs and other key stakeholders – to continue pursuing avenues of collaboration for the benefit of IME as a whole. It would be more constructive if this is done formally, with the aim of creating one strong Irish-medium sector under shared values and objectives.
- The related tension between full and partial immersion approaches to IME, demands updated research on the subject in a national context, incorporating lessons and best practice from relevant international case studies.
- Whilst recognising the preference of a minority for partial immersion approaches, it is important that CnaG continues to assert the sector's commitment to full immersion education. This is to reflect the expressed preferences of the majority and the values underpinning the Irish-medium sector in the context of a wider cultural project to regenerate the Irish language in communities.
- CnaG and the Department should take steps to produce precise, updated definitions of the different approaches to Irish-medium education, particularly in light of the blurred

distinction between units and streams and the various conceptions of immersion education.

- If the development of IME is to rely in part on the establishment of units and streams in the short to medium term, it is absolutely essential that this is underpinned by an agreed protocol and clear pathway for the development of IME at primary and post-primary level. This is borne out, and rendered urgent, by the evidence of considerable growth at primary and post-primary level. In the absence of progress made on successive recommendations, CnaG should bring forward its proposals for a protocol and a pathway to be agreed with the Department, the CCMS and other IME providers.
- If the transition to free-standing provision is part of the protocol that precedes the establishment of a unit or stream, this should be with the support of parents and the local community. It should also inform the long term goals of that provision and the development of an evolving, bespoke area planning strategy for IME.
- Where there is little scope for the establishment of a free-standing school in the short to medium term, the units/streams should be encouraged and supported towards the achievement of full immersion within existing governance arrangements. This could be facilitated through a refined pathway that allows for such a progression.
- It is clear that there exists both the evidential basis and an appetite for a cluster approach to Irish-medium post-primary provision, based on the catchment areas identified by CnaG. As a priority, CnaG should bring these proposals forward as part of a bespoke area planning strategy and sector development plan.
- Taking cognisance of the IME sector's relative youth and historic neglect, there is a strong case for attaching greater weight to the positive impacts of post-primary provision on the enrolments of surrounding bunscoileanna and naíscoileanna and, by extension, the confidence of teachers, pupils, parents and Irish language communities.
- An agreed cluster approach to post-primary provision should be built around the idea that where there is potential identifiable demand increasing per annum based on the existing 7-year enrolments from Gaelscoileanna within the catchment area for the school, a free-standing school should be the preferred option. It should also draw on the practice that prevails in the South of Ireland where medium-long term viability figures, not the initial intake, are the determining factor in deciding to set up new post-primary provision.
- The decision to approve the establishment of Gaelcholáiste Dhoire, coupled with the two Treacy judgements, place an onus on the Department to apply flexible and long term thinking to the formulation and implementation of a post-primary Irish-medium strategy. Support for the cluster approach being developed by CnaG would go some way towards assisting the DE to meet its statutory duty to encourage and facilitate Irish-medium education.
- Accounting for the unique characteristics of the Irish-medium sector, not least its historic growth and latent potential for further growth, it is vital that CnaG develops an appropriate needs model for assessing demand at primary and post-primary level and presents this model for agreement with the Department and other stakeholders where possible.
- It is evident that outstanding accommodation deficiencies are widely regarded as a major challenge facing the Irish-medium sector. It is therefore essential that the Department, Education Authority/former ELBs and other key stakeholders charged with the development of IME are furnished with the findings of CnaG's initial audit of

accommodation needs and work with CnaG in conducting a comprehensive audit of the immediate needs of the Irish-medium sector as well as those based on its expected growth pattern over the coming years. This should be done with the aim of identifying the specific accommodation needs of each school and acting on them in a collaborative manner.

- The widespread nature of concerns expressed by Irish-language communities, parents, principals/heads of unit and key stakeholders in relation to SEN provision leads us to consider that it may be time to assess how much tangible progress has been made since 2010, and during the area planning process in particular. Crucially, CnaG should seek to address the absence of a framework within which SEN provision in the medium of Irish can be developed and improved.
- Further research is needed to determine what best practice in SEN provision entails and to shed light on the cognitive benefits of bilingualism and immersion education in IME. In addition to informing policy interventions, this information should be collated and disseminated widely, with the aim of raising the confidence and public awareness of teachers, parents, Irish-language communities, health and educational support providers, and society more broadly.
- Going forward, it is important that CnaG recognises that the Treacy judgements strengthen its position as an advocacy body and sees them as the legal basis for ensuring that the Department remains cognisant of its statutory duty to encourage and facilitate IME, and that it takes into account the growth and development of the Irish-medium sector in its own right.

The above recommendations have helped inform and shape the following sections of this report, which in turn seeks to address many of the above recommendations.

1.3 Challenges within the IM sector

There are a wide range of challenges in developing and promoting IME over and above the challenges of the English-medium sector. These relate to the particular additional needs of this sector, due to the inherent attributes of IME, and include the following general challenges:

- **Monolingual focus of Education System** - Generally speaking, the Department of Education's policy development and implementation are developed primarily for the English-medium sector and do not necessarily fit the Irish-medium sector. Irish-medium schools, as pioneers of immersion/bi-lingual education, face unique challenges in the delivery of the NI school curriculum relating to pedagogy and practice, curriculum content and resources. Special Education Needs provision within the IM pedagogy is a key issue for the Irish Medium Sector at primary and post-primary level. In addition, there are currently no appropriate tools to accurately assess pupils' progress within the IM sector.
- **Resources** – there remains a significant shortfall in tailor-made teaching resources within the IM sector. Recent years have seen an increase in the availability of resources - DE and CCEA have started to address this challenge as has An tÁisaonad and the Irish-medium support officer in the EA. However, there remains a major deficit in resources, especially at post-primary level.
- **Lack of a formal support organisation for parents** – the vast majority of parents of children attending Irish-medium education are not Irish speakers. Most parents rely on

an informal support network and their own initiative in relation to securing information and support in relation to their children's education.

- **Lack of a social context for the language** - for the many children who attend Gaelscoileanna and speak Irish, there are limited opportunities to develop their fluency outside school – There is a need for comprehensive youth-service provision. For most children, youth activities provide the only socio-linguistic context for the Irish language, and as a result youth activities are significantly more important for IME pupils than children within the various EM sectors.
- **Lack of knowledge and understanding of IME in wider community.** There is a general lack of knowledge about IME and immersion education amongst the general public and a very small uptake in IME from within the traditional Unionist/ Protestant communities. There is a need to develop a strategy that will encourage and promote IME to those from the traditionally Unionist / Protestant communities.

1.4 Challenges in relation to area planning

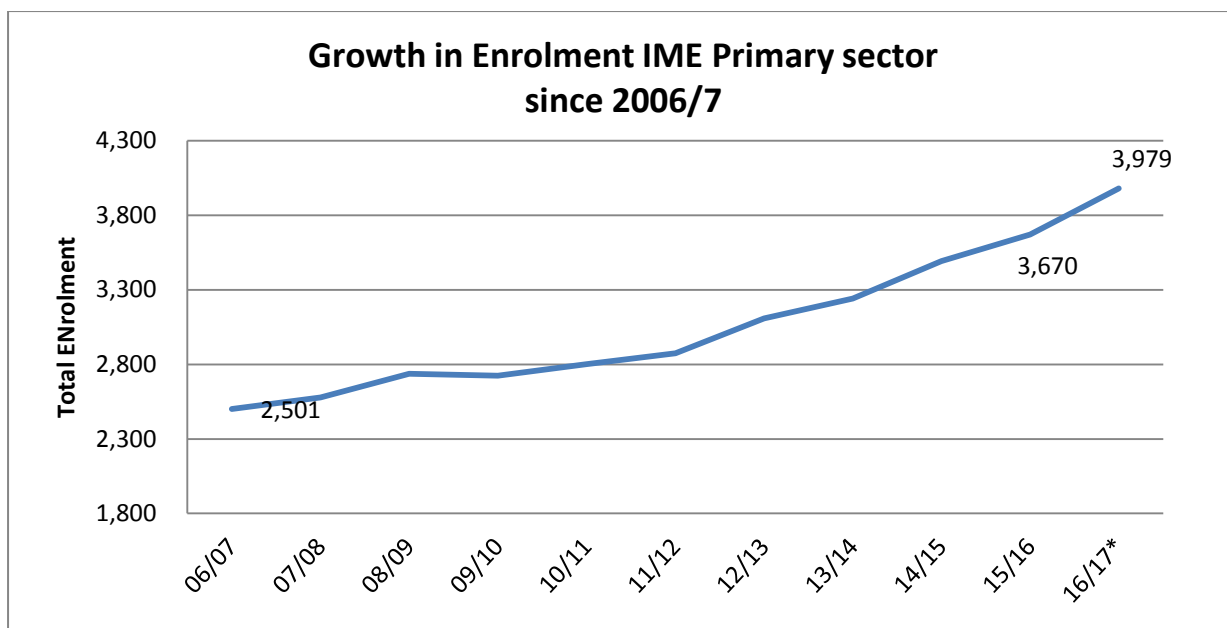
In addition to the above general challenges, there is a range of challenges that are particular to the area-planning process and which need to be considered in more depth as follows:

1.4.1 Rapidly-expanding sector

The rapid growth of IME frames most of the significant challenges that the sector faces in relation to area planning. To date, this growth has been largely organic and driven by local groups who have decided to set up IME provision within their area. In most areas, enrolments have been rising for the last 20 years, and development and expansion has historically been planned on a year-to-year basis. This has, in many cases, given rise to an ad-hoc and reactive approach to planning the strategic development of individual schools and of the sector generally. Many of the schools are very young and most have not yet reached maturity/equilibrium in terms of intakes versus leavers.

The IME sector has grown significantly over the last 20 years and this rate of growth has increased significantly in the last seven years in particular. This has seen overall enrolments in the primary sector increase from 2,742 in 2009 to a projected 3,979 in September 2016. This represents a growth of approximately 45% in the sector over seven years. During the same timeframe, intakes into the sector have increased by almost 80% from 393 pupils in 2009 to an estimated 710 in September 2016.

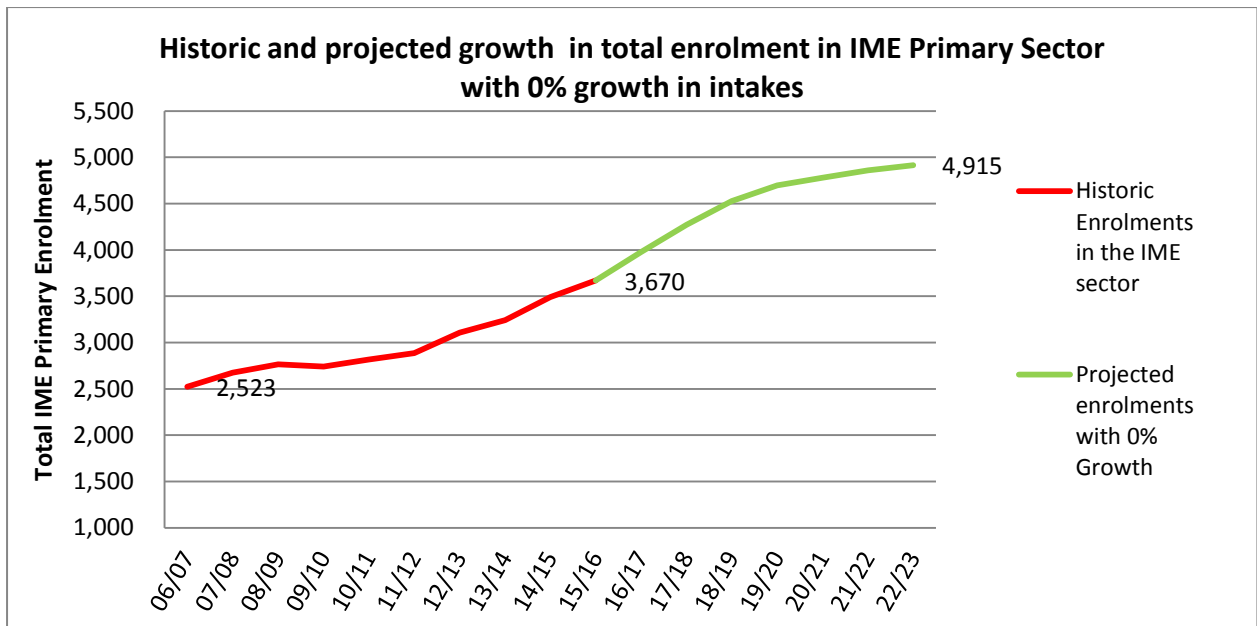
The rapid growth has been relatively steady and the following growth demonstrates the growth trend over the last 10 years:



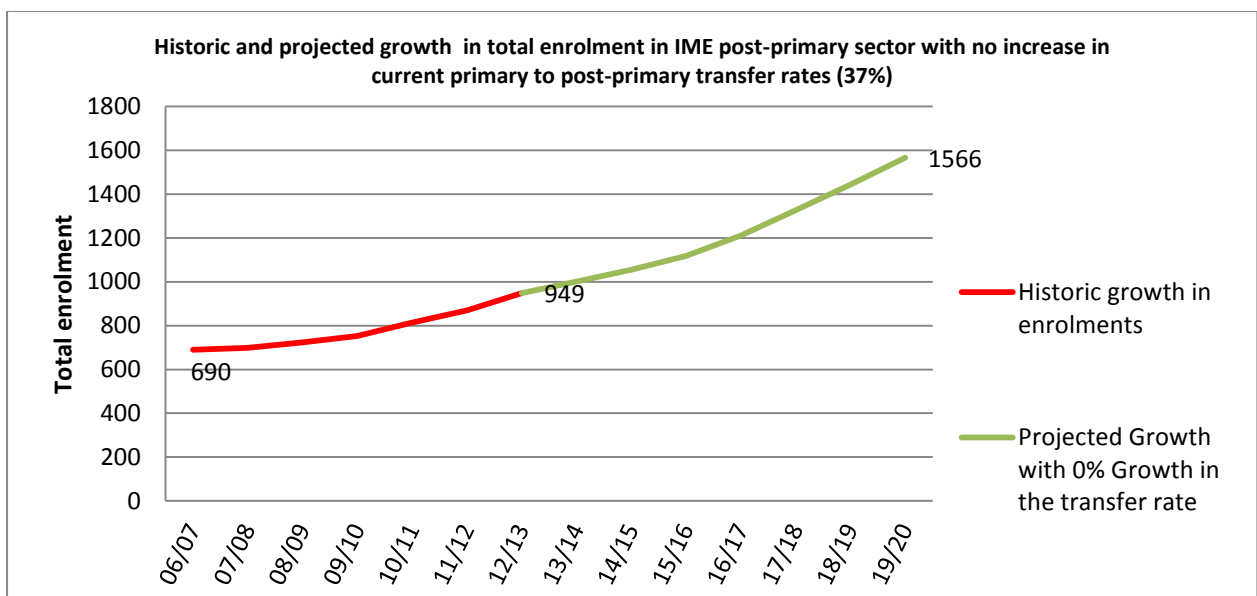
* Estimated for 2016

One of the important implications of this rapid growth is that school demography within the IME sector is skewed towards the Key stage 1 years - there are a total of 393 children leaving R7 in June 2016, being replaced by an estimated 700+ new entrants into R1.

The implication of this demography is that even if there is 0% growth in the annual intakes to the sector, the total numbers of children within IME would increase significantly. To illustrate this point we have calculated that if enrolments were to remain static at 2016/17 levels for the coming 7 years, the overall enrolment within the sector would increase from 3,670 to 4,915 in 7-years' time. This would equate to a total increase of 1,245 pupils or 33.9% in the overall size of the sector. This represents a very significant 4.26% compound increase per annum. This will necessitate significant additional resources to meet this latent demand, regardless of any additional increase in annual enrolments to the sector. The following graph illustrates this effect by combining historic trends with a zero increase in intakes- it effectively takes 7 years for the demand to slow.



If we apply a similar approach to the post-primary sector – i.e., if we use the actual number of children due to leave Gaelscoil over the coming seven years, and assume no increase in the percentage transfer rate from IME primary to post-primary (currently 37%), the Post-primary sector will see an increase in size by 44% over the coming 7 years. This represents average annual compound growth of 5.3%, regardless of any increase in current transfer rates.



Catering for this latent demand, together with the expected growth in enrolments within the sector will necessitate additional teachers, additional accommodation and significant additional provision at post primary level, that all must be planned for. When we consider the already poor state of many of the buildings within the sector this will further increase the pressure on already stretched resources and an urgent need to have a school buildings strategy for the sector.

It is now vitally important to strategically plan to support improvement of existing provision and to accommodate future growth. It is absolutely essential to analyse the trends in relation to

these growing enrolments across the sector and to make predictions that will help the sector plan for this growth. This will help in a wide range of areas including the need for additional teachers, teaching resources, new accommodation and additional provision.

1.4.2 Structural issues in relation to the LMS Common Funding Formula

In common with the approach in Welsh-medium education in Wales, Gaelic-medium education in Scotland and IME in the south of Ireland, the schools funding formula provides additional per capita funding to Irish-medium schools to reflect the additional curricular subject and the significant additional challenges in delivering minority language immersion education. This additional funding is essential to allow schools to deliver high quality education to their children and the additional outcomes of the system represent very good value for money.

There is a significant corpus of international research which has identified the enhanced educational outcomes of the bilingual education model that is adopted in IM education. This includes “additive bilingualism”, where children acquire a second language to a high level of fluency, whilst performing at least as well as their monolingual counterparts in their other curricular subjects. There is also significant body of evidence that suggests improved cognitive thought and problem-solving abilities for children who are early-years bilinguals. Recent research has also identified significant mental health benefits in early years bilinguals, including significantly delaying the onset of dementia.

However, there are some aspects of the LMS formula that are not suited to the needs of the sector. The fact that most Irish-medium schools are relatively young and most demonstrate year-on-year growth, means that they are at a disadvantage in relation to the LMS Common Funding Scheme.

The funding for a particular financial year (April-March) is based on the census from the preceding October. This means that for a school that is going through a sustained growth period, for seven months of the financial year its budget is based on the pupil enrolment of the previous year. The Education Authority does have a contingency fund which can make provision for “in-year growth”, where a school that has experienced the lesser of either a 5% increase or has an additional 10 pupils in a particular year. Under these circumstances, a school can apply for a subvention which increases the AWPU payment for the seven months. The applications for IME based on the September 2016 estimated enrolment would suggest that 18 out of the 28 (64%) free-standing IME schools would qualify for this contingency funding.

This contingency funding is not guaranteed and is, by and large, paid retrospectively. This means that it is very difficult to plan to maximise the use of this funding to the benefit of the education of the pupils, and for schools that have decided to be prudent during the year, means that the payment of this contingency fund pushes the school budget into a surplus – money that could have been employed to good effect during the school year.

Whilst the contingency fund goes some way towards addressing the inequities of the Common Funding Formula for growing schools, it does not actually redress the under-funding of the schools and put them on an equitable position to established schools. Based on a like-for-like comparison with established schools with a stable enrolment, a steadily-growing, Irish-medium

school is at a financial disadvantage, even when they do receive contingency funding. This is because contingency funding is only applied to the AWPU element of the budget and not to the other pupil-number-related elements. Since Irish-medium (and indeed Integrated schools) are much more likely to be young and growing schools, they are consequently much more likely to be affected by this inequity.

This inequity is currently being offset by the relative youth of many of the teachers within the sector and the fact that these teachers are on average on lower pay scales than across the EM sector. However, this is likely to grow to become a more significant issue over the coming years as the demography of the IME teaching staff ages.

Also, in relation to post-primary provision, CnaG is of the view that particular provision needs to be made for newly-established IM post-primary schools in line with practice in the south of Ireland and in England and Wales (in the case of the newly established academies). There is currently no provision for newly-established IM post-primary schools to meet their start-up costs, and this necessitates any such schools to carry forward their start-up costs indefinitely. Indeed under the current system, these schools would have to reduce these at some stage in future years by constraining spending on the children's education. This places developing IM post-primary schools at a significant disadvantage to EM schools and needs to be addressed by a review of the LMS funding formula.

1.4.3 Calculation of “Approved Enrolments” & “Surplus Places”

As indicated at section 1.2.5 above, the Northern Ireland Audit Office (NIAO) prepared a report in June 2015 on the progress of the Sustainability Schools Policy. This report set out a range of NIAO's concerns about the area-planning process. Amongst others, the NIAO outlined its concerns about the approach to the calculation of approved enrolments, which are used as a basis to calculate the number of surplus places within the system.

NIAO felt that the current basis of calculating approved enrolment was not based on the current standards and that the number of surplus places may be over-estimated. Recommendation 2 states, *“It is vital that the Department has accurate information on school capacity in order to be able to establish a robust baseline for the Area Planning process. We recommend that the Department urgently reviews the way it calculates school capacity and, as a result, surplus places.”*

The NIAO report cited the DE Handbook as being the appropriate guide for determining the school capacity. CnaG would concur with this, in particular in relation to Irish-medium education where schools have experienced significant growth over the past decade.

By way of example/ case study within the Irish-medium sector, Gaelscoil an tSeanchaí in Magherafelt is located in a very constricted, former statutory pre-school site. It has an approved enrolment of 115 solely based on its classroom accommodation located on a tiny site of approximately 0.22 hectares. It has no indoor or outdoor play area, no standard ancillary accommodation, very limited resource areas, toilet accommodation is poor and of inadequate provision. There is no school hall or dedicated school meals dining hall, a very small staff room (16sqm) with no special needs facility, no parent /teacher room and limited storage. There is no

soft-play area, no grassed area and whilst the hard play space is adequate and it is split in two areas as recommended by DE, the overall area is of poor layout and it is not possible to accommodate school's sports events etc. This school has a current enrolment of 99 and is already very seriously overcrowded; it is set to have a total enrolment of 110+ in September 2016. We believe that this site is already well over capacity and that its capacity is well below its current approved level.

In view of the growth that has taken place within the sector and the statutory duty towards IME, CnaG believes that all Gaelscoileanna should be prioritised in this re-assessment process.

It is very difficult to have a meaningful assessment of the area-planning needs of the IM sector without this baseline assessment being carried out. This report has used the current measure of surplus places on the basis that these will be reviewed by the DE/ EA before any area planning decisions related to surplus places are taken. It will be important to revisit the conclusions of this report once the actual surplus places have been calculated in accordance with the NIAO report. It is essential that this process is prioritised in areas such as Derry City and Belfast, since the numbers of recorded surplus places in these areas is already having a negative impact on development, in relation to considering capital build within these areas.

1.4.4 IME Infrastructure – lack of capacity to accommodate growth

The relative youth of the sector, coupled with its rapid growth, has given rise to a sector that is characterised by an over-representation of temporary accommodation, compared to the English-medium sector generally. This has also resulted in many school buildings and sites not being suitable for either their current or their longer-term needs.

In June 2016, a total of 393 children transferred out of IME primary to secondary and an estimated 700+ will be entering R1. This creates significant latent demand within the sector; to illustrate this, if we have 0% growth in annual admissions there will be a 34% increase in the numbers of children in the IM sector over the coming 7 years. With a rate of annual growth of 4.35% (i.e., half of the 7-year growth trend of 8.7%) the growth in enrolments in the sector would increase to over 53% and if we assume the same growth trend of 8.7% p.a., the total enrolment will increase by over 76%.

There is of course, a need to determine that the capacity for this growth is correctly located through the Area Planning Process. However, detailed advance consideration needs to be given to the infrastructural needs of the sector so that we can properly plan for this infrastructure and so that capital spending on infrastructure is area planning led and based on proper projections of need.

The baseline assessment proposed by the NIAO identified at 1.4.3 above is vital to establish the current capacity of the schools and their sites. However, an additional piece of work would then be required to assess the capacity of the school against 2 factors:

1. the latent growth potential of the school based on zero increase in annual intakes (pessimistic scenario).
2. an assessment of the suitability of the school buildings and site based on projected increases in intakes (realistic and optimistic scenarios).

The above exercise will be vitally important to plan strategically for the development of individual schools within the sector to ensure that the infrastructural development is based on sound baseline information and sound area-planning principles.

1.4.5 Availability of teaching staff & teaching resources

As a result of the growth that has taken place within the sector, there has historically been a shortage of qualified and experienced teachers and substitute teachers. There is a very young demography of teaching staff within the sector, and the continued growth in total enrolments will necessitate significant additional teaching staff to be recruited over the coming years.

Over the past few years, there has been an increase in the numbers of IM teachers graduating. However, despite this, there is a need to continue to increase the numbers of teachers being trained for the primary sector. In addition to the increasing need as a result of the growth in the sector, there is currently a significant shortage of teachers and in particular substitute teachers, which has been identified by CnaG (see report Appendix 2). Within the secondary sector, there is an even greater need for qualified teachers over the coming years, and in particular, specialist teachers in areas where there is currently a significant deficit, such as in Maths and Science.

The provision of teaching and learning resources to the IM sector is less than adequate. An tÁisaonad produces high quality materials and CCEA has also begun to address this challenge, but we are still at the beginning of a process that needs to continue to grow and develop teacher education over the coming decade.

1.4.6 IME delivered through a range of providers.

Unlike the Catholic Maintained sector or the Integrated Education sector, the IME sector has a wide range of governance and delivery models. There are a total of 28 free-standing Primary schools and 2 free-standing post-primary schools. Most of these schools are independently run and managed as “independent grant-maintained schools”, with 2 free-standing primary schools within the statutory or “Controlled” sector and one within the Catholic Maintained sector. In addition, there are a total of 7 Irish-medium units within the primary sector; 2 post-primary streams within the Catholic Maintained sector and one post-primary stream within the Catholic Grammar sector. Within this diverse range of models there is a wide range of interested parties and often conflicting objectives that complicate the area-planning exercise.

Comhairle na Gaelscolaíochta has a key role to play within the overall area-planning process in ensuring that there is clear and regular communication and a shared strategy with both the Catholic Maintained and the Controlled sectors. It is very important that these competing objectives are properly appraised and managed, to ensure that the Department’s statutory responsibility to facilitate and encourage IME is met.

1.4.7 Lack of full range of provision in many areas

Whilst the growth in IME has been significant and the coverage has been extended over the past 10 years, there are areas that effectively do not have a post-primary option for the children who leave IM primary education. Indeed there are some areas that have, effectively, no local IME provision at any level. It is important that we address these shortfalls in provision through the development of a strategic approach. It is important that any gaps in provision within the IM primary-school sector are identified and prioritised through a process of feasibility studies that ensure that any new provision is complementary to the overall strategic development of the sector. Following a feasibility study, a local development strategy will be put in place to help set up pre-school provision with an agreed route-map put in place for this, to be followed by primary sector provision.

The establishment of a widely available IME post-primary sector is probably the single most significant challenge currently facing the development of IM education in the north of Ireland. The lack of available, high-quality post-primary provision is currently failing pupils who, having received their primary education in Irish, have little option but to transfer into the English-medium sector, which is, more often than not, poorly equipped to continue to either build or maintain their fluency in the Irish language. As a result, many of the children who transfer from IM primary education into the English-medium system lose their competency in the language. This can have a very negative impact on many of these pupils' self-confidence and can undermine their sense of the value of bilingualism that they had built up over the course of their primary education.

In the north, a total of 37% of children transferred from the IME primary sector into IME post-primary provision in 2015. The sector faces a significant challenge to increase this transfer rate over the coming years. The area planning process is a vitally important part of meeting this challenge and developing an IME post-primary option for all children leaving IME primary education.

There is a real and pressing need to deliver a child-centric approach which allows IM pupils to feel highly valued, and to create a sector within which they can continue to develop their fluency in the Irish language, in a system that is focused on delivering excellence in education. It is essential that the sector draws on best practice from other jurisdictions to offer a high-quality, post-primary, Irish-medium education for the growing numbers of pupils who are emerging from the IM primary sector.

The significance of the IM post-primary sector cannot be overstated in terms of its importance in creating a new generation of well-educated, successful, high achieving and self-confident Irish speakers. This new generation of young, highly motivated Irish speakers will be absolutely essential to the development and support of the growing IME sector; the Irish-speaking communities generally and in the broader reinstatement of the Irish language as a living community language, over the coming decades.

1.4.8 Provision within units and streams within the EM sector.

A significant proportion of IME provision is within units and streams attached to English-medium schools. Units and streams have made and continue to make a very positive contribution to the development of Irish-medium education. However, whilst units and streams have a role to play, international best practice favours the full immersion model in terms of delivering excellence in education, where children are fully immersed in the primary language in which they are being educated. This increased immersion assists in building their fluency, their self-confidence and in their learning & academic achievement.

There is also a question of parental choice that needs to be considered in relation to the continued development and expansion of these units. The legislative basis for parental choice is provided in Article 44 of the Education and Libraries (Northern Ireland) Order 1986, which states that the Department of Education and the Education and Library Boards shall have regard to the general principle that pupils shall be educated in accordance with the wishes of their parents. CnaG believes that parental choice for IME should apply to parents of children within IM units in the English-medium sector that have grown past the viability threshold to become free-standing schools.

Where these units offer an option for viable, high quality, free-standing provision, CnaG believes that there should be a procedure which, subject to parental choice, provides an agreed pathway for these units to be developed into free-standing schools. This in turn will empower these schools to perform an important leadership role within the growing Irish-language communities – a role which is exceptionally difficult, if not impossible for a unit or a stream within an English-medium school.

1.4.9 Pre-school provision

The vast majority of parents who opt for Irish-medium education for their children do not speak Irish at home. The Irish-medium pre-school sector introduces both children and their parents to Irish-medium education and incorporates linguistic awareness and competency into the standard pre-school curriculum. For this reason, IME pre-schools (Naíscoileanna) are much more critical to the Irish-medium primary sector than within the English-medium sector. Naíscoileanna also have to address a whole range of additional challenges and training needs, over and above English-medium pre-schools.

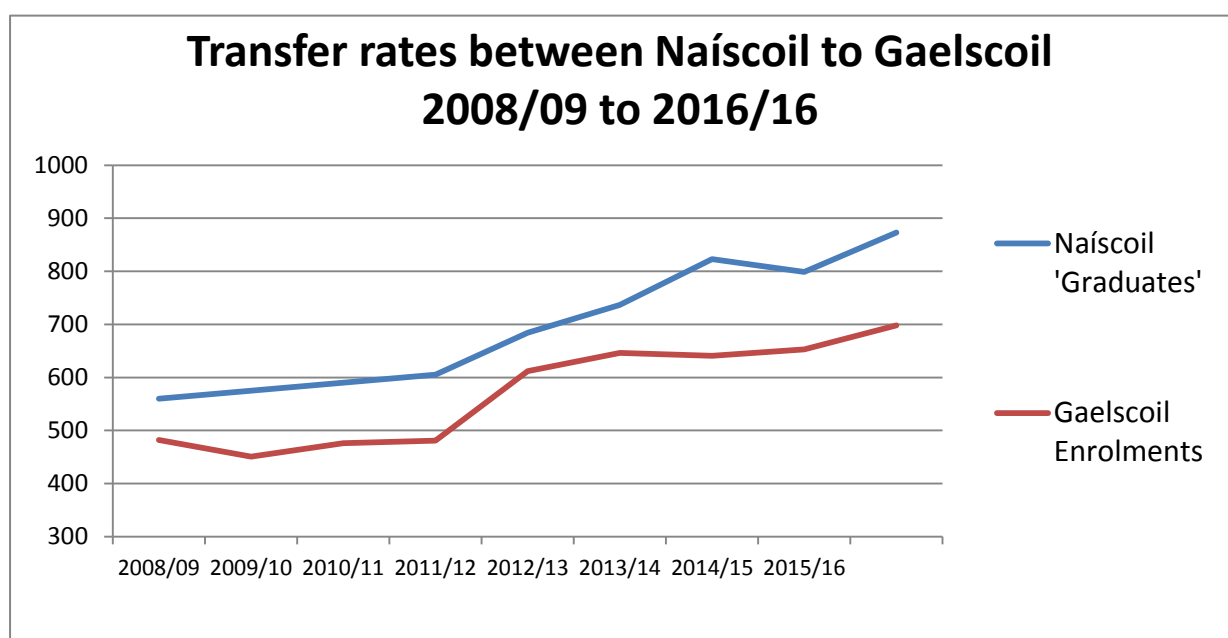
Naíscoileanna have to deal with a wide range of parental concerns and often deliver a whole range of parental and family support services, including Irish classes and information events and activities aimed at informing and educating parents about the merits of the Irish-medium approach. There is a lack of availability of fluent Irish-speaking staff who also have the required childcare qualifications, and who have experience in language teaching and acquisition. Consequently, Naíscoileanna have to secure additional formal and informal training to help address this dearth of suitable staff – improving fluency and language teaching skills of staff who have the childcare qualifications, or assisting Irish-speaking staff to secure childcare qualifications.

The Naíscoil sector is particularly critical to the success of the entire IM sector in building language fluency and competency in pupils. Unfortunately, the limited availability of staff, coupled with the significant growth of the sector over the last two decades has meant that there is a significant need for capacity building and training within the sector. There is an urgent and pressing need for the sector to invest in staff development, training and education, to build expertise, skills and competencies to deliver a consistently high standard of Irish-language immersion education at pre-school level across the sector. These needs are over and above the needs of the English-medium sector, and need to be properly funded and supported.

There are also issues in relation to the drop-off of children whose parents opt not to avail of IME after their pre-school education. In the 2015/6 school year, there was a total of 837 funded spaces within the sector, having increased from 560 in 2008/09 (56%). Unfortunately, for a range of reasons, not all children within the pre-school sector progress into IM primary sector. The following table and accompanying graph shows the annual 'graduation' numbers of children from IM pre-school sector into the Gaelscoil sector, and demonstrates an average transfer rate of over 80% over the past 9 years.

Transfer rates between Naíscoil to Gaelscoil 2008/09 to 2016/16									
	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2015/16
Naíscoil 'Graduates'	560	575	590	605	684	737	823	799	873
Gaelscoil Enrolments	482	451	476	481	612	646	641	653	698
Percentage Transfers	86%	78%	81%	80%	89%	88%	78%	82%	80%

The Highlighted figure for Gaelscoil enrolments for 2016/17 is a provisional estimate.



The above figures and graph demonstrate that there is significant potential to increase the numbers of pupils entering Irish-medium primary education within the existing IM infrastructure, by increasing the transfer rate from Naíscoil to Gaelscoil.

2.0 A Vision for IME

CnaG is clearly focussed on the further development of the IME sector over the coming years - delivering educational excellence, maximising the achievement of all pupils whilst developing self-confident and fluent bilinguals. CnaG's stated Corporate Vision is as follows:

“The development of a viable, vibrant and inclusive network of schools, providing Irish-medium immersion education of the highest standard from Pre-school to Post-Primary level. These schools will be welcoming to all and will be an integral part of Irish speaking communities & families and will contribute to the wellbeing and development of those communities and society in general.”

The above vision will be delivered through providing educational and development support for schools, ensuring that high-quality teachers & teaching support staff are available for this growing sector; that there is a continuous programme of improvement in teaching resources and that high-quality accommodation is available to this growing sector. Whilst CnaG appreciates that there are some schools that currently do not deliver full immersion, we are firmly of the view that the full-immersion model is the optimum solution in terms of delivering an effective educational experience to children, and that the delivery of full-immersion at all levels should be an important development objective for the sector.

Comhairle recognises the need to support the development of a strong network of schools to deliver this vision and will be focusing on consolidation and growth within existing provision, together with additional new provision where necessary, to ensure that every child has access to IME, from pre-school to post primary.

Comhairle's vision recognises the vision and dedication of those who, over 40 years ago, introduced IME in the face of significant official hostility, and who funded the development of the sector from voluntary effort and fundraising. Today the sector is unrecognisable, catering for well over 5,000 pupils, with growing recognition and support from the Department of Education and the newly formed Education Authority.

The IME sector still only represents less than 3% of the primary sector and as such, it has massive growth potential, given the major proven advantages of bilingualism and minority-language education. IME is part of a worldwide system of second-language education that was first recognised in Canada over 60 years ago. Since then, much research has been carried out which clearly identifies the many educational, cognitive, learning, problem solving, health & wellbeing, social and other benefits associated with this approach.

Intakes into the sector have grown by more than 75% over the last seven years. Comhairle believes that with an effective strategy which communicates clearly the many benefits of IME and bilingualism, the potential exists to double these intakes within the coming 10 years. This level of growth would simply be a continuation of the current growth trend, and indeed the relative size of the IME sector to the overall education sector means that demand could even exceed these figures. This scale of potential development clearly needs to be supported by a comprehensive growth strategy which has a clear focus on delivering and maintaining educational excellence and providing the necessary infrastructure, teachers, support staff,

teaching resources and school buildings to accommodate this growth. This will be done through the area-planning process.

The importance of communities is also an important part of Comhairle's vision. Growing and vibrant Irish-language communities offer IME the opportunity to deliver a wide range of other community and cultural benefits. George Bain pointed out the importance of the inter-relationship between community and the education system and this is one area where IME is particularly strong.

It is essential that the IME sector is an integral part of a broader vision that places the language within its social context as a community language, supporting the IM education system and vice versa. This includes the vitally important role that IME is playing in reinstating the language as a living community language.

The vibrancy and sense of common purpose within the Irish-language movement generally provides a range of opportunities for strengthening the links between communities, families and the education system. This can help drive a virtuous circle that can bring about personal self-development, family and community cohesion and social change. By driving change, the sector can increase levels of educational attainment, increase life chances for pupils and increase prosperity from one generation to the next. This has very positive implications in the development of a sustainable school as envisioned in the Bain report.

3.0 A Sectoral Needs Model for IME

3.1 Sectoral characteristics

The structural attributes of the Irish-medium sector make the task of projecting future demand for the IME relatively straight forward. The area-planning model for the sector is fundamentally based on post-primary areas or areas that could potentially become a post-primary catchment area. These areas generally consist of a number of feeder IME primary schools. Since an IME post-primary school is, by and large, limited to drawing on the numbers of children who are graduating annually from the catchment IME primary schools, there are effectively seven years of data (i.e. Gaelscoil enrolments) to allow us to project the growth of the sector. This defined characteristic of the sector provides us with a very sound basis upon which to construct our predictions over the coming years at post-primary level. The main variable within this context is the transfer rate from primary to secondary which currently stands at around 37% and which we predict rising as the post-primary sector develops.

It is more difficult to secure precise long-term data on which to base predictions within the IM primary sector. However, most children who enter IM primary education have previously attended the IM pre-school sector and the pre-school sector has reasonably well-established patterns of enrolment and growing patterns of intakes, over more than 20 years. This data can be well utilised to provide us with quite a robust model upon which to construct our projections for the IME primary sector going forward.

As outlined in section 1.4.1 above, the sector also has a significant latent propensity to expand which will lead to significant increases in the total number of IME pupils within the sector, even if there is no increase in current annual enrolments or current transfer rates of pupils between IME Primary and post primary levels. The analysis outlined in section 1.4.1 demonstrates that this latent demand will result in an increase in the total enrolment of the IME primary and post primary sectors by 21% and 44% respectively.

The Irish-medium sector is the fastest growing sector in education; this year, 393 children will be leaving R7 (P7) and an estimated 710 children will be entering R1 (P1). This represents 79% growth in the Irish-medium primary sector over 7 years – just under 9% compound growth. We believe that it would be optimistic for this level of growth to be sustained in the long term, but believe that growth within the sector will remain strong over the coming years.

The proposed needs model is based on two distinct, but related approaches to assessing and predicting demand as follows:

Sectoral projections

The first approach is based on a sectoral approach by considering projected growth at a general level across all geographical areas. This provides a range of general predictions that are based on extrapolating historic trends from the data. This sectoral approach will be useful to help the Department of Education and the Education Authority to plan for general resource capacity issues, such as the numbers of teachers required to be trained over the coming years, as well as the numbers of additional classrooms, physical teaching resources, special needs support, youth services etc.

Geographical projections

We have considered the historic trends within each of the existing or potential post-primary hinterlands. This allows us to generate a more detailed picture of the particular needs, targets and priorities within each of these areas that will need to be delivered to create a vibrant and viable post-primary sector within each of these areas. This will be used to help develop a co-ordinated and agreed strategy that will inform area planning actions, which will co-ordinate the efforts of all those with an interest in Irish-medium education – Comhairle, Iontaobhas na Gaelscolaíochta, Altram, The Department of Education, the Education Authority, CCMS and other schools and other support organisations.

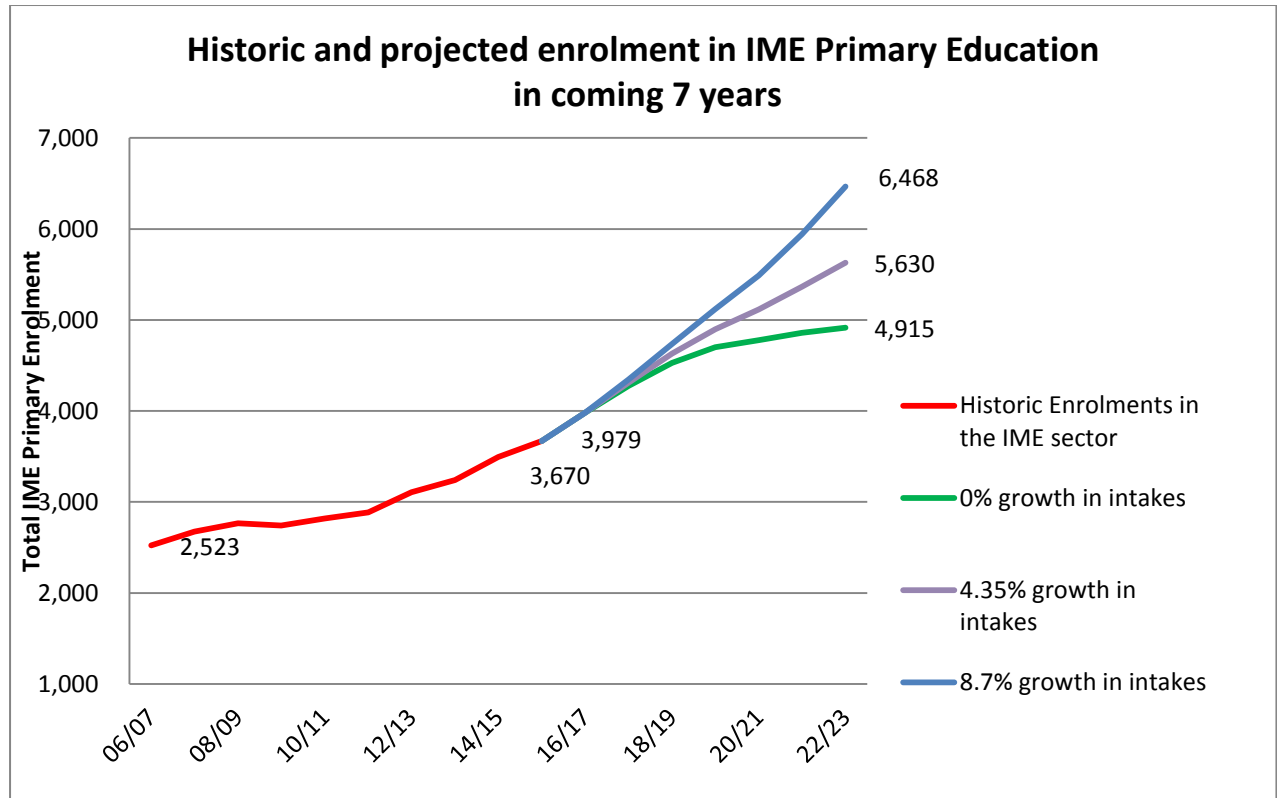
3.2 A Needs model for sectoral growth

We have adopted a sectoral needs model based on an extrapolation of the historic trends in enrolments within the sector, based on three scenarios (as suggested in the Review of Irish-medium education 2008), namely pessimistic, realistic and optimistic scenarios. These scenarios have been based on the following assumptions:

Scenario	Assumptions in relation to Intakes to primary sector	Assumptions in relation to transfer rates to IME post-primary sector
1 Pessimistic	0% increase in Intakes over the coming 7 years	0% increase in transfer rates between IME primary and IME post-primary (i.e., they remain at 37%)
2. Realistic	An approximation related to an assessment of the average growth in the previous 9 years (4.35% p.a.)	An increase in the transfer rates into IME post-primary to 55% over the coming 7 years.
3 Optimistic	Growth of 8.7% representing a continuation of the historic growth over the past 7 years..	An increase in the Transfer rates into IME post-primary to 67% over the coming 7 years

3.2.1 IME primary projections

Applying the above assumptions to the primary sector produces the following projections:



As outlined above, a 0% increase in annual intakes will still result in the growth of the sector by almost 34% equating to 1,245 additional places, and this is a baseline that we have used for our pessimistic scenario.

In September 2016, our projections indicate that the sector will have grown by 177 pupils on the previous year's figures - made up of an increase of 52 to the year-on-year admissions and an additional 120 due to the latent growth in numbers within the sector.

The realistic scenario extrapolates the past trends by using the average growth trend in intakes over the past nine years (4.35%). It is entirely realistic to assume that the expansion in enrolments will continue at least to this level, and indeed Comhairle sees this as a minimum target enrolment going forward. This scenario demonstrates a growth of over 53% during the coming 7 years, equating to 1,960 additional pupils within the sector, and we believe that this is the most likely scenario.

For our optimistic scenario we have chosen a rate of 8.7% - the long-term historic growth trend over the last 7 years. This scenario represents, we believe, a deliverable target for expansion of the sector over the coming years that could potentially be attained, given favourable circumstances. This scenario demonstrates a growth of 76.2% in the overall size of the sector equating to 2,798 additional pupils..

It is worth noting that intakes into the IME primary sector still only represent less than 3% of the total annual entrants into primary education. Under the right circumstances, and with the proper support, this sector has therefore a massive propensity to expand, as more and more parents appreciate the educational and other benefits of Irish-medium education. Indeed, with a planned development strategy for the sector, and given the educational and other benefits of bilingualism and the size of the potential 'market' for IME, we believe that the sector has the potential to grow exponentially over the coming years.

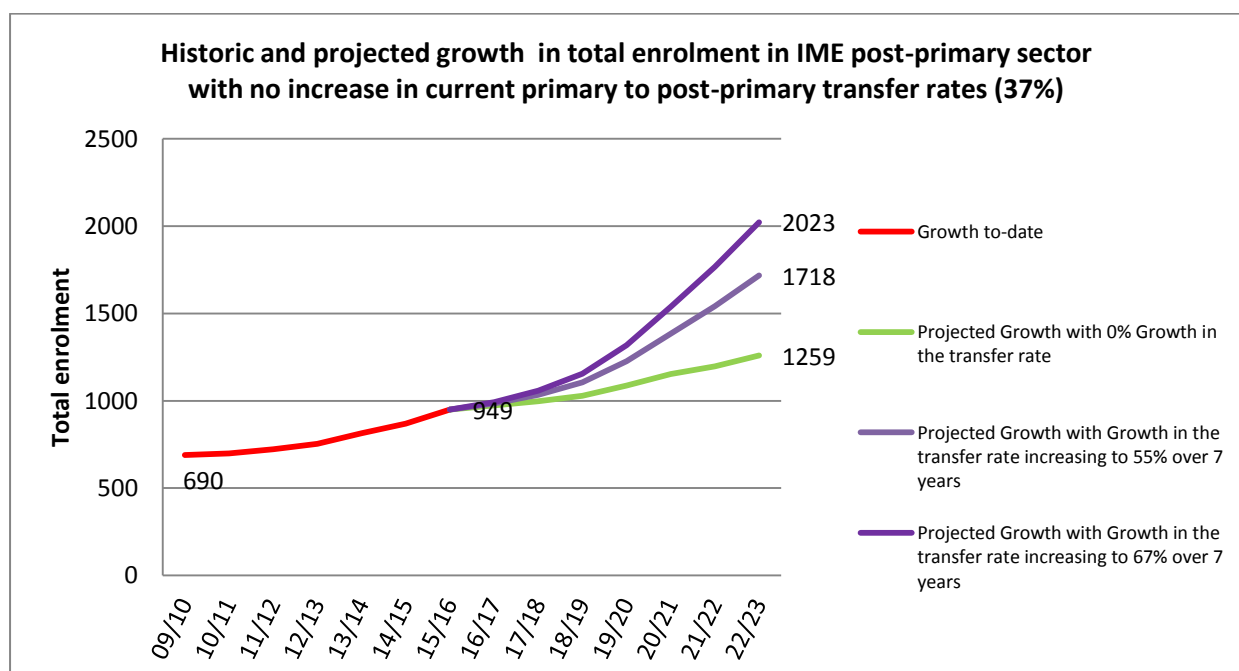
We believe that the various growth scenarios should be reviewed, and where necessary, updated on an annual basis, upon determining the annual intake figures and emerging growth trends.

3.2.2 IME post-primary projections

As indicated earlier in this document it is quite easy to quantify the potential enrolment for the IM post-primary sector, since this is by and large, limited to enrolments at IM primary schools within their catchment areas. As a result, we largely know the numbers of children who will be graduating from IM primary education for the coming seven years. The catchment / feeder schools for the various post primary areas are also quite clearly defined. The primary variable therefore in predicting need for IM post-primary sector, is the transfer rate from IM primary to IM post-primary. Currently this rate stands at 37%.

The increasing numbers of IM children that are graduating from IM primary schools, and the expansion in post-primary provision that has taken place over the past few years, will allow the post-primary sector the opportunity to increase this transfer rate.

The following graph demonstrates the growth within the sector, based on the increase in transfer rates as stated.



The above demonstrates that, even with no growth in transfer rates, the sector will increase from 949 in September 2015 to 1,295 over seven years – a 33% increase that equates to 4.1% compound growth in the sector.

Our realistic scenario demonstrates that increasing the transfer rate steadily over a seven year period will result in the sector increasing by 81% from 949 to 1,718, representing an annual compound growth rate of 8.8% per annum over the seven years.

Our optimistic scenario of 2/3 of pupils transferring increases the size of the sector to 2,023, an increase of 1,074 pupils or 113% in seven years and an annual compound growth rate of 11.4%.

We believe that these transfer rates will be significantly affected by the level of commitment by the Department to the development of IM post-primary provision, and to the level of resources and support that are provided and to the commitment to of the host schools in delivering a strategy to develop streams into viable free-standing schools that perform an important strategic function in the development of Irish-speaking communities.

3.3 Implications of the sectoral growth model

The above analysis and projections demonstrate that there is a real need for the Department of Education, the Education Authority and all other interested parties to plan for a significant expansion of the sector. It will be necessary for provision to be made to accommodate this growth in a range of areas including the training of additional teachers, the provision of additional classrooms, the opening of new schools, the provision of additional teaching resources, the securing of additional educational support services and additional Irish-medium youth services. This is a piece of work that needs to be undertaken outside the Area Planning Process. We have carried out a simple assessment of the additional teachers, classroom assistants and additional classrooms required under each of the scenarios.

Scenario	Total no. of Additional Pupils	Additional Teachers*	Additional Classroom Assistants ** (Primary only)	Additional Classrooms ***
Pessimistic	1,555	91	52	62
Realistic	2,729	161	91	109
Optimistic	3,872	228	129	155

Notes

* based on average established PTRs of approximately 17 children per teaching staff member.

** Based on one additional classroom assistant per 30 primary school children average

*** Based on one additional classroom per 25 additional pupils

The above table gives an indication of the significant additional resources that will be required for each of the various scenarios. The above does not take into account the pre-school sector or the following areas, which would also have to be considered:

- additional management positions.
- additional capacity due to retirement of existing staff, illness, maternity and paternity leave and teacher cover for teacher CPD.
- additional facilities or space that would be required for establishing new schools.
- additional educational, curricular, special needs support services
- additional youth services
- additional sectoral support services – via Comhairle, Altram, Iontaobhas, Education Authority
- additional classroom resources

3.4 Surplus places & increasing demand

The growth in IME has been significant; however the growth patterns have been different across the various geographical areas. In some areas there are significant surplus places, whilst in others, schools are well subscribed. As indicated at section 1.2.5, the NIAO 2015 report identified shortcomings in the way that approved enrolments and surplus places are calculated, and we provided an example of a case where we believe that the capacity of the school is significantly over-estimated (Gaelscoil an tSeanchaí, Magherafelt). It is vitally important that these figures are reviewed, together with a review of the qualitative criterion, before we can produce precise information regarding surplus places within the sector.

Notwithstanding this, we have considered the current surplus places within the sector based on the current EA figures, on the basis that these will be reviewed once the correct information becomes available – as a result of the ongoing DE review of Approved Enrolments, triggered by the NIAO 2015 report.

The following table provides a summary of all the IM schools and units within the primary sector, demonstrating which schools and which areas currently have surplus places.

Table showing the total Approved Enrolment (Which will be subject to review as per the NIAO Report) against current enrolment with 'surplus' places in actual and percentage terms.

	Approved Enrolment	Enrolment 2015/16	'Surplus' Places	Percentage
West & South Belfast				
Bunscoil an tSléibhe Dhuibh	203	159	44	21.7%
Gaelscoil an Lonnáin	71	54	17	23.9%
Gaelscoil na bhFál	290	162	128	44.1%
Gaelscoil na Móna	145	102	43	29.7%
Scoil an Droichid	145	128	17	11.7%
Bunscoil Phobal Feirste	406	263	143	35.2%
Scoil na Fuisseoige	145	121	24	16.6%
Area Totals	1405	988	417	29.7%
N Belfast & Surroundings				
Bunscoil Bheann Mhadagáin	145	126	19	13.1%
Bunscoil Mhic Reachtain	87	84	3	3.4%
Gaelscoil Ghleann Darach	105	77	28	26.7%
Gaelscoil Éanna	205	158	47	22.9%
Area Totals	542	445	97	17.9%
Newry & South Down		0		
Bunscoil an Iúir	129	87	42	32.6%
Bunscoil Bheanna Boirche	87	86	1	1.1%
Gaelscoil na mBeann	58	46	12	20.7%
Scoil Mhuire agus Phádraig	105	100	5	4.8%
Area Totals	379	319	60	15.8%
Armagh		0		
Bunscoil Ard Mhacha/ na mBraithre	164	164	0	0.0%
Bunscoil Eoin Baiste	54	54	0	0.0%
Gaelscoil Phádraig Naofa	122	122	0	0.0%
Bunscoil Naomh Prionsias	156	156	0	0.0%
Area Totals	496	496	0	0.0%
East Tyrone		0		
Gaelscoil Uí Néill	174	160	14	8.0%
Gaelscoil Aodha Rua	110	88	22	20.0%
Gaelscoil Eoghain	87	54	33	37.9%
Gaelscoil na gCrann	130	120	10	7.7%
Bunscoil Naomh Colmcille	61	61	0	0.0%
Area Totals	562	483	79	14.1%
Derry City & Strabane		0		
Bunscoil Cholmcille, Doire	196	84	112	57.1%
Gaelscoil Éadain Mhóir	145	111	34	23.4%
Gaelscoil na Daróige	81	67	14	17.3%
Gaelscoil Uí Dhochartaigh	160	133	27	16.9%
Area Totals	582	394	188	32.3%
Rural Co. Derry		0		
Gaelscoil Léim an Mhadaidh	90	68	22	24.4%
Gaelscoil Neachtain / N. Cainneach	107	86	21	19.6%
Bunscoil Naomh Bríd	120	115	5	4.2%
Gaelscoil na Speiríní	58	49	9	15.5%
Gaelscoil an tSeanchaí	115	99	16	13.9%
Area Totals	490	417	73	14.9%
Tuaisceart Aontroma				
Bunscoil an Chaistil				
Area Totals	116	83	33	28.4%
Fear Manach				
Bunscoil an Traonaigh				
Area Totals	58	45	13	22.4%
Overall Totals	4,630	3,670	960	20.7%

The above table demonstrates that based on the current flawed approach to calculating approved enrolment, surplus places are just over 20% of the total approved enrolment figure. This is comparable to the average across all sectors. The above table demonstrates a significant disparity between where these surplus places are located, with West/ South Belfast and Derry City/ Strabane showing surplus places of around 30%.

As indicated at section 1.4.1 above, there are two growth factors that we need to consider in relation to the growth of the sector. The first one being the latent demand within the sector, which is based on the propensity for the sector to expand, based on a 0% increase in annual intakes, and the second being additional growth brought about by increasing intakes above today's figures.

To this end, we have considered the numbers of surplus places and additional places required, based firstly on a 0% increase in annual intakes to schools and secondly with a 4.35% increase across all schools – both calculated over the coming years' intakes until September 2020. This will provide us with projections that will demonstrate which schools could still have surplus places in by September 2020, and those which will require additional places.

It is important to note again that these tables are based on approved enrolments which will have to be reviewed. It is also very important to note that our Geographical Needs Model outlined in section 5 uses varying growth rates for each of the geographical areas, and that the 4.35% and 8.7% growth rates are being used to illustrate the effect of growth on surplus places.

Table showing current Surplus Places and Projected surplus places / Additional Places within the IME Primary sector required in 3 years time with 0% growth in annual intakes

Note - This table will be subject to review once approved enrolments have been recalculated in accord with the NIAO 2015 report.

	Approved Enrolment	Enrolment 2015/16	'Surplus' Places	Percentage	Projected Enrolment Sept 2020	No. of 'Surplus' Places	Additional Spaces Needed	% of 'surplus' Places	% of additional Spaces
West & South Belfast									
Bunscoil an tSléibhe Dhuibh	203	159	44	21.7%	195	8		4%	
Gaelscoil an Lonnáin	71	54	17	23.9%	80		9		13%
Gaelscoil na bhFál	290	162	128	44.1%	190	100		34%	
Gaelscoil na Móna	145	102	43	29.7%	109	36		25%	
Scoil an Droichid	145	128	17	11.7%	154		9	6%	6%
Bunscoil Phobal Feirste	406	263	143	35.2%	353	53		13%	
Scoil na Fuiseoige	145	121	24	16.6%	168		23		16%
Totals	1,405	988	417	29.7%	1,249	197	41	14%	3%
N Belfast & Surroundings					0				
Bunscoil Bheann Mhadagáin	145	126	19	13.1%	182		37		26%
Bunscoil Mhic Reachtain	87	84	3	3.4%	127		40		46%
Gaelscoil Ghleann Darach	105	77	28	26.7%	58	47		45%	
Gaelscoil Éanna	205	158	47	22.9%	170	35		17%	
Totals	542	445	97	17.9%	537	82	77	15%	14%
Newry & South Down		0			0				
Bunscoil an Iúir	129	87	42	32.6%	97	32		25%	
Bunscoil Bheanna Boirche	87	86	1	1.1%	140		53		61%
Gaelscoil na mBeann	58	46	12	20.7%	53	5		9%	
Scoil Mhuire agus Phádraig	105	100	5	4.8%	105	0		0%	
Totals	379	319	60	15.8%	395	37	53	10%	14%
Armagh		0			0				
Bunscoil Ard Mhacha/ na mBraithre	164	164	0	0.0%	269		105		64%
Bunscoil Eoin Baiste	54	54	0	0.0%	74		20		37%
Gaelscoil Phádraig Naofa	122	122	0	0.0%	157		35		29%
Bunscoil Naomh Prionsias	156	156	0	0.0%	140	16		10%	
Totals	496	496	0	0.0%	640	16	160	3%	32%
East Tyrone		0			0				
Gaelscoil Uí Néill	174	160	14	8.0%	178		4		2%
Gaelscoil Aodha Rua	110	88	22	20.0%	142		32		29%
Gaelscoil Eoghain	87	54	33	37.9%	122		35		40%
Gaelscoil na gCrann	130	120	10	7.7%	164		34		26%
Bunscoil Naomh Colmcille	61	61	0	0.0%	67		6		10%
Totals	562	483	79	14.1%	673	0	111	0%	20%
Derry City & Strabane		0			0				
Bunscoil Cholmcille, Doire	196	84	112	57.1%	97	99		51%	
Gaelscoil Éadain Mhóir	145	111	34	23.4%	180		35		24%
Gaelscoil na Daróige	81	67	14	17.3%	69	12		15%	
Gaelscoil Uí Dhochartaigh	160	133	27	16.9%	170		10		6%
Totals	582	394	188	32.3%	513	111	45	19%	8%
Rural Co. Derry		0			0				
Gaelscoil Léim an Mhadaidh	90	68	22	24.4%	107		17		19%
Gaelscoil Neachtain / N. Cainneach	107	86	21	19.6%	93	14		13%	
Bunscoil Naomh Bríd	120	115	5	4.2%	174		54		45%
Gaelscoil na Speiríní	58	49	9	15.5%	83		25		43%
Gaelscoil an tSeanchaí	115	99	16	13.9%	129		14		12%
Area Totals	490	417	73	14.9%	576	14	110	3%	22%
Tuaisceart Aontroma					0				
Bunscoil an Chaistil	116	83	33	28.4%	98	18		16%	
Area Totals	116	83	33	28.4%	98	18		16%	
Fear Manach					0				
Bunscoil an Traonaigh	58	45	13	22.4%	98		40		69%
Area Totals	58	45	13	22.4%	98		40		69%
Overall Totals	4,630	3,670	960	20.7%	4,583	475	637	9%	14%

Table showing current Surplus Places and Projected surplus places / Additional Places within the IME Primary sector required in 3 years time with 4.35% growth in annual intakes

Note - This table will be subject to review once approved enrolments have been recalculated in accord with the NIAO 2015 report.

	Approved Enrolment	Enrolment 2015/16	'Surplus' Places	Percentage	Projected Enrolment Sept 2020	No. of 'Surplus' Places	Additional Spaces Needed	% of 'surplus' Places	% of additional Spaces
West & South Belfast									
Bunscoil an tSléibhe Dhuibh	203	159	44	21.7%	208		5		2%
Gaelscoil an Lonnáin	71	54	17	23.9%	86		15		21%
Gaelscoil na bhFál	290	162	128	44.1%	202	88		30%	
Gaelscoil na Móna	145	102	43	29.7%	116	29		20%	
Scoil an Droichid	145	128	17	11.7%	164		19		13%
Bunscoil Phobal Feirste	406	263	143	35.2%	377	29		7%	
Scoil na Fuiseoige	145	121	24	16.6%	180		35		24%
Area Totals	1405	988	417	29.7%	1332	146	74	10%	5%
N Belfast & Surroundings					0				
Bunscoil Bheann Mhadagáin	145	126	19	13.1%	194		49		34%
Bunscoil Mhic Reachtain	87	84	3	3.4%	137		50		57%
Gaelscoil Ghleann Darach	105	77	28	26.7%	61	44		42%	
Gaelscoil Éanna	205	158	47	22.9%	181	24		12%	
Area Totals	542	445	97	17.9%	573	68	99	13%	18%
Newry & South Down		0			0				
Bunscoil an Iúir	129	87	42	32.6%	103	26		20%	
Bunscoil Bheanna Boirche	87	86	1	1.1%	150		63		72%
Gaelscoil na mBeann	58	46	12	20.7%	56	2		3%	
Scoil Mhuire agus Phádraig	105	100	5	4.8%	112		7		7%
Area Totals	379	319	60	15.8%	420	28	70	7%	18%
Armagh		0			0				
Bunscoil Ard Mhacha/ na mBraithre	164	164	0	0.0%	289		125		76%
Bunscoil Eoin Baiste	54	54	0	0.0%	78		24		44%
Gaelscoil Phádraig Naofa	122	122	0	0.0%	167		45		37%
Bunscoil Naomh Prionsias	156	156	0	0.0%	150	6		4%	
Area Totals	496	496	0	0.0%	682	6	194	1%	39%
East Tyrone		0			0				
Gaelscoil Uí Néill	174	160	14	8.0%	190		16		9%
Gaelscoil Aodha Rua	110	88	22	20.0%	152		42		38%
Gaelscoil Eoghain	87	54	33	37.9%	130		43		49%
Gaelscoil na gCrann	130	120	10	7.7%	174		44		34%
Bunscoil Naomh Colmcille	61	61	0	0.0%	71		10		16%
Area Totals	562	483	79	14.1%	736	0	155	0%	28%
Derry City & Strabane		0			0				
Bunscoil Cholmcille, Doire	196	84	112	57.1%	104	92		47%	
Gaelscoil Éadain Mhóir	145	111	34	23.4%	192		47		32%
Gaelscoil na Daróige	81	67	14	17.3%	73	8		10%	
Gaelscoil Uí Dhochartaigh	160	133	27	16.9%	181		21		13%
Area Totals	582	394	188	32.3%	547	100	68	17%	12%
Rural Co. Derry		0			0				
Gaelscoil Léim an Mhadaidh	90	68	22	24.4%	114		24		27%
Gaelscoil Neachtain / N. Cainneach	107	86	21	19.6%	99	8		7%	
Bunscoil Naomh Bríd	120	115	5	4.2%	186		66		55%
Gaelscoil na Speiríní	58	49	9	15.5%	89		31		53%
Gaelscoil an tSeanchaí	115	99	16	13.9%	137		22		19%
Area Totals	490	417	73	14.9%	614	8	143	2%	29%
Tuaisceart Aontroma					0				
Bunscoil an Chaistil	116	83	33	28.4%	105	11		9%	
Area Totals	116	83	33	28.4%	105	11		9%	
Fear Manach					0				
Bunscoil an Traonaigh	58	45	13	22.4%	105		47		81%
Area Totals	58	45	13	22.4%	105		47		81%
Overall Totals	4,630	3,670	960	20.7%	4,904	367	850	7%	18%

Table showing current Surplus Places and Projected surplus places / Additional Places within the IME Primary sector required in 3 years time with 8.7% growth in annual intakes

Note - This table will be subject to review once approved enrolments have been recalculated in accord with the NIAO 2015 report.

	Approved Enrolment	Enrolment 2015/16	'Surplus' Places	Percentage	Projected Enrolment Sept 2020	No. of 'Surplus' Places	Additional Spaces Needed	% of 'surplus' Places	% of additional Spaces
West & South Belfast									
Bunscoil an tSléibhe Dhuibh	203	159	44	21.7%	222		19		9%
Gaelscoil an Lonnáin	71	54	17	23.9%	91				
Gaelscoil na bhFál	290	162	128	44.1%	216	74		26%	
Gaelscoil na Móna	145	102	43	29.7%	123	22		15%	
Scoil an Droichid	145	128	17	11.7%	175		30		21%
Bunscoil Phobal Feirste	406	263	143	35.2%	404	2		0%	
Scoil na Fuiseoige	145	121	24	16.6%	192		47		32%
Area Totals	1405	988	417	29.7%	1425	98	96	7%	7%
N Belfast & Surroundings					0				
Bunscoil Bheann Mhadagáin	145	126	19	13.1%	208		63		43%
Bunscoil Mhic Reachtain	87	84	3	3.4%	145		58		67%
Gaelscoil Ghleann Darach	105	77	28	26.7%	65	40		38%	
Gaelscoil Éanna	205	158	47	22.9%	194	11		5%	
Area Totals	542	445	97	17.9%	611	51	121	9%	22%
Newry & South Down		0			0				
Bunscoil an Iúir	129	87	42	32.6%	109	20		16%	
Bunscoil Bheanna Boirche	87	86	1	1.1%	161		74		85%
Gaelscoil na mBeann	58	46	12	20.7%	60		2		3%
Scoil Mhuire agus Phádraig	105	100	5	4.8%	119		14		13%
Area Totals	379	319	60	15.8%	448	20	90	5%	24%
Armagh		0			0				
Bunscoil Ard Mhacha/ na mBraithre	164	164	0	0.0%	310		146		89%
Bunscoil Eoin Baiste	54	54	0	0.0%	84		30		56%
Gaelscoil Phádraig Naofa	122	122	0	0.0%	178		56		46%
Bunscoil Naomh Prionsias	156	156	0	0.0%	158		2		1%
Area Totals	496	496	0	0.0%	729	0	234	0%	47%
East Tyrone		0			0				
Gaelscoil Uí Néill	174	160	14	8.0%	202		28		16%
Gaelscoil Aodha Rua	110	88	22	20.0%	162		52		47%
Gaelscoil Eoghain	87	54	33	37.9%	139		52		60%
Gaelscoil na gCrann	130	120	10	7.7%	187		57		44%
Bunscoil Naomh Colmcille	61	61	0	0.0%	77		16		26%
Area Totals	562	483	79	14.1%	807	0	205	0%	36%
Derry City & Strabane		0			0				
Bunscoil Cholmcille, Doire	196	84	112	57.1%	111	85		43%	
Gaelscoil Éadain Mhóir	145	111	34	23.4%	206		61		42%
Gaelscoil na Daróige	81	67	14	17.3%	79	2		2%	
Gaelscoil Uí Dhochartaigh	160	133	27	16.9%	194		34		21%
Area Totals	582	394	188	32.3%	587	87	95	15%	16%
Rural Co. Derry		0			0				
Gaelscoil Léim an Mhadaidh	90	68	22	24.4%	121		31		34%
Gaelscoil Neachtain / N. Cainneach	107	86	21	19.6%	105		-2		-2%
Bunscoil Naomh Bríd	120	115	5	4.2%	200		80		67%
Gaelscoil na Speiríní	58	49	9	15.5%	95		37		64%
Gaelscoil an tSeanchaí	115	99	16	13.9%	146		31		27%
Area Totals	490	417	73	14.9%	655	0	177	0%	36%
Tuaisceart Aontroma					0				
Bunscoil an Chaistil	116	83	33	28.4%	112	4		3%	
Area Totals	116	83	33	28.4%	112	4		3%	
Fear Manach					0				
Bunscoil an Traonaigh	58	45	13	22.4%	113		55		95%
Area Totals	58	45	13	22.4%	113		55		95%
Overall Totals	4,630	3,670	960	20.7%	5,262	260	1,073	5%	23%

The above tables demonstrate that based on 0% increase in annual intakes, by September 2020, 'surplus' places will have reduced from 960 to 475 – or from 20% to 9% and that an additional 637 spaces would be required in various schools, which will by then have exceeded their current approved enrolment.

In the realistic model, assuming 4.35% growth in annual intakes, this demonstrates that by September 2020, surplus places in schools will have reduced from 960 to 367 i.e., from 20% to 7%, and that an additional 850 spaces would be required in schools that will by then have exceeded their current approved enrolment.

The optimistic model, based on historic growth trends over the last 7 years of 8.7% per annum shows that by September 2020, surplus places would be reduced from 960 to 260, i.e., from 20% to 5% and an additional 1,073 would be required in schools that have exceeded their approved enrolment

Whilst the above is provisional, based on the review of approved enrolments, it does provide a useful guide for the sector in identifying the areas and schools that are likely to have issues in relation to surplus space provision.

3.5 Sectoral objectives

Based on its knowledge of the sector and the above analysis, CnaG has a range of objectives that we would like to deliver, that will support the overall development of the sector and underpin the Area Planning process.

3.5.1 Establishing of a robust framework for Area Planning

CnaG sees the Area Planning Process as a very positive development in planning for the future of the IME sector, and in helping tie infrastructure development into proper area planning principles. Indeed, this process is much more important to the IME sector than most of the EM sectors, in that it is a growing sector in significant need of capital infrastructure development.

CnaG looks forward to the setting up of a robust framework for Area Planning that is equitable, and is based on sound statistical information and sound information about the existing infrastructure within the schools estate.

CnaG is firmly of the view that it will be difficult to produce any rationalisation or closure of existing provision until a number of steps have been taken, as follows:

1. The Approved Enrolment (and hence surplus places) has been recalculated by the EA/ DE in conjunction with CCMS, NICIE and CnaG to define a baseline position for the sector.
2. The Needs Model outlined in this report has been accepted as a way forward by the EA/ DE.
3. The Qualitative Criterion has been defined by the EA/ DE in conjunction with CCMS, NICIE and CnaG.

4. The Exceptional Circumstances for the retention of schools which, based purely on enrolment would otherwise be unsustainable, have been defined by the EA/ DE in conjunction with CCMS, NICIE and CnaG.
5. Suitable assistance and support have been provided to schools with declining or low numbers over a reasonable period of time; 2-3 years to provide them with the opportunity to become sustainable.

CnaG is in accord with the NIAO report, in that it is imperative that all the interested parties prioritise the above actions, in order to advance the entire Area Planning process.

3.5.2 IME sector infrastructure planning

The extremely variable state of existing buildings within the sector generally, and the impending accommodation needs (as a result of latent demand and growing admissions), mean that it is vitally important to effectively plan for the expansion of the IME sector. This is generally not a concern within the English-medium sectors, which are experiencing reducing numbers and surplus spaces.

The existence of latent demand within the sector, as set out at section 3.2.1, shows that even with zero growth in annual intakes, the primary sector is set to expand by almost 34% or 1,245 pupils. The relatively modest expansion rate of 4.43% used in the realistic scenario shows the primary sector expanding by almost 2,000 pupils or 54%. This creates serious additional accommodation, teacher and other resource needs, over and beyond those that currently exist and which must be planned for.

CnaG, in co-operation with Iontaobhas na Gaelscolaíochta and the Department's Estates Operations Team, would like to undertake a comprehensive review of accommodation within the IME sector including the following specific objectives:

1. Baseline Accommodation Study

In line with Recommendation No 2 of the NIAO 2015 report, CnaG would like to be involved with the DE and EA in a full baseline study of the current state of accommodation within the IME sector, and review all of the approved enrolment figures for schools within the IM sector. The fact that IME schools have experienced significant expansion means that the accommodation needs of the sector are a constantly moving target. A comprehensive baseline review of all IM schools at the start of the 2016/17 school year is needed to act as a baseline, upon which the future expansion needs of schools could be assessed.

2. Individual School Accommodation Development Plans

We believe that it is likely that the rebasing of the approved enrolment measure for schools will create a list of schools which will potentially be operating at well beyond their capacity, and this will necessitate a range of development plans to deal with immediate accommodation needs of these schools. It is likely to be necessary to provide a reasonable period of time to allow for the implementation of these plans, and it may be

necessary for some schools to operate beyond their new approved enrolment figures for a period of months, to allow emergency accommodation measures to be implemented.

3. Accommodation Stress Tests on individual schools

Based on a range of projected enrolment scenarios outlined later in section 5 of this report, CnaG would like to produce an Accommodation Stress Test for any schools that are within 10% of their approved enrolment, and other fast-growing schools. This would identify any imminent accommodation requirements and possible future requirements, based on the latent and projected scenarios.

These stress tests would be used to help plan and inform infrastructure planning for the sector, and would form the basis of regular discussions between CnaG, InaG, the EA and the EOT.

Each of these plans would be different, ranging from schools with an urgent need for new accommodation or a new site, to those which have no expected accommodation needs.

4. Sectoral needs summary

This would be based on an overall assessment of the medium-term investment needs of the sector over the coming 5 years, based on the range of scenarios and in particular, the no-net-growth in annual intakes and the realistic increase in projected intakes. This section will be used to help inform the Department of the upcoming sectoral needs of the IME sector so that they can be included in the capital development plans of the Department.

3.5.3 Area Planning support

Further to Recommendation no 8 of the NIAO 2015 report, CnaG would like to set up a support network that will help develop and support schools with Area Planning concerns. This network would also be used to explain the area planning process, so that there are clear communication channels with schools and that they understand what is expected of them through the Area Planning Process.

CnaG would recommend the setting up of an IM Area Planning Support Group to provide general advice and support, to deal with schools across all areas. This group would also have the ability to set up a local Area Planning Support Group, which would pull together a committee with representation from CnaG, the Department, the EA and schools with Area Planning needs from within the same geographical area, to develop a range of shared objectives, based on the area planning needs within the area.

Initially we would propose two such groups – one for Derry City and one for Belfast. These groups would develop an action plan for each respective area. The active involvement of schools and the clear communication of objectives and targets would be of utmost importance in each of these local areas.

It would be important that CnaG co-ordinate these groups and that an additional dedicated senior officer and administrative support be appointed to provide support to this process, and to provide feedback into the overall Area Planning process.

3.5.4 Capacity building & network support

Due to the fragmented nature of the sector and the fact that most schools are independent and not part of a wider authority, it is important to find ways to deliver collaboration and to share good practice, experiences and resources throughout the sector. To date there has almost been an exclusive focus by the DE and EA on collaboration in developing skills and support within the IM sector.

CnaG is of the view that collaboration is an important element of building capacity and supporting the IME network. However, it is vitally important that EA's School Support Service addresses the particular challenges and needs of the IME sector, including youth services, teacher support services and in particular, to build up expertise and support services in improving and developing skills and good practice in immersion education. CnaG is of the view that DE and EA need to place an increasing emphasis on developing expertise, skills and knowledge within the EA and supporting schools rather than the current emphasis, which appears to be based largely on collaborative practice within the sector. CnaG is firmly of the view that the EA needs to be central to the development of a strategic support framework that draws on the expertise and knowledge of St Mary's University College, An tAisaonad, CCEA, Altram, CnaG, ETI, the General Teaching Council for Northern Ireland (GCTNI) and on successful individual practitioners within the IM sector. CnaG will be discussing this approach with the DE and EA over the coming months.

In relation to collaboration, CnaG will focus on the following objectives to build this broader collaboration over the coming years:

Annual Conference

CnaG facilitates an annual conference and in March 2016 held a particularly successful event, stimulating very constructive discussion in relation to building a strong sense of cohesion within the sector. CnaG will continue to build and extend these in future years, and seek to increase attendance at these events to secure representation from all schools, and to make this a highlight of the Irish-medium Calendar. Area Planning will become an important part of this Conference from 2017 onwards.

Focussed mini-conferences

CnaG will deliver two other focused mini-conferences during the year, focussing on particular areas identified at the annual conference. The focus will be tailored to IME and could be in areas such as – teaching & curriculum development, good practice in immersion education, good governance, school community development, involving parents, homework, fundraising, marketing and publicity (including the use of social media). These mini-conferences would be practical and where possible, they would be focussed around guest speakers and good-practice case-studies from throughout Ireland and beyond.

Irish-medium Learning Community

A recent report was submitted to DE (See Appendix 3) to develop a collaborative network to develop practical and deliverable solutions to help drive school improvement in the short to medium term, in the Irish-medium sector through collaborative practice.

This report proposed an Irish-medium Learning Community to be set up that would be similar to area-based Learning Communities. This would be an important strategic objective that would work to raise standards and provision within the IM sector.

This report also proposed a project (IMPACT Project) where effective practitioners are released to disseminate and develop good practice in the areas of Literacy, Numeracy, ICT and SEN, working with middle leaders and clusters on priorities, identified by the Leaders Group within the IM Learning Community, and working in individual schools & clusters of schools and organising seminars for the dissemination of good practice.

As a strategic initiative to raise standards and to support the sector, we would recommend the implementation of all of the proposals outlined in the report.

Local cluster networks

CnaG will encourage and facilitate the development of local collaborative clusters, ideally based within each of the post-primary catchment areas to encourage educational, marketing and strategic collaboration; the sharing of experiences and good practice, and the driving of recruitment within an area. The development of a strong local network with good communication between and within the pre-school, primary and post-primary sectors can underpin viability and strengthen the IME sector at every level. One example of a local network approach that has been employed to good effect within the Co. Derry area is “Gaeloideachas Chontae Dhoire”; an initiative promoted by the An Carn branch of Conradh na Gaeilge, which has supported recruitment and collaboration within the Naíscoil sector in particular, and which has linked into the county-wide network associated with Gaelcholáiste Dhoire.

CnaG will support and facilitate these networks, but they must be driven by local communities in collaboration. The participation of the post-primary provider, (if any), in these groups would be key to their success. CnaG will support these networks in a number of ways; for example by providing support or teacher CPD in the subject areas outlined for the mini-conferences above, or through the provision of information and marketing materials tailored to the particular geographical area.

3.5.5 Teacher & Teaching Resource Development Plan

As outlined above, the latent demand within the IM sector will see the numbers of IME pupils in the primary sector increase by 34% (1,245 pupils), or realistic growth projections of 4.43% will see an increase in the primary sector enrolment by 2,000 pupils, and optimistic growth of 6.43% will see an increase of almost 2,500. The secondary sector too is projected to increase

significantly – 400 under the pessimistic scenario, 900 under the realistic and 1,226 under the optimistic scenario. This has major implications for the need for teachers, management and sectoral support; teaching resources, IM youth services etc., which also need to be taken into account in future planning by the Department of Education, the Education Authority and Comhairle na Gaelscolaíochta.

These issues will all have to be considered and addressed. However, there is a need to continue to provide qualified teachers for the growing number of nursery and primary schools in the IM sector, as well as addressing the urgent need for well educated, newly qualified teachers for the post-primary sector. There continues to be a need for teachers with the appropriate subjects, high level competence in Irish, specialist insights into immersion pedagogies and also the resources needed to implement these.

The fact that it takes several years to educate teachers and that there is already a significant shortage of specialist teachers in areas such as science and maths, means that this needs to be addressed as a matter of extreme urgency.

CnaG would propose a working group be resourced with a suitably experienced chair from the sector, working closely with St Mary's University College and other stakeholders, to define these needs and to set out a costed action plan that would ensure that sufficient teaching resources and teachers are put in place for the development of the sector over the coming 10 years. Projections in relation to teacher numbers would be based around the projected enrolments within the sector and taking into account retiring teachers, teachers leaving the sector, maternity cover, substitute cover etc.

Resource development would be based around the entitlement framework, and the plan should be developed for the delivery of the phased development of resources, for teaching all subjects within the entitlement framework.

There is a real need to educate and inform careers teachers in schools about careers that are available for fluent Irish speakers. There is significant anecdotal evidence that careers teachers are not particularly well informed about the opportunities for Irish speakers. As outlined above, the significant projected growth in overall enrolments in the IME sector has identified the need for new teachers and classroom assistants over the coming 7 years, which could exceed 350, excluding substitute teachers, the need to replace retiring teachers and excluding pre-school workers. The removal of the derogation of the Irish-language in the European parliament also means that there will be opportunities for 300+ highly paid jobs in the EU – this creates significant additional career opportunities that are relevant to young Irish speakers, but also has significant potential to attract highly qualified linguists out of the teaching profession, increasing the demand for newly qualified teachers. CnaG proposes to immediately initiate discussions with Irish-language organisations, including Conradh na Gaeilge and Gael Linn, to produce information circulars to secondary schools advising careers teachers of the significant opportunities for Irish speakers in a wide range of areas, including teaching.

It would also be important that this plan considers the range of CPD needs for existing teachers within the sector, including developing management skills; competencies in Special Educational Needs, immersion education and general CPD competencies. There is also a need to add to the language competency of teachers within the sector and to develop and improve immersion educational techniques, again through a CPD process.

It will be important to annually review this to actively address these needs, to ensure that sufficient resources are put in place to train the required number of teachers, to develop teaching resources, and to provide the required ancillary services such as youth services.

3.5.6 Development / Support Plan for the IM Pre-school and Early Years Sector

There is an urgent need to properly fund the support of the IM Pre-School and Early Years sectors. This is a critically important part of the IME sector, whose significance in preparing children linguistically for the IME primary system cannot be over-estimated. In this respect, the IM Pre-School and Early Years sectors are significantly more important to the IME sector than their English-medium equivalents. Effectively, they provide the vast majority of IME children (those who do not have Irish at home) with the basis for linguistic competence that is needed in the IM primary school, and which virtually all children entering the English-medium sector already have from home.

The IM Pre-School and Early Years sectors therefore need to be properly supported and resourced if they are to effectively deliver this function. In the IME sector, Pre-School and Early Years staff require three sets of skills and competencies as follows:

- (a) appropriate qualifications in Childcare and Education;
- (b) training and, preferably, qualifications in language immersion methodology; and
- (c) competence in the Irish language.

Such a complex combination and range of skills is not needed in the English-medium sector, in which only the first of these is necessary. One outcome of the significant difference in the levels of skills needed in the IM Pre-School and Early Years settings is that, while there is often significant competition in staff appointments for the EM sector, it can prove extremely difficult to find suitably qualified and skilled staff in the IM sector.

IM Pre-school and Early Years settings also have an additional range of responsibilities in relation to supporting and informing parents and families, with regard to their children's linguistic development and in helping them to support the linguistic development of their children at home. Many IM Pre-School and Early Years settings do not have the resources to effectively cater for parents, in informing and assisting them in this process, and they need support in doing this.

CnaG proposes to work with Altram and the Department of Education, to develop a range of support services for IM Pre-School and Early Years settings, as follows:

New Staff-Entrant Programme.

This programme would provide a career path for young Irish-speakers embarking on a career, or older Irish speakers who want to change their career and may consider childcare, through the provision of both funded GNVQ childcare training, and, critically, initial training in immersion methodology.

Staff Development Programme

This would involve CPD programmes for the continuing development of existing staff and initial training for new entrants to the sector, to complement statutory Childcare and Education qualifications. Such a programme would include, as well as accredited courses in immersion methodology, tailored and graded language courses, building on training and language resources that have already been piloted by Altram, These courses would also be appropriate for Foundation Stage and Key Stage 1 classroom assistants.

The immersion methodology components would also be suitable for qualified teachers in IM statutory settings and in Foundation Stage and Key Stage 1.

Parent/ Guardian Information & Support Programme

The availability of information and support for parents/ guardians of children who are considering IME or who have opted for IME, is vitally important to supporting the growth and development of the IME sector.

Concerns in relation to homework, progression in English and concern about children's ability to excel in their education through a second language, are areas of concern that are often cited. These are some of the concerns which are often misunderstood or inflated, and which discourage potential entrants to IME and discourage parents of Naíscoil children opting to transfer into the Gaelscoil sector.

CnaG believes that these concerns are best addressed alongside a related need to provide information and support to parents and guardians of children already in IME. In Scotland, this function is delivered via "Comann nam Parant" – (translating as 'parents association'), which provides support for existing parents and builds up a range of support networks for parents and prospective parents, to share experiences and become better informed, increasing opportunities to learn more about Gaelic-medium education and to help learn Gaelic.

CnaG believe that this approach could mark the way forward for supporting parents of children in IME. Over the course of the coming year, CnaG will investigate the possibilities for securing funding to implement a pilot project, based on the Scottish model.

3.5.7 Protocols for transformation of units and streams into free-standing schools

Five of the seven IM units within the CCMS sector which have now passed their viability threshold (15 pupils per annum outside Belfast & Derry,) and would be capable of becoming viable free-standing schools in their own right. As outlined at section 1.4.8, CnaG is of the view that free-standing provision is the preferred option in relation to effectiveness in the delivery of immersion education and in terms of the strategic role that independent schools can play in the development of the wider Irish-language community. This was an issue that was also highlighted within the Research Report carried out by Sean Byers and Fiona Bloomer in Appendix 1.

CnaG believes that it is vital to the continued growth and development of the sector at both primary and secondary levels, that there is a clear pathway for the development of these units and streams into free-standing schools, subject to the wishes of the parents of the IM children.

CnaG will be meeting with the CCMS, to discuss protocols for primary units that have met their viability threshold, with a view to agreeing a clear pathway for them to review their current status. In relation to the secondary sector, CnaG would envisage a similar approach, based on a projected Long Term Enrolment of 50+ pupils.

3.5.8 Governor support/ development programme

Most Irish-medium schools are independent and not part of an administrative authority. As a result, the competency of the Board of Governors is vitally important to the successful strategic development, governance and management of the school. There is a real need to build the competencies of governors to strengthen the development of the sector.

Subject to securing funding, CnaG would like to deliver a programme of capacity building, training and support for Governors of Irish-medium schools, tailored to the needs of the Irish-medium sector. This would include a series of talks and workshops, aimed at helping Governors to;

- undertake a skills audit of the BoG
- considering appointing co-opted members to the Board of Governors/ sub-committees, if necessary,
- provide skills and knowledge in relation to good governance

We would propose working within the various geographical catchment areas outlined within this report, to use this process to help build the local support network between schools.

3.5.9 Cross-border Collaboration

There are a wide range of areas that would be very beneficial to build cross-border collaboration between organisations throughout Ireland. We have identified a number of initial areas for collaboration, on a range of areas as follows:

Area of Collaboration	Details of potential collaboration	Action
Teacher Education and Continuing Professional Development	While there is some collaboration between St Mary's University College and the National University of Ireland Galway, (NUIG) in the area of second-level teacher education (TICO and MGO), there is significant scope for increasing this collaboration and cooperation to meet the strategic needs of the sector in both jurisdictions.	CnaG proposes a series of strategic mini-conferences with a range of interested parties including St Mary's University College, NUIG, An Chomhairle um Oideachas Gaeltachta agus Gaelscolaíochta, (COGG), Gaelscoileanna Teo, Comhairle na Gaelscolaíochta and various principals' fora, to consider the projected growth within the sector in both jurisdictions. There will also be a need to define the teaching needs of the sector and take appropriate steps to ensure that their courses are appropriate to the needs of the sector across Ireland, and that high-quality teaching graduates with the appropriate skills, subjects and high levels of fluency are available for the growth and development of the sector.
Access to IME secondary provision for pupils where this is convenient.	There are areas in which IM post-primary provision could operate on a cross border basis, with pupils from both jurisdictions travelling across the border. This already happens in some areas where people from Derry and Strabane travel to Letterkenny and Bunrana, and in South Armagh where children travel to Dundalk.	Propose to investigate the practicalities and challenges of facilitating this cross-border approach with DE, the EA, Gaelscoileanna Teo and the education authorities in the south.
Teaching resources Development	There is already significant co-operation between an tÁisaonad in St Mary's University College, and COGG in the development of resources for primary schools, along with CCEA.	This co-operation could be developed so as to collaborate in the development of resources for 2nd level schools.

The above areas will be brought forward in cooperation with Foras na Gaeilge via the Coiste Seasta Thuaidh Theas /North-South Standing Committee on Irish-medium education.

3.5.10 Youth services & community links

Both Bain and The Sustainable Schools Policy identify the added benefit to the sustainability of a school that is provided by extending the range of services that the school helps deliver. Paragraph 2.13 of the Sustainable Schools Policy summarises this.

Extended services can make a significant contribution to reducing differentials and improving the quality of life for children and young people, particularly from disadvantaged areas. Positive engagement with families, sharing facilities with local community groups, and establishing close links with statutory and voluntary agencies working in the area helps reinforce the position of the school and highlights its pivotal role in terms of its contribution to personal, health and community development.

These benefits can be delivered in a range of ways, either through formal extended schools programmes, collaboration in the setting up of a registered youth club, collaboration with existing youth organisations and networks and collaboration with other Irish-language community organisations.

This approach is particularly beneficial to Irish-medium education, in providing pupils with a range of opportunities to use their language within a social context, and to provide opportunities for Irish-speaking youth to secure training and experience in youth work and build the wider community involvement in the language revival. It can also be very important in providing a support network for parents of children who are in IME, or who may be contemplating IME for their children.

There are a number of areas where there is very strong collaboration and links between IME provision and the community, and these present models of good practice which can be used to help other areas.

CnaG will be opening up a dialogue with a range of Irish-language bodies (including Foras na Gaeilge, Ciste Infheistíochta Gaeilge, Fóram na nÓg, Iontaobhas na Gaelscolaíochta, Conradh na Gaeilge, Glór na nGael and Altram) with a view to setting up a framework for collaboration and a strategy that will consider good-practice and strengthen these school-community links.

3.5.11 Special Educational Needs (SEN) hubs

There remain significant barriers to Special Educational Needs, Irish-medium (SENIM) provision, to ensure that all pupils receive the pedagogic-specific and language-specific support appropriate to an Irish-medium environment. This is further compounded by a lack of understanding and co-ordination among current responsible agencies, to ensure adequate support for SENIM children. A tailored SENIM policy is urgently required, along with the creation of a coherent and well-coordinated system of SENIM services, through EA, which will result in children fulfilling their potential.

To facilitate this, a regional network of Irish-medium Learning Support Centres is required to adequately deal with the increasing numbers attending Irish-medium schools, as well as the wide range of issues presenting. CnaG contends that such a network extends to all Area Planning districts, to adequately, and in a timely fashion, affords Irish-medium pupils the same level of services as their English-medium peers.

There are currently no Irish-medium Learning Support Centres in the North.

4.0 Sub-regional / Geographical Needs Model

In order to verify the validity and deliverability of the top-down Sectoral Needs Model outlined in Section 3, we have also adopted a bottom-up approach to our analysis which looks at potential and likely growth within defined geographical areas.

4.1 Bottom-up approach

This more detailed, bottom-up approach is vital to predict, monitor and review the needs of individual schools and clusters of schools, and to set specific area-planning objectives that will 'feed into' the overall Area Planning Process.

In order to deliver this, we have analysed the particular needs of 9 sub-regions to produce projections, based on the particular circumstances and attributes of each of these areas.

We have grouped the Irish-medium sector into a number of geographical sub-regional areas that either currently have Irish-medium Post-primary provision, or have the potential to have such provision. We accept that there may be some overlap between the catchment areas of the various IME post primary schools, however we feel that this will be quite limited, and we can take this into account at each sub-region. We appreciate that these areas do not necessarily match the Department of Education's Area Planning sub-regions. However, it is essential that IME is planned, based on its own strategic development framework initially, and this plan will then inform the various area plans that are being produced by the Department of Education.

4.2 Rationale for defining sub-regions

One of the strategic objectives of Comhairle within each of these sub regions, is to facilitate growth of the sector, to ensure that there are sufficient pupils to deliver the long-term viability of a post-primary school within each of these areas. Comhairle agrees with the enrolment levels proposed within the Sustainable Schools strategy, in relation to a long-term enrolment (LTE) of 50+ children to create a viable school. Comhairle believes that any area that currently does not have provision, and which is considering implementing a post-primary Development Proposal, should have a clearly established pattern of growth that will, based on a long term target of 67% transfer rate, generate 50+ pupils per annum.

If an area is not likely to be able to sustain an annual LTE of 50+ pupils, consideration should be given to the delivery of a stream within an English-medium secondary school, until such times as the LTEs can justify free-standing provision. Comhairle advocates a staged development approach for any such streams (and existing streams,) that would bring about their development into free standing schools, once they have reached the viability threshold.

Comhairle's strategic objective in relation to growing IME primary enrolments within these areas, will be based largely on strengthening and growing existing provision, and where necessary setting up new provision. Where IM units within English-medium schools have reached a viability threshold to become sustainable free-standing schools, Comhairle, subject to parental demand, advocates the transformation of these Units into free standing provision.

4.3 Definition of sub-regions

These sub-regional areas are shown on the map in figure 1 and are summarised as follows:

Area number and description	General description
1. South & West Belfast	This area is served by Coláiste Feirste, which has a current total enrolment of 612 and has a total of 7 Gaelscoileanna within the west and south-Belfast catchment area. There is a total of 119 children due to graduate from these seven feeder schools in 2016, rising to 185 in 2023 and this provides a strong foundation for what is an existing and viable post-primary school.
2. North Belfast & surrounding areas	This area is currently served by Coláiste Feirste and does not currently have its own post-primary school. There are a total of 45 children graduating from four feeder schools in 2016, rising to 79 in 2023. This demonstrates a long-term enrolment that could provide a viable post-primary intake of 50+ per annum.
3. Newry & South Down	This area is served by an IM stream in St Malachy's High School in Castlewellan, which currently has an enrolment of 42 pupils. There are a total of 36 children graduating from two feeder schools and two feeder IM primary Units in 2016, rising to 56 in 2023. The area is not quite at a level to have a long-term enrolment that would justify free-standing IM post-primary provision. It would be important to build enrolments within this area to create viability for free-standing provision.
4. Armagh	This area is served by an IM stream in St Catherine's, Armagh city, which currently has an enrolment of 147 pupils. There is a total of 60 pupils graduating from four IM primary units in 2016, rising to 94 in 2023. The area currently has long term enrolments that could provide a viable post-primary intake of 50+ per annum.
5. East / mid Tyrone	This area is served by an IM stream in St Joseph's Grammar school in Donaghmore, which has a current enrolment of 132 pupils. There is a total of 40 children graduating from four IME Primary schools and one IME primary Unit in 2016 rising to 97 in 2023. The area currently has long-term enrolments that could justify a viable post-primary intake of 50+ per annum.
6. Derry & Strabane	This area currently does not have IM post-primary provision and a small number of pupils within this catchment have progressed to Coláiste Ailigh in Letterkenny and 8 have enrolled with Gaelcholáiste Dhoire for September 2016. There is a total of 39 children graduating from the four schools within the catchment area, rising to 77 in 2023.
7. Rural Co. Derry	This area is currently served by Gaelcholáiste Dhoire which opened in September 2015 with a total of 16 pupils. The school has a (first preference) second-year intake of 32. There is a total of 40 children graduating from the five schools within the catchment area rising to 84 in 2023. This demonstrates a long-term enrolment that could provide a viable post-primary intake of 50+ per annum.
8. North Antrim.	This area is currently has no IM post-primary provision. The area consists of a single IM primary school with 11 children graduating to secondary in 2016 rising to 14 in 2023. There is currently little prospect of any viable post-primary IM provision, either free-standing or a stream until additional IM primary provision is established within the general North-Antrim / North-East Derry area.
9. Fermanagh	This area currently has no IM post-primary provision available. The area consists of a single school with a total of 4 children graduating from R7 in 2016 rising to 16 in 2022. There is currently little prospect of the area justifying either a post-primary free-standing school, or a stream. However, Coláiste Oiriall in Monaghan is relatively close and could offer an option for those wishing to transfer to IME post- primary. There may also be the possibility of IM post-primary provision within the Omagh area at some time in the future, which could serve Fermanagh and Mid-Tyrone (Killyclogher/ Omagh and Carrickmore).

5.0 Sub-Regional Analysis and Priorities

This section of the report provides a detailed commentary and analysis of each of the above sub-regional geographical areas and outlines the strategic approach to the development of these areas. Each area concludes with a summary of the Area Planning and development objectives of each of these areas including a range of actions to develop each of these areas. It highlights the body that CnaG believes should take the lead in the delivery of each of these objectives and the bodies that will support lead organisation in their task.

It considers a range of area planning objectives within the context of a growing sector and the need for additional spaces to be provided to cater for latent demand and the potential for growing enrolments – all within the context of the Department’s Statutory Duty to encourage and Facilitate IME. This section also considers area planning recommendations for rationalisation of the IM sector within the context of Recommendation 5 of the 2015 NIAO report on the Sustainability of schools, which refers to sustainability of small schools, and which relates to the circumstances under which otherwise unsustainable small schools should be considered for retention and financial support.

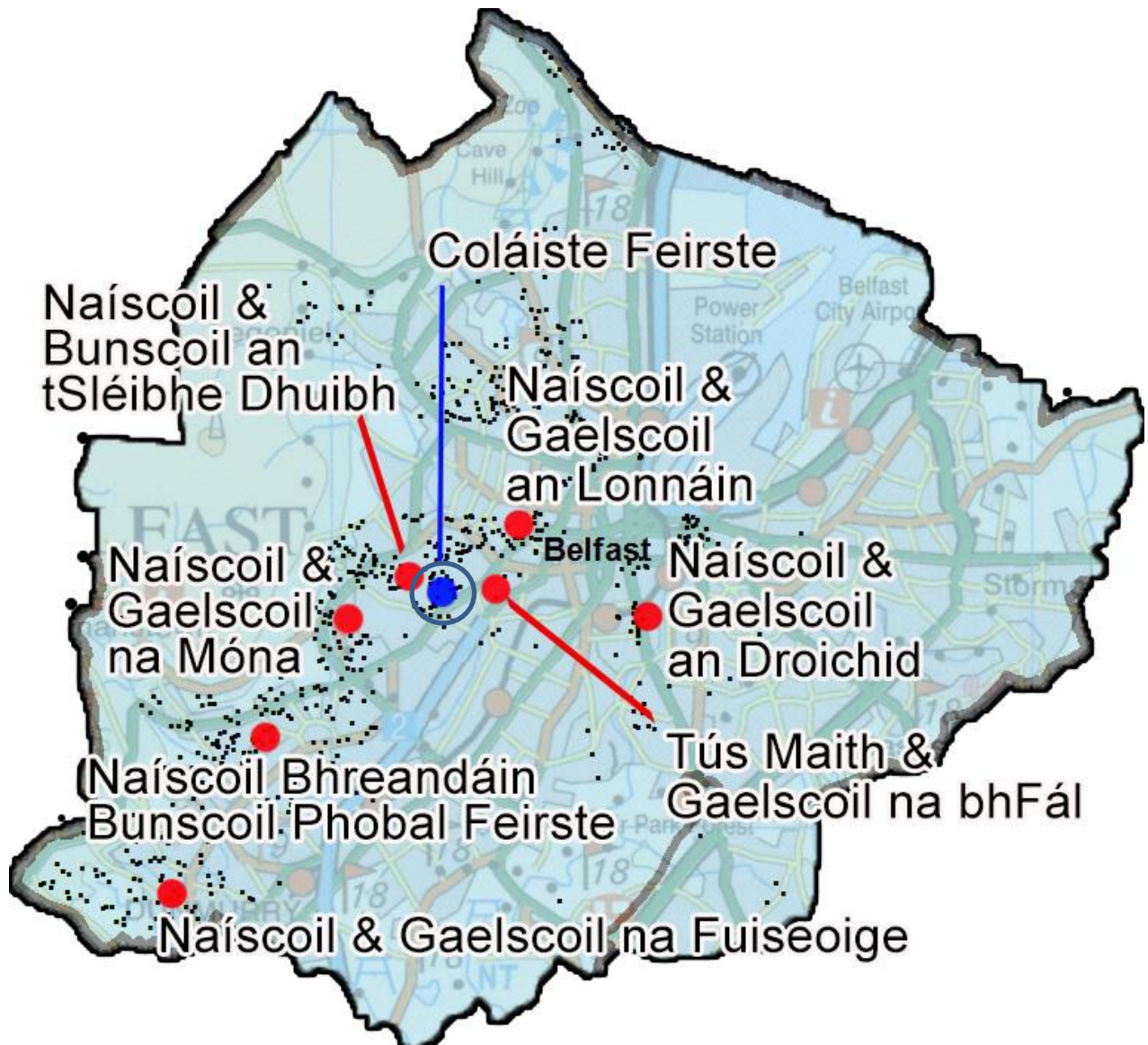
Recommendation 8 advises that steps should be taken to be more proactive regarding the appropriate mechanism to provide advice, support and assistance to those schools that require help. Clear lines of communication should be established for such circumstances, and a specialist advice and support group considered.

In considering the sustainability of individual school, we believe that consideration should also be given to the three qualitative criterion set out in the sustainable schools policy, i.e. strong Leadership, Accessibility and Community Links. We would ask of the Department of Education, (as set out at paragraph 2 on page 6 of the NIAO Sustainable schools Report) that consideration should be given to the definition of these with particular consideration to the qualitative benefits provided by IME including “additive bilingualism”, together with additional curricular teaching / learning attained by IM pupils (i.e., fluency in a second language that is additional to the same curriculum delivery provided by EM schools). The socio-linguistic and community linkages that are associated with IME also mean that the qualitative aspects of sustainability are much stronger than for a comparable English-medium provision.

5.1 South & West Belfast

5.1.1 Summary of current provision

At post-primary level this area is served by Coláiste Feirste, the largest IM secondary school in Ireland and one of the top performing non-selective schools in Belfast. Coláiste Feirste opened in 1991 with a total of 9 pupils and now has over 600 pupils. The following map shows the location of the various IME pre-school, primary and post-primary schools within the area.



Gaelscoileanna (Irish-medium primary Schools)

At the moment Coláiste Feirste caters for a wide catchment area with children attending the school from Gaelscoileanna right across Belfast and other areas including Downpatrick, Crumlin and Maghera. However, for the purpose of this Area Planning exercise we are assuming that a second post-primary school will be established within the Belfast area and cater for schools within the North of the city and Crumlin (albeit some pupils from Crumlin may still opt for Coláiste Feirste. We are therefore assuming that there are 7 schools within the primary catchment area of the school as follows:

School Name	Location	Sector / Description	Year Provision Started	Current (IM) Provision	Total Approved Enrolment	Intake Sept. 2015	Anticipated Intake Sept. 2016
Bunscoil an tSléibhe Dhuibh	Belfast	Independent Maintained	1993	159	203	22	29
Gaelscoil an Lonnáin	Belfast	Independent Maintained	1999	54	71	11	12
Gaelscoil na bhFál	Belfast	Independent Maintained	1986	162	290	25	28
Gaelscoil na Móna	Belfast	Independent Maintained	2000	102	145	18	15
Scoil an Droichid	Belfast	Independent Maintained	1996	128	145	22	22
Bunscoil Phobal Feirste	Belfast	Independent Maintained	1971	263	406	45	53
Scoil na Fuisgeoige	Belfast	Independent Maintained	1992	127	145	22	26
TOTALS				995	1,405	165	185

Naíscóileanna (Irish-medium Pre-Schools)

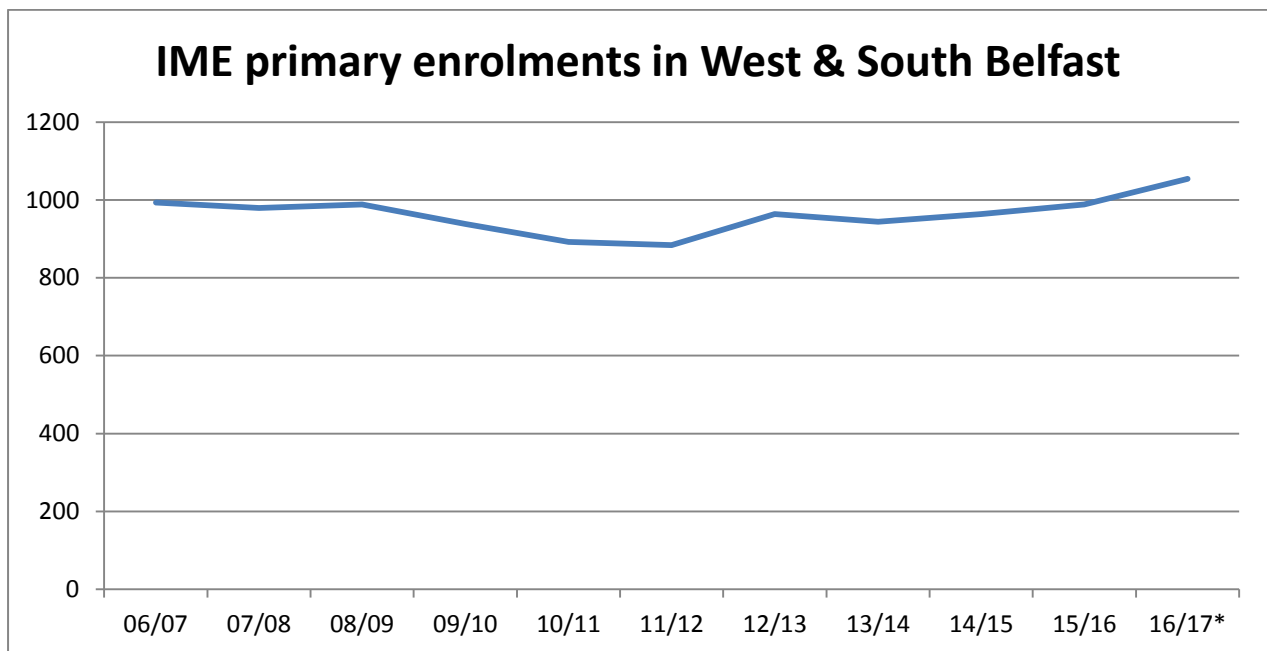
There are a total of seven Naíscóileanna within this catchment area as follows:

Name	Location	Description	Current school enrolment	Pre-year	Number of first choice applications for Sept. 2016
Naíscóil an Lonnáin	Belfast	Voluntary Pre-school	15		5
Naíscóil an tSléibhe Dhuibh	Belfast	Statutory Pre-school	29		29
Naíscóil Bhreandáin	Belfast	Statutory Pre-school	52		43
Gael Spraoui	Belfast	Statutory Pre-school	29		26
Naíscóil na Móna	Belfast	Statutory Pre-school	22		19
Naíscóil Droichid	Belfast	Statutory Pre-school	29		29

Naíscoil na Fuiseoige	Belfast	Voluntary Pre-school	32	21
TOTALS			208	172

5.1.2 Enrolment Trends

The following graph shows relatively stable overall enrolment within the sector over the past ten years. However, the underlying annual R1 admissions have fluctuated significantly over this period and this has significant implications regarding the future growth of the sector in the area. This is dealt with later in this section of the report.



The following tables detail the underlying enrolment trends in the Naíscoileanna and Gaelscoileanna within the area.

Numbers of children graduating from Naíscoileanna

	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16
Naíscoil an Lonnáin	6	11	16	15	15	17	13
Naíscoil an tSléibhe Dhuibh	15	21	26	26	26	26	29
Naíscoil Bhreandáin	38	39	43	52	52	51	51
Tús Maith	26	26	27	29	26	26	26
Naíscoil na Móna	14	15	17	28	19	19	23
Naíscoil an Droichid	26	25	25	26	26	26	29
Naíscoil na Fuiseoige	19	29	24	26	20	26	26
Total Numbers Graduating	144	166	177	202	184	191	197

Breakdown of Primary Enrolments

	Rang 7	Rang 6	Rang 5	Rang 4	Rang 3	Rang 2	Rang 1	16/17*
Bunscoil an tSléibhe Dhuibh	28	16	14	22	29	28	22	29
Gaelscoil an Lonnáin	4	3	4	9	14	9	11	12
Gaelscoil na bhFál	23	19	21	23	25	26	24	28
Gaelscoil na Móna	17	7	12	13	19	16	18	15
Scoil an Droichid	12	17	16	17	22	22	22	22
Bunscoil Phobal Feirste	23	36	36	36	44	43	45	53
Scoil na Fuiseoige	12	12	16	21	22	16	22	26
	119	110	119	141	175	160	164	185
	Growth in Last 5 years - annual equivalent and gross					8.3%	49%	

* Projected R1 Intake in 2016/17 - based on estimates related to 2016/17 applications

Total Enrolments at Gaelscoileanna

	09/10	10/11	11/12	12/13	13/14	14/15	15/16	16/17*
Bunscoil an tSléibhe Dhuibh	174	159	150	146	153	157	159	160
Gaelscoil an Lonnáin	46	47	41	44	49	51	54	62
Gaelscoil na bhFál	167	153	157	162	159	158	161	166
Gaelscoil na Móna	96	84	83	92	94	93	102	100
Scoil an Droichid	97	113	118	120	131	125	128	138
Bunscoil Phobal Feirste	237	233	228	287	243	255	263	293
Scoil na Fuiseoige	121	103	107	113	115	125	121	135
Gaelscoil an Damba	-	-	-	-	-	-	-	0
	938	892	884	964	944	964	988	1054

* Based on estimates related to 2016/17 applications

The above tables demonstrate relatively stable enrolments, with some fluctuation in Naíscóil an Lonnáin, Gaelscoil an Lonnáin, Naíscóil na Móna and Gaelscoil na Mona. The very low first choice applications in Naíscóil an Lonnáin for September 2016 is concerning, and should be much higher to guarantee stable admissions to Gaelscoil an Lonnáin.

Both Gaelscoil an Lonnáin and Gaelscoil na Mona are below the operational viability threshold of 20 pupils per annum (that applies in Belfast and Derry,) and consequently CnaG will prioritise resources to seek to identify the issues associated with this low enrolment, and to address this issue over the coming year.

Whilst overall enrolment within this area has been relatively stable over the past ten years, new entrants into the schools within the sector had dropped from 2005 to 2010 when they were at 110. Since 2010, enrolments in Gaelscoileanna increased steadily to 164 in September 2015, equating to 49% or 8.3% compound per annum growth. This growth trend looks set to continue in September 2016 with 185 new entrants, a further year-on-year increase of 13%. Over the same period, the total enrolment within the sector has recovered from 892 to 988; an increase of 11%, however, the demographic profile of the school population is skewed towards KS1, and consequently the area has significant latent potential for growth over the coming years.

5.1.3 Transfer Rates

Naíscoileanna – Gaelscoileanna

The following table demonstrates the transfer rates between Naíscoileanna and Gaelscoileanna within the area in the last six years together with the expected transfer in 2016

	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16
Total Numbers Graduating from Naíscoileanna	144	166	177	202	184	191	197
Numbers progressing into IME Primary	110	119	141	175	160	164	185
Transfer Rate	76%	72%	80%	87%	87%	84%	94%

Highlighted figure represents estimated intakes for 2016/17 year

The above demonstrates a strengthening sector with both an increase in overall enrolment and an increase in transfer rates over the past five years in particular. The levelling out of enrolments in Naíscoileanna over the past four years indicates that any future growth in the Gaelscoil sector will require increasing the enrolments within the Naíscoil sector. This may involve building enrolments in areas where there are surplus first-choice places, and perhaps new provision in areas with high potential demand.

Gaelscoileanna – Meánscoil (Irish-Medium Secondary Level)

The following table illustrates the transfer from all of Gaelscoileanna within the Belfast catchment area (including Crumlin) into Coláiste Feirste.

	09/10	10/11	11/12	12/13	13/14	14/15	15/16
Total Graduating from R7	160	151	143	142	162	180	179
Numbers entering Coláiste Feirste	90	86	76	75	94	111	103
Percentage transfer	56%	57%	53%	53%	58%	62%	58%

The above figures include all schools in Belfast, where the transfer rate appears to be averaging at around 60%, and includes all the schools within the catchment area, with significantly higher percentages of children in West and South Belfast transferring than those in North Belfast and Crumlin. We believe that enrolments in North Belfast and Crumlin are now at a level that they could justify a free standing school to be located in the North of the city. This is dealt with in Section 5.2 of this report.

5.1.4 ETI Reports on Schools

The following table shows details of the most recent inspections that have been carried out by the ETI on the various schools within this area.

School Name	Date of ETI Inspection	Type of ETI Inspection	Overall rating given by ETI in Report	Comments
Naíscoil an Lonnáin	Apr 2014	Pre-school	Good	The staff work effectively to meet the needs of all children.
Naíscoil na Móna	Jun 2015	Pre-school	Good	Very good attention to healthy eating and physical activity.
Naíscoil Droichid	May 2013	Pre-school	Good	The nursery unit has important strengths in most of its educational and pastoral provision.
Naíscoil na Faiseoige	Mar 2012	Pre-school	Good	Good quality interaction between the staff and the children.
Bunscoil an tSléibhe Dhuibh	Feb 2016	Primary	Outstanding	The quality of the children's talking, listening and understanding in Irish is outstanding.
Gaelscoil an Lonnáin	Jun 2015	Primary	Satisfactory	The strengths outweigh the areas for improvement.
Gaelscoil na bhFál	Mar 2011	Primary (Focused)	Good	Very good quality of pastoral provision.
Gaelscoil na Móna	Jun 2011	Primary (Follow up)	Good	The school has important strengths in most of its educational and pastoral provision.
Scoil Droichid	Jun 2015	Primary	Good	Across the Key Stages, children demonstrate very good talking and listening skills in both Irish and English.
Bunscoil Phobal Feirste	Oct 2012	Primary (Focused)	Outstanding	The quality of the children's achievements and standards is outstanding.
Scoil na Faiseoige	Jun 2015	Primary	Outstanding	The school is meeting very effectively the educational and pastoral needs of the children
Coláiste Feirste	Feb 2009	Follow up	Satisfactory	The strengths outweigh areas for improvement in the provision.

Generally speaking the reports on the schools within the catchment are very positive and most are either *Good* or *Outstanding*. Coláiste Feirste's "Satisfactory" rating was over seven years ago and CnaG are confident that the school has improved significantly since that report was published.

CnaG's will provide targeted support to Gaelscoil an Lonnáin to help address the areas that have been highlighted as requiring improvement within their report.

5.1.5 Accommodation

We have identified above the need to commission a detailed baseline assessment of the accommodation constraints of the IME sector and we hope that this will be carried out over the coming months. However, the following table provides a summary of the state of the accommodation within the area and the constraints that are associated with the accommodation.

	Description of current status	Description of Buildings	Current Constraints
Bunscoil an tSléibhe Dhuibh	This is an independent grant-aided school with capital viability status.	The school building is modern and is located on a site that is suitable for the current needs of the school.	Accommodation within the school falls short of the DE handbook and has particular accommodation requirements regarding ICT & SEN provision.
Bunscoil Phobal Feirste	This is an independent grant-aided school with capital viability status.	The school building is modern and located on a site that is suitable for the current needs of the school..	Whilst the school may appear to have surplus classroom capacity, it urgently requires additional storage capacity, additional rooms/offices for parent meetings or external support services, SEN / Health Visitors etc, staff-room and additional toilets for pupils and staff, in accordance with Department of Education's Building Handbook.
Gaelscoil an Lonnáin	This is an independent grant-aided school.	The current school building is not fit for purpose. School urgently needs to relocate since it is located within a 100 year old building unfit for use as a modern school building.	The school falls far short of the DE handbook standards. The school has no internal or external sports facilities, no hall or dining area, no grassed area within its grounds, no parking provision, shortage of rooms / offices for visitors, a lack of adequate toilet facilities, lack of storage and no playing pitch. The growth of the school has been severely hampered by the unfit for purpose premises.
Gaelscoil na bhFál	This is an independent grant-aided school with capital viability status.	The school buildings are modern and the site is suitable for the current needs of the school. .	There is a need for more appropriate outdoor play provision.
Gaelscoil na Móna	This is an independent grant-aided school with capital	The school is located on a site that is suitable for the current needs	The school falls far short of the DE handbook standards and has no internal or external sports facilities, no assembly hall or dining area, very

	viability status.	of the school.	limited grassed area within its grounds, limited parking provision, no rooms for parent meetings or external support services, SEN / Health Visitors and limited external play area and no playing pitch.
Scoil an Droichid	This is an independent grant-aided school with capital viability status.	The school is located on an inadequate site and housed in mobile and modular accommodation.	The school is in a very cramped site with poor accommodation. It has limited external sports facilities, no assembly hall and limited grassed area within its grounds; limited parking provision, no rooms for parent meetings or external support services, SEN / Health Visitors etc and no playing pitch and urgently needs to move to a new site.
Scoil na Fuiseoige	This is an independent grant-aided school with capital viability status.	The school building is a modern building located on a site that is suitable for the current needs of the school.	Accommodation within the school is currently insufficient. The school has made an application to the Department for an additional classroom.
Coláiste Feirste	This is an independent grant-aided school with capital viability status.	The school buildings are largely modern and there are significant ongoing development works on the site. The site is suitable for the current needs of the school. .	Refurbishment Work is currently underway in the school for school population of 600, and are largely in respect of the ancillary accommodation needed for a school of its current size. The school currently exceeds 600 pupils and it is anticipated that the total enrolment will exceed 700 pupils by 2019/20. Due to the expected growth, it is likely that this accommodation will be too small for the needs of the school by the time the refurbishment is completed

There is a great deal of improvement needed in Gaelscoileanna in this catchment area with both Gaelscoil an Lonnáin and Scoil an Droichid urgently requiring relocation. The current accommodation and facilities of Gaelscoil an Lonnáin are wholly inadequate and are undoubtedly having a constraining effect upon the growth of the school. Scoil an Droichid is also in urgent need of relocation due to the cramped site and as such, is limiting to future growth of the school and IME in South Belfast. Gaelscoil na Móna, too, requires additional facilities and as a school with an increasing enrolment, these needs will increase.

Increasing enrolments is a factor reoccurring in several schools. Scoil na Fuiseoige has already made a request to the Department of Education for an additional classroom as enrolment

continues to grow. Coláiste Feirste, whilst work is currently ongoing, has already outgrown the 600 pupil number for which the current building was designed. It is anticipated that the school's population will have grown to over 700 pupils by 2019/20 and as such, future planning to increase accommodation at the site is also essential.

In general, there is a need for a complete provision of facilities across the catchment area, with a specific lack of facilities to cater for outside visitors, SEN sessions and health visitors.

5.1.6 Potential for Growth in IME

South and West Belfast represent the longest established area providing IME in the north and is a relatively mature in terms of its enrolments.

As outlined at section 5.1.2 above, whilst overall enrolment within this area has been relatively stable over the past ten years, new entrants into schools within the sector had dropped from 2005 to 2010 when they were at 110. Since 2010, enrolments in Gaelscoileanna increased steadily and to 164 in September 2015, equating to 49% or 8.3% compound per annum growth. This growth trend looks set to continue in September 2016 with 185 new entrants, a further year-on-year increase of 13%. The demographic profile of the school population is skewed towards KS1 and consequently the area has significant latent potential for growth over the coming years.

In terms of building enrolment figures, whilst some Naíscoileanna and Gaelscoileanna have surplus spaces, most Naíscoileanna have larger, stable enrolments. CnaG believes consideration needs to be given to developing the Naíscoil sector with the aim of increasing R1 admissions.

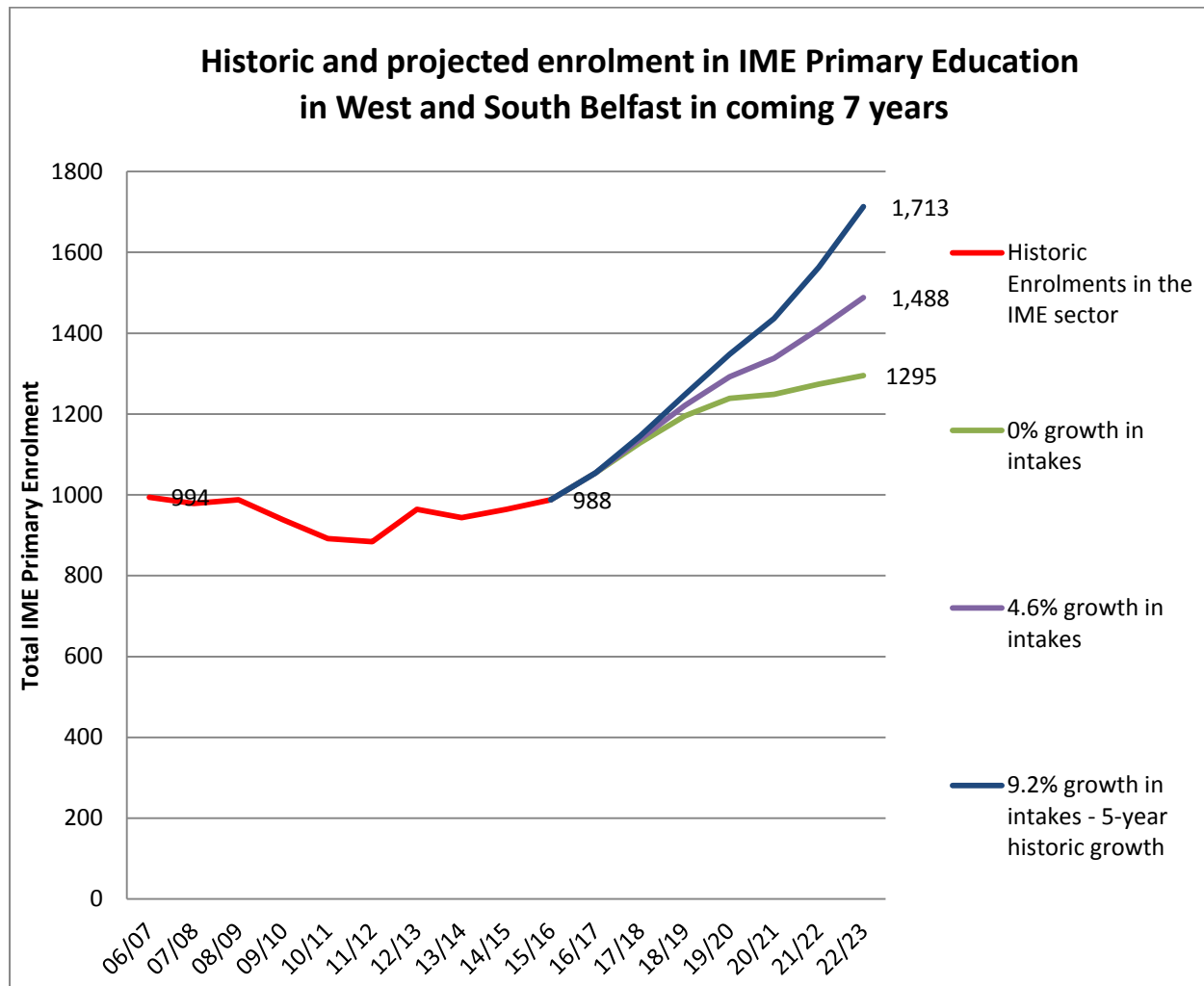
In this respect, it is important to look strategically at all provision within the greater Belfast area (including North Belfast and surrounding catchment areas) and develop a growth strategy which creates additional IME enrolments, but which considers the viability of existing provision within the area. CnaG believes that potential exists to increase IME provision in a number of ways including:

- Maximising enrolments in Naíscoileanna/ Gaelscoileanna which have existing surplus places.
- Extending provision within existing Naíscoileanna and Gaelscoileanna - extending approved enrolments to accommodate proven demand.
- New provision in areas with limited or no provision, or areas where the local provision is over-subscribed.

Over the coming year, CnaG will undertake a consultation with Naíscoileanna and Gaelscoileanna in the area to consider how best to expand IME enrolments in a way which underpins and supports the viability of the existing local provision.

5.1.7 Projections – Primary

Whilst overall enrolments in the area have remained relatively steady, there was a drop off in R1 intakes in the four years between 2006 and 2010, from 143 in 2006 to 110 in 2010. This has now recovered significantly with 185 pupils now expected to be admitted to the sector in the area in 2016. The sector has grown 55% over the past five years, representing 9.2% compound growth per annum. Growth of 9.2% per annum would be difficult to maintain in the medium term and for this reason we have assumed that 9.2% will be the optimistic scenario with 0% being the pessimistic and 4.6% being the realistic. The following graph shows the effects of the above projections on the total enrolments in the sector over the coming seven years.



The realistic growth scenario demonstrates growth of 51% in the sector and assumes that the coming 7 years will experience only half the annual growth rate of the past 5 years.

Whilst the numbers within the sector have been relatively level and stable in overall enrolment, an analysis of the historic trends has identified that there has in fact been significant growth in admissions to the sector since a low point in 2010. This was something that had not been anticipated until an analysis of the figures was carried out and the implications of this are significant in terms of the latent potential of the sector to grow in overall enrolment over the

coming seven years. The above graph demonstrates that with 0% over the coming 7 years, the sector will see growth in overall enrolments within the sector by 31%.

Whilst it is unlikely, the optimistic scenario which extrapolates the 5-year historic growth rate for another 7 years hence, demonstrates a growth in overall enrolments by a massive 73%.

The above scenarios will have significant personnel and other resource implications for the sector in the city, and this will be monitored annually to help identify these requirements in advance and plan accordingly. The above projections also place an increased importance on the consultation outlined at section 5.1.7 above.

5.1.8 Growth and Surplus Places

The realistic scenario above assumes that there is an average growth of 4.6% within the area across all schools. The following table shows (based on the current measure of surplus places which will need to be reviewed,) the numbers of surplus spaces and the additional spaces required by the various schools, on the assumption that the realistic growth rate is achieved across all schools.

	Approved Enrolment	Enrolment 2015/16	'Surplus' Places	Percentage	Projected Enrolment Sept 2020	No. of 'Surplus' Places	Additional Spaces Needed	% of 'surplus' Places	% of additional Spaces
West & South Belfast									
Bunscoil an tSléibhe Dhuibh	203	159	44	21.7%	209		6		3%
Gaelscoil an Lonnáin	71	54	17	23.9%	86		15		21%
Gaelscoil na bhFál	290	162	128	44.1%	203	87		30%	
Gaelscoil na Móna	145	102	43	29.7%	116	29		20%	
Scoil an Droichid	145	128	17	11.7%	164		19		13%
Bunscoil Phobal Feirste	406	263	143	35.2%	377	29		7%	
Scoil na Fuiseoige	145	121	24	16.6%	180		35		24%
Area Totals	1405	988	417	29.7%	1332	145	75	10%	5%

The above table demonstrates that surplus places will be significantly reduced from 417 to 145 (10%,) and that an additional 75 spaces will be required in the schools which have exceeded their enrolment threshold.

As indicated above, we believe that the numbers of surplus spaces is already over-estimated within the area and will reduce when the approved enrolments are reviewed in line with the NIAO 2015 report. This review, coupled with the significant latent growth potential of the sector locally, and the potential for increased enrolments, means that the infrastructure development within this area will have to be considered as soon as possible. It is vitally important that the NIAO-recommended review is carried out over the coming months to provide a baseline for the approved enrolment within the area.

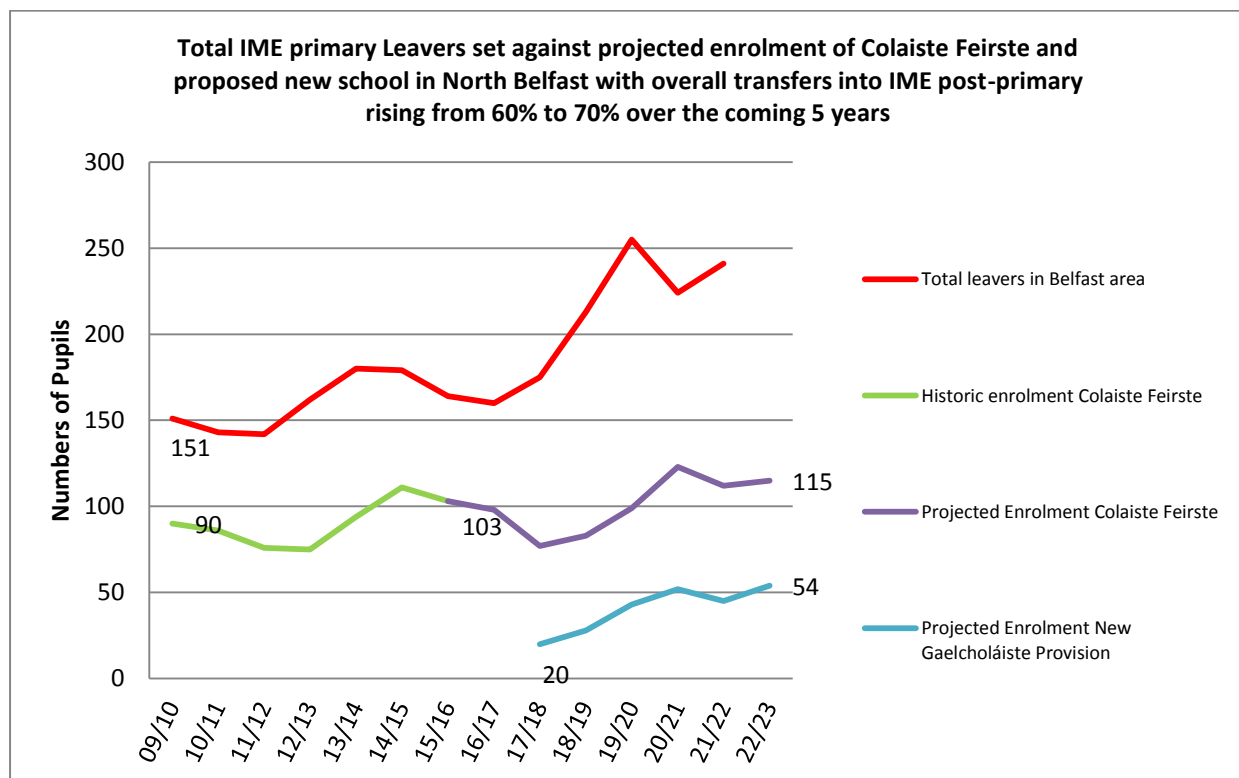
4.1.9 Projections – Secondary

The potential pupil numbers for the secondary sector are based on the enrolments of the various primary schools within the catchment area. This provides 7 years of reliable data for projecting the Long Term Enrolment (LTE) in Coláiste Feirste. Currently Coláiste Feirste also caters for children within North Belfast and Crumlin, which, for the purpose of this report we

have separated into a separate catchment area, since we believe that there is potential to develop new stand-alone provision in the north of the city. In 2016 there will be a transfer of 164 children from the primary sector to the secondary, and it is projected that there will be 264 admissions to R1 in the same year. In terms of the long term enrolments, there are clearly sufficient pupil numbers within the primary sector to justify two free-standing, post-primary schools within the Belfast area. The current transfer rate from Primary to secondary within this combined area is around 60%, and is 78% for the schools within the West and South-Belfast catchment areas. With a secondary provision in the north of the city, we would expect that an increase in the transfer rates of children in the North of the city and Crumlin.

We believe that a new Post-primary school could be set up within the coming two years in North Belfast on the basis of a formal collaboration with Coláiste Feirste.

The following projections demonstrate the projected enrolment in both Coláiste Feirste and a newly established school over the coming seven years, based on the current enrolments within the Gaelscoil sector, and based on transfer rates increasing from 60% to 70% over the coming five years.



The above graph demonstrates that Coláiste Feirste can retain a viable and stable intake whilst allowing the growth of a new post-primary school in the city – starting out with an initial annual intake of 20 and rising to 54 by September 2022.

5.1.10 Area Planning / Development Objectives

Based on the above analysis and projections, a range of development and area planning objectives have been identified.

The following objectives within the area are based on an assessment of the needs of the various IME schools/ units, and assume the realistic growth scenario for growth in IME primary enrolments.

Urgent Area Planning/ Development priorities

There are a number of urgent Development Priorities within this area as follows:

1. **Reappraisal of the current *Area Planning Concerns***, in accordance with the findings of the NIAO 2015 report, that **are preventing Proper IME planning within the area**. An urgent review of the approved enrolment within this area needs to take place (in accordance with the findings of the NIAO 2015 report on sustainable schools.) to determine the extent of surplus places within the area and if there are actually “Area Planning Concerns” within this area.
2. **Local Area Planning Support Group to be set up to assist with area planning and development of IME within the area**. A group needs to be set up with representation from across the sector, to develop a range of shared objectives based on the needs of IME within the area, aimed at growing the IME sector and creating a network of sustainable schools within the area.
3. **Gaelscoil an Lonnáin relocation**. The current accommodation is a major constraint upon the future growth and development of this school. It is not possible for the school to become sustainable within the constraints of its current accommodation. The accommodation is out-dated and the proposed relocation is required urgently to ensure the future success of the school and the all-round educational experience to which each child is entitled.
4. **Scoil an Droichid relocation**. Scoil an Droichid is in urgent need of relocation due to its cramped site and as such, is limiting the future growth of the school and IME in South Belfast. Not only is the accommodation itself limiting the future growth of the school but there are many basic facilities, such as suitable parking, assembly hall and sports facilities, in which the school is currently lacking.

Other Area Planning / Development Objectives

There is a range of other Area Planning Requirements for the area that are currently being assessed and could be brought forward over the coming year. These include the following:

- 1. Gaelscoil na Móna, urgent accommodation needs.** Gaelscoil na Móna is lacking in non-classroom ancillary spaces. This has been a negative factor in the ability of the school to build its enrolment.
- 2. Bunscoil an tSléibhe Dhuibh, accommodation needs.** Bunscoil an tSléibhe Dhuibh is currently lacking in ICT and SEN facilities.
- 3. Scoil na Fuiseoige, accommodation needed.** The increasing enrolment in the school means that the latent demand alone means that the school will shortly require additional accommodation.
- 4. Bunscoil Phobal Feirste, accommodation needs.** Whilst 'on paper', Bunscoil Phobal Feirste has surplus spaces, it is lacking in facilities, such as meeting rooms for SEN and health visits and sufficient storage space. Also, the official Approved Enrolment figure is not reflective of the physical capacity of the school.
- 5. To build enrolment in Gaelscoil an Lonnáin to meet its capital viability threshold.** Coupled with the relocation of Gaelscoil an Lonnáin, concentrated work is required in building up the enrolments of both Naíscoil and Gaelscoil an Lonnáin in order for the Gaelscoil to reach the Urban Enrolment Threshold of 20 pupils per annum.
- 6. To sustain the growth in enrolment numbers of Gaelscoil na Móna.** An agreed action plan is required in continuing to build upon the enrolments of Gaelscoil na Móna in order to reach the urban enrolment threshold of 20 pupils per annum.
- 7. To sustain the growth in enrolment numbers of Coláiste Feirste.** It is essential to continue the strong progression from the local Gaelscoileanna to Coláiste Feirste and continue to increase the transfer rate from Gaelscoileanna to Coláiste Feirste

Targets

1. Reappraisal of current *Area Planning Concerns*, regarding Approved Enrolments, complete by January 2017, to allow Area Planning baseline to be established in advance of 2017 Plan update.
2. Local Area Support Group set up by December 2016.
3. Gaelscoil an Lonnáin to be relocated to its new site in 2017 /18 and to have intake of 20+ by September 2020.
4. Scoil an Droichid to be relocated to new site during the 2017/18 school year.
5. Gaelscoil na Mona to secure new capital build during the 2017/18 school year.
6. Additional classroom accommodation for Scoil na Fuiseoige by September 2017.
7. Minor works alterations to Bunscoil Phobal Feirste to provide required ancillary accommodation by Sept 2017.

8. Target transfer of 120+ pupils from IME primary schools to IME post-primary within two years.
9. Target 220+ entering IME Pre-school Sector within 2 years with steady enrolments within each Naíscoil.
10. Target 20+ entering Gaelscoil na Móna p.a. within 2 years with steady enrolments.
11. Target Relocation of GS an Lonnáin for Sept 2017 and 20+ entering Gaelscoil an Lonnáin within 4 years with steady enrolments & relocation to be complete within 2 years.
12. Target 200+ entering the gaelscoileanna p.a. within two years with increased enrolments each year.

5.1.11 Targeted Support to deliver Area Planning/ Development Objectives

CnaG would like to engage support to bring about the above Area Planning and Development Objectives as follows:

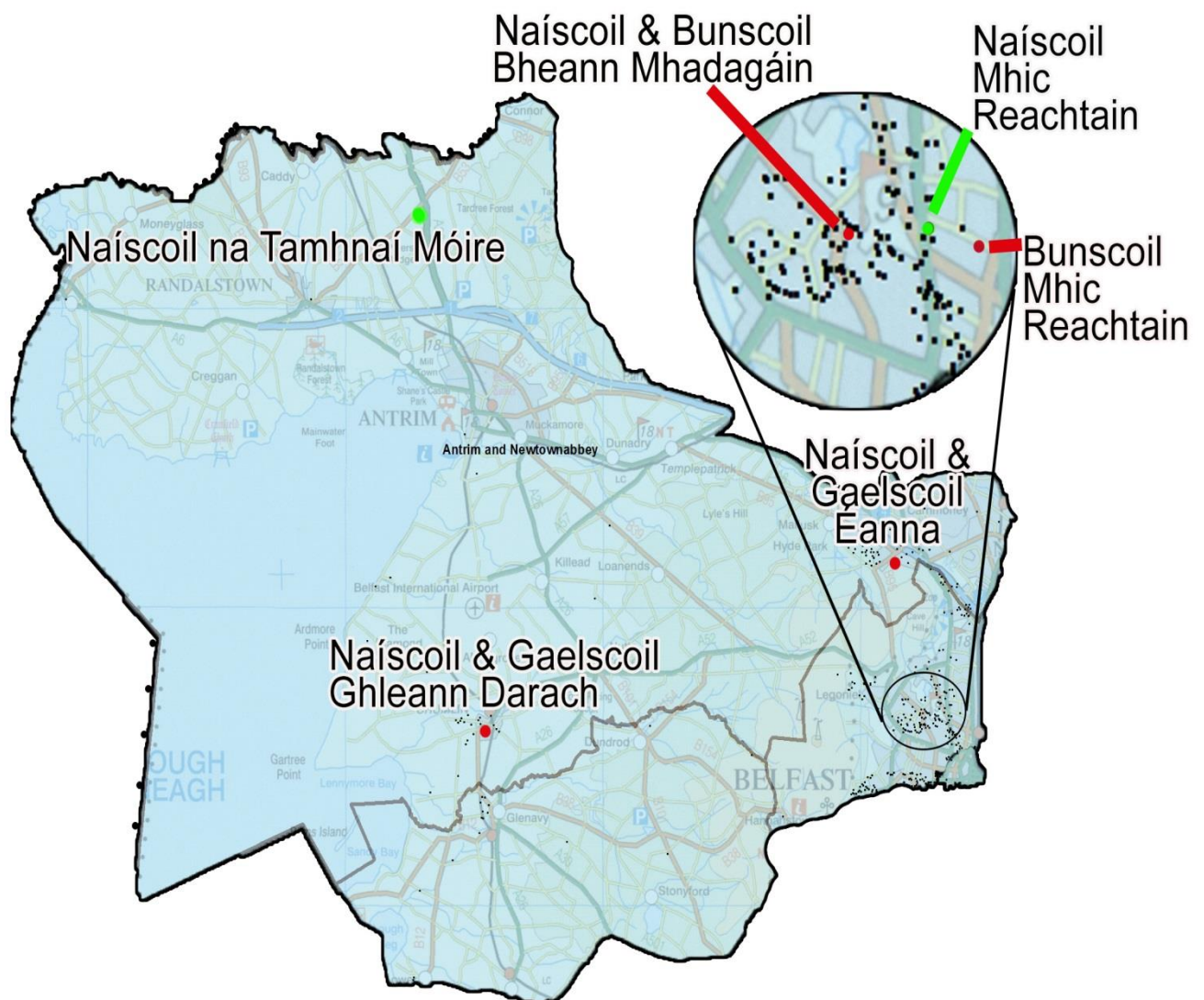
Urgent Area-Planning/ Development Objectives		
Objective	Lead Role	Support Role
1. Reappraisal of the Current “Area Planning Concerns” preventing proper IME Planning	DE	EA, CnaG
2. Local Area Planning Support Group	CnaG	Gaelscoileanna, Naíscoileanna, Coláiste Feirste, InaG, DE, EA, Altram
3. Gaelscoil an Lonnáin. Urgent relocation needs.	Trustees / Governors of Gaelscoil an Lonnáin	CnaG, InaG, EA and DE to work together to address urgent relocation needs.
4. Scoil an Droichid. Urgent relocation needs.	Trustees / Governors of Scoil an Droichid.	CnaG, InaG, EA and DE to work together to address urgent relocation needs.
Other Area Planning / Development Objectives		
Objective	Lead Role	Support Role
1. Gaelscoil na Móna. Urgent accommodation needs.	Trustees / Governors of Gaelscoil na Móna.	CnaG, InaG, EA and DE to work together to address urgent accommodation needs.
2. Bunscoil an tSléibhe Dhuibh. Accommodation needs.	Trustees / Governors of Bhunscoil an tSléibhe Dhuibh.	CnaG, InaG to support this process through discussions with, EA, DE
3. Scoil na Fuiseoige. Accommodation needs.	Trustees / Governors of Scoil na Fuiseoige	CnaG, InaG, EA and DE to work together to address accommodation needs.
4. Bunscoil Phobal Feirste. Accommodation needs.	Trustees / Governors of Bhunscoil Phobal Feirste.	CnaG, InaG, EA and DE to work together to address urgent accommodation needs.

5. To build enrolment at Gaelscoil an Lonnáin	Governors of Gaelscoil & Naíscóil an Lonnáin.	CnaG, Gaelscoil & Naíscóil working to an agreed Action Plan.
6. To sustain the growth in enrolment numbers of Gaelscoil na Móna.	Governors of Gaelscoil & Naíscóil na Móna.	CnaG, Gaelscoil & Naíscóil working to an agreed Action Plan.
7. To sustain the growth in enrolment numbers of Coláiste Feirste.	Governors of Coláiste Feirste and the Governors of the gaelscoileanna within the catchment area.	CnaG, Gaelscoileanna within the school catchment area working to an agreed Action Plan.

5.2 North Belfast & surrounding areas

5.2.1 Summary of Current Provision

This area consists of north Belfast and surrounding areas. At post-primary level, the area is currently served by Coláiste Feirste; however, as indicated at section 5.1 above, CnaG believes that, based on existing enrolments within the primary sector, there is the potential demand that would justify a new post-primary Irish-medium school. The following map shows the locations of the various IME pre-schools and primary schools within the catchment area.



Gaelscoileanna (IM Primary Schools)

There are currently four Gaelscoileanna within the area as follows:

School Name	Location	Sector / Description	Year Provision Started	Total (IM) Provision	Approved Enrolment	Intake Sept. 2015	Anticipated Intake Sept. 2016
Bunscoil Bheann Mhadagáin	Belfast	Independent Maintained	1994	125	145	24	28
Bunscoil Mhic Reachtain	Belfast	Controlled	1998	84	87	15	19
Gaelscoil Ghleann Darach	Crumlin	Independent Maintained	2002	77	105	13	7
Gaelscoil Éanna	Belfast	Independent Maintained	2007	158	205	25	22
TOTALS				444	542	77	76

There is also currently another proposal for the transition of an existing English-medium CCMS school at Tannaghmore (An Tamhnach Mór), outside Randalstown/ Antrim from an English-medium school into an Irish-medium, over a period of years through the admission of Irish-medium children going forward. This school could also potentially fall within this catchment area.

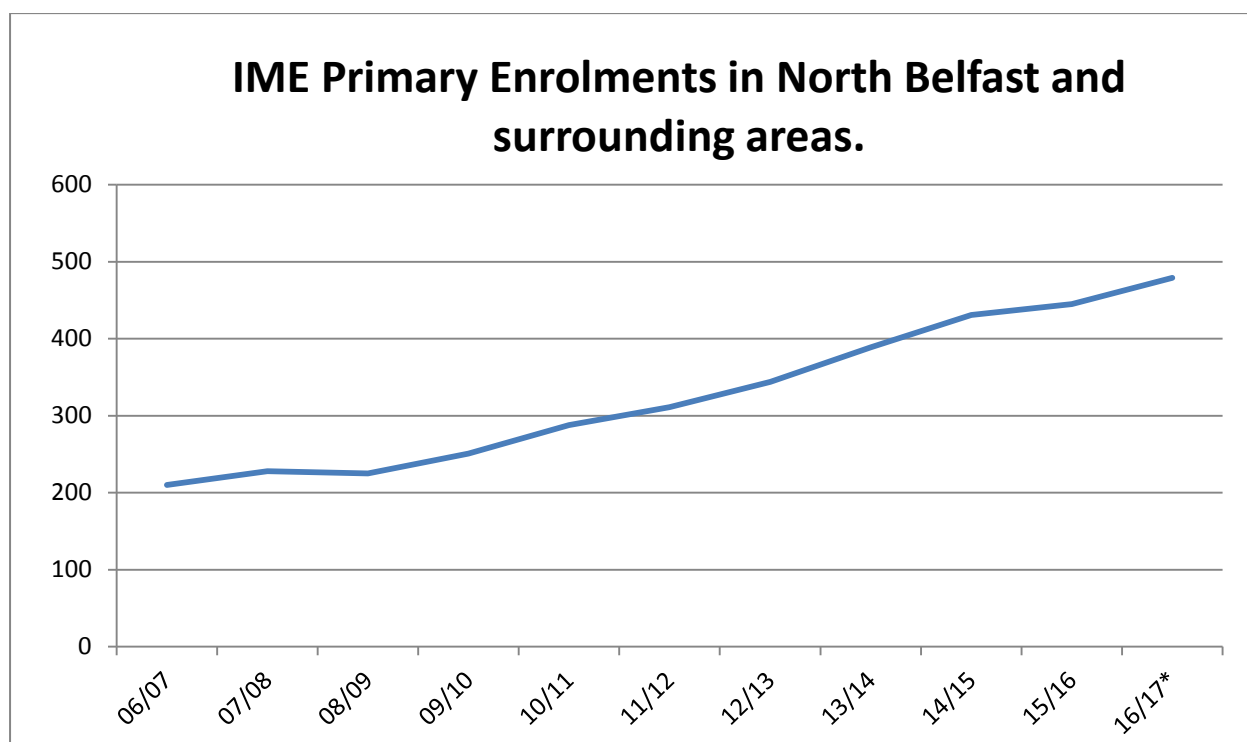
Naíscóileanna (IM Pre-schools)

There are five Naíscóileanna within the area as follows (including Naíscóil na Tamhnaí Móire) :

Name	Location	Description	Current Pre-school year enrolment	Number of first choice applications for Sept. 2016
Naíscóil Mhic Reachtain	Belfast	Voluntary Pre-school	16	17
Naíscóil Bheann Mhadagáin	Belfast	Statutory Pre-school	30	27
Naíscóil Ghleann Darach	Crumlin	Voluntary Pre-school	9	15
Naíscóil Éanna	Belfast	Voluntary Pre-school	22	29
Naíscóil na Tamhnaí Móire	Randalstown, Antrim	Voluntary Pre-school	17	8
TOTALS			94	96

5.2.2 Enrolment Trends

Over the last 5 years the total annual combined R1 intake in the area has increased by 41% which represents an annual compound growth rate of 7.1%. The following graph shows the relatively steady growth profile associated with the growth of the sector over the last 10 years.



The above graph reflects the strength of the sector within this area and a very strong foundation that will help bring about a viable and thriving post-primary sector.

The following tables detail the underlying enrolment trends in the Naíscoileanna and Gaelscoileanna within the area.

Numbers of children graduating form Naíscoileanna

	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16
Naíscoil Mhic Reachtain	15	12	14	18	17	16	17
Naíscoil Ard Eoin	10	8	7	-	-	-	-
Naíscoil Bheann Mhadagáin	13	13	12	26	26	26	30
Naíscoil Ghleann Darach	9	15	13	14	10	16	9
Naíscoil Naomh Éanna	17	24	31	33	25	26	26
Total Numbers Graduating	64	72	77	91	78	84	82

Breakdown of Primary Enrolments

	Rang 7	Rang 6	Rang 5	Rang 4	Rang 3	Rang 2	Rang 1	16/17*
Bunscoil Bheann Mhadagáin	19	17	17	12	19	18	24	28
Bunscoil Mhic Reachtain	9	11	9	13	10	17	15	19
Gaelscoil Ghleann Darach	11	7	10	13	13	9	13	7
Gaelscoil Éanna	6	15	20	34	38	20	25	25
Total Intakes	45	50	56	72	80	64	77	79
<i>Growth in Last 5 years - annual equivalent and gross</i>						9.0%	54%	

* Projected R1 Intake in 2016/17 Based on estimates related to 2016/17 applications

Total Enrolments at Gaelscoil

	09/10	10/11	11/12	12/13	13/14	14/15	15/16	16/17*
Bunscoil Bheann Mhadagáin	105	113	114	104	108	118	126	135
Bunscoil Mhic Reachtain	58	61	61	61	61	82	84	94
Gaelscoil Ghleann Darach	54	64	66	75	84	79	77	73
Gaelscoil Éanna	34	50	70	104	136	152	158	177
	251	288	311	344	389	431	445	479

* Based on estimates related to 2016/17 applications

The above figures demonstrate strong enrolment patterns in Bunscoil Bheann Mhadagáin and Gaelscoil Éanna, with rising enrolments at Bunscoil Mhic Reachtain. The fluctuating admissions at Gaelscoil Ghleann Darach is concerning and they have fallen below the operational viability threshold of 15 pupils. However, the first choice applications for Naíscoil Ghleann Darach for September 2016 (shown at section 5.2.1) are a positive sign that can hopefully be maintained in future years. CnaG will allocate resources to those Gaelscoileanna that have not yet reached a steady pattern of enrolment, above the operational viability thresholds.

5.2.3 Transfer Rates

Naíscoil – Gaelscoil

The following table demonstrates the transfer rates between the Naíscoileanna and the Gaelscoileanna within the area in the last few years.

	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16
Total Numbers Graduating from Naíscoileanna	64	72	77	91	78	84	82
Numbers progressing into IME Primary	50	56	72	80	64	77	79
Transfer Rate	78%	78%	94%	88%	82%	92%	96%

Highlighted figure represents estimated intakes for 2016/17 year

The figures demonstrate the exceptionally high transfer rate that the area has been achieving over the last few years.

Gaelscoil – Meánscoil (IM Post-Primary)

The following table illustrates the transfer from all Gaelscoileanna within the Belfast Catchment area (including Crumlin) into Coláiste Feirste.

	09/10	10/11	11/12	12/13	13/14	14/15	15/16
Total Graduating from R7	160	151	143	142	162	180	179
Numbers entering Coláiste Feirste	90	86	76	75	94	111	103
Percentage transfer	56%	57%	53%	53%	58%	62%	58%

The above figures include all schools in Belfast, where the transfer rate appears to be averaging at around 60%, and includes all the schools within the catchment area with significantly higher percentages of children in West and South Belfast transferring (78%) than those in North Belfast and Crumlin (21%). As indicated at section 5.1, we believe that the enrolments in North Belfast and Crumlin are now at a level that they could justify a free standing school to be located in the North of the city.

5.2.4 ETI Reports on Schools

The following table shows details of the most recent inspections that have been carried out by the ETI on the various schools within this area.

School Name	Date of ET Inspection	Type of ET Inspection	Overall rating given by ETI in Report	Comments
Naíscóil Mhic Reachtain	Feb 2014	Pre-school	Good	Very good use of rhyme and song to develop further the children's language.
Naíscóil Ghleann Darach	May 2015	Pre-school	Very Good	The Naíscóil is meeting very effectively the educational and pastoral needs of the children.
Naíscóil Éanna	May 2012	Pre-school (Follow Up)	Good	Important strengths in most of its educational and pastoral provision.
Bunscoil Bheann Mhadagáin	Jan 2010	Follow up	Good	Important strengths in most of its educational and pastoral provision.
Bunscoil Mhic Reachtain	June 2013	Follow up	Good	Quality of teaching observed consistently very good.
Gaelscoil Ghleann Darach	Feb 2015	Primary	Satisfactory	Most children speak fluent Irish throughout and interact confidently with each other and with staff in both Irish and English.
Gaelscoil Éanna	June 2014	Primary	Good	Achievements and standards of the children are very good.

The ETI reports for the schools within the catchment area are generally very positive with the exception of Gaelscoil Ghleann Darach. Gaelscoil Ghleann Darach is working hard to address the areas outlined in the ETI Inspection report of February 2015 and CnaG will be targeting support and assistance to the school to help address these areas.

5.2.5 Accommodation

We have identified the need to commission a detailed baseline assessment of the accommodation constraints of the IME sector, and we hope that this will be carried out over the coming months. However, the following table provides a summary of the state of the accommodation within the area and a summary of any constraints that are associated with the accommodation.

School	Description of current status	Description of Buildings	Current Constraints
Bunscoil Bheann Mhadagáin	This is an independent grant-aided school with capital viability status.	The school building is modern and is located in a site that is suitable for the current needs of the school.	Despite the completion of the recent new-building, the school already has classroom accommodation requirements due to recent growth.
Bunscoil Mhic Reachtain	This is an IME controlled school. The school has realised capital viability status.	The school is housed in a former BELB building and is inadequate for the requirements of the school.	The ancillary facilities, site and accommodation of this school are inadequate and fall far short of the DE accommodation handbook standards. The current school building is unfit for purpose and new premises are required. There is a particular problem with outdoor play provision and as it is located in a built-up area there is no room for expansion.
Gaelscoil Éanna	This is an independent grant-aided school with capital viability status.	The school is located on an inadequate site and housed in mobile and modular accommodation.	The school was awarded capital investment funding in March 2016.
Gaelscoil Ghleann Darach	This is an independent grant-aided school with capital viability status.	The school building is located in a on a permanent site.	The legacy of poor accommodation and the uncertainty surrounding the school-site had impacted adversely on the enrolment

			<p>numbers. However, a new school-building and a permanent site should help reverse that trend and enrolment numbers will increase. It is important to note that whilst the school has new classroom accommodation it still lacks much of the ancillary accommodation in accordance with the DE Handbook.</p>
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There are several issues requiring immediate action within this catchment area. Gaelscoil Éanna is a rapidly expanding school and currently avails of inadequate accommodation. Not only does some of the current accommodation require replacement, but it is certain that additional classrooms will be required for the school in the near future. Also, it should be noted that the school is currently awaiting a decision on a development proposal for a statutory Nursery unit and, if this is successful, these additional numbers would need to be taken into consideration in any future planning.

Bunscoil Bheann Mhadagáin is another school with increasing enrolment, and despite receiving a new 5-classroom build this year, additional accommodation is essential in order to cater for seven separate classes. Currently, as one of the Gaelscoileanna with the highest demand in the wider area, it is essential that these physical restraints are not allowed to impact upon the growth of IME in the North of the city.

Bunscoil Mhic Reachtain is also suffering from the physical constraints of its current accommodation, and this has prevented the school from its natural growth and as such, has had to limit demand in order to prevent over-crowding. In each of these three schools, it is clear that the physical constraints of the buildings are slowing the growth of IME in North Belfast, and this matter needs addressed immediately.

5.2.6 Potential for Growth in IME

The transformation of Bunscoil na Tamhnaí Móire outside Randalstown will be an important addition to the area that will attract potential pupils from Randalstown, Antrim and Ballymena. However, it is important to strategically consider the growth and development of IME within the greater Belfast by adopting a strategic approach to develop a growth strategy, which creates additional IME enrolments, but which also considers the viability of existing provision within the area.

CnaG believes that potential exists to increase IME provision in a number of ways including:

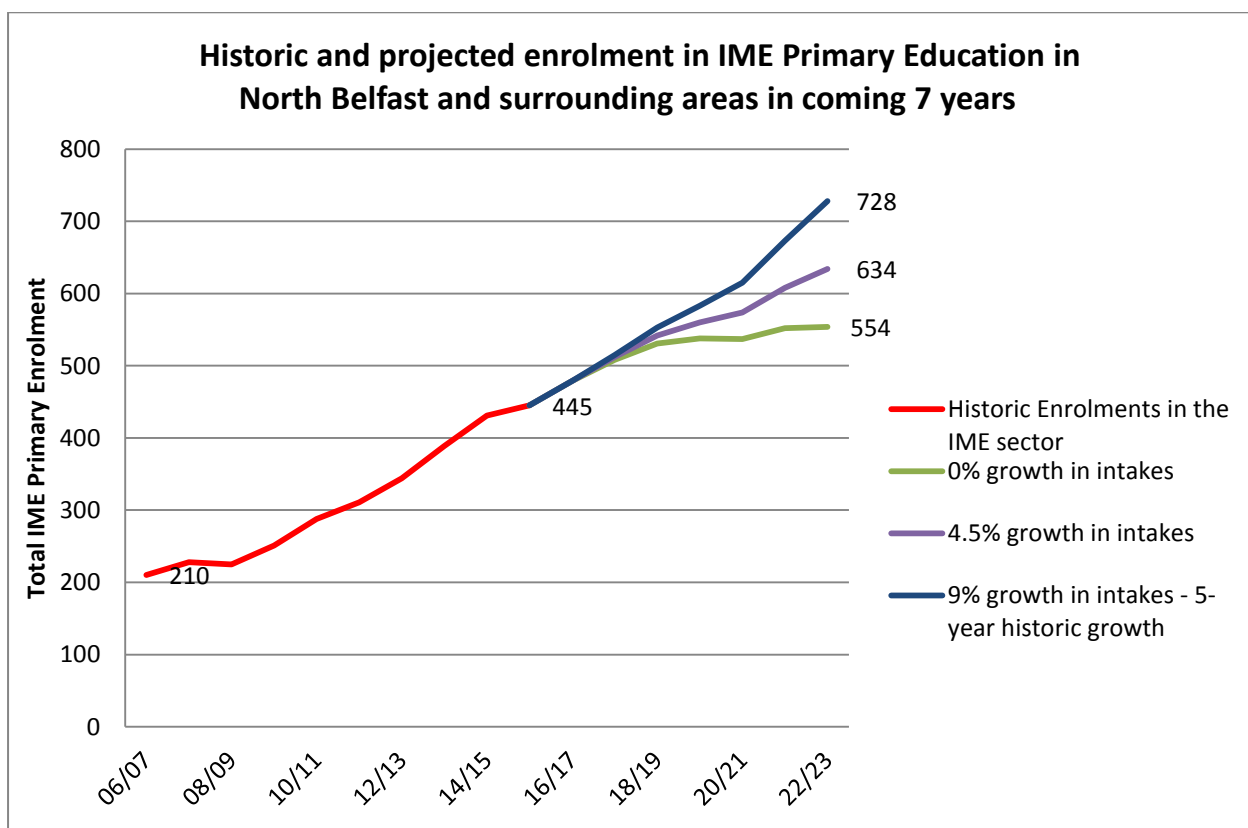
- Maximising enrolments in Naíscoileanna/ Gaelscoileanna which have existing surplus places.
- Extending provision within existing Naíscoileanna and Gaelscoileanna - extending approved enrolments to accommodate proven demand.

- New provision in areas with limited or no provision, or areas where the local provision is over-subscribed.

Over the coming year, CnaG will undertake a consultation with the Naíscoileanna and Gaelscoileanna in this area to consider how best to expand IME enrolments in a way which underpins and supports the viability of the existing provision.

5.2.7 Projections – Primary

The R1 enrolments over the last five years have increased by a total of 54%, which equates to an average of 9% compound growth per annum. We feel that this growth rate is unlikely, but not impossible over the coming 5 years, and we have therefore used this rate as the optimistic scenario. We have used a rate of half this historic growth rate (4.5%) for the realistic scenario.



With no growth in annual admissions to the sector, the numbers of children in IME in the area is expected to grow by 109 pupils or 24.5% over the coming 7 years.

The realistic growth scenario demonstrates growth of 189 pupils or 42.5% in the coming seven years, and assumes that the coming 7 years will experience only half the annual growth rate of the past 5 years.

Whilst it is an unlikely, the optimistic scenario which extrapolates the 5-year historic growth rate for another 7 years hence, demonstrates a growth in overall enrolments by 283 pupils or 63%.

The above scenarios will have significant personnel and other resource implications for the sector in the area and this will be monitored annually to help identify these requirements in advance and plan accordingly.

5.2.8 Growth and Surplus Places

The realistic scenario above assumes that there is an average growth of 4.5% within the area across all schools. The following table shows (based on the current measure of surplus places which will need to be reviewed) the numbers of surplus spaces and the additional spaces required by the various schools, on the assumption that the realistic growth rate is achieved across all schools.

	Approved Enrolment	Enrolment 2015/16	'Surplus' Places	Percentage	Projected Enrolment Sept 2019	No. of 'Surplus' Places	Additional Spaces Needed	% of 'surplus' Places	% of additional Spaces
N Belfast & Surroundings									
Bunscoil Bheann Mhadagáin	145	126	19	13.1%	181		36		25%
Bunscoil Mhic Reachtain	87	84	3	3.4%	124		37		43%
Gaelscoil Ghleann Darach	105	77	28	26.7%	66	39		37%	
Gaelscoil Éanna	205	158	47	22.9%	190	15		7%	
Area Totals	542	445	97	17.9%	561	54	73	10%	13%

The above table demonstrates that the surplus places will be significantly reduced from 97 to 54 (10%) and that an additional 73 spaces will be required in the schools which have exceeded their enrolment threshold.

CnaG will direct support towards the schools that have surplus places and those which have not yet met their operational viability target threshold to minimise the numbers of surplus places and maximise the sustainability of the various schools.

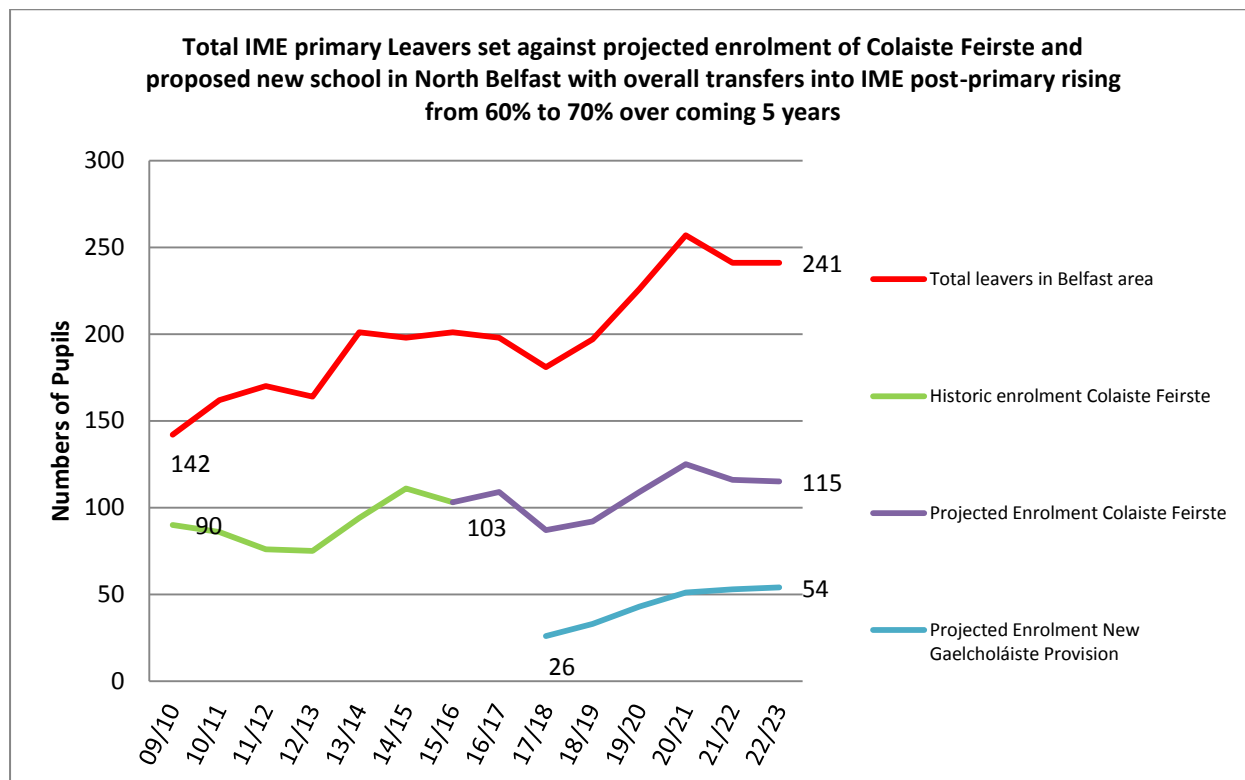
5.2.9 Projections – Secondary

The potential pupil numbers for the secondary sector are based on enrolments of the various primary schools within the catchment area. This provides 7 years of reliable data for projecting the viability of the sector going forward.

As indicated at section 5.1.9 above, we believe that there is potential to develop new stand-alone provision within the north of the city. Currently, Coláiste Feirste caters for children within the North of the city and surrounding areas; there is a similar percentage of these children who transfer from schools right across Belfast – (Average of 57.4% from South & West Belfast and an average of 56.2% from North Belfast and surrounding areas over the last two academic years). Within the greater Belfast area in 2016, there will be a transfer of 164 children from the primary sector to the secondary, and it is projected that there will be 264 admissions to R1 in the same year. In terms of the Long Term Enrolments, there are clearly sufficient pupil numbers within the primary sector to justify a second free-standing IM post-primary school within the Belfast area. The current transfer rate from Primary to secondary within this combined area is around 60% and is 21% for the schools within the North-Belfast and surrounding catchment areas.

We believe that a new post-primary school could be set up within the coming two years in North Belfast, on the basis of a formal collaboration with Coláiste Feirste.

The following projections demonstrate the projected enrolment in both Coláiste Feirste and a newly established school over the coming seven years, based on the current enrolments within the Gaelscoil sector, and based on transfer rates increasing from 60% to 70% over the coming five years.



The above graph demonstrates that Coláiste Feirste can retain a viable and stable intake whilst allowing the growth of a new post-primary school in the city – starting out with an initial annual intake of 20, and rising to 54 by September 2022.

5.2.10 Area Planning / Development Objectives

Based on the above analysis and projections, a range of development and area planning objectives have been identified.

The following objectives within the area are based on an assessment of the needs of the various IME schools/ units and assume the realistic growth scenario for growth in IME primary enrolments.

Urgent Area Planning/ Development priorities

There are a number of urgent Development Priorities within this area as follows:

- 1. Reappraisal of the current *Area Planning Concerns*, in accordance with the findings of the NIAO 2015 report that **are preventing Proper IME planning within the area.****

An urgent review of the approved enrolment within this area needs to take place (in accordance with the findings of the NIAO 2015 report on sustainable schools,) to determine the extent of surplus places within the area and if there are actually “Area Planning Concerns” within this area.

- 2. Local Area Planning Support Group to be set up to assist with area planning and development of IME within the area.**

A group needs to be set up with representation from across the sector, to develop a range of shared objectives based on the needs of IME within the area, aimed at growing the IME sector and creating a network of sustainable schools within the area.

- 3. Gaelscoil Éanna – new accommodation**

Gaelscoil Eanna recently received approval for a new building and this is being expedited to facilitate the continued growth and development of the school.

- 4. Bunscoil Mhic Reachtain. Urgent relocation needs.**

The accommodation and the site of the school are totally unsuitable for the needs of the school and are constraining its development and its ability to meet the enrolment threshold to become sustainable. A relocation of the school to a suitable site is an urgent necessity.

- 5. Development Proposal for Tamhnach Mór.**

A Development Proposal is being brought forward in order to set up an IM Unit at Tannaghmore PS. This is important that Primary Provision is established in order for those in Naíscóil na Tamhnaí Móire to be able to continue their education through Irish.

Other Area Planning / Development Objectives

There is a range of other Area Planning Requirements for the area that are currently being assessed and could be brought forward over the coming year. These include the following:

- 1. Development of Post-Primary IME provision in North Belfast & surrounding areas**

With increasing enrolments across three of the four schools within the catchment area – and a possibility of a fifth provider in Tannaghmore – there is a growing need to look at a second Post-Primary Provision in Belfast.

- 2. Bunscoil Bheann Mhadagáin. Additional accommodation needs.**

Despite the recent opening of its new building and as a result of the high number of applications being received for both the Naíscóil and Bunscoil, it is almost certain that at least two extra classrooms will be required for Bunscoil Bheann Mhadagáin in next two years – at least one extra classroom will be essential for September 2017.

3. Gaelscoil Ghleann Darach. Develop and sustain enrolment numbers

Concentrated work is required in increasing the enrolment of both Naíscoil and Gaelscoil Ghleann Darach. The new school build should help reverse the negative impact of the previous accommodation in which the school was housed and an agreed action plan between CnaG and the Board of Governors is required to move the project forward again.

4. Develop and sustain enrolment numbers within the catchment area.

It is important to ensure the continued success of IME in the city and continue to consolidate those schools and develop the areas which are weaker than others. To plan sufficiently, provision (and possible future provision) must be looked at across the city on a long-term basis.

5. To sustain the growth in enrolment numbers to facilitate the Post-primary provision.

Enrolments at both Nursery and Primary level must be consolidated and built upon (where possible) in order to continue to develop the Post-Primary Provision within the city and, if possible, to establish a second Post-Primary Provider.

Targets

1. Reappraisal of current *Area Planning Concerns*, in accordance with the findings of the NIAO 2015 report, complete by January 2017 to allow Area Planning baseline to be established in advance of 2017 Plan update.
2. Local Area Support Group set up by December 2016.
3. Gaelscoil Eanna to be in new accommodation for September 2017.
4. Bunscoil Mhic Reachtain relocation to be planned for by 2017/18 and to have 20+ Enrolment by September 2019.
5. Development Proposal for Tamhnach Mór to be published in time for a September 2017 opening.
6. Future Post-Primary provision for North Belfast operational for September 2018.
7. Bunscoil Bheann Mhadagáin to have additional classrooms to meet its growing enrolment in 2017.
8. Gaelscoil Ghleann Darach to have steady 15+ enrolment within 2 years.
9. Target 110+ entering IME Pre-school Sector within 2 years with steady enrolments within each Naíscoil.
10. Target 105+ entering IME Primary level p.a. within 2 years with steady enrolments within each school.
11. Target enrolment of 30+ pupils from IME primary schools to IME Post-primary provision within two years.

5.2.11 Targeted Support to deliver Area Planning/ Development Objectives

CnaG would like to engage support to bring about the above Area Planning and Development Objectives as follows:

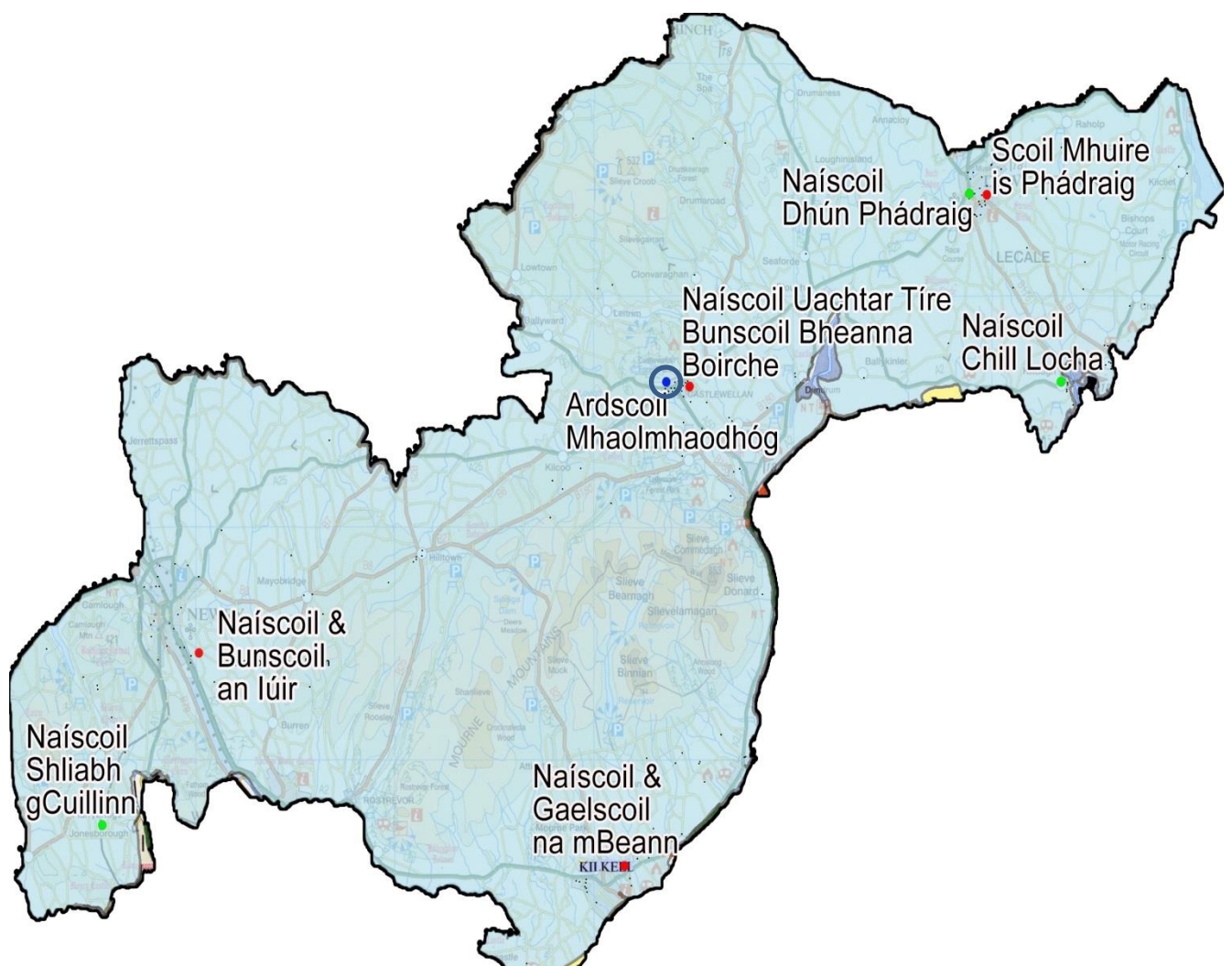
Urgent Area-Planning/ Development Objectives		
Objective	Lead Role	Support Role
1. Reappraisal of the Current “Area Planning Concerns” preventing proper IME Planning	DE	EA, CnaG
2. Local Area Planning Support Group	CnaG	Gaelscoileanna, Náiscoileanna, Coláiste Feirste InaG, DE, EA, Altram
3. Bunscoil Bheann Mhadagáin. Accommodation needs.	Trustees / Governors of Bunscoil Bheann Mhadagáin.	CnaG EA and DE to support this process through discussions with DE
1. Bunscoil Mhic Reachtain. Urgent relocation needs.	Trustees / Governors of Gaelscoil Bunscoil Mhic Reachtain.	CnaG, EA and DE to work together to address urgent relocation needs.
2. Gaelscoil Éanna. Urgent accommodation needs.	Trustees / Governors of Gaelscoil Éanna	CnaG, InaG, EA and DE to work together to address urgent accommodation needs.
3. Gaelscoil Ghleann Darach. Develop and sustain enrolment numbers.	Trustees / Governors of Gaelscoil Ghleann Darach.	CnaG (publicity, marketing and recruitment), local Gaelic support networks.
4. Development Proposal for Tannaghmore PS	Trustees / Governors of Tannaghmore PS, CCMS	CnaG, InaG, DE, EA
5. Development of Post-Primary IME provision in North Belfast & surrounding areas	Ad hoc Committee of North Belfast Post-primary project.	CnaG, InaG, Coláiste Feirste, EA & DE to support local consultation and appraisal and implementation of preferred option.
Other Area Planning / Development Objectives		
Objective	Lead Role	Support Role
1. Develop and sustain enrolment numbers within the catchment area.	Governors of all Gaelscoileanna and Náiscoileanna.	CnaG (publicity, marketing and recruitment), náiscoileanna & gaelscoileanna, local Gaelic support networks.
2. To sustain the growth in enrolment numbers to facilitate the Post-primary provision.	Governors of gaelscoileanna & Ad hoc Committee of North Belfast Post-primary project.	CnaG, InaG, Coláiste Feirste, DE & EA to support local consultation and appraisal and implementation of an agreed Action Plan.

5.3 Newry & South Down

5.3.1 Summary of Current Provision

This area consists of South Down and Newry and at post-primary level it is served by an Irish-medium stream at St Malachy's in Castlewellan, a Catholic maintained non-selective post-primary school with 5 pupils in 2011/12 and there are currently 43 pupils in years 8-11 within the stream.

The following map shows the location of the various IME pre-school, primary and the post-primary schools within the area.



Gaelscoileanna (IM Primary Schools)

There are three Gaelscoileanna and one Irish-medium Unit within the area as follows:

School Name	Location	Sector / Description	Year Provision Started	Total (IM) Provision	Approved Enrolment	Intake Sept. 2015	Anticipated Intake Sept. 2016
Bunscoil an Iúir	Newry	Independent Maintained	1983	87	129	21	13
Bunscoil Bheanna Boirche	Castlewellan	Independent Maintained	1997	86	87	16	22
Gaelscoil na mBeann	Kilkeel	Independent Maintained	2010	46	58	8	7
Scoil Mhuire 's Phádraig	Downpatrick	Unit within CCMS School	1993	100	460 - Scoil 105 - Aonad	17	14
TOTALS				319	379	62	56

The three schools above have variable enrolments and the Unit in Downpatrick is close to the threshold to become a free-standing school.

Naíscoileanna (IM Pre-schools)

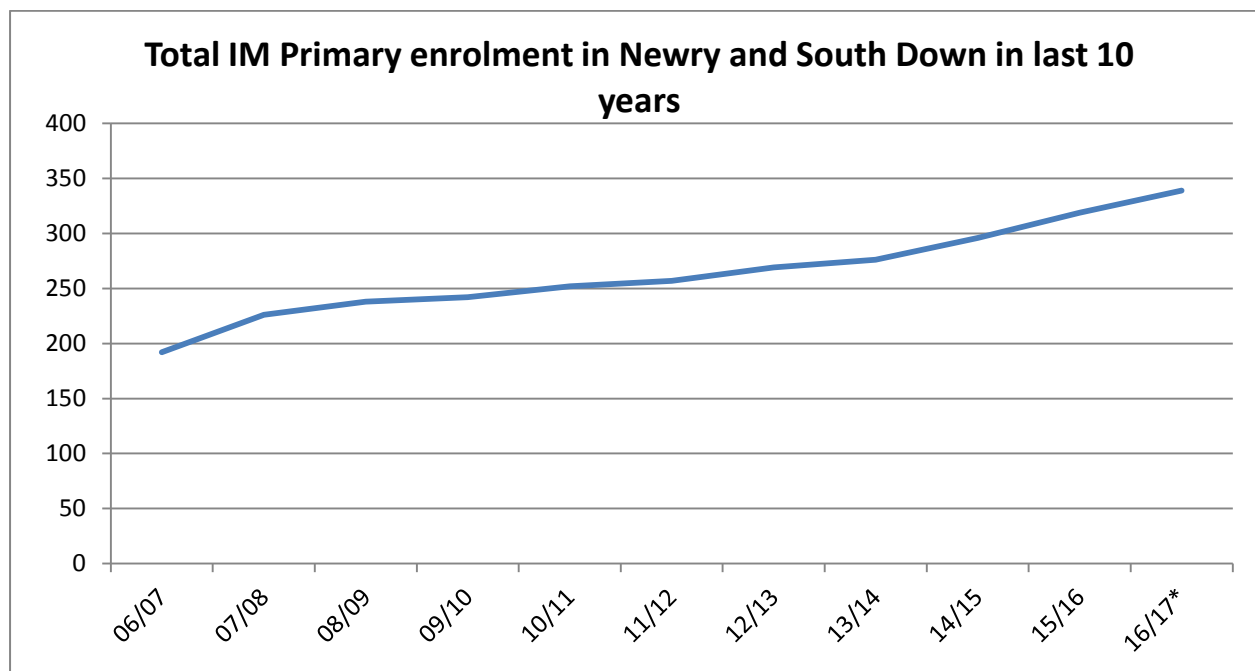
There are six voluntary Naíscoileanna within the area as follows

Name	Location	Description	Current Pre-school year enrolment	Number of first choice applications for Sept. 2016
Naíscoil an Iúir	Newry	Voluntary Pre-school	16	11
Naíscoil na mBeann	Kilkeel	Voluntary Pre-school	11	13
Naíscoil Shliabh gCuilinn	Jonesborough	Voluntary Pre-school	20	20
Naíscoil Dhún Pádraig	Downpatrick	Voluntary Pre-school	22	24
Naíscoil Uachtar Tíre	Castlewellan	Voluntary Pre-school	32	29
Naíscoil Chill Locha	Killough	Voluntary Pre-school	9	7
TOTALS			110	104

There are strong enrolments in three of the Naíscoil and significant scope for increasing enrolments in Newry, Kilkeel and Killough.

5.3.2 Enrolment Trends

The following graph shows the relatively steady growth profile associated with the growth of the sector over the last 10 years.



The above graph reflects the strength of the sector within this area and a very strong foundation that will help bring about a viable and thriving post-primary sector.

The following tables detail the underlying enrolment trends in the Naíscóileanna and Gaelscoileanna within the area.

Numbers of children graduating form Naíscóileanna

	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16
Naíscóil an Iúir	16	9	14	14	16	16	16
Naíscóil na mBeann	14	7	11	11	14	15	12
Naíscóil Sliabh gCuillinn	10	13	10	10	11	23	23
Naíscóil Chamlocha	5	16	13	13	10	10	-
Naíscóil Dhún Pádraig	16	20	21	21	21	20	22
Naíscóil Uachtar Tíre	13	29	26	26	23	24	32
Naíscóil Chill Locha	-	6	10	10	9	8	8
Total Area Intake	74	100	105	105	104	116	113

Breakdown of Primary Enrolments

	Rang 7	Rang 6	Rang 5	Rang 4	Rang 3	Rang 2	Rang 1	16/17*
Bunscoil an Lúir	12	9	11	13	10	11	21	13
Bunscoil Bheanna Boirche	11	8	14	14	9	15	15	22
Gaelscoil na mBeann	0	3	4	10	11	11	8	7
Scoil Mhuire agus Pádraig	13	13	14	13	12	19	17	14
	36	33	43	50	42	56	61	56
Growth in Last 5 years - annual equivalent and gross						13.1%	85%	

* Projected R1 Intake in 2016/17 Based on estimates related to 2016/17 applications

Total Enrolments at Gaelscoil

	09/10	10/11	11/12	12/13	13/14	14/15	15/16	16/17*
Bunscoil an Lúir	109	109	92	86	79	78	87	88
Bunscoil Bheanna Boirche	57	62	75	84	83	85	86	97
Gaelscoil na mBeann	-	5	12	20	28	40	46	53
Scoil Mhuire agus Pádraig	76	76	78	79	86	93	100	101
	242	252	257	269	276	296	319	339

* Based on estimates related to 2016/17 applications

The above figures demonstrate fluctuating enrolment patterns within the Gaelscoileanna which makes it difficult to predict potential future enrolment. Bunscoil an Lúir and Gaelscoil na mBeann do not have clear admissions patterns to demonstrate that they are exceeding their operational viability threshold of 15 pupils per annum. CnaG will allocate resources to these Gaelscoileanna to help them bring about stable admissions that exceed the operational viability threshold.

Over the course of the coming year CnaG will also provide general marketing support and assistance to the Naíscoileanna and Gaelscoileanna within this area to seek to build and stabilise the enrolment patterns within the area.

Over the last 5 years, the total annual combined R1 intake in the area has increased by 85% from 33 to 61 pupils representing 13.1% annual growth in intakes, but has shown a slight drop expected for September 2016. However, it appears that there has been a one off increase in enrolment to Bunscoil an Lúir of 21 in the current R1. Next year's expected enrolment is 13 which is more in line with recent trends in enrolments in the school. If we strip out this one off increase, reducing it to 13, it still shows a significant increase from 33 to 53, equating to 61% growth over the 5 years or 9.9% per annum, and a further projected increase of 5.7% in the incoming year. Over this same timeframe the total IME primary Enrolment within the area has grown from 252 to 319, representing 27% growth over the period and equating to an average of over 4.8% compound per annum.

5.3.3 Transfer Rates

Naíscoil – Gaelscoil

The following table demonstrates the transfer rates between the Naíscoileanna and the Gaelscoileanna within the area in the last few years.

	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16
Total Numbers Graduating from Naíscoileanna	74	100	105	105	104	116	113
Numbers progressing into IME Primary	33	43	50	42	56	61	56
Transfer Rate	45%	43%	48%	40%	54%	53%	50%

Highlighted figure represents estimated intakes for 2016/17 year

The transfer rates within this area are generally quite low and this is a reflection of the fact that there are very low transfers rates from two of the Naíscoileanna

Gaelscoil – Meánscoil (IM Post-Primary School)

St Malachy's in Castlewellan has an Irish-medium stream and had its first year intake of 5 pupils in 2011/12. Over the last five years, the enrolment in the stream has increased slightly with 12 pupils in the 2014/15 year and 10 in the 2015/16 year. Annual transfer of R7 leavers into the stream has been disappointing, ranging between 21-31% over the past 5 years as shown on the below table.

	09/10	10/11	11/12	12/13	13/14	14/15	15/16
Total Graduating from R7	0	0	16	28	39	40	44
Numbers entering Coláiste Feirste	0	0	5	8	8	12	10
Percentage transfer	0%	0%	31%	29%	21%	30%	23%

5.3.4. ETI Reports on Schools

The following table shows details of the most recent inspections that have been carried out by the ETI on the various schools within this area.

School Name	Date of ETI Inspection	Type of ETI Inspection	Overall rating given by ETI in Report	Comments
Naíscoil an Iúir	May 2014	Pre-school	Very Good	Quality of interaction between staff and children is consistently of a high quality.
Naíscoil na mBeann	Dec 2012	Pre-school	Good	Quality of arrangements for pastoral care very good.
Naíscoil Shliabh gCuilinn	Nov 2012	Pre-school	Good	The quality of the arrangements for pastoral care is very good.
Naíscoil Dhún Pádraig	Jan 2012	Pre-school (Follow Up)	Good	Quality of the interaction between the staff and the children is of a high standard.
Naíscoil Uachtar Tíre	Mar 2012	Pre-school	Good	Quality of interaction between staff and children is consistently of a high quality.
Bunscoil an Iúir	Apr 2012	Primary (Follow up)	Good	Important strengths in most of its educational and pastoral provision.

Bunscoil Bheanna Boirche	Nov 2010	Primary (Follow up)	Good	Important strengths in most of its educational and pastoral provision.
Gaelscoil na mBeann	May 2015	Primary (Follow Up)	Good	Quality of learning and teaching observed always good or better.
Scoil Mhuire 's Phádraig	Jan 2014	Primary	Good	The quality of the teaching and learning observed within the Irish-medium Unit was good or very good.
Ardscoil Mhaolmhao dhóg	Nov 2014	Post-Primary	Very Good	The integration of language learning and curriculum learning objectives promotes effectively the pupils' Irish language skills; this makes curricular content more accessible to them and enhances their learning experiences.

The above reflects a very positively on the management of the schools within the area.

5.3.5 Accommodation

We have identified the need to commission a detailed baseline assessment of the accommodation constraints of the IME sector and we hope that this will be carried out over the coming months. However, the following table provides a summary of the state of the accommodation within the area and a summary of any constraints that are associated with the accommodation.

School	Description of current status	Description of Buildings	Current Constraints
Bunscoil an Iúir*	This is an independent maintained school in a transitional phase seeking a new site. The school has met the capital viability status.	The school is largely located in temporary modular buildings located within a business enterprise park. The site is unsuitable for the long term needs of the school.	The school currently has very old temporary classrooms, inadequate indoor and outdoor play facilities, , inadequate staff-room, kitchen, storage and offices for staff and visitors and no sports hall or dining area. Current premises are inadequate for the requirements of the school-the school is located within a business enterprise park which creates serious health and safety problems for staff, parents and pupils, a potential site is being discussed at present. The school urgently requires a new site with adequate and appropriate accommodation.
Bunscoil Bheanna Boirche	This is an independent Maintained school and has secured capital viability status	The school is located within two modern Modular buildings erected in 2014 with 4 classrooms. On a site that is suitable for the current needs of the school.	The accommodation within the school is currently inadequate to meet growth; it has no internal play areas, no sports hall, limited staff and office accommodation, no rooms for parent meetings or external support services, SEN / Health Visitors etc and limited storage.
Gaelscoil na mBeann*	This is an independent Maintained school; the school has secured capital viability status.	Current premises are mobile classroom buildings situated behind St Colmban's College. are inadequate for the requirements of the school	A lack of certainty regarding a permanent school-site has hampered progress and development of the school. There are 3 classrooms in 2 porta cabins. With an office space and staff room. There is no dining area or sports hall. No space is available for SEN.
Scoil Mhuire's Phádraig	This is an IME unit attached to an English-medium Primary School under the control of the CCMS.	The school is housed partially within a permanent building and partially within modular buildings.	The current EA limit on enrolment needs to be reviewed as it is potentially restricting parental choice and the growth of and access to IME in this area.

5.3.6 Potential for Growth in IME

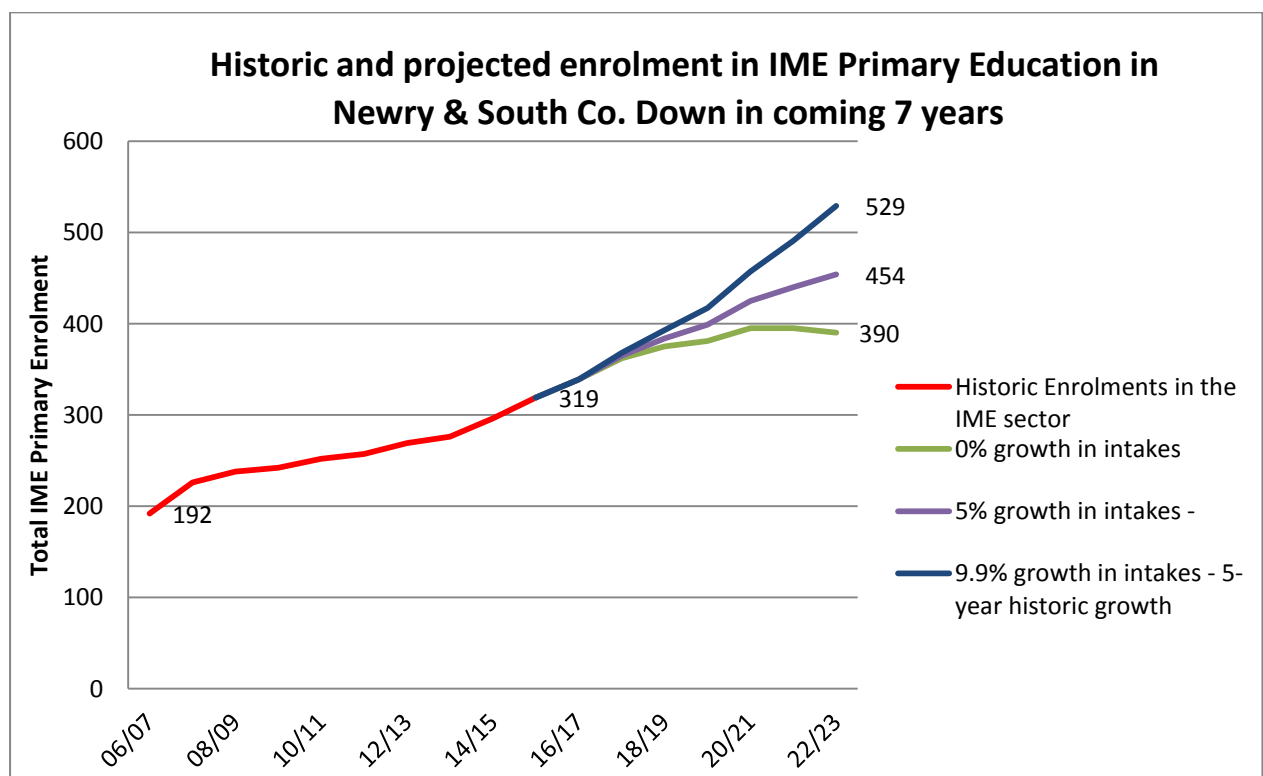
IME in the area has grown steadily over the past ten years increasing by 76%, an equivalent of 5.8% per annum. There remains significant capacity for growth in enrolments within the existing Naíscoileanna and Gaelscoileanna within the area. However, there are a number of constraints that need to be addressed over the coming years to accommodate growth. The quality of the accommodation in the Primary sector and the capacity of the existing sites within the catchment are potential constraining factors on the ability of the sector to grow and need to be addressed.

Recent growth has created significant latent potential for the expansion of the sector and significant scope remains to expand R1 admissions. Targeted support will be provided to the Naíscoileanna within the area to stabilise and grow their enrolments and to grow and expand IME provision generally.

Subject to resolving the ongoing accommodation issues linked to these Gaelscoileanna, there remains significant potential for growth within the schools, through filling surplus places and extending enrolments within existing schools.

5.3.7 Projections – Primary

As indicated above, the last five years have seen very strong growth in the enrolments within the catchment area, with a corrected growth figure averaging 9.9% per annum over 5 years. It is expected that growth rates in IME will remain strong but are unlikely to exceed this figure. We have therefore assumed that 9.9% will be the optimistic scenario within this area. The pessimistic scenario is 0% growth in intakes and our realistic is assumed at 5%. The following graph shows the effects of the above projections on the total enrolments in the sector over the coming seven years.



Our realistic growth scenario demonstrates growth of over 42% in the overall size of the sector within the area from 319 to 454. This has significant implications for the development needs of the sector over the coming years, in terms of additional accommodation, additional teachers and teaching resources.

5.3.8 Growth and Surplus Places

The realistic scenario above assumes that there is an average growth of 4.6% within the area across all schools. The following table shows (based on the current measure of surplus places which will need to be reviewed) the numbers of surplus spaces and the additional spaces required by the various schools on the assumption that the realistic growth rate is achieved across all schools.

	Approved Enrolment	Enrolment 2015/16	'Surplus' Places	Percentage	Projected Enrolment Sept 2019	No. of 'Surplus' Places	Additional Spaces Needed	% of 'surplus' Places	% of additional Spaces
Newry & South Down		0							
Bunscoil an Iúir	129	87	42	32.6%	98	31		24%	
Bunscoil Bheanna Boirche	87	86	1	1.1%	133		46		53%
Gaelscoil na mBeann	58	46	12	20.7%	59		1		2%
Scoil Mhuire agus Phádraig	105	100	5	4.8%	107		2		2%
Area Totals	379	319	60	15.8%	397	31	49	8%	13%

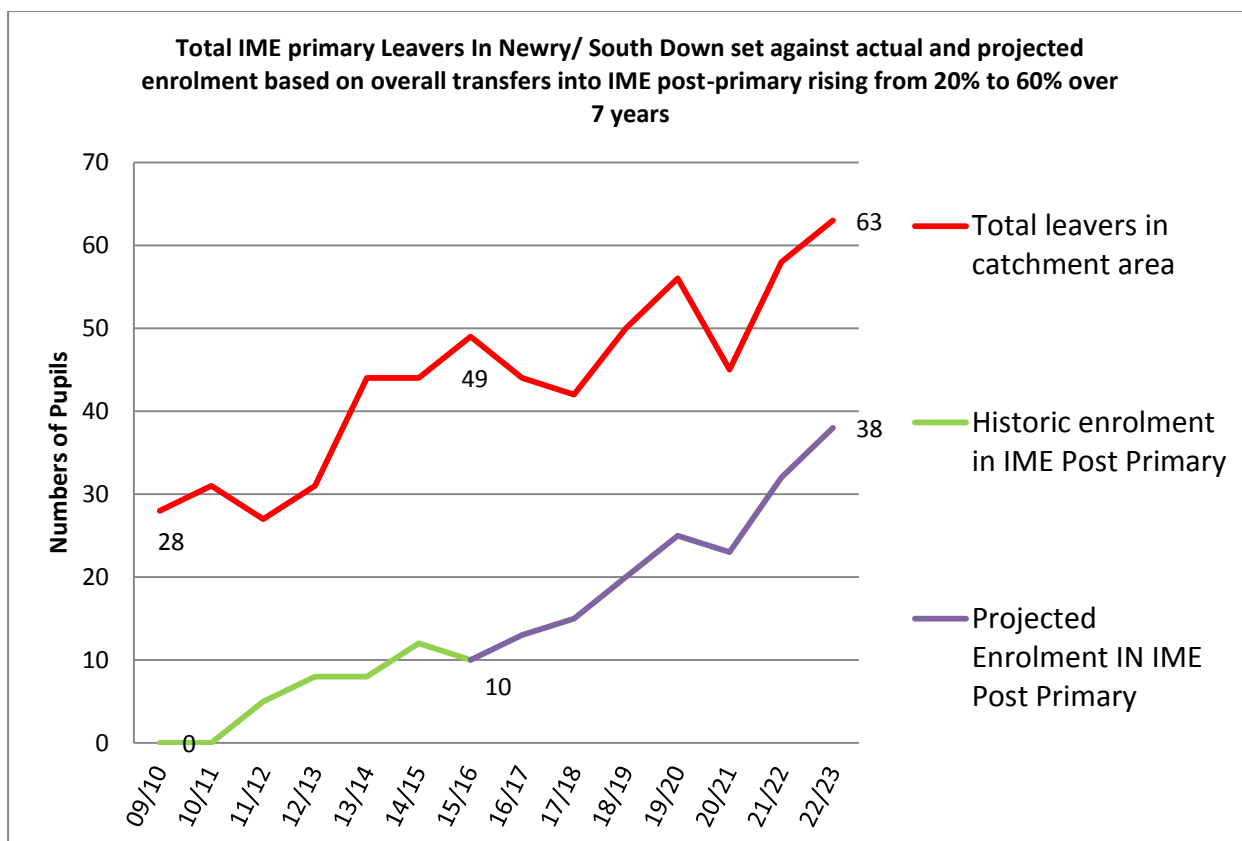
The above table demonstrates that the surplus places will be significantly reduced from 60 to 31(8%) and that an additional 49 spaces will be required in the schools which have exceeded their enrolment threshold.

CnaG will direct support towards the schools that have surplus places and those which have not yet met their operational viability target threshold, to minimise the numbers of surplus places and maximise the sustainability of the various schools.

5.3.9 Projections - Secondary

The potential pupil numbers for the secondary sector are based on the enrolments of the various primary schools within the catchment area. This provides 7 years of reliable data for projecting the Long Term Enrolment.

The attached graph shows how post-primary enrolments could build over the coming 7 years, based on Gaelscoil enrolments and on increasing the transfer rate from 20% in the 2015/16 year to 60%.



The above graph illustrates that there is a significant increase in the potential enrolment; however, the low transfer rate makes it difficult to see the transformation of the stream into a viable free standing school.

5.3.10 Area Planning / Development Objectives

Based on the above analysis and projections a range of development and area planning objectives have been identified.

The following objectives within the area are based on an assessment of the needs of the various IME schools/ units and assume the realistic growth scenario for growth in IME primary enrolments.

Urgent Area Planning/ Development priorities

There are a number of urgent Development Priorities within this area as follows:

1. **Bunscoil an Iúir – Secure long-term site and accommodation fit for the needs of the school.** The school urgently requires a new site with adequate and appropriate accommodation.
2. **Gaelscoil na mBeann – secure long-term site and accommodation fit for the needs of the school.** The school urgently requires a new site with adequate and appropriate accommodation.

3. **Build long-term Enrolments in Naíscoil / Bunscoil an Iúir and Gaelscoil / Naíscoil na mBeann to help build long-term sustainability** – It is important to build a steady enrolment pattern in excess of the operational viability threshold of 15 pupils.
4. **Downpatrick – Expansion of IME provision** Potential to increase the enrolment in IME - Scoil Mhuire's Phádraig enrolment at capacity. CnaG will be discussing the strategic development of IME within the area with the CCMS over the coming months including the consideration of the proposed range of options for expanding provision in advance of the required consultation and publishing a development proposal.
5. **Bunscoil Bheanna Boirche – School extension to meet growth.** The school will exceed its total Approved Enrolment (87) in September 2016 with anticipated enrolment of 100 necessitating a temporary variation. Indeed, latent demand demonstrates that its total enrolment will increase further in future years and by 2019 it is estimated to be 127.

Targets

CnaG have set the following development targets for the area over the coming years which will be reviewed annually.

1. Bunscoil an Iúir to have secured long term site and relocation by September 2018 and secured long term enrolments of 15+ by September 2020.
2. Gaelscoil na mBeann to have secured long term site and relocation by September 2018 and secured long term enrolments of 15+ by September 2020.
3. Undertake strategic review of expansion of IME provision in Downpatrick commencing in September 2016 with agreed way forward by June 2017.
4. Additional classroom accommodation to be provided for Bunscoil Bheanna Boirche during the 2016/17 school year.
5. Target transfer rate from Gaelscoileanna to Ardscoil Mhaolmhaodhóg to reach 65% of R7 pupils within 4 years.
6. Target 60+ entering IME Pre-school Sector within 2 years with steady enrolments within each Naíscoil.
7. Target 60+ entering IME Primary level p.a. within 2 years with steady enrolments within each school.

5.3.11 Targeted Support to deliver Area Planning/ Development Objectives

CnaG would like to engage support to bring about the above Area Planning and Development Objectives as follows:

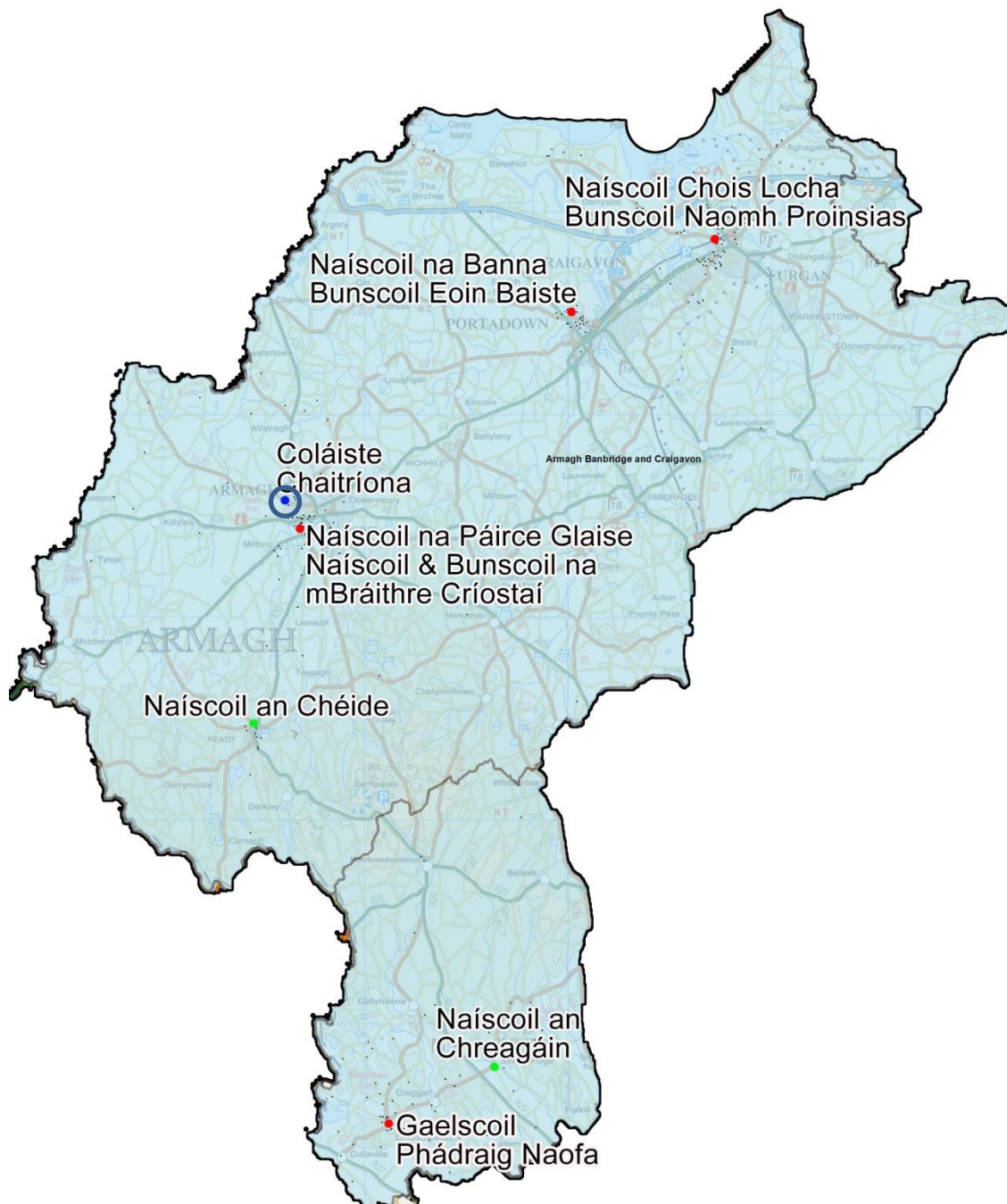
Urgent Area-Planning/ Development Objectives		
Objective	Lead Role	Support Role
1. Bunscoil an Iúir Secure long term suitable site.	Trustees/ Board of Governors Bunscoil an Iúir	CnaG, InaG, EA & DE to work together to address urgent accommodation needs.
2. Building Enrolments to secure long-term viability threshold for Naíscoil / Bunscoil an Iúir and Gaelscoil / Naíscoil na mBeann	Naíscoil / Bunscoil an Iúir and Gaelscoil / Naíscoil na mBeann	CnaG to provide marketing support.
3. Downpatrick – Expansion of IME provision	CnaG/ CCMS	Scoil Mhuire's Phádraig
4. Bunscoil Bheanna Boirche School extension to meet growth	Trustees/ Board of Governors Bunscoil Bheanna Boirche	CnaG, InaG, EA & DE to work together to address urgent accommodation needs.
5. Gaelscoil na mBeann Accommodation Needs secure long term site	Trustees & Board of Governors Gaelscoil na Speiríní.	CnaG, InaG, EA & DE to work together to address urgent accommodation needs.

5.4 County Armagh

5.4.1 Summary of Current Provision

This area consists of most of county Armagh including Armagh City, Lurgan, Portadown and Crossmaglen. This area is served at post-primary level by St Catherines Armagh. Geographically, Crossmaglen is closer to Coláiste Lú in Dundalk and is also within travelling distance of Coláiste Oiriail in Monaghan town. However, the established school transport links with Armagh city mean that Crossmaglen easily falls within this particular catchment area.

The following map shows the location of the various IME pre-school, primary and the post-primary schools within the area.



Gaelscoileanna (IM Primary Schools)

There is no stand-alone Gaelscoil provision within the area and four Irish-medium Units within CCMS English-medium schools as follows:

School Name	Location	Sector / Description	Year Provision Started	Total (IM) Provision	Total Approved Enrolment	Intake Sept. 2015	Anticipated Intake Sept. 2016
Bunscoil na mBráithre Críostaí	Armagh	Unit within CCMS School	1995	164	164	30	42
Bunscoil Eoin Baiste	Portadown	Unit within CCMS School	1998	54	54	9	11
Gaelscoil Phádraig Naofa	Crossmaglen	Unit within CCMS School	2003	122	122	23	22
Bunscoil Naomh Prionsias	Lurgan	Unit within CCMS School	2000	156	156	21	19
TOTALS				496	496	83	94

The above units demonstrate very healthy enrolments and three of the four units have exceeded the threshold to be set up as free-standing schools.

Naíscóileanna (IM Pre-schools)

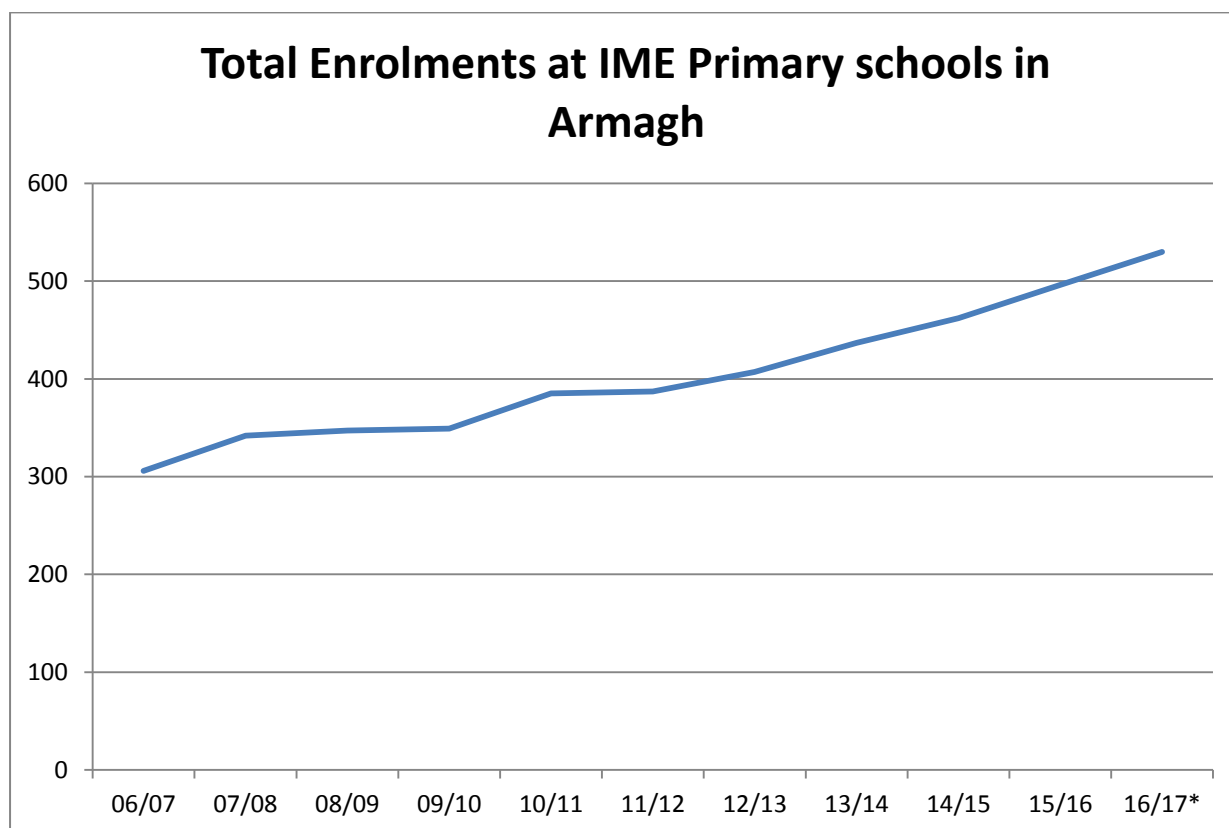
There are five voluntary and one statutory Naíscóil within the area as follows:

Name	Location	Description	Current Pre-school year enrolment	Number of first choice applications for Sept. 2016
Naíscóil Ard Mhacha	Armagh	Statutory Pre-school	30	33
Naíscóil na Páirce Ghlaise	Armagh	Voluntary Pre-school	26	28
Naíscóil an Chreagáin	Silverbridge	Voluntary Pre-school	16	13
Naíscóil Chois Locha	Lurgan	Voluntary Pre-school	23	27
Naíscóil na Banna	Portadown	Voluntary Pre-school	14	8
Naíscóil an Chéide	Keady	Voluntary Pre-school	5	4
TOTALS			114	113

Apart from the three Naíscoileanna in Armagh and Lurgan, there is significant scope for expanding provision within the Naíscoil sector. Indeed, the significant demand in Armagh City would suggest that there is scope for further pre-school provision.

5.4.2 Enrolment Trends

The following graph shows the relatively steady growth profile associated with the growth of the sector over the last 10 years.



The above graph reflects the strength of the sector within this area and a very strong foundation that will help bring about a viable and thriving post-primary sector.

The following tables detail the underlying enrolment trends in the Naíscoileanna and Gaelscoileanna within the area.

Numbers of children graduating form Naíscoileanna

	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16
Naíscoil Ard Mhacha	5	26	26	26	26	30	26
Naíscoil na Páirce Glaise	-	-	-	22	23	25	26
Naíscoil Chois Locha	24	24	24	24	24	24	23
Naíscoil na Banna	9	11	11	12	15	13	16
Naíscoil an Chreagáin	12	16	16	16	16	16	16
Naíscoil an Chéide	-	-	-	-	-	-	5
Total Area Intake	50	77	77	100	104	108	112

Breakdown of Primary Enrolments

	Rang 7	Rang 6	Rang 5	Rang 4	Rang 3	Rang 2	Rang 1	16/17*	
Bunscoil na mBráithre Críostaí	19	24	18	20	24	29	30	42	
Bunscoil Eoin Baiste	5	7	4	9	10	10	9	11	
Gaelscoil Phádraig Naofa	18	14	13	13	17	24	23	22	
Bunscoil Naomh Prionsias	18	24	23	20	26	24	21	19	
	60	69	58	62	77	87	83	94	
	Growth in Last 5 years - annual equivalent and gross						3.8%	20%	

* Projected R1 Intake in 2016/17 Based on estimates related to 2016/17 applications

Total Enrolments at Gaelscoil

	09/10	10/11	11/12	12/13	13/14	14/15	15/16	16/17*
Bunscoil Ard Mhacha/ na mBraithre Críostaí	105	116	117	124	139	152	164	187
Bunscoil Eoin Baiste	44	45	42	42	45	48	54	60
Gaelscoil Phádraig Naofa	92	103	99	102	103	111	122	126
Bunscoil Naomh Prionsias	108	121	129	139	150	151	156	157
	349	385	387	407	437	462	496	530

* Based on estimates related to 2016/17 applications

Over the last 5 years the total annual combined R1 intake in the area has increased by a relatively modest figure of 20% from 69 to 83 pupils, representing 3.8% annual growth in intakes. However, there is a projected one-year increase of enrolment within the area from 83 to 94 in September 2016, representing a 13.3% increase in a single year. Over the last 5 years, the total IME primary enrolment within the area has grown from 387 to 530, representing 37% growth over the period, equating to an average of over 6.5% compound per annum.

5.4.3 Transfer Rates

Naíscoil – Gaelscoil

The following table demonstrates the transfer rates between the Naíscoil and the Gaelscoil within the area in the last few years.

	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16
Total Numbers Graduating from Naíscoil	50	77	77	100	104	108	112
Numbers progressing into IME Primary	69	58	62	77	87	83	94
Transfer Rate	138%	75%	81%	77%	84%	77%	84%

Highlighted figure represents estimated intakes for 2016/17 year

The above table shows a reasonably steady and healthy transfer rate between the Naíscoil and Gaelscoil sector.

Gaelscoil – Meánscoil (IM Post-Primary School)

St Catherine's college has had an Irish-medium stream for many years and has historically drawn from schools in Co. Armagh and Tyrone as well as Newry. However, the setting up of the stream in St Joseph's Grammar School in Donaghmore in September 2010, provided an Irish-medium post-primary option for schools in East and mid-Tyrone.

The following table illustrates the combined totals of the pupils graduating from the schools in Tyrone and Armagh and the transfer rates between the Gaelscoileanna and the two IM Post-primary schools.

	09/10	10/11	11/12	12/13	13/14	14/15	15/16
Total Graduating from R7	54	67	84	74	100	93	87
Numbers entering Coláiste Catriona & Scoil Iósaef	30	43	51	54	56	62	50
Percentage transfer	0%	0%	61%	73%	56%	67%	57%

Transfers to IME post primary are reasonably strong, averaging 60% over the past three years and there is still scope for increasing this figure. The numbers entering IME post-primary education has the potential to increase significantly over the coming years, with increasing numbers of pupils graduating from Gaelscoileanna coupled with an increase in the transfer rate.

5.4.4 ETI Reports on Schools

The following table shows details of the most recent inspections that have been carried out by the ETI on the various schools within this area.

School Name	Date of ETI Inspection	Type of ETI Inspection	Overall rating given by ETI in Report	Comments
Naíscóil an Chreagáin	Jun 2011	Pre-school	Good	Very good quality of the interaction between the adults and the children
Naíscóil Chois Locha	May 2015	Pre-school	Very Good	The naíscóil is meeting very effectively the educational and pastoral needs of the children
Naíscóil na Banna	Feb 2014	Pre-school (Follow Up)	Good	Leadership is very good and the leader is an effective role model for staff.
Bunscoil na mBráithre Críostaí	Feb 2013	Primary (Focused)	Outstanding	The quality of the provision in the IMU is outstanding. The children's literacy skills in both Irish and English are developed extensively by the teachers using a wide range of stimulating cross-curricular contexts.
Bunscoil Eoin Baiste	Oct 2012	Primary (Focused)	Good	In the IMU, most of the children are confident, competent and flexible in their use of both languages in a wide range of contexts.
Gaelscoil	Nov 2013	Primary	Very Good	Learning and teaching within the Irish

Phádraig Naofa				medium Unit is characterised by outstanding working relationships and well-structured lessons.
Bunscoil Naomh Prionsias	Nov 2015	Primary	Very Good	The children's standards in English Irish and mathematics in the Irish-medium unit are very good. Almost all of them demonstrate high levels of understanding and fluency in Irish.
Coláiste Chaitríona	Nov 2013	Post-Primary	Outstanding	Within An Sruth Gaeilge, the pupils benefit from the very positive learning environment. In 2013, all pupils in An Sruth Gaeilge achieved five or more GCSEs at grades A* to C.

The above reports reflect very positively on the IM provision within the area.

5.4.5 Accommodation

We have identified the need to commission a detailed baseline assessment of the accommodation constraints of the IME sector and we hope that this will be carried out over the coming months. However, the following table provides a summary of the state of the accommodation within the area and a summary of any constraints that are associated with the accommodation.

School	Description of current status	Current Constraints
Bunscoil na mBráithre Críostaí	This is an IME unit attached to an English-medium Primary School Christian Brothers, Armagh under the control of the CCMS.	Expected to exceed Approved Enrolment. (180) – Sept' 2016 with 190 pupils. Based on current enrolment patterns the estimated enrolment of the IME Unit in Sept 2019 will be 251 pupils.
Bunscoil Eoin Baiste	This is an IME unit attached to an English-medium Primary School St John The Baptist, Portadown under the control of the CCMS.	Based on current enrolment patterns the estimated enrolment of the school in Sept 2019 will be 73 pupils
Gaelscoil Phádraig Naofa	This is an IME unit attached to an English-medium Primary St Patrick's Crossmaglen, under the control of the CCMS.	Currently exceeding the Total Approved Enrolment (102) for the IM Unit with 122 pupils. Actual enrolment expected to increase to 134 pupils in Sept' 2016 and based on current enrolment patterns the estimated enrolment of the school in Sept' 2019 will be 152 pupils.
Bunscoil Naomh Prionsias	This is an IME unit attached to an English-medium Primary School St. Francis Lurgan, under the control of the CCMS.	Currently exceeds Approved Enrolment (146) with 156 pupils. Enrolment expected to increase further in September 2016 to 162 pupils and based on current enrolment patterns the estimated enrolment of the school in Sept' 2019 will be 147 pupils.
Coláiste Chaitríona	This is an IME post primary stream attached to an English-medium School St Catherine's, Armagh, under the control of the CCMS.	

5.4.6 Potential for growth in IME

Primary-level IME within this area is very strong with strong annual enrolments. Its growth in recent years has been modest; however the 2016/17 year is demonstrating a significant one-year rise of 13% on 2015/16 year. There is clear potential for growth in annual intakes within the sector, together with significant latent demand due to the rising enrolments over the last 7 years.

There is significant potential to increase intakes to Naíscóileanna outside Armagh city and Lurgan, and potential for new Naíscóil provision within Armagh due to the high enrolments within the two Naíscóileanna already within the city. Representatives of a proposing group for new Naíscóil Provision have already approached CnaG. CnaG will work with the local group to deliver this provision if it is deemed feasible.

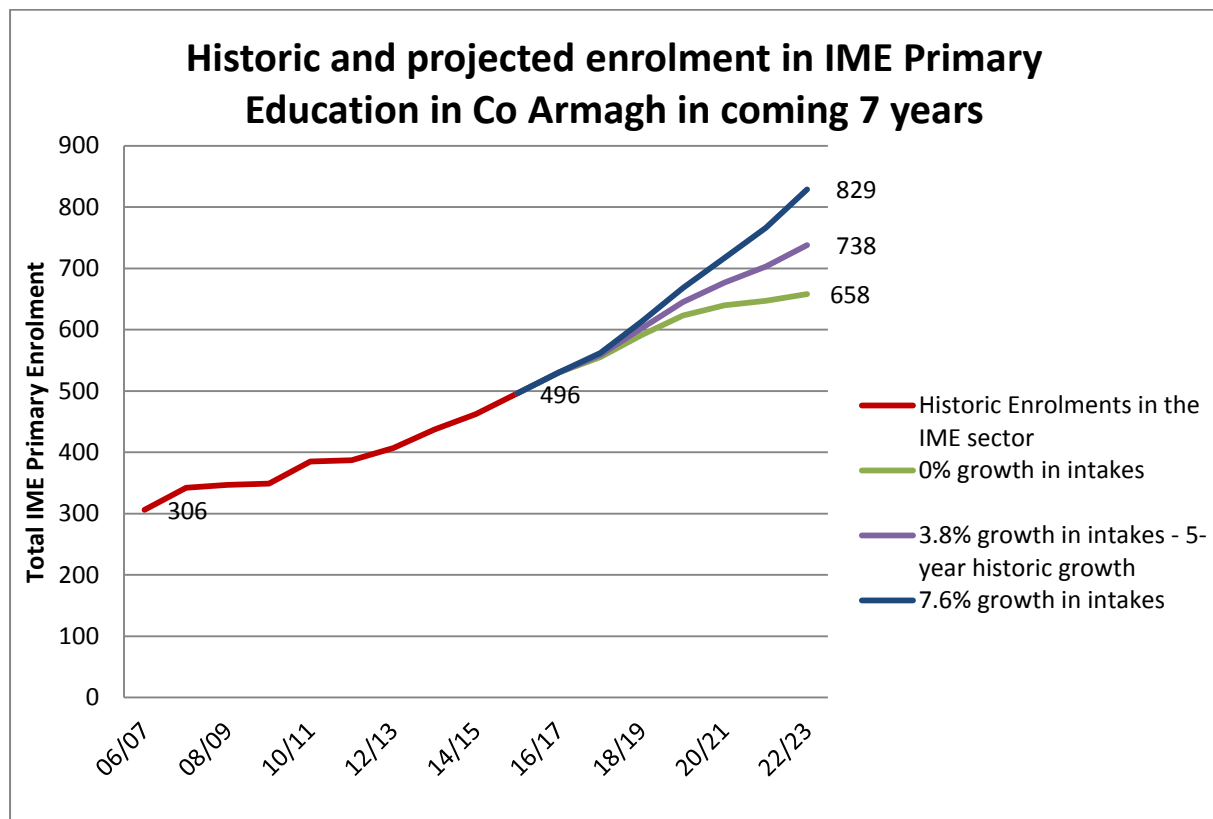
The enrolments at the Units are at a level that would justify the formation of free-standing provision within these areas, and CnaG is of the view that this should be considered and that

parental consultation should be carried out to determine if this would be the preferred approach for Irish-medium Education within these areas.

Free-standing provision would perform a strategically important function within these areas by creating an Irish-medium sector that will fulfil a strategic role in the development of an Irish-language community, and this would allow IME to further grow and expand to become a significant sector in its own right.

5.4.7 Projections – Primary

Whilst the last five years have seen modest growth within the sector, averaging 3.8% per annum, the incoming year indicates that there is a growth rate of 13.3%. For the purposes of our projections we are using the 3.8% growth figure, since the 2016/17 year could potentially be a one off. We have doubled this figure within the optimistic scenario to 7.6% which is, we believe, within the range of possibilities. The following graph shows the projected enrolment based on these growth rates.



Our realistic growth scenario of 3.8% demonstrates growth of 242 pupils or 49% in the overall size of the sector within the area from 496 to 738. This has serious implications for the development needs of the sector over the coming years, in terms of additional accommodation, additional teachers and teaching resources. Even the pessimistic scenario with zero growth in enrolments demonstrates that the latent demand grows the sector by over 162 pupils or 33%

5.4.8 Growth and Surplus Places

The realistic scenario above assumes that there is an average growth of 3.8% within the area across all schools. All IM provision within this area is through Units and where no specific approved enrolment is available for a unit, we have assumed that the approved enrolment is the actual numbers of children attending.

The following table shows (based on the current measure of surplus places which will need to be reviewed) the numbers of surplus spaces and the additional spaces required by the various schools, on the assumption that the realistic growth rate is achieved across all schools.

	Approved Enrolment	Enrolment 2015/16	'Surplus' Places	Percentage	Projected Enrolment Sept 2019	No. of 'Surplus' Places	Additional Spaces Needed	% of 'surplus' Places	% of additional Spaces
Armagh		0							
Bunscoil Ard Mhacha/ na mBraithre	164	164	0	0.0%	261		97		59%
Bunscoil Eoin Baiste	54	54	0	0.0%	75		21		39%
Gaelscoil Phádraig Naofa	122	122	0	0.0%	158		36		30%
Bunscoil Naomh Prionsias	156	156	0	0.0%	151	5		3%	
Area Totals	496	496	0	0.0%	645	5	154	1%	31%

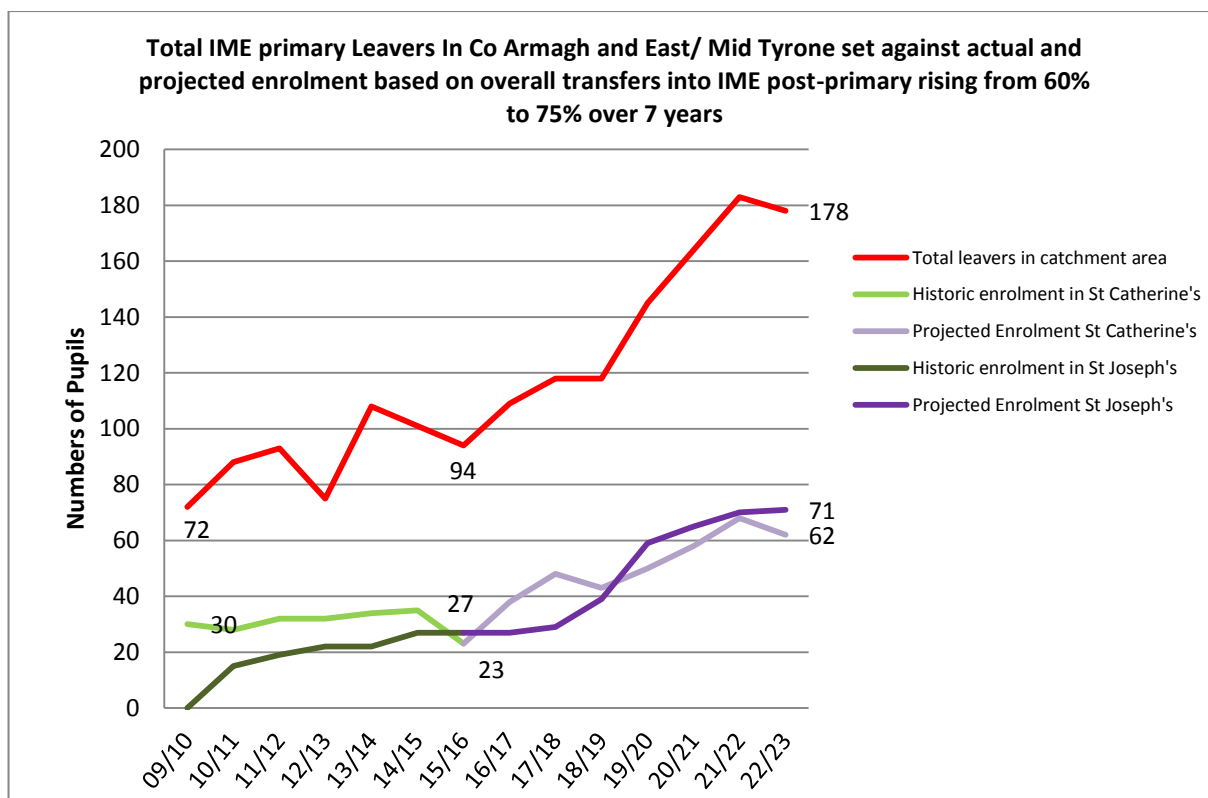
The above table demonstrates that based on the realistic growth scenario, a total of 154 new spaces would be required in three schools and one of the schools would actually have a small surplus of 5 pupils.

5.4.9 Projections - Secondary

As with section 5.4.3 where we combined the historic transfer rates from primary to secondary, we have decided to combine the enrolments of the Co Armagh and East/ mid-Tyrone areas, since these areas have been intrinsically linked in the past.

The potential pupil numbers for the secondary sector are based on the enrolments of the various primary schools within the catchment area. This provides 7 years of reliable data for projecting the long-term enrolments of the post primaries in the area.

The combined transfer rates have fluctuated on either side of 60% for the last three years and we believe that given the right conditions and assuming that the schools do not restrict pupil numbers, this rate could increase to 75% over the coming years. The following chart outlines the projected secondary enrolment over the seven years given the numbers of children that are due to transfer into secondary and an increasing transfer rate from 60% to 75.



The above graph demonstrates that both post-primary streams are potentially viable within the coming 7 years, based on the above assumptions, with 62 and 71 pupils progressing into St Catherine's and St Joseph's respectively. There is clearly scope for the development of free-standing IM post primary provision in each of these areas by a process that would see the transformation of the two units to free standing schools.

5.4.10 Area Planning / Development Objectives

Based on the above analysis and projections, a range of development and area planning objectives have been identified.

The following objectives within the area are based on an assessment of the needs of the various IME schools/ units and assume the realistic growth scenario for growth in IME primary enrolments.

There are no critically urgent issues in relation to area planning, but there are a number of concerns in relation to the expansion of provision as follows:

1. **Armagh – Expansion of IME provision** Potential to increase the enrolment in IME - Bunscoil na mBráithre Críostaí enrolment at capacity. CnaG will be discussing the strategic development of IME within the area with the CCMS over the coming months, including the consideration of the proposed range of options for expanding provision in advance of the required consultation and publishing a development proposal.
2. **Lurgan – Expansion of IME provision** - Potential to increase the enrolment in IME - Gaelscoil Phádraig Naofa enrolment at capacity. CnaG will be discussing the strategic development of IME within the area with the CCMS over the coming months including

the consideration of the proposed range of options for expanding provision in advance of the required consultation and publishing a development proposal.

3. **Crossmaglen – Expansion of IME provision** - Potential to increase the enrolment in IME - Bunscoil Naomh Proinsias enrolment at capacity. CnaG will be discussing the strategic development of IME within the area with the CCMS over the coming months including the consideration of the proposed range of options for expanding provision in advance of the required consultation and publishing a development proposal.
4. **Additional Naíscoil provision in Armagh City**– CnaG will work with the proposing committee to undertake a feasibility study and assist them with delivering this new provision if it is deemed feasible.

Targets

CnaG have set the following development targets for the area over the coming years which will be reviewed annually.

1. Undertake strategic review of expansion of IME provision in Armagh, Crossmaglen and Lurgan with agreed way forward by June 2017.
2. Feasibility study on possible additional IME pre-school Provision in Armagh City to be carried out by October 2016
3. Target 125 entering IME Pre-school Sector within 2 years with steady enrolments within each Naíscoil.
4. Target 105 entering IME Primary level p.a. within 2 years with steady enrolments within each school.
5. Target transfer rate from Gaelscoileanna to Coláiste Chaitríona to reach 60% of R7 pupils within 4 years.

5.4.11 Targeted Support to deliver Area Planning/ Development Objectives

CnaG would like to engage support to bring about the above Area Planning and Development Objectives as follows:

Area-Planning/ Development Objectives		
Objective	Lead Role	Support Role
1. Armagh– Explore the possible expanding of IME provision	CnaG/ CCMS	Bunscoil na mBráithre Criostaí, local community / Cairde TEO, CnaG, InaG, EA & DE to support consultation, consideration/ appraisal of options and implementation of preferred option.
2. Lurgan – Explore the possible expanding of IME provision	CnaG/ CCMS	Gaelscoil Phádraig Naofa, local community / Cairde TEO, CnaG, InaG, EA & DE to support consultation, consideration/ appraisal of options and implementation of preferred option.

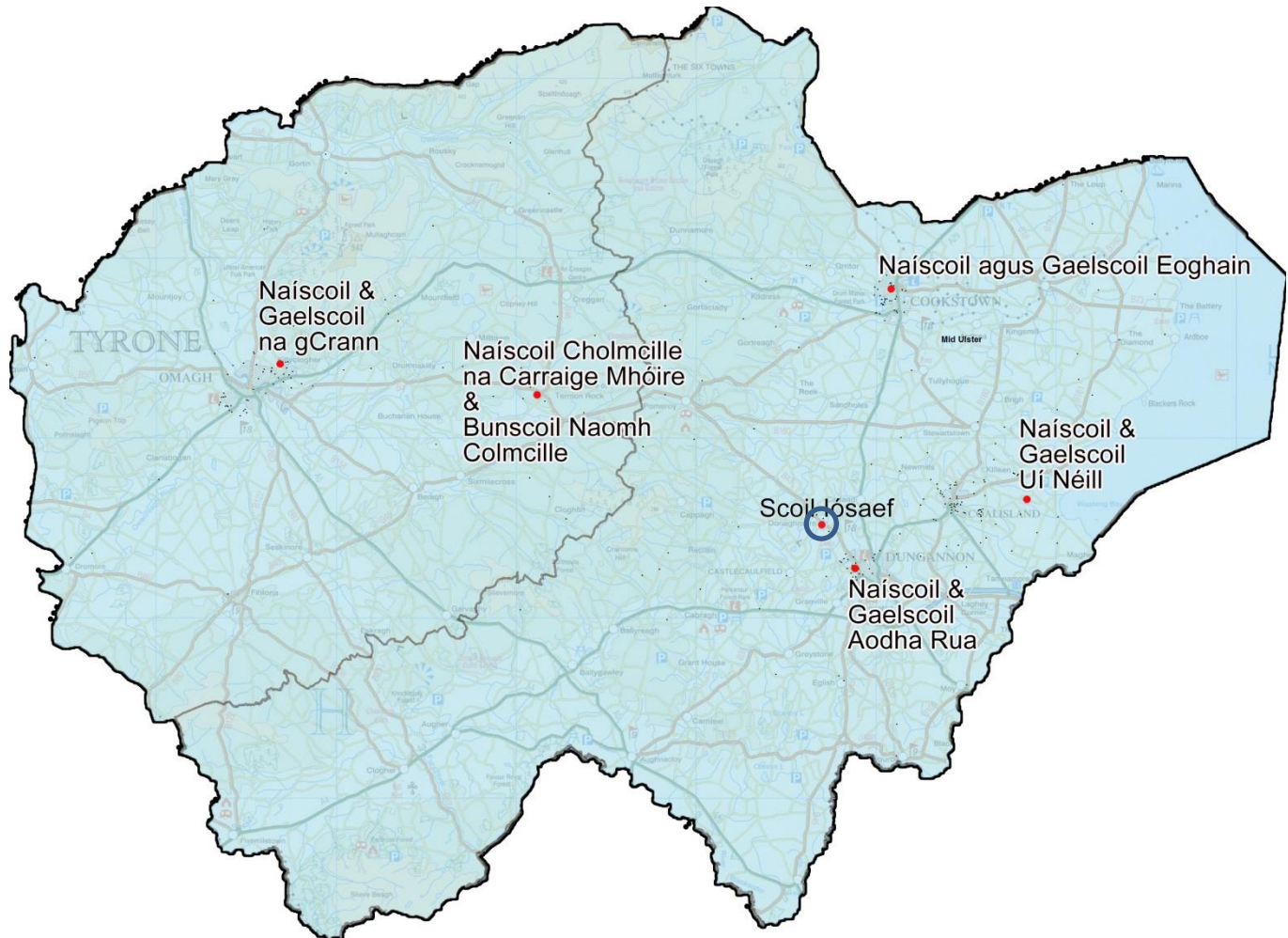
3. Crossmaglen - Explore the possible expanding of IME provision	CnaG/ CCMS	Bunscoil Naomh Prionsias, local community / Cairde TEO, CnaG, InaG, EA & DE to support consultation, consideration/ appraisal of options and implementation of preferred option.
4. Additional Naíscoil Provision in Derry City	Local Committee	CnaG, InaG, Altram, EA, Early Years

5.5 East / Mid Tyrone

5.5.1 Summary of Current Provision

This area runs from the Western shores of Lough Neagh to Omagh, and at post-primary level is served by an Irish-medium stream in St Josephs in Donaghmore.

The following map shows the location of the various IME pre-school, primary and the post-primary schools within the area.



Gaelscoileanna (IM Primary Schools)

There are four stand-alone Gaelscoileanna within the area and one Irish-medium Unit within a CCMS English-medium school as follows:

School Name	Location	Sector / Description	Year Provision Started	Total (IM) Provision	Approved Enrolment	Intake Sept. 2015	Anticipated Intake Sept. 2016
Gaelscoil Uí Néill	Coalisland	Independent Maintained	1995	161	174	22	26
Gaelscoil Aodha Rua	Dungannon	Independent Maintained	2011	88	110	22	20
Gaelscoil Eoghain	Cookstown	Independent Maintained	2012	80	87	11	18
Gaelscoil na gCrann	Omagh	Independent Maintained	2006	120	130	26	24
Bunscoil Naomh Colmcille	Carrickmore	Unit within CCMS School	2003	61	61	14	9
TOTALS				510	562	95	97

The above units demonstrate reasonably healthy enrolments that should support the growth of the post-primary sector.

Naíscoileanna (IM Pre-schools)

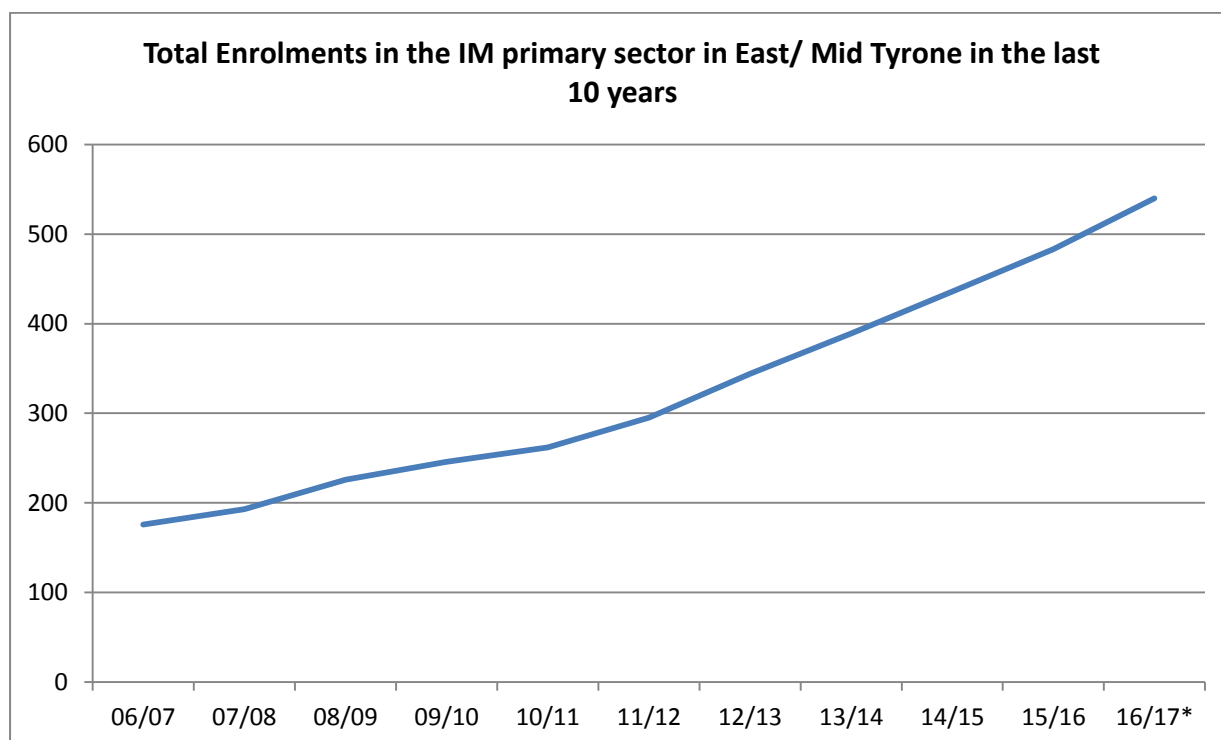
There are two voluntary and three statutory Naíscoileanna within the area as follows:

Name	Location	Description	Current Pre-school enrolment	Pre-year	Number of first choice applications for Sept. 2016
Naíscoil Aodha Rua	Dungannon	Voluntary Pre-school	24		25
Naíscoil Uí Néill	Coalisland	Statutory Pre-school	30		24
Naíscoil Eoghain	Cookstown	Statutory Pre-school	26		20
Naíscoil Cholmcille na Carraige Mhóire	Carrickmore	Voluntary Pre-school	15		11
Naíscoil na gCrann	Omagh	Statutory Pre-school	26		21
TOTALS			121		101

Most of the above Naíscoileanna demonstrate strong enrolments, with some scope for increasing enrolment within the area.

5.5.2 Enrolment Trends

The following graph shows the relatively steady growth profile associated with the growth of the sector over the last 10 years.



The above graph reflects the strength of the sector within this area and a very strong foundation that will help bring about a viable and thriving post-primary sector.

The following tables detail the underlying enrolment trends in Naíscoileanna and Gaelscoileanna within the area.

Numbers of children graduating form Naíscoileanna

	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16
Naíscoil Aodha Rua	16	17	26	23	23	24	24
Naíscoil Uí Néill	19	24	26	26	26	26	30
Naíscoil Cholmcille na Carraige Mhóire	9	20	7	16	16	21	15
Naíscoil na gCrann	16	23	26	26	26	26	26
Naíscoil Eoghain	8	1	7	19	12	26	19
Total Area Intake	68	85	92	110	103	123	114

Breakdown of Primary Enrolments

	Rang 7	Rang 6	Rang 5	Rang 4	Rang 3	Rang 2	Rang 1	16/17*	
Bunscoil na mBráithre Críostaí	19	24	18	20	24	29	30	42	
Bunscoil Eoin Baiste	5	7	4	9	10	10	9	11	
Gaelscoil Phádraig Naofa	18	14	13	13	17	24	23	22	
Bunscoil Naomh Prionsias	18	24	23	20	26	24	21	19	
	60	69	58	62	77	87	83	94	
	Growth in Last 5 years - annual equivalent and gross						3.8%	20%	

* Projected R1 Intake in 2016/17 - based on estimates related to 2016/17 applications

Total Enrolments at Gaelscoil

	09/10	10/11	11/12	12/13	13/14	14/15	15/16	16/17*
Gaelscoil Uí Néill	131	143	146	152	165	163	160	160
Gaelscoil Aodha Rua	-	-	12	31	48	67	88	108
Gaelscoil Eoghain	-	-	-	13	19	41	54	72
Gaelscoil na gCrann	62	70	84	90	97	105	120	136
Bunscoil Naomh Colmcille	53	49	53	58	60	60	61	64
	246	262	295	344	389	436	483	540

* Based on estimates related to 2016/17 applications

Over the last 5 years, the total annual combined R1 intake in the area has increased significantly by 125%, from 40 to 90 pupils, representing a massive 17.6% p.a. annual growth in intakes. There is a further projected increase of enrolment within the area from 90 to 97, representing a further 7.8% increase. Over the last 5 years, the total IME primary enrolment within the area has grown from 344 to 540, representing 83% growth over the period, and equating to an average of over 12.9% compound per annum.

5.5.3 Transfer Rates

Naíscoil – Gaelscoil

The following table demonstrates the transfer rates between Naíscoileanna and Gaelscoileanna within the area in the last few years.

	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16
Total Numbers Graduating from Naíscoileanna	68	85	92	110	103	123	114
Numbers progressing into IME Primary	40	54	77	84	92	90	97
Transfer Rate	59%	64%	84%	76%	89%	73%	85%

Highlighted figure represents estimated intakes for 2016/17 year

The above table shows a very healthy and steady transfer rate between the Naíscoil and Gaelscoil sector.

Gaelscoil – Meánscoil (IM Post-Primary)

As mentioned in the previous section, this area was part of the St Catherine’s college catchment until the setting up of the stream in St Joseph’s Grammar school in Donaghmore, in September 2010, to provide an Irish-medium post-primary option for schools in East and mid-Tyrone.

The following table illustrates the combined totals of the pupils graduating from schools in East/ Mid Tyrone and Armagh and the transfer rates between Gaelscoileanna and the two IM Post-primary schools.

	09/10	10/11	11/12	12/13	13/14	14/15	15/16
Total Graduating from R7	54	67	84	74	100	93	87
Numbers entering Coláiste Catriona & Scoil Iósaef	30	43	51	54	56	62	50
Percentage transfer	0%	0%	61%	73%	56%	67%	57%

Transfers to IME post primary are reasonably strong, averaging 60% over the past three years, and there is still scope for increasing this figure. The numbers entering IME post-primary education have the potential to increase significantly over the coming years, with increasing numbers of pupils graduating from Gaelscoileanna, coupled with an increase in the transfer rate.

5.5.4 ETI Reports on Schools

The following table shows details of the most recent inspections that have been carried out by the ETI on the various schools within this area.

School Name	Date of ETI Inspection	Type of ETI Inspection	Overall rating given by ETI in Report	Comments
Naíscoil Eoghain	May 2014	Pre-school (Follow Up)	Unsatisfactory	Naíscoil Eoghain has since come under the direct management of Gaelscoil Eoghain.
Naíscoil Cholmcille na Carraige Mhóire	Feb 2009	Pre-school	Very Good	Meeting the educational and pastoral needs of the children very effectively.
Gaelscoil Uí Néill	Mar 2008	Follow-Up	Good	Strengths in educational and pastoral provision.
Gaelscoil Aodha Rua	Nov 2011	Primary (Short)	Very Good	Meeting the educational and pastoral needs of the children very effectively.
Gaelscoil Eoghain	Nov 2012	Primary (Short)	Good	Strengths in educational and pastoral provision.
Gaelscoil na gCrann	Nov 2010	Follow-Up	Very Good	Meeting educational and pastoral needs of the pupils very effectively.

Bunscoil Naomh Colmcille	Dec 2011	Primary (Short)	Very Good	The children in the IME unit make very good progress in Irish, English and mathematics and achieve standards in line with their ability. The quality of pastoral care is outstanding
Scoil Íosaef	Mar 2015	Post-Primary	Very Good	Very positive learning environment.

The above reports are generally very positive with the exception of Naíscoil Eoghain which has now come under the direct management of Gaelscoil Eoghain, and which has since gone through a process of development and improvement.

5.5.5 Accommodation

We have identified the need to commission a detailed baseline assessment of the accommodation constraints of the IME sector, and we hope that this will be carried out over the coming months. However, the following table provides a summary of the state of the accommodation within the area, and a summary of any constraints that are associated with the accommodation.

School	Description of current status	Description of Buildings	Current Constraints
Gaelscoil Uí Néill	This is an independent maintained school and has secured capital viability status	The school is current housed in Prefabricated mobiles and modular buildings.	Approval for new build received Jan 2013. Recently received Stage 2 Approval for the new build – current projected date for completion is Nov 2017.
Gaelscoil Aodha Rua	This is an independent maintained school and has recently secured capital viability status.	The school is located within Modular Buildings with limited outside space and storage space.	<p>The school is on a temporary site rented from the local GAA club, and is under pressure to vacate the site as soon as possible. A prospective site has been identified and process underway to purchase the site.</p> <p>Limited external play facilities on site and work ongoing at adjacent GAA site has Health and Safety implications for the school.</p>
Gaelscoil Eoghain	This is an independent maintained school and has secured capital viability status.	<p>The school is located within three modern modular classrooms, with additional teaching, storage, office and meeting space. Currently without a hall.</p> <p>New double classroom mobile due Sept. 2016. The site is unsuitable for the long-term development needs of the school.</p>	<p>Currently in process of identifying site with DE and local council. It is expected that this accommodation will be too small for the needs of the school before any new build is completed. New Double classroom mobile will host Nursery Unit and the additional class for 2016/17 (Gaelscoil entering its 5th year). This means that further additional accommodation will be required for Sept. 2017.</p> <p>Tender to go out for a new (mobile) hall for new school year also The Gaelscoil will use the hall for sports and as a canteen.</p>
Gaelscoil na gCrann	This is an independent maintained school and has secured capital viability status.	The school is currently housed within a mixture of mobile modular buildings. There are three temporary classrooms and three classrooms within the modular building. The school is to receive a new double-mobile for	<p>Currently, Gaelscoil na gCrann relies upon Dún Uladh and the adjacent GAA club, for a dining hall and sports hall, respectively.</p> <p>The current projection for a new build is Sept 2018, but regardless of whether this is realised or not, in the interim period, the school must rely upon the goodwill of other organisations in order to provide</p>

		Sept 2016. Approval for new school-build received Jun 2014. Projected date for completion is Sept 2018.	pupils with the facilities it requires.
Bunscoil Naomh Colmcille	This is an IME unit attached to an English-medium Primary School St Columbkille's, Carrickmore, under the administration of the CCMS.	The unit is housed within a permanent building along with the mother school.	The school does not have any immediate constraints, but may have additional accommodation requirements as the unit expands and grows over the coming years.

Within this catchment area, the four independent schools are currently at various stages of attaining new school buildings. There are, however, issues remaining in the interim period. With the exception of Gaelscoil Uí Néill, the other three independent Gaelscoileanna will all require additional accommodation in order to cope with increasing enrolments in the interim periods, before their respective builds are completed.

5.5.6 Potential for Growth in IME

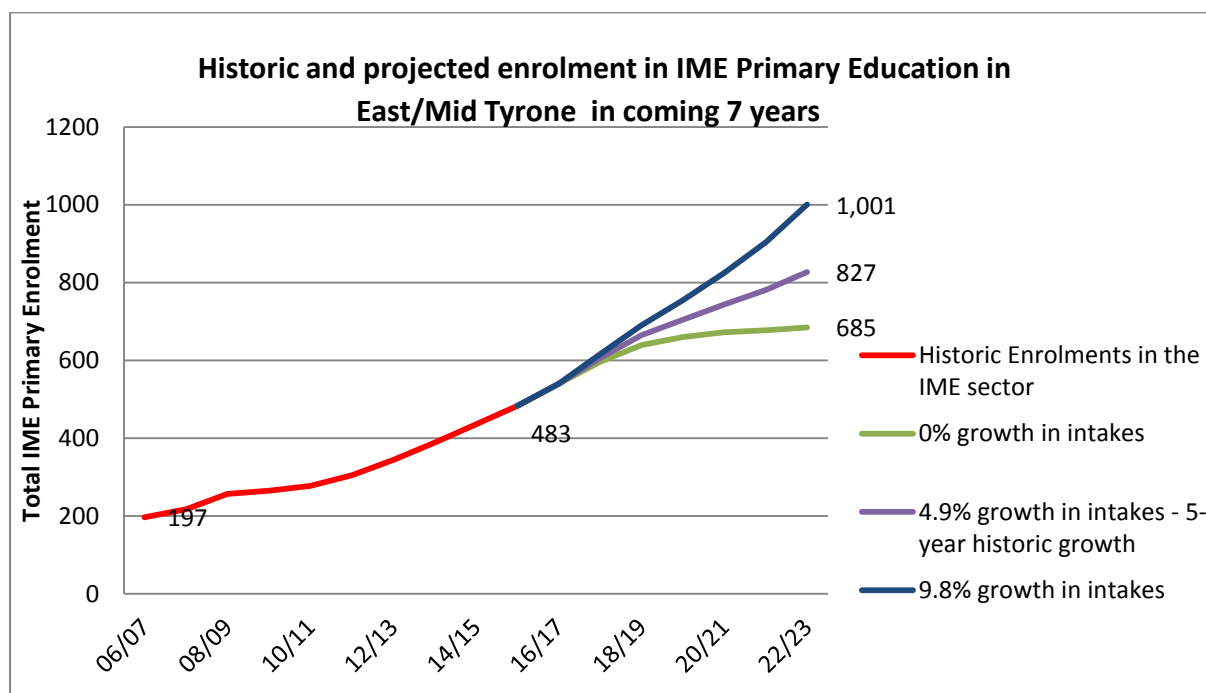
Primary-level IME within this area has grown rapidly in the last five years, increasing by 125%, from 40 pupils to 90 per annum. This growth represents 17.6% per annum. A further growth in enrolments of 7.8% is estimated for September 2016. There remains some scope for further growth in these numbers by growing enrolment within the pre-school sector (both within existing Naíscóileanna and potentially establishing new provision,) and by increasing the transfer rate from pre-school to primary level. There is also significant latent demand that should materialise over the course of the coming 7 years, due to the rapidly rising enrolments over recent years.

Whilst there may be some scope for accommodating growth within existing approved enrolments, there is a real need to expand enrolments in this area over the coming years. We would envisage this being primarily achieved through extending enrolments at existing IM primary schools, but could also include additional provision in areas where there are gaps in provision.

5.5.7 Projections – Primary

Whilst the last five years have seen rapid growth within the sector, averaging 17.6% per annum, the incoming year indicates that there is a 7.8% increase. We have considered the growth over the last three years, including 2016, which is probably more reflective of the current growth trend, and this equates to 15.5% gross or 4.9% compound. For the purposes of our projections, we are therefore using the 4.9% growth figure as our realistic figure, and doubling this figure

within the optimistic scenario to 9.8% which is, we believe, within the range of possibilities. The following graph shows the projected enrolment based on these growth rates.



Our realistic growth scenario of 4.9% demonstrates a growth of 344 pupils, or 71% in the overall size of the sector within the area, from 483 to 827. This has massive implications for the development needs of the sector over the coming years in terms of accommodation, additional teachers, teaching resources etc. Even the pessimistic scenario with zero growth in enrolments demonstrates that latent demand expands the sector by over 200 pupils or 41%.

5.5.8 Growth and Surplus Places

The realistic scenario above assumes that there is an average growth of 4.9% within the area across all schools. The following table shows, based on the current measure of surplus places which will need to be reviewed, the numbers of surplus spaces and the additional spaces required by the various schools, on the assumption that the realistic growth rate is achieved across all schools.

	Approved Enrolment	Enrolment 2015/16	'Surplus' Places	Percentage	Projected Enrolment Sept 2019	No. of 'Surplus' Places	Additional Spaces Needed	% of 'surplus' Places	% of additional Spaces
East Tyrone		0							
Gaelscoil Uí Néill	174	160	14	8.0%	180		6		3%
Gaelscoil Aodha Rua	110	88	22	20.0%	146		36		33%
Gaelscoil Eoghain	87	54	33	37.9%	122		35		40%
Gaelscoil na gCrann	130	120	10	7.7%	169		39		30%
Bunscoil Naomh Colmcille	61	61	0	0.0%	72		11		18%
Area Totals	562	483	79	14.1%	689	0	127	0%	23%

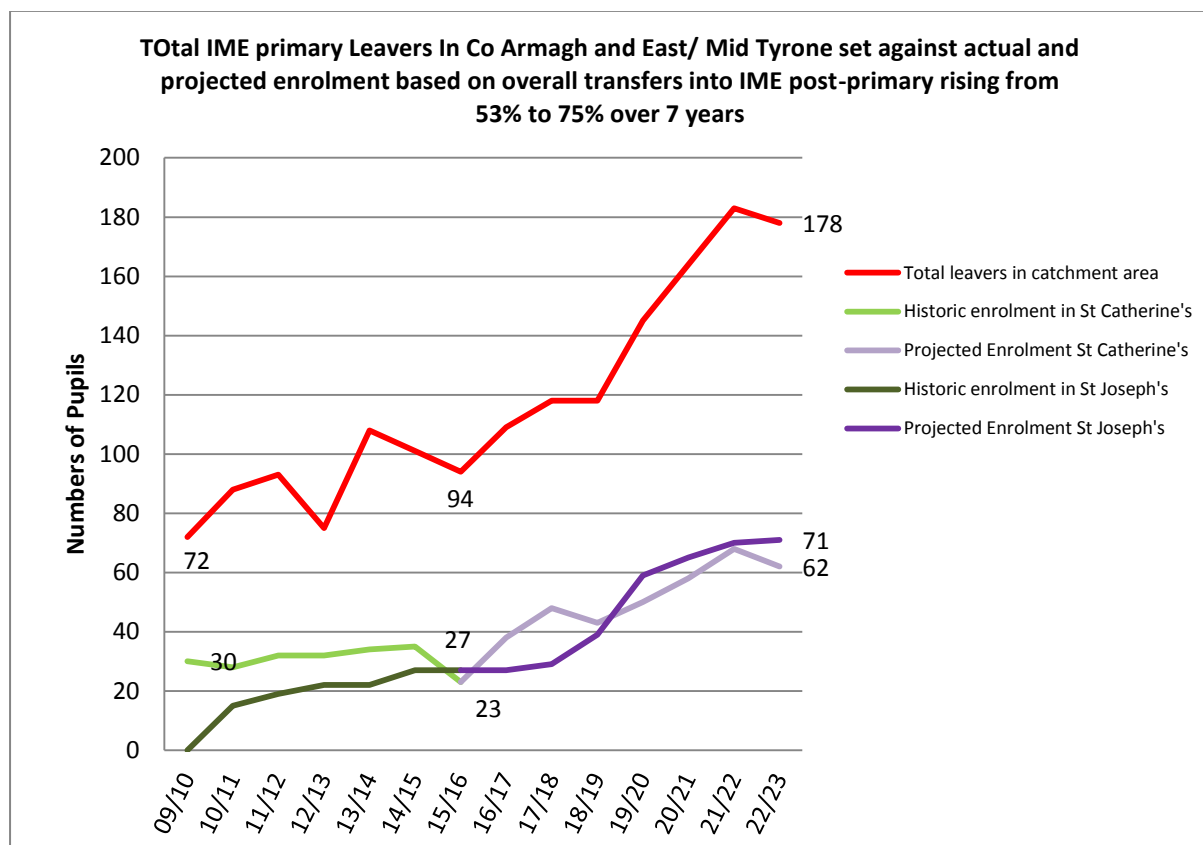
The above table demonstrates that the surplus places will be completely eliminated, and that an additional 127 spaces will be required, spread across all four schools.

5.5.9 Projections - Secondary

As with section 5.5.3 where we combined the historic transfer rates from primary to secondary, we have decided to combine the enrolments of the Co Armagh and East/ mid-Tyrone, since these areas have been intrinsically linked in the past.

The potential pupil numbers for the secondary sector are based on the enrolments of the various primary schools within the catchment area. This provides 7 years of reliable data for projecting the long-term enrolments of post primaries in the area.

The combined transfer rates have fluctuated on either side of 60% for the last three years, and we believe that, given the right conditions and assuming that the schools do not restrict pupil numbers, this rate could increase to 75% over the coming years. The following chart outlines the projected secondary enrolment over the next seven years, given the numbers of children that are due to transfer into secondary, and an increasing transfer rate from 60% to 75%.



The above graph demonstrates that both post-primary streams are potentially viable within the coming 7 years, based on the above assumptions, with 62 and 71 pupils progressing into St Catherine's and St Joseph's respectively. There is clearly scope for the development of free-standing IM post primary provision in each of these areas, by a process that would see the transformation of the two units to free-standing schools.

5.5.10 Area Planning / Development Objectives

Based on the above analysis and projections, a range of development and area planning objectives have been identified.

The following objectives within the area are based on an assessment of the needs of the various IME schools & units and assume the realistic growth scenario for growth in IME primary enrolments.

Urgent Area Planning/ Development priorities

There are a number of urgent Development Priorities within this area as follows:

1. **Gaelscoil Uí Néill – new building.** The school has secured capital funding and is working towards the delivery of its new accommodation for September 2017.
2. **Gaelscoil na gCrann – new building.** The school has secured capital funding for a new school and is working towards the delivery of this new accommodation during the 2017/18 school year.
3. **Gaelscoil Aodha Rua – new building.** The school has now secured approval for a new capital build. The school has identified a suitable site nearby in the town, and will progress this build as quickly as possible.

Other Area Planning / Development Objectives

There is a range of other Area Planning Requirements for the area that are currently being assessed, and could be brought forward over the coming year. These include the following:

1. **Gaelscoil Eoghain – Secure long term site.** As a new school, enrolments have grown significantly over the past years, and Gaelscoil Eoghain has secured its capital viability status. The growing numbers within the school have placed an ever-increasing urgency on accommodation needs and these will have to be addressed over the coming 2 years if this is not to become a significant constraining factor on the development of the sector in Cookstown.
2. **Post-Primary IME Expansion in East Tyrone - due to the growth in demand**
The Post-Primary IME stream at St Joseph's, Donaghmore has been expanding and has required an extension to its approved intakes for the last three years, within the IME unit. There is a need to consider the Expansion of Provision within the East Tyrone area – this will require a consultation process and a Development Proposal.

Targets

CnaG have set the following development targets for the area over the coming years, which will be reviewed annually:

1. Gaelscoil Uí Néill - new school opened for 2017/18 school year.
2. Gaelscoil na gCrann - new school opened for 2017/18 school year.
3. Gaelscoil Aodh Rua - new school opened for 2018/19 school year.
4. Gaelscoil Eoghain - secure long term site suitable for its long-term needs and complete a move to this site for September 2019.
5. Target 140+ entering IME Pre-school Sector within 2 years, with steady enrolments within each Naíscoil.
6. Target 115+ entering IME Primary level p.a. within 2 years, with steady enrolments within each school.
7. Target transfer rate from Gaelscoileanna to Scoil Iósaef to reach 75% of R7 pupils within 4 years.

5.5.11 Targeted Support to deliver Area Planning/ Development Objectives

CnaG would like to engage support to bring about the above Area Planning and Development Objectives as follows:

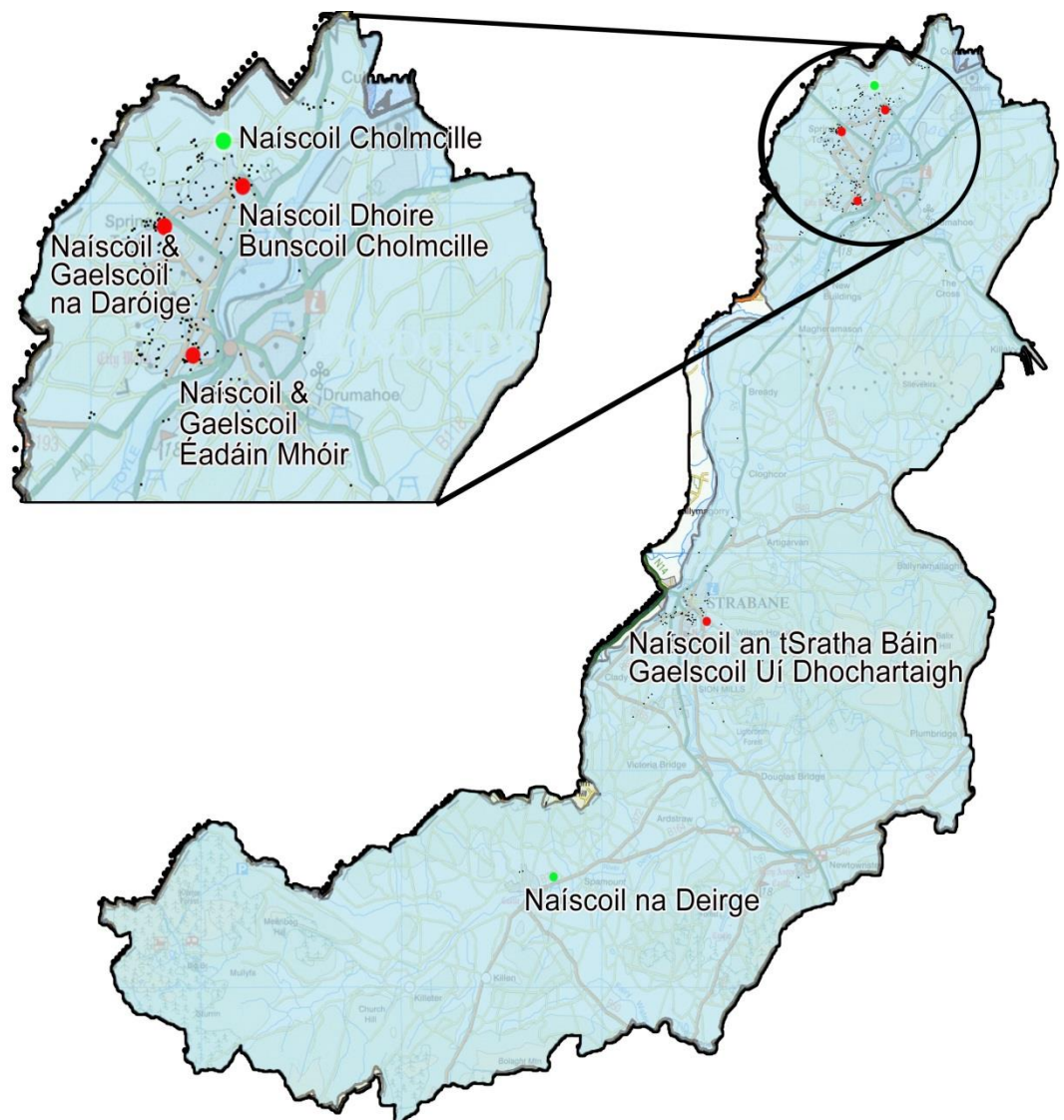
Urgent Area-Planning/ Development Objectives		
Objective	Lead Role	Support Role
1. Gaelscoil Uí Néill – New school building	Trustees & Board of Governors Gaelscoil Uí Néill	EA & DE InaG, CnaG,
2. Gaelscoil na gCrann – New school building.	Trustees & Board of Governors Gaelscoil na gCrann	EA & DE InaG, CnaG,
3. Gaelscoil Aodha Rua, New Site & Accommodation	Trustees & Board of Governors Gaelscoil Aodha Rua	EA & DE InaG, CnaG,
Other Area Planning / Development Objectives		
Objective	Lead Role	Support Role
1. Gaelscoil Eoghain – Secure long term site and permanent purpose-built school building.	Trustees & Board of Governors Gaelscoil Eoghain	CnaG, InaG, DE & EA to work together to deliver new accommodation.
2. Post-Primary IME Expansion in East Tyrone - due to the growth in demand for IME	CnaG to work with CCMS to undertake parental & community consultation.	CCMS, Scoil Iósaef & DE to support consultation, consideration & appraisal of options and implementation of preferred option.

5.6 Derry & Strabane

5.6.1 Summary of Current Provision

The area consists of Derry City and Strabane and the following map shows the location of the IME schools within the catchment, including nearby schools in Co. Donegal.

This area currently does not have IM post-primary provision and a small number of pupils within this catchment have progressed to Coláiste Ailigh in Letterkenny, and 8 transferred to Gaelcholáiste Dhoire in September 2016. A total of 39 children graduated within the catchment area in 2016, and this will rise to 77 by 2023.



Gaelscoileanna (IM Primary Schools)

There are four Gaelscoileanna within the area as follows:

School Name	Location	Sector / Description	Year Provision Started	Total (IM) Provision	Approved Enrolment	Intake Sept. 2015	Anticipated Intake Sept. 2016
Bunscoil Cholmcille	Derry	Catholic Maintained	1983	84	196	11	15
Gaelscoil Éadain Mhóir	Derry	Independent Maintained	1998	112	145	22	27
Gaelscoil na Daróige	Derry	Independent Maintained	2005	67	81	7	10
Gaelscoil Uí Dhochartaigh	Strabane	Independent Maintained	1997	133	160	25	25
TOTALS				396	582	65	77

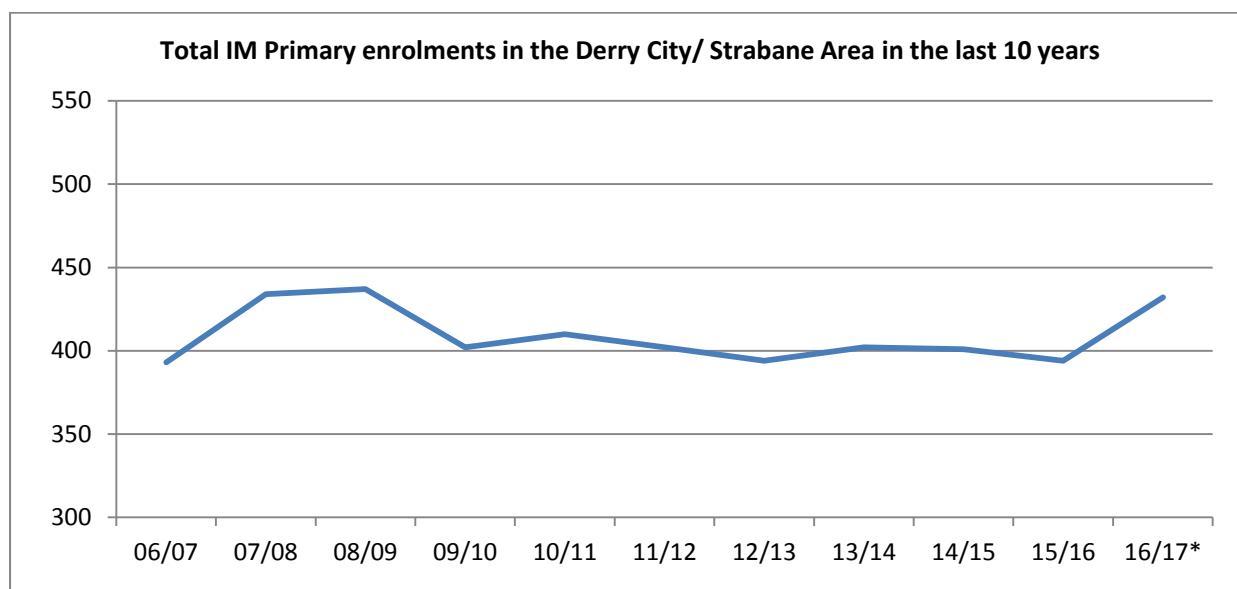
Naíscóileanna (IM Pre-schools)

There are six Naíscóileanna within the area as follows:

Name	Location	Description	Current Pre-school year enrolment	Number of first choice applications for Sept. 2016	Anticipated Intake Sept. 2016
Naíscóil Dhoire	Derry	Statutory Pre-school	26	13	21
Naíscóil Éadain Mhóir	Derry	Statutory Pre-school	26	32	26
Naíscóil na Daróige	Derry	Voluntary Pre-school	12	15	17
Naíscóil an tSratha Báin	Strabane	Statutory Pre-school	26	19	20
Naíscóil na Deirge	Castledearg	Voluntary Pre-school	5	9	9
Naíscóil Cholmcille	Derry	Voluntary Pre-school	8	5	8
TOTALS			103	93	101

5.6.2 Enrolment Trends

Over the last decade, the overall numbers of children in IME within the area have fluctuated year to year, but over the timeframe, the numbers have demonstrated that there has been very little net growth as shown on the below graph.



This is very much at variance with the overall general trend of growth in Irish-medium Education across Ireland. However, the overall enrolment numbers do not tell the full story, and there have been increasing admissions in recent years that provide some positive signs of growth within Derry city.

The following tables detail the underlying historic enrolment trends in each of the schools within the area.

Numbers of children graduating from Naíscóileanna

	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16
Naíscóil an tSraitha Báin	6	26	23	26	25	26	26
Naíscóil na Deirge	3	7	8	6	8	8	6
Naíscóil Éadain Mhóir	26	14	24	21	26	28	26
Naíscóil Cholmáille	5	10	-	-	-	6	8
Naíscóil Dhoire	24	13	17	26	26	25	26
Naíscóil na Daróige	18	20	19	14	15	17	14
Total Numbers Graduating	82	90	91	93	100	110	106

Breakdown of Primary Enrolments

	Rang 7	Rang 6	Rang 5	Rang 4	Rang 3	Rang 2	Rang 1	16/17*
Bunscoil Cholmáille, Doire	9	14	12	12	15	11	11	15
Gaelscoil Éadain Mhóir	10	17	15	11	13	20	22	27
Gaelscoil na Daróige	11	10	9	9	11	12	7	10
Gaelscoil Uí Dhochartaigh	9	15	22	17	25	20	25	25
	39	56	58	49	64	63	65	77
Growth in Last 5 years - annual equivalent and gross						3.0%	16%	

* Projected R1 Intake in 2016/17 - based on estimates related to 2016/17 applications

Total Enrolments at Gaelscoil

	09/10	10/11	11/12	12/13	13/14	14/15	15/16	16/17*
Bunscoil Cholmcille, Doire	120	116	100	97	91	88	84	90
Gaelscoil Éadain Mhóir	122	123	120	113	113	110	108	125
Gaelscoil na Daróige	39	44	54	55	61	69	69	68
Gaelscoil Uí Dhochartaigh	121	127	128	129	137	134	133	149
	402	410	402	394	402	401	394	432

* Based on estimates related to 2016/17 applications

There was a general decline in enrolments during the 10 years to 2009, with a low point of 39 pupils of combined intake, in September 2009. However, over the past seven years, intakes to the sector have increased steadily, with the effect that the even the latent growth within the sector should see a significant net growth in the overall size of the sector, over the coming years.

This year, will see 39 children transferring to post-primary school, and with an estimated 77 R1 admissions, the sector will grow by over 10% in a single year.

5.6.3 Transfer Rates

Naíscoil – Gaelscoil

The following table demonstrates the transfer rates between Naíscoileanna and Gaelscoileanna within the area in the last few years.

	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16
Total Numbers Graduating from Naíscoileanna	82	90	91	93	100	110	106
Numbers progressing into IME Primary	56	58	49	64	63	65	77
Transfer Rate	68%	64%	54%	69%	63%	59%	73%

Highlighted figure represents estimated intakes for 2016/17 year

The projections for the 2016/17 school year appear to show a noticeable increase in intakes of 77 pupils; however, it is unclear if this is the start of a renewal of interest in IME within the area or a temporary fluctuation in enrolments.

Only two of the above schools; Gaelscoil Uí Dhochartaigh in Strabane, and Gaelscoil Éadain Mhóir in Derry, demonstrate healthy and steady enrolment trends, that are above the capital viability threshold. The enrolments within the other two schools are significantly below their current minimum enrolment figures of 20 pupils per annum.

CnaG will provide targeted support to these two schools to help them build recruitment over the coming years, if they are to meet the viability thresholds and become sustainable schools.

Gaelscoil – Meánscoil (IM Post-Primary School)

The area does not currently have IM post-primary provision. A small number of pupils have transferred from the area to the Post-primary schools in Letterkenny and Buncrana, and an estimated 9 pupils are due to transfer to Gaelcholáiste Dhoire in September 2016.

5.6.4 ETI Reports on Schools

The following table shows details of the most recent inspections that have been carried out by the ETI on the various schools within this area.

School Name	Date of ETI Inspection	Type of ETI Inspection	Overall rating given by ETI in Report	Comments
Bunscoil Cholmcille & Naíscóil Dhoire	June 2011	Primary (Follow-Up)	Good	Important strengths in most of its educational and pastoral provision. Majority of the teaching observed was good or better.
Gaelscoil & Naíscóil Éadain Mhóir	Oct 2014	Primary	Satisfactory	Nursery provision is Very Good
Gaelscoil na Daróige	Jun 2014	Primary (Follow-Up)	Good	Strengths outweigh areas for improvement in the provision
Gaelscoil Uí Dhochartaigh	Oct 2009	Primary (Focused)	Good	Very Good Pastoral Provision
Naíscóil na Deirge	Feb 2016	Pre-school	Good	Arrangements for pastoral care very good.
Naíscóil Cholmcille	Dec 2015	Pre-school	Good	Arrangements for pastoral care very good. The quality of the interactions between the staff and the children is of a consistently good to very good standard.
Naíscóil na Daróige	Feb 2014	Follow-Up	Good	Very good leadership shown by the leader who is an effective role-model for the staff.

The above reports demonstrate a largely positive assessment of the standard of the schools within the area. We understand that Gaelscoil Éadain Mhóir have taken significant steps to address the concerns that were highlighted in ETI report of October 2014.

5.6.5 Accommodation

The following table provides a summary of the state of the accommodation of Gaelscoileanna within the area, and constraints associated with the accommodation.

School Name	Description of Current Status	Description of Buildings	Current Constraints
Bunscoil Cholmcille	This is a IME Catholic maintained school.	The school is situated in mobile classrooms; most of the classrooms within the school are in excess of 20 years old and are physically and functionally obsolete.	The accommodation within the school is currently inadequate; it has no internal and very limited external play areas, limited grassed area or playing pitch, no sports hall, no dining room, limited staff and office accommodation and storage.
Gaelscoil Éadain Mhóir	This is an independent Maintained school which has secured capital viability status.	The school is housed in mobile classrooms and has a modular-built multi-purpose hall.	The ancillary facilities, site and accommodation of this school are inadequate and fall far short of the DE accommodation handbook standards. There are no internal and limited external play facilities, limited grassed area and no playing pitch, poor storage, no staff room' no rooms for parent meetings or external support services, SEN / Health Visitors etc. These combined circumstances are having a highly negative effect on the ability of the school to build its enrolment.
Gaelscoil na Daróige	This is an independent Maintained school	The entire school is housed in mobile accommodation on a site that is totally unsuitable for its current needs.	The ancillary facilities, site and accommodation of this school are inadequate and fall far short of the DE accommodation handbook standards. The school has no internal play area, very limited external play areas, no grassed area, no playing pitch, no sports hall or dining area, no parking area and very limited staff accommodation offices and storage. Most of the buildings on the site are physically and functionally obsolete. These combined circumstances are having a highly negative effect on the ability of the school to increase its enrolment. The school urgently needs to relocate to a site that is suitable for the current and long-term needs of the school.

Gaelscoil Uí Dhochartaigh	This is an independent Maintained school which has secured capital viability status.	The entire school is housed in mobile accommodation.	<p>The ancillary facilities, site and accommodation of this school are inadequate and fall far short of the DE accommodation handbook standards. There is no internal and limited external play facilities, no grassed area or playing pitch, no sports hall or dining area and limited staff facilities, offices, no rooms for parent meetings or external support services, SEN / Health Visitors etc and limited storage. Some of the classrooms on the site are aged mobile classrooms and are physically and functionally obsolete.</p> <p>These combined circumstances are having a highly negative effect on the school to build its enrolment.</p> <p>The school urgently needs to relocate to a site that is suitable for the current and long-term needs of the school.</p>
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There are concerns in each school within this catchment area. In all three Independent Gaelscoileanna, there are serious deficiencies in the facilities on offer. Each of these schools is suffering from a lack of basic facilities such as dining halls, sports facilities, staff rooms and appropriate rooms for health/SEN visits etc. It is certain that these deficiencies are hindering the quality of educational experience on offer for each child.

In the case of Bunscoil Cholmcille, these similar facilities are not only lacking, but the entire accommodation in which the school is situated is wholly inappropriate for use. The school is located within mobile classrooms, some of which are more than 20 years old, and not at all conducive to a pleasant learning environment. This issue must be resolved as soon as possible.

5.6.6 Assessment of the potential growth in the IME sector

The last few years have shown a steady increase in enrolments within the two largest schools in the area. Growth over the past 5 years within the two smaller schools has fluctuated significantly.

The quality of the accommodation is almost certainly one of the constraining factors, with none of the four primary schools being located within a permanent, purpose-built school building, with all of them being located within very constrained and over-crowded sites.

The two schools that are struggling in particular have very poor accommodation which is well below standard. The condition of the IM sector accommodation within this area is in stark contrast to the school buildings of most of the English-medium provision, where the vast

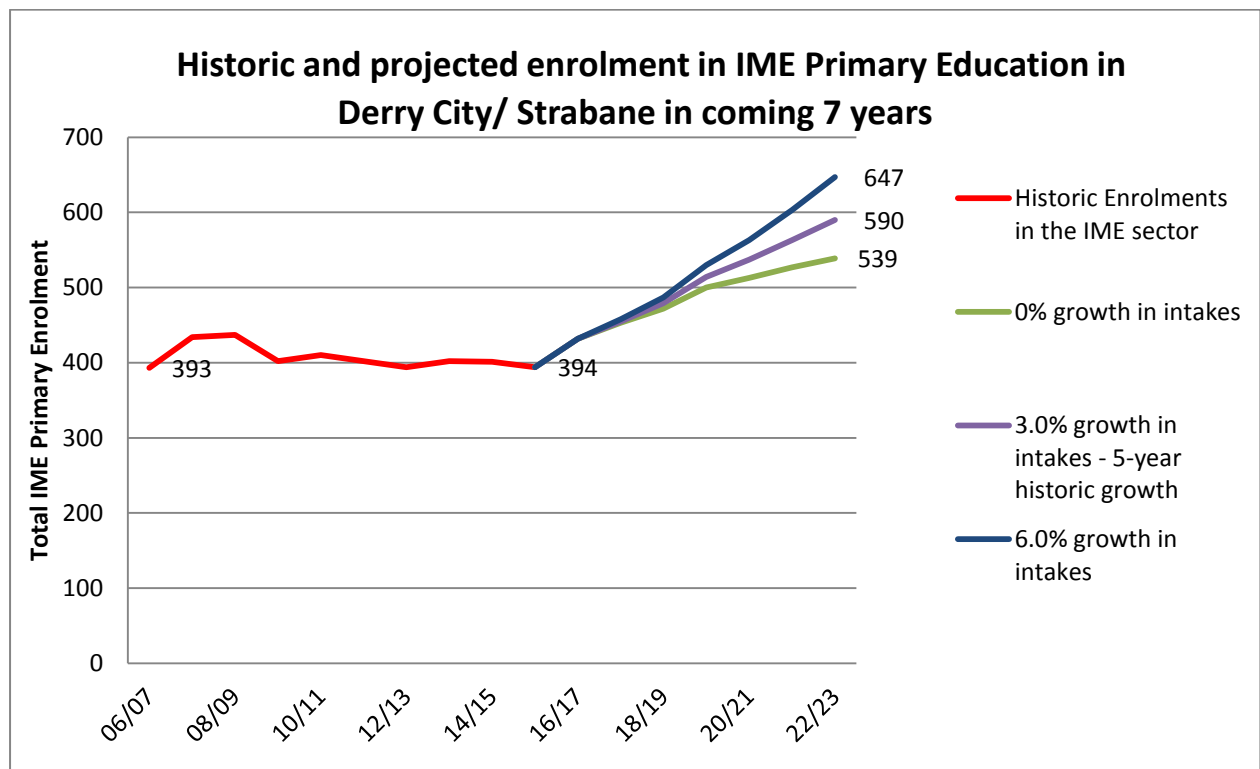
majority of schools are accommodated within high-quality, permanent accommodation, on very well-appointed sites.

The Naíscoil sector within the area has a lot of potential to drive increasing enrolments, and there is also significant scope for increasing the transfer rate from Naíscoileanna to Gaelscoileanna. We understand that there may be the possibility of new Naíscoil provision in the Creggan area. This will provide significant additional potential for building enrolments generally within the city. Gaelscoil na Daróige submitted a Development Proposal for Statutory Pre-school provision, which subsequently has been refused.

Greater Derry City and Strabane has a significant population of over 150,000, with over 1400 new entrants to primary education on an annual basis. A significant majority of the population and new entrants are from a Catholic / nationalist background - the section of the population from which the majority of the IME pupils would traditionally be drawn. IME admissions currently represent less than 3% of the new entrants to the sector, and there is clearly an opportunity to build the sector within this area.

5.6.7 Projections – Primary

As indicated above, the last five years have seen modest growth in intakes to the sector, totalling 16%, or approximately 3% per annum. The incoming year indicates that there is significant year-on-year growth of 18.5% in intakes in a single year, which is very promising for the sector, but which could also potentially be a one-off increase. We have therefore decided to use the last 5-year trend in intakes of 3% per annum as the realistic scenario, and to double this figure for the optimistic scenario to 6%. The following graph shows the projected enrolment based on these growth rates.



The realistic growth scenario of 3% demonstrates the growth of enrolment of 196 pupils or 50% in the overall size of the sector from 394 to 590. This would have very significant implications for the development needs of the sector over the coming years, in terms of accommodation, additional teachers, teaching resources etc. Even the pessimistic scenario with zero growth in intakes over the coming years, demonstrates that the latent demand expands the sector by 145 pupils or 36% over the coming seven years.

5.6.8 Growth and Surplus Places

The realistic scenario above assumes that there is an average growth of 3.0% within the area across all schools. The following table shows, based on the current measure of surplus places which will need to be reviewed, the numbers of surplus spaces and the additional spaces required by the various schools, on the assumption that the realistic growth rate is achieved across all schools.

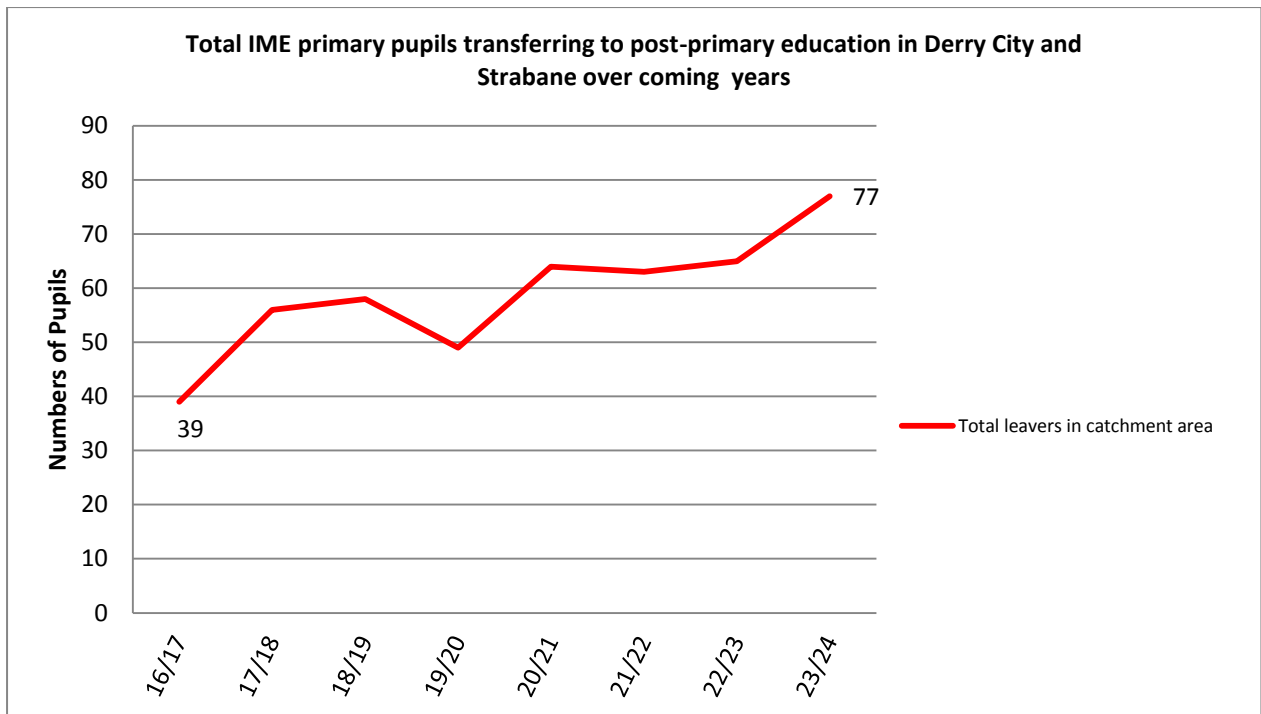
	Approved Enrolment	Enrolment 2015/16	'Surplus' Places	Percentage	Projected Enrolment Sept 2019	No. of 'Surplus' Places	Additional Spaces Needed	% of 'surplus' Places	% of additional Spaces
Derry City & Strabane		0							
Bunscoil Cholmcille, Doire	196	84	112	57.1%	99	97		49%	
Gaelscoil Éadain Mhóir	145	111	34	23.4%	172		27		19%
Gaelscoil na Daróige	81	67	14	17.3%	72	9		11%	
Gaelscoil Uí Dhochartaigh	160	133	27	16.9%	175		15		9%
Area Totals	582	394	188	32.3%	518	106	42	18%	7%

The above table demonstrates that surplus places will be significantly reduced from 188 to 106 (18%,) and that an additional 42 places will be required in schools which have exceeded their enrolment threshold. Of this 106 remaining surplus places, a total of 97 are within one school, Bunscoil Cholmcille, and we would question the validity of this number of surplus places. We believe that the capacity of this school will be reviewed significantly downwards, especially in view of the fact that many of the classrooms within this school are 20+ year old mobile classrooms. If the recalculation of Approved Enrolment is carried out within the overall area, we believe that there would be very significant reductions in the surplus places within the city immediately.

5.6.9 Projections – Secondary

The potential pupil numbers for the secondary sector are based on the enrolments of the various primary schools within the catchment area. This provides 7 years of reliable data for projecting the long-term enrolments of the post primaries in the area.

The following graph shows the numbers of pupils transferring from IM primary to secondary level over the coming years.



The above graph demonstrates healthy projected long-term enrolment numbers that would be sufficient for a free-standing school in the longer term, given parental support. There are currently two live proposals for Irish-medium post-primary provision in the city. One of these is for a new free-standing school and the other is for a stream within an English-medium Secondary school. However, given that there has been a significant investment in Gaelcholáiste Dhoire in Dungiven and that this is accessible to the City, it is important to consider if it is appropriate to progress with either of these proposals in the city at this stage.

5.6.10 Area Planning / Development Objectives

Based on the above analysis and projections, a range of development and area planning objectives have been identified.

The following objectives within the area are based on an assessment of the needs of the various IME schools and units, and assume the realistic growth scenario for growth in IME primary enrolments.

Urgent Area Planning / Development priorities.

There are a number of urgent Development Priorities within this area as follows:

1. **Reappraisal of the current *Area Planning Concerns* that are preventing Proper IME planning within the area.** An urgent review of the approved enrolment within this area needs to take place, in accordance with the findings of the NIAO 2015 report on sustainable schools, to determine the extent of surplus places and if there are actually *Area Planning Concerns* within this area.
2. **Local Area Planning Support Group to be set up to assist with area planning and development of IME within the area.** A group needs to be set up with representation

from across the IM sector, to develop a range of shared objectives based on the needs of IME within the area, aimed at growing the IME sector, and creating a network of sustainable schools within the area.

3. **Gaelscoil Éadain Mhóir. New school.** The sheer lack of facilities within the school needs to be addressed through a new purpose-built school. The latent demand within the school will inevitably lead to a major increase in their numbers and Increasing enrolments; increasing demand within the local area means that Gaelscoil Éadain Mhóir will require new premises.
4. **Gaelscoil na Daróige - move to a suitable site & build enrolments.** The current accommodation within the school is severely restricted and entirely unsuitable for the current needs of the school, and is having a constraining effect on the ability of the school to develop and attract new pupils. The school has identified an alternative site and this needs to be expedited to allow the school to grow and develop to become a sustainable school and to secure enrolments of 20+ p.a.
5. **Bunscoil Cholmcille. – Improve buildings and build enrolments.** Whilst the accommodation within the school is extensive, the current accommodation is in very poor condition, and many buildings are far beyond their useful life. This is having a negative effect on the perception of the school and its potential to build enrolments to 20+ pupils per annum. An appraisal of the accommodation needs to be carried out, and any buildings that are not fit for purpose removed, and where required, new buildings need to be provided. The minor works scheme would provide an opportunity to resolve these issues in the medium term.
6. **Gaelscoil Uí Dhochartaigh. New school.** Conditions in the current accommodation are such that the development of the school has been severely restricted. The school is currently seeking a suitable site to meet its long-term needs within a new building. With such strong and consistent enrolment in Gaelscoil Uí Dhochartaigh, it is essential that the school has sufficient space to grow and develop. If not, it is certain that the physical constraints of the school will act to stymie the growth of IME within Strabane.

Other Area Planning / Development Objectives

There is a range of other Area Planning Requirements for the area that are currently being assessed and could be brought forward over the coming year. These include the following:

1. **Naíscóil provision in Creggan in Derry** – Historically there was IME pre-school provision in Creggan (Naíscóil na Rinne) which no longer exists. CnaG will work with the proposing committee to undertake a feasibility study, and assist them with delivering this new provision, if it is deemed feasible.
2. **Development of IME in Castlederg**
With the recorded demand for IM Nursery Provision in Castlederg, there is a possibility for the future development of IM Primary Provision in the town. CnaG will work with the local committee to investigate the feasibility of this provision.

Targets

CnaG have set the following development targets for the area over the coming years, which will be reviewed annually.

1. Reappraisal of current *Area Planning concerns*, regarding Approved Enrolments, complete by January 2017 to allow Area Planning baseline to be established in advance of 2017 Plan update.
2. Local Area Planning Support Group set up by December 2016.
3. Gaelscoil Éadain Mhóir capital funding secured by June 2017 and school to be opened by September 2018.
4. Gaelscoil na Daróige to secure agreement to move to new site by June 2017, and to move to new site during the 2017/18 school year, with targeted intake of 15+ by September 2018.
5. Gaelscoil Uí Dhochartaigh to secure suitable site and school to be opened by September 2019.
6. Minor works to improve the accommodation in Bunscoil Cholmcille, to be completed by September 2017 and to have a targeted intake of 20+ by September 2018.
7. Feasibility study on possible IME pre-school Provision in Creggan to be carried out by March 2017.
8. Feasibility study on potential IM primary provision in Castlederg to be carried out by March 2017.
9. Target 120+ entering IME Pre-school Sector within 2 years, with steady enrolments within each Naíscóil.
10. Target 90+ entering IME Primary level p.a. within 2 years, with steady enrolments within each school.
11. Target transfer of 58+ pupils from IME primary schools to IME Post-primary provision within 3 years.

5.6.11 Targeted Support to deliver Area Planning/ Development Objectives

CnaG would like to engage support to bring about the above Area Planning and Development Objectives as follows:

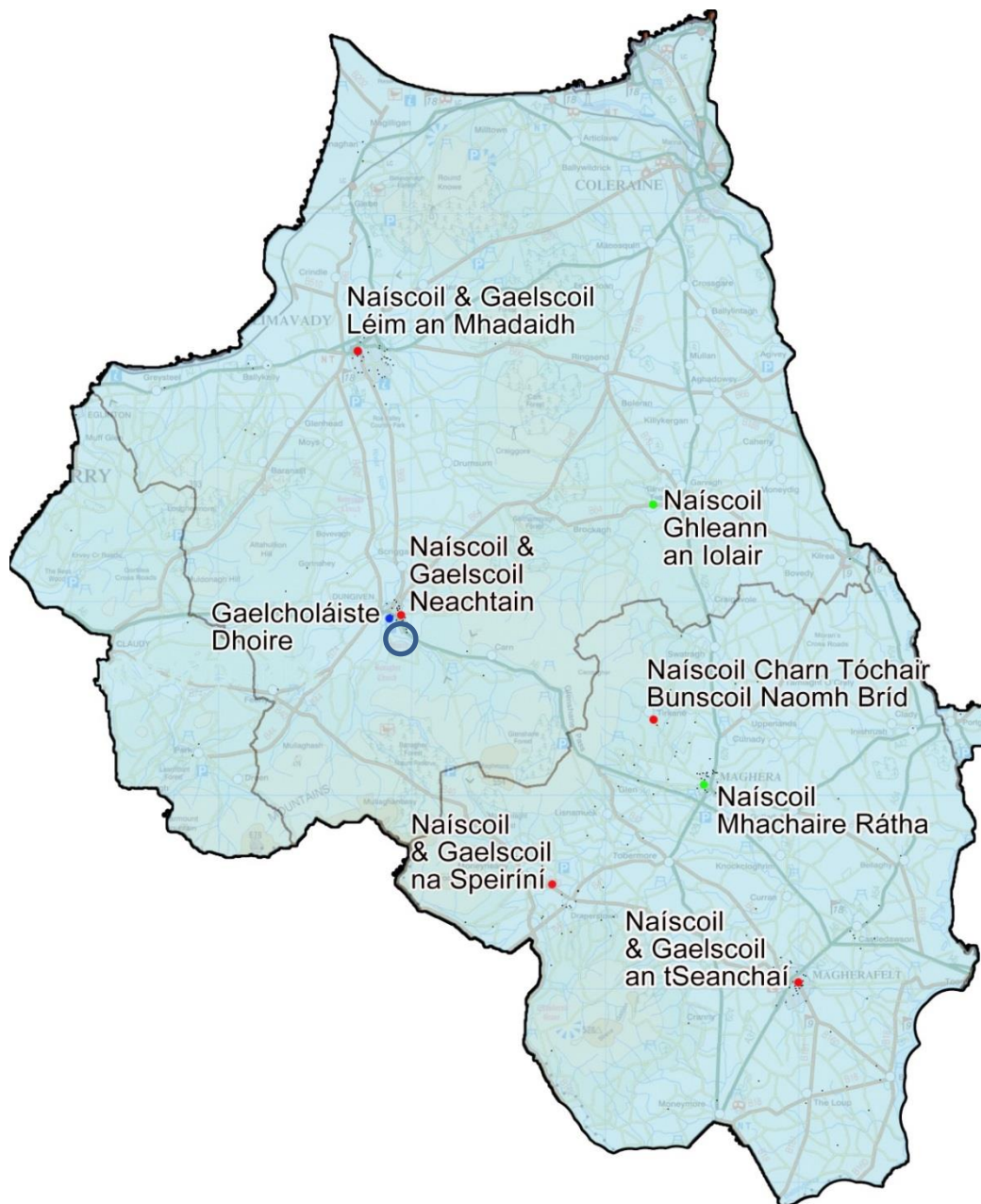
Urgent Area-Planning/ Development Objectives		
Objective	Lead Role	Support Role
1. Reappraisal of the Current “Area Planning Concerns” preventing proper IME Planning	DE	EA, InaG, CnaG
2. Local Area Planning Support Group	CnaG	Gaelscoileanna, Naíscoileanna, InaG, DE, EA, Altram
3. Gaelscoil Éadain Mhóir- New school.	Trustees / Governors of Gaelscoil Éadain Mhóir.	CnaG, InaG, EA and DE to work together to address urgent accommodation needs.
4. Gaelscoil na Daróige. Suitable site & Build Enrolments	Trustees / Governors of Gaelscoil na Daróige	CnaG, InaG, EA and DE to work together to address urgent accommodation needs.
5. Bunscoil Cholmcille. Improve Buildings & Build Enrolments	CCMS-negotiations needed with DE to secure suitable accommodation.	CnaG to support this process through discussions with DE
6. Gaelscoil Uí Dhochartaigh- New School	Trustees / Governors of Gaelscoil	CnaG, InaG, EA and DE to work together to address urgent accommodation needs / identify new site.
Other Area Planning / Development Objectives		
Objective	Lead Role	Support Role
7. Naíscoil Provision in Creggan, Derry	Local Committee	CnaG, InaG, Altram, EA, Early Years
8. IME in Castledearg.	Current committee of Naíscoil na Deirge.	CnaG, InaG, DE & EA to support local consultation and appraisal and implementation of preferred option.

5.7 Rural Co. Derry

5.7.1 Summary of Current Provision

This area consists of most of rural county Derry, excluding Derry City. At post-primary level this area is served by Gaelcholáiste Dhoire, an independent-maintained, post-primary school which is located in Dungiven Castle, which opened in September 2015. The school has a total first-year enrolment of 16 pupils and an expected enrolment of 33 pupils in September 2016.

The following map shows the location of the various IME pre-school, primary and post-primary schools within the area.



Gaelscoileanna (IM Primary Schools)

There are four Gaelscoileanna and one Irish-medium Unit within the area as follows:

School Name	Location	Sector / Description	Year Provision Started	Total (IM) Provision	Approved Enrolment	Intake Sept. 2015	Anticipated Intake Sept. 2016
Gaelscoil Léim an Mhadaidh	Limavady	Independent Maintained	2010	68	90	15	15
Gaelscoil Neachtain	Dungiven	Independent Maintained	2012	86	107	14	13
Bunscoil Naomh Bríd	Maghera	Independent Maintained	1993	115	120	20	27
Gaelscoil na Speiríní	Ballinscreen	Independent Maintained	2004	49	58	9	13
Gaelscoil an tSeanchaí	Magherafelt	Independent Maintained	2009	99	115	21	16
TOTALS				417	490	79	84

Schools within the area have reasonably healthy and increasing enrolments, and the Unit at Tirkane has exceeded the threshold to be set up as a free standing school.

Naíscoileanna (IM Pre-schools)

There are six voluntary and one statutory Naíscoil within the area as follows:

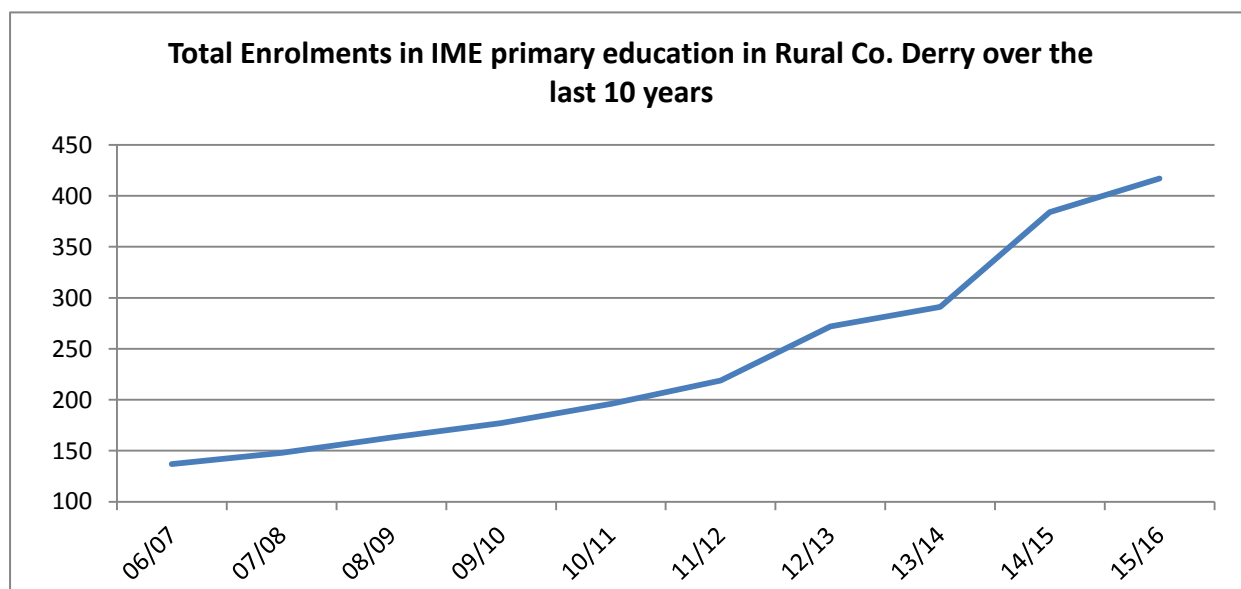
Name	Location	Description	Current Pre-school year enrolment	Number of first choice applications for Sept. 2016
Naíscoil Léim an Mhadaidh	Limavady	Voluntary Pre-school	21	16
Naíscoil Neachtain	Dungiven	Voluntary Pre-school	7	19
Naíscoil Mhachaire Rátha	Maghera	Voluntary Pre-school	12	16
Naíscoil na Speiríní	Ballinscreen	Voluntary Pre-school	12	11
Naíscoil an tSeanchaí	Magherafelt	Statutory Pre-school	24	22
Naíscoil Charn Tóchair	Carn Tóchair, Maghera	Voluntary Pre-school	13	12
Naíscoil Ghleann Iolair	Glenullin	Voluntary Pre-school	16	15

TOTALS	105	112
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Most of the Naíscoileanna have scope for increasing their enrolments and further growing the sector within this area. Naíscoil Neachtain in Dungiven would like to transform to a statutory pre-school. The local committee are aware of the benefits and challenges of this exercise and would still like to proceed with this transformation process. CnaG would be supportive of this proposal. CnaG are also aware of two other proposals that are in their formative stages for Naíscoil provision within the catchment area, in Swatragh and Toome, and will be working with these local committees to deliver provision within these areas, if it is deemed feasible.

5.7.2 Enrolment Trends

The following graph shows the relatively steady growth profile associated with the growth of the sector over the last 10 years.



The above graph reflects the strength of the sector within this area, and a very strong foundation that will help bring about a viable and thriving post-primary sector.

The following tables detail the underlying enrolment trends in Naíscoileanna and Gaelscoileanna within the area.

Numbers of children graduating form Naíscoileanna

	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16
Naíscoil Léim an Mhadaidh	11	16	15	12	20	21	17
Naíscoil Neachtain	13	8	20	24	18	22	7
Naíscoil Mhachaire Rátha	18	14	15	16	15	12	19
Naíscoil Charn Tóchair	7	10	8	14	9	13	15
Naíscoil na Speiríní	9	9	12	8	11	12	19
Naíscoil an tSeanchaí	9	15	21	17	25	24	20
Naíscoil Ghleann an Iolár	-	-	-	-	-	16	10
Total Numbers Graduating	67	72	91	91	98	120	107

Breakdown of Primary Enrolments

	Rang 7	Rang 6	Rang 5	Rang 4	Rang 3	Rang 2	Rang 1	16/17*
Gaelscoil Léim an Mhadaidh		6	11	8	11	17	15	15
Gaelscoil Neachtain Naomh Cainneach	6	8	7	14	23	14	14	13
Bunscoil Naomh Bríd	14	13	14	14	21	20	20	27
Gaelscoil na Speiríní	11	3	5	8	4	8	9	13
Gaelscoil an tSeanchaí	8	8	11	17	16	18	21	16
	39	38	48	61	75	77	79	84
Growth in Last 5 years - annual equivalent and gross						15.8%	108%	

* Projected R1 Intake in 2016/17 - based on estimates related to 2016/17 applications

Total Enrolments at Gaelscoileanna

	09/10	10/11	11/12	12/13	13/14	14/15	15/16	16/17*
Gaelscoil Léim an Mhadaidh	-	6	18	30	36	53	68	83
Gaelscoil Neachtain / N. Cainneach	54	58	60	63	68	90	86	93
Bunscoil Naomh Bríd	91	86	94	99	88	110	115	128
Gaelscoil na Speiríní	24	26	27	33	36	41	49	51
Gaelscoil an tSeanchaí	8	20	29	47	59	90	99	107
	177	196	228	272	287	384	417	462

* Based on estimates related to 2016/17 applications

Over the last 5 years the total annual combined R1 intake in the area has more than doubled from 38 to 79 pupils, representing 12.5% annual growth in intakes, with a further 6% year-on-year increase expected for September 2016. Over this same timeframe, the total IME primary enrolment within the area has grown from 177 to 417, representing 136% growth over the period, equating to an average of over 15% compound per annum.

The above figures demonstrate that three schools have strong enrolment patterns – Gaelscoil Léim an Mhadaidh and Gaelscoil an tSeanchaí, and the IM Unit in Bunscoil Naomh Bríd. Indeed Bunscoil Naomh Bríd has also been oversubscribed in the last four years, and there is a need to consider options for expanding provision in this area.

Gaelscoil Neachtain and Gaelscoil na Speiríní have experienced some stagnation in enrolments in the last few years. However, recent efforts in building enrolment in Naíscoil Neachtain and Naíscoil na Speiríní demonstrate that these enrolments are likely to increase in the coming years.

5.7.3 Transfer Rates

Naíscoil – Gaelscoil

The following table demonstrates the transfer rates between Naíscoileanna and Gaelscoileanna within the area in the last few years.

	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16
Total Numbers Graduating from Naíscoileanna	67	72	91	91	98	120	107
Numbers progressing into IME Primary	38	48	61	75	77	79	84
Transfer Rate	57%	67%	67%	82%	79%	66%	79%

This shows a relatively steady increase in the transfer rate from below 60% to around 80% in 2013/14. Whilst the setting up of an additional Naíscoil in Glenullin in 2013 increased the numbers of children graduating from IME pre-school in 2014, very small numbers of these children (3 out of 26) have actually decided to progress into IME primary schools, and this has skewed the underlying trend from 2014 onwards. If we exclude the Glenullin Naíscoil from the figures, the transfer rate within the other Naíscoileanna was actually 75% and 85% in 2014 and 2015 respectively. It will be important to give consideration as to how to increase the transfer rates from the Naíscoil in Glenullin, either through local provision or by increasing transfer to other local Gaelscoileanna.

Gaelscoil – Meánscoil (IM Post-Primary School)

Gaelcholáiste Dhoire took its first intake of pupils in September 2015 and from a total of 23 R7 pupils attracted 13, and attracted a further 3 pupils from Year 8, who opted to repeat their Year 8 at Gaelcholáiste Dhoire. The transfer of R7 pupils represents a 56.5% transfer rate. There is a total of 31 first choice applications for admission in September 2016. This is made up of 23 pupils from the five schools in rural Co. Derry, 7 from Derry City and 1 from Strabane. The 23 pupils represent a 59% transfer-rate from the five rural County Derry Gaelscoileanna. In view of the fact that Gaelcholáiste Dhoire is a newly established post-primary school, this represents a very healthy transfer rate.

5.7.4 ETI Reports on Schools

The following table shows details of the most recent inspections that have been carried out by the ETI on the various schools within this area.

School Name	Date of ETI Inspection	Type of ETI Inspection	Overall rating given by ETI in Report	Comments
Gaelscoil Léim an Mhadaidh	-	-	-	Opened 2010, no ETI report to date.
Naíscoil Léim an Mhadaidh	Oct 2012	Pre-school	Good	The quality of leadership and management is very good.
Gaelscoil Neachtain	Apr 2013	Primary	Good	The provision for learning is very good including SEN and pastoral provision.
Naíscoil Neachtain	Apr 2013	Pre-school	Good	Very Good pastoral care.
Bunscoil Naomh Bríd	Feb 2015	Primary	Good	Very good pastoral provision. Children in the Irish-medium unit also achieve high levels of bi-literacy.
Naíscoil Charn Tóchair	Apr 2015	Pre-school	Very Good	The náiscoil is meeting very effectively the educational and pastoral needs of the children
Naíscoil Mhachaire Rátha	May 2012	Pre-school	Very Good	Very good quality of the interaction between staff and children which promote enjoyment in the learning and develop well the children's understanding of the Irish language.
Gaelscoil na Speiríní	Nov 2012	Primary (Short)	Good	Strengths in most of its educational and pastoral provision.
Naíscoil na Speiríní	Dec 2014	Pre-school	Inadequate	Staff have worked hard to create an attractive learning environment.
Gaelscoil an tSeanchaí	Feb 2011	Primary (Short)	Good	Very good pastoral provision and the quality of the teaching observed was always very good.
Gaelcholáiste Dhoire	-	-	-	Opened 2015, no ETI report to date.

The ETI reports for schools within the catchment area are generally very positive with the exception of Naíscoil na Speiríní. Naíscoil na Speiríní has already taken steps to address the areas highlighted in the ETI report of December 2014 and CnaG is working with Altram to target support to the Naíscoil, to improve these areas.

5.7.5 Accommodation

We have identified the need to commission a detailed baseline assessment of the accommodation constraints of the IME sector, and we hope that this will be carried out over the coming months. However, the following table provides a summary of the state of the accommodation within the area and a summary of any constraints that are associated with the accommodation.

School	Description of current status	Description of Buildings	Current Constraints
Gaelscoil an tSeanchaí	This is an independent maintained school that is currently going through a process of transformation to a controlled school. The school has met its capital viability status.	The school is located partially within a former statutory pre-school built c. 1985 with 2 classrooms within a permanent building; 2 within a new modular building and one within a prefabricated mobile which is approximately 20 years old.	There are serious constraints, which, if not addressed as a matter of urgency, will pose a real risk to the school's ability to deliver an acceptable educational experience for its pupils. Physically it will not be possible to accommodate the expanding enrolment, and this will have a negative effect on the growth of the school. The accommodation within the school is very limited for the current enrolment. There are no internal or external sports facilities, very limited external play facilities, no canteen, limited and dangerous parking and the site has very many child-protection and health and safety concerns. The site on which the school is located belongs to the Education Authority and is not suitable as a permanent site for the school. The standard of accommodation and the lack of general facilities are in stark contrast to the conditions within the local English-medium sector, and are a major constraining factor in the development and growth of this school.
Gaelscoil na Speiríní	This is an independent Maintained school and has recently secured	The school is located within three modern mobile classrooms on the grounds of	The school has limited external play area and no internal or external sports facilities. It has access to the adjacent pre-school building for limited internal sporting facilities. The site on which the school is

	capital viability status	a former CCMS school.	located is rented from the Diocesan Trust, and would not be suitable as a long-term site for the school.
Gaelscoil Léim an Mhadaidh.	This is an independent Maintained school and has recently secured capital viability status	The school is located within two modern modular Classrooms and two prefabricated mobile classrooms, that were second hand when they were placed on the site seven years ago.	The school is in temporary accommodation, on a temporary site. It has no internal or external sports facilities, no canteen and limited external play facilities. The site on which the school is located is rented from a local building contractor, and would be suitable for a permanent site for the school.
Bunscoil Naomh Bríd	This is an IME unit attached to an English-medium Primary School; St Brigid's Tirkane, under the control of the CCMS.	The school is housed partially within a permanent building and partially within modular buildings. There are three classrooms within the permanent building and two classrooms within a new modular building. Four of these classrooms are to modern classroom standards (60 sq M) and one is 40 sq M.	<ol style="list-style-type: none"> 1. One of the classrooms is less than the accepted standard (40 sq M). 2. An additional classroom is required for September 2016 and is not available within the unit. 3. Under current growth trends, the unit has not the capacity to accommodate the growth and formal expansion of provision is required within the Maghera Area.
Gaelscoil Neachtain	This is a controlled Primary school	The school is housed within a refurbished former English-medium Controlled primary school and is a very high quality building.	The school does not have any immediate constraints, but may have additional accommodation requirements as the school expands and grows over the coming years.

With the exception of Gaelscoil Neachtain, and Bunscoil Naomh Bríd, the accommodation / site/ facilities of the IM schools within this catchment area compare very unfavourably with the English-medium sector, and need to be addressed if this is not going to be a significant constraining factor on the growth of the sector within the area.

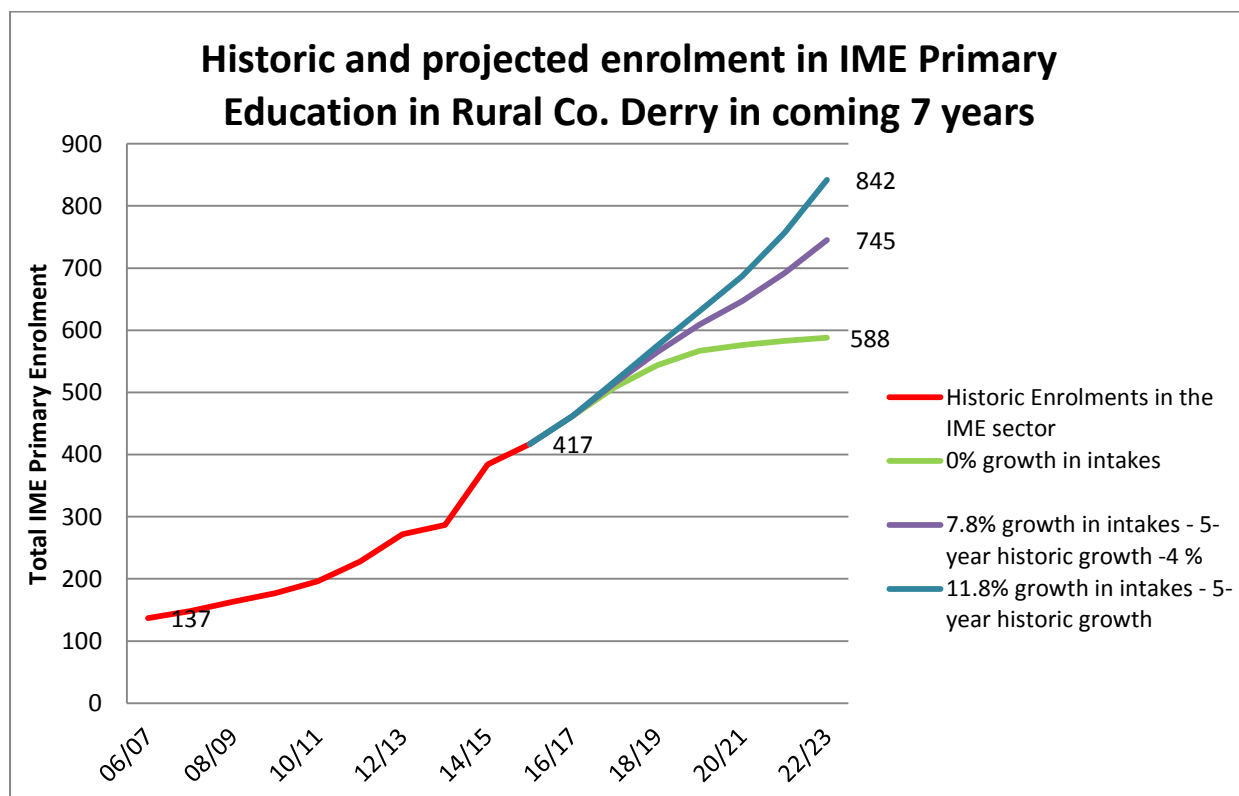
5.7.6 Potential for Growth in IME

IME in the area has grown rapidly over the past ten years, and this has been assisted with the setting up of three new Naíscoileanna and two new Gaelscoileanna. There remains significant capacity for growth in enrolments within existing Naíscoileanna and other Naíscoileanna currently being considered for Swatragh and Toome, which would further increase the capacity within the area. However, there are a number of constraints that need to be addressed over the coming years to accommodate growth. The quality of the accommodation in the primary sector, and the capacity of the existing sites within the catchment are potential constraining factors on the ability of the sector to grow, and need to be addressed.

Subject to resolving the accommodation issues associated with the Gaelscoileanna, there remains significant potential for growth within the Gaelscoileanna. The Gaelscoil unit at Tirkane has been over-subscribed and further growth of this facility is limited. Options for extending provision within this area need to be considered further.

5.7.7 Projections – Primary

The last few years have seen very strong growth in enrolments within the catchment area, averaging 12% per annum. It is expected that growth rates in IME will remain strong but are unlikely to exceed this figure. We have therefore assumed that 12% will be the optimistic scenario within this area. The pessimistic scenario is 0% growth in intakes and our realistic scenario is assumed at 6%. The following graph shows the effects of the above projections on the total enrolments in the sector, over the coming seven years.



Our realistic growth scenario of 7.8% demonstrates growth of 328 pupils, or 80% in the overall size of the sector within the area, from 417 to 745. This has massive implications for the development needs of the sector over the coming years, in terms of additional accommodation, additional teachers and teaching resources. Even the pessimistic scenario with zero growth in enrolments, demonstrates that the latent demand grows the sector by 171 pupils or 41%.

5.7.8 Growth and Surplus Places

The realistic scenario above assumes that there is an average growth of 7.8% within the area across all schools. The following table shows, based on the current measure of surplus places which will need to be reviewed, the numbers of surplus spaces and the additional spaces required by the various schools, on the assumption that the realistic growth rate is achieved across all schools.

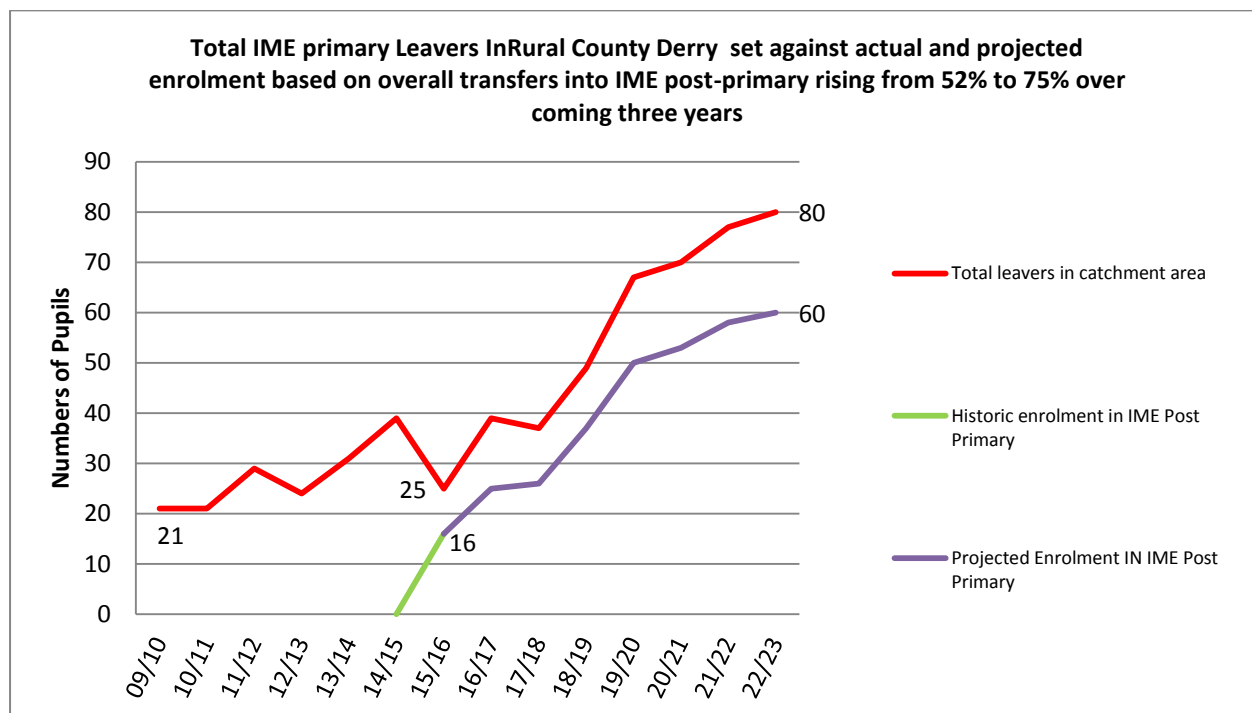
	Approved Enrolment	Enrolment 2015/16	'Surplus' Places	Percentage	Projected Enrolment Sept 2019	No. of 'Surplus' Places	Additional Spaces Needed	% of 'surplus' Places	% of additional Spaces
Rural Co. Derry									
Gaelscoil Léim an Mhadaidh	90	68	22	24.4%	110		20		22%
Gaelscoil Neachtain / N. Cainneach	107	86	21	19.6%	109		2		2%
Bunscoil Naomh Bríd	120	115	5	4.2%	181		61		51%
Gaelscoil na Speiríní	58	49	9	15.5%	80		22		38%
Gaelscoil an tSeanchaí	115	99	16	13.9%	136		21		18%
Area Totals	490	417	73	14.9%	616	0	126	0%	26%

The above shows that the area ostensibly has 73 'surplus' places and will need an additional 126 spaces by September 2019. As indicated above, we believe that the numbers of surplus spaces is already over-estimated within the area, and will reduce when the approved enrolments are reviewed in line with the NIAO 2015 report. This review, coupled with the significant latent growth potential of the sector locally, and the potential for increased enrolments, means that the infrastructure development within this area will have to be considered as a matter of extreme urgency. It is vitally important that the NIAO-recommended review becomes an urgent priority to provide a baseline for the approved enrolment within the area.

5.7.9 Projections - Secondary

The potential pupil numbers for the secondary sector are based on the enrolments of the various primary schools within the catchment area. This provides 7 years of reliable data for projecting the Long Term Enrolment of Gaelcholáiste Dhoire. The first-year enrolment of the school in September 2015 was 16 and represented a 56.5% transfer of the children from the three local primary schools with R7 pupils. The expected enrolment for September 2016 is 33+ pupils. This includes seven pupils from IME primary schools in Derry City and one from the Gaelscoil in Strabane, none of which currently have IME post-primary provision within their areas. The 25 Pupils from rural county Derry represents 64% of the available transfers from four schools with R7 pupils in the current year. The projected annual enrolment for Gaelcholáiste Dhoire for future years is shown on the attached graph; this excludes potential pupils

transferring from IME schools in Derry City and Strabane, which do not yet have their own post-primary provision.



The above graph illustrates the increase in pupil numbers that the area has experienced in the past seven years, and means that the numbers graduating from IME primary to Post Primary will increase from 25 in Sept 2015 to 80 in 2022. This demonstrates that, with an incremental increase in the transfer rate from 56% to 75% over the coming three years, the intakes into the school should be 60+ by 2022.

5.7.10 Area Planning / Development Objectives

Based on the above analysis and projections, a range of development and area planning objectives have been identified.

The following objectives within the area are based on an assessment of the needs of the various IME schools/ units and assume the realistic growth scenario for growth in IME primary enrolments.

Urgent Area Planning/ Development priorities

There are a number of urgent Development Priorities within this area as follows

1. **Maghera – Expansion of IME provision** - Potential to increase the enrolment in IME - Bunscoil Naomh Bríd enrolment at capacity. CnaG will be discussing the strategic development of IME within the area with CCMS over the coming months, including the consideration of the proposed range of options for expanding provision in advance of the required consultation, and publishing a development proposal.

2. **Gaelscoil an tSeanchaí, urgent accommodation needs – securing of former Controlled primary school.** Gaelscoil an tSeanchaí has very urgent accommodation needs and it is likely that the school will be in excess of its AE once the NIAO-recommended review is carried out. The school is significantly over-crowded and there is massive latent potential for growth in enrolments over the coming years. The school has already expressed interest in the EA site of the former controlled school in the town, and this site needs to be made available as a matter of urgency.

Other Area Planning / Development Objectives

There is a range of other Area Planning Requirements for the area that are currently being assessed and which could be brought forward over the coming year. These include the following:

1. **Gaelscoil Neachtain – Build Enrolments to secure long-term Operational Viability Threshold** Gaelscoil Neachtain has not yet reached its operational viability threshold and needs to build its enrolment to secure its operational viability.
2. **Gaelscoil Neachtain – Statutory Pre-school Provision** – The Gaelscoil wishes to proceed with Statutory Pre-school provision and would like to publish a development proposal for setting up a pre-school in the coming year.
3. **Gaelscoil na Speiríní –Build enrolment to secure Capital and operational Viability.** Gaelscoil na Speiríní has not yet secured capital viability status and it is well below the operational viability threshold of 105 pupils. It will be important to provide support to help the school build enrolments to 15+ per annum, to meet the operational and capital viability thresholds.
4. **Naíscóil Provision in Swatragh** – This is an area that has not been served by pre-school provision and CnaG will work with the proposing committee to undertake a feasibility study and assist them with delivering this new provision, if it is deemed feasible.
5. **Naíscóil Provision in Toome** – This is an area that has not been served by pre-school provision and CnaG will work with the proposing committee to undertake a feasibility study and assist them with delivering this new provision, if it is deemed feasible.
6. **Gaelscoil Léim a Mhadaidh – New School** Enrolments have grown significantly over the past years and during 2015, Gaelscoil Léim a Mhadaidh secured its capital viability status. Growing numbers within the school are placing an ever-increasing urgency on their accommodation needs, and these will have to be addressed within the coming years if this is not to become a significant constraining factor on the development of the sector in Limavady.
7. **Gaelscoil na Speiríní – Accommodation Needs – secure long term site** - Whilst the short-term needs of the school have been addressed, the school is located within a very

constrained site and there is a need to secure a permanent long-term site to serve the needs of the school.

Targets

CnaG has set the following development targets for the area over the coming years, which will be reviewed annually:

1. Undertake strategic review of expansion of IME provision in Maghera, commencing in September 2016, with agreed way forward by June 2017.
2. Gaelscoil an tSeanchaí- secure site for its long-term development needs and complete a move to the new site by September 2017.
3. Build enrolments in Gaelscoil Neachtain to 15+ within 2 years.
4. Gaelscoil Neachtain to secure Statutory Naíscoil Provision for September 2017.
5. Gaelscoil na Speiríní- build intake to 15+ by September 2017.
6. Feasibility study on possible IME pre-school provision in Swatragh, to be carried out by October 2016
7. Feasibility study on possible IME pre-school Provision in Toome, to be carried out by October 2016
8. Gaelscoil Léim a Mhadaidh- secure funding for new school during 2016/17 school year, and have new school building by September 2019.
9. Gaelscoil na Speiríní - secure site to meet its long-term needs during 2016/17 school year and complete a move to the new site by September 2018.
10. Target 120+ entering IME Pre-school Sector within 2 years, with steady enrolments within each Naíscoil.
11. Target 100+ entering IME Primary level p.a. within 2 years, with steady enrolments within each school.
12. Target transfer rate from Gaelscoileanna to Gaelcholáiste Dhoire to reach 75% of R7 pupils within 4 years.

5.7.11 Targeted Support to deliver Area Planning/ Development Objectives

CnaG would like to engage support to bring about the above Area Planning and Development Objectives as follows:

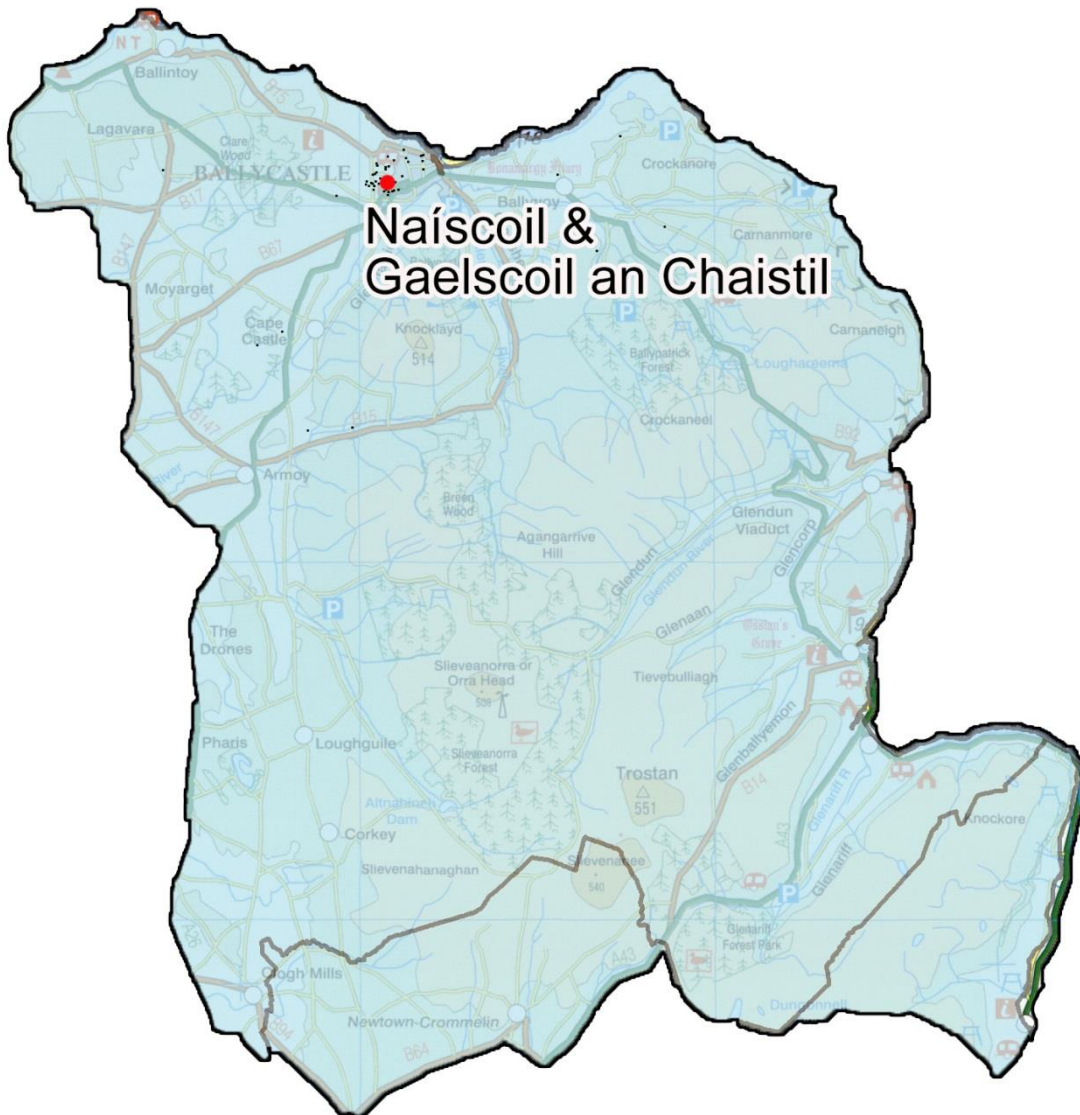
Urgent Area-Planning/ Development Objectives		
Objective	Lead Role	Support Role
1. IME Expansion in Maghera Area - due to the growth in demand for IME	CnaG to work with CCMS to undertake parental/ community consultation.	CCMS, Bunscoil Naomh Brid & DE to support consultation, consideration/ appraisal of options and implementation of preferred option.
2. Gaelscoil an tSeanchaí, Urgent accommodation needs – securing of former Controlled Primary school.	Trustees/ Board of Governors of Gaelscoil an tSeanchaí	CnaG, InaG, EA & DE to work together to address urgent accommodation needs.

Other Area Planning / Development Objectives		
Objective	Lead Role	Support Role
1. Gaelscoil Neachtain – Building Enrolments to secure long-term Operational and capital Viability Threshold.	Board of Governors Gaelscoil Neachtain	CnaG, Conradh na Gaeilge Charn Tóchair.
2. Gaelscoil Neachtain – Statutory Pre-school Provision	Board of Governors Gaelscoil Neachtain	CnaG, DE, EA. Altram.
3. Gaelscoil na Speiríní –Build enrolment to secure Capital and Operational Viability threshold	Board of Governors Gaelscoil na Speiríní	CnaG & Conradh na Gaeilge Charn Tóchair – organisational and marketing support
4. Naíscóil Provision in Swatragh	Local Committee	CnaG, InaG, Altram, EA, Early Years
5. Naíscóil Provision in Toome	Local Committee	CnaG, InaG, Altram, EA, Early Years
6. Gaelscoil Léim a Mhadaidh – New school	Trustees & Board of Governors Gaelscoil Léim a Mhadaidh	CnaG, InaG, DE & EA to work together to deliver new accommodation.
7. Gaelscoil na Speiríní – Accommodation Needs – secure long term site.	Trustees & Board of Governors Gaelscoil na Speiríní.	InaG, CnaG

5.8 North Antrim.

5.8.1 Summary of Current Provision

The area consists of a single IM primary school with 11 children graduating to secondary in 2016 rising to 14 in 2023. There is currently little prospect of any viable post-primary IM provision, either free-standing or a stream until additional IM primary provision is established within the general North-Antrim North-East County Derry area. The general area is shown on the following map:



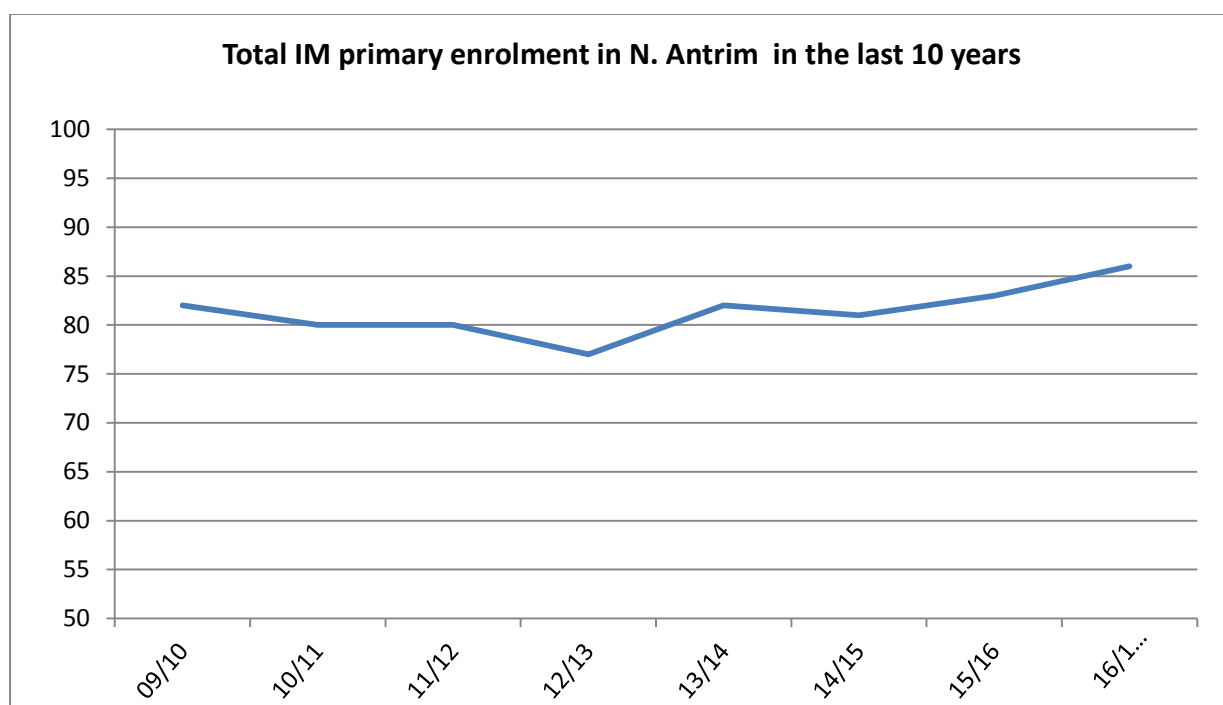
The details of the area's sole Gaelscoil and Naíscoil provision is as follows:

School Name	Location	Sector / Description	Year Provision Started	Total (IM) Provision	Approved Enrolment	Intake Sept. 2015	Anticipated Intake Sept. 2016
Gaelscoil an Chaistil	Ballycastle	Independent Maintained	2000	83	116	17	14
TOTALS				83	116	17	14

Name	Location	Description	Current school enrolment	Pre-year	Number of first choice applications for Sept. 2016
Naíscoil an Chaistil	Ballycastle	Statutory Pre-school	25		20

5.8.2 Enrolment Trends

The following graph shows over the last decade the overall number of children in IME has fluctuated year to year, and has demonstrated relatively little growth over the past 10 years



Numbers of children graduating from Naíscoil

	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16
Naíscoil an Chaistil	13	14	15	22	20	16	25

Breakdown of Primary Enrolments

	Rang 7	Rang 6	Rang 5	Rang 4	Rang 3	Rang 2	Rang 1	16/17*
Bunscoil an Chaistil	11	6	8	12	18	15	17	14
Growth in Last 5 years - annual equivalent and gross						23.2%	183%	

* Projected R1 Intake in 2016/17 - based on estimates related to 2016/17 applications

Total Enrolments at Gaelscoil

Tuaisceart Aontroma	09/10	10/11	11/12	12/13	13/14	14/15	15/16	16/17*
Bunscoil an Chaistil	82	80	80	77	82	81	83	86

* Based on estimates related to 2016/17 applications

Whilst the IM primary sector numbers have not experienced much growth over the past ten years, the pre-school has experienced significant growth in recent years, with virtually a doubling of enrolment in six years. This increasing enrolment at pre-school level is starting to become translated into increased enrolments within the Gaelscoil in recent years.

5.8.3 Transfer Rates

Naíscoil – Gaelscoil

The following table demonstrates the transfer rates between the Naíscoil and the Gaelscoil within the area in the last few years.

	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16
Total Numbers Graduating from Naíscoilleana	13	14	15	22	20	16	25
Numbers progressing into IME Primary	6	8	12	18	15	17	14
Transfer Rate	46%	57%	80%	82%	75%	106%	56%

Highlighted figure represents estimated intakes for 2016/17 year

There is a significant fluctuation in the numbers transferring on an annual basis. It will be important to stabilise the enrolment at the Naíscoil and ensure that the Gaelscoil has a stable enrolment that is above the operational viability threshold and to grow the school to become a strong IM provider within its broader catchment area.

5.8.4 ETI Report on School

The following table shows details of the most recent inspections that have been carried out by the ETI on the Naíscoil and Gaelscoil.

School Name	Date of ETI Inspection	Type of ETI Inspection	Overall rating given by ETI in Report	Comments
Naíscoil an Chaistil	May 2013	Baseline	Very Good	Meeting Educational & Pastoral needs very effectively
Gaelscoil an Chaistil	Nov 2015	Primary	Very Good	Children's spoken Irish outstanding

These ETI reports provide a very positive reflection on the standard of education within the area.

5.8.5 Accommodation

We have identified the need to commission a detailed baseline assessment of the accommodation constraints of the IME sector and we hope that this will be carried out over the coming months. However, the following table provides a summary of the state of the accommodation within the area and a summary of any constraints that are associated with the accommodation.

School	Description of current status	Description of Buildings	Current Constraints
Gaelscoil an Chaistil	This is an independent Maintained school and has secured capital viability status.	The school is located within six modern Modular Classrooms with a canteen on a site that is suitable for the current needs of the school.	The accommodation is currently well below the DE educational handbook standards in terms of the ancillary accommodation. It has no internal and very limited external play areas, limited grassed area or playing pitch, no sports hall, limited staff and office/ rooms for parent meetings or external support services, SEN / Health Visitors etc, and limited storage.

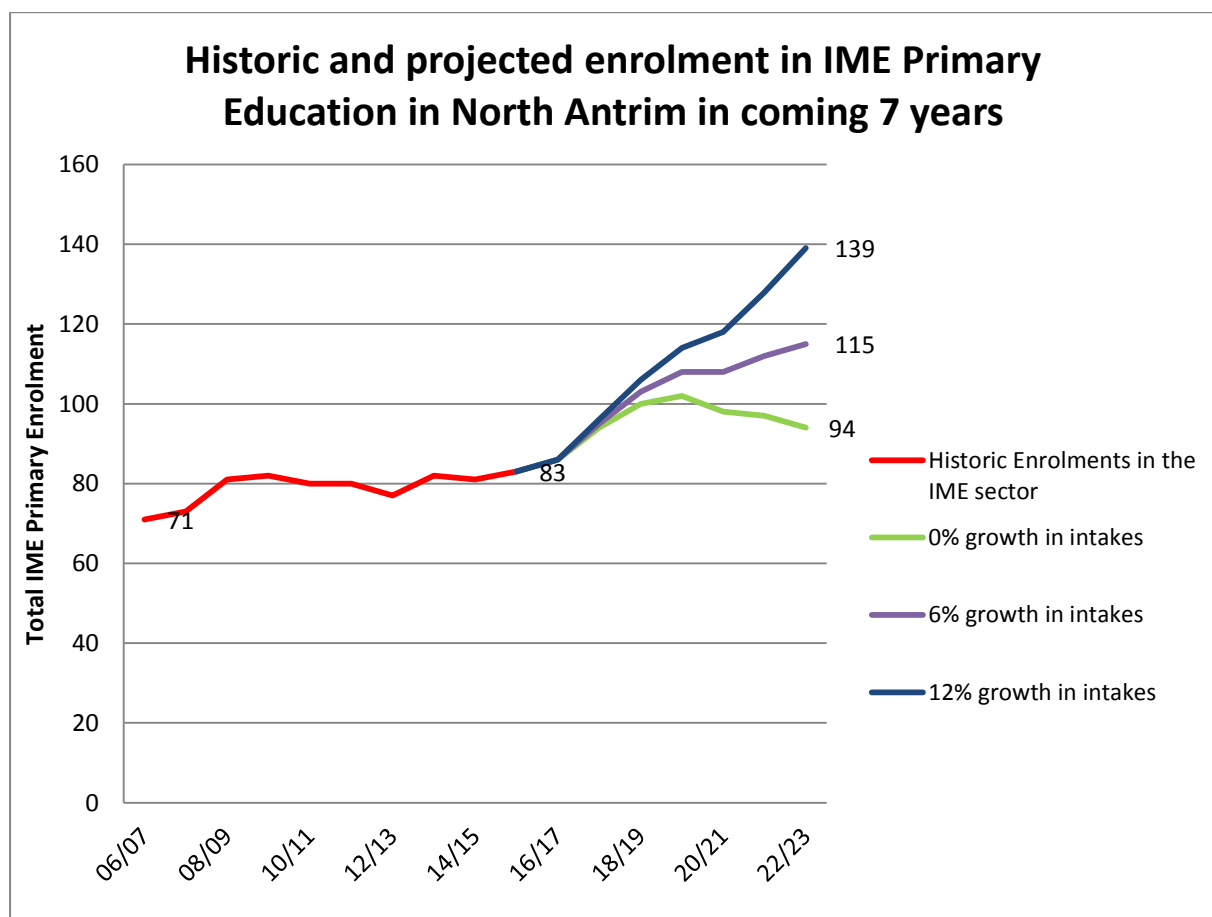
5.8.6 Potential for Growth in IME

There is significant capacity for growth in enrolment within the existing Naíscóil and Gaelscoil, which have the potential to become important IM providers within a wider catchment area.

CnaG will prioritise working with any communities that would have an interest in setting up IM education within this general North Antrim/ NE County Derry area to help build the capacity and availability of IME to children within this general area.

5.8.7 Projections – Primary

Over the last few years in particular the Gaelscoil has experienced a fluctuating but general upward trend in growth in its enrolments. We believe that the Gaelscoil is well placed to drive enrolment within its catchment area and that, given the proper marketing support and assistance that it should be possible for the Gaelscoil to grow to an enrolment of 20+ children within the coming years. We have therefore assumed that an annual growth rate of 6% over the coming years and have doubled this figure to 12 % to use as an optimistic scenario. The following graph demonstrates the projected enrolments based on these figures.



Our realistic growth scenario of 6% demonstrates growth of 32 pupils or 38.5% in the overall size of the sector within the area from 83 to 115. The zero growth in enrolments scenario

shows a modest increase of 11 pupils whilst the optimistic scenario demonstrates a significant increase of 56 pupils.

5.8.8 Growth and Surplus Places

The realistic scenario above assumes that there is an average growth of 6% within the school. The following table shows (based on the current measure of surplus places which will need to be reviewed) the numbers of surplus spaces and the additional spaces required on the assumption that the realistic growth rate is achieved.

	Approved Enrolment	Enrolment 2015/16	'Surplus' Places	Percentage	Projected Enrolment Sept 2019	No. of 'Surplus' Places	Additional Spaces Needed	% of 'surplus' Places	% of additional Spaces
Tuaisceart Aontroma									
Bunscoil an Chaistil	116	83	33	28.4%	108	8		7%	
Area Totals	116	83	33	28.4%	108	8	0	7%	

The above table demonstrates that surplus places will be reduced from 33 to 8 (7%) by 2019 based on the realistic growth scenario. It is important that the NIAO-recommended review is carried out over the coming months to provide a baseline for the approved enrolment within the area.

5.8.9 Area Planning / Development Objectives

Based on the above analysis and projections a range of development and area planning objectives have been identified.

There are no particularly urgent development objectives within the area and a number of other Planning/ development objectives as follows:

1. **Build Enrolments** - It is important to build stable enrolments at the school and strengthen the school as a strong sub-regional hub for Irish-medium education that will help encourage future development within the sub-region. This will involve dual objectives of 1. working with the Naíscoil to build its enrolment and 2. maximising the transfer of children from the Naíscoil to the Gaelscoil.
2. **Expand provision within the North Antrim/ North-east Co Derry area.** Investigate the medium-term possibilities for expanding the geographical coverage of IME provision within North-Antrim and north-east Co. Derry by working with interested communities to build additional and viable provision at pre-school and primary school, especially within the larger conurbations such as Coleraine and Ballymena.

5.8.10 Targeted Support to deliver Area Planning/ Development Objectives

CnaG would like to engage support to bring about the above Area Planning and Development Objectives as follows:

Targets

CnaG have set the following development targets for the area over the coming years which will be reviewed annually:

1. Target 25+ entering IME Pre-school within 3 years with steady enrolments.
2. Target 20+ entering IME Primary level p.a. within 3 years with steady enrolments within the school.
3. Expansion of IME Pre-school and Primary provision in N Antrim/ NE Derry through the setting up of Pre-school provision within coming 3-4 years.

5.8.11 Targeted Support to deliver Area Planning/ Development Objectives

CnaG would like to engage support to bring about the above Area Planning and Development Objectives as follows:

Area-Planning/ Development Objectives		
Objective	Lead Role	Support Role
Build enrolments in the Naíscoil	Naíscoil an Chaistil	CnaG – organisational and marketing support
Build transfer rates from the Naíscoil to the Gaelscoil	Gaelscoil an Chaistil	CnaG – Programme of advice and support for parents

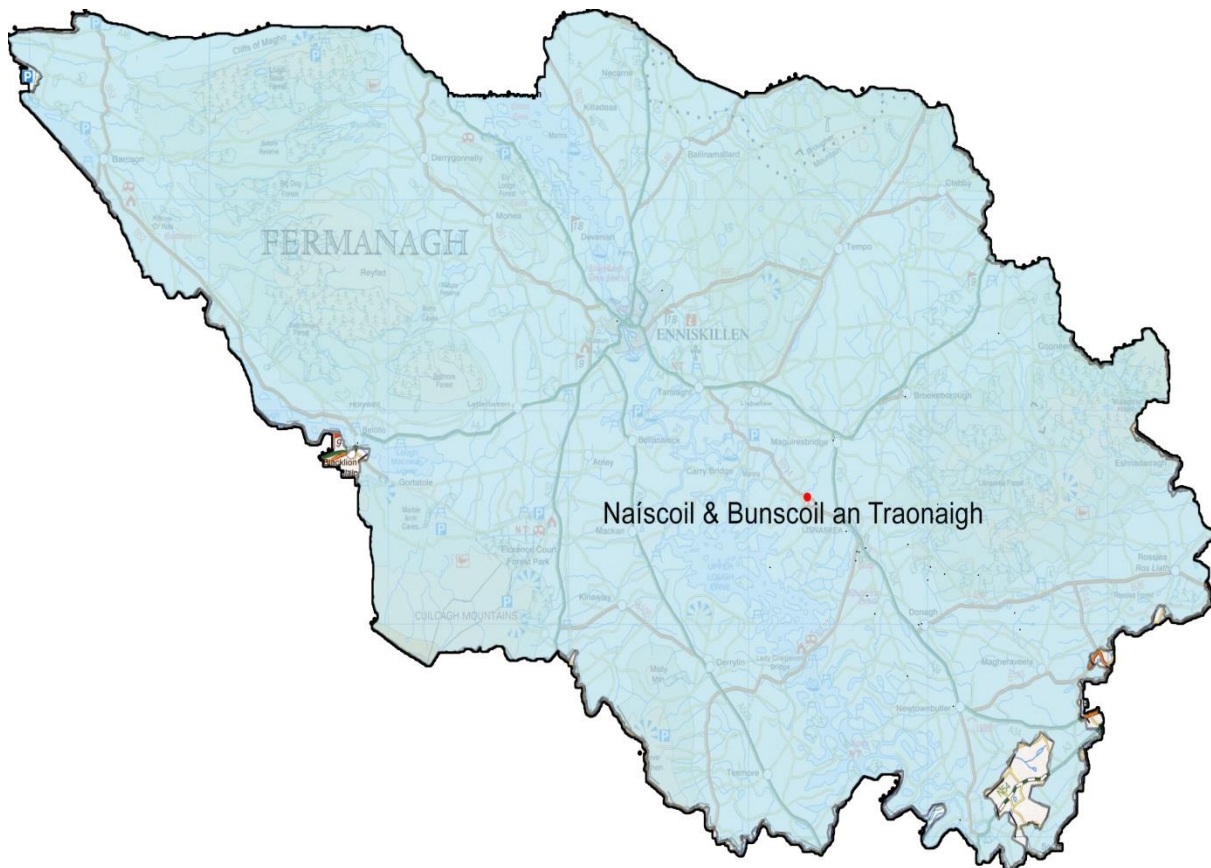
5.9 Fermanagh

5.9.1 Summary of Current Provision

This area currently has no IM post-primary provision available within the Fermanagh. The area consists of a single school with a total of 4 children graduating from R7 in 2016 rising to 16 in 2022. There is currently little prospect of the area justifying either a post-primary free-standing school or a stream, however, Coláiste Oiriall in Monaghan is relatively close, approximately 20 miles away, and could potentially offer an option for those wishing to transfer to IME post primary.

In the medium term, it may be possible to consider provision within the Omagh area which would cater for the Fermanagh and mid-Tyrone catchments (Omagh & Carrickmore). However, at the moment, these enrolments are required to build the sustainability and viability of Donaghmore.

The general area is shown on the following map;



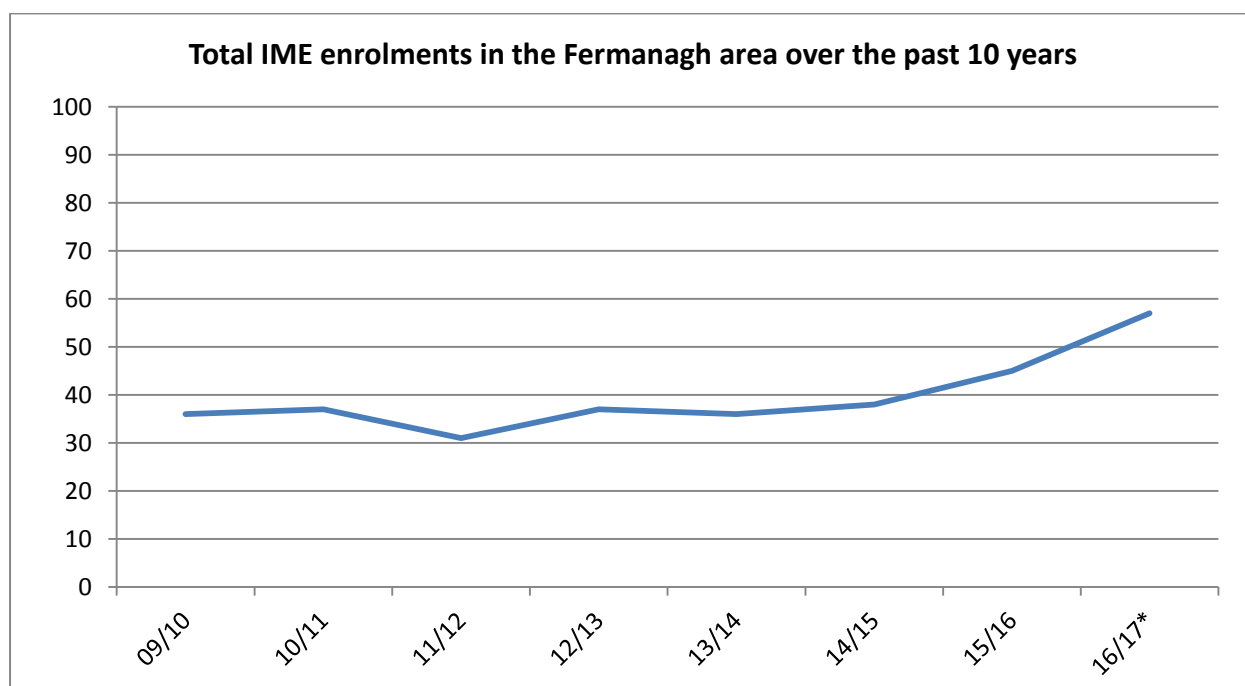
The details of the area's sole Gaelscoil and Naíscail provision is as follows:

School Name	Location	Sector / Description	Year Provision Started	Total (IM) Provision	Intake Sept. 2015	Anticipated Intake Sept. 2016
Bunscoil an Traonaigh	Lisnaskea	Independent Maintained	2004	45	11	16

Name	Location	Description	Current Pre-school year enrolment	Number of first choice applications for Sept. 2016	Anticipated Intake Sept. 2016
Naíscail an Traonaigh	Lisnaskea	Voluntary Pre-school	12	10	10

5.9.2 Enrolment Trends

Over the last decade the overall number of children in IME in Fermanagh has increased steadily from a low base, shown on the graph below.



Numbers of children graduating from Naíscail

	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16
Naíscail an Traonaigh	10	8	7	9	8	11	12

Breakdown of Primary Enrolments

	Rang 7	Rang 6	Rang 5	Rang 4	Rang 3	Rang 2	Rang 1	16/17*
Bunscoil an Traonaigh	4	5	3	8	7	7	11	16
Growth in Last 5 years - annual equivalent and gross						17.1%	120%	

* Projected R1 Intake in 2016/17 - based on estimates related to 2016/17 applications

Total Enrolments at Gaelscoil

	09/10	10/11	11/12	12/13	13/14	14/15	15/16	16/17*
Bunscoil an Traonaigh	36	37	31	37	36	38	45	57

* Based on estimates related to 2016/17 applications

The Gaelscoil has experienced reasonable growth rates over the past few years and the recent decision to move the school to a new site will assist the school greatly to continue this growth trend over the coming years.

5.9.3 Transfer Rates

Naíscoil – Gaelscoil

The following table demonstrates the transfer rates between the Naíscoil and the Gaelscoil within the area in the last few years.

	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16
Total Numbers Graduating from Naíscoil	10	8	7	9	8	11	12
Numbers progressing into IME Primary	5	3	8	7	7	11	16
Transfer Rate	50%	38%	114%	78%	88%	100%	133%

The school draws on children other than those who attend the local Naíscoil and thus the enrolment figures exceed the numbers attending the local Naíscoil. This is an endorsement of IME, however, it would be very beneficial if the enrolment at the Naíscoil could be built to provide children with the valuable experience of IM pre-school education. This would also assist in underpinning the financial viability of the Naíscoil.

5.9.4 ETI Reports on Schools

The following table shows details of the most recent inspection that has been carried out by the ETI on the Gaelscoil.

School Name	Date of ETI Inspection	Type of ETI Inspection	Overall rating given by ETI in Report	Comments
Bunscoil an Traonaigh	June 2012	Follow-Up	Good	Important strengths in most of its educational and pastoral provision.

The above reflects positively on the standards of the Education provided by the Gaelscoil.

5.9.5 Accommodation

The following provides a summary of the constraints associated with the accommodation for the school:

School	Description of current status	Description of Buildings	Current Constraints
Bunscoil an Traonaigh	This is an independent maintained school that has not yet met capital viability status.	Double mobile unit, which has two classrooms on a site that is unsuitable to the current and long-term needs of the school and this has been impacting on the growth of the school.	<p>Bunscoil an Traonaigh has very urgent accommodation needs. The accommodation within the school is currently inadequate; it has no internal and very limited external play areas, no playing pitch, no sports hall, no dining room, limited staff and office accommodation and storage.</p> <p>Bunscoil an Traonaigh has submitted a minor works form to the Department of Education (11/2/16) asking for an additional storage unit with an interconnecting door from the canteen/R5-7 classroom. This needs to be delivered as a matter of urgency.</p> <p>There is an urgent requirement for adequate facilities in line with the DE Building Handbook as current facilities have hampered the growth and development of the school.</p> <p>A decision has now been made to move Bunscoil an Traonaigh to a new site, to the former Lisnaskea High School site but the Bunscoil has been told recently to expect further delays to this move and no completion date has been given.</p>

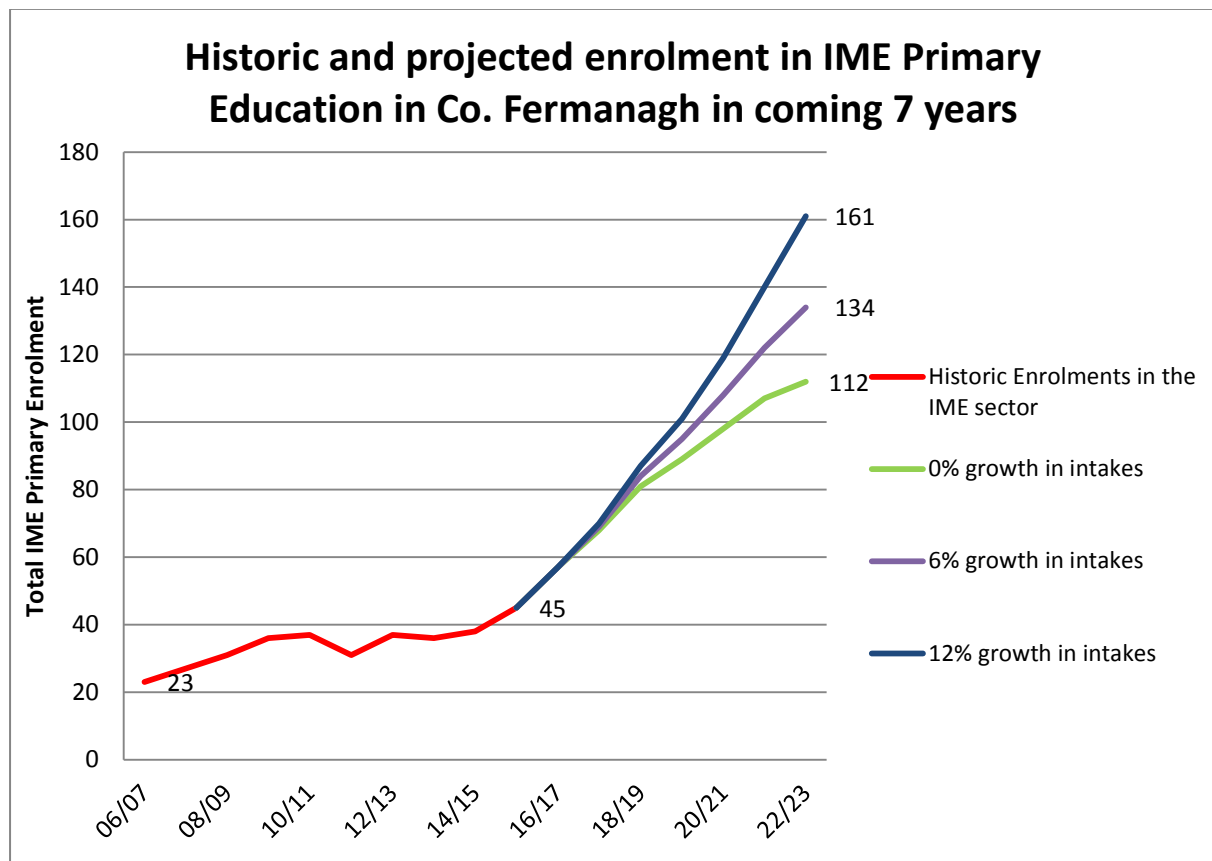
5.9.6 Potential for Growth in IME

There is significant capacity for growth in enrolment within the existing Naíscoil and Gaelscoil, which have the potential to become important IM providers within a wider catchment area.

CnaG will prioritise working with any communities that would have an interest in setting up IM education within this general Fermanagh/ South/ mid Tyrone areas to help build the capacity and availability of IME to children within this general area.

5.9.7 Projections – Primary

Over the last few years in particular the Gaelscoil has experienced a general upward trend in growth in its enrolments. We believe that the Gaelscoil is well placed to build enrolment within its catchment area and that, given the proper marketing support and assistance that it should be possible for the Gaelscoil to grow to an enrolment of 20+ children within the coming years. We have therefore assumed that an annual growth rate of 6% over the coming years and have doubled this figure to 12 % to use as an optimistic scenario. The following graph demonstrates the projected enrolments based on these figures.



The realistic scenario of 6% demonstrates growth of 89 pupils or 197% in the overall size of the school from 45 to 134. The pessimistic scenario, which assumes no increase in the current annual admission, demonstrates an increase of 67 pupils or 149%, bringing the overall size of the school to 112, above the operational viability threshold.

5.9.8 Growth and Surplus Places

The realistic scenario above assumes that there is an average growth of 6% within the area across all schools. The following table shows (based on the current measure of surplus places which will need to be reviewed) the numbers of surplus spaces and the additional spaces required by the various schools on the assumption that the realistic growth rate is achieved across all schools.

	Approved Enrolment	Enrolment 2015/16	'Surplus' Places	Percentage	Projected Enrolment Sept 2019	No. of 'Surplus' Places	Additional Spaces Needed	% of 'surplus' Places	% of additional Spaces
Fear Manach									
Bunscoil an Traonaigh	58	45	13	22.4%	95		37		
Area Totals	58	45	13	22.4%	95	0	37		64%

The above table demonstrates that an additional 37 places will be required, in addition to the 13 existing surplus places to meet the demand over the coming three years. It is vitally important that the NIAO-recommended review is carried out over the coming months to provide a baseline for the approved enrolment within the area.

5.9.9 Area Planning / Development Objectives

Based on the above analysis and projections a range of development and area planning objectives have been identified.

The following objectives within the area are based on an assessment of the needs of the current IME provision and assume the realistic growth scenario for growth in IME primary enrolments.

Urgent Area Planning/ Development priorities

There is currently a single urgent Development Priority in the area as follows:

- 1. Bunscoil an Traonaigh, urgent accommodation need – fulfilling the DE decision to move Bunscoil an Traonaigh to an alternative site.**

A decision has been made by the Department of Education to move Bunscoil an Traonaigh to the former Lisnaskea High School site, and the school is currently waiting on updates regarding vesting/scoping reports etc. This new site however will not be ready for September 2016.

The serious accommodation problems of Bunscoil an Traonaigh have stymied the growth and development of IME in the area, rendering the Bunscoil, with its ongoing sub-standard amenity issues, an unattractive prospect for parents interested in an IME option for their children.

Other Area Planning / Development Objectives

1. **Build Enrolment** - Securing enrolment threshold for operational and capital viability. It will be important to build enrolment to the capital viability threshold of 15 pupils per annum so that the school can secure its capital viability threshold. This will involve dual objectives of 1. working with the Naíscoil to build its enrolment and 2. maximising the transfer of children from the Naíscoil to the Gaelscoil.
2. **Increasing Geographical coverage of IME.** Investigate the possibilities for expanding the geographical coverage of provision within Fermanagh by working with interested communities to build additional and viable provision at pre-school and primary school, especially within Enniskillen.

Targets

CnaG have set the following development targets for the area over the coming years which will be reviewed annually:

1. Target of 20+ entering IME Pre-school Sector in the Lisnaskea area within 3 years with steady enrolments
2. Establish stable enrolments of 15+ Children entering IME primary school education from 3-years onwards
3. Expansion of IME Pre-school and Primary provision in Fermanagh focussing on the greater Enniskillen area within coming 3-4 years.

5.9.10 Targeted Support to deliver Area Planning/ Development Objectives

Urgent Area-Planning/ Development Objectives		
Objective	Lead Role	Support Role
1. Bunscoil an Traonaigh, Urgent accommodation needs – relocation to new site and accommodation	Trustees & Board of Governors Bunscoil an Traonaigh	InaG, DE, EA & CnaG to work together to address urgent accommodation needs.
Other Area Planning / Development Objectives		
Objective	Lead Role	Support Role
1. Securing the Threshold for Capital / operational Viability	Naíscoil an Traonaigh/ Bunscoil an Traonaigh	CnaG, InaG
2. Expanding Provision	CanG	InaG

6.0 Conclusion

This report will form the basis of the co-ordination and development activities of Comhairle na Gaelscolaíochta over the coming years. It will be used to inform the sector and bring about involvement and input of all interested in the planning and development of the sector. The priorities and targets within this report will be reviewed and consulted upon on an annual basis to help develop and maintain a consensus on the development of the sector within and between all those involved in Irish-Medium education.

It will fundamentally assist in the planning of IME by applying needs modelling within the sector. To this end, the report has adopted two different approaches to considering the growth and development of the Irish-medium sector as follows:

Sectoral Growth Model

In section 3 this adopted a top-down analysis of the sectoral growth across the north and produced projections related to the historic growth patterns of the sector. This approach was suggested in the Review of Irish-medium Education that was published in 2008.

Geographical Growth Model

This model produced predicted growth based on a bottom-up approach by looking at each individual geographical area and making growth predictions based on the local circumstances, taking into consideration historical growth patterns within the areas in question.

A comparison of these shows a significant degree of agreement, with the more detailed geographical growth model producing slightly higher growth predictions overall. The following table compares the two approaches in relation to one of the areas considered – the projected overall enrolment within the Primary sector in the 2022/23 school year and shows the differences between these two largely alternative approaches.

Geographical Predictions	Pessimistic	Realistic	Optimistic
West & South Belfast	1,295	1,488	1,713
North Belfast and surrounding areas	554	634	728
Newry and South Co. Down	390	454	529
Co. Armagh	658	738	829
East and Mid-Tyrone	685	827	1,001
Derry City & Strabane	539	590	647
Rural Co. Derry	588	745	842
North Antrim	94	115	139
Fermanagh	112	134	161
	4,915	5,725	6,589
Sectoral Model Predictions	4,915	5,630	6,468
Difference	-	95	121

The pessimistic scenario is the same in both cases since we assumed that the pessimistic case was where there would be no increase in current enrolments. The realistic scenario shows remarkable alignment in both cases with a slightly higher prediction for the more detailed geographical approach, whilst the Optimistic scenario shows significantly higher prediction when based on the Geographical approach.

The use of the two above approaches is very useful in using this model for the annual review of projections based on updated information, where this information can be input to a local geographical model, and we do not have to rely simply on a general sectoral needs model.

This approach to area planning is also very useful in planning the needs for resources for the sector, including teachers, accommodation, classroom assistants and pre-school workers, together with estimating training needs, budgets and sectoral support requirements. As such, this report is intended to form a basis for the annual review of the needs of the sector in general, and not just as an area planning document. The accompanying statistical information has been arranged in such a way as to allow an annual statistical review to produce updated projections for the sector for the coming years.

It is vitally important to the Area Planning Process, and indeed for the strategic planning and development of the IME sector, that the recommendations of the NIAO 2015 report are implemented and in particular the proposed reassessment of Approved Enrolments. This is much more important to the IME sector than to most of the EM sectors (with perhaps the exception of the integrated sector,) since the IM sector is expanding and the capacities are particularly critical to the ability of a school to grow. It is absolutely vital therefore that DE/ EA carry out this review as soon as is practically possible.

It is also important to point out that proper area planning of the IME sector is totally dependent on the Department of Education living up to its Statutory Duty to 'encourage and facilitate' growth, both directly and through its funding of the EA.