

Appendix 1 - Expression of Interest Form

EXPRESSION OF INTEREST FORM CONFIDENTIAL

This expression of interest form has been produced by NICIE¹ and Ballyhackett Primary School to gather information on parental demand for Integrated Primary Provision in the Castlerock and surrounding areas.

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 Ballyhackett Primary School on 028 7084 8476.

Please note that this is not an application form.

Your data is subject to GDPR³. The information supplied will be stored by Ballyhackett 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:

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	<input type="checkbox"/>	Roman Catholic	<input type="checkbox"/>	Other	<input type="checkbox"/>
Father:	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"/>

I/We wish to express our interest in integrated primary school provision in the Castlerock and surrounding areas.

Signature of parent(s)/guardian(s)

Please Return to:

Ballyhackett Primary School, 50 Altikeeragh Road, Castlerock, Co.Derry/ Londonderry, BT51 4SR

For Office Use: Date received: _____

Appendix 2 - Community Support Form

**I want to express my support for Ballyhackett Primary School
in their intention to become an integrated school.**

Your name:

Your post code: BT

Your email address:

Your signature:

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

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

***If you wish to express support for Ballyhackett 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 Ballyhackett Primary School to request to transform to become Ballyhackett 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 Ballyhackett Primary
School on 028 7084 8476**

Thank you for your support

Appendix 3 - Three Year Transformation Plan



Ballyhackett 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"> • CCMS Consultation on the Future of Education in Ballyhackett PS. • The stakeholders are aware that Ballyhackett Primary School is proposing to become Integrated. They are informed of the process. • Parents/staff attended information session provided by NICIE on the Transformation process. • There is a commitment to involve the pupils in the decision making process in the school. The school has a School Council. There are two pupils from Year Four to Year Seven represented on the Council. These Student Councillors are chosen by a first past the post voting system. The pupils inform the student body about developments in school. They discuss the child friendly SDP and sign it. The Student Council is used as a means of gathering pupil views on developments and initiatives. • The School Council represent the school at various functions and activities. • The school has an Eco Council. • The school welcomes the diverse identities of all members of the school community. The School has a Shared Education practice, which is an exemplar of best practice. • The pupils have participated in projects with other local Primary Schools. • An IEF grant has been obtained in order that staff visit integrated Primary Schools. • Staff, Governors & Parents have attended NICIE information sessions • Principal has visited other Integrated Primary Schools. 	<p>Evaluation (So What?):</p> <p>Ballyhackett Primary School has been involved in a Shared Education partnership which has been an exemplar of best practice. In 2012/20 the programme is focussing on WAU and ICT. A joint Ballyhackett/Castleroe choir is attending the Peace Proms Event in March 2020. The partnership also carries out extracurricular work. It hosted a very successful, “Music in March” Event in March 2018. It also held joint Art and Beach Schools NI after schools clubs.</p> <p>The school has also completed Educational programmes with Hezlett and Bellarena Primary Schools.</p> <p>The Student Council have been consulted on Transformation and some of the comments have been included in The Case For Change.</p>		
	<p>Future Actions (What Next?): 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 curricular areas for focus on integration will be extended to include RE and WAU with pupils encourage to explore their local area from a wider perspective</p> <p><i>Actions subject to DE decision</i></p>

<ul style="list-style-type: none"> Principal & TAG team members have attended NICIE /IEF workshops and events. School explored Whole School Approach to Nurture programme. Ballyhackett's current SDP is in Year Two. Transformation would allow new SDP to have Integrated Education at its core. 					
Learner Centred 2019/20 Target	Actions	Success Criteria (Quantitative & Qualitative)	Timescale	Resources	Monitoring & evaluation
1) All pupils to be introduced to the concept of integration in an age – appropriate manner	<ul style="list-style-type: none"> Use of circle time, class discussion and group work to explore themes of similarity and difference 	<ul style="list-style-type: none"> All pupils able to articulate an understanding of the proposed change in status 	April 18 - June 20	Year group teachers PDMU coordinator CCEA Living Learning Together	Pupil voice – survey School Council to report on views of the classes.
2) School will explore opportunities to consider and celebrate Diversity in our Community	<ul style="list-style-type: none"> School celebrated European Day of Languages Harvest Assembly & Food Donation programme Rhythm Rascals Fundraiser- to include traditional Irish and Scottish music 	<ul style="list-style-type: none"> All pupils understood the European Day of Languages All pupils will participate in Assembly and donated to the Food Bank. 	23 rd September 23 rd October	Elders from local Church Donations from Community	Surveys and parental Feedback

		<ul style="list-style-type: none"> A concert which will be attended by the whole Community and which will raise funds for the school. 	Jan 2020		
3) All pupils to be involved in the Good Relations Project, supported by CC&GBC	<ul style="list-style-type: none"> Pupils will participate in the Good Relations programme. The programme is called, "Exploring Cultural Diversity." 	<ul style="list-style-type: none"> All children will participate in the programme which explores Cultural Diversity in the Coleraine Borough. 	Jan 2020	CC&GBC	Completion of 4 sessions Council and pupil Evaluations.
4) Pupils from P4-7 to attend Peace Proms	<ul style="list-style-type: none"> Peace Proms engages children and young people in music. and enriches their lives through exceptional musical experiences and performances. Peace Proms celebrates culture and diversity and promotes peace, unity and tolerance through music. 	<ul style="list-style-type: none"> Children from P4 to P7 will participate in the Peace Proms concert in March 2020. 	March 2020	Peace proms resources	Enjoyment of Peace proms

Links with ISEF – Outcomes for Learners (The Inspection & Self-Evaluation Framework)

Children have a sense of personal and social responsibility and contribute confidently to the life and work of the school and local community.

Staff enable children to develop insights into society and other cultures.

Children develop dispositions to learning appropriate to their stage of development, for example, commitment, determination, openness to new ideas, respect, curiosity, flexibility and integrity.

Children manage their own emotions, personal conduct and interactions with others.

Children apply their learning and develop team-working and leadership roles in a range of local and global contexts and have an understanding of these roles in future life and employment contexts



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

<p>Baseline Position/Summary at October 2019.</p> <ul style="list-style-type: none"> • Broad and balanced curriculum • Teachers plan and evaluate their teaching • Differentiated teaching & learning activities • All children have access to the Northern Ireland Curriculum • A Shared Education programme which is an, “Exemplar of best practice.” • A SDP, which is in Year Two. Year One focussed on developing positive behaviours and relationships. New SENDO and Anti Bullying Legislation • Extra-curricular activities • Breakfast Club • Extended Schools Activities • Programmes which extend the children’s learning e.g. Good Relations Programme • The school is working to raise standards in Literacy and Maths. In September 2019, Ballyhackett PS won an award for, Raising Standards in Literacy. • Staff have opportunities to engage in cross community activities. 	<p>Evaluation (So What?):</p> <p>Staff from the Shared Education programme plan and share good practice on a regular basis. Relationships between the staff are very good and this is reflected in the relationships the children share. There is a Shared Education Parental Focus Group and a joint Shared Education Policy. Pupils are involved in a range of after schools activities and some of these are held with both Ballyhackett and Castleroe.</p> <p>Staff attend ICT training led by the local “Apple School.”</p> <p>The school is visited by many volunteers who help provide excellent Teaching & Learning experiences.</p> <p>The School Principal is a member of the North Derry Principals’ 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> <p>1)Review of delivery of curricular provision across KS 1 and 2 to include provision for RE.</p> <p>2) Staff to engage in building relationships with others with in the Integrated Education Sector.</p> <p>3) Staff to participate in various Integrated Forums: Teachers’ Committee Senior Leadership Forums SENCOs</p>	<p>Year 3 (2021/22)</p> <p>1)CPD strategy implemented for all staff</p> <p><i>Actions subject to DE decision</i></p>

		<p>Early Years</p> <p>4) Consulting with all stakeholders in preparation of new SDP.</p> <p><i>Actions subject to DE decision</i></p>			
High Quality Teaching & Learning 2019/20 Target	Actions	Success Criteria (Quantitative & Qualitative)	Timescale	Resources	Monitoring & evaluation
1) Teachers will be given the opportunity to prepare for the Transformation process.	<ul style="list-style-type: none"> Teachers will visit other integrated Schools to gain a deeper insight into the ethos of integrated education. Co-ordinators will review and update policies. Staff, to attend NICIE Anti – bias training. Review of resources- books, music, sporting equipment, cultural symbols Review of the school environment- images, notices etc. How to make the school environment more inclusive. 	<ul style="list-style-type: none"> Teachers will have a deeper understanding of the ethos of integrated Education. Policies will be reviewed and updated. Staff complete accredited training and plan to implement learning Acquisition of new resources to meet the experiences and backgrounds of a diverse setting 	Jan-Jun 2020	Sub cover cost (post parental ballot grant obtained) TAG Teachers NICIE & EA	Policies amended and updated Resources purchased Staff demonstrating an awareness of bias and stereotyping

		<ul style="list-style-type: none"> A school that is welcoming to all – where the history of the school is honoured and the new identity is clear. 			
2) Pupils will participate in the Council’s Good Relations Programme	<ul style="list-style-type: none"> Children will show a greater awareness of similarities and differences between themselves and others. 	<ul style="list-style-type: none"> Pupils will demonstrate an understanding of Cultural Diversity in the Coleraine Area 	Jan- Feb 2020	CC&GBC Good Relations Project	Pupils will complete evaluations of the programme.
3) Preparing the school environment for Transformation	<ul style="list-style-type: none"> The staff will complete an audit in preparation for the opening of an Integrated School. 	<ul style="list-style-type: none"> NICIE will guide staff through an audit in preparation for opening of a new integrated School. 	June 2020	NICIE Staff	The school environment will be welcoming to all. The School’s History will be reflected but the ethos of Integrated School will be visible.
4) To extend the good practice evident in the Shared Education partnership to the Integrated setting.	<ul style="list-style-type: none"> Teachers will use A Pupil Pathway: A Resource for Teacher to Support Shared Education to support the experiences which will be offered by Ballyhackett Teachers. 	<ul style="list-style-type: none"> Pupils will demonstrate an ability to reach the Educational outcomes as laid out in the Shared pathways Document 	Sep2020-21	Teaching Staff	Pupils will work together to create a climate where disputes, should they arise be resolved successfully and peacefully. Pupils will retain their identity while celebrating the difference with others.

Links with ISEF (Quality of Provision)

The curriculum is sufficiently broad, balances and flexible, 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.

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.

Senior leaders focus on building staff expertise and capacity through career-long professional learning which is aligned to whole-school priorities for improvement.



Ballyhackett Primary School Transformation Plan 2019-2022 Effective Leadership (Year 1)

Baseline Position/Summary at October 2019. (What?):	Evaluation (So What?):		
<ul style="list-style-type: none"> • Principal has received a grant to facilitate staff to visit other Integrated Primary Schools to gain a deeper understanding of Integrated Education • Principal, members of the Board of Governors and TAG have attended training offered by NICIE/IEF • School’s child centred ethos, its high level of pastoral care is promoted by all staff members. Consultation has been on going throughout the Transformation process. • A successful Shared Education partnership which is inclusive in its nature. High quality Teaching and Learning experiences lead to high educational outcomes. The partnership has scored very well across the matrix for evaluating Shared Education. • The Board of Governors and staff have fully supported the Transformation process. Regular meetings have taken place. • Ballyhackett Primary School has always been an inclusive school. Its motto is, “Together Everyone Achieves More!” • Regular meetings with NICIE, parents and Governors. 	Reflection on present position and experience of leadership actions within ABC School and impact on Year 1 targets. e.g. Transformation process to date including engagement with parents, BOG and others, vision for integrated education, participation in SE partnership, participation in local principal groups/clusters		
	Future Actions (What Next?): Year 1 (2019/20) See next section	Year 2 (2020/21) 1) Articulate a shared vision for integrated education within wider Castlerock and Coleraine areas 2) Engage with principal from other Integrated Schools. 3) Principal will become a member of APTIS, attending committee meetings and conferences. <i>Actions subject to DE decision</i>	Year 3 (2021/22) 1. With EA, ensure reconstitution of BOG 2) 3) <i>Actions subject to DE decision</i>

Effective Leadership 2019/20 Target	Actions	Success Criteria (Quantitative & Qualitative)	Timescale	Resources	Monitoring & evaluation
1)All stakeholders to be provided with clear and accurate information regarding transformation	<ul style="list-style-type: none"> • Transformation/integration as a standing item on agenda for BOG meetings • Staff meeting for all teachers to provide update on progress • Meeting for all support staff to provide information on integration and transformation • Meeting for all parents to provide information on integration and transformation 	<ul style="list-style-type: none"> • All issues relating to transformation and integration are fully and comprehensively discussed at BOG level • Teaching and support staff understand the transformation process as it applies to their school and have an appreciation of the implications of integration • Parents are able to articulate accurate information relating to the transformation process 	Nov 18 – June 20	NICIE EA	Minutes of meetings, including BOG and TAG Evaluations carried out by NICIE /EA Officers Stakeholder surveys
2)The Principal will evaluate the current ethos and reflect on consultation outcomes.	<ul style="list-style-type: none"> • Revisit school vision and ethos with stakeholders. 	<ul style="list-style-type: none"> • There will be a new vision and ethos for Ballyhackett Primary School. • All stakeholders will contribute to the process. 	Third Term 2020		
3)Principal will articulate the vision for Integrated Education with the school.	<ul style="list-style-type: none"> • Wording for new vision agreed with the Board of Governors • Pupil version of new vision to be agreed with The School Council. • New vision will be shared with the parents 	<ul style="list-style-type: none"> • All staff and Governors will know their vision of the school • All children will know the vision of the school • The vision is displayed throughout the school 		NICIE	

Links with ISEF (Leadership & Management)

Senior leaders have a shared and coherent, regularly reviewed vision which is based on the school's values and aims, is child-centred and enables children to achieve high standards.

Senior leaders promote the key values of equality of opportunity and diversity.

The senior leaders are developing a whole-school approach to shared education, with an emphasis on high quality experiences and improved educational outcomes;

The senior leaders are developing a whole-school approach to shared (integrated) education, with an emphasis on high quality experiences and improved educational outcomes;

			<i>Actions may be subject to DE decision</i>		<i>Actions will be subject to DE decision</i>	
Community Connections	Actions	Success Criteria (Quantitative & Qualitative)	Timescale	Resources	Monitoring & evaluation	
2019/20 Target						
1) Ensure that members of the public have clear and accurate information about school's intention to transform	<ul style="list-style-type: none"> Information related to the school's intention to transform displayed on banners and posters around the local area. Parents and wider community have been invited to hear about the School's proposal to become Integrated Local Councillors have been made aware of the plans to move towards integration. They have been encouraged to support the school in the process. An activity session has been arranged with the local nursery Group. Representative from local churches invited to participate in school assemblies 	<ul style="list-style-type: none"> Press releases on the topic of Transformation Parents and wider community provide supportive comments for the Case For Change Councillors provide positive comments for Case For Change EOI and Community Support Forms collected. A rota of events agreed by the local clergy. 	Sep 19 – Jun 20	Principal Chair of Governors TAG Team	<p>Newspaper clippings</p> <p>Community aware of Transformation Process and Supportive</p> <p>Support shown on Facebook and Twitter accounts Contact details provided showing support for Transformation to Integrated Status</p> <p>Letter of Support from local businesses</p> <p>Increased enrolment</p>	
2) Ensure that the school is seen at local, cross community events.	<ul style="list-style-type: none"> Christmas Carol Service participation in the area- both Castlerock and Articlave. Carol Singing in local Sainsbury's store The school will seek appropriate local connections across both main traditions 	<ul style="list-style-type: none"> The school will be seen at cross community events in the area. The school will actively seek opportunities to work 	Sep 19 – Jun 20			

	where possible and relationships developed.	with cross community groups.			
4) There will be a marketing campaign.	<ul style="list-style-type: none"> The School website will be update and renewed in order to reference integrated education and its ethos. The School will have a new school prospectus with a clear reference to Integrated Education. 	<ul style="list-style-type: none"> The school website will be updated and renewed. The school will have a new school prospectus with clear emphasis on Integrated Education. 	September 2020 Subject to DE approval		

Links with ISEF (Governance)

Governors communicate widely the vision, ethos and strategic direction of the school and ensure strong links between the school and its wider community

Governors access available external support and facilitate clustering with other schools for children, staff and governors

Relationships with other schools, and the wider community, support the holistic development of the children

Transformation Indicators (Defining & Developing)

(adapted from CRED Indicators, CRED Policy Guidance)

Learner Centred
<ul style="list-style-type: none">a. The School Development Plan already features or will feature reference to integrated education.b. A whole school approach to integration is being developed. All staff and young people are aware that the school is proposing to become integrated and understand what this means.c. The school is sensitive to and welcoming of the diverse identities of all members of the school community and there is evidence of an acceptance of difference and a valuing of diversity.d. Staff recognise the importance of modelling appropriate use of language and behaviour and demonstrating this.e. There is a commitment to involve young people in discussions and decisions.f. Children and young people are actively encouraged to engage with other schools and communities of different backgrounds and traditions.g. There is an active school council.
High Quality Teaching & Learning
<ul style="list-style-type: none">a. The Curriculum already reflects both of the main traditions in NI, e.g. language, sport, music, literature.b. There is evidence of critical reflection by staff alongside a process of plan, do, review which allows for continuous improvement and development.c. All staff have opportunities to engage in cross community activities.

- d. Teachers, are engaged with the more challenging aspects of PDMU/Citizenship.
- e. Teachers are supported to engage with controversial and sensitive issues.
- f. Opportunities are given across the curriculum to promote shared values and to help young people to value differences and to challenge prejudice, discrimination and stereotyping.

Effective Leadership

- a. All staff have access to (or will have access to) appropriate training opportunities which will support the development of integrated education.
- b. Staff have management support to initiate and sustain integrated practice.
- c. There is clear support from the principal and Board of Governors to follow the main principles of integration.
- d. School leadership demonstrates clear vision and commitment to integration in practice.
- e. There is already promotion of an inclusive ethos within the school.
- f. There is a commitment to planning, monitoring and evaluating integrated practice.
- g. There is engagement with external agencies (EA and NICIE) in relation to the monitoring and evaluation of integrated practice.

Community Connections

- a. Parents, carers and the wider local community are fully informed about the school's proposals and commitment to integration.
- b. Parents, carers and the wider community have the opportunity or will have the opportunity to engage with members of a different tradition/community.
- c. Appropriate local connections across both main traditions are sought where possible and relationships developed.
- d. The school uses its involvement in other programmes to further support the aims of integration.
- e. The school prospectus/website already has (or will have) a clear reference to the integrated ethos.

Appendix 4 - Revised Three Year Financial Plan

THREE YEAR FINANCIAL PLAN

School: **Ballyhackett Primary**
 EA Office: **Ballymena**

Cost Centre: **20960**

Only complete cells in yellow

Section A: Enrolments and Teaching Complement		YEAR 1 (2019-2020)	YEAR 2 (2020-2021)	YEAR 3 (2021-2022)
	October 2018	October 2019	October 2020	October 2021
1	Full Time Equivalent Enrolment (excluding Spec Unit pupils)	36	34	33
2	Planned Teaching Complement <small>(after amendment to Variables as below)</small>	2.80	2.80	2.80
3	Planned Pupil/Teacher Ratio (September)	12.86	12.14	11.79
Section B: Planned variances in Teaching Staff		YEAR 1 Change in Staff <small>(Enter as Positive Fig's)</small>	Year 2 Change in Staff <small>(Enter as Positive Fig's)</small>	Year 3 Change in Staff <small>(Enter as Positive Fig's)</small>
Variables - Teaching Staff - To assist in budget forecasting				
4	Increase in Permanent Teachers			
5	Increase in Temporary Teachers			
6	Decrease in Permanent Teachers (enter as positive figure)			
7	Decrease in Temporary Teachers (enter as positive figure)			
Section C: Planned Expenditure		YEAR 1 (2019-2020)	YEAR 2* (2020-2021)	YEAR 3* (2021-2022)
	Sector Average*	£ %	£ %	£ %
	%			
Expenditure Summary				
Staff Costs				
8	- Teaching	164,180 76.9%	157,176 75.8%	158,732 75.8%
9	- Non Teaching	37,850 17.7%	38,227 18.4%	38,606 18.4%
10	- Other Costs	0.1% 0.0%	0.0% 0.0%	0.0% 0.0%
11	Premises, Fixed Plant and Grounds	5,621 2.6%	5,733 2.8%	5,848 2.8%
12	Operating Costs	5,965 2.8%	6,084 2.9%	6,206 3.0%
13	Non Capital Purchases	0.3% 0.0%	0.0% 0.0%	0.0% 0.0%
14	Capital Expenditure	0.4% 0.0%	0.0% 0.0%	0.0% 0.0%
15	Less Income (enter as negative figure)	-1.1%		
16	Total Planned Expenditure before Savings and Additional Expenditure	213,616	207,221	209,392
Estimated Savings (enter as a negative figure)				
17	Reduction in Teaching Staff (as per Variables)			
18	<i>Please specify</i>			
19	<i>Please specify</i>			
20	<i>Please specify</i>			
Estimated Additional Expenditure (enter as a positive figure)				
21	Increase in Teaching Staff (as per Variables)			
22	<i>Please specify</i>			
23	<i>Please specify</i>			
24	<i>Please specify</i>			
25	Total Planned Expenditure after Savings and Additional Expenditure	213,616	207,221	209,392
<small>* Planning assumptions include Cost of Living Pay Award Estimate at 1% each year and estimated rate of inflation for Other Costs as 2% each year</small>				
Section D: Delegated Resources		£4,909	£5,059	£5,059
26	CFF Budget Share per Capita			
Budget Summary Allocation				
27	Common Formula Funding (CFF) Budget Share	176,737	172,001	172,001
28	<i>Other funding - (Please specify)</i>			
29	<i>Other funding - (Please specify)</i>			
30	<i>Other funding - (Please specify)</i>			
31	Total Delegated Resources	176,737	172,001	172,001
Section E: In Year Movement		YEAR 1 (2019-2020) £	YEAR 2 (2020-2021) £	YEAR 3 (2021-2022) £
32	In Year Underspend or Overspend of Delegated Resources	-36,879	-35,220	-37,392
Section F: Cumulative Surplus / Deficit		YEAR 1 (2019-2020) £	YEAR 2 (2020-2021) £	YEAR 3 (2021-2022) £
33	Opening Cumulative Surplus/(Deficit) 1 April	43,281	6,402	-28,818
34	In Year Underspend / (Overspend) of delegated resources	-36,879	-35,220	-37,392
35	Closing Cumulative Surplus/(Deficit) 31 March	6,402	-28,818	-66,210
36	% Carry Over	2.9%	-16.2%	-46.2%

Section G: Additional Information

	Sector Average*	YEAR 1 (2019-2020) £	YEAR 2 (2020-2021) £	YEAR 3 (2021-2022) £
37 Pupil/Teacher Ratio	17.5	12.1	12.1	11.8
38 Expenditure per Pupil	£ 4,477	£ 6,283	£ 6,095	£ 6,345
39 Staff Costs per Pupil	£ 4,308	£ 5,942	£ 5,747	£ 5,980

Section H: Financial Plan 2019-2022 Declaration

Declaration

The Board of Governors understand the financial and management responsibilities placed on them with respect to the delegated financial budget of the school, and of the need to ensure compliance with current guidance including "Guidance on Financial and Management Arrangements for Controlled and Maintained Schools funded under the Common Funding Scheme".

The Board of Governors also understand the need to ensure financial competence within its Board and can confirm that at least one Board member has under taken appropriate financial training provided by EA (or appropriate).

The School's Board of Governors have considered each version of Three Year Financial Plan prepared by the school and LMS, in line with the assumptions made in different versions/options. The information contained within this Three Year Financial Plan reflects the Board of Governors final and agreed plan, which has been based on reasonable and realistic assumptions.

Following such consideration, the Three Year Financial Plan has been authorised by the Schools Board of Governors at the meeting held on:

The Board of Governors confirm that finance is a standing agenda item for Board of Governor meetings (or Finance Committee meetings), and will endeavour to regularly monitor (at least quarterly) the schools financial plan, to ensure that actual, committed and projected expenditure is revised accordingly.

Boards of governors are reminded that, while the legislation provides delegated budgets for them to deploy resources to best effect in delivering the highest possible quality of education, it gives them no authority to exceed the limits of the budget delegated to them. Boards of governors cannot spend more than they receive without the express and advance approval of the EA as Funding Authority, and they must not plan to do so. The Board of Governors therefore understand they must have EA's agreement before incurring any expenditure that would exceed that agreed and approved by EA.

Comment:

Authorised by:

Chairman of the Board of Governors

Date

Principal

Date

Authorised by EA:

Education Authority

Date

Note: The Three Year Financial Plan will not be considered for approval if:

- they are not signed by the Principal and Chairperson,
- any of the three years of the Financial Plan are incomplete,
- estimates of expenditure are considered by EA to be unrealistic

Appendix 5 - Farmers for Action Letter

Farmers For Action

56 Cashel Road, Coleraine, N Ireland, BT51 4NU
Tel. 07909744624 Email : taylor.w@btconnect.com

21st November 2019

Keeping Ballyhackett School Open = part of the climate change emergency action

Earlier in 2019 Farmers For Action requested a meeting with the Permanent Secretary Derek Baker on the issue of rural school closures in Northern Ireland and that meeting was attended by the Ballyhackett Primary School's Principal, a member of the Board of Governors, FFA representatives and others.

At the time it was pointed out that the Department for Education has a duty not to flout the UK and EU declaration of a climate change emergency. Therefore, the fossil fuel pollution and health issues that would be created if the school were closed undoubtedly tipped the balance for an already brilliant school needing to remain open in an idyllic teaching setting in rural Northern Ireland.

How therefore could CCMS or the Department for Education be involved in closing such a school to massively increase traffic congestion at another school, add to climate change and the risk to children's health.

Moving Ballyhackett children and the subsequent new pupils that would go to it, to a factory school in the town not only risks their health but additionally increases health risks to existing pupils by the increasing car numbers that would accumulate outside the school morning and evening. This makes no sense on health and wellbeing grounds, it makes no sense to burden larger town schools already stressed-out teachers even further. FFA would remind the Department that primary school children are particularly vulnerable to car and bus emissions because of their stature and therefore massively increasing their risk of becoming asthmatic, which is currently endemic in towns and cities across the world simply due to pollution.

Northern Ireland has a history of well known rural innovators and academics and to be an innovator or an academic one has to have good start in the early years and good rural Northern Ireland commonsense and respect for it. Now is the time for the Department

for Education to have the commonsense not to further destroy the fabric and health of rural Northern Ireland's children of the future and particularly Ballyhackett.

Yours very sincerely

William Taylor

Farmers For Action NI co-ordinator

NI Farm Groups co-ordinator

Fairness for Farmers in Europe co-ordinator

North South Farm Groups co-ordinator

Appendix 6 - BoG Collective Response to CCMS Consultation

Ballyhackett Primary School

50 Altikeeragh Road

Castlerock

Coleraine

Co. Derry

BT51 4SR

(028) 7084 8476

info@ballyhackettps.castlerock.ni.sch.uk



Principal: **Mrs. G McIlvar**

Dear Sir or Madam,

The Board of Governors has written a collective response to the proposed plan to close Ballyhackett Primary School in August 2020.

We would like to state that we totally disagree with the proposal.

From the outset we would like to make it clear that we believe CCMS has failed in its role as an advocate for the trustees, governors and staff in the effective management and control of our school.

Due to the unrealistic timelines set by CCMS and the manner in which this matter has been handled you should not be surprised to learn that we are seeking legal advice, especially in light of recent news that the power of the Permanent Secretary to decide on development proposals is open to challenge and scrutiny.

Indeed, it is our position that this consultation process simply cannot continue until there has been clarity provided on this issue and ample time provided to the school and Board of Governors to seek proper legal advice to mount a challenge.

It is also our position that this process is actively discriminating against catholic families by targeting catholic schools in rural communities. Closure of the school will force catholic faith families to relocate to urban areas to access catholic education and erode the catholic population in our local community.

In the 2011 census the Religious identity of the Castlerock Ward was

Together Everyone Achieves More

77.72 % Protestant and other Christian.
16.88% Catholic

73.35 % indicated that they had a British national identity
8.42 had an Irish national identity
27.58% had a Northern Irish national identity.

If CCMS is intent on depriving this area of a Catholic school, then at the very least it should be supportive of an alternative option to ensure the future of education in Ballyhackett Primary School. We would suggest that this could be Integrated Education which would allow for the promotion of Catholic education and culture alongside other faiths.

Over half of Northern Ireland's primary schools are situated in rural areas. It is our position that CCMS's decision making process is urban/town centric and unappreciative of the real value that rural primary schools bring to their communities.

One way in which the decision-making process is not predisposed to aid smaller country schools is the definition of rural. This is a definition, with which we, the Board of Governors strongly disagree and would challenge.

Within the Sustainable Schools Policy, the viability audits used the definition of urban areas as comprising Belfast and Derry/Londonderry and all other areas regarded as rural.

The Department of Education's database of schools uses a different definition, based on the 2005 Report of the interdepartmental Urban-Rural Definition Group. Within this definition, settlements of 4,500 are deemed urban and those with less than 4,500 are deemed rural.

The Board of Governors takes exception to the definition of the term "Rural" as used in the Sustainable School's Policy and would challenge the legality of using this categorisation. We believe we should be afforded a better definition of rural needs.

In the updated policy guidance: A Guide to the Rural Needs Act (NI) 2016 for Public Authorities (Revised) April 2018, it states;

Together Everyone Achieves More

Relationship with Rural Proofing

1.9 The new due regard duty introduced under section 1(1) of the Act imposes an obligation on public authorities that is different to the commitment to rural proof which the Northern Ireland Executive signed up to in 2002. The policy on rural proofing required government departments to identify the potential impact that a policy or strategy would have on a **rural area**, to make a proper assessment of those impacts if they were deemed to be significant and, where appropriate, to make adjustments to the policy or strategy to take account of **rural circumstances**. The scope of the Act is wider than that covered by the previous policy on rural proofing in that it now includes district councils and the other public authorities listed in the Schedule to the Act in addition to government departments.

The Board of Governors would like a copy of the completed Rural Needs Impact Assessment for our area.

The "Thinking Rural: The Essential Guide to Rural Proofing" states,

"As a policy maker you must explain as part of the rural proofing process the definition that your policy uses and why you are not using the default rural definition of settlement population sizes of less than 4,500 people."

The Board of Governors feel that you cannot compare the area surrounding Ballyhackett to settlements like Newry, Armagh or Lisburn. Rural areas will greatly differ from urban areas due to their geographical isolation, population dispersal, longer distances from key services and limited employment opportunities.

In the publication of DoE's Northern Area Plan, Coleraine is classed as a town and Castlerock as a village. If you look at the table below based on the 2011 census you will see how unfair and discriminatory it is to apply the same label i.e. Rural to these settlements as well as Castlerock.

Together Everyone Achieves More

Table One shows the population of selected **Rural Towns** in Northern Ireland (as defined by CCMS)

Name of Settlement	Population	Times bigger than Castlerock
Coleraine	24,634	18.5
Newry	12,043	9
Armagh	14,749	11
Lisburn	71,465	54
Ballymena	29,467	22
Castlerock	1,326	

It is our position that due to the rural nature of our school, the fact that we offer catholic education and that we are part of the fabric of community life in the area that we should be given Special Status and that structures should be put in place to keep this area thriving.

The Board of Governors have reviewed the evidence connected with the Sustainable Schools Policy and made comments about each of the indicators.

“There is not a simple correlation between school enrolment and educational attainment. There are many instances where there is a high quality of teaching and learning in both large and small schools which is reflected in favourable Education and Training Inspectorate reports.”

S.S.P 3.1

While the evidence is not strongly conclusive, research does not tend to find significant differences in outcomes.

In fact, there are many gains for pupils in a composite class:

1. Low achieving children benefit through factors such as continuity of education and smaller class sizes
2. Younger children are exposed to more advanced materials, they have role models to emulate and social support from older peers
3. Older children benefit through revising subject content, developing leadership skills and using independent learning skills

Together Everyone Achieves More

4. High achieving children are extended and stretched through completing more challenging independent learning

The teaching staff in Ballyhackett are very experienced long-serving members of the teaching profession and thus are highly skilled in employing a variety of approaches to accommodate the wide range of abilities from low achievers with special needs to high achievers.

Years spent teaching mixed age ranges and abilities enables them to provide high quality education for all their pupils within composite classes. The Shared Education partnership with Castleroe affords the teachers the opportunities for planning and developing lessons for composite classes. Pupils have extended opportunities for further interaction with their peer groups.

The Sustainable School's Policy questions the merits of more than two classes being taught in one composite class. However, The Department of Education does not hold the assessment data on Key Stages 1 and 2 in composite classes. This raises questions around the evidence base on composite classes and the learning and the assumption that composite classes have a detrimental effect on children's learning.

Another point to be made is with the increasing financial pressures facing schools, a growing numbers of Principals are having to make composite classes in their school to try and remain on budget.

CCMS cannot guarantee that the standard of education which the children would receive in any of the named alternative schools would be better than offered by Ballyhackett Primary School.

When examining the most recent Inspection Reports of proposed schools this can be found:

In 2015 Hezlett Primary School was rated as good.

St Malachy's P.S was last inspected in March 2014 and rated good.

Together Everyone Achieves More

Ballyhackett Primary School was last fully inspected in 2014.

In the recent ETI Inspection (2018) of Ballyhackett Primary School (which included Action Short of Strike) it was noted,

"A group of year 5, 6 and 7 children, who met with the inspector, spoke confidently and very positively about aspects of the school's provision. In particular, they expressed an enjoyment of reading, talked well about the extra-curricular opportunities they enjoy, which include music, Spanish and sport."

According to a Research and Information Paper of 2013 (Rural Schools: Caroline Perry and Barbara Love) over half of NI's primary schools are situated in rural areas and significantly more likely to face, "enrolment stress."

Other jurisdictions have introduced measures in regard to the sustainability of rural schools, for example in England there is a presumption against rural school closure while in the Republic of Ireland amalgamation of small schools has been recommended.

The Board of Governors of Ballyhackett Primary School met with CCMS representatives on 20th September 2018. At this meeting the Board of Governors made it very clear that they wished to see Education continue in Ballyhackett Primary School.

The Board of Governors stated that they would like both Federation and Integration considered as a possible option for Ballyhackett Primary School but we feel that these potential options were not investigated thoroughly or robustly by CCMS. These options were not presented as alternatives on Consultation Night (20th November 2018). These alternatives could be viable with the will to make them work. We have not been given any reasons as to why they couldn't work.

Integration is also a viable option. There is no integrated Primary School in the Coleraine Area and because Ballyhackett Primary School is integrated in all but name we feel that this option could benefit our pupils. However, we would need to be given time to make this work. We must stress that this option cannot proceed if a Development Plan were to be put in place.

Together Everyone Achieves More

As CCMS would be aware of this fact we feel that time should be given to allow us to consider this option especially as again this option was not placed before the parents on Consultation night, even though we had stated it as an alternative option at a previous meeting. We would like the time to investigate this further.

We feel that these omissions in the presentation to the parents have flawed the Consultation process. The staff, Board of Governors and parents have been given reassurances that no decision has been made as yet on the future of education provision in Ballyhackett Primary School. However, this is not how the stakeholders of this school feel.

Under the EA's Transformation programme it states its intention to carry out an ambitious and radical programme of change bringing about "significant improvements in **where** and how our children and young people are educated." The Board of Governors feels this indicates a discrimination against Ballyhackett and all other rural schools even before the Consultation Process begins.

The proposal has not paid any regard as to the potential impact upon the lives of children who attend Ballyhackett Primary School. CCMS have been unable to provide any evidence to show that the quality of education for our children would be better in another school. We would ask:

How can a child who receives an education in an area of noise and traffic pollution and without our wonderful outdoor learning facilities be better off than the children who attend Ballyhackett Primary School?

EA are currently promoting a transformation process. Writing about the Transformation process, EA states,

"Through Transformation we have the opportunity to reshape the pattern of school provision."

The Board of Governors feel that the "Transformation Process" is in effect creating an opportunity to make efficiencies without due regard to the impact of such decisions on rural schools and their children. The EA and

Together Everyone Achieves More

CCMS should be supporting Ballyhackett Primary School as a community and educational space. The impact of closing a unique school such as Ballyhackett takes no account of the long term consequences of these decisions.

“providing access to quality education in rural areas is crucial to meet the needs of rural youth and also to attract young families to settle...”

Organisation For Economic Co-operation and Development (OECD)

There are many community groups in the local area working to improve and develop the area for everyone living in this region. We have development groups like Binevenagh and Coastal Lowlands Landscape Partnership Scheme, Castlerock Community Association and the Northern Ireland Rural Development Group in this area working progressively to promote the countryside as a viable place for families to live.

It says on the EANI website that the 2018/19 Annual Action Plan is the result of collaboration and sharing across all educational sectors. It is hard to see where the collaboration aspect lies especially in relation to the targeting of schools in the area surrounding Castlerock.

Where was the forward planning in relation to what could be done to keep small local schools open through progressive actions such as federated schools or shared campus schools?

Knowing that St Anthony’s PS (now closed) and Bellarena PS (pending closure) were facing reducing enrolment numbers why was there no proposal to look at what could be done across the three schools (Ballyhackett included) to maintain their essential presence within the community and at the same time address the sustainability issues?

The Board of Governors would like to know why Ballyhackett Primary School was overlooked in the plans regarding Bellarena Primary School.

In the proposal for Bellarena Primary School the names of eight local Primary Schools were given to parents as potential options for their children. We were not named as an option. We feel that we should have been included in the Bellarena proposal and parents from there may have given Ballyhackett

Together Everyone Achieves More

Primary School some consideration if that school were to close given that it has similar character traits and ethos with Ballyhackett Primary School.

Recognising that St Aidan's PS could potentially be facing a similar prospect down the line why is CCMS not taking a holistic approach to all its primary schools within the geographical area?

At a meeting on 20th September the Board of Governors gave the representatives from CCMS a variety of proposals for the future of Education in Ballyhackett Primary School. The Board feels that some of these suggestions were not given adequate consideration as parents were not informed of these alternative options on Consultation Night.

At the Consultation parents were told that transport to any new school would be provided for their children. However, CCMS failed to mention that the Department of Education is conducting a Review of the current Home to School Transport Policy. A letter from Tommy O'Reilly states,

"in this difficult financial climate, we need to seriously consider whether we can continue to do things in the same way."

The implications of the review could be a reduction in expenditure. For example, there could be a reduction of the number of children in receipt of home school transport or parents could be required to pay charges. **The Board of Governors would ask whether parents, after potentially having to move their child to another school would eventually have to pay for the home to school transport considering their child was forced to move to a school further away?**

It should also be noted that the letter continues,

"Any final decisions on changing the policy will be for a future Minister for Education to decide, and it may also require Executive approval."

We would urge you to read the Northern Ireland Human Rights Commission's Report on "Consultation on Schools For the Future: A Policy For Sustainable Schools." This describes some of the implications of Sustainable Schools Policy in terms of Human Rights. See Appendix 1

There is no evidence that closing Ballyhackett Primary School will positively improve the outcomes for our children. If anything research would point to stress, trauma and environmental change as having a detrimental effect on the Mental Health of our children. Indeed, a change of school could be seen as comprising an adverse childhood experience with lasting effects on the children of our school. There is no means of measuring and making provision for these children. A number of children who attend Ballyhackett Primary School have Special Educational Needs. The Board of Governors would argue that the impact on children's lives and in particular the needs of pupils with Special Educational Needs are not being considered in the proposal.

CCMS has not completed any work to gain the children's views on this proposal. The UNCRC (Article 3) states,

"The best interests of the child must be a top priority in all decisions and actions that affect children."

Article 12 of the UNCRC states,

"Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. This right applies at all times, for example during immigration proceedings, housing decisions or the child's day-to-day home life."

There have been no impact assessments or equality screenings completed with the children. No account has been taken of the views of those who will ultimately be most affected by this decision. This school has an ethos which promotes the child's independence and right to voice their views. The Eco and Student Councils provide the children with a Forum in which to express their views on issues affecting them.

A recent ETI Inspection (2018) in Ballyhackett stated that the children interviewed,

"spoke positively about the developing opportunities the school provides them regarding leadership roles, including those through school council."

Together Everyone Achieves More

CCMS has not afforded the children in this school the same opportunity. The opinions of the children from P3-7 (gathered by teachers) have been included with the original block submission. This was submitted on 28th December 2018.

A recent Circular by the Catholic Principals Association states that there is still concern about,

“the Mental and Emotional Health issues impinging on children”

Closing a child’s school, removing children from their friends, forcing a child to move school, making a child dependent on public transport and denying children their safety net will certainly impinge on our children’s mental and emotional health.

Yet no consideration was given by CCMS to these facts.

It is the opinion of the Board of Governors that CCMS has not adhered to Equality Legislation. The Board of Governors feel that this proposal does not promote equality of opportunity or good relations between all communities.

We feel this for a number of reasons:

1. The Good Friday / Belfast Agreement contains the following statement in the section entitled Reconciliation and Victims of Violence,

“An essential aspect of the reconciliation process is the promotion of a culture of tolerance at every level of society, including initiatives to facilitate and encourage integrated education and mixed housing.”

The current proposal diametrically opposes this by ignoring the initiatives that the teaching staff and Governors have developed in Ballyhackett Primary School, that are totally in accord with what is stated in the agreement. **The children of both Ballyhackett and Castleroe Primary School will suffer if this proposal is successful.**

Together Everyone Achieves More

2. The school community works well with all of the local churches: The Vineyard, First Dunboe Presbyterian and the Church of Ireland. We believe that the reconciliation work we do in this school promotes the social cohesion and harmony of this area. We feel that the proposal denies the children the opportunities to develop meaningful relationships with those of other faiths in this area.

3. This proposal does not give children of Ballyhackett the Equal Opportunity it offers to those children in towns. If the proposal is successful, children from this rural area who will have to be, "bussed" into towns will have the links with their locality severed. If Ballyhackett Primary School closes the Catholic children of this area and indeed children of other or no faiths who choose to come to this school will be denied activities linked to their area. One example is that through attendance at Ballyhackett Primary School children sing at the Castlerock and Articlave Christmas Tree Light Switch on. This will be an opportunity denied to them if they go to a Coleraine School.

4. If the children go to a town school, they will be denied the chance to learn about and study their local area. We have many Historical and Geographical places of interest in this area. The children in Ballyhackett learn about and study many of these places for example, The Sconce, The 1718 Migration and Downhill. Last year the P6 and & class competed in a First Lego League. The children used this project to learned about the sewage flowing into the sea at Castlerock. The children designed and built a device to clean the effluent. This Spring the pupils are participating in a Beach Schools NI initiative, using Castlerock Beach as an Outdoor Learning space.

5. More than half of primary schools (59% or 488 primary schools) in Northern Ireland had at least one composite class in 2015/16. Most of these (87%) comprised two year groupings in a single class. The

Together Everyone Achieves More

majority were in rural areas and were spread widely across Northern Ireland.

Catholic Maintained Schools are disproportionately represented among schools that have composite classes with more than two year groups (52% compared to 39% of controlled schools).

NIAR 454-16 Briefing Paper

Providing research and information services to the Northern Ireland Assembly

2

It is the position of the Board of Governors that Ballyhackett Primary School is being discriminated against based on religion as there is a, "higher proportion of Catholic maintained schools in this cohort."

6. The information from the school's three-year financial plan shows that the school is expected to end 2018/19 with a deficit of -£6,157 (3.05%). The financial deficit is projected to grow.

The Board of Governors would like to make the following points:

1. This is the first time in its history that Ballyhackett has had a deficit.
2. Our deficit is small- many schools have much higher deficits. Guidance for Controlled and Maintained schools requires that they should not accumulate surpluses or deficits in excess of 5% of their budget or £75,000, whichever is less. Our deficit is small when compared to this figure.
3. The deficit should be taken in a holistic way. The spending power of education budgets has fallen by £233 million since 2010-11
4. Many schools are dealing with the impact of considerable financial pressures at a time of increased demands in terms of support to pupils.
5. The actual budget given to Ballyhackett Primary School has decreased over the last number of years.

It would also be the position of the Board of Governors that it is difficult to see how this process has been open, transparent and fair. At no time during

Together Everyone Achieves More

the recruitment process of the New Principal or the subsequent job offer was the issue of the closure of the school highlighted. It is inconceivable that this issue was not known to the authorities at that time. This again highlights how unfair this would be to the children and staff to refuse a reasonable three-year period of time to implement a sustainable development plan.

In 2008 Bishop Donal McKeown stated that,

“Schools must not appear to act only in their own interest or merely in the interest of certain already strong schools. It is not part of the Catholic or Christian vision that the weakest should suffer excessively and feel that their needs are being overlooked.”

It is our position that CCMS has abandoned rural catholic schools. We feel that we are being let down by the organisation that should be advocating for this school. There has not be an equity between Primary Schools. One of the proposed alternatives to Ballyhackett actually has proportionally more empty seats than Ballyhackett. We have 54% of seats filled. The other school has 44% of its seats filled. We would argue, as does the Sustainable Schools Policy that there are other indicators which should be considered when taking the decision to close a rural school.

In the Schools for the Future: A Policy for Sustainable Schools it states that sustainability is wider than issues of enrolments and budgets and that the core issue for sustainability must be the continuing provision of a high quality education for the children. Indeed, the focus of the Providing Pathways (Strategic Area Plan for School Provision 2017-2020) is on the educational best interests of children and young people and to encourage schools to become closely integrated with their wider community. Ballyhackett is a school that provides a high quality education, a place where our children’s interests are put first, and a school that is very much integrated with the local community.

It is the position of the Board of Governors that CCMS suspends its consultation process at this juncture to give the new Principal and newly reconstituted Board of Governors an opportunity to implement a three year

Together Everyone Achieves More

strategic and promotional plan with the aim of increasing numbers, which would then have a positive effect on the school budget.

Appendix Three shows that the population of the Castlerock Ward is intended to rise. It would be the hope of The Board of Governors to increase the numbers of children at this school as the population increases.

The Board of Governors also feel that Ballyhackett Primary School is being discriminated upon because of the physical location and political context of Northern Ireland. In other parts of The United Kingdom and in the Republic of Ireland a range of measures and legislation relating to rural schools have been introduced. This does not apply to Northern Ireland and there are no considerations given to small rural schools who are operating in extremely difficult circumstances.

We would appreciate a timely response to our questions to enable us to inform our legal advisors accordingly.

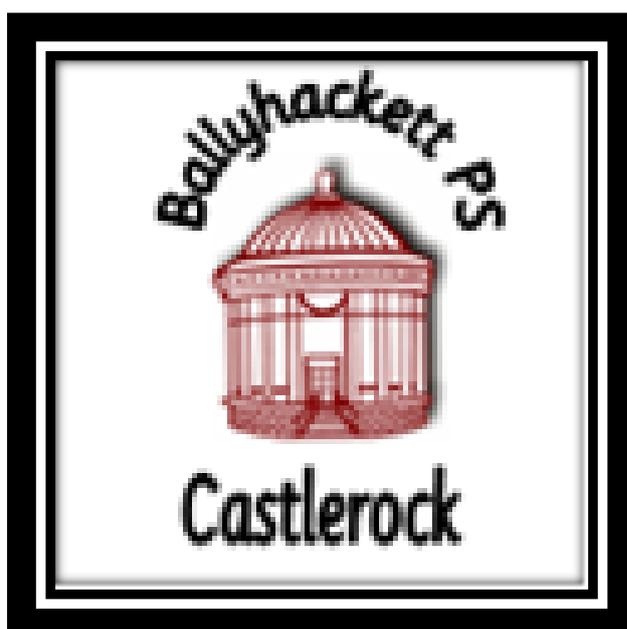
Yours in Hope,

The Board of Governors of Ballyhackett Primary School

Rita Mellon
Diane Galbraith
Rowena Simpson
Kathleen McGinley
Julia Hall
Anne Marie Orr
Ray Robinson
Brian Kelly
Martin Doherty
Grainne McIlvar (Secretary)

Appendix One

**CONSULTATION ON SCHOOLS FOR THE FUTURE:
A POLICY FOR SUSTAINABLE SCHOOLS**



Together Everyone Achieves More



NORTHERN
IRELAND
HUMAN
RIGHTS
COMMISSION

**CONSULTATION ON SCHOOLS FOR THE FUTURE:
A POLICY FOR SUSTAINABLE SCHOOLS**

1.

The Northern Ireland Human Rights Commission (the Commission) is a statutory body created by the Northern Ireland Act 1998. It has a range of functions including reviewing the adequacy and effectiveness of Northern Ireland law and practice relating to the protection of human rights,¹ advising on legislative and other measures which ought to be taken to protect human rights,² advising on whether a Bill is compatible with human rights³ and promoting understanding and awareness of the importance of human rights in Northern Ireland.⁴ In all of that work the Commission bases its positions on the full range of internationally accepted human rights standards, including the European Convention on Human Rights (ECHR), other treaty obligations in the Council of Europe and United Nations systems, and the non-binding 'soft law' standards developed by the human rights bodies.

2.

The Commission welcomes the opportunity to comment on the consultation on Schools for the Future which will play a crucial part in shaping future educational opportunities for children and young people. The Commission would appreciate receiving feedback on this response.

3.

Education is a fundamental human right enshrined in a range of human rights treaties to which the UK is a party. **The best interests of the child needs to be at the heart of all decisions taken in formulating a policy for sustainable schools.** In making its response, the Commission draws particular attention to the following human rights standards:

a.

The European Convention on Human Rights (ECHR) Article

¹ Northern Ireland Act 1998, s.69(1).

² *Ibid*, s.69(3).

³ *Ibid*, s.69(4).

⁴ *Ibid*, s.69(6).

2, First Protocol (right to education).

b.

The Convention on the Rights of the Child (CRC): Article 2 (all rights shall apply to all children without discrimination), Article 12 (right to express an opinion), Article 23 (right of disabled children to special care, education, training, employment preparation and recreation opportunities); Article 28 (right to education on the basis of equal opportunity) Article 29 (education should develop each child's personality and talent to the full) and Article 30 (right to learn and use the language and customs of their families).

c.

The Convention on the Elimination of all Forms of Racial Discrimination (CERD) Article 5 (includes the right to education).

d.

With specific reference to linguistic minorities: the European Charter for Regional and Minority Languages and the UN Declaration on the Rights of Persons Belonging to National or Ethnic, Religious or Linguistic Minorities

e.

The new UN Convention on the Rights of Persons with Disabilities, Article 24 (right to education).

f.

The UNESCO Convention Against Discrimination in Education (equality of treatment in education).

The proposals

4.

The Commission welcomes the vision for education outlined in the document which states that the challenge is "to educate and develop the young people of Northern Ireland to the highest possible standards, providing equality of access to all". The Commission acknowledges the difficult task of striving to offer schoolchildren a wide curriculum and the difficulties this presents, particularly for smaller schools.

5.

However, the Commission notes that there is scant reference to human rights within the proposals and wishes to emphasise that future decisions regarding educational provision must have full regard to the best interests of the child. Furthermore, the Commission seeks clarification as to whether or how children have been consulted on the

Together Everyone Achieves More

proposals and decision-making process. Whilst the best use of resources available to education must be ensured, it is important that financial considerations do not override concerns about the potential impact upon local children and their communities, of closing small schools.

6.

The Commission notes that the Government has agreed that the Bain Report recommendations on minimum enrolments should be accepted. **However, during a recent Northern Ireland Assembly debate on the future of rural schools, overwhelming support for such schools and their wider contribution to communities was expressed. The debate concluded with a motion being passed calling upon Government “to recognise the vital role that such schools play in the community; and urges the Government to put in place a strategy, where possible, to protect the viability of these schools”.**⁵

7.

The Commission is tasked by statute with developing advice on the scope for a Bill of Rights for Northern Ireland, and has addressed educational issues in that context. It is important that thought should be given to the possible future content of such a Bill and how a policy for sustainable schools would sit alongside it.

8.

It is acknowledged that the diverse school system in Northern Ireland comprising controlled and maintained schools, voluntary grammar schools, single sex schools, integrated schools and Irish-medium schools, alongside a small independent sector (which does not receive government funding) poses particular challenges in providing curricula choice alongside sustainable school development.

9.

The diversity of the school system alongside the extensive rural areas within Northern Ireland does create a higher proportion of small schools than is the case in the rest of the United Kingdom. However, in the primary school sector, the percentage of schools with fewer than 100 pupils (37%) is not significantly different to the percentages for Scotland (34%) and Wales (31%).

10.

It is noted that the Department of Education is obliged to encourage and facilitate integrated education. This obligation was introduced by the 1989 Education (NI) Order and reinforced by the 1998 Agreement which refers to “initiatives to facilitate and encourage integrated education and mixed housing”, with a statutory duty to “encourage and facilitate

⁶ The Independent Strategic Review of Education, Response from the Council for Catholic Maintained Schools, July 2006.

⁷ Report submitted by Katarina Tomasevski, Special Rapporteur: Commission on Human Rights, January 2003.

⁸ Rural Proofing of Policies Across the Northern Ireland Civil Service: Study on Small Schools.

Irish medium education in line with current provision for integrated education”.

11.

It is important to acknowledge the demographic features of Northern Ireland that impact upon the diverse nature of the educational system. For instance, 70 per cent of public housing is situated in communities that are inhabited by populations which are over 90% of one religious group. Whilst initiatives that encourage increased collaboration and shared campus facilities can be viewed in a positive light, the separateness of communities cannot be ignored.⁶ **Furthermore, 94% of children attend a school that is de facto Catholic or Protestant, with 5% attending integrated schools and 1% private schools.**⁷

12.

A further significant factor in Northern Ireland is the large number of its population living in rural areas. Demographic changes are creating surplus capacity across some schools. This is having a significant impact on smaller schools which are more commonly found in rural areas. A report commissioned by the Department of Agriculture and Rural Development states that the “key counter-argument to closure or merger of schools ... is the connection of the school with local communities and its possible role in sustaining the social fabric”.⁸

13.

The report noted that different sections of the population may be affected more by rationalisation in terms of time spent travelling to and from school and accessibility to extra-curricular activities. Children from poorer backgrounds are more likely to be adversely affected by transport difficulties and are more likely to be dependent on the school bus.

14.

With reference to the commitments directly relevant to education contained within the First Triennial Action Plan in support of *A Shared Future*, it is noted that decision making in relation to new schools or re-organisation/rationalisation of schools, proposals will be required to demonstrate that “options for collaboration/sharing on a cross-community basis have been considered and fully explored”. Furthermore, projects are “more likely to justify receipt of financial support if they are shared or operate across the community divide”.

15.

Together Everyone Achieves More

Whilst this is a positive long-term objective, there is a concern that financial incentives may be the primary motivating factor in driving the agenda for change rather than the readiness of communities to embrace cross-community initiatives. The Commission supports efforts to encourage educational programmes that seek to promote mutual understanding, peace and respect for diversity. However, the voluntary basis for such mergers, with the appropriate support mechanisms fully in place, should take precedence rather than the pressure of financial incentives forcing the pace for change.

16.

It is of paramount importance that issues relating to the safety and wellbeing of children are fully addressed and that the curriculum includes subjects that promote peaceful coexistence and social cohesion. This includes the development of knowledge, understanding and skills in recognising diversity, human rights and social responsibility, the cause of conflict and appropriate responses, and valuing and celebrating cultural difference and diversity. The strong implementation of Personal Development and Mutual Understanding provisions set out in the Education (Curriculum Minimum Content) Order (NI) 2007 will constitute a positive step in this direction.

17.

The issue of parental choice must be respected within the formulation of policy for sustainable schools. Again the possible impact of a Bill of Rights should be borne in mind in this context.

18.

School transport policies also have a bearing on enabling full access to extra-curricular activities as provided through the operation of Extended Schools. Activities offered include breakfast clubs, after school clubs and encouraging community use of school facilities. Financial support has been made available to extended schools and has been targeted initially at schools serving disadvantaged areas. This is welcomed and it is important that every effort is made to support the participation of children from low-income households in extra-curricular activities.

19.

Clear anti-bullying strategies need to be in place in all educational establishments that include strategies to deal with bullying that may occur during school journeys, for example, on the school bus. This requirement becomes particularly pressing for children who may have to travel further to schools that are located outside their immediate environs.

⁹ See, for example, Connolly P, Smith A and Kelly B, *Too Young to Notice? The Cultural and Political Awareness of 3-6 Year Olds in Northern Ireland*, UU/CRC, 2002.

20.

With reference to Article 2 and Article 23 of the CRC and Article 24 of the Disability Convention, the access requirements of children having special educational needs must be taken fully into account, not only in terms of early identification of needs, appropriate advice and support for parents, resources required to provide necessary level of support, but also in terms of the particular problems that long school journeys may present to children with special needs and their families/carers.

21.

Furthermore, the specific needs of children falling within the following groups must be addressed: ethnic minority children, migrant children, children of asylum seekers and refugees, traveller children, looked after children, school age parents and lesbian, gay, bisexual, transgendered young people. The expertise and experience that has been built up within schools working with children that face particular vulnerabilities should be acknowledged and inform policies across the school's estate.

22.

In relation to Irish language education, the Commission draws attention to the current consultation by DCAL on the framing of legislation governing the status of, and duties and rights, in respect of the Irish Language. The St Andrews Agreement expressed its commitment to "introduce an Irish Language Act reflecting on the experience of Wales and Ireland and [to] work with the incoming Executive to enhance and protect the development of the Irish Language" (Annex B). It is important that this consultation should take account of the likely impact of such legislation on the provision of Irish-medium education within schools.

Concluding comments

23.

The role of education within the transitional societal process from conflict to peace building is of vital importance. In relation to identification with, for example, predominantly Catholic or Protestant communities, research demonstrates that children develop a tendency to express sectarian statements about the 'other community' at a very early age.⁹ There is a need for all schools to promote cultural diversity and an appreciation of difference in terms of religious affiliation, race, ethnicity, disability, gender and sexual orientation. As part of the process of promoting cultural diversity, support should be given to encouraging voluntary alliances within the educational establishment. Collaborative/sharing arrangements are to be welcomed when achieved through consensual means. However, the fact that public opinion surveys do not support an increase in commitment to inter-religious mixing cannot be ignored. In fact, recent surveys have shown that an initial increase in self-declared commitment to inter-religious mixing in 1989-1996 has been reversed.¹⁰ The reasons for this apparent decline in support must be addressed.

Together Everyone Achieves More

24.

Whilst there is an unmet need for places at Integrated Schools, there is also unmet need for places at Irish medium schools where a shortage in teacher training has also been highlighted. **There are also indications of strong political support for maintaining small schools particularly in rural areas and an acknowledgement of their wider role within communities.** The promotion of rights and best interests of children along with the right of parents to ensure education and teaching “in conformity with their own religious and philosophical convictions” must be respected whilst providing a school environment for all children that acknowledges diversity and cultural identity and contributes to the transition from a society in conflict to the peace-building process.

25.

A policy for sustainable schools must be developed alongside housing and **transport policies** that support cross-community collaboration or sharing, and reflect the needs of local communities, particularly in rural areas.

26.

In conclusion, the Commission reiterates the necessity for all decisions relating to the proposed policy to be taken in the best interests of the child and not driven by financial considerations. The Commission fully supports the aim of offering all schoolchildren a high quality education with a wide choice of curriculum. **The Commission has outlined a number of concerns that will have particular relevance in the event of school closures or arrangements that support collaboration or sharing of facilities.** These concerns focus upon issues relating to the safety and well-being of children and include: anti-bullying strategies; school transport; the needs of children that face particular vulnerabilities and the development of education and learning that promotes tolerance and celebrates cultural difference and diversity. Prior to the implementation of any decisions that will result in closure of many schools or other significant reorganisation of the school’s estate, it is vital that these concerns be addressed.

April 2007

Northern Ireland Human Rights Commission

Temple Court, 39 North Street

Belfast BT1 1NA, Northern Ireland

Telephone: (028) 9024 3987

Textphone: (028) 9024 9066

Fax: (028) 9024 7844

Email: information@nihrc.org

Website: www.nihrc.org

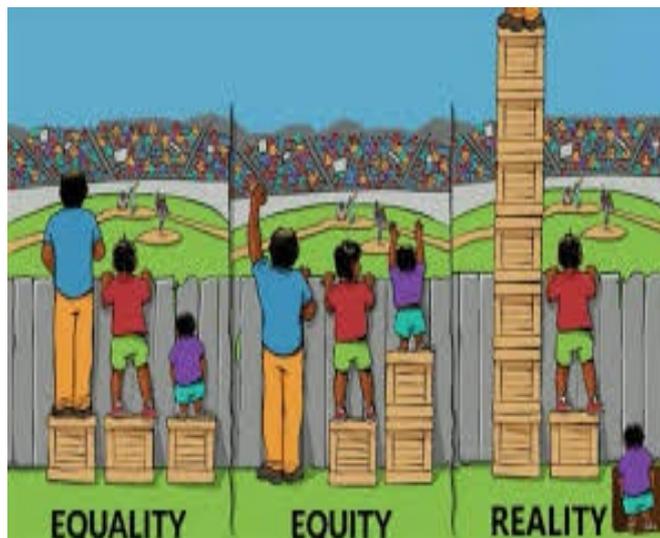
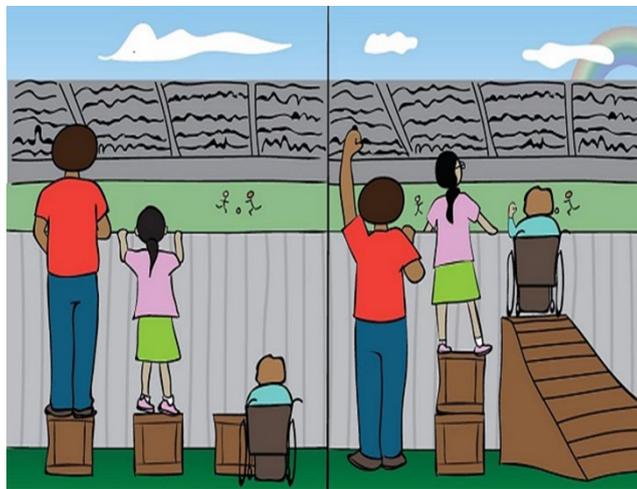
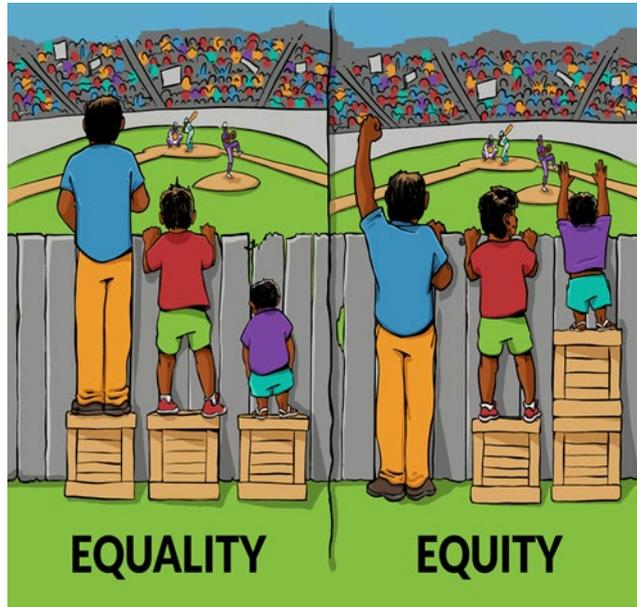
Together Everyone Achieves More

Appendix Two

The Equality, Equity and Reality Diagrams



Together Everyone Achieves More



Together Everyone Achieves More

Appendix Three
Projected Population Increase in the Castlerock Ward



Together Everyone Achieves More

Population Estimates for Castlerock Ward

The estimated population of Castlerock Ward at 30 June 2017 was 3,146, of which 1,563 (49.7%) were male and 1,583 (50.3%) were female.

This was made up of:

- 530 children aged 0-15 years;
- 822 people aged 16-39 years;
- 1,110 people aged 40-64 years; and
- 684 people 65 years and older.

Between 2007 and 2017 the population of Castlerock Ward increased by 28 people or 0.9%.



Table 1: Population Estimates by broad age bands, 2017

	Castlerock Ward	Northern Ireland
Total Population (2017)	3,146	1,870,834
Children (0-15 years)	530	390,684
Young Working Age (16-39 years)	822	579,782
Older Working Age (40-64 years)	1,110	507,393
Older (65+ years)	684	302,975
Population Change % (2007-2017)	0.9%	6.2%

Figure 1: Population Estimates by broad age bands, 2017

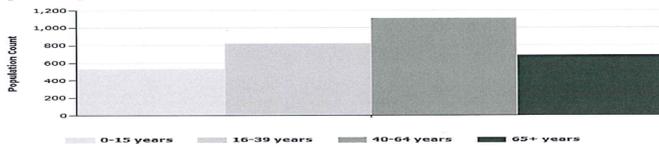
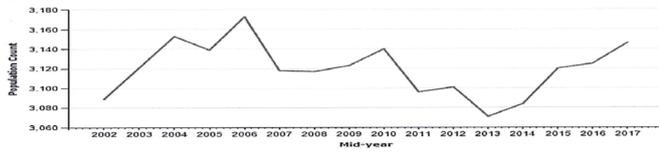


Figure 2: Population Trend, 2002 - 2017 (non-zero axis)



Datasets used: Population Estimates: Broad Age Bands (administrative geographies), NISRA Demographic Statistics

Further Information:

Further information on Population Estimates including reports, methodology etc. can be found on the NISRA website. Information on Components of Population Change and Migration are available on NINIS.

Interactive content is also available to view under the Population theme.

Appendix 7 - Lucid Talk-Coleraine Area Micro Poll

Coleraine Area Micro-Poll

Executive Summary Report



October 2019

Report commissioned by the Integrated Education Fund

Supported by a grant from the Foundation Open Society Institute in cooperation with the Education Support Program of the Open Society Foundations

Coleraine Area Micro-Poll Executive Summary Report

The data, results, and commentary enclosed in this report are subject to the provisions of the UK Data Protection Act. Any publication, distribution, or communication, of this report, or parts of this report, should only be with the permission of LucidTalk and the Integrated Education Fund.

Subject: Polling Projects – IEF: Micro Polls – Coleraine area - Executive Summary Report – Audited Results

Date: October 2019

Contents

Introduction	4
Methodology	6
Coleraine Area Micro Poll – Results	7

Introduction

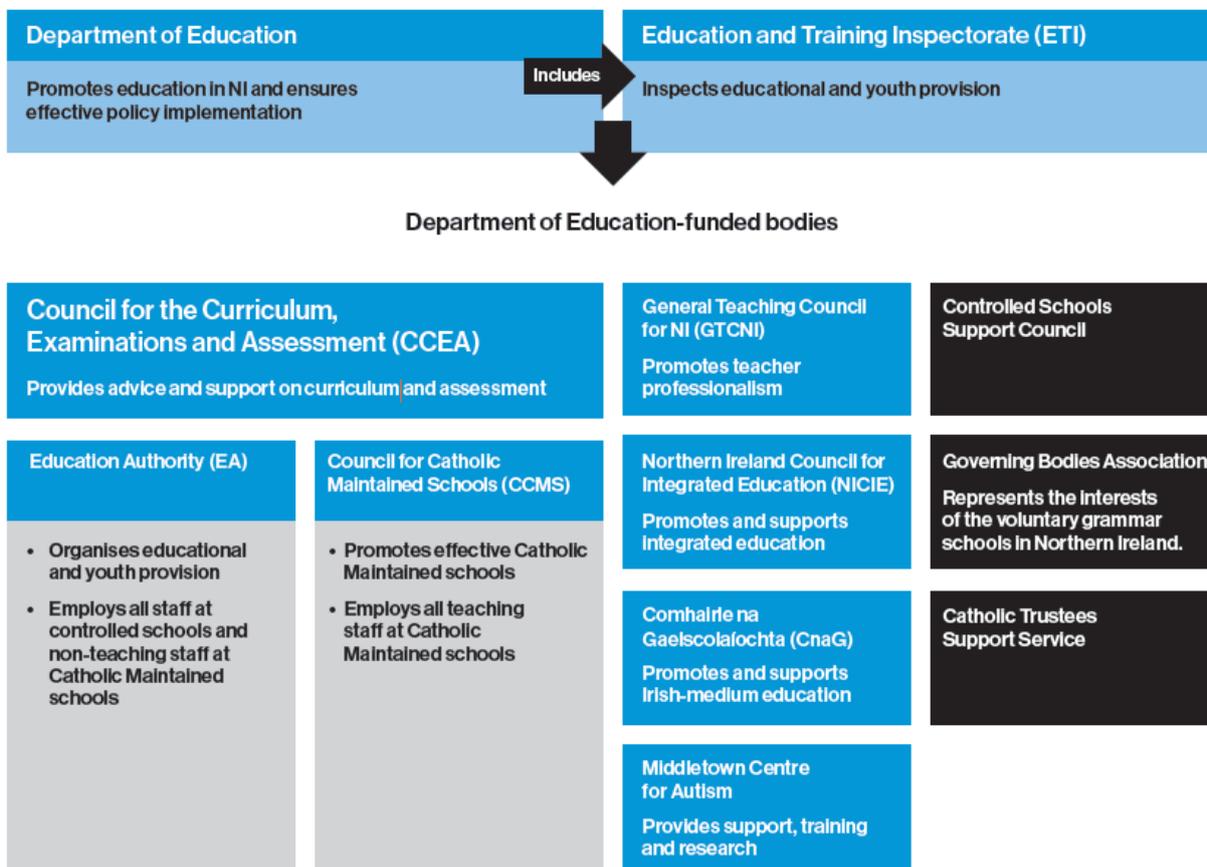
Introduction and Background

The IEF has been engaging with parents across the region to discuss educational provision in their local area. Through our engagement in the Coleraine area it has become clear that some parents are supportive of integrated education for their children at Primary level, but can't access this option due to limited provision nearby. This poll was commissioned to support anecdotal evidence that parents would like to see change, both locally and structurally in our education system.

Educational Provision in Northern Ireland

The education system in Northern Ireland is divided by religion in that most children attend predominantly Protestant ('Controlled') schools or Catholic ('Maintained') schools; by ability (and to a large extent social background) in that a selection system operates at age 11 to decide which children attend grammar schools; and by gender, particularly in second level education where a quarter of the secondary schools and almost half of all grammar schools are single sex.

The Department of Education funds ten other bodies to plan, deliver and manage education in schools in Northern Ireland.



The most recent figures from the Department of Education (Statistical Bulletin, 2/2019) show that it caters for approximately 322,000 pupils in 813 primary schools, 130 secondary schools, 66 grammar schools and 39 special schools. These numbers include 65 integrated schools, with a total enrolment of 23,600 pupils (7% of the total pupil population). Almost 6,500 pupils participate in funded Irish medium education.

At the end of April 2017, on behalf of all educational bodies, the Education Authority (EA) published the first regional Area Plan for Northern Ireland – *Providing Pathways: Strategic Area Plan for School Provision 2017-2020*. The focus of the Area Plan is to ensure that all pupils have access to a broad and balanced curriculum that meets their needs within a diverse system of education through a network of sustainable schools.

LucidTalk - Background and Professional Credentials

Lucid Talk is an independent polling and market research company with in-depth experience in the use of polling and general market research for public, private and political organisations.

LucidTalk is a member of all recognised professional Polling and Market Research organisations, including the UK Market Research Society (UK-MRS), the British Polling Council (BPC), and ESOMAR (European Society of Market Research organisations). The BPC are the primary UK professional body ensuring professional Polling and Market Research standards. All polling, research, sampling, methodologies used, market research projects and results and reports production are, and have been, carried out to the professional standards laid down by the BPC and AIMRO (Association of Irish Market Research Organisations).

Methodology

Polling was carried out by Belfast based polling and market research company LucidTalk. The project was carried out online from 11 - 21 October 2019.

367 full responses were received of which 341 passed the 'audit' in terms of qualifying as resident in the target area. Of these 341 responses, 318 qualified as parents, and 240 qualified as parents with children under 12.

Targeted area:

The broad area in and surrounding Coleraine – including Coleraine town and immediate surrounding area i.e. within 1 mile of Coleraine, North and North-East of Coleraine - Portstewart, Portrush, Blagh, West and North-West of Coleraine - Articlave, Castlerock, Downhill (and towards Limavady), South of Coleraine - Macosquin, Castleroe, Macfin (and towards Ballymoney), East of Coleraine - Cloyfin, Ballyrashane, Balybogey.

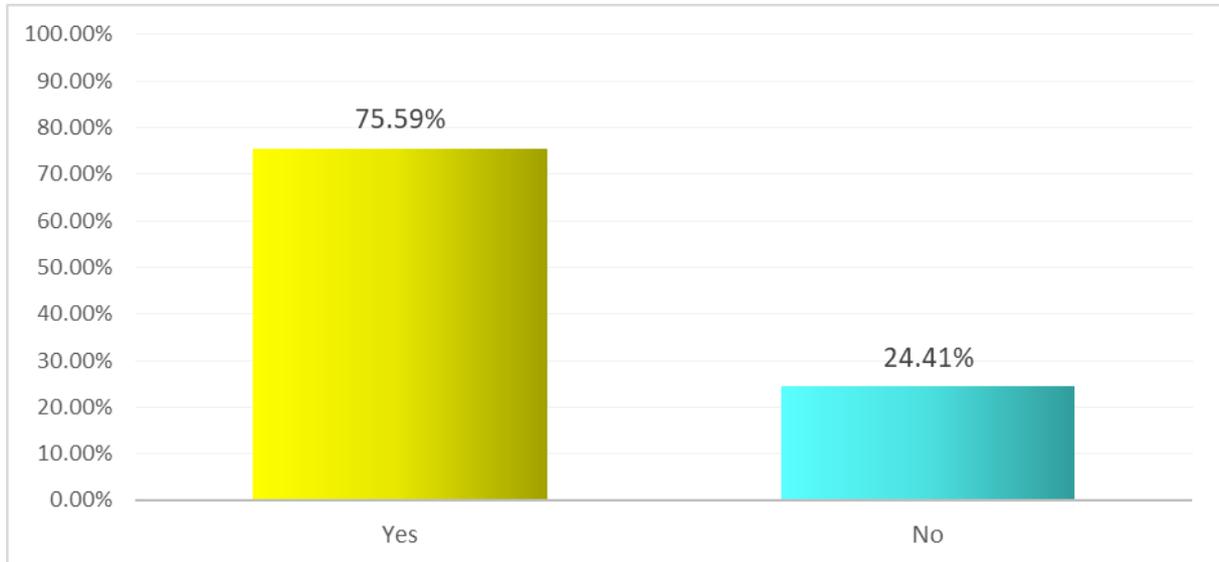
NB These are approximate estimates based on IP (Internet Protocol) address analyses etc.

The results presented below are mathematically representative as representing the views of Parents (with at least 1 child under 12) in the target area to within an error of only +/-2.8%.

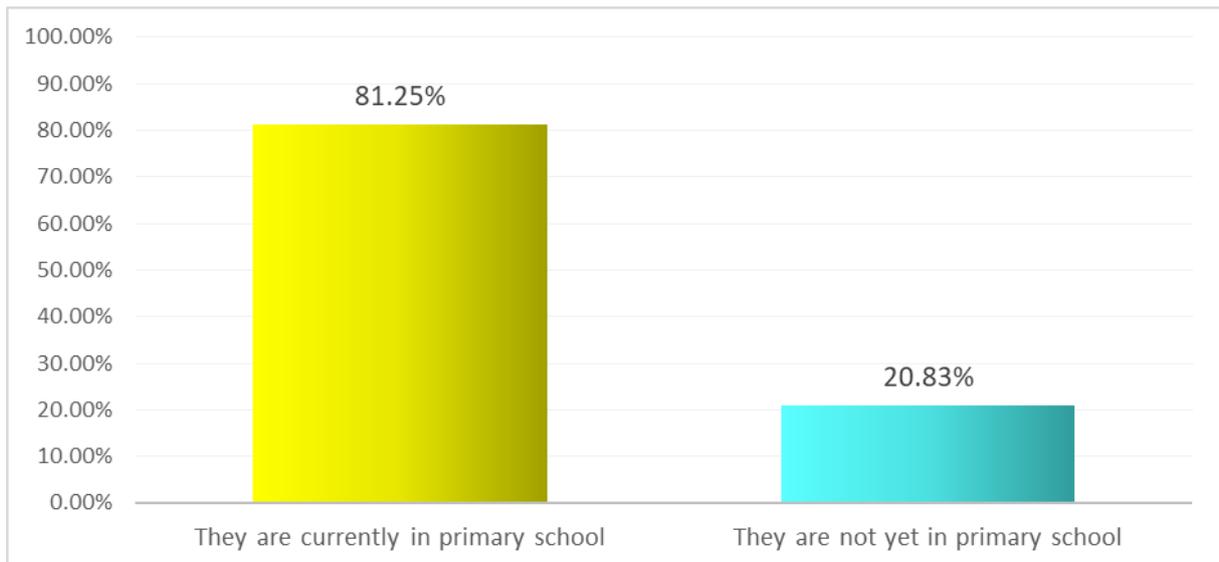
Coleraine Area Micro Poll

Children

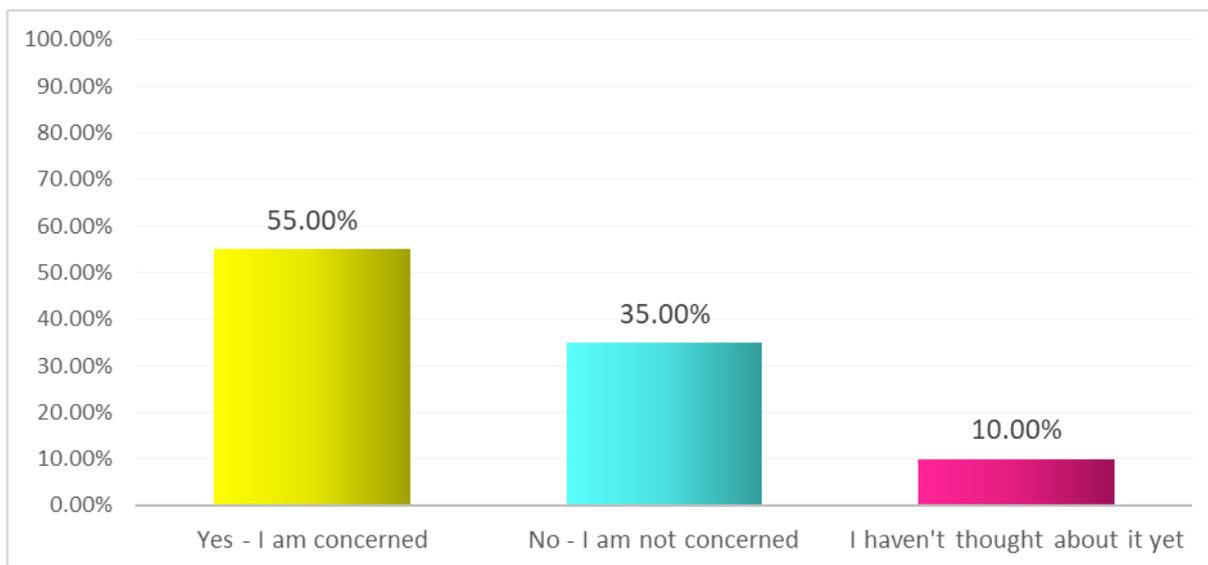
QUESTION 1: Are you a parent of a child aged under 12?



QUESTION 2a: You have said you are a parent. May we ask if your child(ren) are in primary school? (please tick all that apply)



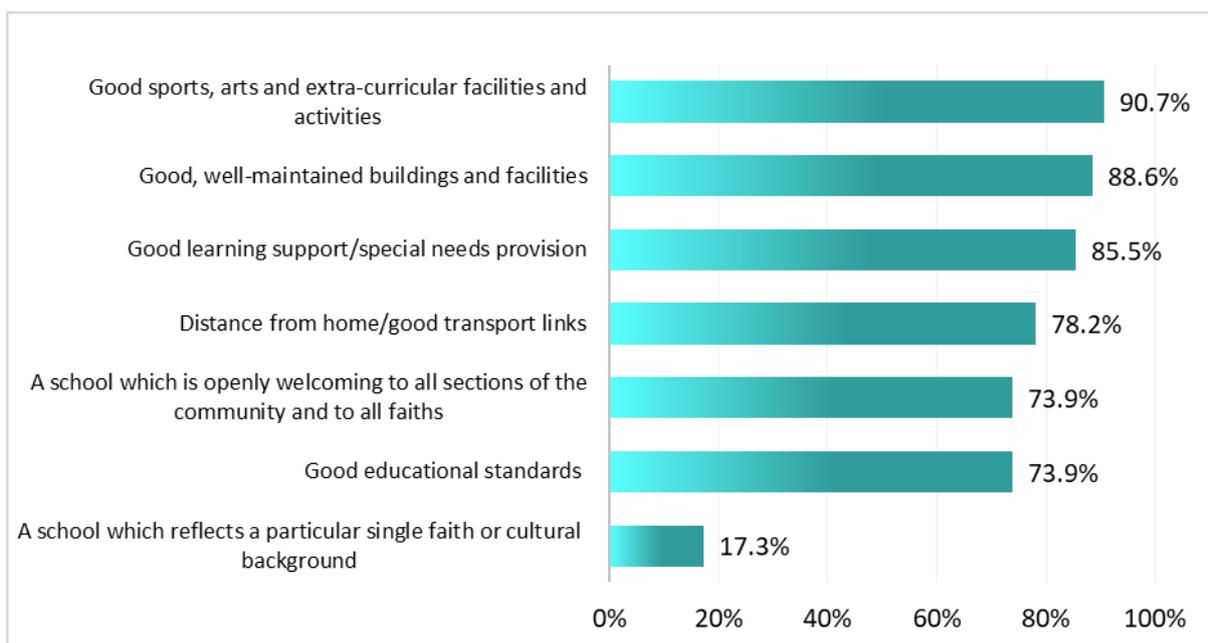
QUESTION 2b: We note that you have child(ren) who are of pre-primary school age. Are you concerned that your child(ren) might not be able to access a place in the school of your choice?



Educational Views

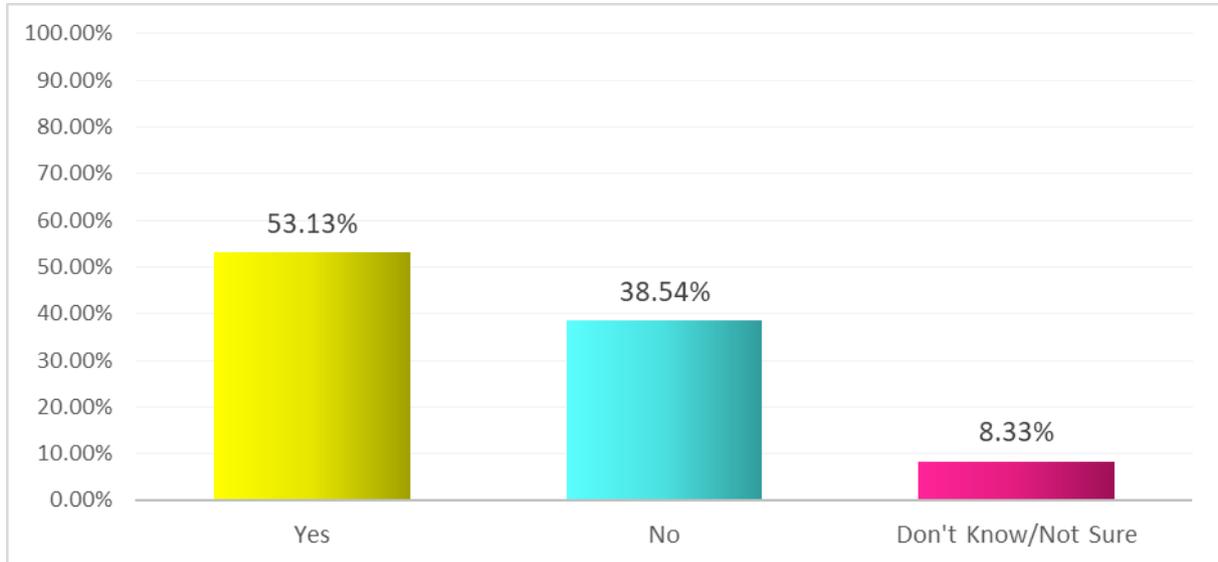
QUESTION 3: As a parent, please rate the aspects below in terms of how important they are or were in choosing a school for your child/ren: Please rate from 'Very Important' - 'Neutral' - 'Very Unimportant'.

Very Important or Important

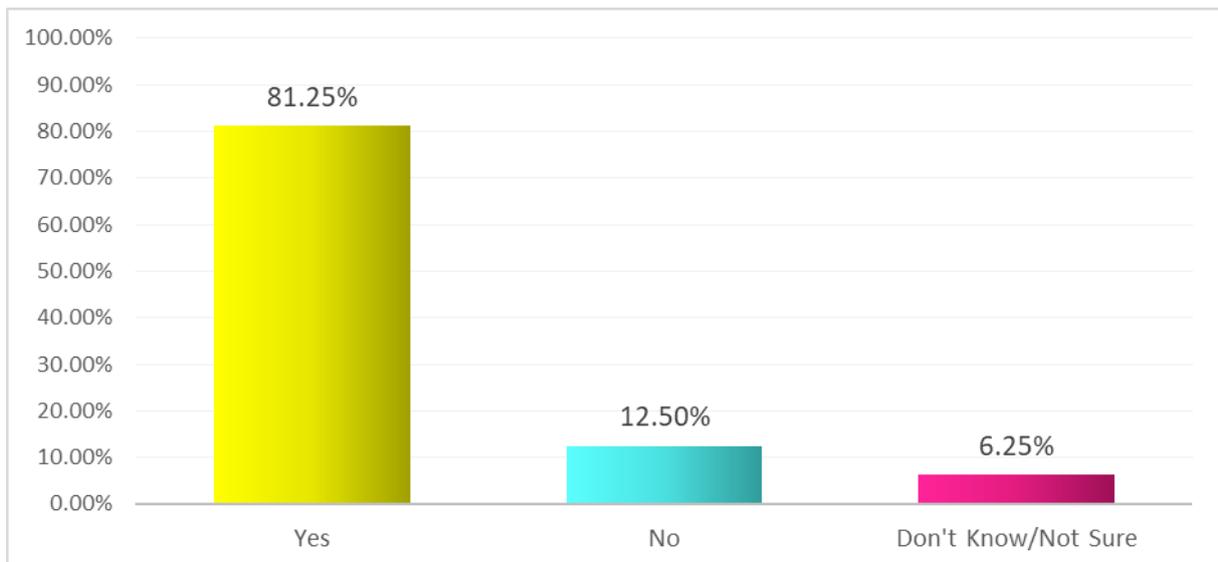


Schools

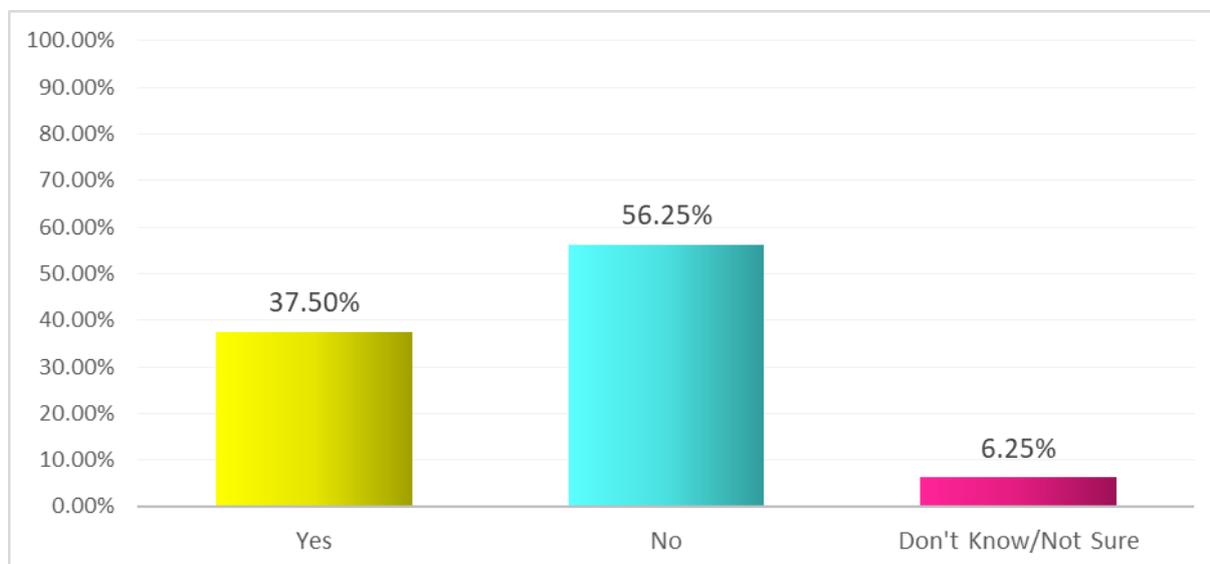
QUESTION 4: Were you aware that almost any school in Northern Ireland can become officially integrated through a process called 'transformation' with the support of parents?



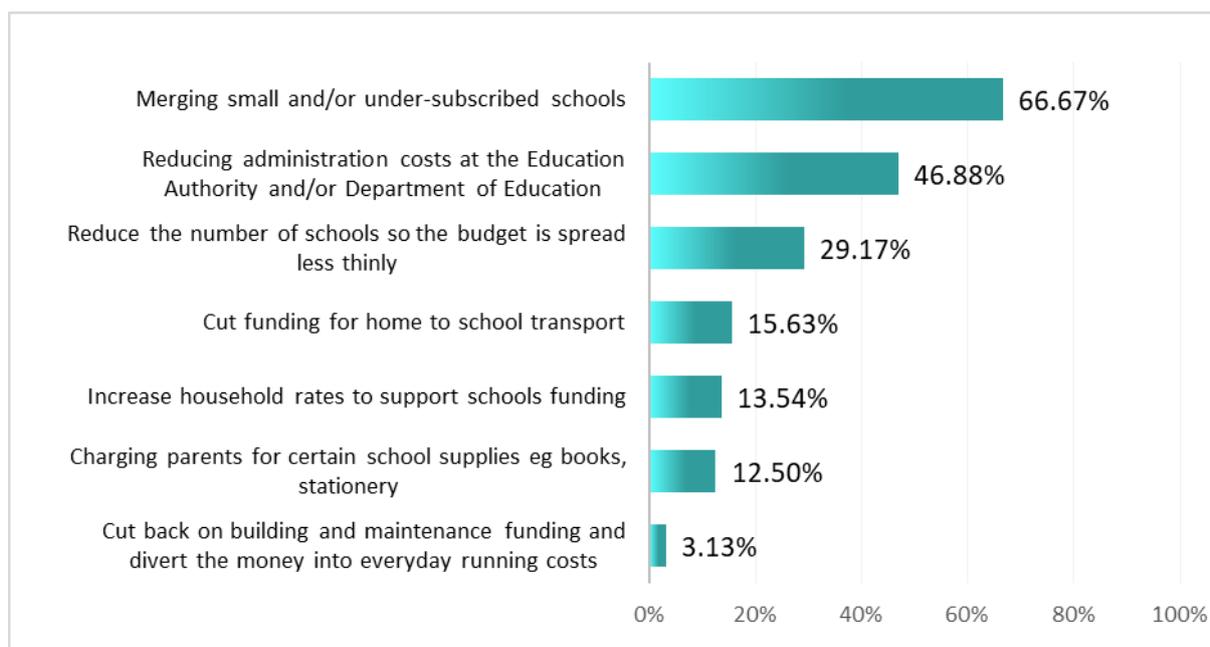
QUESTION 5a: If your child/ren's school, (or - if your child/ren are not at school yet - your local school), was to propose becoming an integrated school, would you support this proposal?



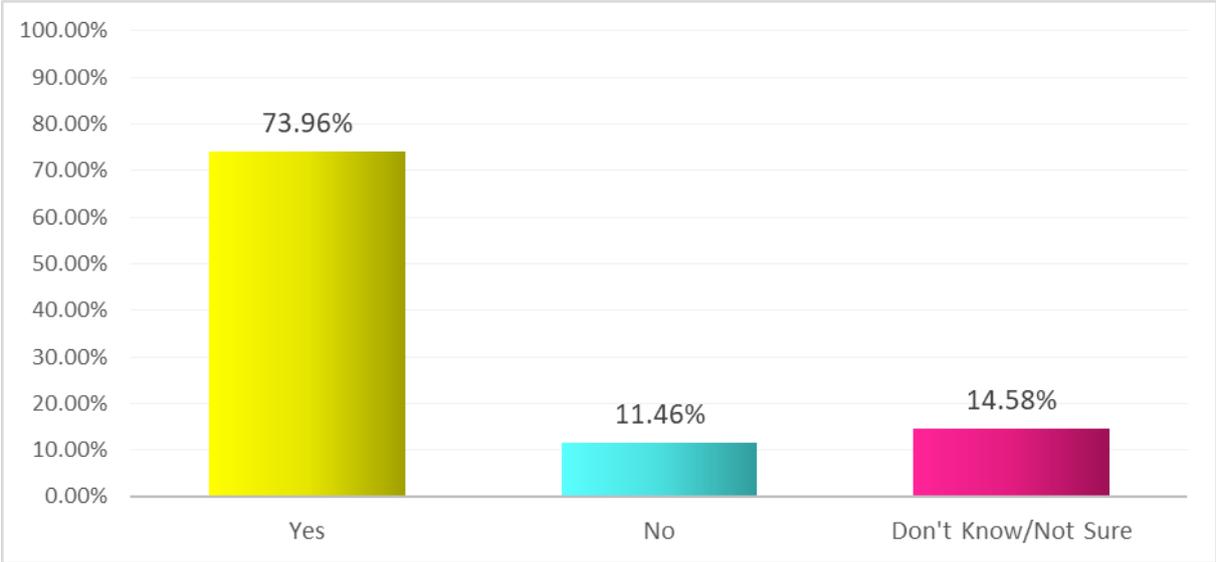
QUESTION 5b: Are you aware of the "Integrate My School" campaign which enables parents to register their support for their child's school to become an integrated school?



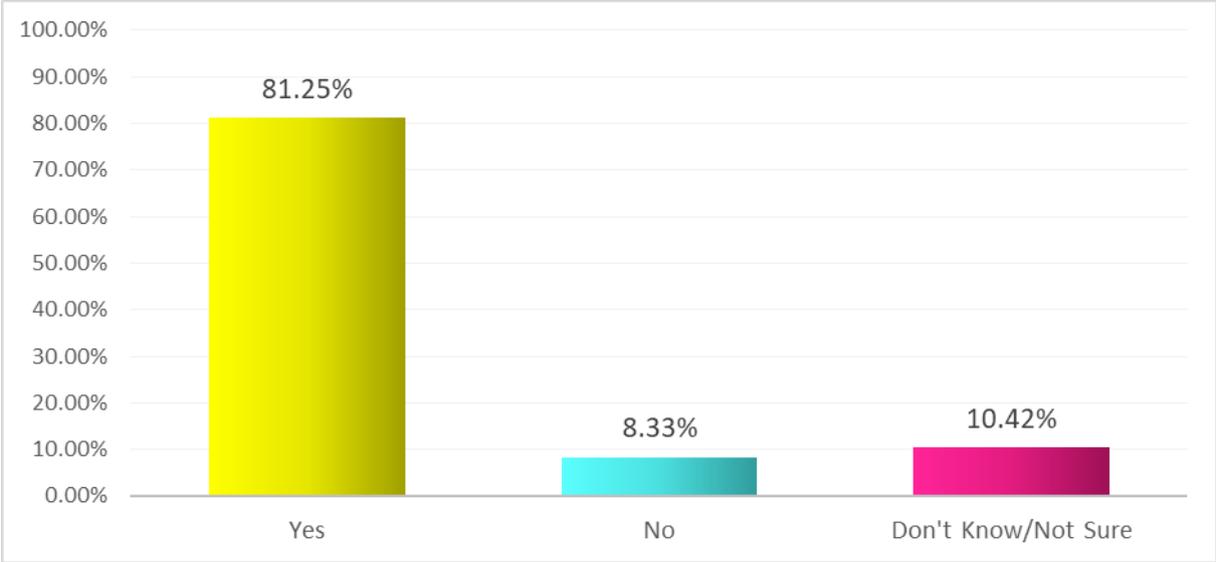
QUESTION 6: You may have heard or read something about schools facing budget pressures. How do you think the Department of Education and Department of Finance should act to ease the pressures? Please pick UP TO 3 choices ie 1,2, or 3 choices



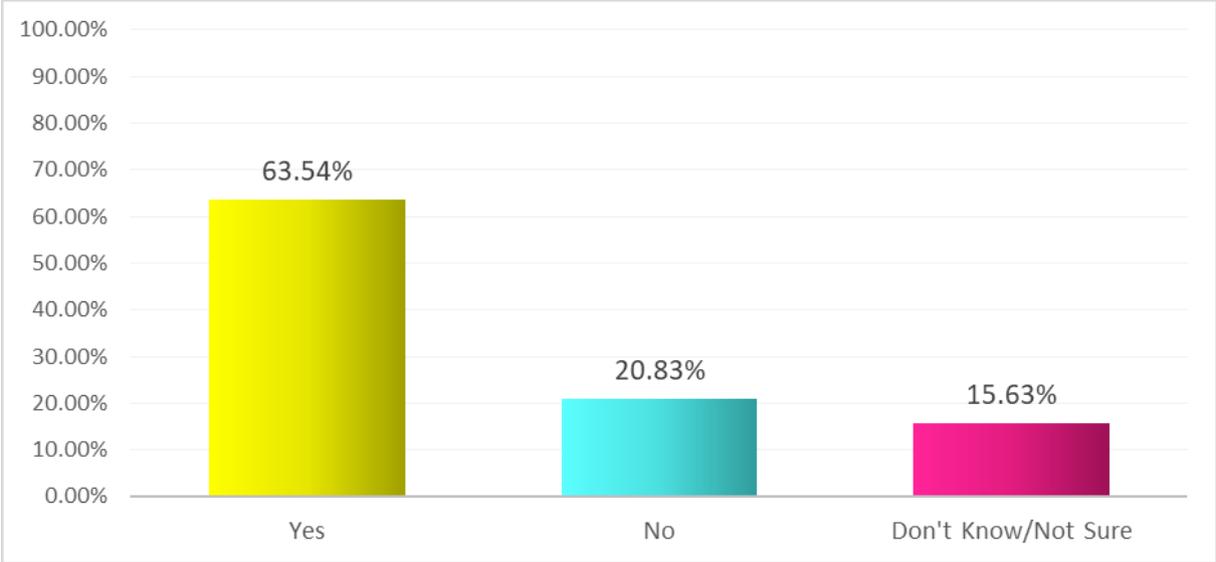
QUESTION 7: Would you support cross-community mergers of schools to rationalise the education system and to save money in Northern Ireland?



QUESTION 8: Should there be an independent, root and branch review of the way that education is planned and delivered in Northern Ireland, to make recommendations for improved efficiency and effectiveness and to ensure the best outcomes for all children?



QUESTION 9: Would you like to be included in any further discussions about educational provision within your area?



LucidTalk

COLLATING OPINIONS COLLECTING VIEWS

The Innovation Centre,
NI Science Park,
Queen's Road,
Queen's Island,
Belfast
BT3 9DT

028 9040 9980
info@lucidtalk.co.uk
www.lucidtalk.co.uk



www.twitter.com/LucidTalk



www.fb.com/LucidTalk



Integrated Education Fund
Forestview
Purdy's Lane
Belfast
BT8 7AR

028 9069 4099
info@ief.org.uk
www.ief.org.uk



www.twitter.com/iefni



www.fb.com/IntegratedEducationFund

Appendix 8 - ETI Interim Report on the Shared Education 2016

An Interim Report on the Shared Education Signature Project

September 2016

ETI: Promoting Improvement in the Interest of all Learners



Providing inspection services for:

Department of Education
Department for the Economy
and other commissioning Departments



2. Teachers learning from one another - Castleroe Primary School and Ballyhackett Primary School

Context

From the outset parents and governors in each school were consulted individually and there was overwhelming support for the partnership. The partnership has played a key role in bringing together our two school communities as well as deriving many positive educational benefits for all our pupils.

Action

One particular challenge was the difference in number of pupils at both schools. This has required us to be more creative about the way that we put classes together to allow all of the pupils access to shared education. The distance between the schools is also a factor which we need to consider when arranging shared activities. In order to make best use of transport and time taken to travel between the two schools we meet less regularly but for a greater part of the school day. Video Conferencing has also been used as a means to maintain contact between shared lessons and as opportunity for pupils to engage in discussion and showcase their learning.

As we have continued our journey as a partnership we have sought to evaluate our approach to planning in order to achieve the best educational outcomes for our pupils. We understand that our shared classes and activities work best when planned and delivered in context. In order to achieve this we have set aside two days per term for each teacher to come together with their colleague in the corresponding year group to plan a joint theme.

Outcome

Teachers benefit from a greater pool of expertise and have the opportunity to learn from each other. As a result their knowledge and understanding of the curriculum increases which leads to greater confidence in their own ability.

Pupils have completed evaluations at the end of thematic units of work which have helped us to understand the skills that they have developed, what they have enjoyed and what they have found challenging. Curricular progress is also measured externally through the submission of end of key stage levels.

Appendix 9: Letter in support of Ballyhackett from a local MLA

I fully support Ballyhackett Primary School's request to transform to integrated status.

Ballyhackett ranks amongst the best primary schools in relation to leadership, financial position, links with the community and above all quality educational experience. The school delivers the full curriculum and much more.

The school has a long-standing tradition of welcoming children of all faiths and is involved in very successful shared education programmes.

At Ballyhackett, children of different faiths are taught to the highest standards and pastoral care is outstanding. The school's maintains outstanding links with the surrounding rural community within which it is embedded.

Another important point: Bellarena Primary School nearby closed at the end of the last school year and many parents opted for integrated education but could not get their children placed because of space. This issue would be addressed by agreeing to Ballyhackett Primary School achieving integrated status.

I am fully in favour of the transformation. The location is ideal, the current circumstances are perfect and we need to take the short-term risk to achieve the long-term gains from the outcomes that will benefit this rural community for many many years to come.