

CASE for CHANGE – Supporting Information

SUMMARY/OVERVIEW

AREA PLANNING DISTRICT	Belfast
DP NUMBER	DP 657
PROPOSER	Contact: Include name and telephone number/mobile Mr Gerry Fleming Chairperson of Board of Governors <i>(Note: DE will use these contact details for providing notification of the Minister's/Permanent Secretary's decision.)</i>
SCHOOL(S) NAME	Harding Memorial Primary School 105 Cregagh Road Belfast BT6 8PZ Tel: 028 90458040
SCHOOL REFERENCE	101 - 0232
TYPE	Primary
MANAGEMENT	Controlled
DP PUBLICATION DATE	Date:TBA <i>(Note: Proof of publication should be submitted without delay)</i>
PROPOSAL	Harding Memorial Primary School will transform to Controlled Integrated Status, with effect from 1 September 2021, or as soon as possible thereafter.

ANNEX B: 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 with parents, pupils, Board of Governors, staff and wider community</p> <p>Integration Works event, March 2018 attended by 2 staff members</p> <p>Board of Governors initial chat with NICIE and IEF staff March 2018</p> <p>Staff individual chat and staff meetings March- June 2018</p> <p>School development days for staff discussion June 2018</p> <p>BOG reconstituted 29th November 2018</p> <p>August 2018 whole staff school development day facilitated by NICIE</p> <p>Attendance by staff and BoG at variety of NICIE/IEF events and meetings throughout 2018 and 2019</p> <p>October 2018 - Principal visited Hazelwood IPS</p> <p>January 24th 2019 NICIE and IEF met with BoG</p> <p>March 2019 - 2 staff members visited Hazelwood IPS</p> <p>27th March 2019 BoG vote to ballot parents</p> <p>April and May 2019 IEF/IEF parents coffee and conversations x 2</p> <p>May 2019 – 2 staff members visited millennium IPS</p> <p>Balloted parents June 2019</p> <p>October 2019 – parents attend IEF engagement event in Titanic building</p> <p>Parents meetings Feb 26th 2019 with EF and NICIE</p> <p>September 2019 – NICIE and EA Development Proposal workshop attended by Chair BOG and Principal</p> <p>2019 – Transformation Action Group formed; TAG meetings (parents, staff, BoG all represented on TAG)</p> <p>2nd October, 6th November, 5th December, 8th January, 21st January, 19th February</p> <p>NICIE/IEF attend parents open night 2019</p> <p>Christmas fair December 2019 IEF stand to engage parents</p> <p>11th February 2020 – Parental have your say event hosted by TAG with NICIE and IEF support</p>
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	<p>During 2019 and 2020, ongoing engagement with wider community in the collection of Community Support forms and Expression of Interest Forms through a wide variety of events and connections with support of IEF and NICIE</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 style="text-align: right;"><i>Chairperson of</i></p> <p style="text-align: center;"><i>Cery Fleming Board of Governors</i></p> <p>NAME: <i>Cery Fleming</i> OFFICE HELD: <i>Chairperson of Board of Governors</i></p> <p>SIGNED: <i>[Signature]</i> DATE: <i>31 March 2020</i></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;</p> <p>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> <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>TBA</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:</p> <p>PRINT NAME:</p> <p>POSITION:</p> <p>DATE:</p>	<p>TBA</p>

The Case for Change

Harding Memorial Primary School's proposal to transform to Integrated status from September 2021



Pupils at Harding Memorial Primary School celebrate the positive parental ballot.

June 2019

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1. Background

1.1 Description of school

Canon Harding was the rector of Willowfield Parish from 1900-1922. In response to the local need for education, he approached Lord Arthur Hill about a plot of land. The Select Vestry of Willowfield Parish gave its support and the site was secured, leading to the opening of Willowfield National School No 2 on 5th April 1913. After Canon Harding's death in 1922, the school was renamed Harding Memorial Primary School in his honour.

Today the school is a co-educational, controlled primary school, open to pupils of any religious denomination and of none, situated on the Cregagh Road in East Belfast. This is a densely populated urban area which has historically had a reputation for having a Protestant/Unionist/Loyalist tradition and culture.

In the last 20 or so years, there have been changes in the local demographics. Most significant of these is the settling of migrant families from across Europe and beyond. The affordable housing and proximity to the city has made this part of Belfast an increasingly popular choice for newcomers to Belfast. It is an area where people are welcomed and so have continued to come, settle and raise families. Table 8 (page 29) shows the religious breakdown of the school over the past 5 years. The percentage of the school community declaring as 'Other' and as 'Roman Catholic' has consistently increased. In 2019, the school has 41% Protestant, 13% Catholic and 46% Other. In 2018/19, 40% of pupils in school were entitled to free school meals.

The school currently (February 2020) has single stream classes from Primary 1 to Primary 7 and two educational units: Foundation and Key Stage 1 Autism Specific Class and a Key Stage 2 General Learning Support Centre. There are 14 teaching staff and 21 non-teaching staff. There is an enrolment number of 210 and an admissions number of 30. The school has been recently regularly oversubscribed for Year 1 as Table 2 (page 14) shows.

The Board of Governors and Staff of Harding Memorial Primary School have worked hard on their inclusivity, so that the school is welcoming to the whole community, particularly over these past few years as Transformation to Integrated status has been considered.

The school motto is: '***Everyone Is Important In Our School.***'

Harding Memorial PS works to embed these values through the fabric of school life and aspires towards fully incorporating the four principles of Integrated Education in to the school ethos: Equality, Faith and Values, Parental Involvement and Social Responsibility.

1.2 Location and socio-economic data

The school is located at 105 to 107 Cregagh Road which is on the boundary of both South and East Belfast. This is in Belfast Local Government District (LGD), Ravenhill Ward and Ravenhill 2 Super Output Area (SOA).

The information in this section is drawn from the Northern Ireland Multiple Deprivation Measure (2017)¹ (NIMDM), which provides data on seven types of deprivation and then combines these to create an overall rank of deprivation. The NIMDM divides NI into 890 Super Output Areas (SOAs) for the purpose of deprivation ranking. The most deprived is ranked 1 and the least deprived is ranked 890.

Harding Memorial PS is in SOA 'Ravenhill 2', which is ranked at 668. This includes a rank of 832 for income affecting children and a particularly positive score for access to services of 880 (due to the urban location). However, other measures are scored much lower, such as living environment (41) and crime and disorder (207). Education and Skills in Ravenhill 2 rank at 519.

Pupils attending the school come from over 30 different wards across the city. Eighty-six per cent of pupils currently live less than a mile away and 70% of pupils live in the following 4 wards:

- Ravenhill, which has 3 SOAs ranked at 833, 668 and 730 (26% of pupils live in this ward)
- Orangefield, which has 3 SOAs ranked at 667, 834 and 813 (21% of pupils live in this ward)
- Woodstock, which has 3 SOAs ranked at 155, 128 and 96 (12% of pupils live in this ward)
- The Mount, which has 2 SOAs ranked at 80 and 62 (11% of pupils live in this ward)

The bullet points above show the wide range of deprivation rankings between the four wards where the majority of the school's pupils live. The Mount 1 is ranked at 80 (in the top 10% of the most deprived areas in NI); while Ravenhill 1 is ranked at 833 (in the 10% of the least deprived areas in NI). This is strong evidence the school has a diverse range in terms of the socio-economic background of the families choosing to send their children to the school.

¹<https://www.ninis2.nisra.gov.uk/public/PivotGrid.aspx?ds=8827&lh=44&yn=2017&sk=137&sn=Deprivation&yearfilter=> accessed November 2019

1.3 Age demographics

Table 1 below shows the population change in NI, Belfast and Ravenhill Ward since 2011. The data sources used are 2011 census and 2017 or 2018 (where available) NISRA population estimates².

Table 1 shows that the numbers of people in NI as a whole and in Belfast LGD are increasing but that the numbers and percentages of young people aged 0 to 16 in the population is in decline. Our population growth is largely due to our increasing longevity, rather than increasing numbers of births and the ageing of our population is of course widely recognised as an issue for policy makers.

However, there are some urban localities in NI where the increasing numbers in the population are accounted for both by our longevity and an increase in births. This is the case in the locality of Harding Memorial PS. Table 1 shows that the population of Ravenhill Ward is increasing, in common with the whole of NI and Belfast, but that the proportion of young people in the population in the ward has increased by 2.4% since 2011 in comparison to a 2.7% decline across NI and a 2.3% decline across Belfast LGD.

While the data on Table 1 below refers to historical and contemporary data, the NI Statistics and Research Agency (NISRA) predict that the future population of 0-15 year olds in Belfast LGD will increase by 2.4% in the decade 2016-2026. In addition, the proportion of 0 to 15 year olds in this LGD is also predicted to increase, whereas in every other LGD the proportion of young people age 0 to 15 is set to decline³. This quantitative data is validated further by qualitative data from the school staff and parents, who have noticed that houses locally are increasingly being occupied by families with young children.

An integrated school in this area will provide an attractive and viable option for these existing and future parents. It will send a clear and certain message to existing community members and all new-coming community members, that this is an area where you are welcome and where you belong.

²<https://www.ninis2.nisra.gov.uk/public/AreaProfileReportViewer.aspx?tabchangeReportName=Electoral%20Ward?> accessed November 2019

³<https://www.ninis2.nisra.gov.uk/interactiveMaps/DataVis/Population%20Projections%20forAreaswithinNI%202016.pdf> accessed February 2020

Table 1:

Population change in Northern Ireland, Belfast LGD and Ravenhill Ward between 2011 and 2017 or 2018

Area	Data type	2011	Most recent estimate (2017 or 2018)	Direction and amount of change
Northern Ireland	Total population in area	1,685,267	1,881,641 (2018)	196,374 increase (11.6%)
	Number of 0-15 year olds in area	398,056	393,510 (2018)	4,546 decline
	Percentage of 0-15 year olds in area	23.6%	20.9% (2018)	2.7% decline
Belfast LGD	Total population in area	277,391	287,527 (2018)	10,136 increase (3.6%)
	Number of 0-15 year olds in area	60,261	55,818 (2018)	4,443 decline
	Percentage of 0-15 year olds in area	21.7	19.4 (2018)	2.3% decline
Ravenhill Ward	Total population in area	5891	6495 (2017)	604 increase (10.3%)
	Number of 0-15 year olds in area	900	1150 (2017)	250 increase
	Percentage of 0-15 year olds in area	15.28	17.7 (2017)	2.4% increase

1.4 Religious and ethnic diversity demographics

Data from the last census (2011)⁴ for Ravenhill Ward indicates that this area has a mixed and diverse population, with 39.65% stating that they belong to or were brought up in the Catholic religion and 46.90% stating that they belong to or were brought up in a 'Protestant and Other Christian (including Christian related)' religion.

On census day in 2011, 44.51% indicated that they had a British national identity, 29.42% had an Irish national identity and 32.08% had a Northern Irish national identity⁵. Just over ninety-seven per cent were from the white (including Irish Traveller) ethnic group and 6.71% did not have English as their first language. These latter two statistics taken together could be explained by the anecdotal evidence from the school which has seen the numbers of people from Eastern European countries including Poland, Romania and Slovakia increase in the locality.

Statistical evidence of the recent changing ethnicity of the population in this area of east Belfast is not available. It is widely anticipated that the 2021 census will highlight ethnicity changes in Belfast and across NI. However, by looking at the inflow of migrants to Northern Ireland since 2007⁶, it can be seen that 31% of those who came settled in Belfast. This represents a figure of 42,272 people. The NI medical card registrations in 2017 show that the top three countries that registrants were from are The Republic of Ireland, Romania and Poland⁷.

1.5 Current Accommodation and site

The school accommodation consists of 17 classrooms, Assembly/P.E. Hall, Music Room, ICT Room, Dining Hall and Library. On 11th June 2015, Development Proposal 227 was agreed by the Department of Education, which established a Foundation and Key Stage 1 Autistic Spectrum Disorder Centre and a Key Stage 2 General Learning Support Centre at the school. The school recently opened a sensory room in order to provide enhanced and modern facilities for pupils with additional needs.

Externally, the school's facilities include a soft playground and Astroturf area which was funded by the school winning the UTV Lottery Funded People's Millions Award in the 2013/14 school year. The school also has a soft playground area specifically for Foundation Stage pupils. The front of the school benefitted from an enhancement scheme in 2013, which provides a brighter welcome and more secure boundary fencing.

⁴<https://www.ninis2.nisra.gov.uk/public/AreaProfileReportViewer.aspx?FromAPAddressMultipleRecords=Belfast@PostCode@Bt68pz@22>

⁵ Respondents could indicate more than one identity

⁶ <https://www.nisra.gov.uk/publications/long-term-international-migration-statistics-northern-ireland-2017>

⁷ <https://www.ninis2.nisra.gov.uk/interactiveMaps/DataVis/Migration2017.pdf>

1.6 Summary of Consultation and progress to date

The school's leadership team and Board of Governors began to informally discuss Transformation during the 2017/18 academic year. Following the launch of the DE 'Integration Works' publication in late 2017, two members of the school management team attended an event jointly run by the Northern Ireland Council for Integrated Education (NICIE) and the Integrated Education Fund (IEF) in March 2018. At this event, representatives from EA and DE presented the new guidance materials which outline the process of transformation to Integrated status. At this initial stage, members of Harding Memorial PS staff and Board of Governors were consulted with both individually and at meetings and were kept updated about the ongoing considerations of the Governors.

In 2018/19 academic year the school continued to consult with stakeholders. Teaching staff attended NICIE information sessions and members of teaching staff visited other Integrated Schools in order to be better informed.

On Thursday 24th January 2019 representatives from NICIE and the IEF attended a Board of Governors' meeting 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. An Information Evening was held in school on Tuesday 26th February 2019 at 7.00pm for all Parents, School Staff and Governors. The meeting was addressed by the School Principal, a NICIE Development Officer and a current Principal from a Controlled Integrated Primary School. Approximately 90 stakeholders, the majority of whom were parents, attended. As outlined in Annex B (pages 3 and 4), the school held informal discussions with parents during a series of Coffee and Conversation Sessions supported by staff from IEF in Spring 2019. Every family with a child at the school and all staff received a copy of 'Integration Works: A Short Guide to Integrated Education in Northern Ireland.'

This variety of engagement and consultation activity enabled the whole school community to explore what Transformation to Controlled Integrated status might entail and what the implications may be specifically within the context of Harding Memorial Primary School. Having taken the views of the school community into account, the Board of Governors met on Wednesday 27th March 2019 and unanimously resolved to proceed formally to the parental ballot stage. The ballot of parents was conducted by the Electoral Reform Service. It opened on 3rd June and closed on 24th June 2019. The question asked on the ballot paper was:

'Should the Board of Governors of Harding Memorial Primary School put forward a proposal to the Education Authority to transform into a Controlled Integrated Primary School with effect from September 2021 or as soon thereafter as practical?'

There were 316 persons eligible to vote and 212 people voted (67.1%). Of those that voted, 185 voted 'yes', in favour of transformation (87.2%) and 27 voted 'no', against transformation (12.7%). At a full meeting of the Board of Governors on Tuesday 25th

June 2019 the result of the ballot was received. As more than 50% of those eligible to vote did so and the total in favour was a simple majority, the Board of Governors agreed unanimously to follow the legal process and submit a Development Proposal to the DE via the EA for the Transformation of Harding Memorial Primary School to Controlled Integrated status from September 2021.

The high level of participation in the ballot and the highly positive response clearly demonstrates the strength of parental interest in the school and the strength of support for transformation to Controlled Integrated Status.

In August 2019, NICIE delivered a full day workshop for all staff at the school, which was also attended by the chair of the Board of Governors. The workshop was designed to listen to the views of all staff, answer questions and start to plan action for the Transformation Action Plan (attached as Appendix 1). In September 2019, a Transformation Action Group (TAG) was established and has met every month since (see Annex B, page 3 and 4 above for specific dates) in order to contribute to the school's transformation processes. The Principal, the Board of Governors and the TAG has continued to connect with and be supported by the EA sectoral support team, NICIE and the IEF. The IEF attended the school's Christmas fair to be available to answer questions and both NICIE and IEF attended the school's open night in December 2019.

In January 2020, the TAG sent out a survey monkey to all parents via text message in order to listen to their opinions and points of view about the process. The results of the survey showed that the majority felt informed wanted to be kept informed about the process. Comments included that they felt this change would prepare pupils better for 'real life' and that the wider community perceptions of the change should be carefully considered in the school's communications. When asked how they wanted to be communicated with, a large number of parents said they wanted an information event in school and that evening time suited best.

In response to this, the school hosted an evening to engage with parents about the progress to date and answer any queries or concerns on 11th February 2020. Approximately 30 parents attended and had an opportunity to hear about the process to date from the school Senior Leadership team, the TAG, EA Shared Education and Sectoral Support, NICIE and IEF. Once again, parents expressed their support for the school's journey. The TAG met on 19th February to review and inform the Transformation Action Plan and that meeting was also supported by EA and NICIE staff.

The detail of all of these consultations, conversations and considerations, which has extended over a period of over two years to date, is outlined at Annex B, pages 3 and 4 above.

2. Sustainability Assessment

2.1 Quality Educational experience

In April and May 2019 the school was visited by the Inspectorate but owing to the ongoing action short of strike, the ETI was unable to conduct the inspection. The report of this inspection visit can be found here:

https://www.etini.gov.uk/sites/etini.gov.uk/files/publications/asos-primary-inspection-harding-memorial-primary-school-belfast-101-0232_0.pdf

The previous follow up inspection in June 2012 stated, 'In the areas inspected the quality of the education provided by the school is now very good. The school is meeting very effectively the educational and pastoral needs of the learners, and has demonstrated its capacity for sustained self-improvement.' The report highlighted the very good standards achieved by most of the children in literacy and numeracy. It commented on the collegiate and reflective approach to school improvement by the staff under the effective leadership of the school's senior leadership team. The 2012 report can be viewed here:

<https://www.etini.gov.uk/sites/etini.gov.uk/files/publications/%5Bcurrent-domain%3Amachine-name%5D/follow-up-inspection-harding-memorial-primary-school-belfast.pdf>

The school's Development Proposal 227 – To establish a KS1 Autistic Spectrum disorder Centre and KS2 General Learning Support Centre stated 'The most recent district visit, in February 2015, indicated that the school is continuing to provide quality learning and teaching.'

2.2 Stable Enrolment trends

The enrolment of Harding Memorial Primary School in October 2012 was 195 pupils. In the most recent October 2019 Annual Statistical Return the enrolment of the school has increased to 217.

Table 2: Enrolment at Harding Memorial Primary School 2014 - 2019

Year	2014/15	2015/16	2016/17	2017/18	2018/19	2019/2020
Enrolment number	198	207	209	217	215	217
1st preference applications	32	34	36	34	35	28
All pref. applications	37	40	39	36	37	31

Source: Department of Education NI annual October census. Admissions data provided to NICIE by EA.

Harding Memorial Primary School has a total enrolment number of 210 and an admissions number of 30. Table 2 above shows the steady level of oversubscription for Primary One places at the school and that the number of pupils enrolled is increasing and has exceeded 210 for the past 3 years.

The on-line portal for admission to Primary One in September 2020 indicates 27 first preference applications to date for the 30 available places. The School is aware that there is a desire amongst the community for the future establishment of Integrated Pre-School provision in the local area and is hopeful that a future development proposal would enable such a facility to be based at Harding Memorial Primary School after transformation to Integrated status.

2.3 Sound Financial Position

Table 3: Historical Financial Position of Harding Memorial Primary School published by EA Area Planning 2019

Budgets			
Year	Available Delegated Resources £	Surplus/Deficit £	Surplus/Deficit %
2015/16	652,728	42,234	6.47%
2016/17	675,660	49,687	7.35%
2017/18	707,551	59,422	8.40%

Source: <https://www.eani.org.uk/school-management/area-planning/annual-area-profiles> accessed Jan 2020

Table 3 above data is taken from the 2019 Annual Area profile, published by the EA. It shows that Harding Memorial PS had a budget surplus of approximately £60,000 in 2017/2018. Whilst this surplus has subsequently reduced, the school budget is still in credit (6.6% surplus at March 2020) despite the extreme financial challenges being faced by all schools in Northern Ireland.

2.4 Strong Leadership and Management

The Principal of Harding Memorial Primary School has been in post since November 2008 and has guided the school through significant staffing challenges including three years of compulsory teacher redundancy. In the last decade, the school has undergone a renewal under a motivated and effective senior leadership team which has had a positive impact on inspection reports, school enrolment trends and reputation of the school in the local community. The Board of Governors was reconstituted in November 2018 and are in unanimous support of this Development Proposal.

2.5 Accessibility

The majority (86%) of Harding Memorial pupils live within one mile of the school and consequently walk or cycle to school. Our bike and scooter stands are well used all

year round. During the school's recent 'bike and breakfast' events, over 80 pupils have used this form of transport. In 2012 and 2015, the school received a 'School Mark – Excellence in Sustainable Travel Award' from Sustrans at bronze and silver levels respectively.

The school is fully equipped with ramps where feasible. The approval of Development Proposal 227 enabled the school to establish a KS1 Autistic Spectrum disorder Centre and KS2 General Learning Support Centre, increasing the school's ability to be accessible for all children.

The location of the school, on major arterial route in East/South Belfast maximises parental accessibility for both public and private transport networks.

2.6 Strong Links with the community

The school enjoys close links with local pre-school groups and other primary schools. School life is enriched through the close ties that we have with local community organisations and charitable groups operating in our locality and beyond.

Some examples of the community links that the school enjoys include:

- Cregagh Sports Club hosts the school's annual sports day. The school Parent, Teacher and Friends Association (PTFA) regularly holds functions in this venue free of charge. The club members assist with PTFA events, eg 'Night at the Races'.
- Cregagh Wanderers Football Club provide both in school and after school coaching for boys and girls throughout the school year.
- Ormeau Table Tennis Club have provided an after-schools club for the past 5 years.
- The school has close links with local charity 'Together NI', which was founded by parents connected to the school
- A local Brownies and Rainbows group use the school premises on a Monday night.
- Harding Memorial PS supports a Polish Saturday school, which is run by volunteers on school premises, using 11 of the school's classrooms throughout the day.

3. Area Planning Impact

3.1 Population

Please refer to section 1.3 above. The NI Statistics and Research Agency (NISRA) predict that the population of 0-15 year olds in this ward will increase by 2.4% in the decade 2016-2026, in comparison to an overall decline across Belfast LGD of 2.3% between 2011 and 2018.

3.2 Equality Impact and Rural Needs Assessment

The 'Guide to the Rural Needs Act (Northern Ireland) 2016 for Public Authorities (Revised)'⁸ refers to Belfast as Band A development area, having the largest population density in NI of 280,211 (2011 census). As such, this area of the city 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 in the locality. Consequently, it is the view of the Board of Governors that an equality impact assessment will not be required.

3.3 Potential Impact on other schools

In identifying the 'affected schools' for this Case for Change, the 2 mile distance measuring tool was used from the EA website⁹. In January 2020 this EA school finder tool indicated that there are 29 schools within a 2 mile radius of Harding Memorial Primary School and these are listed in the data tables below. Table 4 shows the last four years of enrolment, applications and admissions data for all of these schools. Table 5 shows religious balance, enrolment number, pupils in school and numbers of pre-school age children in school at last DE census 2018/19 for all of these schools.

In looking at both Tables 4 and 5, it can be seen that there is significant and continuing demand on primary school places within this area of East and South Belfast, including Harding Memorial PS. The Board of Governors of Harding Memorial PS are confident that the transformation of their school to Integrated status will not have any significant or detrimental impact on any school within a two mile radius. Euston Street Primary School is the closest controlled school and has a very healthy enrolment. Nettlefield PS and Elmgrove PS also experience steady demand for their schools.

3.4 Potential Impact on other Integrated schools

When measured by road distance using google maps, the distance from Harding Memorial PS to Loughview Integrated Primary School is 2.4 miles and to Forge Integrated Primary School is 1.6 miles. The search results of the EA tool when accessed in January 2020 indicated that Loughview is within the 2 mile radius, presumably due to the use of an 'as the crow flies' measuring tool.

⁸ <https://www.daera-ni.gov.uk/sites/default/files/publications/daera/17.18.249%20Guide%20to%20Rural%20Needs%20Act%20NI%20final%20v2.PDF> accessed Feb 2020

⁹ <https://www.eani.org.uk/search-schools> accessed Jan 2020

In 2018, Forge IPS received DE approval to build a new school at the previous Knockbreda school site. When this move is completed, Forge IPS will still be situated 1.6 miles from Harding Memorial PS, but will be situated outside of what was previously the BELB area.

Figure 1 below presents data supplied by EA indicating on a map where pupils attending Harding Memorial PS, Loughview IPS and Forge IPS travel from to come to school. The map shows that pupils attending all three schools are generally clustered geographically in the vicinity of the school. There is some divergence to this trend based on the location of major roads and routes, as these, particularly in the Belfast traffic environment, impact the journeys of parents who are driving children to school. As previously mentioned, 86% of pupils at Harding memorial PS currently live within one mile of school and this can be seen in Figure 2, which is a map showing where pupils currently travel from to attend Harding Memorial PS.

3.5 Recent Area Planning activity

In March 2013, the managing authority at that time, Belfast and Education Library Board (BELB), published the 'BELB Draft Plan for Primary Education'. The Plan noted that Harding Memorial PS was one of five schools in what the plan referred to as the 'Controlled inner east Belfast primary school cluster'. The other four schools in this cluster were Avoniel PS, (which is now closed), Elmgrove PS, Euston Street PS and Nettlefield PS. This plan did not propose any change in the level of existing or future provision at Harding Memorial Primary School.

Table 4: Applications and Admissions of schools within a 2 mile radius of Harding Memorial Primary School from 2015 to 2019

Approved enrolment/admission number :		2015/16			2016/17			2017/18			2018/19			2019/20		
		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 **
Harding Memorial PS Cregagh Road BT6 8PZ	210/30	34	40	30	36	39	30	34	36	30	35	37	30	28	31	30
Euston Street PS Euston Street BT6 9AG	359/51	47	54	54	38	44	44	45	51	51	41	52	51	48	52	52
Cregagh PS Mount Merrion Ave BT6 0FL	203/29	26	28	28	31	31	30	24	25	25	16	10	18	15	18	17
St. Michael's PS Ravenhill Road BT6 0BW	409/58	70	77	58	75	79	60	58	67	56	56	60	59	57	60	60
Elmgrove PS Beersbridge Road BT5 4RS	609/87	85	99	85	80	86	86	90	90	87	94	102	90	70	74	70
Nettlefield PS Radnor Street BT6 8BG	375/54	44	49	49	51	54	54	44	50	50	57	61	54	51	52	52
Lisnasharragh PS Tudor Drive BT6 9LS	447/60	55	60	60	53	60	60	46	48	44	50	52	52	49	51	51
Orangefield PS 55 Cameronian Drive BT5 6DF	406/58	74	86	58	70	72	58	62	63	59	61	66	58	60	69	58
Rosetta PS Knockbreda Road BT6 OJA	413/59	27	30	30	37	46	46	29	41	37	39	47	47	38	41	39
St Bernards PS Wynchurch Walk BT6 OJS	446/60	73	89	66	68	79	64	83	84	84	67	71	62	61	68	60
Knockbreda PS Wynchurch Road BT6 OJJ	225/30	21	26	26	26	27	27	16	18	17	17	19	17	17	16	16
Scoil an Droichid Cooke Street BT7 2EP	182/26	24	24	24	22	22	22	22	28	28	26	26	26	26	27	27
Holy Rosary PS Sunnyside Crescent BT7 3DB	508/73	51	67	67	58	74	74	53	63	63	52	57	57	58	63	63
St. Matthew's PS Seaforde Street BT5 4EW	388/55	38	40	40	51	53	53	49	53	53	43	43	45	42	41	41
Botanic PS Botanic Court BT7 1QY	210/30	36	40	30	42	45	30	33	44	30	29	32	30	27	30	30
Forge Integrated PS Carolán Road BT7 3HE	410/60	60	77	60	55	68	60	52	66	60	59	68	60	55	60	60
Leadhill PS Casaeldona Park BT6 9RD	210/30	11	17	17	22	25	25	20	22	22	14	19	19	24	28	28

Approved enrolment/admission number :		2015/16			2016/17			2017/18			2018/19			2019/20		
		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 **
Approved enrolment/admission number :		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 **
St. Malachy's PS Eliza Street BT7 2BJ	350/50	52	54	54	59	61	54	56	56	54	51	52	52	45	48	48
Loughview Integrated PS Church Road BT6 9SA	406/58	79	84	60	60	73	60	58	62	60	62	68	60	70	70	60
St. Joseph's Holland Drive BT5 6EH	423/60	61	68	60	75	77	60	42	49	49	51	55	52	35	39	39
Victoria Park PS Connsbrook Avenue BT4 1JY	406/58	48	60	60	66	69	60	63	66	60	66	72	60	62	68	60
Strandtown PS (P4-P7) North Road BT4 3DJ	1030/ 261	~	252	252	~	254	254	~	240	240	~	249	249	~	241	241
Dundela Infants PS (P1-P3) Wilgar Street BT4 3BL	252/84	91	125	84	78	94	84	83	87	84	58	79	79	83	91	84
Belmont PS (P1-P3) Belmont Road BT4 2AG	252/84	120	143	84	100	109	84	101	102	84	114	127	84	109	121	84
Greenwood PS (P1-P3) Upper N'ards Road BT4 3HS	261/87	83	127	87	76	102	87	78	98	85	83	114	87	86	119	87
Braniel PS Ravenswood Park BT5 7JU	408/58	51	55	55	48	54	54	49	58	54	54	58	61	47	58	52
Stranmillis PS Knightsbridge Park BT9 5EH	408/58	67	75	60	81	92	58	76	89	60	92	97	60	73	74	60
St Bride's PS Derryvolgie Avenue BT9 6FP	809/116	121	129	117	125	145	116	139	143	120	117	135	120	110	122	118
Blythefield PS Blythe Street BT12 5HX	385/55	13	13	13	22	24	24	25	32	30	27	30	30	27	43	30

*Source: EA applications and admissions data supplied to NICIE

**data taken from the school's published admissions criteria for 2020 entry.

~ data not available

Fig. 1 Map showing post code origin of pupils from Harding Memorial PS, Loughview IPS and Forge IPS¹⁰

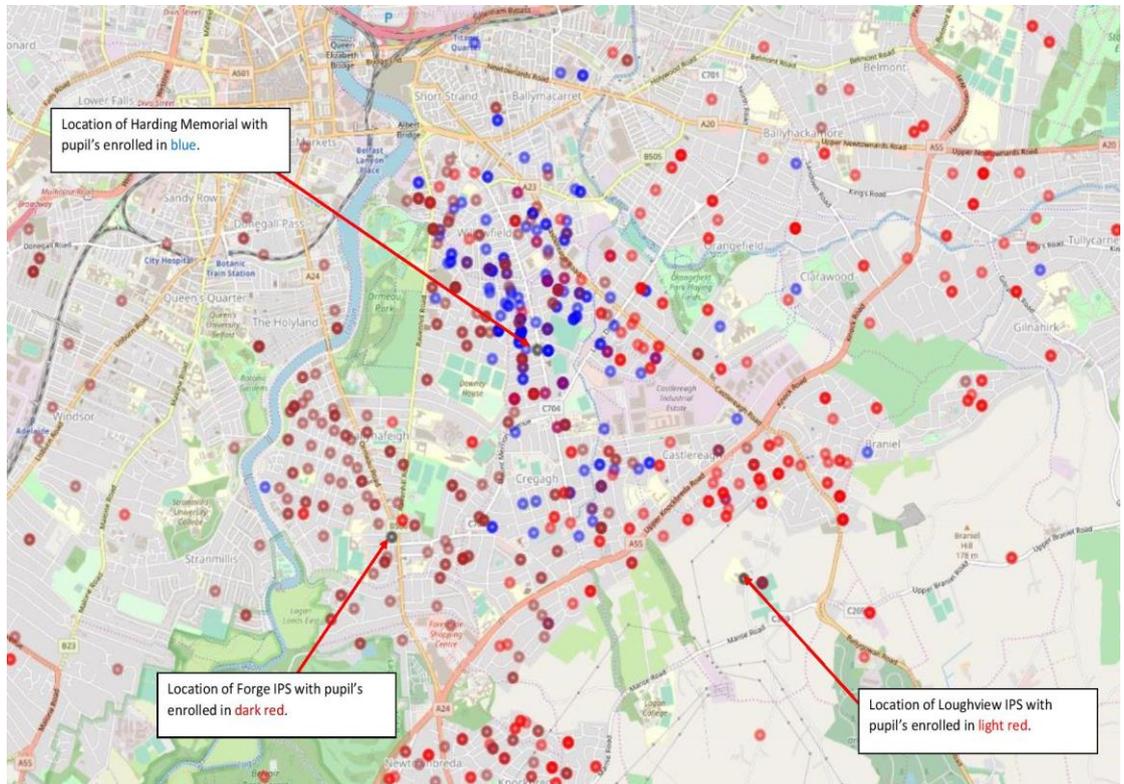
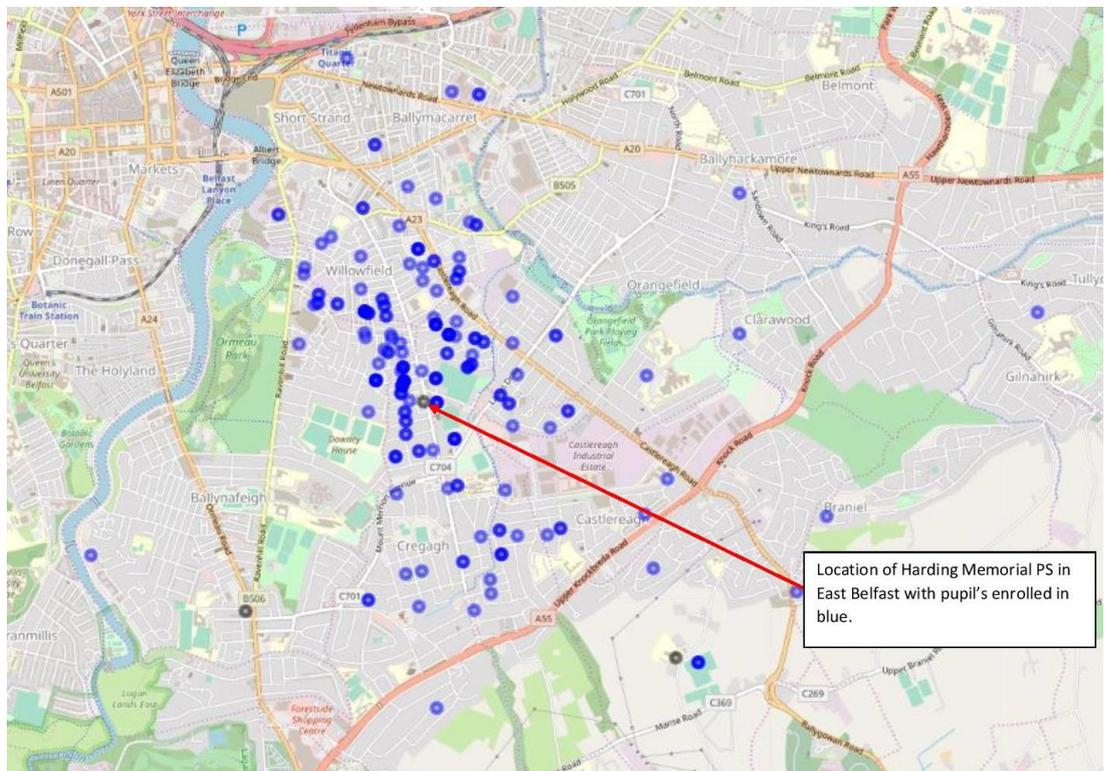


Fig. 2 Map showing post code origin of pupils from Harding Memorial PS



¹⁰ Data and maps for Fig 1 and 2 supplied by EA via the QUB/SIB modeller, February 2020 (2018/19 DE data)

Table 5: Religious Balance in local schools, enrolment number, pupils in school and numbers of pre-school age children in school at last DE census 2018/19

Primary School Name	Protestant		Catholic		Other		Total pupils in school Oct 2018	School enrolment number	Number above or below	Number of nursery pupils included in enrolment number
	Number	%	Number	%	Number	%				
Harding Memorial PS Cregagh Road BT6 8PZ	89	41.4	28	13	98	45.6	215	210	+ 15	0
Euston Street PS Euston Street BT6 9AG	140	36.9	57	15	182	48	379	359	+ 20	52
Cregagh PS Mount Merrion Ave BT6 0FL	79	45.7	9	5.2	85	49.1	173	203	- 30	0
St. Michael's PS Ravenhill Road BT6 0BW	*	*	388	92.2	#	#	421	409	+ 12	0
Elmgrove PS Beersbridge Road BT5 4RS	369	54.6	52	7.7	255	37.7	676	609	+ 67	51
Nettlefield PS Radnor Street BT6 8BG	213	58.2	54	14.8	99	27	366	375	+ 9	52
Lisnasharragh PS Tudor Drive BT6 9LS	221	59.7	20	5.4	129	34.9	370	447	- 77	0
Orangefield PS 55 Cameronian Drive BT5 6DF	212	45.1	11	2.3	247	52.6	470	406	+ 64	52
Rosetta PS Knockbreda Road BT6 OJA	119	35.4	38	11.3	179	53.3	336	413	- 77	30
St Bernards PS Wynchurch Walk BT6 OJS	*	*	445	96.5	#	#	461	446	+ 15	52
Knockbreda PS Wynchurch Road BT6 OJJ	105	56.1	10	5.3	72	38.5	187	225	- 38	0
Scoil an Droichid Cooke Street BT7 2EP	6	3.4	131	73.2	42	23.5	179	182	- 3	29
Holy Rosary PS Sunnyside Crescent BT7 3DB	21	4.2	293	58.6	186	37.2	500	508	- 8	0
St. Matthew's PS Seaforde Street BT5 4EW	-	-	278	82.7	58	17.3	336	388	- 52	49
Botanic PS Botanic Court BT7 1QY	54	25.8	24	11.5	131	62.7	209	210	+1	26

Primary School Name	Protestant		Catholic		Other		Total pupils in school Oct 2018	School enrolment number	Number above or below	Number of nursery pupils included in enrolment number
	Number	%	Number	%	Number	%				
Forge Integrated PS Carolan Road BT7 3HE	95	24.7	124	32.2	166	43.1	385	410	+ 25	0 *** See note
Leadhill PS Casaeldona Park BT6 9RD	76	47.2	6	3.7	79	49.1	161	210	- 49	0
St. Malachy's PS Eliza Street BT7 2BJ	*	*	221	56.8	#	#	389	350	+ 39	52
Loughview Integrated PS Church Road BT6 9SA	185	39.1	186	39.3	102	21.6	473	406	+ 67	52
St. Joseph's Holland Drive BT5 6EH	5	1.3	322	85.0	52	13.7	379	423	- 44	0
Victoria Park PS Connsbrook Avenue BT4 1JY	260	65.3	18	4.5	120	30.2	398	406	- 8	0
Strandtown PS (P4 to 7 only) North Road BT4 3DJ	540	55.3	58	5.9	379	38.8	977	1030	- 53	0
Dundela Infants PS (P1 – P3) Wilgar Street BT4 3BL	137	47.7	32	11.1	118	41.1	287	252	+ 35	52
Belmont PS (P1 – P3) Belmont Road BT4 2AG	133	52.8	12	4.8	107	42.5	252	252	0	0
Greenwood PS (P1 – P3) Upper N'ards Road BT4 3HS	144	46.9	19	6.2	144	46.9	307	261	+ 46	52
Branial PS Ravenswood Park BT5 7JU	273	58.2	10	2.1	186	39.7	469	408	+ 61	73
Stranmillis PS Knightsbridge Park BT9 5EH	82	17.5	152	32.4	235	50.1	469	408	+ 61	52
St Bride's PS Derryvolgie Avenue BT9 6FP	11	1.3	650	74.0	217	24.7	878	809	+ 69	52
Blythefield PS Blythe Street BT12 5HX	124	84.9	*	*	#	#	146	385	- 239	0

*Refers to less than 5 cases where data is considered sensitive *** Forge Integrated Playgroup has 43 places, these are not included in the school enrolment fig.

#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>

4. Rationale

The key objective of this proposal is to enable Harding Memorial to offer Integrated Primary school education in this area of East/South Belfast. The key reasons why the Board of Governors of Harding Memorial PS believes this Development Proposal should be approved are:

4.1 Evidence of Parental demand

The result of the school parental ballot outlined in section 1.6 shows that 87.2% of existing parents voted 'Yes' in favour of transformation. (87.2%). Future parental demand has been evidenced through the collection of 48 Expressions of Interest forms that the school has gathered from prospective parents in the locality. The Expression of Interest Form is attached as Appendix 2. The form is also available via the school's website and can be completed electronically.

Table 6: Future Expressions of Interest in Integrated Education at Harding Memorial PS

Year of entry to School	Designation of child: Protestant	Designation of child: Catholic	Designation of child: Other	Total number of pupils	Families declaring mixed designations
2021	3	1	3	7	3
2022	11	2	3	16	6
2023	4	1	5	10	3
2024/25	11	2	2	15	6
Total				48	15

As Table 6 shows, there is evidence of some cross community mix within those parents expressing an interest for the future. The returned forms show that there are 15 'mixed' families, where parents have designated differently, which represents 31% of families. The current balance (Oct 2019) within the school is 13% Catholic, 41% Protestant and 46% Other.

4.2 Evidence of whole school and community support

The ongoing participative processes of consultation with all school stakeholders that are outlined in section 1.6 and Annex B

are a key feature of Integrated Education practice. The school has embraced this model of working hard to keep lines of communication as open as possible with all stakeholders. Some examples of this are that the school held an all staff development day, two parental information events specifically about the process, issued a paper survey form the Board of Governors which included questions about the process, issued an electronic survey monkey to all parents by text to encourage people to comment, hosted several drop-in events and most recently has introduced an anonymous comments box in the school.

The school's Transformation Action Group consists of 9 members plus the Principal and includes the Chair of the BoG plus 2 other BoG representatives, 3 staff representatives and 3 parent representatives. The TAG believes that becoming Integrated enhances the school's ability to celebrate our diversity more fully in school and are committed to advising and monitoring the transformation process over the next 3 years at least.

The TAG have worked on coming together as a group and in January 2020 they took part in a workshop and identified three agreed messages that they want to communicate to the wider school and community. Firstly, that the move to become integrated should be viewed as adding to the school and that no culture or tradition will be diluted as a result of this process. In fact, the TAG believes that becoming Integrated will enable the school to celebrate both our main traditions and others more fully in school than previously. Secondly, the TAG want the school and the wider community to know that this is truly an inclusive process, the school want to hear your views. The third message is the school's motto: Everyone is important in our school. The opportunity to become Integrated allows the school to continue to value this central part of the school's identity.

The TAG have also gathered evidence of general community support from people who support the school's journey but who do not have pre-school age children at home. A copy of the Community Support Form is attached as Appendix 3. To date (February 2020), the school had received 52 of these forms, each indicating one person's support.

Members of the TAG engaged with Primary 3 to Primary 7 pupils about transformation to Integrated status through the Pupil Council in January 2020. The question asked and the responses are outlined below in Table 7

Table 7: Summary of Pupil Council discussion, Jan 2020

Question	Summary of responses from pupils
What does an Integrated School mean?	What does that mean? Different nationalities, religions and different kinds of people. It's great
What positive/good things do you think might happen because of Integrated education?	Everyone coming together and a step closer to being at peace with different religions Some people might not want to go to certain schools because they are a different religion so it will help people feel more comfortable to choose schools
What worries do you have for becoming Integrated	None What does this all mean? Worried some religions might feel left out, for example if they are Catholic
Do you think it will change day to day life in school?	It might change As school is traditionally more Protestant, it might become more inclusive Some may feel when ministers come in; Why should I listen to this?

All of these forms of consultations, discussions, conversations and communications enables the Board of Governors to state with confidence that they have whole school support for their decision to submit this Development Proposal.

4.3 Senior Leadership Team commitment

The Board of Governors and senior leadership team want to transform to Controlled Integrated status for the following reasons:

- To build on the school's tradition and ethos of tolerance and respect for others as a school which has been perceived as inclusive and tolerant in the local community
- To fully meet the needs of every Primary aged child in the area of South and East Belfast as both Loughview IPS and Forge IPS are regularly oversubscribed. Lagan College is less than 2 miles from Harding Memorial and is the most oversubscribed school in NI. The transformation of Harding Memorial has potential to provide a smooth continuity of ethos for more pupils wishing to transfer to Lagan College.
- The pupils will benefit from being educated in a school with a more equal balance of others from different religious and cultural backgrounds.
- Adding Integrated status to the school will make a proactive and positive contribution to peace, reconciliation and community cohesion in the local community area.
- 100% of Governors and staff are in favour of transformation.

4.4 Growth and diversity of local population

As outlined in section 1.3, the ward (Ravenhill) that Harding Memorial PS is situated in has experienced a growth in the population of 0 to 15 year olds since 2011. This growth is predicted by NISRA to continue at this same rate (2.4%) between now and 2026. In addition, Belfast is the only Local Government District in NI in which NISRA predicts that the proportion of 0 to 15 year old in the population will increase. In all other areas, it is predicted to decline.¹¹

The population of the area already has diversity, as section 1.4 outlines. In addition, the increasing amount of newcomer families that are living in the immediate environs of the school provide a sound rationale to increase Integrated Education primary school provision in this area.

4.5 Contribution to NI Assembly agendas

The fundamental purpose of Integrated Education is to promote reconciliation in our post-conflict and divided society.

There are a range of government plans, policies and legislation which the approval of this Development Proposal connects to:

¹¹ <https://www.nisra.gov.uk/publications/2016-based-population-projections-areas-within-northern-ireland>

- New Decade, New Approach

This deal between the UK and Irish Government was endorsed by NI political parties as the basis of the restoration of the NI Executive in January 2020. The deal makes reference to a series of aspirations, directives and policy agendas which align comfortably with the intention of the Integrated Education movement. They include, but are not limited to, the following excerpts from the document:

'The Executive will establish an external, independent review of education provision with a focus on..... and the prospects of moving towards a single education system.' (page 7)

'There will be a focus within the Programme for Government on ending sectarianism and robust strategies and actions will be put in place.' (page 9)

'The parties have agreed a shared and ambitious strategic vision for the future,' (page 14)

'Reconciliation will be central to the Executive's approach, and there will be a focus on building a united community in a way that has equality and mutual respect to the fore.' (page 14)

'Enhanced strategic focus and supporting actions on educating our children and young people together in the classroom, in order to build a shared and integrated society.' (page 40)

'The education system has a diversity of school types, each with its own distinctive ethos and values. However it is not sustainable.' (page 43)

- 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.

- A policy for sustainable schools (2009)

'DE has a clear duty to respond positively to parental demand for integrated and Irish medium education'

- Every School a Good School (2009)

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

-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.

The NICIE Statement of Principles is the key document providing guidance on ethos in the integrated school. The four pillars are Equality, Faith and Values, Parental Involvement and Social Responsibility. The ethos and guiding principles of integrated schools have clear read across to the direction of travel and high level strategic outcomes of each of the above-mentioned agreement, legislative, planning and policy documents. Approval of this Development Proposal will assist the department to make a positive contribution to these agreed desired outcomes for our people, communities and society.

4.6 Potential for balance and diversity within the school

Table 8: Declaration of Religious balance at Harding Memorial Primary School

	School	Protestant Number and %	Catholic Number and %	Other Number and %
2019 *	217	89 (41%)	28 (13%)	100 (46%)
2018	215	89 (41%)	28 (13%)	98 (46%)
2017	217	99 (46%)	27 (12%)	91 (42%)
2016	209	102 (49%)	22 (10%)	85 (41%)
2015	207	112 (54%)	25 (12%)	70 (34%)

Source: Department of Education for NI census data:

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

*Data provided by school

The current enrolment at Harding Memorial Primary School includes children from diverse backgrounds with a range of nationalities and cultures represented. There is evidence from DE data, census and other research, that parents of children across NI are increasingly choosing to declare their children's community background as "Other". Table 8 above shows the slight but noticeable shifts in the declared religious designations of children attending Harding Memorial PS in the last 5 years. The percentage of "Other" designation has been steadily increasing and the percentage of those designating as Protestant has decreased. The school has no way of knowing currently whether these two observations are co-dependent. The percentage designating as Catholic has increased since 2016.

The Board of Governors of Harding Memorial Primary School recognise that a balance of pupils from Catholic, Protestant and Other is important within an integrated school. The school has been working to engage parents and members of the local community in awareness-raising activities surrounding the importance of being open about perceived community background within the Integrated context. The school is planning to make an adjustment to the SIMS data being collected in September 2020 and the Transformation Action Plan (Appendix 1) refers to actions designed to tackle the issue of religious balance in the school population over the coming years.

5. Educational Impact

Whilst the delivery of the NI curriculum will remain unchanged, the school will work to add deeper and braver explorations of diversity as appropriate for each key stage.

There are increased opportunities for staff and whole school development activity through the support programmes of NICIE, IEF and the EA Shared Education and Sectoral Support team. The school looks forward to taking full advantage of these resources that are available to Integrated schools in order to develop our confidence and skills in delivering an educational experience for our young people that helps to equip them for living in our vision of a shared and peaceful society.

The school already caters for pupils from a range of socio-economic and ability backgrounds, in particular when one considers the 2 SEN units that exist in the school already: Foundation and Key Stage 1 Autism Specific Class and a Key Stage 2 General Learning Support Centre.

The local neighbourhood is becoming more diverse and the school believes strongly that an additional Integrated school in this area of Belfast will be an enabler of more cohesive relationships through this community transition. Children would have opportunities to have a broader range of friendships which, it is hoped, would continue into adult life.

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 school stakeholders have shown their support for transformation to Integrated Status. The school believes that DE should now facilitate the achievement of their collective aspirations.

6. Implementation Plan

The school has, with the support of EA Shared Education and sectoral Support team and NICIE, produced a 3 year Transformation Action Plan which is attached as Appendix 1

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

Harding Memorial Primary School Transformation Action Plan 2019 - 2022			
Learner Centred (Year 1)			
Baseline Position/Summary at November 2019. (What ?):		Evaluation (So What ?):	
<ul style="list-style-type: none"> ✓ The Declaration of Religious balance by Parent/Guardians at Harding Memorial Primary School in September 2019 was recorded as: 41% Protestant, 13% Catholic and 46% Other. ✓ Harding Memorial Primary School is in the <u>9% of schools</u> that have a "mix of at least 10% of both Protestants & Catholics in them" (67 Primary Schools in Northern Ireland) ✓ The school has an active Pupil Council. A total of 8 pupils from P4 – P7 have been nominated by their peers to sit on the school council. These pupils inform P1 – P7 pupils about what has been discussed at meetings. They are consulted wherever possible on all aspects of school life including expressing an opinion about the purchase of "playground resources" ✓ Teaching Staff and Non - Teaching Staff are encouraged to use "Pupil Voice" to monitor initiatives which are being implemented throughout the school e.g. Anti – Bullying Week ✓ A number of School Teaching Staff have had the opportunity to visit a variety of "Integrated Primary Schools" to discuss similarities and differences in approach. This information has been disseminated at Teaching Staff meetings. ✓ As evidenced by DE Development Proposal 227 (the establishment of a FS and KS1 ASC and KS2 GLSC at HMPS), Harding Memorial Primary School is already sensitive to and welcoming of the diverse identities of all members of the school community and that there is an acceptance of difference and a valuing of diversity amongst the School. ✓ Children and young people are actively encouraged to engage with other schools and communities of different backgrounds and traditions in Harding Memorial P.S. 		<ul style="list-style-type: none"> • Harding Memorial Primary School is a naturally diverse school with a mixture of race and religions throughout the School. Particular emphasis is placed upon the promotion of the School Motto: "Everyone is Important In Our School". The School is planning to organise a Diversity Day to celebrate the local Polish tradition in association with the Polish Language School (POLCA) that uses Harding Memorial PS on a Saturday 	
		Future Actions (What Next?): Year 1 (2019/20) See next section	Year 2 (2020/21) Through the curricular areas of PDMU/The Arts pupils will be encouraged to explore themes of similarity and difference and appreciate that everyone is unique and this should be celebrated. e.g. by the use of storybooks such as Something Else, to discuss diversity and difference and introduce the words assumptions and prejudices and their meanings or by RC children bringing into school photographs of their confirmation etc <i>Actions subject to DE decision</i>

2019/2020 Target Learner Centred	Actions	Success Criteria (Quantitative & Qualitative)	Timescale	Resources	Monitoring & Evaluation
All pupils to be introduced to the concept of diversity and integration in an age – appropriate manner. The school has previous experience of this issue through the establishment of an Foundation Stage and Key Stage 1 Autism Specific Centre and Key Stage 2 General Learning Support Centre at the School – Development Proposal 227	Use of circle time, class discussion and group work to explore themes of similarity and difference. The children will be given opportunities to discuss, share and learn about each other's identity based on culture, race, religion, sports, skills and interests. <u>e.g</u> pupils will bring in an object/photograph/music that is important to them or symbolizes a hobby/interest they enjoy doing, take turns to talk about their object with each other and discuss why it is important to them.	All pupils able to articulate an understanding of the proposed change in status. Through such activities the children will be encouraged to recognise the importance of respecting others through actively listening, asking appropriate questions and respecting the different identities we all have	Jan 2020 - June 2021	Year group teachers	Pupil Council & Pupil voice – survey
Hold a Polish “Diversity Workshop” in School in January 2020. The children will be encouraged to recognise and value their own culture and traditions and those of another group in the community.	The school will arrange for the Local Polish School (POLCA) to provide Staff that will visit the school and organise workshops for all P1 – P7 year groups wherein children can explore different aspects of Polish traditions. In addition Children and Parents will be given the opportunity to explore similarities and differences through experiencing food from another culture <u>e.g</u> a Polish Café experience	Children will have a greater understanding of traditions and language from different cultures and the stories they tell by looking at the similarities and differences in food, clothing, language and religious beliefs. The children will show curiosity through exploring different types of food eaten at times of celebration from another country <u>e.g</u> Poland	Jan 2020 to June 2020	CCEA Living Learning Together Resources	School Pupil Council to report back on views of pupils from P1 – P7
The School will look into other opportunities for exploring and celebrating activities in order to be actively representative of	The School Music Co-ordinator will work with the Principal to ensure suitable opportunities are created for P1 – P7 pupils to experience taster sessions of	All P1 – P7 pupils will have been given the opportunity to experience Musical Workshop Activities which are perceived to be representative of the two	March 2020 – June 2020	A Musician will work with the School Music Co-ordinator to explore both the	Pupil Council will complete evaluation forms & provide verbal feedback on

<p>the two main traditions e.g. the Principal and Music Co-ordinator will arrange for a "musician" to visit Harding Memorial to demonstrate musical instruments from both an Ulster Scots and Irish Musical Tradition e.g. Drum, Harp, Bagpipes, Flute etc</p>	<p>Musical traditions from the two main "musical traditions" within Northern Ireland – Ulster Scots and Irish. The children will be encouraged to notice the similarities and differences between the two different musical traditions and to celebrate their shared experiences of these workshops with their parents</p>	<p>main Musical Traditions in Northern Ireland – Ulster Scots and Irish and have developed an understanding of the similarities and differences between the two main traditions</p>		<p>Ulster Scots and Irish Folk Song Tradition and their associated musical instruments e.g. Drum, Harp, Bagpipes, Flute etc</p>	<p>music activities.</p>

**Harding Memorial Primary School
Transformation Action Plan 2019 - 2022**

High Quality Teaching & Learning (Year 1)

<p>Baseline Position/Summary at November 2019. (What ?):</p> <ul style="list-style-type: none"> ✓ The school curriculum at Harding Memorial Primary School 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 including those children in the FS and KS 1 ASC and KS2 GLSC. ✓ Children engage in learning activities that are varied, differentiated and provide effective support and challenge. ✓ There is evidence of critical reflection by staff alongside a process of plan, do, review which allows for continuous improvement and development. ✓ Some opportunities are already given across the curriculum to promote shared values and to help young people to value differences and to challenge prejudice, discrimination and stereotyping e.g. Polish Language Saturday School has been operating in Harding Memorial Primary School for previous three years ✓ Teachers are encouraged to engage with the more challenging aspects of <u>PDMU</u>. This work is presently reinforced by support from outside agencies such as a Youth Worker from the East Belfast Area Project, an artist from the Play Resource Centre working on the Kids in Transition Programme and Uber Heroes ✓ The school currently makes some use of the CCEA Living Learning Together Resources. 	<p>Evaluation (So What ?):</p> <ul style="list-style-type: none"> • Harding Memorial Primary School Staff plan very effectively together and now share good practice on a regular basis. Relationships between all staff members – Teaching and Non-Teaching are excellent and this is reflected in the children's relationships with each other. • Pupils are involved in a wide range of after-school activities and regularly compete in competitions against other schools in the area in Music and Football • School Teaching Staff attend cluster sessions in relation to SEN, Numeracy and Literacy with staff from other schools in the Education Authority (Belfast Region) 		
<p>Future Actions (What Next?): Year 1 (2019/20)</p> <p>See next section</p>	<p>Year 2 (2020/21) A School Baker Day will be used in August 2020 to provide professional development opportunities for all School Teaching and Non-Teaching Staff relating to the Transformation Process with input from NICIE.</p> <p>The Principal will provide Non Class Contact Time for Teachers to explore the document A Pupil Pathway: A Resource for Teachers to Support Shared Education to develop a line of progression from Primary 1 – Primary 7. <i>Actions subject to DE decision</i></p>	<p>Year 3 (2021/22) Links with other Integrated Schools in the area developed, (Primary & Post-Primary) through a range of curricular activities to involve mentoring.</p> <p>Engagement with existing networks within Integrated Sector e.g. SENCO Committee and Teacher's committee, school</p> <p>Organisational arrangements in place for sacramental preparation <i>Actions subject to DE decision</i></p>	

2019/2020 Target High Quality Teaching & Learning	Actions	Success Criteria (Quantitative & Qualitative)	Timescale	Resources	Monitoring & evaluation
Teacher Professional Learning priorities for Key Stage and Subject Curriculum Co-ordinators to include preparation for transformation	The Principal will arrange for KS and School Curriculum Co-ordinators to visit other Integrated Primary Schools to discuss any "necessary changes" to curricular areas e.g RE and PDMU etc. Opportunities will be provided to allow coordinators to provide feedback from these study visits to all staff and governors	HMPS School Curriculum Co-ordinators will have a greater understanding of the management and delivery of the curriculum in a formally integrated setting.	January 2020 June 2020	Sub-cover to cover cost of teacher visits to other Integrated Schools.	Curriculum Co-ordinating staff to compile reports on any "necessary changes" to the curriculum area
Increased opportunities will be given across the curriculum at all Key Stages to promote shared values and to help young people to value differences and to challenge prejudice, discrimination and stereotyping	All teachers will engage with the more challenging aspects of PDMU. Support from outside agencies will be used to build capacity amongst staff so that teachers will have more confidence in delivering these aspects of PDMU. The children are encouraged to celebrate diversity	Facilitating a "shared class" culture to build self-esteem and confidence through the school. To make children more aware of the school motto: Everyone is Important in Our School. The children will recognise and value their own culture and traditions and those of another group in the community e.g POLCA School Community	January 2020 June 2020	East Belfast Area Project, Play Resource Centre and Uber Heroes etc	School Key Stage and Senior Management Team monitoring through Staff Meetings and School Development Day Sessions
The school will develop a programme of progression for Teaching Staff from P1 to P7 using the CCEA Living Learning Together Resources to better reflect Transformation in HMPS	The Principal will provide "Non – Contact Time" for Teaching Staff to review certain policies e.g RE, PDMU and Behaviour/Pastoral policies etc to ensure they reflect the ethos of an Integrated school. Use of CCEA Living Learning Together Resources and a P1 – P7 School Line of progression	Full engagement of all School Teaching Staff in the process and all teaching staff will have a better understanding of changes required in their curricular areas and in Harding Memorial P.S. as a whole	January 2020 June 2020	CCEA Resources School Teaching Staff Sub Cover	Staff Meetings and School Development Day Sessions and TAG
All Classroom Assistants/Learning Support staff will be provided with an opportunity for Professional Development	Use of School Development Day for all staff. Opportunities for these staff to visit other non-teaching staff in a Integrated School	Full engagement of a majority of non-teaching staff in the visit. Better understanding of transformation and IE. Non-teaching staff feel more included in the process	February 2021	Transport, Time logistics	Staff Meetings and School Development Day Sessions and TAG

**Harding Memorial Primary School
Transformation Plan 2019-2022**

Effective Leadership (Year 1)

Baseline Position/Summary at October 2019. (What?):

- ✓ A Parental Ballot was held in Harding Memorial Primary School in June 2019 which reported overwhelming parental support in support of Transformation - 87% of parents voted in favour of Transformation - and which had a very significant parental participation rate of 67.1%
- ✓ School Parents & Staff previously attended NICIE/IEF Information sessions in school from Feb 2019 – June 2019 in relation to Transformation to Controlled Integrated Status.
- ✓ The Harding Memorial Primary School Board of Governors have had the opportunity to meet with NICIE & IEF Staff in School and various Governors have also attended NICIE & IEF information sessions & training workshops.
- ✓ The Principal has attended a number of NICIE/IEF sessions to discuss the Transformation Journey for Harding Memorial PS
- ✓ The Principal has previously arranged for a number of School Teaching Staff to have visited an Integrated PS to observe similarities and differences and disseminated to whole staff. The Principal is keen to facilitate the provision of sub-cover to allow for further visits to Integrated schools by HMPS Teaching Staff and is examining ways to offer this facility to School Non -Teaching Staff
- ✓ The School Management Team 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.
- ✓ There is already promotion of an inclusive ethos within the school which is demonstrated on a daily basis through the integration of the pupils from P1 to P7 including those pupils within the FS and KS1 ASC and KS2 GLSC
- ✓ There is engagement with external agencies (EA, NICIE and IEF) in relation to the monitoring and evaluation of integrated practice. E.g The Principal and Chairperson of the Board of Governors attended a joint EA & NICIE seminar about the Transformation Process in September 2019
- ✓ The School Transformation Action Group was established in October 2019 and has met regularly throughout the 2019/2020

Evaluation (So What?):

- Governors and SMT fully support the transformation process and have previously arranged for all staff to have access to appropriate training opportunities which will support the development of integrated education e.g All School Teaching and Non-Teaching Staff were invited to a NICIE Training Session during the August 2019 Baker Days.
- The Transformation Action Group (TAG) was established in October 2019 to represent all stakeholders – Staff, Parents and Governors.
- Further workshops will be facilitated by NICIE/IEF for HMPS Parents during 2020. The "Vision for Integrated Education" will be consulted with the community through a series of events e.g Survey Monkey Questionnaire

Future Actions (What Next?):
Year 1 (2019/20)

See next section

Year 2 (2020/21)

Articulate a shared vision for integrated education within the wider Local & School community – South and East Belfast. The School will continue to promote completion of Expression of Interest Forms (EOI) for HMPS and will analyse the percentage of responses e.g Protestant, Catholic and Other

Actions subject to DE decision

Year 3 (2021/22)

Continue the process of HMPS School Staff engagement with Staff from other Integrated Schools e.g APTIS meetings. The HMPS Board of Governors will be reconstituted to reflect Transformation to Integrated Status e.g Governing Body to increase from 9 to 14 & community balance of 10% within 2021/2022 "New P1 enrolment"

Actions subject to DE decision

2019/2020 Target Effective Leadership	Actions	Success Criteria (Quantitative & Qualitative)	Timescale	Resources	Monitoring & Evaluation
All Harding Memorial Primary School Teaching and Non-Teaching staff will have access to appropriate professional development training opportunities which will help support the Transformation process at Harding Memorial P.S.	All HMPS School Staff had the opportunity to attend a professional development session about the Transformation to Integrated Education process in August 2019 (Baker Day) and a further School & Parent/Guardian Stakeholder Meeting about this issue in February 2020	Harding Memorial Primary School Staff Stakeholders will be better able to consider and address the challenges that can occur during the Transformation Process and will be more confident on how they can potential issues can be resolved through discussion	August 2019 to February 2020	NICIE Staff IEF Staff EA Staff	Stakeholder surveys
There will be support from the School Principal, School Staff and the Harding Memorial P.S. Board of Governors to follow the main principles of Integration.	The Principal will work with School Staff, the School Management Team and the BOG to revisit the existing school vision and mission statement and to "discuss values with school stakeholders	The draft wording for a "new vision statement" about Harding Memorial P.S. to Controlled Integrated Status will be formally agreed by the Board of Governors and parents	August 2019 To June 2020	HMPS Staff NICIE Staff EA Staff IEF Staff	School Staff Meetings Parent Meetings Board of Governor Meetings and Questionnaire
There will be a continuing development of the current inclusive ethos within the school.	Governors will canvass "School Stakeholder Opinion" to examine if the ethos expressed by the current vision statement is actually evident throughout Harding Memorial e.g. Is everyone is Important in our School? Then reflect on the consultation outcomes and Initiate visioning exercise with support of NICIE/IEF & EA	Stakeholder discussion about what "needs to change" in HMPS to better reflect Harding Memorial transformation to Integrated Status. Evaluate the current ethos in HMPS and how it contributes to school life with a "Pupil Version" of the vision statement agreed with P4 – P7 Pupil Council.	December 2019 To June 2020	Board of Governors Transformation Action Group HMPS Staff NICIE Staff EA Staff IEF Staff Pupil Council	Stakeholder surveys

**Harding Memorial Primary School
Transformation Plan 2019-2022**

Community Connections (Year 1)

Baseline Position/Summary at September 2019. (What?):

- ✓ Parents, carers and the wider local community have been fully informed about the School's proposals and commitment to Transform to Controlled Integrated Status.
- ✓ School Stakeholder & Parent/Guardian Engagement Sessions were held in February 2019 and then February 2020 to keep parents informed about the process of Transformation and allow for any concerns to be raised.
- ✓ Regular updates were provided to all school stakeholders to ensure everyone was aware of the Ballot about Transformation to Controlled Integrated Status in June 2019
- ✓ There have been regular Meetings of the TAG to assess the support from the local school community. In addition there have been collection of Expression Of Interest (EOI) and "Letters of Support" from the wider local community
- ✓ The local community have been kept informed about the Transformation Process through "PR" initiatives such as advertising at local Bus Stops, & the School Website *etc*
- ✓ Attendance of Parents/Governors at information events organised by NICIE/IEF and EA
- ✓ Parents, carers and the wider community had the opportunity to engage with members of the local Polish School during a Diversity Day Event in January 2020.

Evaluation (So What?):

- The school engage in an intensive marketing campaign in December 2019 to inform the local community of plans to transform to Controlled Integrated Status. Funding was received from the IEF to help with the campaign which included Bus Stop PR Banners and activity sessions organised for local pre-schools to visit Harding Memorial Primary School
- The community uses the school for a number of activities including Brownies and Rainbows on a Monday night and the Polish Language School (POLCA) on a Saturday. The School has close working relationships with a number of sporting organisations e.g. Cregagh Football Club, Cregagh Cricket Club and Ormeau Table Tennis Club

Future Actions (What Next?):
Year 1 (2019/20)

See next section

Year 2 (2020/21)

Parents and members of local community will be invited to an event in Harding Memorial P.S. to celebrate diversity within the school = this will be an extension of the previous School & POLCA Diversity Workshops in January 2020. The Board of Governors will explore the development of "community links" with local politicians e.g. East and South Belfast MP.

Review data capture form to encourage openness.

Actions may be subject to DE decision

Year 3 (2021/22)

An event to be held for parents and members of the local community to celebrate Harding Memorial Primary School's successful Transformation to Controlled Integrated Status e.g. A Teddy Bear Picnic. The Harding Memorial Primary School Board of Governors will issue their Bi-Annual Questionnaire in December 2021. The BOG will explore the use of Facebook *Actions will be subject to DE decision*

2019/2020 Target Community Connections	Actions	Success Criteria (Quantitative & Qualitative)	Timescale	Resources	Monitoring & Evaluation
Ensure all School stakeholders and the wider local community have clear and accurate information about the proposed transformation of school.	The Principal and TAG Group will ensure that Information related to the school's intention to transform to Controlled Integrated Status will be displayed on Bus Stops within the Local Community Area	Greater awareness of school's plan to transform to Controlled Integrated Status in the local community. A "high turnout of local people at the School Open Evening in Dec 2019	December 2020 to June 2020	Principal and IEF Funding Grant	Community aware of Transformation process and supportive of it.
HMPS will achieve its Admissions number in September 2020 and at least 5% of the new enrolments for P1 in will be from the Catholic community	The TAG: community outreach activities and Expression of Interest Forms September 2020 onwards. The proposal to transform will be highlighted to all prospective parents at Open Night in Dec 2019. Activity Sessions organised for a local pre-school to attend HMPS. Parents of Pre School Children invited to come to HMPS to allow for discussions in relation to Integration and collection of EOI forms with IEF Support. Prospective parents will be informed about the requirement for balance and Expression of Interest Forms will highlight 'community background' designations.	The numbers of Expression of Interest Forms received will support the development of integrated education at HMPS	Sept 2019 – June 2020	School staff TAG group IEF staff NICIE staff	EA Primary Admissions process Expression of Interest Forms School data capture
Harding Memorial P.S. will use its involvement with IEF to further support the aims of integration e.g the United States of America Consul General, Ms Trudeau, will visit HMPS in February 2020 to coincide with "Rosa Parks Day"	School will work with the Integrated Education Fund to arrange for the US Consul General to visit School on the 4 th February 2020 – Rosa Parks Day. It is an American holiday celebrated on February 4 or in honour of the civil rights leader Rosa Parks and was first celebrated February 4 th 2000.	The P7 children will have a better understanding of the significance of Rosa Parks and her crucial role as a civil rights activist, the Montgomery Bus Boycott and its success in launching nationwide efforts to end racial segregation of public facilities	February 2020	School Staff IEF Staff	P7 Pupil Council Discussion "PR" from visit of USA Consul to Harding Memorial Primary School

Appendix 2: Expression of Interest Form



Harding Memorial Primary School

Expression of Interest in Integrated Education CONFIDENTIAL

This expression of interest form has been produced by Harding Memorial Primary School to gather information on parental demand for Integrated Primary Provision in the surrounding area.

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 Harding Memorial Primary School on 028 8046 8040.

Please note that this form is not an application for a place at the school

Your data is subject to General Data protection Regulations which governs the use of personal data. The information supplied will be stored and used in compiling evidence to support Harding Memorial Primary School to request to transform to become Harding Memorial Controlled Integrated Primary School in September 2021.

We may be required to 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. This data sharing underpins the transformation of the school.

We will retain your data according to our school's privacy notice which is available by contacting the school principal.

Pupil's Last Name:	_____
First Name(s):	_____
Male/Female:	_____ Date of Birth: _____



Harding Memorial Primary School

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:

Parent A:	Protestant	<input type="checkbox"/>	Roman Catholic	<input type="checkbox"/>	Other	<input type="checkbox"/>
Parent B:	Protestant	<input type="checkbox"/>	Roman Catholic	<input type="checkbox"/>	Other	<input type="checkbox"/>
Child:	Protestant	<input type="checkbox"/>	Roman Catholic	<input type="checkbox"/>	Other	<input type="checkbox"/>

Northern Ireland has a unique political and cultural identity. As such, those who have grown up here are likely to have done so within a community which would be culturally perceived as Roman Catholic or Protestant. If this is the case for you, we would appreciate it if you could indicate which one, even if you don't personally ascribe to either as a religion. If you cannot identify with either the terms Protestant or Roman Catholic, please complete the form using Other. We thank you in advance for your interest in our School.

I wish to express interest in integrated primary school provision at Harding Memorial Primary School.

Signature of parent(s)/guardian(s) _____

Please Return to: Harding Memorial Primary School, 105-107 Cregagh Rd, Belfast BT6 8PZ

For School Office Use: Date received: _____

Appendix 3: Community Support Form

This community support form has been produced by Harding Memorial Primary School to gather evidence of community support for Integrated Education in this area.

If you wish to express support for Harding Memorial 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:

Your data is subject to General Data Protection Regulations. GDPR governs the use of personal data. We will retain your data according to our school's privacy notice, which is available by contacting the school principal. The information supplied will be stored and used in compiling evidence to support Harding Memorial Primary School to request to transform to become Harding Memorial Controlled Integrated Primary School.

We may be required to 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. This data sharing underpins the transformation of the school.

If you have any questions, please contact Harding Memorial Primary School on 028 9045 8040.

Thank you for your support



I want to express my support for Harding Memorial 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