

7 January 2020

**The Secretary
School Board of Governors and School Trustees**

Dear Sir/Madam

Development Proposal No 645 – Carrickfergus Central Primary School

The Education Authority has been requested by the Board of Governors of Carrickfergus Central Primary School to publish the undernoted proposal in accordance with Article 14 of the Education and Libraries (Northern Ireland) Order 1986:

Carrickfergus Central Primary School will transform to Controlled Integrated Status, with effect from 1 September 2021, or as soon as possible thereafter.

Under the above legislation, the Education Authority is obliged to consult the trustees and managers of any school or schools which would, in the opinion of the Education Authority, be affected by the proposal.

I am writing to ask you to draw the matter to the attention of the Board of Governors and Trustees of your school and to let me have any comments they may wish to make **not later than Tuesday 4 February 2020**. Any responses which the Board of Governors/Trustees wish to make in relation to this proposal should be returned to the address below or by email to areaplanning2@eani.org.uk. The Authority will consider all written responses received during the consultation process.

Please note that any letters of objection or support may be published on the Department of Education's website, with appropriate redactions, if they are included in full in the submission on which the outcome of the proposal is decided.

A draft Development Proposal and Case for Change document are available on the Education Authority's website on the link below:

<https://www.eani.org.uk/school-management/area-planning/pre-publication-consultations>

Comments on the proposal will be subject to the Freedom of Information Act 2000.

Thank you for your help in this matter.

Yours faithfully



**Nigel Freeburn
Area Planning Officer**

“To inspire, support and challenge all our Children and Young People to be the best that they can be.”

EDUCATION AUTHORITY

DEVELOPMENT PROPOSAL NO 645

CARRICKFERGUS CENTRAL PRIMARY SCHOOL

Notice is hereby given that a Proposal under Article 92 of the Education Reform (Northern Ireland) Order 1989 has been submitted to the Education Authority by the Board of Governors of Carrickfergus Central Primary School to the effect that:

Carrickfergus Central Primary School will transform to Controlled Integrated Status, with effect from 1 September 2021, or as soon as possible thereafter.

A copy of the Proposal and Case for Change may be inspected at the offices of the Education Authority, 17 Lough Road, Antrim, BT41 4DH between the hours of 9.00 am and 5.00 pm and www.eani.org.uk (Area Planning).

Any objections or support to this Proposal should be lodged with the Area Planning Policy Team, Department of Education, Rathgael House, Balloo Road, Bangor, Co Down, BT19 7PR or emailed to dps@education-ni.gov.uk within two months of the date of publication of this notice. Any letters of objection or support may be published on the Department of Education's website, with appropriate redactions, if they are included in full in the submission on which the outcome of the proposal is decided.

The Department of Education and the Education Authority operate a regime of openness under the Freedom of Information Act. Letters of objection and information supplied to the Department of Education and the Education Authority may be subject to disclosure under the Freedom of Information Act, if requested. (A fee may be charged for supplying this information).

Sara Long
Chief Executive

CASE for CHANGE – Supporting Information

SUMMARY/OVERVIEW

AREA PLANNING DISTRICT	Mid & East Antrim
DP NUMBER	
PROPOSER	Contact: <i>Mrs Nuala Hall</i> Chair of Governors: Mr Ian Baxter <i>School telephone number 028 9335 1272</i>
SCHOOL(S) NAME	Carrickfergus Central Primary School 21 Thomas Street Carrickfergus Co Antrim BT38 8AL
SCHOOL REFERENCE	301 - 0841
TYPE	Primary
MANAGEMENT	Controlled
DP PUBLICATION DATE	Date:----- <i>(Note: Proof of publication should be submitted without delay)</i>
PROPOSAL	The Board of Governors of Carrickfergus Central Primary School proposes to transform to Controlled Integrated status from 1 September 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 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 nonteaching) should be consulted as well as pupils.</p> <p>Summary and assessment of views received – how were these taken into account before publication of the DP?</p>	<p>Detail about meetings and consultations that have taken place to date:</p> <p>Information/consultation Session for Governors delivered by NICIE staff on the 29:01:17.</p> <p>Information/consultation on the Transformation Process was provided to both teaching and non-teaching staff during February/March 2017.</p> <p>Governors formally decide at the meeting on 29:03:17 to explore Transformation further, following the positive attitude of all staff.</p> <p>Funding granted from IEF in October 17 to support ‘Exploring Transformation.’</p> <p>Jan/Feb 18 – All teaching staff given the opportunity to visit Crumlin Integrated PS to discuss ethos, curriculum changes, RE etc.</p> <p>Governors attended NICIE ‘Integration Works’ Event March 2018.</p> <p>13:06:18 – Information/consultation Evening for parents, facilitated by NICIE/IEF.</p> <p>20:09:18 – Principal met with EA to discuss parents’ favourable response for Transformation to Controlled Integrated Status.</p> <p>Parents kept informed by newsletter of the process.</p> <p>15:11:18 – Teaching staff attend NICIE transformation training sessions at Hazelwood Integrated PS.</p> <p>28:11:18- Coffee Morning for parents facilitated by IEF and NICIE to allow parents to discuss the process including the parents of new Primary 1 children.</p> <p>28:11:18 – Governors agree unanimously to ballot parents based on the positive response of parents and staff.</p>
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	<p>29:11:18 – Parents informed by letter of Governor’s decision.</p> <p>Parental Ballot held 11th – 25th February 2019. Ballot result: 78.2% response rate, 86% in favour of Transformation</p> <p>Discussions with pupils held at Class and School Council Meetings from March 19 to present.</p> <p>07:03:19 – Local MLAs invited to the school to discuss the school’s plans for Transformation.</p> <p>Transformation Action Group set up to represent the views of all stakeholders. NICIE/IEF represented. Initial meeting 13th March 2019. Subsequent and ongoing TAG meetings: 3rd April 2019, 12th June 2019, 25th September 2019 and 20th November 2019.</p> <p>10:04:19 – Workshop for all staff, Teaching & Non-Teaching, governors and TAG members facilitated by NICIE/IEF to discuss changes around ethos, curriculum, RE etc.</p> <p>17th May 2019 – Principal met with EA to discuss ‘Case for Change’.</p> <p>September 19 – School commissioned a Billboard in the centre of the town to inform local community of proposed plans to transform to Controlled Integrated Status. Very favourable response on Social Media. 17:09:19 -‘Big Lunch’ held to inform local community of plans</p> <p>13:11:19 – Parent workshop re: Transformation facilitated by NICIE/IEF.</p>
<p>CONFIRMATION BY THE PROPOSER</p>	<p>I confirm that the school(s) BOGs, Staff and Parents of pupils were consulted on 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: Ian Baxter OFFICE HELD: Chairperson of BOG</p> <p>SIGNED: DATE:</p>

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 the EA consider might be impacted by this proposal were consulted on</p> <p>NAME: _____ OFFICE HELD; SIGNED: _____ DATE: _____</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> <hr/> <p>Responses/Assurances in respect of issues raised during consultation.</p> <hr/> <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>EDUCATION AUTHORITY COMMENTS</p> <p>In the context of planning on an area basis - what is the EA's view of the proposal, taking into account any prepublication consultation. Does the EA support the proposal?</p> <p>SIGNATURE: PRINT NAME: POSITION: DATE: <input type="text"/></p>	



***'I think Integration is a good idea so no one feels left out.
We should all learn together about each other and then we wouldn't
be scared of each other anymore.
Lots of people in Carrick hate Catholics but that is just because
they don't know any.
If Catholics and Protestants in Carrick went to our school together
they wouldn't hate each other anymore.
It's simple.'***

**Primary 6 pupil, Carrickfergus Central Primary School,
October 2019**

1 Background

1.1 Description of school

Carrickfergus Central Primary School is a co-educational controlled primary school, open to pupils of any religious denomination and of none, situated in Carrickfergus town centre. The school opened in February 1953 to cater for the educational needs of children in the area. Enrolment at the school includes children from diverse backgrounds including a range of nationalities and cultures. The school's census data from the last five years (Table 8) does not capture the nature of this diversity, or the nuances and complexity of reasons why people describe themselves as 'Protestant', 'Catholic' or 'Other' in this geographical area.

Carrickfergus has traditionally been a town with a strong Loyalist tradition. In June 2019 it was reported that the ongoing community tensions between rival paramilitary factions in the town have cost policing in excess of £5 million.

The current staffing is a Teaching Principal, Acting Vice-Principal and three Assistant Teachers. The support staff team consists of a part time School Secretary, Caretaker and two Classroom Assistants who are also Supervisory Assistants. There are also seven Special Educational Needs Assistants, and two part-time Cleaners. Currently none of the teachers is from a Roman Catholic background. However, the school has had temporary Roman Catholic teachers on a regular basis.

The school was named on the 2012 Draft Area Plan for possible amalgamation with Sunnylands Primary School. When this was published, a number of parents of children at Carrickfergus Central PS reacted to the ensuing uncertainty by withdrawing their children from the school. No further action was taken in relation to this Draft Area Plan. A new Principal took up post in September 2015. The school's enrolment figure has increased significantly over these past four years, increasing from 72 pupils in September 2015 to 104 in September 2019 and 105 by November 2019, an increase of 33 pupils, or 45%. In 2015, the number of children admitted to Primary 1 was five. In September 2019, 18 Primary 1 pupils were admitted and the school also gained an additional 11 pupils in various year groups.

The school's culture respects the beliefs, values and traditions of everyone and this is embedded in the school's ethos. The school community wants to strengthen, widen and deepen these values by working towards fully incorporating the four principles of Integrated Education: Equality, Faith and Values, Parental Involvement and Social Responsibility within our ethos. The school won, 'Best Inclusive Practice' award at the Families First NI ceremony held in June 19. The Board of Governors and staff of the school have worked hard so that the school is welcoming to the whole community, particularly over the past few years as consideration was given to transformation to Controlled Integrated Status. Transforming to Controlled Integrated Status would allow Carrickfergus Central PS to declare this in a more public manner and work openly on embedding the inclusive practice that already exists.

1.2 Location

The school is located at the top of Thomas Street, just off the Albert Road which is a connecting road from Carrickfergus Castle to the town's shopping area. Access to

the school is via Unity Street. This area is situated in the central north section of the Killycrot Ward (which is also Killycrot Super Output Area) and ranks at 252 as defined by the 2017 Northern Ireland Multiple Deprivation Measure (NIMDM). SOAs are ordered from most deprived to least deprived on each of the seven defined types of deprivation and then assigned a rank. The most deprived SOA is ranked 1 and as there are 890 SOAs, the least deprived has a rank of 890¹. The wards adjacent to the school are also defined in the NIMDM as Super Output Areas. These areas experience equally high levels of deprivation according to the 2017 measure. They are Clipperstown (ranked 286), Sunnylands (ranked 230), Love Lane (ranked 173) and Northland, ranked 65, placing it in the top 10% of deprived areas in NI. Carrickfergus Central PS draws pupils from each of these wards, as can be seen in Figure 4.

The religious balance of Killycrot Ward at the last census (2011) was: 15.3% Catholic religion and 72.18% Protestant and other Christian (including Christian related).

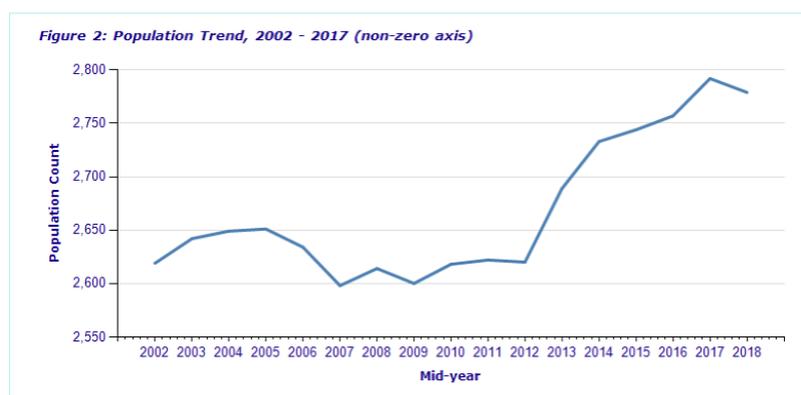
Currently, 39% of the 104 children at Carrickfergus Central PS are in receipt of Free School Meals, compared to the NI average of 29.4% in Primary schools².

Carrickfergus Central PS also has a level of Special Needs amongst the pupil population which is above the NI average figure of 22.5%.³ 29 of the 104 (27.8%) children on roll in September 2019 are on Stages 2-5 of the Code of Practice. Whilst across NI an average of 5.3% of children have a statement of educational needs at Stage 5, in Carrick Central PS, seven children (6.7%) are statemented.

1.3 Population Growth

The population trend for Killycrot Ward, as can be seen in Figure 1 below, has been increasing since 2012.

Figure 1: Population trend for Killycrot Ward 2002 to 2017⁴



¹https://www.ninis2.nisra.gov.uk/InteractiveMaps/Deprivation/Deprivation%202017/SOA_Deprivation_Map/atlas.html accessed July 2019

² https://www.education-ni.gov.uk/sites/default/files/publications/education/School%20meals%20infographic_0.pdf

³ <https://www.niauditoffice.gov.uk/publications/special-educational-needs> accessed October 2019)

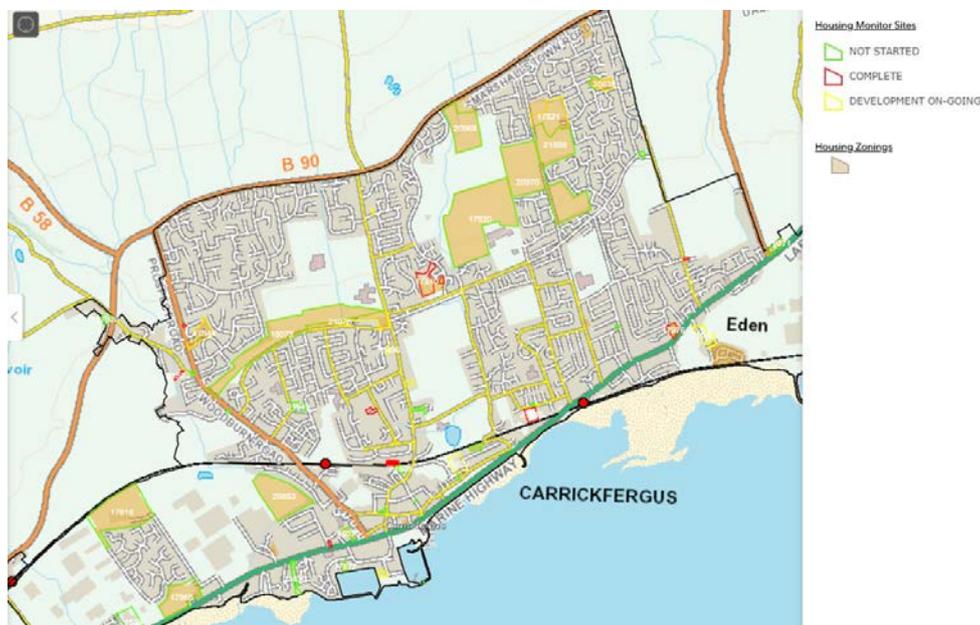
⁴<https://www.ninis2.nisra.gov.uk/public/AreaProfileReportViewer.aspx?tabchangeReportName=Electoral%20Ward?>

In Killycrot Ward, the population percentage change estimate (2017) was a growth of 7.5%, in comparison to the NI average of 6.2%.

1.4 Housing and economic regeneration

In September 2019, Mid and East Antrim Borough Council published their Draft Plan Strategy of the area's Local Development Plan 2030. The draft Plan Strategy⁵ sets out how the Borough will grow and change up to the year 2030. It includes the strategic establishment of 'multi-functional town centres' (p 51), of which Carrickfergus is one. The Strategic Housing Allocation Strategy identifies Carrickfergus as a 'Main Town' (p58) and shows a figure of 1239 housing unit allocation between 2018 and 2030 to the town (p63), which equates to 27% of the total housing allocation for the entire council district, and the largest in any one settlement area.

Figure 2: Map of existing, approved and zoned housing developments in Carrickfergus (source: Mid and east Antrim Borough Council Housing Monitor)⁶



Carrickfergus is identified as a 'key coastal location' within the Belfast Metropolitan Area Plan and the Council's Draft Plan Strategy refers to the Carrickfergus Regeneration Investment Programme and The Regional Development Strategy (2010) which both plan a range of actions to improve transportation links and regenerate the town centre.

School staff have noticed a demographic shift in the immediate locality of the school, with houses increasingly being occupied by people with young children, many of whom are choosing to send their children to Carrickfergus Central PS. An integrated school in this community will send a clear and certain message to the minority and all community sections, that this is an area where you are welcome and where you can feel a real sense of inclusion.

⁵ https://issuu.com/meabc/docs/draft_plan_strategy_issuu?fr=sNjRkOTE3NDk5NA accessed September 2019

⁶ <http://meabc.maps.arcgis.com/apps/webappviewer/index.html?id=1e926f33879643d784ed8fd02d4d1ec0> accessed 11th September 2019

1.5 Diversity within Carrickfergus

The most recent statistical data on religious balance is the 2011 census data relating to Carrickfergus Settlement Area. The census data shows that there were 27998 residents in this area. Of these, 2338 (8.3%) of the resident population on census day declared their religion as Catholic, 22594 (80.7%) declared as Protestant and other Christian, 240 (0.86%) declared as other religion and 2826 (10.09%) declared as no religion. The population described their ethnicity as 98.72% white, 0.27% Chinese, 0.1% Irish traveller and 0.16% Indian. In terms of national identity, 78.26% stated they were British, 4.73% stated Irish and 29.36% identified as Northern Irish.⁷

1.6 Current accommodation and site

Carrickfergus Central Primary School has 9 classrooms housed in a two-storey building. For the last fifteen years, Greengables Pre-School has been situated in two of these classrooms and over the last four years an increasing number of pupils have transferred from Greengables to the primary school. The most recent school census data shows that 15 of the 24 children attending the pre-school have described themselves as Protestant (62.5%), indicating a likely mix of identities in the remaining 37.5%. The school has excellent communal space and office facilities, consisting of a large school hall/gym, a kitchen with attached dining hall, two offices and a staff room. There is a Special Educational Needs room and a sensory room, providing enhanced and modern facilities for pupils with additional needs. Eight of the classrooms in the main building have interactive whiteboards.

Externally, the school's facilities include a large tarmac play area, a 'Recobox' (outdoor classroom), wooden play equipment and over the last number of years an area has been developed for outdoor play. There is a garden where fruit and vegetables are grown. In recent years, the front of the school has benefitted from an enhancement scheme which provides a brighter welcome, colour, stimulation and a habitat for birds, insects and bats. This has enabled the school to achieve the prestigious Eco-School's Green Flag in June 2018.

The school has live requests for minor works relating to the replacement of fire doors in order to comply with safety regulations. This work is still at the business case stage.

1.7 Summary of consultation and progress to date

The Governors informally discussed Transformation on several occasions from January 2017- November 2018. At a full meeting of the Board of Governors on 29th January 2017, representatives from NICIE and the IEF attended to provide full information on the process and its implications. Following a full discussion, it was decided to consult with all those involved in the school: teachers, support staff and parents. At the next meeting on the 29th March 2017 having held informal

⁷ Full Census 2011 Data sets: [Ethnic Group: KS201NI \(Settlement 2015\)](#), [Religion or Religion Brought Up In: KS212NI \(Settlement 2015\)](#), [National Identity \(Classification 2\): KS203NI \(Settlement 2015\)](#),

discussions with all of the above stakeholders it was decided to explore Transformation further. The IEF provided funding to support the school whilst it explored Transformation. All members of staff have been kept fully informed, at staff meetings, of the action taken by the Governors. 100% of Governors and staff are in favour of transformation. Governors, and members of the teaching staff attended NICIE information sessions and staff visited other Integrated Schools to find out more about the curriculum in January and February 2018.

An Information Evening was held on Wednesday 13th June 2018, for all parents, staff and Governors. The meeting was addressed by a NICIE Development Officer and a retired principal from a Controlled Integrated Primary School. During the following weeks the principal held informal discussions with a small number of parents. The Principal met with a representative from EA on 20th September 2018 to discuss possible transformation to Integrated Status and seek EAs advice and then met with NICIE and the IEF to discuss the favourable response from parents towards Transformation and the next steps to be taken. A second information session was held on Wednesday 28th November for parents of any new pupils and anyone who had any concerns about the process. NICIE and the IEF were in attendance. Staff members attended a NICIE Transformation session held at Hazelwood Integrated PS on 15th November 2018.

The Board of Governors, at a meeting on Wednesday 28th November 2018, unanimously resolved to hold a ballot of parents to allow them to vote on the Governors' proposal to change the status of the school by Transformation to Controlled Integrated Status. The ballot was conducted in February 2019- Electoral Reform Services. The question asked was: *'Do you want Carrickfergus Central Primary School to transform and become Carrickfergus Central Controlled Integrated Primary School?'* Of the 110 parents eligible to vote, 86 returned ballot papers to the Electoral Reform Services, representing 78.2% participation. The result was that 86% voted yes and 14% voted no. The high level of participation and significant positive response clearly demonstrates the strength of parental interest in the school and the strength of support for transformation to Controlled Integrated Status.

At a full meeting of the Board of Governors on 13th March 2019, the result of the ballot was received and it was unanimously agreed that the school proceeds with the submission of a formal proposal that:

'Carrickfergus Central Primary School transforms to become a Controlled Integrated School in September 2021.'

Since the ballot, the school has continued to develop knowledge and understanding amongst its stakeholders. Both the Integrated Education Fund and NICIE have supported the school in this regard. Carrickfergus Central Primary Schools' Transformation Action Group formed in March 2019 and has met every six weeks during term time since then. The group consists of two staff members including the Principal, two members of the Board of Governors, including the Chair and two parents, including representation from the school's PTA. They act as a working group and a touchstone for the Board of Governors and Principal, monitoring the

school's activity in relation to the transformation process and making recommendations in relation to the writing of the Transformation Action Plan.

The Board of Governors and staff members have engaged in a number of workshops and events relating to the transformation process facilitated by NICIE and the IEF. These sessions have included integrated ethos exploration, facilitated conversations and Action Planning for Transformation. Further information has been highlighted in Annex B above.

2 Sustainability Assessment

2.1 Quality Educational Experience

ETI gave notice that the school was to be inspected in May 2017. Four of the teaching unions which make up the Northern Ireland Teachers' Council have declared industrial action primarily in relation to a pay dispute. This includes non-co-operation with the Education and Training Inspectorate (ETI). Prior to the inspection, the school informed the ETI that none of the teachers would be co-operating with the inspectors.

As a result of this action short-of-strike, the inspectorate was unable to evaluate the impact or effectiveness of education provision at the school. The report can be viewed here: <https://www.etini.gov.uk/sites/etini.gov.uk/files/publications/asos-primary-inspection-carrickfergus-central-primary-school-carrickfergus-county-antrim-301-0841.pdf>

The District Inspector had visited the school prior to this inspection to meet the new Principal and observe in classrooms. She felt that the school was moving in the right direction.

The inspection prior to this was carried out in April 2011. The report concluded that 'In the areas inspected, the quality of education provided by this school is now good. The school has important strengths in most of its educational and pastoral provision.' The full report can be viewed here: <https://www.etini.gov.uk/sites/etini.gov.uk/files/publications/follow-up-inspection-carrickfergus-central-primary-school.pdf>

The school's internal data in May 2019 shows that 81% of children are achieving commensurate with their ability in Numeracy and 84% are achieving commensurate with their ability in Literacy. The school has put several programmes in place to help all children reach their potential. This is evidenced through CAT and PTE and PTM scores.

2.2 Stable Enrolment and Admissions

In 2019 the school has been part of the DE resetting pilot. The school approved enrolment has been reduced from 232 to 175 with an admissions number of 25. Table 1 below shows that the school has not reached this figure for over a decade and this is part of the reason why the school wants to become Integrated, in order to appeal to a wider population catchment. As Table 1 below shows, the school had a dip in enrolment numbers following the publication of the Draft Area Plan in Spring

2012. This is attributed to an inaccurate community perception that was created at that time, through the publication of the Draft Area Plan, (as referred to in section 1.1 above). There was a lot of talk in the community that the school was to close.

In 2015, Mrs Nuala Hall was appointed as the new school Principal. In the short period of time from then until the present, the Board of Governors and staff have completely turned around this community perception and have replaced it with a positive, forward looking perception. Since the parents voted in favour of transformation to integrated status, the school has enjoyed a particularly significant upsurge in their enrolment figure, increasing by 17 pupils from 87 in October 2018 to 104 in September 2019, representing a 20% increase (Table 1).

Table 1: Enrolment at Carrick Central Primary School 2012 – 19

Year	12/13	13/14	14/15	15/16	16/17	17/18	18/19	Sep 19
Enrolment number	87	86	79	72	76	77	87	104 106 (Nov 19)
All applications	11	13	9	5	12	9	14	18
Admissions	9	14	11	5	13	9	14	18

Sources: EA applications and admissions data supplied to NICIE; Department of Education NI annual October census and school's own data (October 2019)

2.3 Sound Financial Position

The Principal is responsible for the day to day running of school finances and is supported by the Board of Governors to ensure that there is prudent financial management. The school budget has a healthy surplus, as Table 2 below shows. The school's three-year financial plan 2019-2022 has been approved by EA.

Table 2: Historical Financial Position of Carrickfergus Primary School

Budgets			
Year	Available Delegated Resources £	Surplus/ (Deficit) £	Surplus/ (Deficit) %
2014/15	374,417	22,896	6.12%
2015/16	368,474	35,400	9.61%
2016/17	352,546	46,511	13.19%
2017/18	377,217	67,351	17.85%
2018/19	403,046	67,474	16.74%

Source: Data provided from school and from: <https://www.eani.org.uk/school-management/area-planning/annual-area-profiles>

2.4 Strong leadership and Management by Board of Governors and Principal

Carrickfergus Central PS has a strong leadership team, led by the Principal, Nuala Hall. The leadership team meets regularly to monitor, evaluate and review the standards of learning and teaching in the school. All teachers have responsibility for curriculum leadership in specific areas. The Board of Governors provide both support and challenge to ensure that the Principal and staff are carrying out their duties appropriately, that the standards of learning and teaching remain high and that an ethos of inclusion permeates the school in every way.

The leadership and management of the school have undergone a renewal in recent years and this has had a positive impact on school enrolment trends. The Board of Governors have engaged in a thorough and participative process in deliberating and deciding to seek integrated status. This effective leadership and management is now being brought to bear in the proposal to provide Integrated provision at Carrickfergus Central PS and the Principal and staff have engaged whole heartedly in the process to bring this transformation forward.

2.5 Accessibility

The school is located in a town centre area which can easily be accessed by foot, private car or the school bus service provided by Translink. The majority of pupils live within a 1 mile radius.

The school building is split across 2 levels and is the ground floor is accessible for wheelchair users and buggies.

2.6 Community Links

The school has strong links with parents and the local community including effective arrangements in place for communicating and consulting with parents to involve them appropriately in their children's education and the on-going development of the school, for example, through the weekly newsletters, the school website and the new school app. To enhance further the learning opportunities for the children, the school has established very good links with a range of other schools in the area, with the local community and with various external support agencies.

A range of opportunities are provided for parents to be involved in their child's education and in the life of Carrickfergus Central Primary School. The school has an active Parent Teacher Association with a very dedicated committee who organise events both for the pupils and parents, a Transformation Action Group was established in March 19 consisting of governors, staff and parents and representatives from NICIE and IEF. Parents are also invited to become voluntary helpers or to register their willingness to accompany school trips, subject to the necessary clearance checks being completed. Carrickfergus Central Primary values opportunities to involve parents in the life of the school. Throughout the school year parents are invited to attend the Christmas Concert, our Primary 7 Leavers' assembly, Sports' Day, parent workshops and many PTA events.

Extended provision has continued to be delivered through homework club, book club and Ready to Learn provision funded by extended school's money. In addition, pupils are offered a range of other sporting extra-curricular activities including

football, hockey, multisports, dance and fundamental skills. Two bible-based after-school clubs and a cookery club are also offered.

The school has very well-developed links with Greengables Pre-school which is housed in the building. Links have also been established in recent years with Sunnylands Nursery School and Mount St. Nicholas Playgroup.

Primary 6/7 pupils are offered the opportunity to go on a residential to the Share Centre in Fermanagh with pupils from Armoy Primary School and Crumlin Integrated Primary School.

3 Area Planning Impact

3.1 Population

The Strategic Area Plan for School Provision, Proving Pathways 2017-2020 shows in Figure 6, page 44, shows that the proportion of 0 to 16 years olds in the population of Mid and East Antrim Borough Council Area is predicted to reduce by 1.6% between 2014 and 2024⁸.

This statistic sits in contrast to the overall population growth trend identified above within the Killycrot Ward, as highlighted in Figure 1. It is important to recognise that any population estimate can be affected by other factors, such as the growth of housing in the area, as highlighted above and also the focus of the local Council's community plan on the regeneration of Carrickfergus town centre, as previously discussed in section 1.2.

In Mid and East Antrim Borough Council Area between 2006 and 2016, the proportion of 5 to 10 year olds in the population grew by 0.4%. This figure appears to be growing as during the period 2015 to 2016, this section of the population grew by 0.8%. These are actual figures⁹, rather than the estimated figures in the Strategic Area Plan 2017-20.

3.2 Equality impact and rural needs assessment

Carrickfergus is described as an 'Urban Settlement' with the 'Guide to the Rural Needs Act (Northern Ireland) 2016 for Public Authorities (Revised)'¹⁰ and as such is not eligible for special consideration under this Act. The ongoing equality screening process being carried out by the Board of Governors indicates that this proposal is likely to have a positive impact on equality and that an equality impact assessment will not be required.

⁸ <https://www.eani.org.uk/sites/default/files/2018-10/Providing%20Pathways%20-%20Strategic%20Area%20Plan%202017-2020.pdf>

⁹ [https://www.ninis2.nisra.gov.uk/public/AreaProfileReportViewer.aspx?FromAPAddressMultipleRecords=Mid%20And%20East%20Antrim@PostCode@Bt388al@22,](https://www.ninis2.nisra.gov.uk/public/AreaProfileReportViewer.aspx?FromAPAddressMultipleRecords=Mid%20And%20East%20Antrim@PostCode@Bt388al@22)

¹⁰ <https://www.daera-ni.gov.uk/sites/default/files/publications/daera/17.18.249%20Guide%20to%20Rural%20Needs%20Act%20NI%20final%20v2.PDF>

3.3 Potential impact on other schools

The school has worked hard to develop and maintain healthy working relationships with all our local schools, including Acorn Integrated PS which is the nearest Integrated primary school. It is not envisaged that the Transformation of Carrick Central PS would have a significant impact on enrolment numbers in Acorn IPS. To begin with, it is 1.5 miles away and on the other side of Carrickfergus. Very few pupils attending Acorn PS pass Carrick Central PS to do so. Most of the pupils attending Carrickfergus Central PS come to school on foot from within a mile radius of the school. Whilst there may be some small overlap of catchment area, the school has provided evidence of parental demand for Integrated provision in the town centre area through the collection of Expressions of Interest and has provided evidence of general community support. Finally, the high levels of over subscription of Ulidia College indicate a high level of parental support and demand for Integrated Education provision in Carrickfergus as a whole. Ulidia College is a popular choice for our transferring pupils but only two have been successful in gaining a place these past two consecutive years due to the level of oversubscription.

The healthy enrolment at Carrickfergus Model PS and the steady enrolment at St. Nicholas PS as shown in Table 3 below, combined with the projected total population growth, regeneration and housing development in the area, as previously discussed, indicates that impact on other neighbouring schools will be minimal.

At present, Carrickfergus Central PS, Sunnylands and Victoria PS are consulting with EA on a decrease in admissions and enrolment numbers.

Figure 3: Map of the location of Carrickfergus Central Primary School and other primary schools in the area

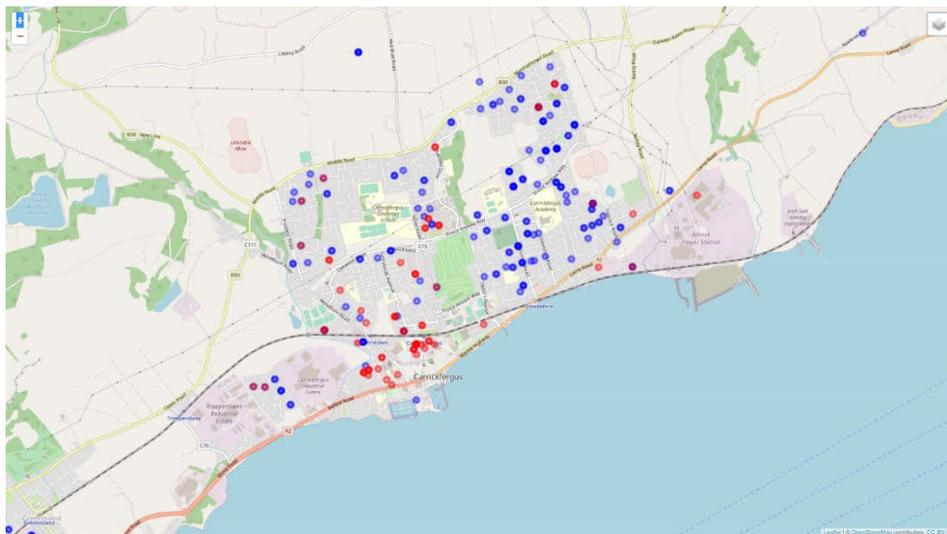


3.4 Potential impact on other integrated schools

The closest Integrated primary school is Acorn IPS (1.5 miles). The next closest are Hazlewood IPS (7.5 miles) and Corran IPS (13.8 miles), both of which are likely to

be too far away to be impacted on, particularly considering that Primary school age children generally attend schools closer to home. The two maps below were sourced through the SIB/QUB Area Planning modeller and show the location of pupils attending both Carrickfergus Central PS and Acorn IPS. With a few outlier exceptions, the catchment area of Carrickfergus Central is confined largely to the town centre area. Acorn IPS's children are more widely spread across the town and its rural hinterland.

Figure 4: Map of Carrickfergus town area showing where pupils travel from to attend Acorn Integrated Primary School and Carrickfergus Central Primary School



*Key for Figs 4 and 5::
Blue dots represent the post code of a child attending Acorn Integrated PS
Red dots represent the post code of a child attending Carrickfergus Central PS*

Figure 5: Map of Carrickfergus wider area showing where pupils travel from to attend Acorn Integrated Primary School and Carrickfergus Central Primary School

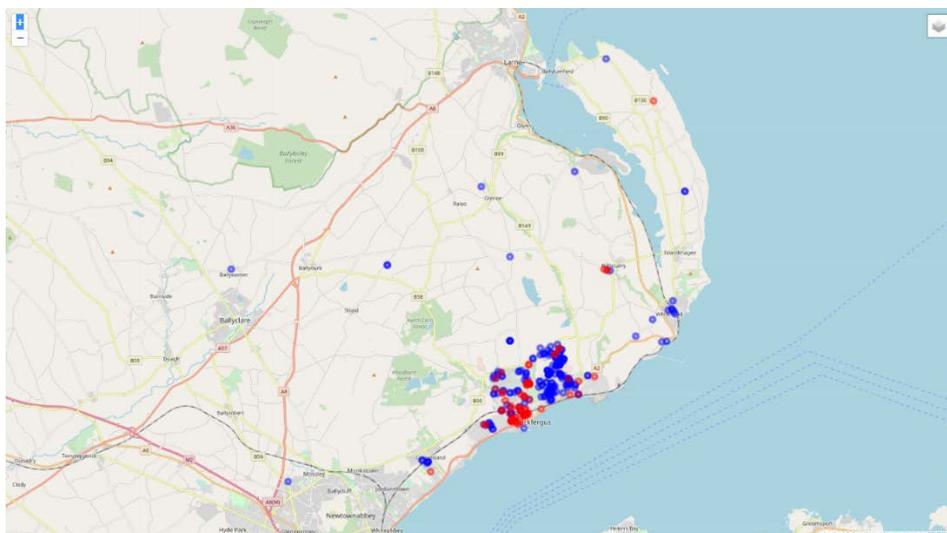


Table 3: Enrolment figures since 2014 of primary schools within the Carrickfergus area.

School	Approved enrolment	Actual school enrolment figure by year					
		14/15	15/16	16/17	17/18	18/19	19/20
Carrickfergus Central PS	232	79	72	76	77	87	105
St. Nicholas PS	232	171	177	178	176	176	*
Carrickfergus Model PS	406	406	398	400	406	409	*
Sunnylands PS	290	136	162	167	186	185	*
Acorn Integrated PS	203	229 **(26)	228 **(26)	224 **(26)	222 **(26)	213 **(26)	*
Oakfield PS	369	346 **(52)	341 **(52)	328 **(52)	312 **(52)	317 **(52)	*
Victoria PS	575	503 **(51)	486 **(52)	464 **(52)	436 **(51)	430 **(52)	*
Woodlawn PS	310	288	257	267	251	237	*
Woodburn PS	193	190	189	190	183	185	*
Eden Primary School	213	210	209	210	211	213	*

* figures not yet available

** enrolment figure includes pre-school children: number of children in brackets

Table 3 and 4 (above and below respectively) provide information about school enrolments, applications and admissions in the Carrickfergus area over the past six years.

Table 4 below outlines total applications and admissions for all schools in the area. It shows that the majority of local schools have reasonably stable and consistent applications and admissions trends.

Table 3 above shows enrolment figures for Carrickfergus schools in the past 5 years and indicates steady enrolment trends for the only Integrated Primary school currently in the area. Table 4 below shows that their applications number indicates demand for Integrated Education in the area. Acorn IPS has been oversubscribed 5 in the last 6 years, which is more over-subscription than any other primary school in the area, as Table 4 shows.

Table 4: Applications and Admissions: Carrickfergus Primary Schools 2014 – 2019

School	Approved admission number	14/15			15/16			16/17			17/18			18/19			19/20		
		1 st pref *	Total apps *	Admitted **	1 st pref *	Total apps *	Admitted **	1 st pref *	Total apps *	Admitted **	1 st pref *	Total apps *	Admitted **	1 st pref *	Total apps *	Admitted **	1 st pref *	Total apps *	Admitted **
Carrickfergus Central PS	33	9	9	11	5	5	5	12	12	13	10	10	9	14	14	14	15	15	**18
St. Nicholas PS	30	27	29	31	20	21	19	28	28	26	22	22	23	18	18	20	17	17	*17
Carrickfergus Model PS	58	64	66	60	56	64	60	60	68	60	54	54	57	59	59	59	49	50	*50
Sunnylands PS	41	20	20	20	29	29	30	27	29	28	34	34	34	35	36	34	22	23	*23
Acorn Integrated PS	29	38	40	30	29	30	29	27	32	29	31	32	29	23	23	23	32	32	*29
Oakfield PS	53	47	50	50	42	43	42	36	39	39	37	38	33	40	40	40	34	34	*34
Victoria PS	82	53	56	56	39	43	41	52	62	62	49	49	48	39	39	41	53	55	*55
Woodlawn PS	44	42	43	43	21	21	21	36	38	40	28	28	30	26	26	24	22	22	*22
Woodburn PS	28	21	23	23	34	37	30	31	39	30	23	24	25	29	29	29	21	21	*21
Eden Primary School	30	30	30	30	43	44	30	47	47	30	30	30	30	27	27	28	32	32	*31

*Source: EA applications and admissions data supplied to NICIE June ** DE Annual census data.

4 Rationale

4.1 Sustainability

Carrickfergus Central Primary School meets all of the sustainability criteria for a rural school, as outlined above. Since their public declaration of the parental ballot, the school enrolment number has increased by 18 (20%).

4.2 Parental demand

'Schools for the Future: A Policy for Sustainable Schools' (2009) states that the Department has a 'clear duty to respond to parental demand' for Integrated Education in a given area (page 16). There are several sources of evidence that indicate a significant level of parental demand for Integrated Education in Carrickfergus. The TAG focussed on gathering this evidence and have engaged in a wide range of activities to do so. Table 5 below outlines the number of parental Expressions of Interest in Integrated Education at the school. A copy of the form used is attached as Appendix 1. The 2020 cohort shows a balance of 72% Protestant, 11% Catholic, and 17% Other while the 2021 cohort is 67% Protestant, 16.5% Catholic and 16.5% Other.

Table 5: Summary of Expressions of Interest received from local families from April to October 2019

Year of entry to School	Designation of child: Protestant	Designation of child: Catholic	Designation of child: Other	Total number of pupils per year
2020	13	2	3	18
2021	12	3	3	18
2022	4	0	4	8
2023	1	1	1	3
TOTAL				47

Whilst the table above refers to future demand, there is also strong evidence of past and existing parental demand for Integrated Education in Carrickfergus, as the pattern of rising over-subscription at Ulidia IC shows at Table 6 below.

Table 6: Ulidia College Oversubscription

Year	Admissions No	Total Applications all preferences	Total Admissions
16/17	100	153	100
17/18	100	157	*101
18/19	100	207	**101
19/20	100	202	***121

*on Exceptional Circumstances Board (ECB) **On appeal *** Temporary Variation:10, ECB:2 Stated:9

In addition, Acorn Integrated PS has a stable enrolment and has recently been over-subscribed.

Carrickfergus Central PS believes that transforming to Integrated status is a cost effective and appropriate way to respond to this persistent parental demand in Carrickfergus.

4.3 The potential of the school to achieve religious balance

Table 7: Religious balance at Carrickfergus Primary schools 2018

Primary School Name	Catholic		Protestant		Other		Total pupils
	Number	%	Number	%	Number	%	
Acorn IPS	61	28.6	113	53.1	39	18.3	213
Carrick Central	0	0	49	56.3	38	43.7	87
Carrick Model	14	3.4	281	68.7	114	27.9	409
Eden PS	0	0	130	61	83	39	213
Oakfield	*	*	215	67.8	#	#	317
St. Nicholas	120	68.2	21	11.9	35	19.9	176
Sunnylands	*	*	97	52.4	#	#	185
Woodburn	0	0	137	74.1	48	25.9	185
Woodlawn	*	*	57	24.1	#	#	237
Approx. total**	195	10%	1100	54%	357	18%	2022

*Refers to less than 5 cases where data is considered sensitive

#figure suppressed under rules of disclosure

**incomplete stat due to missing cases

Source: <https://www.education-ni.gov.uk/articles/school-enrolments-school-level-data>

Since 2017, when the Governors of Carrick Central PS first discussed possible Transformation, parents of children attending the school have been engaged in awareness-raising activities about the significance of being open about their perceived community background for this process. These included a meeting with parents in June 2018, facilitated by NICIE and the IEF, a coffee morning in November 2018 and a 'Big Lunch' in June 2019. In 2018, the school's census data in showed a balance of 56% Protestant, 44% Other and 0% Catholic as shown in Table 7 above. Following more open discussions about identity within the school in relation to this Development Proposal, the school is now aware that that their current SIMS data shows a religious balance of 4% Catholic, 72% Protestant and 24% other, as shown in Table 8 below.

Table 8: Declaration of Religious balance at Carrickfergus Central Primary School since 2015

	Total Enrolment	Roman Catholic	%	Protestant	%	Other	%
2015	72	0	0	46	64	26	36
2016	76	0	0	53	70	23	30
2017	77	0	0	49	64	28	36
2018	87	0	0	49	56	38	44
2019	104	4	4	75	72	25	24

Source: DE census data (<https://www.education-ni.gov.uk/articles/school-enrolments-school-level-data>)

The school recognises that a balance of pupils from Catholic, Protestant and Other is important within an Integrated school. In developing this case for change, the school has found evidence which highlights the multiplicity of identities in Northern Ireland and in particular, within the Carrickfergus area. The three existing descriptors of Protestant, Catholic and Other which are outlined in the legislative framework for Integrated Education do not enable an analysis of these complex identities nor any determination as to what level of community mixing is taking place within the families represented in school.

In bringing together the Expressions of Interest forms, the school noted that five of them indicated a difference in the community background of the mother and father. With their local knowledge, it is the view of the Board of Governors and the TAG that because of the perception that Carrickfergus is a polarised community, people who have a mix of the two main traditions in their family are less likely to describe themselves as Catholic.

4.4 Contribution to reconciliation in the community and in society

During the engagement activities of the TAG, the general population of Carrickfergus expressed support for the school to transform to Controlled Integrated status. In order to capture evidence of this enthusiasm within the local community, The TAG used a 'Community Support Form' (attached as Appendix 2). During the Spring and Summer of 2019, 278 people have completed the form to date. Collection of these forms is ongoing. The school has also received letters of support from Jollytots day care, a local women's shelter, councillors and an MLA. These letters are still being collected.

As outlined in section 1.2, the school straddles areas experiencing deprivation, has 39% of children in receipt of Free School Meals and has 22% of children with SEN. There are pupils in school who have experienced the impact of paramilitarism. A strongly inclusive ethos already exists within the school and the Board of Governors believes that the school can act in a leadership role as the local community becomes more diverse and families continue to deal with the legacy of our conflict. The

message that an Integrated Primary school sends to people considering moving to the new housing developments in Carrickfergus town centre is that this is an area where both of our two major religious/cultural/political groups are welcome. The school wants to enable and nurture open, respectful, curious and long-lasting friendships across our traditional divide and formalise this inclusivity by transforming to become an Integrated school from September 2021.

Carrickfergus Central PS believes that by developing a culture of respect and mutual understanding, promoting excellence and celebrating difference in the education of Catholics, Protestants, children from children from other beliefs, cultures and communities together every day in one school, the school can make a contribution to reconciliation and peace building in Carrickfergus.

The school feels passionately that we need to educate our children to live and participate in a changing world, so that they value and respect difference and engage positively with it, taking account of the ongoing intercommunity divisions arising from conflict and increasing diversity within our society and equip our pupils with the skills, attitudes and behaviours needed to develop mutual understanding and recognition of, and respect for difference.

The NICIE Statement of Principles is the key document providing guidance on ethos in the Integrated school. The four pillars of Equality, Faith and Values, Parental Involvement and Social Responsibility have clear read across to the direction of travel and high level desired strategic outcomes of the NI Assembly for our people, communities and society. In the absence of an Assembly, approval of this Development Proposal will assist the Department to continue to make a positive contribution and fulfil a number of government legislative and policy agendas, including the following:

- **The Education Reform (Northern Ireland) Order 1989**

Article 64 (1) – It shall be the duty of the Department to encourage and facilitate integrated education, that is to say the education together at school of Protestant and Roman Catholic pupils.

- **NI Programme for Government 2016- 2021:**

We are a shared society that respects diversity

We are a confident, welcoming, outward-looking society

We have created a place where people want to live and work, to visit and invest

We connect people through our infrastructure

We give our children and young people the best start in life

- **Together, Building a United Community (published 2013)**

The four key priorities each express a shared aim which all government departments are expected to contribute to:

Our Children and Young People

Shared Aim: To continue to improve attitudes amongst our young people and to build a community where they can play a full and active role in building good relations.

Our Shared Community

Shared Aim: to create a community where division does not restrict the life opportunities of individuals and where all areas are open and accessible to everyone.

Our Safe Community

Shared Aim: to create a community where everyone feels safe in moving around and where life choices are not inhibited by fears around safety.

Our Cultural Expression

Shared Aim: to create a community, which promotes mutual respect and understanding, is strengthened by its diversity and where cultural expression is celebrated and embraced

- **Schools for The Future: A policy for sustainable schools (2009)**

'DE has a clear duty... to respond positively to parental demand for integrated and Irish medium education' (page 16)

- **Every School a Good School (2008)**

The characteristics of a successful school outlined in the policy are: Child-centred provision; High quality teaching and learning; Effective leadership; A school connected to its local community

4.5 A pupil's viewpoint

A highlighted above, the school has been on a journey which has involved consultation with parents, pupils, Board of Governors and teaching and non-teaching staff. The school also sought the viewpoints of current pupils, who highlighted powerfully and eloquently the potential that Integration has to change lives in the area.

One Primary 6 pupil stated:

'I think Integration is a good idea so no one feels left out. We should all learn together about each other and then we wouldn't be scared of each other anymore. Lots of people in Carrick hate Catholics but that is just because they don't know any. If Catholics and Protestants in Carrick went to our school together they wouldn't hate each other anymore. It's simple.'

5 Educational Impact

The educational impact of this proposal would increase accessibility to Integrated Education within the Carrickfergus area. Carrickfergus Central PS has always been welcoming to the whole community and its enrolment is more diverse than school's data appears to show. The drive for this proposal has been both parent and governor led. Carrickfergus Central Primary School and Woodburn Primary School along with Hazelwood Integrated Primary School established a Shared Education partnership two years ago under Peace IV which has increased in size each year. In the 2019/20 school year 214 children will be involved in total. Approval for Transformation to Controlled Integrated Status will also increase the potential for building on this activity. The school also has links with Sunnylands PS, Sunnylands Nursery School and Woodlawn PS through the Extended Schools Partnership which has been well-established over many years.

Links with other schools have also been promoted through the East Antrim Principal's group which organizes a conference each year. In September 2019, this was attended by 22 schools and 234 staff members to ensure Continued Professional Development within the area. Staff members are also part of the Numeracy, Literacy and SEN clusters which meet on a termly basis.

As the deprivation statistics indicate, Carrickfergus Central PS is catering for pupils from a range of socio-economic backgrounds. The local neighbourhood is becoming more diverse and the school believes strongly that an additional Integrated school in Carrickfergus will be an enabler of more cohesive relationships through this community transition.

There is a significant body of evidence which points to the value of children from different communities or cultures being educated together. Equally there are significant costs associated with the continuation of a school system with many sectors. The only other Integrated Primary School in the area has been oversubscribed and has a small number of available places. The post-primary integrated option in the area had more than double the number of applications than it had places.

These figures demonstrate that there is a desire in the Carrickfergus area for Integrated education. The parents of Carrickfergus Central and members of the local community have overwhelmingly shown their support for transformation to Integrated Status. The school believes that DE now needs to facilitate that growth.

6 Implementation Plan (Transformation Action Plan)

In April 2019, the whole school staff team and Board of Governors came together to consider the steps that the school should focus on in the next few years in relation to transforming to become Integrated. The feedback from this session, as well as the discussions and work of the Transformation Action Group has been used to develop the Transformation Action Plan. The Plan aims to develop integrated education throughout the school's governance, curriculum, planning and learning & teaching.

The Transformation Plan provides a roadmap for the way ahead for Carrickfergus Central Primary School. It brings together the school's priorities and the main actions required to implement Transformation, along with the key outcomes over an initial three-year period and the necessary resources to deliver these. It is attached at Appendix 4

The school enjoys a good reputation locally and Governors predict an increase in enrolment from the local Catholic community if the school transforms to integrated status. In our Transformation Action Plan, we have outlined a number of actions that are specifically intended to create a space where the minority community are in no doubt that they belong. One of the first actions in this regard is our intention to provide a teacher to prepare Catholic children for the religious sacraments. At present, the school does not have a member of staff who identifies as Catholic. There will be an additional cost to the school to provide a part-time teacher to fulfil this role. Eight of the support staff are from a Protestant background, one is from a Catholic background and three are from a non-religious background.

The Transformation Action Plan is attached as Appendix 4

7 Resource Implications

The approval of this Development Proposal represents a cost effective method to fulfil the Department's statutory duty to 'encourage and facilitate' Integrated Education in Northern Ireland.

The school has adequate accommodation and is in a very healthy financial position.

No major works would be required to facilitate the Transformation.

Appendix 1 Expression of Interest Form



EXPRESSION OF INTEREST FORM CONFIDENTIAL

This expression of interest form has been produced by NICIE¹ and Carrick Central Primary School to gather information on parental demand for Integrated Primary Provision in the Carrick Central area.

As part of our role, NICIE represents Integrated Education on Area Planning. The key aim of Area Planning is to ensure all pupils have access to high quality education that meets their needs in schools that are educationally and financially viable.²

By completing this form, you will support us to assess the level of parental demand for integrated primary provision in this area. If you would like to discuss this, please contact the NICIE on 028 90972910 or Carrick Central Primary School on 028 93351272.

Please note that this is not an application form.

Your data is subject to GDPR³. The information supplied will be stored by Carrick Central Primary School and NICIE and used in accordance with the Area planning requirements. It will also be used to inform you of events and progress in the development of any new [integrated](#) school in this area. We are required to share pupils' data with the Department of Education and/or the Education Authority on a statutory basis. This data sharing underpins school establishment and will be shared with any new school.

We will retain your data until such time as any new [integrated](#) school becomes established.

Pupil's Last Name: _____

First Name(s): _____

Male/Female: _____ Date of Birth: _____

¹ The Northern Ireland Council for Integrated Education (NICIE) is a Non-Departmental Public Body (NDPB) which is funded by the Department of Education to encourage and facilitate the growth and development of Integrated Education

² The purpose of the Area Planning process is to implement the Department of Education's Schools for the Future: A Policy for Sustainable Schools, known as the [Sustainable Schools Policy \(SSP\)](#)

³ GDPR is the General Data Protection Regulation which governs the use of personal data for more information see the Privacy Notice on the NICIE website

Name(s) of Parent(s)/Guardian(s):
|

Address: _____

Email: _____

Postcode: _____ Tel: _____

Perceived community background: For this purpose, the description is limited to: Roman Catholic, Protestant or Other. Please tick one box only for each person:

Mother: Protestant Roman Catholic Other

Father: Protestant Roman Catholic Other

Child: Protestant Roman Catholic Other

I/We wish to express our interest in integrated primary school provision in the Carrick Central area.

Signature of parent(s)/guardian(s)

Please Return to: NICIE, 25 College Gardens, Belfast, BT9 6BS or
Carrickfergus Central Primary School, Thomas Street, Carrickfergus, Co. Antrim BT38 8AL

For Office Use: Date received: _____

This community support form has been produced by NICIE and Carrick Central Primary School to gather evidence of community support for Integrated Education in this area.

If you wish to express support for Carrick Central P.S. to become an integrated school, please read the following information about how we will use your data and complete the form overleaf to confirm that you agree to these terms of data use.

About your data:

NICIE represents Integrated Education on educational Area Planning in NI, to help ensure all pupils have access to high quality education that meets their needs. Your data is subject to General Data Protection Regulations and will be securely stored by Carrick Central Primary School and/or NICIE and used to assist Area Planning. We may also email you about integrated education. We will share your data with the Department of Education, NICIE (the Northern Ireland Council for Integrated Education) and/or the Education Authority on a statutory basis to underpin school establishment. We will retain your data until such time as any new integrated school in Carrick central area becomes established.

**If you have any questions, please contact:
NICIE on 028 90972910 or Carrick Central Primary School on 028 93351272.**

Thank you for your support



I want to express my support for Carrick Central Primary School in their intention to become an integrated school

Your name:

Your post code: BT

Your email address:

Your signature:

Thank you for your support 😊

Please tick

I am happy to be contacted by the school about integrated education in the future

I am NOT happy to be contacted by the school about integrated education in the future

Carrickfergus Central Primary School
Transformation Action Plan 2019-2022
Learner Centred (Year 1)

<p>Baseline Position/Summary at October 2019. (What?):</p> <ul style="list-style-type: none"> • Parents/staff attended NICIE/IEF Information sessions in relation to Transformation to Controlled Integrated Status. • The school has an active school council. Two pupils from year groups 4-7 are elected annually by their peers to sit on the school council. These pupils inform class councils about what has been discussed at meetings. They are consulted wherever possible on all aspects of school life including policy review, choosing which charities are to be supported and resources to be purchased. • The school also has an Eco-Council which takes responsibility for ensuring the whole school is involved in environmental projects. • Co-ordinators use the 'Pupil Voice' to monitor initiatives which are being implemented. • In third year of a successful Shared Education partnership with Woodburn PS & Hazelwood Integrated PS which involves P2, P3 & P4 pupils. • All staff have had the opportunity to visit Integrated Primary Schools to discuss similarities and differences in approach. Information disseminated at staff meetings. • All staff and governors have attended NICIE/IEF information sessions & workshops. • SLT have attended NICIE/IEF sessions to discuss the Transformation Journey. • School involved in Whole School Approach to Nurture programme organised by EA. 	<p>Evaluation (So What?):</p> <p>The school has been involved in a very successful Shared Education programme for the last 3 years with numbers of children involved increasing annually. In 2019/20 there are 214 pupils taking part in the programme which is focussing on PDMU, Outdoor Play and Numeracy.</p> <p>P4-7 pupils have been consulted with in relation to Transformation through discussion at Class Council and School Council Meetings. Their comments are included in the Case for change.</p>		
	<p>Future Actions (What Next?):</p> <p>Year 1 (2019/20)</p> <p>See next section</p>	<p>Year 2 (2020/21)</p> <p>1) Through the curricular areas of PDMU/The Arts pupils will be encouraged to explore themes of similarity and difference.</p> <p><i>Actions subject to DE decision</i></p>	<p>Year 3 (2021/22)</p> <p>1) The school will begin working towards achieving the 'Rights Respecting School's Award' level1 and will evaluate current practice to ensure we embed the principles of the UNCRC.</p> <p><i>Actions subject to DE decision</i></p>

2019/20 Target Learner Centred	Actions	Success Criteria (Quantitative & Qualitative)	Timescale	Resources	Monitoring & evaluation
<p>1) All pupils to be introduced to the concept of integration in an age – appropriate manner.</p> <p>2) Hold a ‘Creativity week’ in January 2020.</p> <p>3) Look into other opportunities for exploring and celebrating activities in order to be actively representative of the two main traditions.</p>	<ul style="list-style-type: none"> Use of circle time, class discussion and group work to explore themes of similarity and difference. Invite facilitators to school to lead workshops for all year groups wherein children can explore different aspects of art, music and dance. Ensure opportunities are created for the pupils to have taster sessions of sports from the main religious backgrounds within the school. 	<ul style="list-style-type: none"> All pupils able to articulate an understanding of the proposed change in status. Children have a greater understanding of art, music and dance from different cultures and the stories they tell. All pupils have experienced sporting activities which are perceived to be representative of one tradition or the other and have developed an understanding of the necessary skills to play the games. 	<p>Jan 20- June 21</p> <p>Jan 2020</p> <p>Jan 2020- June 2020</p>	<p>Year group teachers</p> <p>PDMU coordinator</p> <p>CCEA Living Learning Together</p> <p>Facilitators for workshops. Grant to fund this obtained from the IEF.</p> <p>Football/GAA coaches.</p>	<p>Pupil voice – survey</p> <p>School Council representatives to report back on views of Class Councils.</p> <p>Pupils asked to complete evaluation forms and provide verbal feedback on activities.</p> <p>Uptake of pupils joining sporting clubs both in and out of school hours.</p>

Carrickfergus Central Primary School
Transformation Action Plan 2019-2022
High Quality Teaching & Learning (Year 1)

<p>High Quality Teaching & Learning</p> <ul style="list-style-type: none"> • The school curriculum is broad, balanced and flexible and is tailored to meet the needs of individual children, and inspires the children to learn, progress and achieve. • The curriculum promotes social inclusivity which ensures participation in education for all children. • Children engage in learning activities that are varied, differentiated and provide effective support and challenge. • Shared Education experiences develop and enrich the children’s learning. • The school has an agreed whole-school programme that addresses issues, such as, bullying, sectarianism, racism, and good relations, and is an integral part of learning and teaching and the school development plan. • After School Irish Dancing Club introduced (Sept 18). • Visitor from Chinese Community: cultural workshop with P6/7 pupils. • Involvement in the Global Learning Programme. 	<p>Evaluation (So What?):</p> <p>Staff from all 3 schools involved in Shared Education Partnership plan very effectively together and now share good practice on a regular basis. Relationships between all staff members are excellent and this is reflected in the children’s relationships with each other.</p> <p>Pupils are involved in a wide range of after-school activities and regularly compete in competitions against other schools in the area.</p> <p>Staff attend cluster sessions in relation to SEN, Numeracy and Literacy with staff from all schools in Carrickfergus. School Principal is Chairperson of East Antrim Principal’s group and is responsible for helping organise annual training event for staff from 22 schools as well. CPD/capacity building is high on the school agenda.</p>		
	<p>Future Actions (What Next?):</p> <p>Year 1 (2019/20)</p> <p>See next section</p>	<p>Year 2 (2020/21)</p> <p>1) Staff to engage with existing networks within Integrated Sector e.g. SENCO Committee and teacher’s committee.</p> <p>Actions subject to DE decision</p>	<p>Year 3 (2021/22)</p> <p>1) Appointment of a teacher to prepare children for the Sacraments.</p> <p>2) Links with other Integrated Schools in the area developed, (primary and Post-Primary) through a range of curricular activities to involve mentoring.</p> <p>Actions subject to DE decision</p>

2019/20 Target High Quality Teaching & Learning	Actions	Success Criteria (Quantitative & Qualitative)	Timescale	Resources	Monitoring & evaluation
1) Teacher Professional Learning priorities to include preparation for transformation.	<ul style="list-style-type: none"> • Opportunity for subject co-ordinators to visit other Integrated Schools to discuss necessary changes to curricular areas. • Staff to review current policies to ensure they reflect the ethos of an Integrated school. • Purchase resources to help celebrate diversity within the school community eg puppets, books etc. • INSET session facilitated by NICIE for teaching staff to explore impact of integrated status. • Staff to participate in Anti-bias training facilitated by NICIE. 	<ul style="list-style-type: none"> • Co-ordinators have a greater understanding of the management and delivery of the curriculum in a formally integrated setting. • Policies reviewed and amended if required. • New resources purchased and actively being used across all curricular areas. • Full engagement of all staff in the process. • 2 staff trained annually 	Nov 19 – June 20	<p>Sub-cover to cover cost of teacher visits to other Integrated Schools.</p> <p>Grant has been obtained from IEF to cover the costs for resources £1500 and sub cover £825.</p> <p>Transformation Action Group</p> <p>Principal/subject co-ordinators</p> <p>NICIE/ EA</p>	<p>All staff to compile reports on any necessary changes to the curriculum.</p> <p>Initial review of policies begun.</p> <p>Resources purchased to help children develop a greater understanding of the diverse nature of society through literature and music.</p> <p>All teaching staff will have a better understanding of changes required in their curricular areas and in the school as a whole.</p> <p>Staff actively challenging bias and stereotyping in school.</p>

Carrickfergus Central Primary School

Transformation Plan 2019-2022

Effective Leadership (Year 1)

<p>Baseline Position/Summary at October 2019. (What?):</p> <ul style="list-style-type: none"> All staff visited an Integrated PS to observe similarities and differences and disseminated to whole staff. To date 3 staff have attended training at Hazelwood Integrated PS facilitated by NICIE/IEF in relation to the Transformation Journey. SLT have a shared vision, based on the school's values and aims which is child-centred and ensures all children reach their potential. Consultation takes place with all stakeholders on a regular basis. Whole school approach to Shared Education, emphasis on high quality experiences and improved educational outcomes through careful planning with Shared Education Partners. Governors and SLT fully support the transformation process. Grant received from IEF to allow for further visits to Integrated schools and the provision of sub-cover to help facilitate development of the curriculum. Governors felt that the ethos of the school has always been welcoming to everyone. School won 'Best Inclusive Practice' Award at the Families First Award Ceremony (June 19). SLT promote key values of Equality of Opportunity and diversity. Regular meetings have been organised with EA and NICIE to monitor progress to date and plan for the journey ahead. 	<p>Evaluation (So What?):</p> <p>BOG initiated conversations with parents around possible Transformation. Consultations held with all stakeholders over a period of 18 months. Parental Ballot held February 19. Overwhelming parental support. TAG group established to represent all stakeholders. Further workshops facilitated by NICIE/IEF for governors, staff and parents. Support sought from local community for Transformation process. Vision for Integrated Education shared with the community through website, Facebook Page, leaflet drop, Billboard in centre of town and visits to local community groups. School involved in a very successful Shared Education project for the past 3 years which has grown annually. Different identities explored. Principal is Chairperson of the East Antrim Principal's group.</p>		
	<p>Future Actions (What Next?):</p> <p>Year 1 (2019/20)</p> <p>See next section</p>	<p>Year 2 (2020/21)</p> <ol style="list-style-type: none"> 1) Articulate a shared vision for integrated education within the wider Carrickfergus community. 2) Engage with principals from other Integrated Schools and regularly attend APTIS meetings. <p><i>Actions subject to DE decision</i></p>	<p>Year 3 (2021/22)</p> <ol style="list-style-type: none"> 1) Lead the school towards the 'Excellence in Integrated Education Award'. <p><i>Actions subject to DE decision</i></p>

2019/20 Target Effective Leadership	Actions	Success Criteria (Quantitative & Qualitative)	Timescale	Resources	Monitoring & evaluation
1) Evaluate the current ethos and how it contributes to school life. Reflect on consultation outcomes and set a clear vision for integrated education within the school.	<ul style="list-style-type: none"> • Initiate visioning exercise with support of NICIE/EA. • Revisit existing school vision/mission statement/values with stakeholders. <ul style="list-style-type: none"> - Explore ethos and its importance - Examine the mission statement, the vision statement and the core values of the school. • Examine if the ethos expressed by the current statement is evident throughout the school. • What needs to change to reflect the school's transformation to Integrated Status? 	<ul style="list-style-type: none"> • All stakeholders have had opportunity to participate in visioning activity. • Wording for new vision statement agreed with Board of Governors. • Pupil version of vision statement agreed with School Council. 	Nov 19 – Jun 20	NICIE EA	Evaluation carried out with NICIE/EA officers. Stakeholder surveys.

Carrickfergus Central Primary School

Transformation Plan 2019-2022

Community Connections (Year 1)

<p>Baseline Position/Summary at September 2019. (What?):</p> <ul style="list-style-type: none"> • Parent Information Session held in June 2018 to discuss possible Transformation to Controlled Integrated Status. • Second Information Session held in November 2018 to allow for further discussions and ensure parents of pupils admitted to the school in September 2018 were able to voice any concerns. • Regular updates provided to all stakeholders to ensure everyone is aware of where we are in the process. • Transformation Action Group set up (March 2019) with parent and governor representatives making up the group so that all stakeholders are represented. • Regular Meetings of the TAG to gather support from the local community. Collection of EOIs/letters of support from the community, marketing etc. • Local councillors invited to the school to inform them of school's plans. • Local community kept informed through public Facebook page and Town Centre advertising. • Parents given opportunity to engage with other parents from different backgrounds through celebration events related to Shared Education programmes. • Attendance of Parents/Governors at information events organised by NICIE/IEF. 	<p>Evaluation (So What?):</p> <p>The school has engaged in an intensive marketing campaign to inform the local community of plans to transform to Controlled Integrated Status. Funding has been received from the IEF to help with the campaign which has included leaflet drops, Billboards and activity sessions organised for local pre-schools. The school hosts a 'Big Lunch' for the community twice a year.</p> <p>The community uses the school hall for a number of activities including 'Clubbercise' on a Thursday night and 'Starcamp' and 'Monkeynastics' in the summer. The Vineyard Church also hold events in the school on a regular basis.</p>		
<p>Future Actions (What Next?):</p> <p>Year 1 (2019/20)</p> <p>See next section</p>	<p>Year 2 (2020/21)</p> <p>1) Parents and members of local community invited to event to celebrate diversity within the school.</p> <p><i>Actions may be subject to DE decision</i></p>	<p>Year 3 (2021/22)</p> <p>1) Event to be held for parents and members of the local community to celebrate school's successful Transformation to Controlled Integrated Status.</p> <p><i>Actions will be subject to DE decision</i></p>	

2019/20 Target Community Connections	Actions	Success Criteria (Quantitative & Qualitative)	Timescale	Resources	Monitoring & evaluation
1)Ensure all stakeholders and the wider community have clear and accurate information about the proposed transformation.	<ul style="list-style-type: none"> • Information related to the school's intention to transform displayed on Billboard in middle of Town Centre. • Invite all interested members of the community to a coffee morning to outline rationale, process and vision for transformation. • Talk to local councillors from all parties about plans in more detail and encourage them to support the school in the Transformation Process. • Play days organised for local nursery schools to attend. Parents of children to come along to allow for discussions in relation to Integration and collection of EOI forms. 	<ul style="list-style-type: none"> • Greater awareness of school's plan to transform in the local community. • Majority of invitees attend coffee morning and provide contact details/supportive comments for purposes of Case for Change. • Councillors show support for Transformation by providing comments for Case for Change. • EOI forms to be collected for children who will be Primary 1 age in September 2020 onwards. 	<p>Sept/Oct 19</p> <p>Oct 19</p> <p>Sept 19 onwards</p> <p>Ongoing</p>	<p>Principal</p> <p>Principal/Chair of Governors/TAG members</p> <p>Principal/TAG members</p> <p>Principal/SLT/TAG members</p>	<p>Community aware of Transformation process and supportive of it.</p> <p>Support shown on Facebook page for Billboard.</p> <p>High turnout of local people to coffee morning.</p> <p>Contact details provided showing support for Transformation to Controlled Integrated Status.</p> <p>Letters of support from local businesses.</p> <p>Increased enrolment from September 2020 onwards.</p>

