

CASE FOR CHANGE – Supporting Information

SUMMARY / OVERVIEW

EA AREA	Mid and East Antrim
DP NUMBER	DP 611
PROPOSER	Council for Catholic Maintained Schools, Linen Hill House, 23 Linenhall Street, Lisburn, BT28 1FJ
SCHOOL(S) NAME	Seaview Primary School
SCHOOL REFERENCE	303-0899
TYPE	Primary School
MANAGEMENT	Catholic Maintained
DP PUBLICATION DATE	Week commencing 20 January 2020
PROPOSAL	Seaview Primary School will discontinue with effect from 31 August 2021, or as soon as possible thereafter.

STATUTORY CONSULTATION

Note: It may be necessary for documentary evidence to be provided to show that the statutory procedures have been followed. It is essential that the relevant parties retain this information.

The following is to be completed by the Proposer and signed off by them.

EDUCATION AUTHORITY COMMENTARY ON PRE-PUBLICATION STATUTORY CONSULTATION

<p>PROPOSER</p> <p>Provide detail of consultation with the BOGs, teachers and parents of the affected school(s) – dates of meetings/letters. Good practice suggests all staff (including non-teaching) should be consulted as well as pupils</p> <p>Summary and assessment of views received – how were these taken into account before the publication of the DP?</p>	<p>I confirm that Board of Governors, staff and parents/guardians were consulted from 4 June 2019 to 2 July 2019.</p> <p>The responses were given due consideration at CCMS Education Provision Committee meeting on 20 August 2019. It was determined by CCMS the proposal was appropriate, taking into account all responses received. A copy of the consultation summary is contained in Appendix F.</p>
<p>Confirmation by the Proposer</p>	<p>I confirm that the school's Board of Governors, staff and parents/guardians were consulted and Equality Screening of the proposal has been carried out and the statutory requirements of the Rural Needs Act (NI) 2016 (where appropriate) have been considered.</p> <p>NAME: Edel Teague OFFICE HELD: Area Planning Programme Manager</p> <p>SIGNED: <i>Edel Teague</i> DATE: 13/09/2019</p>

ASSOCIATED PROPOSALS

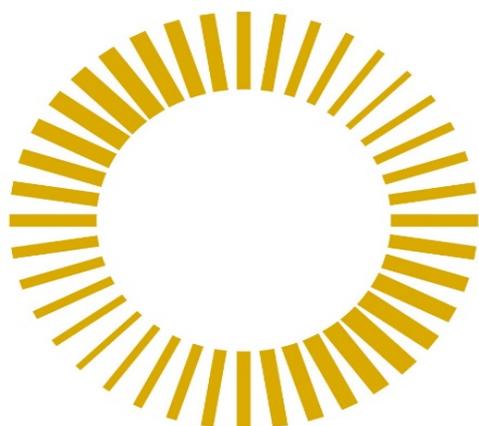
DP 594 Published DD/MM/YY	Carnalbanagh Primary School will discontinue with effect from 31 August 2021, or as soon as possible thereafter.
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The following is to be completed and Signed off by the EA.

EDUCATION AUTHORITY COMMENTARY ON PRE-PUBLICATION STATUTORY CONSULTATION

<p>THE EDUCATION AUTHORITY</p>	<p>I confirm that the schools which EA consider might be impacted by this proposal were consulted on 23 October 2019.</p> <p>NAME: Kim Scott</p> <p>OFFICE HELD: Acting Director of Education</p> <p>SIGNED: </p> <p>DATE: 16 January 2020</p>
<p>Provide detail of consultation with schools that may, in the EA's opinion, be affected by the proposal – list of schools, dates of letters issued to schools/meetings.</p> <p>Summary of views received (number of responses, recurring themes, petitions, community support or opposition).</p>	<p>In accordance with Article 14 of the Education and Libraries (Northern Ireland) Order 1986, a copy of the proposal was sent on 24 September 2019, to schools which, in the opinion of the Authority, might be affected by the proposal. A total of 23 local schools which might be affected by the proposal were forwarded correspondence. Comments were invited from the Boards of Governors and Trustees, to be returned to the Education Authority by 23 October 2019.</p> <p>In total five responses were received (four from local schools and one from the Controlled Schools' Support Council).</p> <p>The emerging themes/comments from the responses received included:</p> <ul style="list-style-type: none"> • It is regrettable that a rural school may have to close. • A credible solution has been published, based on evidence. • Decisions must be taken in the interests of young people. • Parental choice can be facilitated by other schools in the area. • CSSC notes CCMS's intention to work with NICIE and EA to strengthen shared education partnerships and is disappointed not to have been included in these arrangements considering two controlled schools in the area are involved in shared education.
<p>Responses/Assurances in respect of issues raised during consultation.</p>	
<p>Dates of EA meetings e.g. Education Committee/Board, etc.</p> <p><u>Details of issues raised by members of EA Board</u></p>	

	<p>This development proposal was discussed by the EA's Education Committee at its meeting on 16 January 2020.</p>
<p>EDUCATION AUTHORITY COMMENTS In the context of planning on an area basis – what is the EA's view of the proposal, taking into account any pre-publication consultation? Does the EA support the proposal?</p> <p>NAME: Kim Scott</p> <p>OFFICE HELD: Acting Director of Education</p> <p>SIGNED: </p> <p>DATE: 16 January 2020</p>	<p>The Education Authority supports the Council for Catholic Maintained Schools in taking forward Development Proposal No 611 to discontinue education at Seaview Primary School with effect from 31 August 2021, or as soon as possible thereafter. This proposal is part of a strategic area plan for the Carnlough/Glenarm area. The Education Authority, as part of this strategic area plan, is taking forward a Development Proposal for the discontinuance of Carnalbanagh Primary School.</p> <p>In consideration of the above, and the Case for Change, the Education Authority is proposing to publish Development Proposal No 611 during the week beginning 20 January 2020.</p>



CCMS

Council for Catholic
Maintained Schools

Seaview Primary School

303-0899

The Case for Change

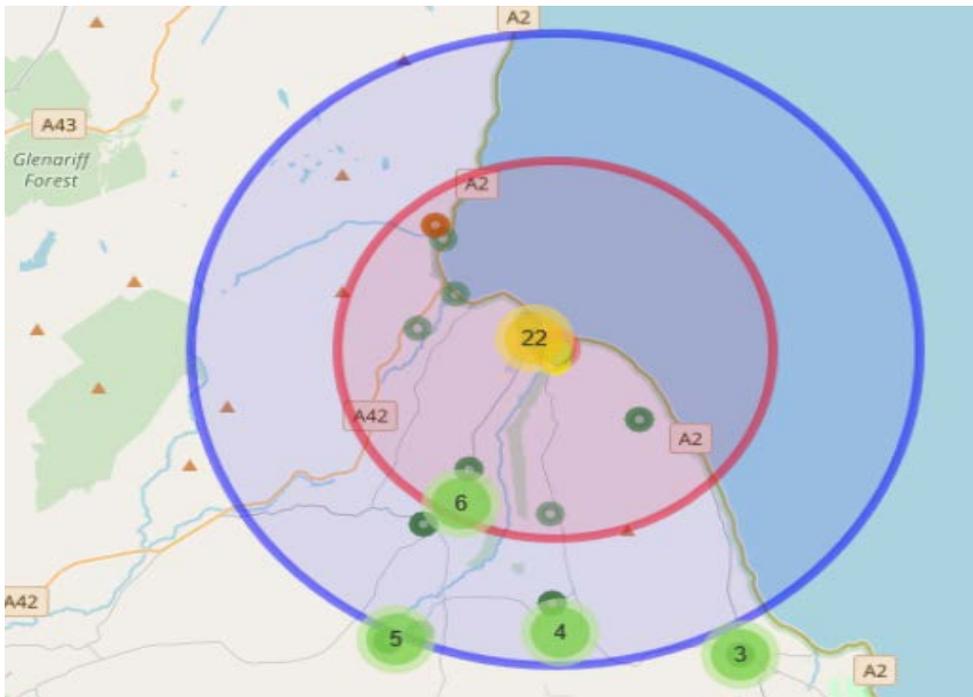
September 2019

1. BACKGROUND

Seaview Primary School (PS) is a co-educational maintained primary school situated on New Road in the village of Glenarm. Its catchment area extends throughout the village and surrounding area.

The map below, Figure 1, indicates the location of Seaview PS (centre of the circles) and the distribution of 95% of the school's 2017/18 pupil cohort within the area. Approximately 66% of the pupils lived within three miles of the school and approximately 90% of the pupils lived within a five mile radius of the school.

Figure 1: Map



inner circle = 3 mile radius; outer circle = 5 mile radius

Fourteen pupils (33%) are entitled to free school meals (DE Census 2018/19). The recent census (DE 2018/19) records that four or less pupils had a statement of special educational needs (SEN) Stage 5. Four or less pupils were identified as being on SEN Stages 1 to 4.

The school is constructed on a site of 0.28 hectares/0.68 acres. As per the Schedule of Accommodation (Appendix A), there are 4 classrooms. A minor works report is contained in Appendix C.

“Schools for the Future: A Policy for Sustainable Schools” (SSP), which was published in 2009, underpins all work carried out through the area planning process. The aim of area planning is to facilitate the development of a network of viable and sustainable schools that can deliver the Northern Ireland (NI) Curriculum effectively, and provide access to a range of education provision that is appropriate to the needs of pupils. CCMS is committed to excellence in the delivery of education so that every pupil can realise their potential and contribute to a caring, inclusive and progressive society.

In striving to realise this aspiration, the area planning process aims to ensure that every pupil has:

- access to a broad and balanced curriculum with opportunities to realise his or her potential;
- an education in which the learning outcomes are appropriate to their needs;
- access to quality teaching delivered in a caring and supportive environment; and
- education delivered in modern, well-resourced facilities, suitable for the delivery of education in the twenty-first century.

On 28 April 2017, the Education Authority (EA) (with CCMS) published Providing Pathways - Strategic Area Plan for School Provision 2017-2020. The Action Plans 2017/18, 2018/19 and 2019-21 refer to the need to review of the future provision in the Carnlough/Glenarm area as specified below. This information was provided to the schools concerned prior to publication of both Action Plans.

<u>Area</u>	<u>Key Issue</u>	<u>Action</u>
Carlough/Glenarm area.	Promote shared education solutions which provide sustainable schools.	Managing authorities to consult on options for future provision in the Carnlough/Glenarm area by March November 2019.

Research was commissioned by the Integrated Education Fund (IEF) to review future provision in the Carnlough/Glenarm area. This resulted in a ‘Community Conversation’ to gather views regarding the nature of any future provision. Four schools were included in this community conversation, Seaview PS, Carnlough CIPS, St John’s PS, Carnlough and Carnalbanagh PS. The research was carried out by the School of Education, Ulster University, and the report was published in January 2018.

The Executive Summary of the Community Conversation Report noted the following.

‘While a range of views were obtained through the community conversation, overall, participants’ strongest preference, in terms of sustainability of provision, was for the retention of two schools – one in each village. The most popular choice was for St John’s PS to remain in Carnlough and the amalgamation of Seaview PS and Carnlough Controlled Integrated PS as one integrated school in Glenarm. While there was general agreement that any re-location of integrated education should be to a new site to remove historic sectoral associations, the Carnlough CIPS school community would favour the retention of integrated provision through their school. A small number of respondents emphasised that the option of controlled education with a Protestant ethos should remain in the area.’ (p3)

As the project progressed, the focus moved to the arrangements for the future provision of three schools, namely Seaview PS, Carnlough CIPS and Carnalbanagh PS. Staff officers from the two managing authorities, the EA and CCMS, held discussions with representatives of the three schools concerned. On 8 February 2019, a ‘round table’ meeting took place in Carnlough, facilitated by the IEF. Representatives of the three schools attended along with members of the EA’s Area Planning Transformation Team. After a lengthy discussion, it became clear the schools could not agree on a sustainable shared area solution.

In seeking to support the duty to encourage and facilitate the development of integrated education, consideration of the area, the community conversation, the discussions with the schools and round table discussion, the Education Authority, CCMS and NICIE worked together to take forward sustainable educational provision for the area.

At a meeting of CCMS' Education Provision Committee (EPC) on 13 March 2019, it was agreed to initiate consultation to examine the future provision of Seaview PS. This meant pre-publication consultation on the future provision within Seaview Primary School would be taken forward along with pre-publication consultation on future provision within Carnalbanagh PS.

On 13 May 2019 CCMS officers met with Seaview PS's Chair of the Board of Governors and Principal to discuss the options for the school's future. CCMS advised that, based on available information at the time, CCMS intended to take forward pre-publication consultation on a Development Proposal (DP) for the discontinuance of Seaview PS.

During the meeting, CCMS advised the intention was to proceed with pre-publication consultation on a proposal to close Seaview PS from 31 August 2020. Whilst the Principal and Chair of the Board of Governors were strongly opposed the proposal, they requested that CCMS consider amending the proposed closure date of the school from 31 August 2020 to 31 August 2021. They wished to further investigate further the potential for transforming the school to an integrated primary school. It was their opinion a proposed closure date of 31 August 2020 did not allow the adequate time to facilitate a proper investigation in relation to their proposal. CCMS advised consideration would be given to this request.

On 17 May 2019, the Board of Governors of Seaview PS, unanimously voted to commence the procedure to transform Seaview PS, to a controlled integrated primary school.

On 4 June 2019 pre-publication consultation began on the proposal to close Seaview PS. As requested, CCMS proposed the closure of Seaview PS from 31 August 2021 or as soon as possible thereafter, to facilitate any investigation by Seaview PS to transform to a controlled integrated primary school. CCMS sought feedback including any objections and/or other comments on the proposed discontinuance of Seaview PS from the Board of Governors, teaching staff, non-teaching staff and parents/guardians of children attending the school. See Consultation Summary Appendix F.

On 14 June 2019, a ballot began on the proposed transformation of Seaview PS. This ballot closed on 28 June 2019. Of the 42 respondents to the ballot, 95.2% (40), voted in favour of transforming Seaview PS to a controlled integrated primary school. This means a development proposal must be provided for the proposed transformation of the school to a controlled integrated primary school.

There will be a separate development proposal, prepared by Seaview PS, putting forward a case for change for the creation of a controlled integrated primary school in the area. The strengths of that case are, by necessity, distinct from the development proposal to close Seaview PS as a Catholic maintained School from 31 August 2021.

On 20 August 2019, CCMS' EPC approved a recommendation to proceed with a development proposal for the closure of Seaview PS from 31 August 2021 or as soon as possible thereafter.

2. SUPPORTING STATISTICS TO EXPLAIN/HIGHLIGHT THE EVIDENCE OF NEED FOR CHANGE

Throughout this case for change document it will be important to acknowledge the difference between the case for the school as a Catholic maintained school and the new aspirations for the

school to become a controlled integrated primary school. This will be particularly relevant when reviewing its enrolment trends, finances and educational provision.

It is not possible to give absolute delineation between the size of the school in May 2019 and September 2019 and know that it exactly correlates with the declaration by the school that it wishes to transform to a controlled integrated primary school, and the subsequent publicity around this. It is possible, however, to demonstrate the finances and projections of the school, as a Catholic maintained school, and its revised projections after its publicity to become a controlled integrated primary school.

2.1 Historic Enrolments

The approved enrolment number for Seaview PS is 121 and the school's approved admissions number is 17. The pupil enrolment in the school was 68 in 2008/09 and was 42 in 2018/19. There is no indication the enrolment in Seaview PS will increase significantly, as a Catholic maintained school, and no evidence it can reach the threshold of 105 pupils as required by the Department of Education's (DE's) SSP, 2009.

Since Seaview PS notified the wider community of its intention to put forward a proposal to transform into a controlled integrated primary school, its enrolment has increased. The number of pupils in the school has risen from 42 in 2017/18 to 67 in 2019/20.* The school anticipates, as demonstrated in its financial plan, to have 81 pupils in 2021/22. This is the year it intends to cease to be a Catholic maintained school and become a controlled integrated primary school.

*Information provided by School August 2019

Table 1: Enrolment Statistics *

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Total (P1-P7)
2008/09	9	7	8	7	14	11	12	68
2009/10	6	10	7	9	7	13	11	63
2010/11	6	6	9	7	8	8	13	57
2011/12	7	6	6	8	8	7	9	51
2012/13	4	4	5	4	7	6	5	35
2013/14	8	4	4	5	4	7	6	38
2014/15	7	7	4	4	4	4	7	37
2015/16	5	7	6	4	4	4	3	33
2016/17	5	5	8	8	5	5	4	40
2017/18	8	6	4	8	7	4	5	42
2018/19	7	8	6	4	7	6	4	42
2019/20*	11	8	14	8	8	11	7	67

Source: DE Census *2019/20 Figures provided by Seaview PS on 20.09.19

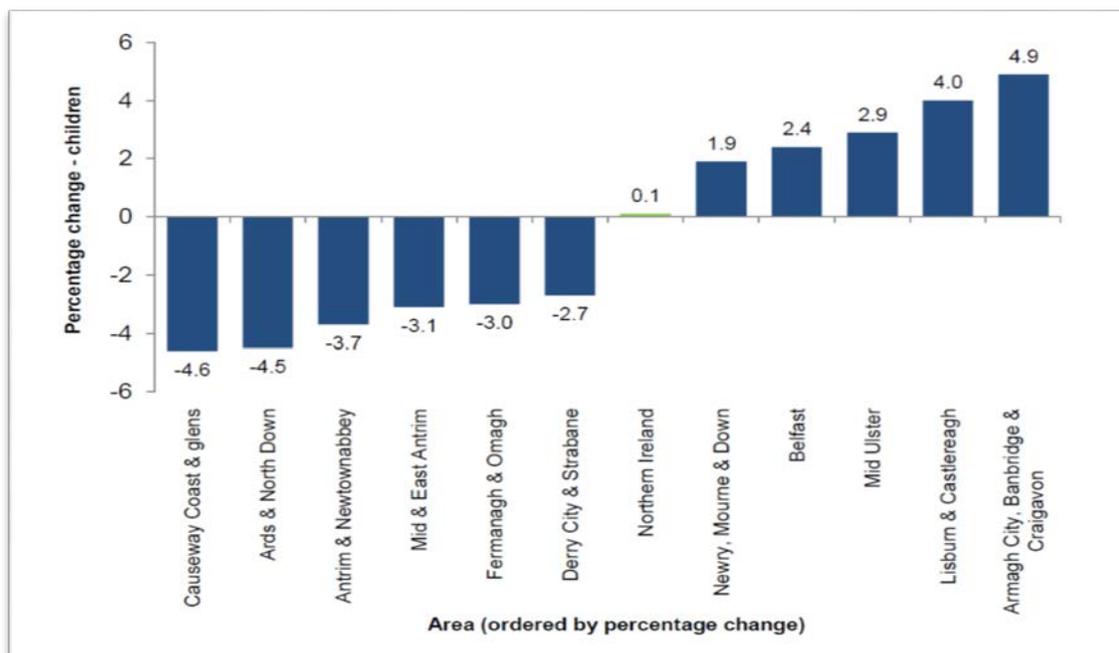
The enrolment figure includes supernumerary pupils (who are pupils with a statement of Special Educational Needs).

2.2 Population Change 0-15 Year Olds

Figure 1 indicates a projected population reduction of children aged 0-15 years, within the Mid and East Antrim LGD, of 3.1% between mid-2016 and mid-2026. In addition the Northern Ireland Statistics and Research Agency predicts the population of children (4-11 years) in the Mid and East Antrim LGD to decrease by 5.9% (mid-2016 to mid-2026).

Figure 1: Population Change 0-15 Year Olds

Projected Change in Number of Children (i.e. those aged 0-15) by Local Government District (mid-2016 to mid-2026)



Source: www.nisra.gov.uk/statistics

Table 2 shows the birth rates for the Glenarm Super Output Area (SOA) over the 10 academic years from 2007 to 2016. The average annual birth rate, averaged over the 5 years from 2012, is 19.4 live births per annum. Table 2 shows that there has not been a significant increase in births for the Glenarm SOA over a 10 year period.

Table 2: Annual Live Birth By Academic Year

Statistics: Glenarm Super Output Area –											
Year	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2012- 2016 5 Year average
Live Births	21	22	20	15	17	24	18	20	19	16	19.4

Source: www.nisra.gov.uk/statistics

2.3 Quality Of Accommodation

The condition of Seaview PS is 964th out of a total of 1182 schools. The suitability of the school is rated as 713th out of 1180 schools. A schedule of the school's accommodation is provided in Appendix A.

Minor improvements to the school included the upgrade and refurbishment of classrooms in 2001/02 and a toilet refurbishment, an upgrade of the fire doors and fire alarm system and an upgrade of the playground fencing in 2007/08. A list of minor works is listed in Appendix C.

3. SUSTAINABILITY ASSESSMENT

The main focus of the area planning process is embedded, Schools for the Future – A Policy for Sustainable Schools (DENI 2009) and applies to primary and post-primary schools. The policy outlines the criteria school managing authorities should consider, when making decisions affecting the best use of resources, in order to deliver an education to pupils. The policy sets out six sustainability criteria, and associated indicators, which are identified as the key references for assessing existing education provision to ensure it adequately meets the needs of pupils.

3.1 SSP1: Quality Educational Experience

3.1.1 Composite Classrooms and number of teachers

When the pre-publication consultation took place between 4 June 2019 and 2 July 2019, Seaview PS had less than 3 teachers (2.8 in November 2018). The school normally operates with two classes each comprising two year groups and one class comprising three year groups. It is noted the classroom breakdown does not match the teaching complement in Table 5 (p13).

Table 3: Composite Classes 2018/19

	Year Group	Number of Pupils
Classroom 1	Year 1	7
	Year 2	8
Classroom 2	Year 3	6
	Year 4	4
Classroom 3	Year 5	7
	Year 6	6
	Year 7	4

Source: Seaview PS

Following confirmation from Seaview PS that it intends to put forward a development proposal document to become a controlled integrated primary school, the number of pupils in the school has risen to 67, based on the most up-to-date information provided by the school. This is subject to change.

The school has submitted to CCMS its plans for teaching staff, to take account of the increased intake in 2019/20.

Table 4: Composite Classes 2019/20

	Year Group	Number of Pupils
Classroom 1 (AM)(PM)	Year 1 and Year 2	19
Classroom 2 (AM)	Year 3	14
Classroom 2 (PM)	Year 3 and Year 4	22
Classroom 3 (AM)	Year 4 and Year 5	16
Classroom 3 (PM)	Year 5, Year 6 and Year 7	26
Class 4 (AM)	Year 6 and Year 7	18

Table 4 demonstrates that in the morning classes, no pupils are in a class with more than two composite year groups. However, in the afternoon classes, Year 5, 6 and 7 share the one classroom.

The SSP indicates the following criteria for a sustainable school (Annex A p47): *‘No more than two composite year groups in a single classroom at primary school level. A minimum of four teachers at a primary school. This recognises both the needs of pupils and the demands on teachers.’*

Neither of the above two indicators for the criterion of quality educational experience are met by Seaview PS. It is noted that Seaview PS intends to meet this criteria by 2021/22.

3.1.2 The standards and the quality of learning and teaching at the school.

The report of an Education and Training Inspectorate (ETI) Report of a Follow Up Inspection in January 2014 assessed Seaview PS as follows:

“In the areas inspected, the quality of education provided by this school is very good. The school is meeting very effectively the educational and pastoral needs of the children; and has demonstrated its capacity for sustained self-improvement. (p2)

It continues to be important that the employing authority, governors and the staff plan for, and manage, issues related to the sustainability of the school provision and school budget, in order to address the current and future needs of the children and the staff.” (p3)

A report of the more recent Sustaining Improvement Inspection (Involving Action Short of Strike) in February 2017 assessed Seaview PS as follows.

“Owing to the impact of action short of strike being taken by the teachers and the principal, the ETI is unable to assure parents/carers, the wider school community and stakeholders of the quality of education being provided for the children. The school is a high priority for future inspection with no further notice.” (p2).

Within the SSP, the section Educational Experience for Children contains the following comments: *‘Teachers in small schools face problems of having less scope for professional interaction and mutual support. The school is unlikely to provide a wide programme of extra-curricular activities and will have a smaller range of teacher specialisms e.g. music. The smaller numbers of children in each year group limit the opportunities for working alongside peers, social interaction and challenge, and participation in extra-curricular activities including team-based experiences.’ (p20)*

The ETI Chief Inspector’s Report 2014-2016 comments: *‘When the composite class spans more than two year groups, ensuring adequate progression in learning and planning to meet individual*

needs across a wider range of abilities and stages of development can be more challenging for the teacher. It may also limit opportunities for the children to develop socially and emotionally with those of a similar age and stage.’ (p11)

Seaview PS operates with more than two year groups in one of its composite classes, and will continue to do so in 2019/20.

3.1.3 The quality of the physical environment for learning and teaching.

Information relating to the physical environment is noted in Section 2.3.

3.1.4 The quality of, and arrangements for, pastoral care including the active promotion of the principles of social justice in all areas of the formal and informal curriculum.

An ETI inspection in November 2011 noted:

“The quality of the arrangements for pastoral care in the school is very good. Among the strengths are: the very caring and inclusive ethos; the friendly, courteous and well-behaved children; the very good working relationships between the staff and the children; the positive reward system which places a high value on the children’s efforts and personal achievements; the development of the children’s self-esteem and confidence, and the celebration of their work; the children’s participation in a wide-ranging extra-curricular programme; and the ‘House System’ through which the children’s views about school life are sought and valued.” (p2)

A Follow Up Inspection in January 2014 noted:

“The school is meeting very effectively the educational and pastoral needs of the children;” (p2)

The report of a Sustaining Improvement Inspection (Involving Action Short of Strike) in February 2017 noted:

“During inspection, the school provided evidence that satisfactory arrangements for safeguarding reflect broadly the guidance issued by the relevant Departments. In discussion with the inspector, a group of children from year 6 and year 7 reported that they enjoy school, feel safe and know what to do if they have any concerns about their wellbeing. However, owing to the action short of strike, the ETI was unable to evaluate fully the outworking of the arrangements for safeguarding in the school.” (p3)

3.2 SSP2: Stable Enrolment Trends

3.2.1 The enrolment trends in the school in the past three years and projected demand in the area.

Table 1 demonstrates the enrolment figures remain consistently below the number of 105 contained within the SSP, from 68 in 2008/09 to 42 in 2018/19. During the pre-publication consultation, there was no evidence that as a Catholic maintained School there would be a significant increase in demand in the short, medium or long term in the area to impact the enrolment numbers significantly.

The school’s most recent projections indicate that the expectation is that the number of pupils will rise to 81 pupils in 2021/22. This remains below the minimum threshold of 105 pupils as detailed in the SSP.

3.3 SSP3: Sound Financial Position

3.3.1 The school's annual finances indicate that it can live within its delegated budget.

All schools receive delegated budgets and have the authority to determine expenditure from these budgets. Guidance for controlled and maintained schools requires that they should not accumulate surpluses or deficits in excess of 5% of their delegated budget or £75,000, whichever is the lesser.

A copy of the Annual Area Profile 2018 for Seaview PS is attached at Appendix B. It offers insight into the school's current financial position and enrolment history.

Table 5 below provides information from the school's approved 3 year financial plan 2018-21. This was the most recent financial projection at the time of pre-publication consultation on 4 June 2019. A financial deficit of £7,587 at the end of the 2018/19 financial year was projected to increase to £13,781 by the end of the 2019/20 financial year. The plan indicates that after a reduction in the teaching complement, the deficit will be £10,893 at the end of the 2020/21 financial year. These calculations are based on pupil enrolments of 44 in October 2018, 48 in October 2019 and 49 in October 2020 (Year1– Year 7).

Table 5: Financial Position 2018-21

Year	2018 - 19	2019 - 20	2020 - 21
Anticipated Enrolment	44 pupils	48 pupils	49 pupils
Planned Teaching Complement	2.80	2.60	2.60
Total Budget	£199,803	£194,021	£196,794
Total Expenditure	£207,390	£207,801	£207,687
Closing Balance	-£7,587	- £13,781	- £10,893
% Deficit	(3.80%)	(7.10%)	(5.54%)

Source School Financial Plan 2018-21

At the time of consultation, 4 June 2019, the school was liaising with the EA to finalise an up-to-date financial plan, which had not yet been approved by LMS . However, the school provided the information to CCMS on 30 May 2019 and it is included in Table 6 for information. This Financial Plan is included as it formed part of the pre-publication consultation.

Table 6: Proposed Financial Plan 2019-22

Year	2019 - 20	2020 - 21	2021 - 22
Anticipated Enrolment	47 pupils	50 pupils	53 pupils
Planned Teaching Complement	2.70	2.50	2.50
Total Budget	£202,205	£214,045	£221,149
Total Expenditure	£208,357	£214,477	£213,447
Closing Balance	-£3,152	- £3,584	£4,118
% Deficit/surplus	-1.5%	-1.7%	1.9%

Source – Seaview PS

Table 6 demonstrates an improved projected enrolment, a slight reduction in teaching staff, and subsequently, an improved projected closing balance by the end of the three years.

Table 7: Financial Plan 2019-22 – Approved by LMS on 9 July 2019

Year	2019 - 20	2020 - 21	2021 - 22
Anticipated Enrolment	65 pupils	73 pupils	81 pupils
Planned Teaching Complement	3.00	3.00	3.00
Total Budget	£202,205	£256,670	£275,614
Total Expenditure	£218,654	£234,988	£238,514
Closing Balance	-£2,444	£19,238	£56,338
% Deficit/surplus	-1.1%	7.6%	19.1%

Source – LMS

Table 7 demonstrates the approved Financial Plan on 9 July 2019, the school projects it will have a surplus of £56,338 in 2021/22. Appendix D provides an extract from the approved Financial Plan 2018-21 and an extract from the approved Financial Plan 2019-22.

Table 8: Financial Plan 2019-22 – Received by CCMS on 22 July 2019

Year	2019 - 20	2020 - 21	2021 - 22
Anticipated Enrolment	65 pupils	73 pupils	81 pupils
Planned Teaching Complement	3.5	4	4.4
Total Budget	£230,181	£256,670	£275,614
Total Expenditure	£232,257	£264,471	£283,508
Closing Balance	£11,929	£4,128	-£3,761
% Deficit/surplus	4.9%	1.5%	-1.3%

Source – Seaview PS

On 22 July 2019, Seaview PS provided an additional financial plan, Table 8, which demonstrates the impact on the financial plan should Seaview PS move to operate as a 4 teacher school. The projections for this budget include an additional budget of £27,976 for potential in year growth in 2019/20. This increases the budget from £202,205 in 2019/20 to £230,181 in 2019/20. When CCMS enquired with LMS as to whether the Financial Plan sent on 22 July 2019 was approved, LMS advised (on 24 July 2019):

“The budget in question is a revised budget showing the impact of an allocation from contingency for in year growth in pupil numbers.

Since In Year Growth monies have not been allocated, the approval of this budget has not been granted at this stage.

Once we are in a clearer position in relation to contingency provision, we will be in contact with you.”

This Financial Plan also formed the basis for a request for additional staff, signed off by the Principal, on 16 August 2019.

The report of the ETI inspection in February 2017 (Involving Action Short of Strike) included the comment.

“It will be important that the employing authority, school governors and the staff plan for, and manage, issues related to the sustainability of the school provision and school budget, in order to address the current and future needs of the children and the staff.” (p1).

The financial projections for the school (Tables 5 and 6), prior to its decision to pursue the option of becoming a controlled integrated primary school, demonstrates a teaching complement of less than 4 teachers.

The most recent financial plan provided by the school on 22 July 2019, and used as the basis for an application from the school to increase its teaching staff, as demonstrated in Table 9, projects a teaching complement of 4.4 teachers in 2021/22.

3.4 SSP4: Strong Leadership and Management by Boards of Governors and Principal

3.4.1 ETI Inspection Report

The report of the ETI inspection in January 2014 included the comment.

“The collegiate whole school approach to school improvement under the effective leadership of the principal, who is providing strategic direction for the school and the highly effective teamwork of the entire staff have brought about significant improvements in the overall quality of the provision and the standards which the children attain;” (p2)

The report of a Sustaining Improvement Inspection (Involving Action Short of Strike) in February 2017 included the comment.

“The ETI was able to evaluate aspects of the quality of the school’s self-evaluation processes to inform the school development plan (SDP). The SDP is comprehensive, devised through appropriate consultation and identifies priorities along with clear action plans to bring about improvement in the learning experiences for, and the outcomes achieved by, the children.” (p1)

3.4.2 Composition of Board of Governors – skills and experience of Board members and number of vacancies.

The Board of Governors benefits from a wide range of skills and includes representation from parents, teachers, Trustees, school principal and the Department of Education.

3.5 SSP5: Accessibility

The school is accessible to the pupils in the local area.

3.5.1 Distance to another suitable primary school and capacity in nearest schools

Table 9: Local Schools – Available Spaces and Distance from Seaview PS

Primary School	Distance from Seaview PS	Sector	Enrolment 2018/19	Approved Enrolment No 2018/19	Unfilled Places ** 2018/19
St John's PS, Carnlough (303-3317)	2.7 miles	Maintained	126	192	!
St Patrick's PS, Glenariffe (303-6131)	11.3 miles	Maintained	97	130	!
St Mary's PS, Cushendall (303-0894)	12.9 miles	Maintained	104	213	!
St Anthony's PS, Larne (303-0900)	10.3 miles	Maintained	93	476	!
St MacNissi's PS, Larne (303-6575)	10.8 miles	Maintained	211	261	55
Carnlough CIPS, Carnlough (305-0519)	2.9 miles	Controlled Integrated	27	62	!
Carnalbanagh PS, Glenarm (301-0470)	5.8 miles	Controlled	31	58	27
Cairncastle PS, Ballygally (301-6269)	6.9 miles	Controlled	95	137	!
Linn PS, Larne (301-0883)	9.8 miles	Controlled	384	380	5
Corran Integrated PS***	9.8 miles	GMI	162	203	50

Source: DE Census 17/18, DE Schools + & google maps

* The enrolment figure includes supernumerary pupils (who are pupils with a statement of Special Educational Needs).

** When calculating the unfilled places, the DE excludes supernumerary pupils from the calculation. Consequently, the unfilled places added to the enrolment may not match the approved enrolment number.

***** During pre-publication consultation stage it was agreed that if the proposal progresses, Corran Integrated PS would be included in the suitable schools**

! Denotes figures to avoid possible identification of individuals

Table 9 demonstrates the availability of places within St John's PS, Carnlough, the nearest suitable alternative primary school for those who wish to continue to be educated in the Catholic maintained sector.

3.6 SSP6: Strong Links with the community

3.6.1 Multi-functional use of buildings outside formal education, for example, for sport, voluntary and community use.

A report of an Inspection of Seaview PS in November 2011 included the comments;

"The school gives a high priority to maintaining a wide range of productive links with the parents and the local community. The children's learning experiences are enhanced through a cross-community partnership with the local primary schools through the Primary Integrating Enriching Education project. There are also effective links with other local schools which broaden the children's extra-curricular opportunities. The parents are kept well-informed about the work and life of the school through regular newsletters." (p2)

On 30 May 2019, the school provided details of a number of community meetings and events which take place on the school premises. These include.

- Church events throughout the year.
- Yoga.
- Senior citizens' fortnightly lunch club.
- Glenarm Community Market.
- Guitar classes.
- Computer classes.
- PSNI community talks.
- Opera NI to host 'Festival of Voice'.
- Glenlough Running Club.
- Glenarm Coastal Rowing Club.
- Local hurling, Gaelic and camogie clubs.
- Glenarm Village Committee meetings.
- Board of Governor meetings.
- PTA meetings.
- Mid and East Antrim Council events.
- To host PTA events eg coffee morning/tractor run.
- Wildlife Trust meetings.
- The Glens Squirrel Group.
- Glenarm in Bloom.
- NSPCC events.
- Whist Club.
- Bingo nights.

4. AREA PLANNING IMPACT

4.1 Outline the Area Planning context and how this proposal will contribute to the delivery of education provision within the area. How does the proposal align with the current Area Plan, its key strategic themes and actions outlined in the Annual Action Plan?

The DE's SSP focuses on the longer-term viability of educational provision. Its primary objective is to ensure that all children get a first class education, in fit for purpose facilities. This is regardless of background or where they live, making best use of the resources available for education. This policy drives the area planning process to ensure there is a network of strong viable schools to meet the educational needs of pupils.

CCMS has a statutory duty to promote and co-ordinate, in consultation with the Trustees, the planning of Catholic maintained schools. Area planning is focused on the SSP. In October 2016, when EA published *Providing Pathways - Strategic Area Plan for School provision 2017-2020*, the then Minister of Education, Peter Weir, MLA, stated:

"The SSP, which is implemented through the Area Planning process, focuses on providing children and young people with high quality education that meets their needs and enables them to achieve their full potential....."

The educational experience of our children and young people is greatly enhanced when they attend schools that are educationally and financially viable. The SSP is a framework for assessment of the sustainability of primary and post-primary schools. The six criteria and supporting indicators clearly illustrate what a sustainable educational experience should look like. Schools must: deliver a broad and balanced curriculum, offer extensive extracurricular activities, have high quality pastoral care systems and have the confidence of the communities they serve.

In primary schools pupils should be in a class with no more than two year groups but ideally they should be in single year group classes. They should be able to interact with peer groups and have the best chances to prepare for successful transition to post primary school. However there are still a significant number of schools that are struggling, for a wide range of reasons, to deliver the best for their pupils. This is particularly evident in the primary sector and, despite the best effort of teachers, it becomes harder to deliver a high quality education if pupils are taught in composite classes. We have too many small primary schools with more than two year groups in a single class."

CCMS, in taking forward the Annual Action Plan (2019-21), identified a key issue for the Carnlough/Glenarm area to 'promote shared education solutions which provide sustainable schools with the action 'Managing authority to consult on options for future provision in the Carnlough/Glenarm area by November 2019.'

Following a research investigation funded by the IEF, which included a community conversation, the local discussions outlined in Section 1 were held. It was agreed that the managing authorities would need to address sustainability issues with their schools on an individual basis. CCMS subsequently commenced a consultation on the future provision of Seaview PS, between 4 June 2019 to 2 July 2019.

4.2 Specify links to other proposals. Provide detail on other DPs (including those in planning and not yet published) that could impact on education provision in the area, affecting consideration of this proposal and outline any reason for not bringing them forward together.

Concurrent to this proposal, the Board of Governors of Seaview PS is taking forward a development proposal document for the transformation to a controlled integrated primary school from 31 August 2021 or as soon as possible thereafter. In addition, the EA is currently consulting on the potential closure of Carnalbanagh PS from 31 August 2021 or as soon as possible thereafter.

As is the case with this proposal, the submission of any proposal does not necessarily mean the proposal will be accepted. The EA will carry out a 4 week consultation on the proposal with affected schools and will publish a development proposal. DE carry out a 2 month consultation as part of the statutory objection period. They will take into account any information received from consultees during this time.

DE will then present a recommendation to the Minister for Education/Permanent Secretary. This recommendation may be the same as the development proposal submitted, or it may differ from the proposal in order to reflect the responses from the impacted schools and/or the public consultation. The Minister for Education/Permanent Secretary will ultimately make a decision which will either accept or reject the proposal made from the DE. The final decision may differ from the DE's recommendation.

The Education Authority is currently carrying out pre-publication consultation for a proposal to discontinue Carnalbanagh PS from 31 August 2021 or as soon as possible thereafter.

4.3 What other options/size were explored and why was this the most appropriate area solution?

The alternative options explored at the consultation stage are listed below.

4.3.1 Do Nothing - Maintain the status quo by keeping Seaview PS open as a Catholic maintained Primary School

This option would result in no change to the current provision. It would result in continued pressure on staff to deliver a broad and balanced curriculum, to mixed aged classes in conjunction with continued pressure on available resources.

This option should be considered in light of the presence of a nearby Catholic maintained school – St John's PS, Carnlough. St John's PS, Carnlough is a suitable sustainable school less than three miles from Seaview PS. It had an enrolment of 126 pupils, Year 1 – Year 7 in 2018/19 and has an enrolment of 127 pupils, Year 1-Year 7 in 2019/20, as advised by the school.

In the Report of a Sustaining Improvement Inspection (involving Action Short of Strike) in May 2019, for St John's PS, the following was noted.

“The inspector met with a group of year 6 children who spoke very positively about all aspects of school life; they highlighted the helpful, friendly staff and their enjoyment of participating in shared education classes and educational visits. The children appreciate the range of after-school activities offered in the school, for example, art and crafts, dance, guitar, multi-skills sports, and information and communication technology (ICT). There are appropriate opportunities for the children to develop their leadership skills through the School Council.”

The ETI was unable to evaluate fully:

- *the lines of inquiry; and*
- *the quality of learning and teaching within the classrooms.” (p2)*

In the Report of an Inspection in December 2012, it was noted.

“In the areas inspected, the quality of education provided by this school is very good. The school is meeting very effectively the educational and pastoral needs of the children, and has demonstrated its capacity for sustained self-improvement.

Summary of key findings

Achievements and standards - Very good

Quality of provision - Very good

Leadership and management - Good

Nursery Unit – Good”

In consideration of the Annual Action Plan, the low enrolment numbers, the SSP, and the availability of a sustainable Catholic maintained school nearby, to do nothing is not considered to be a sustainable option.

4.3.2 Shared Education

Shared education is an education process which allows pupils from different sectors to be educated in classes together. It does not, in and of itself, address the sustainability issues identified in small schools as these are associated with low enrolments in individual schools.

Shared Campus projects allow schools to share a campus whilst retaining their own individual identity. Guidance from DE (*Options for Sharing and Integrating: A Short Guide for Schools, 2018*) specifically notes that schools must be sustainable in order to participate in the Shared Campus programme. A joint faith model is where a school is established by two or more faith groups.

An integrated option for the area was explored as indicated in Section 1. It was noted that the schools involved, which included Seaview PS, could not agree on a sustainable area solution and it was agreed that the managing authorities would need to address sustainability issues with their schools on an individual basis.

As detailed earlier in the case for change document, on 17 May 2019, the Board of Governors unanimously voted to transform Seaview PS, into a controlled integrated primary school. On 14 June 2019, a ballot began on the proposed transformation and closed on 28 June 2019. Of the 42 respondents, 95.2% (40), voted in favour of transforming to a controlled integrated primary school.

Seaview PS community is working with the Northern Ireland Council for Integrated Education (NICIE) currently examining how to progress this proposal in line with the guidance in “Integration Works – Transforming Your School”. CCMS will provide all support, as appropriate, for the pursuance of this option. CCMS has no authority to establish a controlled integrated primary school.

CCMS’ proposal does not pose a risk to the progress of an integrated option. Discussion, regarding issues such as the use of the site and buildings, would commence if the development proposal for the transformation to a controlled integrated primary school was to succeed. Site

issues would become a matter between those proposing an integrated option, and the Trustees of the building.

CCMS will assist DE in supporting the provision of integrated education, as appropriate. CCMS will continue to liaise with EA, DE, the school and NICIE, as required.

The proposal to close Seaview PS from 31 August 2021, or as soon as possible thereafter, will not interfere with the rights of stakeholders to proceed with establishing a proposal in regard to integrated education.

4.3.3 Amalgamation

Amalgamation is the process whereby two or more schools, from the same sector, come together to create a sustainable school. An amalgamation must be capable of delivering a school of at least 105 pupils, which will retain this number into the future.

The only school which could be considered for amalgamation with Seaview PS is St John's PS, Carnlough. At the school census date in October 2018, the enrolment in Seaview PS was 42 whilst it was 126 in St John's PS.

An amalgamation is a complex process with both schools closing and a new management structure being created. The site for the new school would be on the current St John's PS site in Carnlough, given this is the area that has most pupils and currently has facilities to host all pupils. The aspiration for a school in Glenarm would not be realised by this option.

Having considered this option, CCMS is of the view that it would not be suitable to amalgamate the two schools.

4.3.4 Federation

A federation consists of two or more schools operating under the governance of a single body. Any federation must be educationally and financially sustainable. There was no evidence prior to consultation, or based on any information provided during consultation, to show that this school could become sustainable either educationally or financially through a federation.

4.3.5 Closure of Seaview PS

If Seaview PS was to close and pupils were transferred to alternative schools, the implications are as follows:

- small town school removed from the community and parental first preference not realised;
- longer travelling distance for pupils;
- greater opportunities for pupils to be taught in their own peer groups;
- greater opportunities to interact in sports, leisure and cultural activities;
- increased opportunities for specialist teaching and for professional development of staff;
- pupils enrolled in a sustainable school; and
- greater long term security for staff.

4.3.6 Conclusion

The recommendation to close Seaview PS was presented at the consultation meeting on 4 June 2019. The purpose of the pre-publication consultation was to inform stakeholders of the challenges faced by the school. It was also to facilitate a meaningful discussion on CCMS' recommendation. It provided an opportunity for all stakeholders to present their views and contribute evidence to be considered as part of the process, including any alternative sustainable options. The summary of responses received on 2 July 2019, during consultation meetings, and through the consultation period, is recorded in Appendix F.

Having given due consideration to all feedback received, CCMS' EPC approved the proposal to proceed with a development proposal for the closure of Seaview PS with effect from 31 August 2021, or as soon as possible thereafter.

It is noted that the Board of Governors is currently preparing a case for change document for the transformation of the school into a controlled integrated primary school.

4.4 What is the potential impact on other schools, what account has been taken of this?

It is not anticipated there will be any significant impact on other schools, given the low enrolment numbers in the school, and the available options in alternative schools. Depending on the number of pupils who transfer to the nearest Catholic maintained school, St John's PS, Carnlough, may benefit from having a reduced number of composite classes. There will be no classes of composite year groups where more than two year groups are in one classroom. The impact on other schools will vary depending on whether other development proposals are approved, namely; the proposed closure of Carnalbanagh PS and the proposed transformation of Seaview PS to a controlled integrated primary school.

Regardless of the potential permutations in relation to the three proposals running concurrently, there is sufficient available places in schools to accommodate the pupils.

If a development proposal is approved, a CCMS Education Adviser will liaise with Seaview PS and schools to which the pupils will transfer and will assist the pastoral aspect of the move. The receiving schools will facilitate parental visits, to ensure parents will have the opportunity to familiarise themselves with alternative provision.

There will be meetings with Special Educational Needs (SEN) co-ordinators, where appropriate, to facilitate SEN pupil transfers. Administration of admissions documentation will be required, including common transfer files.

5.0 RATIONALE FOR PROPOSAL

5.1 Explain the objectives of the proposal and the desired outcomes if approved – for example to reduce number of available places or to increase enrolment to meet demand. Detail how this aligns to Departmental policies and consideration given to Statutory Duties.

The Providing Pathways - Strategic Area Plan for School Provision 2017-2020 (Area Plan): *aims to ensure all pupils have access to a broad and balanced curriculum that meets their needs in sustainable schools within a diverse system of education (p6).*

This proposal addresses sustainability issues, as determined by the SSP, at Seaview PS. The key sustainability criteria are addressed in Section 3, and the following conclusions can be drawn from the assessments made.

Quality educational experience

The Quality Educational Experience SSP criterion has an indicator *'No more than two composite year groups in a single classroom at primary school level'*. Seaview PS operates three composite year groups in a single classroom.

There are plans by the school to have four teachers, meaning there will be no more than two composite year groups in a single classroom.

Stable enrolment trends

Seaview PS has, as detailed in Table 1, experienced a low enrolment in the previous five years. The current enrolment is 65 pupils. The school's enrolment remains well below the SSP criteria for a rural school of 105 pupils.

Sound financial position

The various financial plans are detailed in Tables 5 – 8.

Strong leadership and management by Boards of Governors and Principal

The Board of Governors of Seaview PS is reported to be well-informed about, and maintains a strategic overview of, the school's improvement agenda. The governors are involved actively, and support effectively the principal and the staff, in the SDP process. The principal is reported as providing strategic direction for the school and having promoted highly effective staff teamwork.

Accessibility

Seaview PS is accessible for those who send their children there. An analysis of the home locations of the 2017/18 pupil cohort indicates that a significant majority of school's pupils lived within a three mile radius of the school. There are also accessible schools nearby.

Strong links with the community

The school gives a high priority to maintaining a wide range of productive links with the parents and the local community. The children's learning experiences have been enhanced through a cross-community partnership and effective links with other local schools.

Summary

The proposal to close Seaview PS recognises that continuing with the status quo will perpetuate the challenges recently experienced by the school. There is no evidence that as a Catholic maintained primary school it will be able to meet the following sustainability criteria: quality of the educational experience (due to low enrolments) and the minimum threshold for a rural school (105 pupils).

5.2 Equality Duty

Equality screening of this proposal has been carried out. Section 75 of the Northern Ireland Act 1998: A Guide for Public Authorities advises *"The first duty is the Equality of Opportunity duty, which requires public authorities in carrying out their functions relating to Northern Ireland to have due regard to the need to promote equality of opportunity between the nine equality categories of persons of different religious belief, political opinion, racial group, age, marital status or sexual orientation; men and women generally; persons with a disability and persons without; and persons with dependants and persons without"* (p7).

The evidence received to date suggests that there are no major impacts on the protected groups within Section 75 of the Northern Ireland Act 1998. The final screening document will be published on CCMS' website, when the proposal reaches the public objection period. It will also be available on request from CCMS' office.

5.3 The United Nations Convention on the Rights of the Child (UNCRC)

Article 12 (1) of the UNCRC: "*Parties shall assure to the child who is capable of forming his or her views the right to express those views freely on all matters affecting the child, the views of the child given due weight in accordance with the age and maturity of the child.*"

CCMS had discussions with the principal of Seaview PS regarding the most age appropriate method of capturing pupil feedback. A number of pupils participated in a discussion about their experience at Seaview PS and a summary of the comments made is presented in Appendix F.

5.4 Rural Needs Act 2016

Section 1(1) of the Rural Needs Act (NI) 2016 ('the Act') requires public authorities to have due regard to rural needs when developing, adopting, implementing or reviewing a policy, strategy or plan and when designing or delivering a public service.

The areas from which Seaview PS attract pupils are, according to the Inter-Departmental Urban-Rural Definition Group (A Guide to the Rural Needs Act (NI) 2016 for Public Authorities (Revised) April 2018, p16), defined as rural. Therefore CCMS must take "due regard" to the Act. A number of options were identified and this case for change document considers the potential of each option for maintaining primary provision in the area. These include: shared education, federation, amalgamation and maintaining the status quo. With the exception of a potential shared option, these options have been discounted as they do not provide sustainable education provision.

The proposal for Seaview PS to transform to a controlled integrated primary school will be the subject of a separate development proposal by the Board of Governors of the school.

The options above were presented as part of the consultation with staff, the Board of Governors, parents/guardians and pupils of Seaview PS. This ensured information was received from the impacted stakeholders on all matters, including rural needs.

In determining whether to proceed with this proposal, due consideration was given to the balance between meeting the enrolment, educational and financial requirements of the SSP and removing provision. There is no evidence the enrolment, educational and financial aspects of the school can be satisfactorily addressed, should Seaview PS remain as a Catholic maintained primary school.

The proposal for the closure of Seaview PS would have a significant impact on primary education in the area. The reasons for this are detailed throughout the case for change document. There will be transport assistance for pupils from the area, in accordance with transport regulations, where they do not live within two miles of their nearest suitable school. This mitigates the impact of the closure of the school in a rural area.

The proposal ensures pupils would have equitable access to a broad and balanced curriculum, as is afforded to other primary pupils across Northern Ireland. The intention of this proposal is to advance the aspirations, aims and objectives of the SSP, "*It is important that children in rural communities have access to a quality education in cost effective provision*" (p27).

6. EDUCATIONAL IMPACT

6.1 What are the educational benefits of this proposal?

As a result of enrolling in a sustainable school, it is more likely that pupils will be taught in single year group classes. This will ensure that pupils are working alongside peers of a similar age and stage. In a sustainable school, it is more likely that pupils will benefit from a wide range of extra-curricular activities. There will also be opportunities to benefit from a wider range of teacher specialisms. The pupils and staff will also benefit from the security of being enrolled in a sustainable school.

6.2 Provision of high quality education should be the desired outcome of all proposals - outline how this proposal aims to achieve this outcome.

The local schools include schools which have pupil numbers which meet the SSP criterion of no more than two year groups in a classroom. The pupils would be taught in more age appropriate class sizes which would assist teachers in ensuring that there are appropriate levels of differentiation in teaching and learning.

Pupils may benefit from wider peer and social interaction, by being taught in a class with no more than two year groups,. There can also be more opportunities for extra-curricular activities and participation in team events. It can allow better use of educational resources including the deployment of teaching and support staff. There would also be greater opportunities for the professional development of staff through interaction with peers and continued professional development (CPD) opportunities such as 'Trusted Colleague Network'.

If Seaview PS was to cease provision, the pupils would be afforded the opportunity to enrol in sustainable schools thus ensuring the following:

- greater opportunities for pupils to be taught in their own peer groups;
- increased opportunities for specialist teaching and for professional development of staff; and
- pupils enrolled in a sustainable school with less financial pressures.

6.3 Outline how the proposal will benefit children and young people in the school(s) and in the area overall.

This proposal will benefit pupils as it will add to the longer-term viability of school provision. Its primary objective is to ensure that all children get a first class education in fit for purpose facilities, regardless of background or where they live and making best use of the resources available for education. This proposal will progress the development of a network of strong viable schools to meet the educational needs of children and young people.

6.4 Provide details of how the specific requirements of pupils with SEN will be catered for under the new arrangements.

If this proposal is approved, CCMS, in liaison with the EA and the schools involved, will ensure the following steps are taken:

- continued support for SEN pupils following the closure;
- assistance for pupils, as required, in managing the change to a new setting;
- continued appropriate placement for pupils with a statement of special educational needs, and assistance for these pupils in managing the change to a new setting;

- early and confidential transfer of statements and individual education plans (IEP) to the new school;
- consideration, as necessary, of the facilities and equipment required to support pupils with SEN;
- consideration, as necessary, of Learning Support Centre provision where appropriate; and
- consideration, as necessary, of transport arrangements, in accordance with transport regulations.

7. IMPLEMENTATION PLAN (IF THE PROPOSAL IS APPROVED)

Note: The timeline should be considered in advance of DP publication, this will impact on when the DP should be published to allow sufficient time from decision to implementation.

7.1 Outline all actions required to deliver the proposal if approved. Does the implementation date reflect this, is it deliverable? If phasing is being proposed explain why it is necessary?

The implementation date of 31 August 2021 has been chosen to ensure appropriate time for implementation following approval including the actions outlined below. No phasing is being proposed.

If a development proposal is approved, the following steps would be taken:

- a CCMS Education Adviser would liaise with Seaview PS and schools where the pupils would transfer to, assisting the pastoral aspect of the move;
- parents would have the opportunity to visit alternative schools;
- meetings with SEN co-ordinators would be organised to facilitate the efficient and effective transfer of SEN pupils;
- administration of admissions documentation would be organised;
- there would be sufficient time for the school to liaise with the EA regarding the transfer of their assets to other schools and secure storage of documents which need to be held.

7.2 Depending on type of proposal, this could include arrangements for pupils transferring to other school(s), maintaining continuity for examination classes, applications for additional accommodation and timeframe for delivery which takes account of time needed to secure all the necessary approvals to allow accommodation to be provided.

Pupils transferring to post-primary schools will adhere to the same policies and procedures for transferring to a post-primary school, as per current policies and guidelines.

7.3 Details of any arrangements for Shared Education Partnerships and how they would be impacted should be included in this section.

Seaview PS is linked with Carnalbanagh PS and Carnlough CIPS through a shared education initiative. The proposed closure of Seaview PS and Carnalbanagh PS will impact this partnership. CCMS will work with NICIE and EA to strengthen shared education partnerships with the schools the pupils move to, in the event of closure being approved.

7.4 Will there be composite classes or will they be removed, will the school operate a double entry?

This proposal means the pupils will have a greater opportunity to attend schools which do not have more than two year groups in one class.

7.5 How will the School/EA ensure that the education of the children is protected during/after the proposed change?

Measures will be put in place to protect the educational and pastoral needs of the pupils during the transfer to another school. Once the receiving schools know the particular nature of the pupils' needs, they can be proactive and prepare to offer the required support and care strategies to enable the pupils to make good progress.

The staff in the receiving schools will have expertise in catering for pupils with special needs and they will ensure that there is no diminution in the level of care currently in place. Individual Education Plan (IEP)s will set out the nature of support pupils require and the expertise to deal with pupils in this situation is already there. IEPs will transfer across to the new school with the pupils and will remain in place.

8. RESOURCE IMPLICATIONS

Detail finance/resource implications (both capital and recurrent) of the proposal and approximate costs where available.

8.1 Is the proposal cost effective?

Finance – Budget position, impact on budget, cost of proposal.

This proposal is cost effective and will strengthen provision in the area as the other nearby schools will benefit from the additional pupils.

If approved, there will be savings made upon closure of Seaview PS. Savings would accrue from the following main sources:

- reduction of building maintenance costs; and
- removal of small school support funding.

8.2 Staffing – Additional teaching staff required, cost/redeployment, redundancy cost

It is not possible to predict the number of redundancies or redeployments in advance of a decision, in regard to the development proposal. Therefore, it is not possible to cost these accurately at this time.

Employment/deployment opportunities for both teaching and non-teaching staff will be sought in alternative schools in the event of the closure of the school. Any redeployment/redundancy costs will be in line with current guidelines.

The School Reorganisation Agreement (TNC 2013/2) sets out the transfer of teaching staff following any reorganisation of school provision in an area. If the proposal is accepted, the teaching staff in Seaview PS are afforded employment protection under the School Reorganisation Agreement 2013/2 for two years. The non-teaching staff will be afforded employment protection for one year.

8.3 Transport – Any additional cost

If Seaview PS closes, there will be an increased transport cost associated with any pupil who is currently less than two miles from Seaview PS and where they live beyond two miles from an alternative school.

8.4 Accommodation – brief description of current accommodation / site, any capital proposals or minor works applications. Immediate day one minimum capital requirements should the DP be approved, site suitability to support changes, estimated cost and timescales for delivery of changes. Note: Approval of a DP does not automatically attract additional funding or accommodation and that these issues will be dealt with separately by the DE.

It is not anticipated there will be any accommodation costs to facilitate the closure of Seaview PS.

8.5 Other issues requiring resources

N/A

APPENDIX B – Annual Area Profile 2018

Primary School Annual Area Profile 2018

DE Ref No	School Name	Status	Council Area
3030899	Seaview Primary School	Catholic Maintained	MID AND EAST ANTRIM

Annual Census Information			
Year	Total pupils Y1-Y7	IMU	FSME %
2014/15	37	0	35.1
2015/16	33	0	33.3
2016/17	40	0	37.5%
2017/18	42	0	38.1%
Approved Reception-Year 7 enrolment number			121
Approved Reception-Year 7 admissions number			17
Year 1 Pupils 2017/18			8
First Preferences Applications 2017/18			8

Formal Intervention	
In formal intervention any period 1 April 2017-31 March 2018	

Budgets			
Year	Available Delegated Resources £	Surplus/Deficit £	Surplus/Deficit %
2014/15	177,689	-6,254	-3.52%
2015/16	174,468	5,301	3.04%
2016/17	177,009	-1,422	-0.80%

KEY TO SYMBOLS & TEXT USED IN DATA ABOVE	
Symbol/Text	Definition
*	Relates to fewer than 5 cases
#	Means that a figure greater than or equal to 5 had been treated to prevent disclosure of a small number elsewhere
-	School not open in the relevant academic year
n/a	No year 7 pupils

APPENDIX C – Minor Works

Minor Work Details - Standard School Report

<i>Ref No</i>	303-0899	<i>DIOCESE</i>	Down & Connor	<i>Enrolment</i>	38	
<i>School</i>	Seaview Primary School	<i>PARISH</i>	Glenarm	<i>FORMULA/APPROVED</i>	121	121
<i>ELB</i>	EA NER	<i>EDUCATION ADVISER</i>	Ms Alana Willis			
<i>Principal</i>	Mr Barry Corr	<i>TRUSTEE</i>	Very Rev Dermot McKay PP			

<i>Scheme</i>	<i>Year</i>	<i>Description</i>	<i>Status</i>	<i>Budget</i>	<i>Date To DE:</i>
06B	07-08	Toilet Refurbishment	Tender Approved - Construction Stage	£80,000.00	20/04/2007
08B	07-08	Upgrade of fire doors & fire alarm system	Completed - Practical Completion	£17,905.25	12/09/2007
05B	01-02	Upgrade of classroom (£1,160)/refurbishment of classrooms (£73,406.31)/Roller shutter door (£825)/Extending C2K network into new principal's/admin offices (£324)	Completed - Practical Completion	£63,700.00	06/07/2001
07B	07-08	Upgrade of Fencing	Completed - Final Accounts	£2,750.00	20/04/2007
09B	08-09	Window replacement *** WITHDRAWN***	Withdrawn - Works withdrawn by Trustee	£0.00	24/09/2008

APPENDIX D – Approved Financial Plan 2018-21

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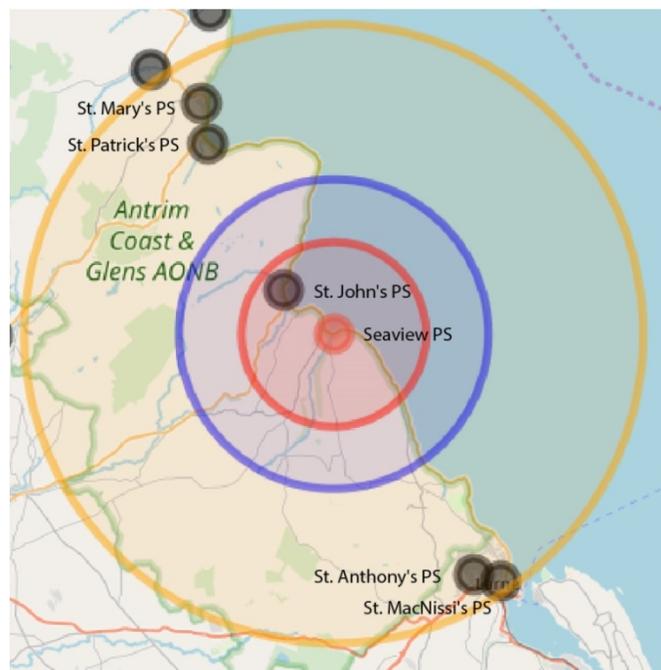
Appendix D Cont'd - Approved Financial Plan 2019-22

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Section A: Enrolments and Teaching Complement		YEAR 1 (2019-2020)	YEAR 2 (2020-2021)	YEAR 3 (2021-2022)
	October 2018	October 2019	October 2020	October 2021
1	Full Time Equivalent Enrolment (excluding Spec Unit pupils)	42	65	73
2	Planned Teaching Complement <small>(after amendment to Variables as below)</small>	2.60	3.00	3.00
3	Planned Pupil/Teacher Ratio (September)	16.15	21.67	24.33
		27.00		
Section B: Planned variances in Teaching Staff		YEAR 1 Change in Staff <small>(Enter as Positive Fig's)</small>	Year 2 Change in Staff <small>(Enter as Positive Fig's)</small>	Year 3 Change in Staff <small>(Enter as Positive Fig's)</small>
Variables - Teaching Staff - To assist in budget forecasting				
4	Increase in Permanent Teachers			
5	Increase in Temporary Teachers			
6	Decrease in Permanent Teachers (enter as positive figure)			
7	Decrease in Temporary Teachers (enter as positive figure)			
Section C: Planned Expenditure		YEAR 1 (2019-2020)	YEAR 2* (2020-2021)	YEAR 3* (2021-2022)
	Sector Average*	£ %	£ %	£ %
Expenditure Summary				
Staff Costs				
8	- Teaching	167,261 76.5%	181,465 77.2%	184,355 77.3%
9	- Non Teaching	42,573 19.5%	42,997 18.3%	43,422 18.2%
10	- Other Costs	0.1% 0.0%	0.0% 0.0%	0.0% 0.0%
11	Premises, Fixed Plant and Grounds	6,700 3.1%	6,834 2.9%	6,971 2.9%
12	Operating Costs	3,620 1.7%	3,692 1.6%	3,766 1.6%
13	Non Capital Purchases	0.3% 0.0%	0.0% 0.0%	0.0% 0.0%
14	Capital Expenditure	0.4% 0.0%	0.0% 0.0%	0.0% 0.0%
15	Less Income (enter as negative figure)	-1.1% -1,500		
16	Total Planned Expenditure before Savings and Additional Expenditure	218,654	234,988	238,514
Estimated Savings (enter as a negative figure)				
17	Reduction in Teaching Staff (as per Variables)			
18	<i>Please specify</i>			
19	<i>Please specify</i>			
20	<i>Please specify</i>			
Estimated Additional Expenditure (enter as a positive figure)				
21	Increase in Teaching Staff (as per Variables)			
22	<i>Please specify</i>			
23	<i>Please specify</i>			
24	<i>Please specify</i>			
25	Total Planned Expenditure after Savings and Additional Expenditure	218,654	234,988	238,514
<small>* Planning assumptions include Cost of Living Pay Award Estimate at 1% each year and estimated rate of inflation for Other Costs as 2% each year</small>				
Section D: Delegated Resources		£4,814	£3,949	£3,776
Budget Summary Allocation				
26	CFF Budget Share per Capita			
27	Common Formula Funding (CFF) Budget Share	202,205	256,670	275,614
28	<i>Other funding - (Please specify)</i>			
29	<i>Other funding - (Please specify)</i>			
30	<i>Other funding - (Please specify)</i>			
31	Total Delegated Resources	202,205	256,670	275,614
Section E: In Year Movement		YEAR 1 (2019-2020) £	YEAR 2 (2020-2021) £	YEAR 3 (2021-2022) £
32	In Year Underspend or Overspend of Delegated Resources	-16,449	21,682	37,100
Section F: Cumulative Surplus / Deficit		YEAR 1 (2019-2020) £	YEAR 2 (2020-2021) £	YEAR 3 (2021-2022) £
33	Opening Cumulative Surplus/(Deficit) 1 April	14,005	-2,444	19,238
34	In Year Underspend / (Overspend) of delegated resources	-16,449	21,682	37,100
35	Closing Cumulative Surplus/(Deficit) 31 March	-2,444	19,238	56,338
36	% Carry Over	-1.1%	7.6%	19.1%

APPENDIX E – Location of Neighbouring Schools

Alternative CCMS Provision



*inner circle = 3 mile radius;
outer circle = 10 mile radius*

Other Alternative Provision



APPENDIX F – Consultation Summary



CCMS
Council for Catholic
Maintained Schools

SCHOOL NAME: Seaview Primary School

SCHOOL REF: 303-0899

PROPOSAL

**The discontinuance of Seaview Primary School with
effect from**

31 August 2021 or as soon as possible thereafter.

Summary of the responses to the consultation in regard to the proposal to discontinue Seaview Primary School with effect from 31 August 2021 or as soon as possible thereafter.

This summary contains a resume of the key discussion points from the stakeholder consultation meetings and written comments subsequently received. The following table notes the points made, by whom and the response given. Any issue requiring further action from a written response or the meeting is noted.

Three consultation meetings were held as below.

The staff consultation was held on 4 June 2019, 10 staff were in attendance.

The governors' consultation was held on 4 June 2019, 7 governors were in attendance.

The parents' consultation was held on 4 June 2019, 16 parents, 2 staff and 2 governors were in attendance.

Cormac Quinn (CQ) (Area Planning Adviser, CCMS) and Mark Vallyelly (MV) (EA Area Planning Transformation Team) delivered the presentations. Before each presentation, the presenters highlighted the SSP (SSP) requirements and the Area Planning imperatives.

The key points made by stakeholders at consultation meetings and in written responses include:

- **There were no responses, verbal or written, in favour of the proposal to close Seaview PS.**
- **The change to bigger schools would present many challenges for the present pupils.**
- **Parents have made Seaview PS their first choice not because it is a Catholic school but because of the quality of education provided by the school.**
- **The high standard of leadership and management provided by the principal and board of governors.**
- **School is an important social hub for the village and rural community.**
- **Closure of the local school would expose Glenarm to the social deprivation that plagues the Glens.**
- **Children flourished in a composite class.**
- **The specific circumstances pertaining to small rural communities are being ignored by the SSP.**
- **Closure of the school will remove its shared education arrangements.**
- **The impact of closure on the well-being of the pupils.**
- **Parental choice of viable alternative schools is very restricted.**
- **The present review of sustainability is stymieing enrolment.**
- **The school should be afforded more time to increase enrolments.**
- **The financial position of the school is sound because the board of governors and principal have kept spending within the +5% and -5% tolerances laid down by the Education Authority.**
- **CCMS submitting a proposal to close prevents the board of governors from applying to transform into a controlled integrated primary school.**
- **The Ulster University provided a sustainable solution for the area supported by the majority of parents.**
- **Seaview PS is the only public service left in Glenarm.**
- **Seaview PS is at a disadvantage since other schools with sustainability issues are not facing consultation and closure.**
- **Distance pupils already travelling to the school.**

A consultation period to allow parents and others to respond to the CCMS recommendation ran from 4 June 2019 to 2 July 2019.

Stakeholder categorisation key: Board of Governor (G), Staff Member (SM), Parent (P)

Discussion Points	Staff	Governors	Parents	Other	Response/Action to be taken
Staffing matters					
G: What evidence are you using to assess the 6 criteria?			√		<p>CQ: Evidence from the school indicates that there is 1 class with 3 year groups in it.</p> <p>The approved budget shows that there will be more than a 5% deficit. CCMS acknowledges that the school provided a revised budget which shows that the deficit in the previously approved budget would not be realised but this has not yet been approved by LMS. The school would continue to face financial and educational pressures over the longer term.</p>
Pupils Issues					
The closure of the school will be to the detriment of the playgroup.	√				
SM: If 105 is the figure for sustainability then it might be more appropriate to look at the maximum enrolment figure for assessing sustainability to see if an alternative school has capacity.	√				<p>CQ: If the school closes, the question is whether there is the opportunity for pupils to attend another suitable school within a reasonable travelling distance – in this instance CCMS school St John’s PS in Carnlough has capacity and is less than 3 miles away.</p>

Discussion Points	Staff	Governors	Parents	Other	Response/Action to be taken
SM: It was stated that not all parents may want to send their children to St John's PS.	√				CQ advised that CCMS originally considered a closure date of 31 August 2020. The Chair of the BoG and the Principal were not in agreement with the proposal to close the school and requested consideration for the proposed closure date to be extended to 31 August 2021 or as soon as possible thereafter to facilitate a full investigation on the potential to transfer to a controlled integrated primary school. CQ advised, based on this request, that CCMS provided a commitment to review the proposed closure date. CCMS Senior Leadership team agreed to extend the proposed closure date to 31 August 2021 or as soon as possible thereafter.
G: What is the evidence that composite classes are not good? G believes it is a good idea because of the mix of pupils within a class.		√			CQ: The SSP was developed by experts who had the expertise and knowledge to identify the criteria for the policy. DE policy dictates how options are addressed. If anyone disagrees they should use the consultation process to outline what they disagree with. MV: A lot of the teaching within a composite class is down to the skill of the teacher.
G: Going to another school is not a practical option as it is taking children out of their own village and adding distance to their journey to school.		√			CQ: CCMS recommends that these issues are fed back in the consultation responses.
G: The school had hoped that Carnlough Integrated would have worked with them and are very disappointed that they didn't.		√			CQ: There are other local schools which could be accessed that are not on the list included within the presentation.

Discussion Points	Staff	Governors	Parents	Other	Response/Action to be taken
<p>G: How is the figure of 105 pupils chosen if some schools don't actually have the capacity to accommodate that number of pupils?</p>		√			<p>CQ: DE policy states that there should be, ideally, 7 classes for 7 year groups and that the quality of the educational experience should also be considered alongside this.</p> <p>CCMS will not, as part of this pre-publication consultation, comment on the sustainability of other schools but CCMS's position is that there is suitable alternative provision nearby for those wishing to be educated in the catholic sector.</p> <p>CCMS believes, at this point in time, that closure is the right option but appreciates that this will not necessarily be the view of the BoG.</p>
<p>G: School thinks that the Community Conversation report was a robust document. The recommendation for a school in both villages was strongly supported.</p>		√			<p>CQ: The meeting held on 8 February 2019 determined that the options discussed in the community conversation process was not going to prove to be successful as the schools could not come to an agreed solution.</p> <p>CCMS recognises that the school is pursuing the option of transforming to a controlled integrated primary school and will endeavour to provide support to the school, as appropriate, as they develop their proposal. It will be for the school and local community to demonstrate that the school could become sustainable as a controlled integrated primary school.</p>

Discussion Points	Staff	Governors	Parents	Other	Response/Action to be taken
<p>G: There are 8 new pupils due to start P1 in September 2019 and the potential for a lot more.</p> <p>There are 3 schools in the area which are technically unsustainable. When the process started there were only 33 pupils, but this has now increased.</p>		√			<p>CQ: The community conversation process was used as a means to try to seek a sustainable solution, but that process failed to reach a successful conclusion.</p> <p>There is suitable alternative CCMS provision nearby.</p>
<p>SM: Regarding the Community Conversation, who made the decision on what proposals would go forward?</p>	√				<p>MV: At a meeting on 8 February 2019 it had not been possible for school representatives to agree a solution to the location issue and therefore no definitive sustainable solution was put forward. The issue then reverted to the managing authorities for further action.</p>
<p>The Community Conversation report recommended that there should be a school in each village. Why does this proposal mean that there will now be 2 schools in the one village (Carnlough)?</p>			√		<p>MV: The report contained a list of findings to consider as possible solutions.</p> <p>CQ: Any proposed solution will need evidence that it is sustainable. CQ emphasised a decision has yet to be made on progression of this proposal and this will only happen if the CCMS Education Provision Committee (EPC) decides to proceed, following analysis of the outcome of the consultation process.</p> <p>CCMS will provide support, where possible, to the school as they develop their own proposal for the change to integrated status.</p>

Discussion Points	Staff	Governors	Parents	Other	Response/Action to be taken
<p>Approximately 30-40 pupils from Glenarm go to school outside of the village. If the school became integrated, then these parents have indicated that they would change their children to the new school.</p>			√		
<p>Consultation Process</p>					
<p>Does the Community Conversation process form part of the CCMS proposal?</p>			√		<p>CQ. The Community Conversation process did not produce a sustainable solution. CCMS then had to look at addressing the issue of sustainability within their school. CCMS met with the Principal and BoG who then made representation that they believed the school could become sustainable by transforming to an integrated school.</p> <p>CCMS' EPC will make the decision on whether to proceed with the proposal for closure or not. If the poll regarding the change of status to an integrated school is positive then the school is legally bound to develop a proposal for the change of status to a controlled integrated primary school.</p>
<p>Would it not be more appropriate for CCMS to wait until the decision of the poll (transforming into a controlled integrated primary school) is known before developing their proposal?</p>			√		<p>CQ: CCMS believes there is no evidence available to suggest the school can be a sustainable CCMS school. As there is suitable alternative provision within the area, if a proposal to transform to controlled integrated status moves forward, it does not impact whether CCMS proceeds with the proposal for closure as controlled integrated status would close the school as a CCMS school.</p>

Discussion Points	Staff	Governors	Parents	Other	Response/Action to be taken
The proposal will be determined by the outcome of the other 2 schools in the area. Seaview PS would be sustainable but only if the other 2 schools impacted on the outcome of the proposal.			√		CQ: Confirmed that another consultation meeting was taking place at another school at the same time. CQ reiterated that, within the CCMS provision in the local area, there is a suitable alternative provision available.
It is strange that there are 3 schools who have sustainability issues but only 2 of them are being consulted.			√		CQ: Advised it was not appropriate to discuss the sustainability challenges of another school during this consultation, just as the sustainability challenges of Seaview PS would not be discussed with other schools, unless CCMS decides to progress with a development proposal. Should the proposal proceed, there will be a Public Consultation.
Why are schools with an enrolment of less than 105 included on the list? Corran Integrated PS is not on the list of other schools in the area.			√		CQ advised the inclusion of Corran Integrated PS does not add substance to the proposal, but agreed that should a proposal progress CCMS will add Corran Integrated to the list.
If Seaview PS was at the approved enrolment number of 121 then it would be sustainable. The integrated option would be sustainable.			√		CQ: The strength of the integrated proposal will be determined by the support of the parents and community. There is no evidence a CCMS school could be sustainable. CCMS acknowledges the steps the school is taking to put forward a case that an integrated option will be sustainable.
Discussion Points	Staff	Governors	Parents	Other	Response/Action to be taken
Will CCMS definitely close the school in 2021?			√		CQ: At this stage nothing is confirmed. After the consultation feedback has been received and analysed, the findings will be put to EPC and they will decide whether to proceed with the

					proposal or not. Should EPC approve proceeding with the proposal for closure, then a development proposal will be submitted to the Education Authority who will consult with impacted schools and undertake public consultation prior to the proposal being submitted to the Minister/Permanent Secretary for a decision.
P: There are basically only 2 options available – CCMS proposal to close and the school’s proposal for integration.			√		
The fact that both processes must happen simultaneously is unfortunate.			√		CQ: CCMS has to continued to address the sustainability issue in line with DE policy. CQ acknowledged the Principal and Chair of the BoG did not wish any proposal to proceed, but highlighted they specifically asked for the proposal to be from 31 August 2021, and not 31 August 2020 as was originally planned, to ensure they had the opportunity to fully explore the potential of putting a case forward for an integrated option.
P: Will CCMS refer to the school’s proposal for integration in their own proposal?			√		CQ: In the CCMS proposal, should it proceed, there will be a need to be cognisant of another proposal being developed for the future of the school. There will be reference made to the school’s integrated proposal within the development proposal.

Discussion Points	Staff	Governors	Parents	Other	Response/Action to be taken
<p>Why has Carnlough Integrated PS not been targeted?</p>	√				<p>CQ: Explained that although CCMS is part of the Area Planning structures, it only has the statutory remit to deliver area planning solutions within the maintained schools' sector, even where other authorities are tackling sustainability challenges as part of addressing provision in an area. CCMS is responsible for consulting with Seaview PS as a CCMS school, it would not be appropriate to comment on other schools' sustainability challenges just as he would not be discussing Seaview PS's sustainability challenges with other schools.</p> <p>CQ advised that CCMS had analysed provision within the area and noted there was currently a suitable alternative school within the local area for those that wished catholic provision. He advised that should the proposal proceed, and be approved, pupils would be able to access the alternative provision.</p>
<p>G: Are there proposals for the 2 other schools referenced in the presentation?</p>	√				<p>CQ: An EA consultation is currently underway at another school at the same time as this one.</p>
<p>SM: Apart from Rathlin does the SSP apply to all schools?</p>	√				<p>CQ: Yes, all schools are assessed against the sustainability criteria.</p>

Discussion Points	Staff	Governors	Parents	Other	Response/Action to be taken
<p>G: What will the public consultation process look like?</p>		√			<p>CQ: Should CCMS submit a development proposal to EA, they will carry out consultation with locally impacted schools. After the feedback has been received from this part of the process, EA will put a recommendation to their Education Committee. Then there will be an 8 week public objection period after which the Department of Education will put a recommendation to the Permanent Secretary/Minister for a decision.</p>
<p>G: How are the SSP criteria weighted?</p>		√			<p>CQ: There are no weightings applied. The Area Planning Team in CCMS will consider the educational rationale, area planning policy and HR issues before the proposal is considered by EPC.</p>

Table of responses received in the written consultation

	Staff:	Governors:	Parents	Other:	Totals:
Option 1. Agree with the proposal	0	0	0	0	0
Option 2. Disagree with the proposal	1	1 (Composite Response)	13	1	16
Total number of responses received:	1	1	13	1	16

28 responses in the form of statements were received from pupils of the school

P1	P2	P3	P4	P5	P6	P7
1	4	4	8	4	4	2

Key points raised in the written responses

Issue	Staff	Parent	Governor	Other
The Board of Governors does not agree with the CCMS view on composite classes.			1 composite	
Teachers' professional development is not inhibited by the size of the school.			1 composite	
The ETI reports of January 2014 and February 2017 support the view that despite school size the needs of the pupils are fully met. The under capacity allows the teachers to provide a high level of education to the pupils of Seaview PS.		3	1 composite	
95% of the parents voted to transform the school into an integrated controlled primary school with a proposed enrolment of 65 pupils for September 2019 in a school with a capacity of 120 pupils which is above the threshold of 105 for a rural primary school.		3	1 composite	
Further community liaison is planned for the next number of months.			1 composite	
The proposed figures offered by transformation into an integrated school do not consider the 15 to 20 dwellings in a proposed housing development in Glenarm.		2	1 composite	
The CCMS proposal to close Seaview PS is contrary to its statutory obligation to support integration in Northern Ireland if it submits a proposal to close. By submitting a proposal to close it prevents the Board of Governors from applying to transform into a controlled integrated primary school in view of the high levels of interest/demand for a controlled integrated primary school.	1	6	1 composite	
The Board of Governors would welcome and request the CCMS' Option 1 to maintain the status quo to allow for sufficient time to prepare for transition to integrated status.	1	10	1 composite	

Issue	Staff	Parent	Governor	Other
Seaview PS remains in a stable and sound financial position by not accumulating surpluses or deficits in excess of 5% of its delegated budget as against the high numbers of schools across N Ireland who do not manage their budgets.		2	1 composite	
It is wrong that two schools in Carnlough remain open while the school in Glenarm may close.		1		
The school has good leadership and management, it is easily accessible and has strong links with the community.		2	1 composite	
The Ulster University provided a sustainable solution for the area which was supported by the majority of parents in the area. CCMS does not show due regard to the recommendations and conclusions of the 'Carnlough and Glenarm Community Conversation' conducted by the Ulster University.		2		
At the parents' consultation CCMS told parents that the proposal to transform could run parallel with a proposal to close. This is wrong. Because of this false information the process should be halted, and the consultation should be restarted, and the correct information be given.	1	2		
I did not choose Seaview PS because it was a Catholic school but because it had a high standard of education.		7		
Seaview PS provides much needed community links. Seaview PS is the only public service left in Glenarm. Student numbers have begun to increase.		1		
The inability of the other school in the area to work in a sensible and collaborative way has been unfortunate and regrettable.		1		
Seaview PS enrolment has been increasing year on year. Almost 40 pupils leave Glenarm to be educated in other areas. 30 of these are within walking distance of Seaview PS. All of these parents expressed an interest in Seaview PS as an integrated primary school. It has accessibility.		2		

Issue	Staff	Parent	Governor	Other
Carnlough Integrated PS and Carnalbanagh would not be able to hold the numbers of a sustainable rural primary school unlike Seaview PS which can accommodate up to 120 pupils.		1		
Carnalbanagh should be closed thus facilitating the transformation of Seaview PS into a controlled integrated primary school with the possibility of amalgamating the two integrated schools on the Seaview PS site.		1		
Seaview PS has good community links.		1		
Composite classes do not limit the opportunities of children. As a previous pupil at a time 30 years ago when the enrolment was in the eighties when there were composite classes, believed this was a benefit to them. The example of older peers in the class played a role in their academic, social and emotional development. Composite classes aided with transition to post primary education.		1		
The focus of parents is not sending their children to a CCMS school but in sending their children to a school in Glenarm that is a 'very good' school.		1		
Fiscal priorities should not be put ahead of the quality of education provided in Seaview PS.		1		
The community according to a consultation carried out by the 'Princes Trust' reported that Glenarm is highly dependent upon having a school in the village. If the school closes, then there is a high risk of stagnation.		1		
The community owns the school. The effort put into the school is not out of philanthropic reasons, rather the community recognise the benefit of children learning in their own area.		1		
Seaview PS is highly accessible to the areas around Glenarm. In the event of closure, travelling to St John's PS would add three miles to an already long journey for some pupils.		1		

Issue	Staff	Parent	Governor	Other
Increased number of vehicles making the journey to Carnlough will have negative environmental implications.		1		
CCMS proposals will have a further negative impact on future enrolment numbers.	1	1		
Proposed solution: EA, CCMS and NICIE to allow Seaview PS to transform into a controlled integrated primary school.	1			
Of the three schools experiencing sustainability issues, Seaview PS has the best educational experience (based on ETI Reports), the highest enrolment and a rising enrolment trend, sound leadership, a significantly lower delegated resource, excellent accessibility. It should be noted that 30-40 children leave Glenarm for primary education every day. Seaview PS has amazing community links. All of this points to a solution for the Glenarm area.	1	1		
The CCMS proposal will have a negative effect on the proposal to transform. What parent will want to move schools again after only a few years? It will be impossible to project enrolment trends accurately.		1		
Seaview PS has a 60/40 ratio before transformation has been fully explored.		1		
Consultation return supports the findings of the University of Ulster and the Integrated Education Fund that there was stronger preference for school sustainability based on retaining St John's PS in Carnlough and the establishment of an integrated school in Glenarm (amalgamating Seaview PS and Carnlough Integrated PS).				1

Issue	Staff	Parent	Governor	Other
The Governors and principal believe the CCMS proposal to discontinue Seaview PS fails to have due regard for the promotion of equality of opportunity because the governors noted that there are approximately 150 primary schools with less than 80 pupils. It is being unfairly targeted given that the projected increase in pupils is expected to exceed 100 within 4-5 years when Seaview PS transforms to a controlled integrated primary School.	1	1	1 composite	
A local primary school in Carnlough has 15 less pupils than Seaview PS.			1 composite	
The CCMS proposal fails to have due regard for the promotion of good relations because since its proposition to transform it has experienced a proposed >50% increase in enrolment which represents a 50/50 ratio of Catholic and Protestant pupils. In this regard it fails to have regard to its obligations under Section 75 of the Northern Ireland Act 1998.		2	1 composite	
The discontinuation of Seaview PS does not have due regard for the Rural Needs Act (NI) (2016) which requires public authorities to have due regard to rural needs when reviewing a policy, strategy or plan and when designing or delivering a public service.		2	1 composite	
The CCMS did not have due regard to the findings of the recent 'Carnlough and Glenarm Community Conversation' Report.		3	1 composite	
Aware that Carnlough Integrated Primary School has more serious sustainability issues then why has their managing authority not consulted on their discontinuance? If this proposal continues then it would be discriminatory because Seaview PS is a Catholic school.	1	3		
Seaview PS is at a disadvantage since other schools with sustainability issues are not facing consultation and discontinuance.	1	3		
The drive to another school would be too long for young children.		3		
The Glenarm community has already lost too much, doctor's surgery, shop, post office etc.		1		

Issue	Staff	Parent	Governor	Other
CCMS cannot put Seaview PS at a disadvantage just because of CCMS' narrow and short-sighted view of Catholic education in the Glenarm and Carnlough area. It is narrow, limited in scope, short-sighted, not strategic. Potentially unlawful and discriminatory.		1		
If Seaview PS was to close, the area will continue to suffer from the social deprivation that plagues the Glens Area.		1		
The SSP must be applied to all three schools with sustainability issues.	1	1		
Seaview PS is at a disadvantage because of the unequal application of the SSP.		1		
CCMS has failed to consider the implications of its proposals under Section 75. Projected enrolment figures for September 2019 show that the intake will have a 50/50 ratio of pupils and staff of different religious backgrounds.		1		
This proposal to discontinue Seaview PS places it at a disadvantage when it is in the process of exploring transformation. This would be against the 'Equality Act'.	1	1		

Pupil Responses.

While no full pupil responses were received, a statement of responses to topics from pupils is added below in order of year group.

Topic	Class	Response
If we closed....		
	P1	I would be sad.
	P2	I would be very upset.

Topic	Class	Response
If we closed....	P3	We might lose our friends if we went to a different school.
	P4	Our school is a fun place to be.
	P5	We should stay open and get more children.
		Our school has always been open.
	P7	Closure would be upsetting because the people in Glenarm wouldn't have a local school.
A new integrated school		
	P4	Catholics and Protestants can come to our school.
		We are trying to get more pupils by 2021.
	P5	We would have more friends.
	P7	Our parents need to vote.
What do you think of integrated schools?		
	P2	We will get new uniforms and a new school badge/logo.
		There will be no more people in the Christmas shows.
		We will still have Golden Time/PE/Spellings.

Topic	Class	Response
What do you think of integrated schools?	P3	It might be different with some changes.
		The teachers or the building won't change.
		If we integrated everyone will come to Seaview PS.
	P4	We will need to expand our book supplies.
		Our learning won't change, we will still learn the same literacy and numeracy.
		More people for our football team.
		We won't be Seaview PS anymore.
		We might not have shared education anymore.
	P5	There could be new teachers/pupils/rules.
	P6	More possibilities to make friends.
		We will have a better choir.
		We will still learn about religion, but we will learn about other religions also.
	P7	No football tops will be allowed.

