

## APPENDIX A

### EDUCATION AUTHORITY DEVELOPMENT PROPOSAL NO 747 HAZELWOOD INTEGRATED COLLEGE

**Notice is hereby given that a Proposal under Article 79 of the Education Reform (Northern Ireland) Order 1989 has been submitted to the Education Authority by the Board of Governors of Hazelwood Integrated College to the effect that:**

**Hazelwood Integrated College will increase its approved admissions number from 160 to 175 with effect from 1 September 2025, or as soon as possible thereafter.**

A copy of the Proposal and Case for Change may be inspected at the offices of the Education Authority, 40 Academy Street, Belfast, BT1 2NQ, between the hours of 9.00 am and 4.30 pm and [www.eani.org.uk/school-management/area-planning/development-proposals](http://www.eani.org.uk/school-management/area-planning/development-proposals).

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

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

**Richard Pengelly**  
**Chief Executive**

**APPENDIX B**



## Summary/Overview

<b>AREA PLANNING DISTRICT</b>	Locality East – Belfast City LGD
<b>DP NUMBER</b>	747
<b>PROPOSER</b>	Board of Governors of Hazelwood Integrated College Contact: Mrs Aine Leslie (Acting Principal) Number: 02890774202 Email: info@hazelwood.belfast.ni.sch.uk
<b>SCHOOL(S) NAME</b>	Hazelwood Integrated College
<b>SCHOOL REFERENCE</b>	126-0269
<b>TYPE</b>	Post Primary
<b>MANAGEMENT</b>	Grant Maintained Integrated
<b>DP PUBLICATION DATE</b>	Week commencing 7 April 2025
<b>PROPOSAL</b>	<p>The Board of Governors of Hazelwood Integrated College proposes to increase its approved admissions number from 160 to 175 with effect from 1 September 2025 or as soon as possible thereafter.</p> <p>They are seeking to make the temporary variation that has been in place over the past three years permanent. They are requesting that the admission number remains at 175 rather than 160. The enrolment number at the College was increased from 850 to 1010 in 2017. Due to the restructuring of sixth form no increase to the current enrolment number of 1010 is required.</p> <p>This proposal supports the Department of Education’s statutory duty to meet demonstrated parental demand for Integrated Education in the Belfast Council area. This proposal supports the area plan for post-primary provision in Belfast. It also meets the sustainability assessment; the rural needs impact and the equality needs assessment.</p>

## Statutory Consultation

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

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

### EDUCATION AUTHORITY COMMENTARY ON PRE-PUBLICATION STATUTORY CONSULTATION

<p><b>PROPOSER</b></p> <p>Provide detail of consultation with the Board of Governors, teachers and parents of the affected school(s) – dates of meetings / letters. Good practice suggests all staff (including non-teaching) should be consulted as well as pupils.</p> <p>Summary and assessment of views received – how were these taken into account before publication of the DP?</p>	<p>The Board of Governors at Hazelwood Integrated College have been in favour of the College applying for temporary increases to the admissions number for a number of years. Prior to the temporary variation application for September 2022 intake, it was agreed that the school would stabilise its requests for increases to a maximum of 175. This was deemed an appropriate number to ensure that the quality of education would be at an optimum level. The College has approval for a temporary increase of its admissions number to 175 until September 2025.</p> <p>The Governors arrived at the decision to formally proceed with a Development Proposal to seek a permanent change to the school’s admissions number, at a meeting of the Board of Governors on 24<sup>th</sup> November 2023</p> <p>This was also an agenda item at Board of Governors meetings on the following dates:</p> <ul style="list-style-type: none"> <li>• 11 Jan 2024</li> <li>• 6 March 2024</li> <li>• 8 May 2024</li> <li>• 25 Sept 2024</li> </ul> <p>Members of staff were informed of the Governors decision following the meeting on 24<sup>th</sup> November 2023 and updated during Principal briefings at Staff Development Days. Staff were formally invited by email to schedule 1-1 or small group meetings to discuss the Development Proposal with the Principal between 2<sup>nd</sup>-31<sup>st</sup> May 2024. There were no concerns raised by Hazelwood College staff.</p> <p>A 4-week consultation process took place with other stakeholders between the 1<sup>st</sup> May-31<sup>st</sup> May 2024. The school Principal wrote to 172 Principals from Primary Schools within a 10 miles radius to inform them of the Governors decision and to seek their view using an online questionnaire. The same questionnaire went to Parents and Carers of the College seeking their feedback. Students were asked for their view via the Student Council Representatives in meetings throughout April and May.</p> <p>Copies of the letters and email communication can be seen in <a href="#">Appendix 1</a> along with a summary of responses. The responses indicated the overwhelming support by all stakeholders for the proposal.</p> <p>The College conducted a further period of consultation between the 15.11.24 and 15.12.24. This consultation period invited stakeholders to view and comment on the Development Proposal and Case for Change Draft documents.</p> <p>The same groups of stakeholders were included in this consultation period as follows:</p> <ul style="list-style-type: none"> <li>• Governors</li> <li>• Staff (Teaching and Non-Teaching)</li> <li>• Pupils</li> <li>• Parent / Carers</li> <li>• Principals of Primary Schools within a 10 Mile Radius</li> </ul>
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	<p><b>SIGNED:</b> <i>Trevor Parkhill</i>                      <b>DATE: 18.12.24</b></p>
<b>CONFIRMATION BY THE PROPOSER</b>	<p>I confirm that the school(s) Board of Governors, Staff and Parents of Pupils were consulted on, and Equality Screening of the proposal has been carried out and the statutory requirements of the Rural Needs Act (NI) 2016 have been considered where appropriate.</p> <p><b>NAME:</b> Trevor Parkhill                      <b>OFFICE HELD;</b> Chairperson BOG</p> <p><b>SIGNED:</b> <i>Trevor Parkhill</i>                      <b>DATE: 18.12.24</b></p>

**ASSOCIATED PROPOSALS**

DP XXX Published DD/MM/YY	
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*The following is to be completed and signed off by the EA.*


**Case for Change: Statutory Consultation**

**EDUCATION AUTHORITY COMMENTARY ON PRE-PUBLICATION STATUTORY CONSULTATION**

*The following is to be completed and signed off by the EA.*

**The Education Authority (EA)**

I confirm that the schools which the Education Authority consider might be impacted by this proposal were consulted on 23 January 2025 with a return date of 5 March 2025.

Name:	Cynthia Currie
Office Held:	Interim Director of Education
Signed:	
Date:	1 April 2025

Provide detail of consultation with schools that may, in the EA's opinion, be affected by the proposal - list of schools, dates of letters issued to schools/meetings.

Summary of views received (number of responses, recurring themes, petitions, community support or opposition).

Responses/Assurances in respect of issues raised during consultation.

Dates of EA meetings eg Strategic Planning and Policy Committee/ Board etc

Details of issues raised by members of EA Board




In accordance with Article 14 of the Education and Libraries (Northern Ireland) Order 1986, a copy of the proposal was sent on 23 January 2025 to schools which, in the opinion of the Education Authority, might be affected by the proposal. A total of 119 local schools which might be affected by the proposal were forwarded a copy of the proposal. Comments were invited from the Boards of Governors and Trustees to be returned to the Education Authority by 5 March 2025.

The Education Authority received one response from affected schools. A response was received from the Controlled Schools' Support Council.

A summary is provided below:

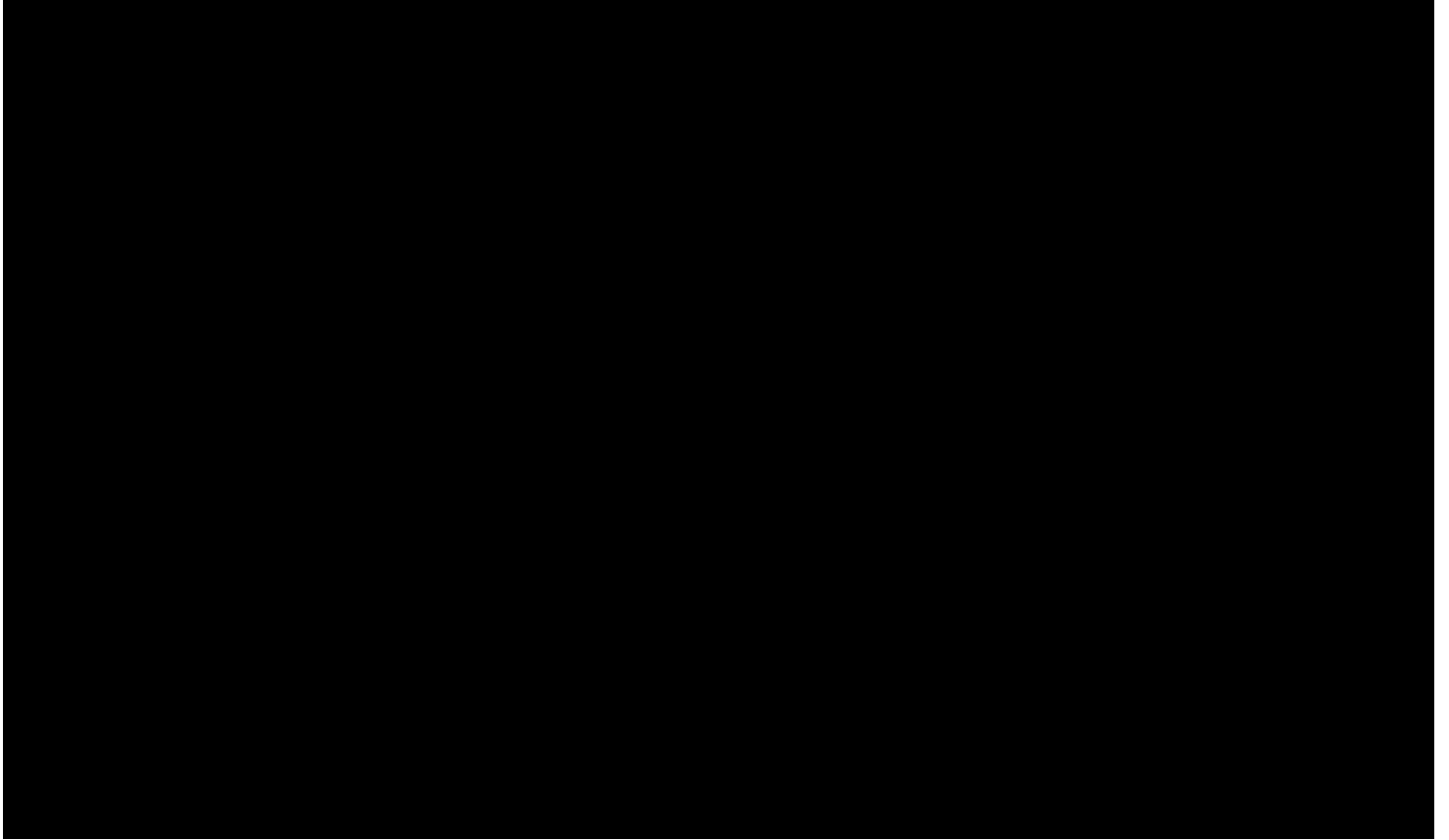
**Summary Comments – Do Not Support the Proposal**

- The current capacity in post primary integrated schools in the local area is currently higher than demand for integrated post primary places.
- Acknowledges the significant growth in the enrolment but emphasises that there are available Year 8 places in a local integrated college within the area.
- The falling enrolment trajectory in the primary sector which will impact at post primary level, 2026 and beyond to be considered. While Temporary Variations for Hazelwood Integrated College, from 160 to 175, have not had a negative impact on integrated post primary provision in the area to date, declining live births in the Antrim and Newtownabbey and Belfast LGD suggest that this will not be the case going forward should the admissions number of 175 be made permanent.
- While Hazelwood Integrated College is consistently oversubscribed at Year 8, the

	<p>transformation of Integrated College Glengormley has increased integrated post-primary places available in the area.</p> <p>This development proposal was discussed by the Education Authority's Strategic Planning and Policy Committee at its meeting on 1 April 2025.</p> <p>In consideration of the above, and the Case for Change, the Education Authority is proposing to publish Development Proposal 747 during the week beginning 7 April 2025.</p>								
<p><b>EDUCATION AUTHORITY COMMENTS</b></p> <p>In the context of planning on an area basis - what is the EA's view of the proposal, taking into account any pre-publication consultation. Does the EA support the proposal?</p> <table border="1" data-bbox="161 958 580 1189"> <tr> <td>Name:</td> <td>Cynthia Currie</td> </tr> <tr> <td>Office Held:</td> <td>Interim Director of Education</td> </tr> <tr> <td>Signed:</td> <td></td> </tr> <tr> <td>Date:</td> <td>1 April 2025</td> </tr> </table>	Name:	Cynthia Currie	Office Held:	Interim Director of Education	Signed:		Date:	1 April 2025	<p>The Education Authority recognises its duty to encourage, facilitate and support integrated education under the Integrated Education Act (Northern Ireland) 2022 which came into operation on 26 October 2022.</p> <p>However, the Education Authority does not support the proposal for Hazelwood Integrated College to increase its approved admissions from 160 to 175 as:</p> <ul style="list-style-type: none"> <li>• The additional places (Temporary Variations) awarded to Hazelwood Integrated College in the years 2022 to 2025 were required to address population peaks. In strategically planning for integrated post primary places within the area, primary schools are showing a downturn in enrolment numbers which, this year, is filtering into the post primary sector. Enrolment and applications to the main feeder primary schools for Hazelwood Integrated College are declining.</li> <li>• Currently, there are available Year 8 places at integrated post primary schools in the area. The Integrated College Glengormley transformed from controlled to controlled integrated status in 2022 and, while numbers have increased, the college has available places in Year 8.</li> </ul> <p>Therefore, in consideration of the declining trajectory in transfer numbers from primary schools and current available places in the Integrated College Glengormley, any increase in admissions at Hazelwood Integrated College will have a negative impact on other local integrated post primary schools.</p> <p>In consideration of the above, and the Case for Change, the Education Authority is proposing to publish Development Proposal 747 during the week beginning 7 April 2025.</p>
Name:	Cynthia Currie								
Office Held:	Interim Director of Education								
Signed:									
Date:	1 April 2025								

**HAZELWOOD INTEGRATED COLLEGE**

**CASE FOR CHANGE**



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# 1. Background

## 1.1 Introduction and Description of School

The vision of the Department's 'Schools for the Future: A Policy for Sustainable Schools', is to create a network of strong viable schools which provide children with a high-quality education, not only for their benefit, but for the benefit of society. The policy notes that education is central to ensuring that young people are given every opportunity to prepare for life in a diverse society. Education should equip young people to explore political, religious, ethical, and cultural diversity, while developing mutual respect to grow an understanding of our interdependence as equal members of society. Since its inception Hazelwood Integrated College has provided an environment where this vision is lived out.

Due to the efforts of a pioneering group of parents, against a backdrop of segregation and violence, the College was established in 1985 with an enrolment of 17 pupils. The vision of the founders was to create an educational environment where both Protestant and Catholic children could be educated together. In September 1986 the school moved to its present site on the Whitewell Road with a student body of 70. For a further 3 years the College was independently funded until it was approved for funding as a Grant Maintained Integrated School from September 1988 onwards. Today Hazelwood Integrated College has a student body of 1095 members.

The student population is extremely diverse and contains high proportions of the most marginalised and vulnerable groups in society. Almost 50% of young people are entitled to Free School Meals; the school has an extremely high proportion of care experienced young people; almost 100 young people hold a statement of Special Educational Need, and the number of Newcomer students is steadily increasing. The school is grounded in ensuring that issues of educational underachievement are addressed and that all children are treated with equity, fairness, respect, and are nurtured to reach their full potential. The student body broadly represents the two main religious traditions in Northern Ireland as well as those of other faiths and none. The College has been influential in challenging religious and educational division since its inception and has become established as one of the main schools of choice in North Belfast.

The College has an admissions number of 160 and is consistently oversubscribed. Due to the demand for places, the College sought and were granted several temporary variations to its admissions number. In 2018 the admissions number increased to 194, in 2019 200 places were awarded, and in 2022 the number increased to 175 places. The College was subsequently granted a 3-year temporary increase by the Department of Education as part of the additional places exercise. This programme seeks to increase the number of school places in areas and sectors where oversubscription is anticipated. Of the 130 additional places allocated in this programme, 110 were allocated to the Integrated sector including 15 to Hazelwood Integrated College. While the temporary increases have supported the oversubscription of the College to a degree, high numbers of applicants are still denied a place and access to Integrated Education annually. The temporary nature of these increases presents insecurity and an inability for the school leaders to plan appropriately for the future.

This proposal to increase the admissions number, of Hazelwood Integrated College should be considered within the context of The Education Reform (Northern Ireland) Order 1989 which introduced a statutory duty upon the Department of Education to "*encourage and facilitate*" the development of

Integrated Education. This was amended in the Integrated Education Act (NI) 2022<sup>1</sup> which enhanced this duty to include “*encourage, facilitate and support*” the development of Integrated Education. The Act defines “support” as “*identifying, assessing, monitoring and aiming to meet the demand for the provision of Integrated Education*” and providing sufficient places to aim to meet demand.

## 1.2 Analysis of Locality

Hazelwood Integrated College is located in North Belfast, on the periphery of Newtownabbey in the Belfast Local Government District (LGD) and serves a range of communities from the surrounding areas.

### CHARACTERISTICS OF THE BELFAST LGD / ANTRIM AND NEWTOWNABBEY LGD

Hazelwood Integrated College draws 62.2% of its students from the Belfast LGD, and most of the remainder of the student population from the Antrim and Newtownabbey LGD (35.5%).

According to results of the 2021 Census, Belfast is the largest Local Government District with a population of 345,418, representing 18.1% of the population of Northern Ireland. Antrim and Newtownabbey LGD has a population of 145,661, representing 7.7% of the population of NI.

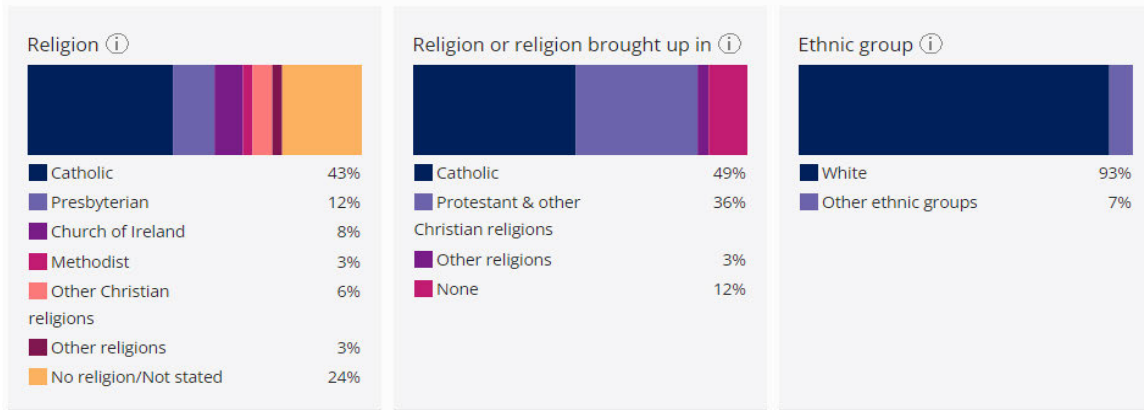
Diagrams 1 and 2 below show the demographic profile of the two main Local Government Districts that Hazelwood Integrated College draws students from. The diagrams demonstrate that the areas have a high level of community and religious diversity. In the Belfast LGD the two main religious communities are fairly evenly represented with 49% identifying as Catholic and 36% as Protestant. In the Antrim and Newtownabbey LGD there is a balance of 31% identifying as Catholic and 55% as Protestant. Those who identify as having a background of other religions or no religion, represent 14-15% of the LGDs. The College currently allocate 40% of its places to pupils from each of the two main religious traditions and 20% of places to those of other religions / no religion. This is in keeping with the demographic of the two main LGDs from which Hazelwood draws its students.

**Diagram 1.** Belfast LGD demography profile including age structure, ethnicity, religion or religion brought up in (2021 Census statistics).

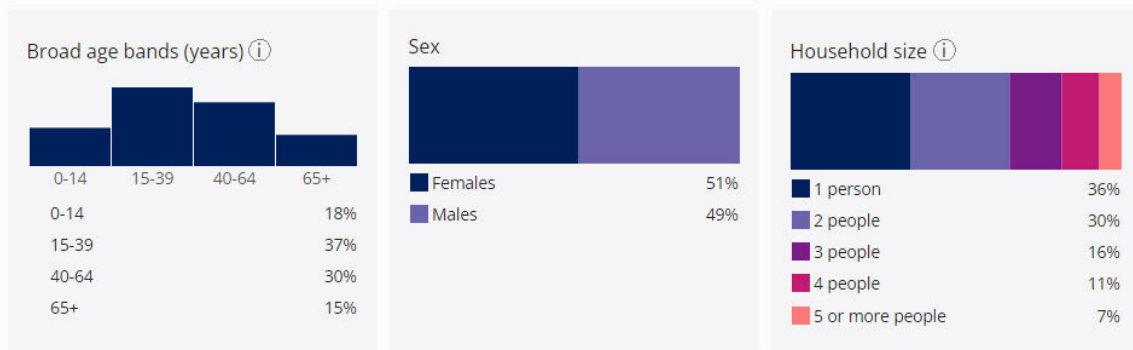
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<sup>1</sup> <https://www.legislation.gov.uk/nia/2022/15/contents/enacted>

Census 2021 - Belfast - Religion, Religion or religion brought up in, Ethnic group



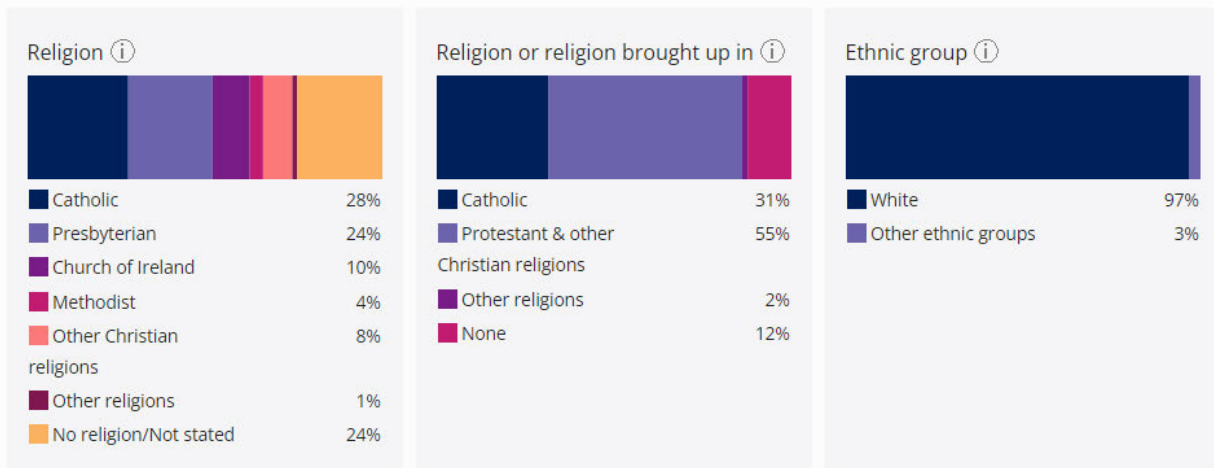
Census 2021 - Belfast - Broad age bands (years), Sex, Household size



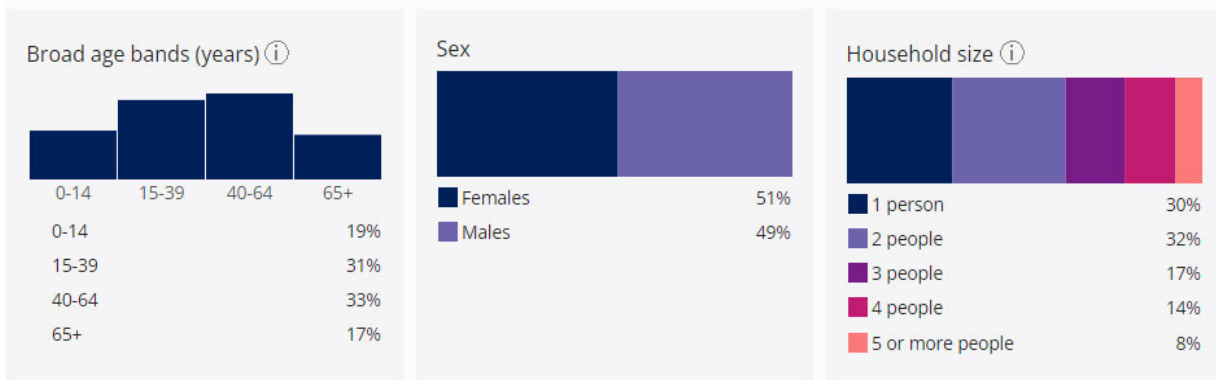
Source: NISRA Area Explorer – <https://explore.nisra.gov.uk/area-explorer-2021/N09000003/>

**Diagram 2.** Antrim and Newtownabbey LGD demography profile including age structure, ethnicity, religion or religion brought up in (2021 Census statistics).

Census 2021 - Antrim and Newtownabbey - Religion, Religion or religion brought up in, Ethnic group



Census 2021 - Antrim and Newtownabbey - Broad age bands (years), Sex, Household size



Source: NISRA Area Explorer – <https://explore.nisra.gov.uk/area-explorer-2021/N09000001/>

**CHARACTERISTICS OF THE CASTLE DISTRICT ELECTORAL AREA**

Hazelwood Integrated College is located in the Castle District Electoral Area (DEA), found within the Belfast Local Government District. The Castle DEA is an area which covers 19km<sup>2</sup> and is arguably one of the most religiously mixed areas in the city. According to the results of the 2021 Census, the Castle DEA data demonstrates the following regarding the resident population:

- **93%** were from the white ethnic group, **7%** were from other ethnic groups.
- **51%** belong to or were brought up in the Catholic Religion, **35%** belong to or were brought up in Protestant or Other Christian Religions, **3%** belong to or were brought up in Other Religions, and **11%** belong to or were brought up in no Religion.
- **28%** indicated that they had a British national identity, **34%** indicated that they had an Irish national identity, and **18%** indicated they had a Northern Irish national identity (Respondents could indicate more than one nationality)

The diversity of the Castle DEA is reflected in the population of Hazelwood Integrated College and clearly demonstrates the need for Integrated Education in the locality. The oversubscription of the College also demonstrates the need for additional places within the locality to serve the diverse community.

Castle DEA has an approximate population of 32,665. 6,561 of residents are aged 0-15 years (20%, NI average 21%). Child Poverty levels are high with 31.8% (NI average 25.6%) Post Primary school leavers eligible for Free School Meals in 2020/21. Poverty and Income Deprivation remains a key issue in the Tigers Bay, Mount Vernon, Whitewell / Whitecity areas, which are all within walking distance of the College.

The relationship between poverty, poor educational attainment and ill health is well documented. The current economic crisis has also led to social problems and many families living in debt. The Deprivation Income Score (2017) for Castle DEA is 13.4%. This Income Score measures the proportion of the population living in households whose equivalised income is below 60 per cent of the NI median. The Deprivation 2017 Income Score aged 15 and under for Castle is 19.9%. This Income Score measures the proportion of the population aged 15 and under living in households whose equivalised income is below 60 per cent of the NI median.

This data reflects the urgent need for high quality secondary education to promote higher proportions of school leavers achieving qualifications which will enable them to successfully engage in the world of work or aspire to further / higher education.

The high proportion of young people from the most marginalised groups of society in attendance at the College (see [section 1.7](#)), reflects the need for additional school places to provide access to high quality education and meet the needs of those in the Castle DEA.

### 1.3 Pupil Distribution

As previously mentioned, Hazelwood Integrated College attracts the majority of students from the Belfast LGD, and the bulk of the remainder from the Antrim and Newtownabbey LGD. More detail on the areas students reside in can be found in Table 1 in [Appendix 3](#).

Hazelwood College is the only Integrated Post Primary school in North Belfast and is significantly oversubscribed annually. Map 1 clearly displays a high density of students who attend the College residing in North Belfast. The additional places exercise carried out by the Department of Education in March 2022 highlighted the need for increased Post Primary school places in the Belfast area. As such the College was granted temporary variations to the admissions number for 2022, 2023, 2024 and 2025. While these increases have served to alleviate some pressure on school places and meet the demand for places in the Integrated sector, the College has remained oversubscribed.

**Map 1.** Location of Hazelwood Integrated College, other local Post Primary provision and distribution of pupils attending HIC in 2022/23 academic year by postcode.



*Source: Education Authority*

As outlined in Map 1, students attending the College also reside in areas much further than the immediate locality surrounding the school. This further demonstrates the high demand for Post Primary school places in the Integrated sector and the high-quality education offered at Hazelwood Integrated College.

## 1.4 Current Accommodation and Site

The College 4.8-hectare site centre's around Graymount House, a building of historical significance which was listed in 1987. In addition to Graymount House there are 2 other core buildings and a range of modular buildings. The College has an outdoor basketball court and an all-weather pitch. The school facilities enable the delivery of a curriculum which is challenging, balanced and suitable for every learner.

**Graymount House** contains the school reception, a range of offices and the Music Department.

The **Assembly Building** was added in 1998 and comprises the Mathematics department as well as the Assembly Hall and Cafeteria. The Assembly Hall has a capacity of 320 and the cafeteria 250.

The **Millennium Building** opened in 2000 and houses the Library, Careers, English, Art & Design, Science, Technology, ICT, Home Economics, Health and Social Care, PE and Drama Departments.

On the former **Cedar Lodge** School site there is an 18-classroom mobile acquired from Lagan College in 2013, as well as 6 additional mobile classrooms. The Geography, History, RE, Modern Languages, Business Studies and SEN Departments are located in the modular buildings.

Hazelwood College has held a temporary increase to its admission number annually since 2022 taking in 175 students. This has been managed without adaptation to the current site.

## 1.5 Existing Capital Proposals / Minor Works applications

Hazelwood College was approved for a 'New Build' by the Department of Education in 2022, and allocated funding via the Fresh Start Agreement. While the Fresh Start funding was repurposed in the UK government's financial settlement for the executive in early 2024, the project remains live as part of the capital builds programme (major works).

The project is currently preparing for its formal planning application submission. Planning approval is expected in February 2025. RIBA 4 (Technical design) formally commenced on Friday 6th September 2024. There remains uncertainty around the overall timeframe of the project due to the withdrawal of the Fresh Start funding and ongoing financial pressures within the education system.

## 1.6 Enrolments, Applications and Admissions

Hazelwood Integrated College has an approved enrolment of 1010 and a current enrolment of 1095 (2023/24). As seen in Table 2 below, the school is highly sustainable with no available places since 2019.

**Table 2.** Enrolment Statistics for Hazelwood Integrated College 2015/16 to current cohort.

Academic Year	Approved Enrolment	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14	Total
2015/16	850	152	147	144	140	144	101	72	900
2016/17	850	182	151	147	146	137	103	70	936
2017/18	930	170	171	153	147	144	94	75	954
2018/19	930	204	169	173	146	146	101	62	1001
2019/20	960	216	201	169	175	141	75	71	1048

2020/21	1,010	182	211	197	168	171	81	70	1080
2021/22	1,010	175	181	207	198	168	81	68	1078
2022/23	1,010	182	174	181	202	192	97	67	1095
2023/24	1,010	187	183	180	177	202	83	83	1095
2024/2025 (Source: School)	1,010	188	186	180	176	176	95	66	1066

Source: Department of Education

The school has a current approved admissions number of 160. However, there has been an approved increase to the admissions number to 175 since September 2022. This Temporary Variation has been approved by the Department of Education until September 2025.

Despite having several temporary increases, Hazelwood Integrated College has remained heavily oversubscribed. Annually the College receives more 1<sup>st</sup> preference applications than available places, and often many 1<sup>st</sup> Preference applicants do not gain entry. On average annually, over the last 5 years, 27.5% of 1<sup>st</sup> Preference applicants missed out on a place at the school. There is a continued and consistent high demand for additional places at Hazelwood Integrated College despite lower recorded birth rates in the local area.

**Table 3.** Applications and Admissions for Hazelwood Integrated College for the previous 7 years (these figures do not include students with a statement who are considered supernumerary).

Year	Approved Admissions	1st Preference Applications	1 <sup>st</sup> Preference Accepted	Total Applications	Total Admitted	% of 1 <sup>st</sup> Preference Applicants Gaining a place
2018/19	160	195	195	213	195	100%
2019/20	200	236	200	264	200	84.7%
2020/21	160	256	160	294	160	62.5%
2021/22	160	202	160	234	160	79.2%
2022/23	175	232	169	255	176	72.8%
2023/24	175	256	166	277	175	64.8%
2024/25*	175	190	157	222	175	83.0%

Source: EA Applications, Admissions and Enrolment Quadrant (accessed May 2024)

\*School Sourced

## 1.7 Integrated Education Act (NI) 2022

The Integrated Education (NI) Act 2022<sup>1</sup> defines the meaning of Integrated Education as:

*the education together, in an Integrated school, of –*

<sup>1</sup> <https://www.legislation.gov.uk/nia/2022/15/contents/enacted>

- (a) those of different cultures and religious beliefs and of none, including reasonable numbers of both Protestant and Roman Catholic children or young persons.
- (b) those who are experiencing socio-economic deprivation and those who are not; and
- (c) those of different abilities

An “Integrated school” is a school which –

*‘Intentionally supports, protects and advances an ethos of diversity, respect and understanding between those of different cultures and religious beliefs and of none, between those of different socio-economic backgrounds and between those of different abilities’.*

Section 2 of the Integrated Education (NI) Act 2022 sets out the purpose of Integrated Education as the following:

*The purpose of Integrated Education is –*

- (a) to deliver educational benefits to children and young persons;
- (b) to promote awareness and appreciation of human rights;
- (c) to promote equality of opportunity;
- (d) to promote good relations; and
- (e) to promote respect for identity, diversity and community cohesion.

Hazelwood Integrated College sits on an interface area in North Belfast and, as previously stated, was established with the key objective of providing families with an opportunity of education without religious division, at a time when the Northern Ireland school system did not have this provision in North Belfast. Today the two main religious groups in Northern Ireland are well represented in the school population (Table 4) and an ethos of inclusivity permeates the school culture. Students from a wide range of backgrounds, cultures, nationalities, and abilities are welcomed and nurtured to achieve their full potential.

The College remains forward-thinking, embracing educational innovation and living out the values it promotes daily. Values of openness, acceptance and mutual understanding are inextricably linked to high academic standards and achievement. These values support students to become employees of the future in whatever field of endeavour they choose to undertake.

In 2019 ETI<sup>2</sup> reported that:

*‘The school community is founded upon the values of openness, acceptance of others and mutual understanding. The pupils are proud of their diverse communities and demonstrate empathy, initiative, maturity, and highly effective communication skills. In discussions, they expressed their deep appreciation of the opportunities to engage with their teachers, support staff and senior leaders on how to improve their learning and achieve their goals’.*

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<sup>2</sup> [https://www.etini.gov.uk/sites/etini.gov.uk/files/publications/asos-sustaining-improvement-inspection-hazelwood-integrated-college-newtownabbey-county-antrim-126-0269\\_0.pdf](https://www.etini.gov.uk/sites/etini.gov.uk/files/publications/asos-sustaining-improvement-inspection-hazelwood-integrated-college-newtownabbey-county-antrim-126-0269_0.pdf)

The work of the College in this regard has been acknowledged in the achievement of several prestigious awards such as the Derrytrasna Award for Outstanding Pastoral Care (2019), The Pearson Silver Award - UK Secondary School of the Year (2020) and the TES UK Secondary School of the Year Award (2022). While awards and accolades are important recognition for the hard work that takes place day to day, the focus and efforts of the staff and Governors remains on supporting individuals to achieve their full potential, experience success and become *future leaders of tomorrow*.

The College recognise the importance of supporting the most vulnerable members of the school community and ensuring equity of opportunity. The core principle ‘every pupil, every lesson, every day’ overarches a model of high aspiration for all and is maintained through the all-ability teaching model, rigorous tracking and monitoring and the high-level pastoral programme of support. The success of this model is evidenced in performance outcomes which have been in the higher quartile and 95<sup>th</sup> percentile in two out of the last three years (Table 9).

The following section will outline how Hazelwood Integrated College is meeting the current legal definition of Integrated Education.

#### 1.7.1 THE EDUCATION TOGETHER OF THOSE OF DIFFERENT CULTURES AND RELIGIOUS BELIEFS AND THOSE OF NONE.

Hazelwood Integrated College draws its students from a large geographical area across North Belfast, Newtownabbey, and beyond. Details of the full range of areas, community and religious backgrounds can be found in Table 1, [Appendix 3](#). The religious backgrounds across the wide catchment area can be summarised as follows:

- 50% of residents describe themselves as Protestant,
- 30% describe themselves as Catholic,
- 20% describe themselves as ‘Other’ or as having no religious background.

Table 4 below demonstrates the student population of Hazelwood to be largely in line with these trends.

**Table 4.** Religious Backgrounds of students attending Hazelwood Integrated College from 2018/19 to 2023/24.

Academic Year	% Catholic	% Protestant	% Other Christian, Other Religions and No Religion
2018/19	26.8	51.7	21.5
2019/20	27.2	51.1	21.7
2020/21	28.1	49.2	22.7
2021/22	26.9	50.0	23.1
2022/23	27.6	48.5	23.9
2023/24*	30.1	45.1	24.7

Source: Department of Education \* Unverified by DE due to Action Short of Strike

There has been an increase in those identifying as Catholic alongside a small decrease in those identifying as Protestant within the school population. There has also been a steady increase in those designating as 'Other' or 'No Religion', which is in keeping with national trends demonstrated in the 2021 Census data. The school is aware that official designation does not give the full picture. The school acknowledges that it caters for a significant number of children that come from mixed marriages and relationships.

In three out of the last four years the school met its targeted religious balance of 40% Protestant, 40% Catholic and 20% None / Other Religion, in its Year 8 intake. This balanced representation of the two main religious traditions is in accordance with the NICIE Statement of Principles which calls for Integrated Education 'to provide a learning environment where children and young people from Catholic and Protestant backgrounds, as well as those of other faiths and none, can learn with, from and about each other'<sup>3</sup>.

**Table 5. Number and Percentage of Newcomer pupils attending Hazelwood Integrated College.**

Academic Year	Number of Newcomer Pupils	% of Newcomer Pupils
2018/19	19	1.9
2019/20	14	1.3
2020/21	10	0.9
2021/22	15	1.4
2022/23	10	0.9
2023/24	14	1.3
2024/25	27	2.5

Source: Schools Plus, Department of Education

The average percentage of Newcomer pupils in Post Primary schools in the Belfast Council area is 3.4%. The percentage of Newcomer pupils in Hazelwood Integrated College has remained relatively consistent up until the 2024 intake, which demonstrated a notable increase.

The College supports Newcomer pupils with guidance and advice from the EA Intercultural Service, as well as support from staff on site who are trained to work with students for whom English is an additional language. The College provide opportunities for these students to take examinations in their first language to add to their examination profile.

The College celebrate the nationalities and cultures of all within the school community by promoting religious festivals and events. The importance of promoting mutual respect and understanding of religious and cultural diversity is upheld and supported through the Personal Social Education, Religious Education and Assembly programmes.

### 1.7.2 THE EDUCATION TOGETHER OF THOSE WHO ARE EXPERIENCING SOCIO-ECONOMIC DEPRIVATION AND THOSE WHO ARE NOT

Hazelwood IC draws pupils from a wide variety of wards which have a range of levels of deprivation (see [Appendix 3](#) for full ward information). Table 6 outlines the Northern Ireland Multiple Deprivation

<sup>3</sup> <https://nicie.org/wp-content/uploads/2022/06/NICIE-Statement-of-Principles.pdf>

Measure Rank (NIMDM, 2017) for the 20 wards where the highest percentage of Hazelwood Integrated College pupils reside. This represents a total of 80.5% of pupils in the 2022/23 cohort. Wards are ranked from 1, representing the most deprived, to 462, representing the least deprived area.

From the data in Table 6, the following can be deduced:

- 13 of these wards are among the top 25% of most deprived areas in Northern Ireland, 52% of the pupils attending Hazelwood Integrated College reside in these wards.
- 16 of these wards are among the top 50% most deprived areas in Northern Ireland, 68.5% of the pupils attending Hazelwood Integrated College reside in these wards.

The majority of students come from areas of high deprivation; this is consistent with the percentage of Free School Meal Entitlement at the school (Table 7).

**Table 6.** Northern Ireland Multiple Deprivation Measure (2017) for main 20 wards in which pupils at Hazelwood Integrated College are resident (2022/23 cohort).

Ward	% of Pupils resident (2022/23 cohort)	NIMDM (2017) Rank
Bellevue	9.89	131
Duncairn	8.30	13
Valley (Antrim and Newtownabbey)	8.01	114
Shankill (Belfast)	6.14	9
Innisfayle	5.34	271
Rathcoole	5.27	39
Ballygomartin	4.12	120
O'Neill	3.83	25
Woodvale	3.61	4
Water Works	2.89	1
Cliftonville	2.89	65
Fortwilliam	2.60	214
Chichester Park	2.53	137
Forth River	2.53	43
Ballysillan	2.53	102
Mallusk	2.24	421
Whitehouse	2.17	106
New Lodge	1.95	6
Legoniel	1.88	44
Abbey (Antrim and Newtownabbey)	1.81	294

Source: NISRA

Table 7 below shows that Hazelwood Integrated College has a high percentage of pupils receiving Free Schools Meals, which is consistently and considerably higher than the NI average for similar schools. The average percentage of FSM in Post Primary Schools across Northern Ireland is 26.3% (DE, 2023/24), and the average percentage of FSM in Post Primary Schools in the Belfast Council area is 32.0% (DE, 2023/24).

**Table 7. Number and percentage of pupils in receipt of Free School Meals at Hazelwood Integrated College**

Academic Year	Number of HIC pupils receiving FSM	% of HIC pupils receiving FSM	% FSM NI Post Primary Average
2018/19	609	60.8	28.1
2019/20	590	56.3	27.2
2020/21	609	56.4	27.0
2021/22	609	56.5	26.4
2022/23	586	53.5	25.5
2023/24	544	49.7	26.3

Source: DE School Census

The College's ethos is to provide a quality education for all and ensure that those who are most vulnerable are given the opportunity to thrive. The College Governors and Principal are acutely aware of the levels of need and are proactive in providing support to those who are experiencing socio-economic deprivation.

For several years, the College has provided free meals for all students throughout the winter months to ease the financial burden on families. The introduction of a free breakfast for all, resulted in a marked decrease in the number of students reporting to the nurse with upset stomachs and headaches throughout the day. Students who require support with uniform, stationary, school bags etc are supported by the school safeguarding team through vouchers, preloved uniform, or charitable donations. Vouchers for electricity, gas and groceries have been supplied to many families in need. The College avail of the Cash4Kids Mission Christmas campaign annually to ensure that those most in need receive Christmas gifts, and members of the Senior Leadership Team sit on the North Belfast Locality Planning Group, working alongside organisations who seek to support families in need. In response to the high level of need amongst the school community the College developed the 'Hazelwood Help Hub'<sup>4</sup> an online resource which provides information on support services across North Belfast and Newtownabbey.

To support the high proportion of Care Experienced young people enrolled at the College, a full-time School Social Worker is employed on a permanent basis. The school Social Worker supports young people who are 'looked after' or who are deemed to be 'at risk' and is a core member of the schools safeguarding team.

Recognising the decline in mental health nationally amongst children and young people and the increased incidences of presenting mental health issues within the College, the Principal and Board of Governors employed a full time Mental Health Nurse in 2022. The School Mental Health Nurse is the first appointment of its kind within a school setting and has made a significant impact in providing front line care to vulnerable young people.

<sup>4</sup> <https://sites.google.com/c2ken.net/hazelwoodhelphub/home>

These initiatives demonstrate the ethos of the College in supporting its young people holistically, not only so that they can engage fully in their education, but so that they can thrive in all facets of their lives.

### 1.7.3 THE EDUCATION TOGETHER OF THOSE OF DIFFERENT ABILITIES

Table 8 shows that Hazelwood Integrated College caters for a range of abilities within the school, supporting a high number of students on the Code of Practice with Special Educational Needs.

**Table 8. Pupils with Special Educational Needs at Hazelwood Integrated College**

Year	SEN Stage 3 (previously Stage 5)	SEN Stages 1-2 (previously stages 1-4)	SEN All Stages
2018/19	69	235	304
2019/20	75	132	207
2020/21	88	276	364
2021/22	93	162	255
2022/23	92	115	207
2023/24	93	107	200

Source: DE School Census

The school has a dedicated Additional Educational Needs (AEN) department led by an Assistant Principal. The department consists of an Assistant Learning Support Coordinator, 3 Specialist Teachers, 3 Learning Mentors and a large team of Teaching Assistants.

The College support students using a specialist teacher model, whereby students access bespoke sessions of literacy, numeracy, ASD or social / emotional support. In keeping with the inclusive ethos of the College it is vital that students with SEN feel valued, understood, and supported within the mainstream learning environment of the school. The Learning Mentors play an invaluable role not only in managing large teams of Teaching Assistants, but by providing 1-1 and small group support sessions for students.

This work is also supported by external agencies such as Park Outreach, Post Primary Behaviour Support and the Autism Advisory and Intervention Service. As well as over 200 students on the Code of Practice the AEN team provide support to a large number of students who have a medical diagnosis of ASD or ADHD.

The support available to pupils with additional needs was noted in the 2019 ETI<sup>5</sup> sustaining improvement inspection.

*'The SLT and staff members with key responsibilities for safeguarding and additional education needs provision are highly skilled and experienced, showing a strong commitment to the welfare and learning of the pupils. There is a growing level of expertise which addresses, with increasing effectiveness, the complex barriers to learning encountered by some pupils. In particular, through the very well-conceived and collaborative professional learning opportunities, the capacity of education support workers and teachers is enhanced as they plan together to secure progress and avoid potential delays in learning.'*

*'The pupils who require additional support with their learning benefit from innovative learning programmes, tailored effectively to meet their specific individual needs. The individual and small group support for numeracy and literacy and the skilful use of emerging technologies to connect learning build the pupils' confidence and resilience.'*

<sup>5</sup> [https://www.etini.gov.uk/sites/etini.gov.uk/files/publications/asos-sustaining-improvement-inspection-hazelwood-Integrated-college-newtownabbey-county-antrim-126-0269\\_0.pdf](https://www.etini.gov.uk/sites/etini.gov.uk/files/publications/asos-sustaining-improvement-inspection-hazelwood-Integrated-college-newtownabbey-county-antrim-126-0269_0.pdf)

Hazelwood Integrated College offer a broad and balanced curriculum across all Key Stages. At Key Stage 4 the College offer almost 40 wide ranging GCSE / equivalent qualifications to meet the needs and suitability of all learners. The offer is consistently higher than the recommendations of the DE Entitlement Framework and is revised annually based on the NI Skills Barometer and the profile of the student cohort.

At Post-16 the College offer 21 GCE A-Level / equivalent qualifications in line with the Entitlement Framework. At Post-16 the College enjoys well-established shared education partnerships within the North Belfast Area Learning Community (NBALC). The College offer courses as part of a 'shared block' which can be accessed by students from other schools withing the NBALC.

The ETI 2019<sup>5</sup> Sustaining Improvement Inspection noted the curriculum offer.

*'The broad, balanced and predominately pupil-centred curriculum at key stage (KS) 4 and post-16 offers the pupils a wide range of applied and general courses. The school has successfully developed effective partnerships and links with other schools and two local further education colleges who deliver a suitable range of level 2 and level 3 vocational courses to meet the needs, interests and abilities of all the pupils. The curriculum has been subject to continuous review for the past three years and is well-informed by local labour market intelligence.'*

The school has also evidenced high academic standards and outcomes for several years as evidenced in the ETI 2016<sup>6</sup> and 2019<sup>5</sup> reports.

**ETI Report, February 2016**

*'In the past three years the percentage of pupils achieving five or more GCSE examinations or equivalent, at A\*-C has been consistently well above the Northern Ireland average for similar non-selective schools. In addition there is an upward trend in the percentage of pupils attaining five or more GCSEs A\*-C including English and Maths.'*

**ETI Report, February 2019**

*'Since 2016, the percentage of pupils attaining GCE A-level or equivalent at grades A\* to C in at least three subjects has risen from 20% to 68%, which is well above the corresponding Northern Ireland (NI) average for similar schools. At GCSE level or equivalent the percentage of pupils attaining five A\* to C grades, including English and mathematics, has risen from 42% to 47% which is also above the corresponding NI average.'*

Evidence of the school's attainment is detailed in Table 9. This data has been obtained from the Department of Education's Summary of Annual Examination Results (SAER) and compares the school's performance against non-grammar schools that fall into the same Free School Meals band in the relevant year and against the Northern Ireland Average.

The Minister for Education suspended the Summary of Annual Examination Results (SAER) process for 2019/20, 2020/21 and 2021/22. School level examination data was not collected for accountability or inspection purposes and no examination data was released at school level for these years. The annual provision of Key Stage 4 and Key Stage 5 benchmarking data was also impacted and therefore there is data missing from the table below.

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<sup>6</sup> [https://www.etini.gov.uk/sites/etini.gov.uk/files/publications/post\\_primary-inspection-hazelwood-integrated-college-belfast\\_0.pdf](https://www.etini.gov.uk/sites/etini.gov.uk/files/publications/post_primary-inspection-hazelwood-integrated-college-belfast_0.pdf)

From the attainment data in Table 9 below the following can be derived:

- The percentage of pupils achieving 5 or more GCSEs (A\* to C) has remained consistently high (above 90%) and well above the FSM Band and NI Averages for similar schools.
- The percentage of pupils achieving 5 or more GCSEs (A\*-C) including English and Maths has largely been in line with or above the NI and FSM averages for similar schools.
- The percentage of students achieving 2 A-Levels (A-E) has been consistently high, at 96% and above.
- The A-Level results (3+ A\* - C) have mostly been above or in line with the FSM band and NI averages for similar schools where data is available.

**Table 9.** Attainment of Year 12 and Year 14 Pupils at Hazelwood Integrated College

Year	FSM %	% of Year 12 Pupils achieving 5+ GCSE grades A*-C (or equivalent)		
		FSM Band Average (non-grammar)	Hazelwood Integrated College	NI Average (non-grammar)
2018/19	60.8	82.3	90%	79.7
2019/20	56.3	-	96%	-
2020/21	56.4	-	96%	-
2021/22	56.5	-	94%	-
2022/23	53.5	86.4	92%	87.3
2023/24	50.0	Not yet available	94%	Not yet available
Year	FSM %	% of Year 12 Pupils achieving 5+ GCSE grades A*-C (or equivalent) including GCSE English and GCSE Maths		
		FSM Band Average (non-grammar)	Hazelwood Integrated College	NI Average (non-grammar)
2018/19	60.8	48.4	47%	54.8
2019/20	56.3	-	51%	-
2020/21	56.4	-	51%	-
2021/22	56.5	-	73%	-
2022/23	53.5	57.9	63%	64.7
2023/24	50.0	Not yet available	54%	Not yet available
Year	FSM %	% of Pupils achieving 2+ A-Level grades A*-E (including equivalents)		
		FSM Band Average (non-grammar)	Hazelwood Integrated College	NI Average (non-grammar)
2018/19	60.8	95.8	100%	96.4

2019/20	56.3	-	96%	-
2020/21	56.4	-	100%	-
2021/22	56.5	-	97%	-
2022/23	53.5	97.1	98%	97.2
2023/24	50.0	Not yet available	99%	Not yet available
<b>% of Pupils achieving 3+ A-Level grades A*-C (including equivalents)</b>				
Year	FSM %			
		FSM Band Average (non-grammar)	Hazelwood Integrated College	NI Average (non-grammar)
2018/19	60.8	61.1	76%	58.8
2019/20	56.3	-	76%	-
2020/21	56.4	-	83%	-
2021/22	56.5	-	75%	-
2022/23	53.5	58.8	56%	59.4
2023/24	50.0	Not yet available	63%	Not yet available

Source: Department of Education SEAR<sup>7</sup>, Hazelwood Integrated College

The Senior Leadership Team, supported by the schools Data Manager, analyse trends in results according to subsets such as FSM, gender, religion, Newcomer, LAC children against the data available from baseline testing and the school's annual tracking periods. Every member of the Senior Leadership Team is linked to a Head of Department to support tracking, monitoring and intervention for pupils who are not meeting the expected targets at department level. Students who require additional support or targeted intervention receive additional timetabled sessions to maximise their outcomes.

A culture of high expectation permeates the work which takes place across the College, as such Careers education takes a central focus at levels. The work of the Careers department was acknowledged through the attainment of the Quality in Careers Bronze Award in 2022.

As part of the Careers Education, Information, Advice and Guidance (CEIAG) programme each student is supported to develop two secure plans for their future in Year 12 and in Year 14 to ensure full clarity on pathway and requirements for their desired destination. The well-established practices in Careers education were noted in the ETI 2019<sup>5</sup> inspection

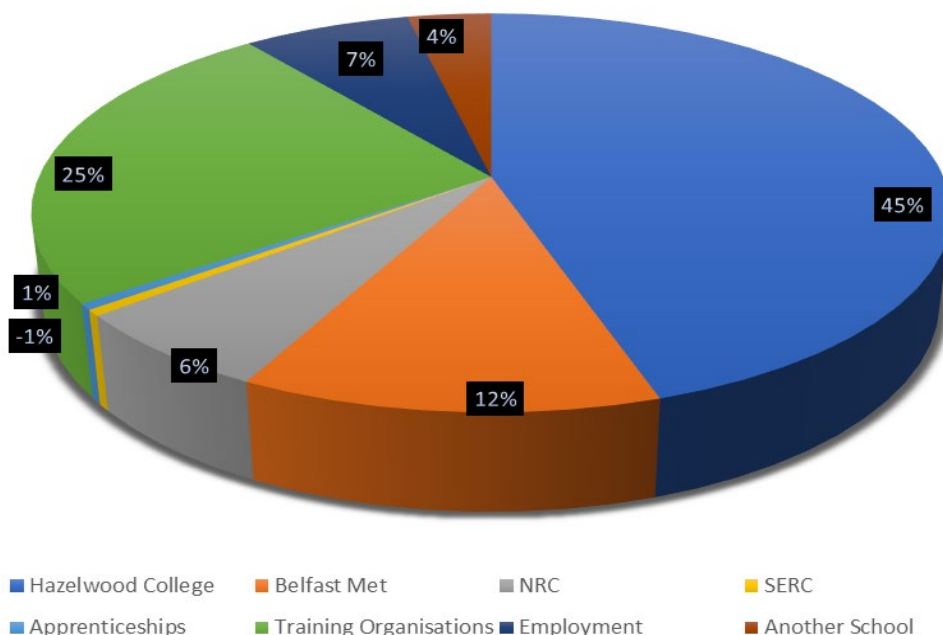
*'The careers education, information, advice and guidance is effective and most of the pupils demonstrate a good knowledge and understanding of the career options and progression pathways available at KS 4 and post-16. Well-established links exist with a wide range of businesses including local and national employers, providing extensive connections and valuable opportunities for the pupils to further develop their knowledge, skills and understanding of industry. The pupils at both KS 4 and post-16 gain an invaluable insight into the world of work during work experience in a broad selection of organisations.'*

<sup>7</sup> [Year 12 and Year 14 examination performance at post primary schools in Northern Ireland 2018/19](#)

<sup>8</sup> [Year 12 and Year 14 examination performance at post primary schools in Northern Ireland 2022/23](#)

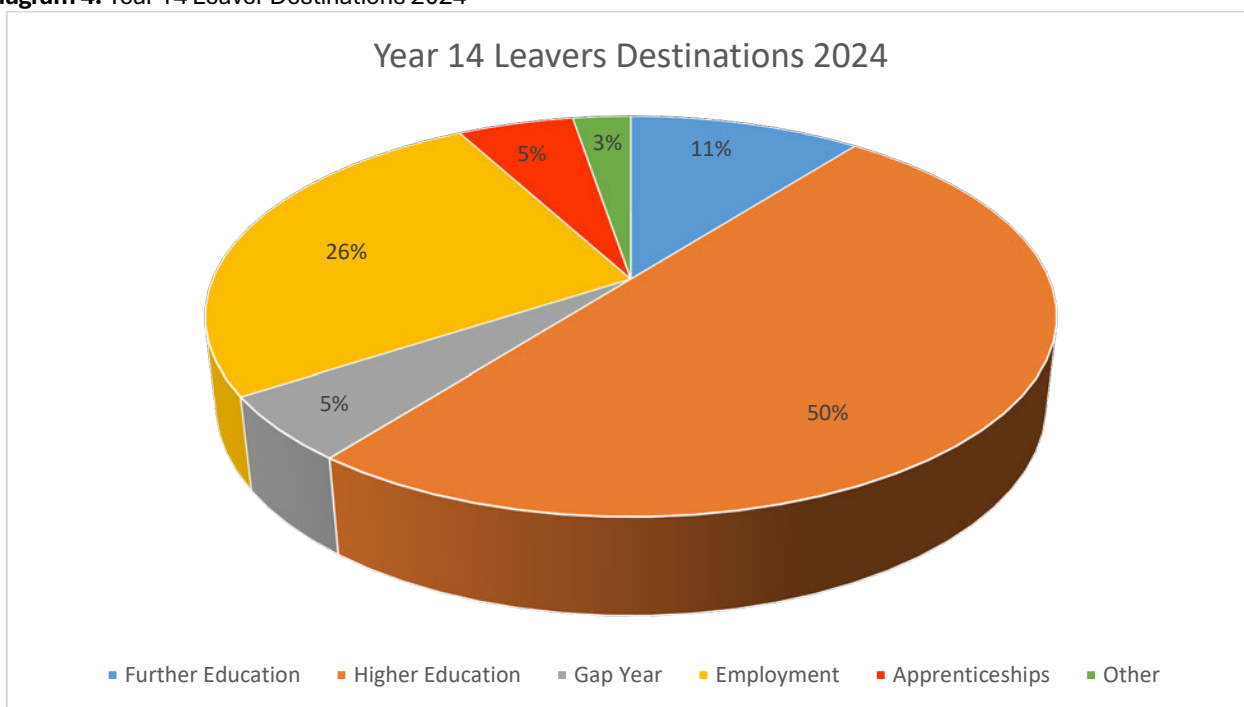
Diagrams 3 and 4 give an overview the destinations of school leavers, demonstrating the wide range of destinations suited to each individual student profile.

**Diagram 3. Year 12 Leaver Destinations 2024**



Source: School Sourced

**Diagram 4. Year 14 Leaver Destinations 2024**



Source: School Sourced

#### 1.7.4 SUMMARY OF INFORMATION – INTEGRATED EDUCATION ACT (NI) 2022

Table 10 summarises the characteristics of Hazelwood Integrated College in relation to Section 1 of the Integrated Education Act (NI) 2022.

**Table 10.** Hazelwood Integrated College profile

Year	% FSM	Number of Pupils with SEN			Community Balance			% Newcomer
		Stage 3	Stages 1 - 2	All Stages	% Catholic	% Protestant	% Other Christian, Other Religions and No Religion	
2018/19	60.8	69	235	304	26.8	51.7	21.5	1.9
2019/20	56.3	75	132	207	27.2	51.1	21.7	1.3
2020/21	56.4	88	276	364	28.1	49.2	22.7	0.9
2021/22	56.5	93	162	255	26.9	50.0	23.1	1.4
2022/23	53.5	92	115	207	27.6	48.5	23.9	0.9
2023/24	49.7	93	107	200	30.1	45.1	24.7	1.3

Source: DE School Census data

Note: SEN Stage 3 was previously Stage 5, and SEN Stages 1-2 were previously Stages 1-4

From the data in Table 10, along with the information included throughout [section 1.7](#), the following can be derived:

- The community balance within the school contains a reasonable balance of Catholic and Protestant pupils and pupils of other faith and belief backgrounds. This is reflective of the area in which the school is situated and the areas from which it draws its pupils. The number of pupils from a Catholic background has shown a gradual increase over the past two years.
- The school has a high percentage of pupils entitled to Free School Meals which is consistently higher than the NI average for Post Primary schools. This trend of higher-than-average deprivation is also reflected in NIMDM data for the areas pupils currently live in.
- The school currently educates pupils with a wide range of abilities, including a significant number of pupils with Special Educational Needs, both with a statement and those at Stages 1 and 2.

The information and data within Section 1.7 demonstrates Hazelwood Integrated College’s ongoing ability to meet the definition of Integrated Education, as outlined in Section 1 of the Integrated Education Act (NI) 2022.

## 2. Sustainability Assessment

The focus of the Area Planning process is embedded in ‘Schools for the Future: A Policy for Sustainable Schools’<sup>9</sup> which was first published in 2009. The policy outlines the criteria that school managing authorities should consider when making decisions effecting the best use of resources to deliver an excellent education to children and young people. The policy sets out six sustainability criteria, and associated indicators, which are identified as the key references for assessing existing and future education provision to ensure it adequately meets the needs of pupils.

Hazelwood Integrated College is a strong, sustainable school. It fulfils all six criteria set out within the Sustainable Schools Policy.

### 2.1 Quality Educational Experience

The last inspection not impacted by action short of strike action took place in 2016. In the overall findings of the inspection, achievements and standards were rated ‘Good’, provision for learning was rated ‘Good’ and leadership and management was rated as ‘Very Good’. In overall effectiveness, the report indicated that the school demonstrates the capacity to bring about improvement in the interest of all the learners.

The report can be accessed via the following link: [Hazelwood ETI 2016](#)

The ETI indicated that it would ‘*monitor how the school sustains improvement in addressing the variations in the standards attained by the pupils across the subject departments through more rigorous monitoring and evaluation of the quality of learning and teaching.*’

A sustaining Improvement Inspection was therefore carried out in 2019. The Sustaining Improvement Inspection report can be accessed via the following link: [Hazelwood ETI 2019](#)

In the interim a new principal was appointed (currently in post) and there was a restructuring of the Senior Leadership Team. The lines of enquiry during the Sustaining Improvement Inspection were to investigate the school’s actions to:

- Address the variations in the standards attained by the pupils across the subject departments through more rigorous monitoring and evaluation of the quality of learning and teaching;

and

- Support the learning and progress of all pupils, in particular those identified with additional educational needs.

Owing to the action short of strike, the ETI were unable to evaluate fully the outworking and impact of the identified actions associated with the lines of inquiry, but the report noted that the variation in standards across subject departments had reduced significantly and important improvement had been realised:

- Since 2016, the percentage of pupils attaining GCE A-level or equivalent at grades A\* to C in at least three subjects had risen significantly to well above the corresponding NI average for similar schools.

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<sup>9</sup> <https://www.education-ni.gov.uk/sites/default/files/publications/de/a-policy-for-sustainable-schools.pdf>

- At GCSE level the percentage of pupils attaining five A\* to C grades, including English and Mathematics, had also risen to above the corresponding NI average for similar schools.

Table 9, documenting the schools attainment levels since 2018/2019, shows continued success following the sustaining improvement inspection. The school's academic outcomes are consistently above, or in line with, the FSM and NI Averages for similar schools for both Year 12 and Year 14.

When considering the educational experience of students at Hazelwood the ETI noted that across the school, pupils enjoyed their learning and, when given the opportunity, most contributed with growing confidence to whole-class and small group discussions. The ETI reported that as pupils progress through the school, they share and discuss their ideas with staff, defend their opinions, listen respectfully and respond sensitively to the views of others. The quality of educational experience at Hazelwood is rich and provides the opportunity not only for academic success but the development of important individual skills.

During the Sustaining Improvement Inspection, the school provided evidence that the arrangements for safeguarding reflect broadly the guidance issued by the Department of Education. In discussions with the inspector, the pupils spoke positively about the very good working relationships within the school community and about the support and challenge they receive from their teachers. They reported that they feel safe in school and know what to do and whom to talk to if they are concerned about their safety or well-being. However, owing to the action short of strike, the ETI was unable to evaluate fully the outworking of the arrangements for safeguarding in the school.

## 2.2 Stable Enrolment Trends

Hazelwood Integrated College has an approved enrolment of 1,010 and a current enrolment of 1,095 (2023/24). As seen in Table 2 above (duplicated below), the school is highly sustainable, there have not been any available places for a number of years. The school is well above the Sustainable Schools Policy expected threshold of 500 for years 8-12 and a Sixth Form of over 100.

The school population has increased steadily since the school's establishment, despite historic downturns in population figures. It is oversubscribed annually with high numbers of first preference applicants unable to gain a place.

As mentioned in [Section 1.1](#) the school has had a Temporary Increase in its admissions number to 175, approved by the Department of Education, since September 2022. The school have demonstrated the consistent ability to provide a high-quality education with high academic outcomes for this increased number of students.

**Table 2. Enrolment Statistics for Hazelwood Integrated College 2015/16 to current cohort.**

Academic Year	Approved Enrolment	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14	Total
2015/16	850	152	147	144	140	144	101	72	900
2016/17	850	182	151	147	146	137	103	70	936
2017/18	930	170	171	153	147	144	94	75	954
2018/19	930	204	169	173	146	146	101	62	1,001
2019/20	960	216	201	169	175	141	75	71	1,048
2020/21	1,010	182	211	197	168	171	81	70	1,080

2021/22	1,010	175	181	207	198	168	81	68	1,078
2022/23	1,010	182	174	181	202	192	97	67	1,095
2023/24	1,010	187	183	180	177	202	83	83	1,095

Source: Department of Education

Note: Stage 3 pupils are included in these figures.

## 2.3 Sound Financial Position

Hazelwood Integrated College has managed the resources entrusted to it for the education of its students in a way that provides value for the public purse. The school's accounts are audited externally and internally each year, and all financial reports are shared with DE. Hazelwood Integrated College has continued to operate within the financial limits set by the Department of Education.

## 2.4 Strong Leadership and Management

The College is characterised by strong leadership and management at all levels. This was evidenced by ETI in the 2019 Sustaining Improvement Inspection, which noted that the Governors were very knowledgeable regarding the life and work of the school. ETI described the broad range of expertise and strong support brought by the Governors to the school's senior leaders.

ETI also reported on the effectiveness of the Senior Leadership Team<sup>5</sup>

*'The recently established senior leadership team (SLT) structure, with an emphasis on distributive leadership, has its origins in the clear-sighted and strategic vision by the senior leaders for the school. This well-defined distribution of leadership roles and responsibilities is a strength and has already forged measurable, coherent and productive links between the pastoral and academic work of the school.'*

The strong leadership at Hazelwood College directly influences the standards of attainment, the quality of the teaching, academic achievement, student attendance, student behaviour and motivation of the staff. A core focus of the School Development Plan has been developing and building leadership capacity in the schools Senior and Middle leaders. A wide range of opportunities for professional development have been promoted and encouraged at all levels to enable this.

At Senior level, the school's Principal and Vice Principals have long established membership of the North Belfast Area Learning Community (NBALC) and Northern Ireland Council for Integrated Education (NICIE) forums which promotes the sharing of good practice and collaborative working. Other members of the Senior Leadership Team sit on ALC sub-committees in their area of responsibility.

The schools Middle and Senior Leaders are encouraged to undertake continued professional learning and development. The Senior Team were given the opportunity to complete the Association for Educational Advisors accreditation in 2022. Those undertaking university accreditation such as Masters or Post Graduate qualifications are supported financially by the school Governors. The College provide SLT Secondment opportunities to internal staff bi-annually. This leadership development opportunity provides staff with a chance to gain experience at Senior Leadership level.

The focus on professional and personal development across the College also extends to the student body. There is an elected Student Council in years 8 - 12. At post-16 there are two Student Leadership Teams who serve and support the Senior and Junior School. The teams play a huge role in shaping the strategic direction of the College.

In all aspects of their school-life students are encouraged to develop their leadership skills through teamwork, fundraising, supporting others in the community and representing their peers, both inside, and outside Hazelwood. They understand that developing these skills, along with their academic success, will help their progression in their future career paths.

## 2.5 Accessibility

In terms of accessibility, the travel time for the students is considered reasonable. The main catchment area covers a radius of 10 miles. Ease of access is provided via several major roads, including the Shore Road (A2), Antrim Road (A6) and the M2/M5.

As many of the students travel to and from the College by bus or car, the College operates a free breakfast club in the mornings to allow for staggered arrival times. Travel times for the students are well within the recommended guidelines as advocated by the Department of Education.

The school also provide several bespoke bus services for its students covering the following areas: Shankill, Ardyone, Oldpark, Cliftonville, Antrim Rd, Shore Rd, Monkstown, Rathcoole and City Centre areas.

The full range of routes can be accessed via the following link:

<https://www.hazelwoodcollege.co.uk/school-information/>

## 2.6 Community Links

Hazelwood Integrated College is at the heart of North Belfast Community where it is located. The College has long established relationships with a range of primary schools, Post Primary schools and a multitude of organisations including, community groups, charitable organisations, local and national employers, as well as further and higher education providers across the province and beyond.

The school's role as part of the North Belfast Area Learning Community (NBALC) has fostered strong relationships and shared education partnerships with other Post Primary schools in the locality. Not only does this provide students within the ALC with wider access to courses at Post 16, but it also provides a system of collaborative working at all levels.

ETI (2016)<sup>6</sup> reported that;

*'Hazelwood Integrated College is active in contributing the shared education agenda, for example, it is instrumental in leading projects such as 'Harmony North' which is a cross denominational choir comprising students from nine Post Primary schools across the area learning community'.*

The College also has strong relationships and links with other Integrated schools through NICIE's Integrated Principals Forum (APTIS) and the NICIE VP Forum, which are vital in sharing good practice across the Integrated sector. As an Integrated College, the support of NICIE and the IEF are invaluable.

There are strong links with many primary schools. The College holds regular events to allow primary children to visit the campus and experience the subjects on offer. The relationships with local primary schools are valued and fostered through weekly outreach opportunities in sports coaching, cookery, art, science and ICT sessions.

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<sup>6</sup> [https://www.etini.gov.uk/sites/etini.gov.uk/files/publications/post-primary-inspection-hazelwood-integrated-college-belfast\\_0.pdf](https://www.etini.gov.uk/sites/etini.gov.uk/files/publications/post-primary-inspection-hazelwood-integrated-college-belfast_0.pdf)

One of the key features of Hazelwood College is the strong relationships between the school, parents and carers. The Parents Teachers and Friends Association (PTFA) provide important input and feedback to the school Governors and Principal and act in an advocacy capacity for parents and carers of the College. The ethos of the College has collaboration with parents, carers and the wider community at its core.

The College is part of the North Belfast Locality Planning Group which enables connection to community organisations serving the North Belfast Area. Partnerships with organisations such as Streetbeat, Alternatives, the Family Support Hub, the Ashton Community Trust and many more, have positively impacted the lives of many families providing vital support and help. The Governors and Senior Leaders place high value on serving the community surrounding the College. The development of initiatives such as the ‘Hazelwood Help Hub’<sup>4</sup> and other support programmes, demonstrates a genuine desire to support all stakeholders and the wider community practically.

The Governors and Principal at Hazelwood Integrated College recognise the need to build an aspirational culture for all young people. To do this the College has invested in high quality Careers provision and the development of well-established links with businesses and organisations to support the future planning of all its young people. The College have enjoyed close working relationships with a large number of organisations which can be reviewed in [Appendix 2](#).

## 3. Area Planning Impact

### 3.1 Introduction

The proposal being brought forward by Hazelwood Integrated College (HIC) aligns with the key themes of Area Planning.

The Strategic Area Plan for Northern Ireland (2022-2027)<sup>10</sup> – Planning for Sustainable Provision aims to ensure that all pupils ‘*have access to a broad and balanced curriculum that meets their educational needs in a school that is educationally and financially viable and sustainable*’. It sets out the key priorities and objectives in providing access to a network of sustainable schools for the Education Authority, Council for Catholic Maintained Schools, and other sectoral bodies in the light of Department of Education policy. In particular the need to raise standards and close the attainment gap through a network of sustainable schools. The focus of the plan is on the best educational interests of children and young people.

Since 2011, statutory planning authorities and school managing authorities have been engaged in implementing the objectives of the Sustainable Schools Policy through Area Planning. The first four objectives are:

- Ensure that the excellent quality of education available to some young people is made available to all, in both urban and rural settings, in accessible, modern, fit-for-purpose accommodation;
- Improve outcomes for all but, in particular, to provide additional support to those who require it, including those children with special educational needs, to realise their full potential;

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<sup>10</sup> [https://www.eani.org.uk/sites/default/files/2022-06/Strategic%20Area%20Plan%202022-27%20-%20Planning%20for%20Sustainable%20Provision\\_0.pdf](https://www.eani.org.uk/sites/default/files/2022-06/Strategic%20Area%20Plan%202022-27%20-%20Planning%20for%20Sustainable%20Provision_0.pdf)

- Encourage schools to co-operate in sharing best practice to support children with special educational needs and those with other barriers to learning; and
- Sustain strong, successful and viable schools, well-led by their governors representing local stakeholders, principals and their staff, to be the centre of the education system, supported by effective administrative and strategic direction.

### 3.2 How does this proposal align with the strategic area plan?

Any Development Proposal needs to be aligned with the strategic direction set out in the Area Plan. The Strategic Area Plan 2022-27 provides the strategic direction for the next five years. Hazelwood Integrated College’s intention to increase its admissions number is highlighted as a medium term workstream in Operational Plan 1 and carried forward as a short term workstream in Operational Plan 2: 2024-26<sup>11</sup>.

**Table 11. Enrolment, Admissions and Available Year 8 Places data for Post Primary schools in the Belfast LGD.**

Sector	Number of Schools	Approved Enrolment	Actual Enrolment	Approved Admission	Actual Admission	Year 8 Places Available
Catholic Maintained	8	8,080	8,012	1,305	1,364	31
Controlled	4	3,825	3,933	670	715	0
Controlled Grammar	3	2,650	2700	405	416	0
Grant Maintained Integrated	2	1,810	1,878	305	333	0
Irish Medium	1	910	950	150	185	0
Voluntary Grammar	14	15,430	15,937	2,206	2,322	0
<b>Total</b>	<b>32</b>	<b>32,705</b>	<b>33,410</b>	<b>5,041</b>	<b>5,335</b>	<b>31</b>

Source: DE School Census data

Table 11 shows the enrolments, admissions and Year 8 available places at Post Primary for all school sectors in the Belfast LGD. There is significant demand for Integrated Post Primary places within the Belfast council area, with an approved admission of 305 for Grant Maintained Integrated schools, but an actual admission of 333 in 2023/24.

### 3.3 Population Trends

**Table 12. Birth rate and resulting Year 8 start date in the Belfast and Antrim and Newtownabbey LGDs**

Academic Year of Birth	Number of Births – Belfast LGD	Number of Births – Antrim and Newtownabbey	Year 8 Start
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<sup>11</sup> [https://www.eani.org.uk/sites/default/files/2024-02/Operational%20Plan%201%202022-24%20-%20Addendum\\_0.pdf](https://www.eani.org.uk/sites/default/files/2024-02/Operational%20Plan%201%202022-24%20-%20Addendum_0.pdf)

2011/12	4978	1882	2023/24
2012/13	4757	1818	2024/25
2013/14	4652	1741	2025/26
2014/15	4613	1754	2026/27
2015/16	4546	1803	2027/28
2016/17	4451	1689	2028/29
2017/18	4189	1663	2029/30
2018/19	4238	1637	2030/31
2019/20	4082	1636	2031/32
2020/21	3863	1553	2032/33
2021/22	3827	1556	2033/34
2022/23	3632	1490	2034/35

*Source: NISRA data portal, Births Registered by LGD*

Table 12 above outlines the number of births registered by academic years in the Belfast and Antrim and Newtownabbey Local Government Districts from 2011/12 until 2022/23. Column 4 indicates the year in which these children would start Year 8. From the table we can see there is a decline in the number of births within both LGDs, this is true for the whole of Northern Ireland.

However, this data does not consider:

- Movement across LGDs. This is of particular relevance to Hazelwood Integrated College as it lies on the border of Belfast and Antrim and Newtownabbey LGDs.
- Migration patterns, for example, according to NISRA statistics, for the age range 0-17 years, there was a net migration of 1,058 young people into Northern Ireland in 2017 which has risen to 3,615 young people in 2022. Belfast LGD had the largest number of young people between the ages of 0-15 arrive in Northern Ireland between 2020 and 2021, at 1,011 young people.

### 3.4 Request from Department of Education

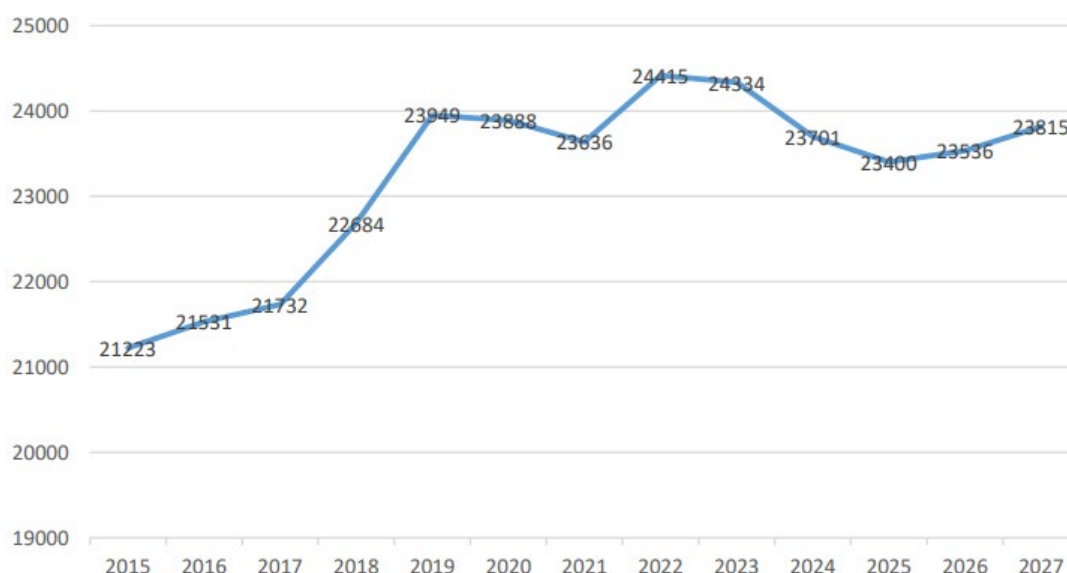
Hazelwood Integrated College were contacted by the School Admissions Team of the Department of Education in March 2022 to advise that they expected there to be increases in the numbers of children transferring to Post Primary education in Northern Ireland in the coming years and that Belfast LGD would be an area that would face significant pressure for places. The full letter and the accompanying protocol for Temporary Increase can be found in [Appendix 6](#).

The Department invited the school to apply for an increase to their admissions number for the intakes for September 2023, 2024, and 2025. This exercise was in addition to the usual Temporary Variation procedure. Hazelwood College was granted a Temporary Increase of 15 additional Year 8 places for all three years.

Figure 1 below is taken from the letter and shows the transfer cohort sizes from 2015 to 2021, and estimated transfer cohort sizes from 2022-2027. The graph shows that there is an expected increase in

transfer numbers from September 2026. Making the Temporary Increase that the College was granted permanent going forward would help to continue to support the large numbers of students transferring to Post Primary education in the North Belfast and Newtownabbey areas, as well as addressing some of the demand and oversubscription for places at the College in particular.

**Figure 1.** Graph detailing Post Primary transfer cohort size from 2015-2027 (estimated from 2022 onwards).



**Source:** School Admissions Team, Department of Education (see [appendix 6](#))

### 3.5 Housing Development in the Area

According to the Housing Executive’s Social Housing Development Programme<sup>12</sup>, there are several new housing development projects in the North Belfast and Newtownabbey areas. This includes projects close to Hazelwood Integrated College such as the 68 new dwellings on the former Newtownabbey Community High School site (1.4 miles by car) and several other projects along the Shore Road. There are a total of 777 new Social Housing units planned for completion by 2030/31 within the North Belfast and South Antrim areas alone.

In the Antrim and Newtownabbey Borough Council there is a projected Housing Growth Indicator (HGI) new dwelling requirement of 4200 for the period 2016-2030<sup>13</sup>, alongside an estimated 1125 units needed for social housing between 2022-2027 including 581 in the Newtownabbey Urban area.

For Belfast City Council, the HGI new dwelling requirement is 7400 for the period 2016-2030<sup>14</sup>, alongside an estimated 8551 units needed for social housing between 2023-2028<sup>15</sup>, over 2,500 of these are needed in the North Belfast area.

With an increased admission, Hazelwood Integrated College would be well placed to alleviate any future pressures on educational demand resulting from new housing in the area.

<sup>12</sup> <https://www.nihe.gov.uk/working-with-us/partners/social-housing-development-programme>

<sup>13</sup> <https://www.nihe.gov.uk/getattachment/e042ffb0-1407-4d3b-8852-789761014496/Antrim-Newtownabbey-Housing-Investment-Plan-2023-26.pdf>

<sup>14</sup> <https://www.nihe.gov.uk/getattachment/8a84aa3f-2df6-49e8-a323-07d95b106ebe/Belfast-Housing-Investment-Plan-2023-26.pdf>

<sup>15</sup> <https://www.nihe.gov.uk/getattachment/75369750-d280-487d-af0f-17c72bb5eac1/Belfast-Housing-Investment-Plan-2024-Update.pdf>

### 3.6 Impact on Other Provision

Map 2 below shows the Post Primary schools within 10 miles of Hazelwood Integrated College. There are a total of 46 schools in this radius covering the range of sectors: Controlled, Catholic Maintained, Other Maintained, Voluntary Grammar, Controlled Grammar, Controlled Integrated and Grant Maintained Integrated. Full details of enrolments and admissions for these schools can be found in Table 13, in [Appendix 4](#).

**Map 2. Location of Hazelwood Integrated College and other Post Primary provision, including other Integrated Post Primary Schools.**



Source: Education Authority

As mentioned, Hazelwood Integrated College has had several Temporary Increases to the admissions number over the last 5 years. Most schools in Table 13 ([Appendix 4](#)) have shown an increase in enrolment numbers over the past 2 years, suggesting that the growth of the College over the past 5 years has not had an impact on other provision in the area. Table 13 ([Appendix 4](#)) highlights that there are very few available spaces in the immediate area, with several schools taking students in through temporary variation arrangements with the Department.

Approval of this proposal is unlikely to influence the enrolment trends in other schools in the North Belfast and Newtownabbey areas, and even less likely to impact schools beyond this. The approval of several years of temporary increases/variations for Hazelwood IC, as well as the growing and sustained enrolment in nearby schools, evidence this.

#### 3.6.1 RELIGIOUS BALANCE IN LOCAL POST PRIMARY PROVISION

The religious balance within the school's locality, and within the school currently has been outlined above in [Section 1.7](#). Table 14 ([Appendix 5](#)) shows the religious community breakdown of other Post Primary schools in the area.

From the data it can be concluded that:

- Hazelwood Integrated College is the only non-selective school in the area with a balanced representation of the religious and cultural communities found in the locality.
- Controlled schools in the area have small percentages of those designating as Catholic attending, and Catholic Maintained Schools have small percentages of those designating as Protestant.
- All schools in the area have a significant proportion designating as Other Christian, Non-Christian or no religion.

The North Belfast area in which Hazelwood IC is found is a very mixed community with a clear desire shown by families to attend a school where children are taught alongside those from other communities and traditions in an intentional way.

### 3.7 Impact on Other Integrated Provision

There are 5 Integrated Post Primary schools within a 10-mile distance of Hazelwood Integrated College. As previously mentioned, Hazelwood IC has had an approved increased admissions number for several years and all local Integrated schools have shown growth during this time. This indicates that the extra places at Hazelwood are not enough to meet the substantial demand for Integrated Education in the area and that the growth of the College has not had a negative impact on the other Integrated schools in the area.

Of these 5 schools, 3 are oversubscribed with 1<sup>st</sup> preference applications alone: Lagan College, Ulidia Integrated College and Malone Integrated College. Approval of this proposal is unlikely to have an impact on the admissions or enrolment at these schools due to their historical oversubscription.

Priory Integrated College currently has no available space and has a history of oversubscription for places in Year 8. The approval of this proposal is unlikely to have an impact on the admissions or enrolment at this school.

Integrated College Glengormley, previously Glengormley High School, opened officially as an Integrated school in September 2022. Table 15 shows the enrolment and admissions trends for the past 6 years at Integrated College Glengormley. As can be seen from the Table below, there has been a significant period of growth for Integrated College Glengormley, including an increase in applications and admissions during the years that Hazelwood Integrated College has had approved increases to their admissions number. Based on the trends shown so far by this data, it is unlikely that approval of this proposal will have any effect on the admissions or enrolment at Integrated College Glengormley.

**Table 15.** Applications, Admissions and Enrolment trends for Integrated College Glengormley over the past 6 years.

	Applications and Admissions				Enrolment		
Year	Approved admissions number	1 <sup>st</sup> preference applications	Total applications	Total admitted	Approved enrolment	Actual enrolment	Available spaces

2018/19	210	58	76	76	1250	665	585
2019/20	210	61	95	95	1250	696	554
2020/21	210	100	164	164	1250	748	502
2021/22	210	96	149	149	1250	826	424
2022/23	210	145	175	175	1250	951	299
2023/24	210	157	197	197	1250	1084	166

**Source:** NI School Census (2023/24), EA Applications, Admissions and Enrolment Quadrant (accessed May 2024).

## 4. Rationale for Proposal

### INTRODUCTION

The Governors of Hazelwood Integrated College are submitting this development proposal to seek the permission of the Department of Education to enable the College to admit an additional 15 students to Year 8. This will increase the annual Year 8 admissions number from 160 to 175. The total school enrolment will remain at 1010.

This proposal is in response to the sustained high demand for Integrated Education in the North Belfast area. The Governors believe that the current admission number of 160 does not meet this demand. Hazelwood Integrated College has long been the Integrated school of choice for families in North Belfast, Newtownabbey, and the surrounding areas. The need for growth has been recognised by DE in their approval of Temporary increases to the College in 2018 (194 places), 2019 (200 places) and since 2022 (175 places). The increase in Hazelwood Integrated College’s approved admission number is in line with the Strategic Area plan 2022-2027 and, in particular the current Operational Plan.

The Governors believe this Development Proposal is in line with the strategic vision of the EA Strategic Area Planning<sup>10</sup> to ‘create a network of viable and sustainable schools that are of the right type, the right size, located in the right place and have a focus on raising standards’. Hazelwood College is a highly sustainable school, inclusive and welcoming to all (*‘the right type’*), in an area of high social deprivation, with a diverse religious community (*‘the right place’*), with attainment levels outperforming the NI and FSM averages for similar schools (*‘raising standards’*). With this increase in the admissions figure, the school will also be the *‘right size’* to fulfil the needs of the community it serves.

The sections below will address the following areas as part of the rationale for this development proposal:

- Demand for places at Hazelwood Integrated College
- Potential Impact on other schools in the locality
- The Department of Education’s Statutory Duty
- Promoting a Shared Future
- Serving all Member of the School Community
- Promoting a financially sustainable education system
- Supporting strategic area planning

### 4.1 Demand for Places at Hazelwood College

The College is consistently oversubscribed at 1<sup>st</sup> preference alone, despite holding a temporary increase to the admissions number since 2022. Even with temporary increases, many children are being denied access to Hazelwood IC as their first preference school and the only Integrated Post Primary school in North Belfast. The current approved admissions number of 160 does not cater for the demands of parents and their children.

**Table 3.** Applications and Admissions for Hazelwood Integrated College for the previous 7 years (these figures do not include students with a statement who are considered supernumerary).

Year	Approved Admissions	1 <sup>st</sup> Preference Applications	1 <sup>st</sup> Preference Accepted	Total Applications	Total Admitted	% of 1 <sup>st</sup> Preference Applicants Gaining a place
2016	160	160	160	160	160	100%
2017	160	160	160	160	160	100%
2018	194	194	194	194	194	100%
2019	200	200	200	200	200	100%
2020	160	160	160	160	160	100%
2021	160	160	160	160	160	100%
2022	175	175	175	175	175	100%
2023	175	175	175	175	175	100%

2018/19	160	195	195	213	195	100%
2019/20	200	236	200	264	200	84.7%
2020/21	160	256	160	294	160	62.5%
2021/22	160	202	160	234	160	79.2%
2022/23	175	232	169	255	176	72.8%
2023/24	175	256	166	277	175	64.8%
2024/25*	175	190	157	222	175	83.0%

Source: EA Applications, Admissions and Enrolment Quadrant (accessed May 2024)

\*School Sourced

This demand for places is not limited to Year 8. The College holds a significant number of applications and waiting lists for those trying to access a place across all year groups. Many applicants have been on a waiting list for several years, ever since losing out on a place at the time of transfer to Post Primary school. The determination of these parents / carers to continue to pursue a place at the College is testament to the need for an increased admissions number and the desire for a place at an Integrated school.

The oversubscription of Hazelwood College demonstrates the strong parental preference for Integrated Education. While open enrolment arrangements allow parents to express a preference for the school's they wish their child to attend, this is not absolute and is constrained by the physical capacity of each school. The Department has undertaken detailed analysis of area demographics to cater for anticipated pressures in the Post Primary transition cohort.

The table below shows the total number of additional year 8 places allocated to schools in each year as well as the number and proportion allocated to Integrated schools. In the period 2019 – 2022, 11% of additional year 8 places were allocated to Integrated schools and, in the period 2023 – 2025 68% of additional year 8 places have been allocated to Integrated schools.

**Table 16.** Additional Year 8 places allocated to school as part of an additional places exercise 2019-2025, including number of additional Integrated places

Year of Transfer	Number of Additional Places	Number of Additional Integrated Places	% of Integrated Places
2019	413	123	29.8%
2020	443	20	4.5%
2021	361	0	0.0%
2022	234	20	8.5%
2023	137	85	62.0%
2024	95	65	68.4%
2025	55	45	81.8%

Source: A Strategy for Integrated Education in Northern Ireland – April 2023<sup>16</sup>

Continuing to build a transformed and more shared society is a key priority for government. The Department note that *'The education system has a key role to play in contributing to the vision and objectives of the Together: Building a United Community Strategy and to the shared aim to continue to*

<sup>16</sup> [https://www.education-ni.gov.uk/sites/default/files/publications/education/A%20Strategy%20for%20Integrated%20Education%20in%20Northern%20Ireland%20-%20April%202023\\_0.pdf](https://www.education-ni.gov.uk/sites/default/files/publications/education/A%20Strategy%20for%20Integrated%20Education%20in%20Northern%20Ireland%20-%20April%202023_0.pdf)

improve attitudes amongst our young people and to build a community where they can play a full and active role in building good relations.’<sup>17</sup> Integrated Education, has a key role to play in building a shared society. Integrated schooling has a significant and positive social influence on the lives of those who experience it. Awarding 15 additional place to Hazelwood College on a permanent basis will enable more young people to experience this form of education and have a positive influence on society as a whole.

## 4.2 Potential impact on other schools in the locality

As outlined in [Section 3](#) of this document, the increase of the admissions number at Hazelwood Integrated College has not had a detrimental impact on other Controlled, CCMS or Integrated Schools in the locality.

There has been pressure on Post Primary school places in North Belfast in particular as outlined in the information in Table 13 in [Appendix 4](#) and the Department of Education information in [Appendix 6](#). Hazelwood IC has held temporary increases to its admissions number for several years to alleviate this pressure. This has not adversely impacted other neighbouring schools. The schools highlighted in the table below (a section of Table 13 in [Appendix 4](#)) are within 5 miles of the College. Only two of these schools demonstrate capacity. The remainder are over capacity.

**Table 17.** Applications, Admissions and Enrolments of Post Primary schools within 5 miles of Hazelwood Integrated College

Post Primary School	Distance from Hazelwood IC (shortest driving distance, miles)	Management Type	Applications and Admissions (2023/24)				Enrolment				
			Approved Admissions	1st Preference Apps	Total Apps	Total Accepted	Approved Enrolment	2022/23		2023/24	
								Actual Enrolment	Available Places	Actual Enrolment	Available Places
Blessed Trinity College	2.1	Catholic Maintained	195	169	220	195	1300	1274	26	1360	-60
Dominican College (Fortwilliam)	2.3	Voluntary Grammar	150	165	179	160	1050	1077	-27	1078	-28
Edmund Rice (Newtownabbey)	2.8	Catholic Maintained	115	140	159	126	740	799	-59	851	-111
Integrated College Glengormley	2.9	Controlled Integrated	210	157	197	197	1250	951	299	1084	166
Belfast Boys Model School	3.1	Controlled	200	171	201	201	1100	1104	-4	1141	-41
Abbey Community College	3.4	Controlled	140	128	145	140	820	861	-41	874	-54
Belfast Royal Academy	3.4	Voluntary Grammar	200	213	244	200	1410	1428	-18	1454	-44
Belfast High School	3.5	Voluntary Grammar	136	179	200	136	930	970	-40	959	-29
Mercy College (Belfast)	3.6	Catholic Maintained	135	124	140	139	750	810	-60	854	-104
Belfast Model School for Girls	3.7	Controlled	200	152	194	194	1135	1085	50	1095	40
St. Malachy's College, Belfast	3.7	Voluntary Grammar	170	205	232	170	1139	1156	-17	1180	-41

Post Primary School	Distance from Hazelwood IC (shortest driving distance, miles)	Management Type	Applications and Admissions (2023/24)				Enrolment				
			Approved Admissions	1st Preference Apps	Total Apps	Total Accepted	Approved Enrolment	2022/23		2023/24	
								Actual Enrolment	Available Places	Actual Enrolment	Available Places
Royal Belfast Academical Institution	4.6	Voluntary Grammar	150	109	190	150	1050	1070	-20	1063	-13

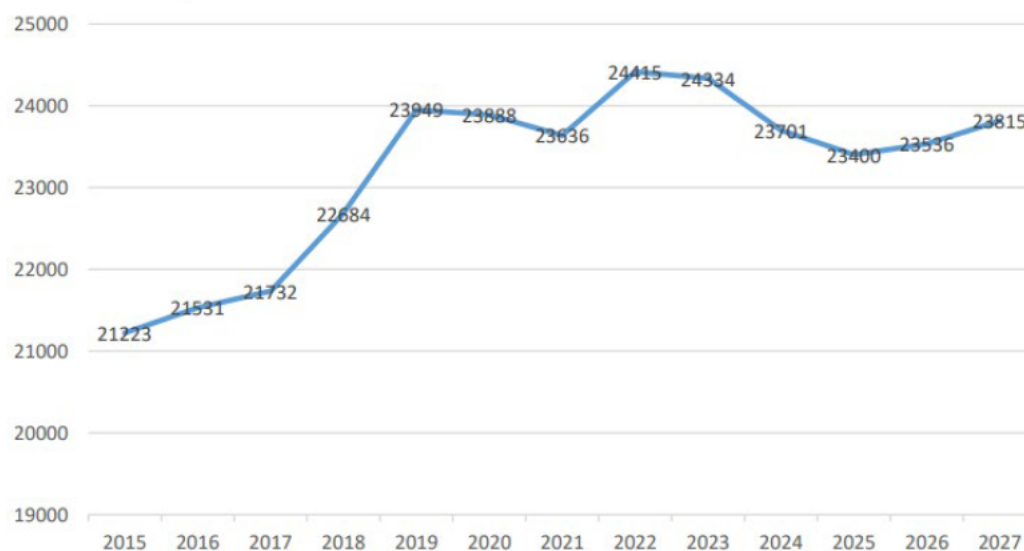
Source: DE School Census results (2023/24), EA Applications, Admissions and Enrolment Quadrant (accessed May 2024)

As mentioned in [Section 3.7](#) above, Integrated College Glengormley (ICG), which transformed to open as an Integrated school in 2022, is the nearest Integrated school and therefore the most likely to feel an impact from increased admissions at Hazelwood Integrated College. However, Hazelwood Integrated Collage has had several increases in its admissions number since 2022, and even before this, and despite this ICG has still shown considerable growth in applications and enrolment.

As can be seen in Table 15, the number of available places since the Transformation has decreased by 61%. In terms of Year 8 admissions the table above demonstrates a high demand for places with only 13 available places in 2023/2024. During this time Hazelwood IC has remained over-subscribed, even with temporary increases to admissions number. This clearly demonstrates that a permanent increase to an admissions number of 175 at Hazelwood Integrated College, will have no negative impact on its closest Integrated school.

Figure 1 below, copied from [Section 3.4](#) above, outlines the projected size of the transferring Post Primary school cohort up to 2027. Between 2025 and 2027 there is a projected increase of almost 2% (415 young people). Granting Hazelwood Integrated College a permanent change to its admissions number is necessary to meet the consistent demand and pressure on school places.

Figure 1. Graph detailing Post Primary transfer cohort size from 2015-2027 (estimated from 2022 onwards).



Source: School Admissions Team, Department of Education (see [appendix 6](#))

### 4.3 The Department of Education’s Statutory Duty

In Article 64 of the Education Reform (NI) Order (1989), it states: ‘64.— (1) *It shall be the duty of the Department to encourage, facilitate and support the development of Integrated education.*’<sup>17</sup>

The meaning of ‘support,’ is further clarified in the Integrated Education Act (Northern Ireland) 2022, which states: ‘5.— (1) *A reference in any provision of Northern Ireland legislation to support for Integrated education (including support for the development of Integrated education) is a reference to—*

- a) *identifying, assessing, monitoring and aiming to meet the demand for the provision of Integrated education within the context of area planning and the overall sustainability of the school estate (including, in particular, monitoring the number and success of applications for Integrated education), and*
- b) *providing sufficient places in Integrated schools to aim to meet the demand for Integrated education within the context of area planning and the overall sustainability of the school estate (including examining evidence of expected future demand).*

Therefore, there is a statutory duty to ‘*meet the demand,*’ and to ‘*provide sufficient places in Integrated schools.*’ The oversubscription of Hazelwood IC annually demonstrates the demand and the need for additional places. This proposal, to increase the admissions number at Hazelwood Integrated College, is in line with this legislation and supports the Department of Education in its statutory duty.

The application and enrolment trends outlined in this document, in [Section 1.6](#), evidence the ‘demand’ for places. The need for prolonged periods of temporary increases to the admissions number at Hazelwood Integrated College, also evidence that without the increase the school does not have ‘sufficient places’ to meet the needs of families in the locality. Continuing to provide additional places in a ‘temporary’ capacity limits the schools Governors and Senior Leaders from planning appropriately for the future.

### 4.4 Promoting a Shared Future

The Belfast/Good Friday Agreement (1998) states, ‘*An essential aspect of the reconciliation process is the promotion of a culture of tolerance at every level of society and includes initiatives to facilitate and encourage Integrated education and mixed housing.*’<sup>18</sup>

The success of Integrated schools such as Hazelwood College with such a rich heritage, contributes hugely to the reconciliation process. The history of the school demonstrates the deep belief that Integrated Education is key to a shared future in Northern Ireland. The position of Board of Governors at the College has not changed in this regard. The Governors are making this proposal because they wish to see a greater number of young people given an opportunity for an Integrated-Education. The diversity of Hazelwood College’s school community demonstrates that it is a place where ‘*those of different cultures and religious beliefs and of none, including reasonable numbers of both Protestant and Roman Catholic children or young persons*’ are educated together.<sup>19</sup>

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<sup>17</sup> The Education Reform(Northern Ireland) Order 1989 - <https://www.legislation.gov.uk/nisi/1989/2406/article/64/made>

<sup>18</sup> [https://assets.publishing.service.gov.uk/media/619500728fa8f5037d67b678/The\\_Belfast\\_Agreement\\_An\\_Agreement\\_Reached\\_at\\_the\\_Multi-Party\\_Talks\\_on\\_Northern\\_Ireland.pdf](https://assets.publishing.service.gov.uk/media/619500728fa8f5037d67b678/The_Belfast_Agreement_An_Agreement_Reached_at_the_Multi-Party_Talks_on_Northern_Ireland.pdf)

<sup>19</sup> <https://www.legislation.gov.uk/nia/2022/15/contents/enacted>

Hazelwood College has a balanced and diverse religious community and achieves more than 'reasonable numbers of both Protestant and Roman Catholic children'. For two out of the last three years the College has been oversubscribed for Year 8 in each of the three religious categories, admitting 40% from the Catholic Community, 40% from the Protestant Community and 20% who identify as Other / No Religion. The religious balance of the College community is reflected in the areas where the student population reside ([Section 1.2 - 1.3](#)).

The benefits of Integrated Education in building a shared future, is evidenced in numerous research papers. The impact of young people from different religious backgrounds being educated together was discussed by McGlynn (2007) who stated '*cross-community friendships developed in Integrated schools had a long-term and positive impact on individuals, including an increased respect for diversity, and confidence in interactions and increased empathy with other communities*'<sup>20</sup>.

The location of Hazelwood Integrated College historically is a recognised 'interface' area. Where young people from different religious backgrounds and communities would not ordinarily have the opportunity to get to know one another or build relationships. The College has stood between two communities since 1986 and provided a safe place for young people to explore misunderstandings, learn more about one another, and develop relationships. The College has been pivotal in building a culture of acceptance, mutual respect, and togetherness, not only within its walls, but in the community beyond. This proposal will make a further positive contribution to our shared post-conflict society, by offering more young people this opportunity.

## 4.5 Serving all Members of the School Community

Hazelwood offers pupils of all abilities the chance to succeed by recognising and supporting them with the challenges and barriers to learning that they face. There are currently almost 100 young people with a statement of Special Educational Need at the College and a further 150 pupils on the code of practice at Stage 1 or 2. These young people have a bespoke model of support through a range of interventions in Literacy, Numeracy, ASD support, and Social and Emotional support. The inclusive ethos of the College provides a place where young people with Additional Educational Needs feel supported and valued. They are not 'set apart', they are integrated into classes throughout the school in all-ability curriculum model.

While young people with a statement sit outside the school's enrolment totals, there are many children who are awaiting statements making the transition to Post Primary education through the open enrolment system. Providing a permanent increase to the College admission number will support more young people to access the form of inclusive education they desire via open enrolment and help to alleviate some of the burden on special educational needs pressures and demand for school places, which continues to grow on an annual basis.

As [Section 1.2, 1.3](#) and Table 1 in [Appendix 3](#) shows, a high proportion of Hazelwood students come from areas with the highest levels of social deprivation. The school has high aspirations for all its students and puts in place the necessary curriculum, pastoral care, and links with external organisations to foster the skills and qualities the pupils need to succeed and take their place in society and the world of work. The contribution made by health professionals, learning mentors, classroom assistants, school social worker and youth worker play an essential role in supporting the emotional

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<sup>20</sup> McGlynn, C. (2007) Rhetoric and reality: are Integrated schools in Northern Ireland really making a difference? *Irish Educational Studies*, 26(3), pp.271-287.

well-being and health of the pupils. In the 2019 ETI<sup>5</sup> visit to the College, pupils discussed their awareness of the wide range of supports that exist for them and understand that it contributes to their progress.

*The ETI also noted that ‘The care and support of each pupil is afforded a high priority by the school and is effective in supporting their learning and personal and social development. It is underpinned by an inclusive ethos and is driven by a whole school unity of purpose to strengthen the ethos as well as the pupils’ attendance, behaviour and attainment’.*

The approval of this proposal to permanently increase the admissions number to 175 will undoubtedly benefit more young people from areas of high social deprivation and afford them access to an inclusive environment with a high level of holistic care supporting their chances of success in school and beyond.

At Hazelwood Integrated College it is important that the staff understand the challenges faced by many members of the school population. Each new member of staff engages in a ‘community context’ tour and training to build understanding of the demographics of the main areas where students at the College reside. All staff are aware that levels of academic achievement in North Belfast are lower compared to other areas of Belfast and Northern Ireland and therefore the staff must work hard to maintain a culture of high aspiration.

The current Free School Meal percentage at Hazelwood IC is 50% and these pupils hail from both sides of the community. There is no significant gap in attainment between the two main religious groups at Hazelwood and levels of academic achievement are consistently above the NI and FSM band averages for similar schools.

The expectations on young people academically are supported by a wide and varied curriculum offer at GCSE and A-Level, which exceeds the requirements of the Entitlement Framework. This ensures that each young person can choose subjects which reflect their future ambitions and interests, making their education relevant and individual to them. The Entitlement Framework requires schools to offer 21 courses at GCSE and 21 at Post-16<sup>21</sup>. At Key Stage 4, Hazelwood IC provides 35 courses, 17 of which are considered ‘applied’ and 18 that are considered ‘general’. At Key Stage 5, Hazelwood IC offers 21 courses, 3 of which are offered through the North Belfast Area Learning Community (NBALC). The College sixth form enrolment of 171 (2024-2025) is much greater than the recommendation of 120, highlighted in the Independent Review of Education (p53 section 5.46)<sup>22</sup>.

The offer at GCSE and post-16 is motivating and aspirational, ensuring high attendance and retention at both levels. The College have operated with an increased admissions number since 2018. If this proposal to change the admission number to 175 were permanently approved, this would allow the College to continue to offer a broad and varied curriculum at Key Stage 4 and 5 and enable the school to continue to provide Shared Education opportunities through the NBALC.

The processes and structures that are in place at Hazelwood College have been designed in line with the increased admission number due to the number of temporary variations that have been and are currently in place. The core business of the College has always been the care of the young people and

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<sup>5</sup> [https://www.etini.gov.uk/sites/etini.gov.uk/files/publications/asos-sustaining-improvement-inspection-hazelwood-integrated-college-newtownabbey-county-antrim-126-0269\\_0.pdf](https://www.etini.gov.uk/sites/etini.gov.uk/files/publications/asos-sustaining-improvement-inspection-hazelwood-integrated-college-newtownabbey-county-antrim-126-0269_0.pdf)

<sup>21</sup> <https://www.education-ni.gov.uk/sites/default/files/publications/de/Entitlement-Framework-Directions-2017.PDF>

<sup>22</sup> <https://www.independentreviewofeducation.org.uk/files/independentreviewofeducation/2024-01/Investing%20in%20a%20Better%20Future%20-%20Volume%201.pdf>

their success; personally, socially, emotionally, and academically. The increased numbers at Hazelwood College since 2018 have meant that more young people have had access to a high-quality Integrated Education and holistic care. The approval of this proposal will not impact the care and provision for each young person at the College, as the College have operated at an admission number of 175 since 2022.

## 4.6 Promoting a Financially Sustainable Education System

In December 2006, an independent Strategic Review of Education (the Bain Review)<sup>23</sup> indicated that, because of falling pupil numbers and Northern Ireland's many school sectors, there were too many schools in Northern Ireland. The review stated that *'because of the nature of the schools in Northern Ireland and the historic structure, the money is spread too thinly'*. Professor Bain argued that *'the diversity of school types coupled with the relatively high proportion of small schools, inevitably results in a less than optimum use of the finance available for education'*. This cost was researched by Roulston and Milliken in their 2023 paper 'The Cost of Division in Northern Ireland'<sup>24</sup>, which estimates the *'total additional cost of maintaining a divided education system at £226 million each year, or over £600,000 every day of the year'*.

Supporting the growth of Integrated Education, through the approval of this proposal, helps to promote a more financially sustainable and efficient education system.

## 4.7 Supporting Strategic School Development Planning

This proposal is in line with the Department's Strategic Plan 2022-2027<sup>10</sup>. The aims of the plan are to focus on improving educational provision for all pupils, by;

- Addressing school provision which is not educationally and/or financially sustainable.
- Exploring realistic, innovative, shared and collaborative solutions with a view to ensuring there is a viable and sustainable level of quality educational provision.
- Addressing issues and challenges specific to local areas, by ensuring there are sufficient places.

This Case for Change outlines clearly the sustainability of Hazelwood Integrated College. The College is financially stable and demonstrates educational outcomes which are consistently high. The Integrated ethos of the College and the long-standing links with other schools within the North Belfast Area Learning Community (NBALC) demonstrate strong shared and collaborative systems to support high quality educational provision. The College has operated with several temporary variations/increases to its admissions number since 2018 and is consistently oversubscribed, demonstrating the need for places in North Belfast and particularly in the Integrated sector. The College have demonstrated clearly in this document the ability to provide a high-quality education for this increased number of pupils.

The approval of this proposal would also support the Departments commitment to prepare, publish and maintain a strategy for the encouragement, facilitation, support for and provision of Integrated Education as outlined in the Integrated Education Act 2022.

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<sup>23</sup> <https://www.niassembly.gov.uk/globalassets/documents/pac-2011-2016/reports/report-on-department-of-education-sustainability-of-schools.pdf>

<sup>24</sup> S Roulston, M Milliken (2023) Research Paper University of Ulster. <https://pure.ulster.ac.uk/en/publications/the-cost-of-division-in-northern-ireland>

## 5. Implementation Plan

The proposal is being brought forward under Article 14 of the Education and Libraries (NI) Order 1986. The implementation date for the proposal is for 1 September 2025, or as soon as possible thereafter.

### **Admissions criteria to include notification of Development Proposal**

Due to pre-approval of a Temporary Increased admissions number for September 2025, the 2025 admissions criteria already reflects an admissions number of 175. If this proposal is approved the admissions criteria for September 2026 would reference the increase in Year 8 admissions from 160 to 175.

### **Accommodation Needs**

The College has been operating for a number of years with an increased admissions intake. This has been 175 places since September 2022. The current accommodation on the College site can meet the demands of this number of pupils. The College 'New Build' project has remained live as part of the capital builds programme (major works), this process will remain ongoing.

### **Curricular Considerations**

The College is currently running a curriculum model for an intake of 175, if the proposal is approved, the Curriculum Committee, will continue to research varying curriculum pathways to ensure the provision meets the needs of the individuals and the wider Area Learning Community.

### **Teacher Appointments**

Due to the College operating with this admissions number since 2022, teacher appointments will not be impacted. However, the Principal and Senior Leaders will closely monitor curriculum needs and mapping to ensure any required appointments are timely and in the best interests of the school and young people. The approval of this proposal will provide much needed security and the potential to revise some temporary contracts and advertise roles in a permanent capacity.

## 6. Resource Implications

Hazelwood Integrated College has operated with a temporary increase to its admissions number since 2022. This is further to two other temporary increases which were granted in 2018 and 2019. This development proposal will have no impact on the overall enrolment number of the school. The College have planned and structured for an admissions number of 175 for 3 years to date. The approval of this proposal will stabilise staffing and allow the College Senior Leaders and Governors to plan with a sense of security for the future.

### **Staffing**

The College currently operates with staffing levels as follows: A Principal; 2 Vice Principals, 5 Assistant Principals, Director of Finance and Corporate Services, Support Services Manager, and Curriculum Operations Manager, who make up the Senior Leadership Team. 61 full time equivalent teachers and 13 part time members of teaching staff. 130 support staff comprising; 3 Learning Mentors, 2 Study Supervisors, a Librarian, School Mental Health Nurse, School Social Worker, Examinations Officer, Caretakers, Canteen/Kitchen Staff, Lunch Supervisors and Teaching Assistants.

This is no additional staffing required for this development proposal. The approval of the proposal would allow some temporary teaching posts to be advertised in a permanent capacity, due to the stabilisation of student numbers offering the ability to plan more effectively for the future.

### **Finance**

Over the last number of years, the school has been operating at a small surplus as a result of cautious financial management in response to inflationary increases that outstrip the common formula funding position. Hazelwood College is in the final stages of planning for a new school build but with the cessation of the Fresh Start funding programme the timeframe for project commencement is currently unknown. This will be on the condition of funding being made available through the Department of Education's Major Works scheme. Maintaining the current intake level of pupils will allow the school to continue operating in a financially viable manner whilst allowing necessary spend on the current school infrastructure to best meet the needs of our students.

### **Transport Costs**

An increase of 15 pupils since 2022 has not increased transport costs or created a need for additional school bus routes. Therefore, approval of this proposal will not require any changes to the current transport arrangements. The College is located close to many major roads and has an extensive dedicated school bus service which has been operational for several years without change.

### **Accommodation**

As outlined in [Sections 1.4](#) and [1.5](#) the College sits on a 4.8-hectare site, centred around a listed building 'Graymount House'. While the funding for the College 'New Build' via the Fresh Start Agreement, has been repurposed in the UK Governments financial settlement for the executive, the project has remained live as part of the capital builds programme (major works). The current accommodation at the College has been suitable for the enrolment number of 1010 and the increased admissions number of 175 which has been in place due to several temporary increases.

## **7. Conclusion**

Hazelwood Integrated College enjoys a position as the school of choice for many families in the North Belfast and Newtownabbey areas. The school evidence this position both in the numbers of applications, admissions and the total preference figures clearly showing the demand and need for more places in Hazelwood Integrated College.

The high educational outcomes and the number of children coming to the school with Statements of Special Educational Need indicate the capability of the school to deliver excellent quality Integrated education across the spectrum of ability.

The approval of this proposal is an opportunity for the Minister for Education to further publicly demonstrate his duty to support Integrated Education and the Department of Education's vision, which is to create ***'a vibrant and supported network of sustainable Integrated schools, providing high-quality Integrated education to children and young people'***<sup>25</sup>.

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<sup>25</sup> [https://www.education-ni.gov.uk/sites/default/files/publications/education/A%20Strategy%20for%20Integrated%20Education%20in%20Northern%20Ireland%20-%20April%202023\\_0.pdf](https://www.education-ni.gov.uk/sites/default/files/publications/education/A%20Strategy%20for%20Integrated%20Education%20in%20Northern%20Ireland%20-%20April%202023_0.pdf)

The proposal to increase the admissions number of Hazelwood Integrated College from 160 to 175 is in line with the Departments Strategic Area Plan, the Equality Impact Assessment, and all the Sustainable Schools' criteria.

As evidenced in this Case for Change, Hazelwood Integrated College is a highly sustainable school providing an exceptional education for young people. The school has demonstrated its ability to maintain this high standard for additional students joining the school through a number of approved temporary variations / increases since 2018.

The Governors believe that an increased in the admissions number will enhance the school's ability to deal with the demands placed upon it and more readily meet the needs of those parents and children who have made the choice for Integrated Education.

## 8. Appendices

1. Overview of Consultation Process
2. Community, Organisation and Business Links
3. LGDs, DEAs and Wards for 2022/23 cohort of pupils at Hazelwood Integrated College
4. Applications, Admissions and Enrolment Statistics for Post Primary Schools within a 10-mile radius of Hazelwood Integrated College
5. Department of Education Information on Additional Places

## Appendix 1 – Consultation Process

### **1A - OVERVIEW OF CONSULTATION PROCESS**

The Board of Governors at Hazelwood College have carefully considered a change to the admission number from 160-175 for a number of years due to the high demand for places at the College and the need for Post Primary School places in North Belfast, particularly as the only Integrated school in this area.

As a result the Governors approved Temporary changes to the admissions number in 2018 and 2019 and applied for a 3 year change as part of the DE additional places exercise for 2023-2025. Since 2022 the Governors have carefully monitored the impact of this increase on the academic outcomes and pastoral data for the school. The Governors are confident that the evidence outlined in this Case for Change demonstrates the viability of a permanent change to the admissions number.

The Governors arrived at the decision to formally proceed with a Development Proposal at a meeting of the Board of Governors on 24<sup>th</sup> November 2023

This was also an agenda item on the following dates:

- 11 Jan 2024
- 6 March 2024
- 8 May 2024
- 25 Sept 2024

College staff were informed of the Governors decision during Principal briefings. Staff were formally invited by email to schedule 1-1 or small group meetings to discuss the Development Proposal between 2<sup>nd</sup>-31<sup>st</sup> May. There were no concerns raised by Hazelwood College staff.

A 4 week consultation process took place with stakeholders between the 1<sup>st</sup> May-31<sup>st</sup> May 2024. The school Principal wrote to 172 Principals from Primary Schools within a 10 miles radius to inform them of the Governors decision and to seek their view using an online questionnaire.

A letter from the Principal outlining the Governors decision and online questionnaire was sent to all parents / carers of the College seeking their feedback.

Copies of the letters and email communication can be seen below.

### **Responses to the Consultation**

There were a total of 52 responses to the online consultation questionnaire.

Responses were submitted as follows;

- 1 member of staff at Hazelwood
- 1 member of the Community
- 5 Principals from feeder Primary Schools
- 1 member of staff from a feeder Primary School
- 42 Parent / Carers of a student at Hazelwood
- 2 Other – Principals from Primary Schools within a 10 mile radius

Of those who responded 97% (50 respondents) stated they were in favour of the Development Proposal and 3% (2 respondents) stated they were not.

The 2 respondents who felt the proposal should not go ahead were parents with students at Hazelwood College. Due to the comments made by these respondents it was believed that there was a lack of understanding regarding the fact the school enrolment figure would not be altered by this development

proposal. Several attempts were made to contact these parents to reassure them of this, but no return call was made.

40 of the 42 responses from Parents / Carers of Hazelwood College were overwhelmingly positive. The comments made below indicate the strong support for the proposal and for the high regard held by parents / carers of the school. A range of examples of comments made have been included below.

### **Parent / Carer Feedback**

Such an amazing school and this is a positive step forward.
This school is one of the best in the area and they should be able to offer a position to all who apply.
I feel that this is one of the main Integrated schools within a mixed area, so it is essential that there is enough spaces to cope with the ever-growing Integrated population. Also, the school has a very good SEN dept and increase in places could also help with the provision of placement for these children as it is becoming increasingly difficult for these children to find suitable schools that can help them grow and improve.
There needs to be more places for the children trying to get into the school
As a parent of children already at the College and one hopefully attending in September, I think increasing the numbers is valuable to children in the close area that have applied for Integrated secondary education, gives a better chance to gain a place to the College.
Increase in numbers is needed for community and to allow additional pupils to attend.
The school is large enough and capable of the growth in numbers.
Would give the school a lot more security in developing for the local community.
It has worked over the last few years and there is always a demand from the catchment area and beyond.
Fantastic school, my son is in 4th year, and I will be applying for my daughter to go to this school so it would be great to have extra spaces for more children
There is a great demand for Integrated education.
Good for the school and community.
Having extra spaces gives more kids a chance to get accepted into Hazelwood. Hazelwood is getting more and more popular each year.
Increasing the number of spaces creates more opportunities for other students to get a place at Hazelwood College.
It's a fantastic school. If more children can have the opportunity to attend, they should.
Think it's a fab idea, it's a fantastic school and more Post Primary kids deserve a chance to experience Hazelwood.
More children deserve the right to an Integrated education, and as the school offers an excellent opportunity to support this, the demand grows every year so a permanent decision to increase the intake is the right move to ensure that children have a higher chance to succeed in attending an excellent establishment and thus helping to promote the ethos of Integration, especially in Belfast, where it is greatly needed.
Hazelwood is a good school and increasing number will benefit more kids.
Fabulous school and if they can fit more admissions then it's a plus to pupils and the community.
Makes sense to let more pupils come to a great school.
The school is oversubscribed each year, by making this change permanent the school will be able to plan for new school year better.
There is very limited provision in North Belfast for parents who seek high quality, all- ability teaching. The ethos of the school is very caring where all children are encouraged to flourish is an environment which celebrates and embraces diversity and self- esteem. The community of North Belfast and Newtownabbey

with its societal and cultural complexity need a school which can accommodate and provide for its young people.
Demand for this in the community.
I believe more admissions should be available for Integrated education.
The school has the staffing structure and policies in place to continue to have an intake of 175 pupils annually.
If the school is capable then why not. Has this figure not been the acceptance number for the past few years? Then again why not make it official.
A fantastic school that has shown in previous years that they can cope with the admission numbers.
Integrated education is a vital in today's ever growing multicultural society.

There was an overwhelming degree of positivity in the comments submitted by Principal School Principals and a unanimous view that the agreement of this proposal would support the need for Integrated Post Primary places in North Belfast.

#### **Example comments - Principals**

So many children are turned down from our school each year, the children are very disappointed.
“We in GIPS would hope that this permanent increase in admissions would mean that in line with both HIC and our own school Integrated ethos of inclusion, that ALL our P7 pupils wishing to go to HIC will gain access including those with statements of SEN whose parents opt for a mainstream education and are strongly recommended that mainstream post-primaries are able to effectively meet their holistic needs. For these reasons we endorse this proposal as a primary feeder school.”
Children from my primary school have often put Hazelwood as their first choice but due to the places available have not been offered a place.
Ministerial approval will formalise what is already in place and provide additional places for parents wishing to send their children to an Integrated College.
It is becoming increasingly difficult to place children in Post Primary schools in Belfast.
I agree that it is necessary to ensure that more children transferring to Post Primary school have access to Integrated provision in the North Belfast/Newtownabbey area.

Members of the Community, and staff from a local Primary School were collectively positive about the development proposal as demonstrated in their comments.

#### **Example Comments - Community**

Excellent idea that would create more opportunities for our pupils within the Rathcoole area.
I think making the admission number to 175 permanently will be a huge advantage for the community of North Belfast to have the opportunity for their children to get a place at this fantastic secondary school.

The level of positivity from each stakeholder group was welcomed by the Board of Governors and affirmed their decision to seek a permanent change to the school admissions figure. The feeling amongst stakeholders that this was necessary to support the development of Integrated Education, to meet the demand for Post Primary school places in North Belfast and to ensure that parental choice was being met as far as possible was echoed in the view of the Governors.

## 1B - Consultation 1 Documents

### Letter to Principals



Dear Colleague,

I am writing to inform you of the decision of the Board of Governors at Hazelwood Integrated College to submit a development proposal to the Department of Education, to change the schools' admissions number from 160 to 175.

We believe this is an important change, not only to provide an opportunity for more young people in the North Belfast / Newtownabbey area to access Integrated Education, but also to provide further much needed post-primary school places in the area and to stabilise the enrolment at the College.

The College have had several increases to the admissions figure over the years. We have had a temporary increase to 175 places since September 2022, which will remain in place until September 2025. However, we believe it is important to make this a permanent change.

The College is a consistently oversubscribed school, and we recognise that a significant number of young people who apply cannot gain a place. We believe this change will go some way to alleviate those pressures, which would otherwise increase should the College return to its original admissions figure of 160.

As a Principal of a Primary School within 10 miles of the College, we seek your feedback on the proposal and hope that you would be in support of us as we submit this to the Department.

Please complete the short form at the link below to inform us of your view.

<https://forms.office.com/e/Mv6YL2FmRf>

The consultation window will remain open until 31.5.24, if you would like to discuss this or have any questions, please contact the College directly.

Yours Sincerely,

Maire Thompson

Principal



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[www.hazelwoodcollege.co.uk](http://www.hazelwoodcollege.co.uk)

## Letter to Parent / Carers



Dear Parent / Carer,

I am writing to inform you of the decision of the Board of Governors at Hazelwood Integrated College to submit a development proposal to the Department of Education, to change the schools' admissions number from 160 to 175.

We believe this is an important change, not only to provide an opportunity for more young people in the North Belfast / Newtownabbey area to access Integrated Education, but also to provide further much needed post-primary school places in the area and to stabilise the enrolment at the College.

The College have had several increases to the admissions figure over the years. We have had a temporary increase to 175 places since September 2022, which will remain in place until September 2025. However, we believe it is important to make this a permanent change.

The College is a consistently oversubscribed school, and we recognise that a significant number of young people who apply cannot gain a place. We believe this change will go some way to alleviate those pressures, which would otherwise increase should the College return to its original admissions figure of 160.

As a parent / carer of a child at the College, we seek your feedback on the proposal and hope that you would be in support of us as we submit this proposal to the Department.

Please complete the short form at the link below to inform us of your view.

<https://forms.office.com/e/Mv6YL2FmRf>

The consultation window will remain open until 31.5.24, if you would like to discuss this or have any questions, please contact the College directly.

Yours Sincerely,

Maire Thompson

Principal

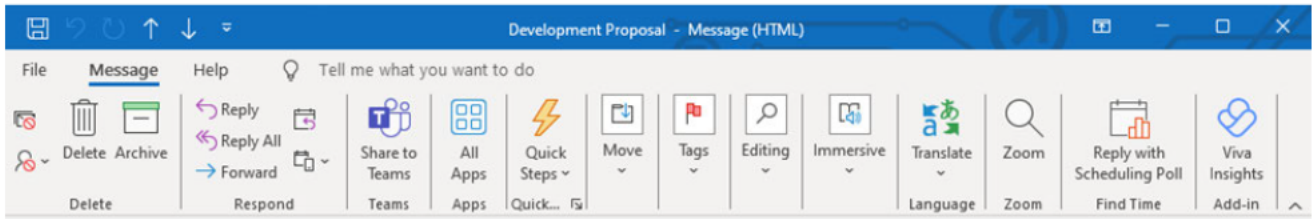


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## Email to Staff



### Development Proposal



Thu 02/05/2024 07:44



Good Morning,

I am writing to inform you of the decision of the Board of Governors to submit a development proposal to the Department of Education, to change the schools' admissions number from 160 to 175. This is an important vehicle, to stabilise the school finances and staffing on a permanent basis

**As you know the College have had several increases to the admissions figure over the years, and we have had a temporary increase to 175 in place since September 2022. This temporary variation remains in place until September 2025.** This development proposal would allow the school to continue with this model of accepting 175 students beyond 2025. This figure will provide stability to the College in terms of curriculum mapping and financial planning, which would otherwise change should the College return to its original admissions figure of 160.

I have attached a document which highlights our draft predicted numbers should we remain with an admissions number of 175. Please note that the numbers include Stage 3 SEN students who are supernumerary for this figure. It is important we maintain these figures to manage any potential future financial deficit.

As a member of staff at the College, you are welcome to provide your thoughts, question and feedback on the proposal. If you would like to the opportunity to discuss this please make contact with Alix Jackson between now and 31<sup>st</sup> May and she will arrange to meet with you.

Kind Regards,

Maire

## 1C - Overview of Consultation 2

A second period of consultation took place between 14.11.24 and 15.12.24. The consultation included the following stakeholders:

- Parents and Carers
- Governors
- Staff (Teaching and Non-Teaching)
- Pupils
- Principals from Primary Schools within a 10-mile radius

This consultative process afforded the opportunity for stakeholders and members of the wider community to view and comment on the draft Development Proposal and Case for Change.

Samples of evidence of the communication to stakeholders and members of the wider community can be viewed below.

Good Morning,

Following on from Ms Thompson's consultation with staff last year, I am writing to inform you that the school development proposal is completed in draft format. Following NICE checks and further consultation, the proposal will go to the Education Authority and out for public consultation in the new year.

For those of you who have just joined the College, the development proposal seeks to increase the school admissions number. The school hold an admissions number of 160 and have secured temporary variations annually since 2022 increasing the intake to 175. The College are requesting that the Department of Education make this change to the admissions number on a permanent basis. This is an important vehicle to stabilise the school finances and staffing on a permanent basis, as well as securing much needed integrated post primary school places for children in North Belfast.

As a member of staff at the College, you are welcome to provide your thoughts, questions and feedback on the proposal. If you would like to the opportunity to view the draft development proposal and case for change you are welcome to request this up until the 15.12.24.

Kind Regards,

Mrs Alix Jackson  
Vice Principal for Junior School  
Hazelwood Integrated College



Dear Parent / Carer,

In May 2024 we informed you of our intention to seek an increase to our school admission number to offer 175 places to Year 6 students. This is a figure we have operated with since 2022 and we simply wish to make this permanent. The feedback we received in May was overwhelmingly positive and as such a Development Proposal and Case for Change have been drafted. This will be sent to the Education Authority for public consultation, following which, the Minister of Education will consider it for approval. If you would like to see a copy of the Draft Case for Change please notify the school by email before the 15.12.24.

Thank you for your ongoing support,

Mrs Alix Jackson  
Vice Principal for Junior School  
Hazelwood Integrated College



Good evening colleagues,

We wrote to you in May 2024 to advise you of Hazelwood Integrated College's intention to submit a Development Proposal to the Department of Education. The proposal and case for change seeks an increased admissions number for year 8 from 160 to 175 and is now completed in draft form.

We were extremely grateful for the responses and support we received from you in May. If you would like to view the draft Development Proposal and Case for Change, this opportunity will be available until the 15.12.24. We welcome any comments / feedback should you wish to avail of this opportunity.

Kind regards,

Mrs Ailx Jackson  
Vice Principal for Junior School  
Hazelwood Integrated College



Fri 15/11/2024 08:31

Good morning all, Please read this message to students.

Dear students,

Since 2022 we have had temporary increases to the school admissions number increasing it from 160 to 175. We requested increased places due to the huge oversubscription of the school and pressures on families in North Belfast and Newtownabbey areas who want to access Integrated Education for their children. The College Board of Governors feel passionately that we should provide as much opportunity as possible for people to access an education at Hazelwood College, without impacting the experience of students who already attend. We feel that an admissions number of 175 will allow us to do that.

I am writing to inform you that the school is seeking approval from the Department of Education to increase the admissions number from 160 to 175 permanently. This is the number the school has operated with for a number of years and while it will not impact your educational experience, we felt it important to make you aware. If you have questions about this and would like to discuss it or see the draft Development Proposal and Case for Change, please let your Form Tutor know before 15.12.24. Mrs Leslie and I will set up meetings with students who would like to avail of this opportunity.

Mrs Ailx Jackson  
Vice Principal for Junior School  
Hazelwood Integrated College



## Appendix 2 – Community, Business and Organisation Links

<b>Community, Business and Organisation Links – Hazelwood Integrated College</b>	
<b>Organisation</b>	<b>Description</b>
Counselling & Well Being –Whole School	Action Mental Health and Lifestyle Counselling services 1-1 weekly sessions.
Queen’s University	Cooperative learning Mathematics programme for KS4 pupils.
Angel Eyes	Providing guidance and support when working with visually impaired students.
The MAC and Freeland’s Foundation London.	3 year project with the Art Department – ‘New Visions’
SistersIN	SistersIN has created the signature SistersIN Leadership Programme, an 8-month development journey for sixth form girls to help build their confidence and broaden their career perspectives.
Streetbeat	Key Stage 3 1-1 mentoring Peer Mentoring training for Post 16 students
North Belfast and Newtownabbey Foodbanks	Providing vouchers for families in need.
ADDNI	Running support programmes for KS3 students with ADHD/ADD.
EA sensory services	Teachers of the deaf and visually impaired.
AAIS	Providing support and guidance to young people with Autism and their families.
PPBSP	SPSS – 1-1 behaviour support PPBSP – Targeted advisory support / intensive 1-1 support and intervention
Alternatives	1-1 and small group support for young people experiencing social, emotional and well being issues
The Emotional Wellbeing in Schools Team	Developing whole school approaches to supporting mental health and well being. Workshops for young people, parents / carers and staff.
The Bytes Project	Coding OCN L1 for Post 16 students. Tools for solidarity programme for Post 16 students.
Young Life	1-1 mentoring Lunchtime support for young people
Exodus	SOAR programme for Post 16 students
Big Phat	Supporting vulnerable students with free ‘back to school’ hair cuts and providing careers advice / guidance on barbering
Active communities	Youth work training opportunities
All state / Bring IT on / Version 1	Careers advice and support regarding the IT industry.

Allen and Overy / Graham Construction / Dean Martin Construction / H&J Martin / Rainey Restoration	Careers advice and support regarding the construction industry.
Balmoral Hotel / Hastings Hotels / Moy Park	Careers advice and support regarding the Hospitality industry.
Barclays / Danske Bank / citi bank	Careers advice and support regarding the Finance industry and financial planning for Post 16 students.
Belfast City Council	Careers advice and support regarding the Public service sector.
Better (health)	Careers advice and support regarding the Health and fitness industry.
Cafre	Support and advice on FE / Apprenticeships
Careers service NI	Support to hold careers workshops, events and advice events
Deloitte	Careers advice and support regarding the Business industry. Partnership to support the school winter meals programme. Collaboration on aspects on the 'One Young World' event.
Fieldfisher	Careers advice and support regarding Law
Henderson Group	Careers advice and support regarding the Retail industry
Impact Training	Careers advice and support regarding Apprenticeships
Inspire wellbeing	Support for the school in organising Charity/wellbeing initiatives
Into film	Screenworks competitions and events
Lloyds Bank	Careers advice and support regarding Banking Apprenticeships
M.I.S. Group	Careers advice and support regarding the Insurance industry.
Mivan	the Health and safety industry.
NI Fire and Rescue Service	Careers advice and support regarding Public Services. Assemblies on safety.
Northern Trust	Careers advice and support regarding social work.
NRC	Careers advice and support regarding Apprenticeships and FE courses.
People 1st	Careers advice and support regarding Apprenticeships.
PSNI	Careers advice and support regarding the Public services. Workshops on topical issues / raising awareness seminars etc
Riverpark Training	Careers advice and support regarding Apprenticeships
Screen Academies	Workshops and programmes on gaming
The Academy	Careers advice and support regarding Hair and Beauty
Translink	Transport liaison at induction events, safety bus demonstrations etc
Ulster University / Queens University	Advice and guidance. Open days and events.
White Space	Careers advice and support regarding Engineering
Bryson Energy	Careers advice and support regarding Apprenticeships
YMCA	Ubuntu programme: promoting diversity and good relations with participants.

Young Enterprise	Careers workshops and planning for Year 10 students
NBALC	Partnership with other North Belfast schools in shared education, sharing good practice and collaborative events.
Family Support Hub	Referrals and support for vulnerable families.
Ashton Community Trust	Referrals and support for vulnerable families.
NB Locality Planning Group	Partnership with other members of the locality planning group on collaboratively trying to meet the needs presenting in North Belfast
NICIE (Northern Ireland Council for Integrated Education)	Providing advice, support, training and advocacy for the school, as well as coordinating collaboration with other Integrated schools.
IEF (Integrated Education Fund)	Providing support, advice and funding opportunities to support the College as an Integrated school.
Move your Mind	Mental health and well-being programme.
Clanmill Housing/Bryson	'Better Futures Programme'-a 12 week accredited OCN Employability qualification for Year 12 students who are at risk in the community due to anti-social behaviours.
Belfast Charitable Society	Charitable donations for winter school meals for all students.
GAA with Cú Chulainn initiative.	Providing coaching and support for the development of Gaelic Games.
Ulster Boxing IABA through Paddy Gallagher and Brendy Irvine	Providing coaching and mentoring.
Ulster Badminton Currently with Steve Waddell / Netball NI / IFA through Damien McLaughlin / Table Tennis-Glenburn Table Tennis Club	Coaching and support

## Appendix 3 – Religious Balance of Geographies where Students Reside

**Table 1.** The Local Government Districts, District Electoral Areas and Wards that the 2022/23 cohort of pupils at Hazelwood Integrated College are resident in, against the 2021 Census results for Religion or Religion brought up in.

Where pupils reside (LGD/DEA/WARD)	% of pupils resident (2022/23)	Religion or Religion Brought up in (2021 Census)			
		% Catholic	% Protestant and other Christian	% Other Religion	% None
<b>Belfast</b>	<b>62.24</b>	<b>48.72</b>	<b>36.37</b>	<b>3.33</b>	<b>11.58</b>
<i>Castle</i>	29.89	50.79	34.80	3.12	11.29
Bellevue	9.89	64.14	23.75	2.06	10.04
Duncairn	8.30	35.75	41.80	6.42	16.04
Innisfayle	5.34	43.78	44.05	1.22	10.95
Fortwilliam	2.60	48.55	38.94	2.23	10.28
Chichester Park	2.53	61.73	25.05	3.42	9.80
Cavehill	1.23	59.99	31.94	0.99	7.08
<i>Court</i>	16.75	36.12	52.69	1.94	9.24
Shankill (Belfast)	6.14	5.99	80.43	1.43	12.15
Ballygomartin	4.12	9.74	77.92	1.04	11.29
Woodvale	3.61	8.03	76.96	1.61	13.40
Forth River	2.53	20.02	67.28	0.98	11.73
Falls	0.29	89.71	4.65	2.53	3.11
Clonard	0.07	86.93	5.57	3.95	3.55
<i>Oldpark</i>	13.14	63.28	26.22	2.42	8.08
Water Works	2.89	70.04	17.28	4.57	8.11
Cliftonville	2.89	71.59	19.50	1.70	7.21
Ballysillan	2.53	9.34	73.81	1.78	15.07
New Lodge	1.95	84.47	6.95	3.24	5.35
Legoniel	1.88	53.56	34.87	1.96	9.62
Ardoyne	1.01	90.82	5.19	0.98	3.01
<i>Titanic</i>	0.94	21.91	54.74	4.17	19.17
Beersbridge	0.29	15.43	58.74	3.48	22.35
Ballymacarett	0.29	44.35	39.44	5.23	10.97
Bloomfield (Belfast)	0.22	18.49	57.80	3.24	20.46
Woodstock	0.07	24.90	49.09	5.85	20.17
Connswater	0.07	16.17	60.37	2.36	21.10
<i>Botanic</i>	0.87	43.92	29.56	8.66	17.86
Blackstaff	0.43	16.14	56.90	9.30	17.66
Central	0.36	50.88	18.30	11.02	19.80
Windsor	0.07	43.57	29.58	9.32	17.54
<i>Collin</i>	0.29	87.81	7.58	1.20	3.42

Where pupils reside (LGD/DEA/WARD)	% of pupils resident (2022/23)	Religion or Religion Brought up in (2021 Census)			
		% Catholic	% Protestant and other Christian	% Other Religion	% None
Stewartstown (Belfast)	0.14	93.64	3.28	0.81	2.27
Twinbrook	0.07	93.45	3.46	0.73	2.36
Dunmurray	0.07	68.51	22.48	2.11	6.90
<i>Black Mountain</i>	<i>0.22</i>	<i>91.88</i>	<i>3.35</i>	<i>1.89</i>	<i>2.87</i>
Andersonstown	0.07	93.95	2.58	0.69	2.78
Collin Glen	0.07	92.40	4.15	1.08	2.37
Beechmount	0.07	83.47	5.67	6.08	4.78
<i>Lisnasharragh</i>	<i>0.14</i>	<i>31.36</i>	<i>50.84</i>	<i>2.56</i>	<i>15.23</i>
Rosetta	0.07	56.90	24.28	4.82	14.00
Hillfoot	0.07	25.27	59.32	1.83	13.57
<b>Antrim and Newtownabbey</b>	<b>35.45</b>	<b>31.42</b>	<b>54.71</b>	<b>1.53</b>	<b>12.35</b>
<i>Macedon</i>	<i>22.24</i>	<i>23.98</i>	<i>59.81</i>	<i>1.78</i>	<i>14.42</i>
Valley (Antrim and Newtownabbey)	8.01	63.65	25.61	1.69	9.04
Rathcoole	5.27	4.97	76.19	1.24	17.59
O'Neill	3.83	3.85	78.85	0.87	16.44
Whitehouse	2.17	16.45	68.81	1.46	13.28
Abbey (Antrim and Newtownabbey)	1.81	31.45	49.54	3.58	15.44
Carmoney Hill	1.16	19.15	63.51	2.06	15.28
<i>Glengormley Urban</i>	<i>6.14</i>	<i>45.84</i>	<i>41.61</i>	<i>2.07</i>	<i>10.49</i>
Carmoney	1.16	25.51	62.68	1.53	10.28
Glebe (Antrim and Newtownabbey)	1.08	72.45	19.03	1.84	6.67
Burnthill	1.01	16.69	65.06	1.91	16.34
Hightown	0.94	53.44	34.75	2.91	8.90
Ballyhenry	0.87	36.81	48.03	3.06	12.10
Glengormley	0.72	39.35	44.75	2.16	13.74
Collinbridge	0.36	50.75	36.91	2.52	9.82
<i>Three Mile Water</i>	<i>3.68</i>	<i>13.73</i>	<i>69.71</i>	<i>1.49</i>	<i>15.07</i>
Monkstown	1.37	12.99	67.10	1.50	18.41
Fairview	1.01	11.91	72.52	1.09	14.48
Ballyduff	0.65	6.42	77.52	1.16	14.90
Mossley	0.29	10.33	72.11	0.86	16.69
Rostulla	0.22	22.88	60.34	2.73	14.05
Jordanstown	0.14	16.07	71.35	1.20	11.38
<i>Airport</i>	<i>2.82</i>	<i>46.30</i>	<i>41.93</i>	<i>1.15</i>	<i>10.62</i>
Mallusk	2.24	53.37	35.53	1.16	9.94
Templepatrick	0.22	14.85	72.00	1.42	11.73
Clady	0.22	46.77	45.31	0.29	7.64

Where pupils reside (LGD/DEA/WARD)	% of pupils resident (2022/23)	Religion or Religion Brought up in (2021 Census)			
		% Catholic	% Protestant and other Christian	% Other Religion	% None
Aldergrove	0.07	34.29	46.38	1.62	17.70
Crumlin	0.07	78.92	15.11	1.13	4.83
<i>Antrim</i>	<i>0.36</i>	<i>34.13</i>	<i>48.67</i>	<i>2.26</i>	<i>14.94</i>
Springfarm	0.14	41.84	39.50	3.45	15.21
Stiles	0.07	39.46	43.22	1.33	15.99
Antrim Centre	0.07	41.53	43.17	2.81	12.48
Greystone (Antrim and Newtownabbey)	0.07	23.73	57.16	1.66	17.45
<i>Ballyclare</i>	<i>0.14</i>	<i>4.92</i>	<i>81.23</i>	<i>0.88</i>	<i>12.97</i>
Doagh	0.14	3.77	82.66	0.78	12.79
<i>Dunsilly</i>	<i>0.07</i>	<i>49.02</i>	<i>43.07</i>	<i>0.81</i>	<i>7.11</i>
Cranfield	0.07	48.47	43.87	0.47	7.18
<b>Mid and East Antrim</b>	<b>1.52</b>	<b>19.67</b>	<b>67.25</b>	<b>0.96</b>	<b>12.11</b>
<i>Knockagh</i>	<i>0.79</i>	<i>8.92</i>	<i>73.44</i>	<i>1.17</i>	<i>16.47</i>
Gortalee	0.29	12.02	67.97	1.76	18.25
Sunnylands	0.22	6.10	70.06	0.66	23.18
Woodburn	0.22	6.18	81.13	0.70	11.99
Greenisland	0.07	12.51	70.40	1.57	15.53
<i>Larne Lough</i>	<i>0.22</i>	<i>13.55</i>	<i>71.31</i>	<i>1.03</i>	<i>14.12</i>
Ballycarry and Glynn	0.14	5.15	80.46	0.37	14.01
Islandmagee	0.07	6.96	76.67	1.54	14.83
<i>Carrick Castle</i>	<i>0.22</i>	<i>9.00</i>	<i>73.01</i>	<i>1.43</i>	<i>16.57</i>
Victoria (Mid and East Antrim)	0.14	7.12	73.76	0.77	18.34
Kilroot	0.07	7.55	75.18	1.18	16.10
<i>Coast Road</i>	<i>0.14</i>	<i>32.88</i>	<i>55.55</i>	<i>0.73</i>	<i>10.84</i>
The Maidens	0.14	24.74	61.29	0.52	13.45
<i>Bannside</i>	<i>0.07</i>	<i>19.87</i>	<i>71.84</i>	<i>0.69</i>	<i>7.61</i>
Galgorm	0.07	8.48	81.84	0.77	8.91
<i>Braid</i>	<i>0.07</i>	<i>18.30</i>	<i>72.02</i>	<i>0.76</i>	<i>8.92</i>
Ballee and Harryville	0.07	8.81	73.77	1.53	15.89
<b>Lisburn and Castlereagh</b>	<b>0.29</b>	<b>27.20</b>	<b>58.27</b>	<b>1.69</b>	<b>12.84</b>
<i>Castlereagh South</i>	<i>0.14</i>	<i>50.31</i>	<i>36.85</i>	<i>2.45</i>	<i>10.39</i>
Newtownbreda	0.07	44.12	40.18	2.29	13.41
Carryduff East	0.07	43.06	45.67	1.91	9.36
<i>Killultagh</i>	<i>0.07</i>	<i>37.84</i>	<i>51.47</i>	<i>0.90</i>	<i>9.79</i>
Glenavy	0.07	75.48	19.56	0.29	4.66
<i>Castlereagh East</i>	<i>0.07</i>	<i>8.18</i>	<i>74.07</i>	<i>1.34</i>	<i>16.41</i>
Moneyreagh	0.07	8.32	80.35	1.02	10.31
<b>Ards and North Down</b>	<b>0.22</b>	<b>13.60</b>	<b>67.93</b>	<b>1.37</b>	<b>17.10</b>
<i>Bangor Central</i>	<i>0.07</i>	<i>11.94</i>	<i>65.21</i>	<i>1.48</i>	<i>21.37</i>

Where pupils reside (LGD/DEA/WARD)	% of pupils resident (2022/23)	Religion or Religion Brought up in (2021 Census)			
		% Catholic	% Protestant and other Christian	% Other Religion	% None
Bloomfield (Ards and North Down)	0.07	8.83	67.17	1.89	22.11
<i>Newtownards</i>	<i>0.07</i>	<i>8.68</i>	<i>71.04</i>	<i>1.71</i>	<i>18.57</i>
West Winds	0.07	7.07	70.70	1.03	21.20
<i>Hollywood and Clandeboye</i>	<i>0.07</i>	<i>19.66</i>	<i>62.10</i>	<i>1.95</i>	<i>16.29</i>
Loughview	0.07	25.10	52.60	2.47	19.84
<b>Armagh City, Banbridge and Craigavon</b>	<b>0.14</b>	<b>43.84</b>	<b>46.68</b>	<b>1.23</b>	<b>8.24</b>
<i>Craigavon</i>	<i>0.07</i>	<i>49.29</i>	<i>39.18</i>	<i>1.82</i>	<i>9.71</i>
Brownlow	0.07	81.80	9.25	1.28	7.67
<i>Armagh</i>	<i>0.07</i>	<i>69.27</i>	<i>24.48</i>	<i>0.98</i>	<i>5.26</i>
Keady	0.07	82.53	13.12	0.76	3.59
<b>Causeway Coast and Glens</b>	<b>0.14</b>	<b>40.12</b>	<b>51.17</b>	<b>0.78</b>	<b>7.94</b>
<i>Limavady</i>	<i>0.07</i>	<i>47.72</i>	<i>46.04</i>	<i>0.46</i>	<i>5.79</i>
Greystone (Causeway Coast and Glens)	0.07	44.33	48.69	0.49	6.48
<i>Ballymoney</i>	<i>0.07</i>	<i>30.90</i>	<i>60.17</i>	<i>0.71</i>	<i>8.23</i>
Ballymoney East	0.07	13.66	72.77	0.84	12.73

Sources: EA for pupil postcode data, NISRA 2021 Census data

## Appendix 4 – Applications Admissions and Enrolment Statistics for Post Primary Schools within a 10 mile radius

**Table 13.** Applications, Admissions and Enrolment Statistics for other Post Primary Schools within a 10 mile driving radius of Hazelwood Integrated College.

Post Primary School	Distance from Hazelwood IC (shortest driving distance, miles)	Management Type	Applications and Admissions (2023/24)				Enrolment				
			Approved Admissions	1st Preference Apps	Total Apps	Total Accepted	Approved Enrolment	2022/23		2023/24	
								Actual Enrolment	Available Places	Actual Enrolment	Available Places
Blessed Trinity College	2.1	Catholic Maintained	195	169	220	195	1300	1274	26	1360	-60
Dominican College (Fortwilliam)	2.3	Voluntary Grammar	150	165	179	160	1050	1077	-27	1078	-28
Edmund Rice (Newtownabbey)	2.8	Catholic Maintained	115	140	159	126	740	799	-59	851	-111
Integrated College Glengormley	2.9	Controlled Integrated	210	157	197	197	1250	951	299	1084	166
Belfast Boys Model School	3.1	Controlled	200	171	201	201	1100	1104	-4	1141	-41
Abbey Community College	3.4	Controlled	140	128	145	140	820	861	-41	874	-54
Belfast Royal Academy	3.4	Voluntary Grammar	200	213	244	200	1410	1428	-18	1454	-44
Belfast High School	3.5	Voluntary Grammar	136	179	200	136	930	970	-40	959	-29
Mercy College (Belfast)	3.6	Catholic Maintained	135	124	140	139	750	810	-60	854	-104
Belfast Model School for Girls	3.7	Controlled	200	152	194	194	1135	1085	50	1095	40
St. Malachy's College, Belfast	3.7	Voluntary Grammar	170	205	232	170	1139	1156	-17	1180	-41
Royal Belfast Academical Institution	4.6	Voluntary Grammar	150	109	190	150	1050	1070	-20	1063	-13
St. Dominic's HS (Belfast)	5.3	Voluntary Grammar	141	156	177	141	966	1068	-102	1052	-86
Methodist College (Belfast)	5.7	Voluntary Grammar	240	274	347	250	1810	1799	11	1814	-4

Post Primary School	Distance from Hazelwood IC (shortest driving distance, miles)	Management Type	Applications and Admissions (2023/24)				Enrolment				
			Approved Admissions	1st Preference Apps	Total Apps	Total Accepted	Approved Enrolment	2022/23		2023/24	
								Actual Enrolment	Available Places	Actual Enrolment	Available Places
Coláiste Feirste	5.9	Other Maintained	150	161	175	175	910	884	26	950	-40
St. Joseph's College (Belfast)	6.0	Catholic Maintained	150	142	223	150	825	884	-59	891	-66
Bloomfield Collegiate School	6.1	Controlled Grammar	110	77	124	110	710	710	0	727	-17
Aquinas Diocesan Grammar School (Belfast)	6.2	Voluntary Grammar	130	166	235	147	895	913	-18	954	-59
Strathearn School (Belfast)	6.2	Voluntary Grammar	120	130	155	120	810	807	3	805	5
Grosvenor Grammar School	6.4	Controlled Grammar	175	204	235	175	1170	1148	22	1183	-13
Wellington College (Belfast)	6.5	Controlled Grammar	120	87	186	120	770	761	9	790	-20
St. Louise's Comprehensive College	6.6	Catholic Maintained	220	356	388	220	1500	1548	-48	1553	-53
Victoria College	7.2	Voluntary Grammar	130	103	166	135	870	921	-51	923	-53
Lagan College (Belfast)	7.3	GMI	220	371	423	224	1300	1452	-152	1475	-175
Ashfield Boys' High School (Belfast)	7.4	Controlled	140	154	177	140	850	928	-78	948	-98
Ashfield Girls' High School (Belfast)	7.4	Controlled	130	122	169	130	740	740	0	749	-9
Our Lady & St Patrick's College (Knock)	7.4	Voluntary Grammar	190	283	322	193	1330	1402	-72	1409	-79
Breda Academy	7.8	Controlled	150	65	129	129	900	693	207	790	110
De La Salle College	8.0	Catholic Maintained	163	103	122	122	1025	753	272	774	251
Sullivan Upper School (Holywood)	8.0	Voluntary Grammar	150	147	159	150	1060	1083	-23	1079	-19

Post Primary School	Distance from Hazelwood IC (shortest driving distance, miles)	Management Type	Applications and Admissions (2023/24)				Enrolment				
			Approved Admissions	1st Preference Apps	Total Apps	Total Accepted	Approved Enrolment	2022/23		2023/24	
								Actual Enrolment	Available Places	Actual Enrolment	Available Places
All Saints College	8.1	Catholic Maintained	150	53	113	113	1000	585	415	832	168
Campbell College (Belfast)	8.2	Voluntary Grammar	130	111	137	124	950	1017	-67	1015	-65
Carrickfergus Grammar School	8.2	Controlled Grammar	116	128	167	116	800	799	1	770	30
St. Genevieve's High School (Belfast)	8.2	Catholic Maintained	160	127	195	160	1000	1039	-39	1051	-51
Priory Integrated College	8.3	Controlled Integrated	100	98	156	100	600	712	-112	716	-116
St. Mary's CBS GS (Belfast)	8.3	Voluntary Grammar	175	138	185	175	1180	1183	-3	1200	-20
Carrickfergus Academy	8.4	Controlled	210	86	156	156	1250	977	273	985	265
Ulidia Integrated College	8.6	GMI	110	164	196	110	620	722	-102	697	-77
Hunterhouse College (Belfast)	8.8	Voluntary Grammar	100	81	151	115	710	728	-18	744	-34
Dundonald High School	9.0	Controlled	120	52	79	79	600	606	-6	608	-8
Rathmore Grammar School	9.0	Voluntary Grammar	180	228	258	180	1260	1273	-13	1246	14
Ballyclare High School	9.5	Controlled Grammar	186	186	219	188	1210	1253	-43	1244	-34
Ballyclare Secondary School	9.5	Controlled	180	151	187	180	960	1100	-140	1082	-122
Malone Integrated College	9.9	GMI	130	144	195	130	800	749	51	783	17
St. Colm's HS, Belfast	9.9	Catholic Maintained	132	111	121	121	680	645	35	697	-17

Source: DE School Census results (2023/24), EA Applications, Admissions and Enrolment Quadrant (accessed May 2024)

## Appendix 5 – Religious Profile of Post Primary Schools in a 10 mile radius

**Table 14.** Religious Profile of Post Primary schools within a 10-mile radius of Hazelwood Integrated College.

School Name	Distance from Hazelwood IC (driving distance, miles)	Management Type	Religious Profile (2023/24)		
			% Protestant	% Catholic	% Other Christian/ Non-Christian / No religion / Unknown
Hazelwood Integrated College	-	GMI	45.1	30.1	24.7
Blessed Trinity College	2.1	Catholic Maintained	1.8	85.2	12.9
Dominican College (Fortwilliam)	2.3	Voluntary Grammar	*	93.7	#
Edmund Rice (Newtownabbey)	2.8	Catholic Maintained	0.7	92.8	6.5
Integrated College Glengormley	2.9	Controlled Integrated	64.9	5.1	30.0
Belfast Boys Model School	3.1	Controlled	81.4	1.0	17.6
Abbey Community College	3.4	Controlled	N/A	N/A	N/A
Belfast Royal Academy	3.4	Voluntary Grammar	36.5	29.6	33.9
Belfast High School	3.5	Voluntary Grammar	58.2	11.8	30.0
Mercy College (Belfast)	3.6	Catholic Maintained	1.5	93.8	4.7
Belfast Model School for Girls	3.7	Controlled	N/A	N/A	N/A
St. Malachy's College, Belfast	3.7	Voluntary Grammar	*	95.4	#
The Royal Belfast Academical Institution	4.6	Voluntary Grammar	49.2	16.3	34.5
St. Dominic's HS (Belfast)	5.3	Voluntary Grammar	*	93.5	#
Methodist College (Belfast)	5.7	Voluntary Grammar	29.6	20.8	49.6
Coláiste Feirste	5.9	Other Maintained	0.5	94.4	5.1
St. Joseph's College (Belfast)	6.0	Catholic Maintained	5.6	71.3	23.1
Bloomfield Collegiate School	6.1	Controlled Grammar	61.9	8.1	30.0
Aquinas Diocesan Grammar School (Belfast)	6.2	Voluntary Grammar	0.5	84.8	14.7

School Name	Distance from Hazelwood IC (driving distance, miles)	Management Type	Religious Profile (2023/24)		
			% Protestant	% Catholic	% Other Christian/ Non-Christian / No religion / Unknown
Strathearn School (Belfast)	6.2	Voluntary Grammar	51.9	9.4	38.6
Grosvenor Grammar School	6.4	Controlled Grammar	44.3	6.4	49.3
Wellington College (Belfast)	6.5	Controlled Grammar	37.3	22.9	39.7
St. Louise's Comprehensive College	6.6	Catholic Maintained	*	95.5	#
Victoria College	7.2	Voluntary Grammar	38.5	30.4	31.1
Lagan College (Belfast)	7.3	GMI	32.0	36.3	31.7
Ashfield Boys' High School (Belfast)	7.4	Controlled	66.8	5.2	28.1
Ashfield Girls' High School (Belfast)	7.4	Controlled	59.4	5.7	34.8
Our Lady & St Patrick's College (Knock)	7.4	Voluntary Grammar	2.3	86.6	11.1
Breda Academy	7.8	Controlled	51.9	9.2	38.9
De La Salle College	8.0	Catholic Maintained	*	94.1	#
Sullivan Upper School (Holywood)	8.0	Voluntary Grammar	52.1	10.7	37.3
All Saints College	8.1	Catholic Maintained	1.0	81.9	17.2
Campbell College (Belfast)	8.2	Voluntary Grammar	47.3	12.4	40.3
Carrickfergus Grammar School	8.2	Controlled Grammar	64.0	4.9	31.0
St. Genevieve's High School (Belfast)	8.2	Catholic Maintained	0.0	97.1	2.9
Priory Integrated College	8.3	Controlled Integrated	54.6	15.9	29.5
St. Mary's CBS GS (Belfast)	8.3	Voluntary Grammar	*	96.4	#
Carrickfergus Academy	8.4	Controlled	65.0	2.2	32.8
Ulidia Integrated College	8.6	GMI	47.9	25.8	26.3
Hunterhouse College (Belfast)	8.8	Voluntary Grammar	42.5	28.8	28.8

School Name	Distance from Hazelwood IC (driving distance, miles)	Management Type	Religious Profile (2023/24)		
			% Protestant	% Catholic	% Other Christian / Non-Christian / No religion / Unknown
Dundonald High School	9.0	Controlled	61.2	2.8	36.0
Rathmore Grammar School	9.0	Voluntary Grammar	0.8	88.8	10.4
Ballyclare High School	9.5	Controlled Grammar	70.7	2.6	26.7
Ballyclare Secondary School	9.5	Controlled	74.2	2.0	23.8
Malone Integrated College	9.9	GMI	N/A	N/A	N/A
St. Colm's HS, Belfast	9.9	Catholic Maintained	*	96.3	#

**Source:** NI School Census,

**Notes:** \* refers to less than five cases where data is considered sensitive  
# means figure has been suppressed under rules of disclosure  
N/A data unavailable due to Industrial Action  
Integrated schools highlighted in yellow

**School Admissions Team**



Rathgael House  
43 Balloo Road  
Rathgill  
BANGOR  
Co Down  
BT19 7PR

23 March 2022

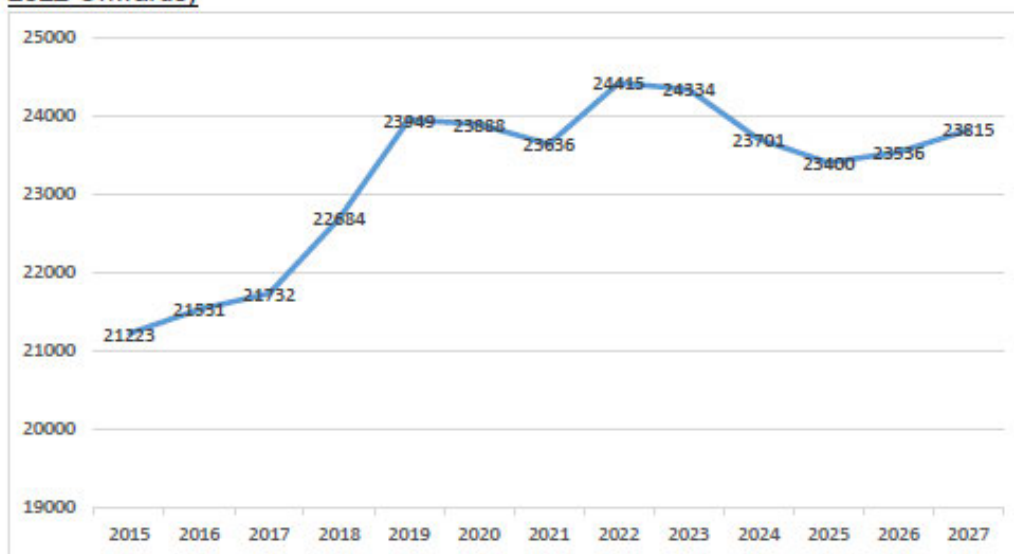
To: Chairs of Boards of Governors and Principals of all grant-aided post-primary schools

Dear Chair/Principal,

**Planning for Transfer 2023, 2024 and 2025**

You will be aware that across Northern Ireland there has been an increase in recent years in the size of the cohort transferring to post-primary education through the competitive admissions process (i.e. excluding children with a statement of special educational needs). The graph below details the post-primary transfer cohort size from 2015 to 2027 (figures to 2021 are provided by the Education Authority and figures from 2022 are estimates based on 2019/20 school census data).

Chart Detailing Post-Primary Transfer Cohort Size from 2015-2027 (Estimated from 2022 Onwards)



In recent years the Department has conducted 'Additional Year 8 Places' exercises which offered schools the opportunity to apply for additional Year 8 places in anticipation of increased demand. As a result, additional Year 8 places have been allocated to schools prior to the commencement of the transfer processes. The exercise is not intended to create sufficient additional capacity to cater for the totality of anticipated demand. Rather, it is intended to provide a degree of additional capacity in areas where demand is expected to be highest.

The Department is now planning for Transfer 2023, 2024 and 2025. Having considered school census data it is the Department's view that a similar exercise to the additional places exercise for Transfer 2022 is now required for the Transfer 2023, 2024 and 2025 processes. The exact quantum of additional places that will be required will not be fully determined until after data from the school census (2021/22) is published and analysed.

However consideration of existing school census data would indicate that some school sectors in the following areas may face significant pressure in 2023, 2024 and 2025:

- Belfast
- North Down;
- South County Londonderry;
- Antrim Town; and
- Foyle.

The Department is of the view that the same approach should be adopted for Transfer 2023, 2024 and 2025, that is, to ensure additional temporary places are built into the system prior to the commencement of the admissions process. I should stress that the areas listed above are not the only areas where we anticipate oversubscription; however they represent the areas where we believe over subscription will be so significant that early intervention may be required. This is subject to change when updated data is available therefore places may be sought in other areas and as a result schools in other areas may wish to consider an application.

Schools are able to apply for temporary increase to their admissions number for one or more of the September 2023, 2024 and 2025 intakes. The protocol attached will be used to rank order schools who wish to apply for temporary increases.

*I should stress that this process, will not replace the TV procedure. Schools which do not apply, or are unsuccessful through this process, may still apply for TVs once applications are received. Similarly, schools which do receive additional places may apply for further places through the TV procedure. These TV requests will be approved if there is a need for additional places in an area.*

If any school considers that it wishes to apply for additional Year 8 places in one or more of the three years it is invited to submit an application on the attached application form. Applications should be submitted to the Department by Friday 6 May 2022. Schools will be notified of the outcome of their applications for all three years later this calendar year.

Should there remain a requirement for more places in an area than there are places applied for, the Department may consult with schools on increases, even where the school(s) have not applied for additional places.

Schools should be aware that when considering the number of Year 8 places that can be accommodated, additional children beyond those who apply through the competitive process (those with a statement of special educational needs) may be placed in the school at Year 8 by the Education Authority.

If a school has a query about any aspect of this communication, it should be directed to Rhondalee Thompson, School Admissions Team, on 028 91279805 or by e-mail to [schooladmissionsteam@education-ni.gov.uk](mailto:schooladmissionsteam@education-ni.gov.uk)

Yours faithfully,



School Admissions Team

Enc

Cc: Post Primary Admissions Office, Education Authority

## SITE AND ACCOMMODATION INFORMATION IN SUPPORT OF A DEVELOPMENT PROPOSAL

**In order for the Development Proposal to be considered information regarding current accommodation provision is required. Pages 1-6 of this document must be completed and submitted along with the Case for Change to the Department.**

**The information provided will be used to form input from the Investment and Infrastructure Directorate regarding the Development Proposal.**

**Should the Development Proposal be approved this information will be used to inform the feasibility study regarding accommodation needs.**

**If you have any queries regarding completion of the form please contact the Estate Operations Team on 028 91 279519.**

<b><u>SCHOOL DETAILS:</u></b>			
Name of School:	Hazelwood Integrated College		
Address:	__ 70 Whitewell Road, Newtownabbey		
Postcode:	BT367ES	Tel No: ____	02890774202
Principal's name:	__ Ms Maire Thompson		
Email address:	[REDACTED]		
No. of Teaching Staff:			
Permanent:	Male ____	Female ____	Part-time: Male ____ Female ____
	2		11      21      40

Approved Admissions No: \_\_\_\_\_ Approved Enrolment No: \_\_\_\_\_ 160 1010

Proposed New Enrolment No: \_\_\_\_\_ 1010

Actual Enrolment No: \_\_\_\_\_ Number of Pupils with a SEN (at Stage 5 only): \_\_\_\_\_

**Note the approved enrolment number does not include temporary variations.**

**ACCOMMODATION AND SITE INFORMATION - CURRENT PROVISION AND**

**ADDITIONAL REQUIREMENTS**

**Single Unit Nursery School**

	Current Provision	Additional Requirement	Timescale for requirement			Comments – for completion by the Department
			Year1	Year 2	Year 3	
Playroom and quiet room						
Stores						
Staff room						
Utility/kitchen						
Pupil toilet						
Staff/disabled WC						
Entrance/cloaks						
Cleaner’s store						
External store						
Services allowance						

**Double Unit Nursery School**

	Current Provision	Additional Requirement	Timescale for requirement			Comments – for completion by the Department
			Year1	Year 2	Year 3	
2 No. Playrooms and quiet rooms						
2 No. Stores						
Staff room						
Office						

Utility/kitchen					
2 No. Pupil toilets					
Staff WC					
Visitor/disabled WC					
Entrance/cloaks					
Cleaner's store					
External store					
Services allowance					

### Primary Schools

No of :	Current Provision	Additional Requirement	Timescale for requirement			Comments – for completion by the Department
			Year1	Year 2	Year 3	
Classrooms (Include rooms currently used as classrooms and those which could be refurbished and reinstated as classrooms if currently used for another purpose)						
Resource Areas						
Multi Purpose Rooms						
Multi-purpose Hall						
Library						
Staffroom						
Offices (Including Principal, VP, Secretary and General)						
Caretaker's Room						
Toilet Facilities:	Current provision	Additional Requirement	Year1	Year 2	Year 3	
Pupil toilets (cubicles)						
Pupil toilets (urinals)						
Staff						

Could the Development Proposal proceed without additional provision: Y/N

**Use the space below, if required, to add any additional information, for example**

- **if the request relates to an Irish Medium Unit within a host school please provide additional details, or**
- **if the request relates to accommodation or facilities not specified in the table above, such as Learning Support Units.**

**Please also use this space to detail if adaptation of existing accommodation is possible.**

Note cost estimates are not required from the school.

**Post Primary Schools**

No of classrooms:	Current Provision	Additional Requirement	Timescale for requirement			Comments – for completion by the Department
			Year1	Year 2	Year 3	
<b>Subject Area</b>						
Science	7	n/a				
Technology & Design	3	n/a				
Home Economics	3	n/a				
Art & Design	2	n/a				
Music	2	n/a				
Business Information	2	n/a				
Geography	2	n/a				
History	3	n/a				
PE	0	n/a				
General Classrooms	28	n/a				
Media Studies	2	n/a				
Drama Classroom	1	n/a				
Learning Support Classroom	3	n/a				
IT	8	n/a				
Library	1	n/a				
Multi-Purpose Hall	2	n/a				
Careers Suite	0	n/a				
Dance/Lecture/Drama Room	1	n/a				
Sixth Form Study	2	n/a				
Counselling Room	1	n/a				

Toilet Facilities:	Current provision	Additional Requirement				
			Year1	Year 2	Year 3	
Pupil toilets (cubicles)	45	n/a				
Pupil toilets (urinals)	19	n/a				
Staff	20	n/a				

Could the Development Proposal proceed without additional provision: Y/N

Use the space below, if required, to add any additional information, for example

- if the request relates to an Irish Medium Unit within a host school please provide additional details, or
- if the request relates to accommodation or facilities not specified in the table above, such as Learning Support Units.

**Please also use this space to detail if adaptation of existing accommodation is possible.**

Hazelwood Integrated College does not propose an increase to its enrolment figure of 1010. The College have been proposal seeking an increase of the admission figure from 160 to 175 on a permanent basis would not impact the overall operating for a number of years with an increased admissions figure due to Temporary Variations. The development enrolment figure. On this basis there is no requirement for additional accommodation.

**Note cost estimates are not required from the school.**

**IMPLEMENTATION OF PROPOSED CHANGES - CONSIDERATION OF**

## ADDITIONAL REQUIREMENTS

**(NOTE THIS SECTION IS TO BE COMPLETED BY THE DEPARTMENT)**

The changes proposed should be set out in the table below and should be based on the **minimum investment** required to produce a workable solution to the school's accommodation requirements.

In the Year column please provide a realistic timeframe for delivery, for example, modular accommodation will take approximately one year to install on site, permanent build extensions will take longer.

For any recommendations please ensure consideration has been given to the size and position of the site and provide confirmation in the Comments column that any additional accommodation/facilities will fit on the existing site, or provide details of additional site requirements.

The Comments column should also include any additional relevant information which may impact on the delivery, for example if any adverse site conditions exist or any contamination issues are known.

## SITE INFORMATION

**Please provide a site plan of the existing site and complete the table below where possible.**

Area of Existing Site	
Area of Existing Hard Play	
For Primary Schools: Area of Existing Grass Play	
For Post Primary Schools: Number of Existing Pitches	

Year	Description of Additional Accommodation/Facilities to be in Place for the Commencement of the School Year	Estimated Cost	Comments
Year 1 (20 /20 )			
Year 2 (20 /20 )			
Year 3 (20 /20 )			
Year 4 (20 /20 )			
Year 5 (20 /20 )			

## PART 1 – POLICY INFORMATION

<b>1.1. Policy title</b>
<b>The Board of Governors of Hazelwood Integrated College proposes to increase its approved admissions from 160 to 175, with effect from 1 September 2025 or as soon as possible thereafter. The approved enrolment number of 1010 will remain unchanged.</b>

<b>1.2. Description of policy or decision</b>
<b>To meet parental demand, the Board of Governors of Hazelwood Integrated College have decided to submit a proposal to DE, via EA, to increase enrolment at Year 8 from 160 places to 175 places at the school. The Case for Change outlines the full description of the proposal.</b>

<b>1.3. Who are the main stakeholders impacted? (Internal and external as well as actual and potential)</b>
<ul style="list-style-type: none"> <li>• Pupils attending Hazelwood Integrated College.</li> <li>• Parents and children in the North Belfast and Newtownabbey areas, as well as the wider local community.</li> <li>• Governors and Staff within the school (teaching and non-teaching)</li> <li>• Providers of Post Primary education in the area, including other Integrated settings.</li> </ul> <p><b>These are detailed in the Case for Change.</b></p>

<b>1.4. Is the policy likely to impact people living in rural areas?</b> <i>(If yes, please complete the rural sections of this document)</i>	<b>Yes</b>	<input type="checkbox"/>
	<b>No</b>	<input checked="" type="checkbox"/>

**1.5. Are there other policies or decisions with a bearing on this policy or decision?**

- **Integrated Education Act NI 2022**
- **Education Reform Order (NI) 1989**
- **Independent Review of Education Report 2023**
- **A Strategy for Integrated Education in Northern Ireland (April 2023)**
- **Schools for the Future: A Policy for Sustainable Schools 2009**
- **Strategic Area Plan 2022-27: Planning for Sustainable Provision**
- **Operational Plan 1 2022-24 for Primary, Special and Post Primary Schools (including Specialist Provision in Mainstream Schools).**
- **NICIE Statement of Principles for Integrated Education**
- **The Northern Ireland Curriculum**
- **Every School a Good School – A Policy for School Improvement’ (ESaGS)**
- **Entitlement Framework**
- **Programme for Government**

## PART 2 – EVIDENCE AND MITIGATION

### **2.1. What information did you use to inform this screening?**

*E.g. census data, Equality Impact Assessments (EQIAs), consultation reports, service level data.*

**DE Schools Census Data**

**EA school admissions data**

**NISRA data on population, deprivation, birth rates**

**DE Area planning guidance and Ministerial priorities**

**Hazelwood Integrated College staff data**

**The Case for Change produced by the Board of Governors of Hazelwood Integrated College**

**The Board of Governors undertook extensive consultation with staff, parents, pupils and other key stakeholders as detailed within the Case for Change.**

**2.2. Quantitative and Qualitative Data - What is the profile of the people that are impacted by this policy or decision?**

Section 75 Group 1: Age	Makeup of affected group
	<i>Please provide a statistic breakdown of the people from the above categories impacted by this policy or decision. If the policy or decision impacts both staff and service users, please provide data on both.</i>
	<p><b>As Hazelwood Integrated College is a 11-18 school, the proposal will impact the whole school community in a positive respect.</b></p> <p><b>While initially it will be Year 8's, those aged 11-12 years, that will see the greatest impact, this will extend throughout the school community over the following seven years of implementation.</b></p>
	<i>What are the needs and experiences of the groups that are impacted by this policy or decision?</i>
	<p><b>An increase in the number of Integrated places, which will help to meet the demand for places from families.</b></p> <p><b>The demand is demonstrated in the Case for Change.</b></p>

Section 75 Group 2: Dependants	Makeup of affected group
	<i>Please provide a statistic breakdown of the people from the above categories impacted by this policy or decision. If the policy or decision impacts both staff and service users, please provide data on both.</i>
	<p>As Hazelwood Integrated College is a 11-18 school, the proposal will impact the whole school community in a positive respect. While initially it will be Year 8's, those aged 11-12 years, that will see the greatest impact, this will extend throughout the school community over the following seven years of implementation.</p>
	<i>What are the needs and experiences of the groups that are impacted by this policy or decision?</i>
<p>The approval of this proposal will provide parents with increased Integrated Post Primary provision within the North Belfast Area. Providing access to increased Integrated provision will have a positive impact on the area and help foster good community relations.</p>	

Section 75 Group 3: Disability	Makeup of affected group
	<i>Please provide a statistic breakdown of the people from the above categories impacted by this policy or decision. If the policy or decision impacts both staff and service users, please provide data on both.</i>
	<b>The issue of disability as it is connected to Special Needs is discussed in the Case for Change for Hazelwood Integrated College.</b>
	<i>What are the needs and experiences of the groups that are impacted by this policy or decision?</i>
Section 75 Group 4 Religious Belief	Makeup of affected group
	<i>Please provide a statistic breakdown of the people from the above categories impacted by this policy or decision. If the policy or decision impacts both staff and service users, please provide data on both.</i>
	<b>This issue has been discussed in detail in the Case for Change.</b>
	<i>What are the needs and experiences of the groups that are impacted by this policy or decision?</i>

**The Governors believe that the additional provision will have a positive impact on the religious balance within the school.**

Section 75 Group 5: Gender	Makeup of affected group			
	<i>Please provide a statistic breakdown of the people from the above categories impacted by this policy or decision. If the policy or decision impacts both staff and service users, please provide data on both.</i>			
	Year	Males	Females	Total
	Year 8	86	102	188
	Year 9	83	103	186
Year 10	80	100	180	
Year 11	82	94	176	
Year 12	91	85	176	
Year 13	45	50	95	
Year 14	28	38	66	
Totals	494	572	1067	
<i>What are the needs and experiences of the groups that are impacted by this policy or decision?</i>				
Integrated Education promotes equality with regards to gender, increasing the number of places will be supportive of the different genders.				

Section 75 Group 6: Marital Status	Makeup of affected group
	<i>Please provide a statistic breakdown of the people from the above categories impacted by this policy or decision. If the policy or decision impacts both staff and service users, please provide data on both.</i>
	n/a
	<i>What are the needs and experiences of the groups that are impacted by this policy or decision?</i>
	n/a

Section 75 Group 7: Political Opinion	Makeup of affected group
	<i>Please provide a statistic breakdown of the people from the above categories impacted by this policy or decision. If the policy or decision impacts both staff and service users, please provide data on both.</i>
	Not applicable to this age group.
	<i>What are the needs and experiences of the groups that are impacted by this policy or decision?</i>
	See above.

Section 75 Group 8: Ethnicity	Makeup of affected group
	<i>Please provide a statistic breakdown of the people from the above categories impacted by this policy or decision. If the policy or decision impacts both staff and service users, please provide data on both.</i>
	<b>The NISRA Census 2021 for Belfast Local Government District shows that the percentage from ethnic background other than white is 7%.</b>
	<b>From the total number of students in the College, 88 are from an ethnicity other than white. This is 8.25% which is over the council figure.</b>
	<i>What are the needs and experiences of the groups that are impacted by this policy or decision?</i>
<b>The number of those who are from an ethnicity other than white within the College has grown over the last few years and an increase in the availability of places may be of benefit to this group.</b>	

Section 75 Group 9: Sexual Orientation	Makeup of affected group
	<i>Please provide a statistic breakdown of the people from the above categories impacted by this policy or decision. If the policy or decision impacts both staff and service users, please provide data on both.</i>
	<b>The school does not hold data on the sexual orientation of students or staff.</b>
	<i>What are the needs and experiences of the groups that are impacted by this policy or decision?</i>
	<b>The needs of all students will be met.</b>

Impact on Rural Needs

*Please provide a statistic breakdown of the people from the above category impacted by this policy or decision. If the policy or decision impacts both staff and service users, please provide data on both.*

**Hazelwood Integrated College is located within North Belfast and the vast majority of pupils attending the school come from the surrounding North Belfast and Newtownabbey areas. As Hazelwood Integrated College is viewed as an urban school a Rural Needs Assessment is not required.**

What are the social and economic impacts of the policy on people living in rural areas?

*Please consider positive and negative impacts around issues such as access to education or youth provision, transport, broadband accessibility and employment impacts.*

**Not applicable**

**2.3. Policy / Decision changes**

*In developing the policy or decision, what changes did you make, or do you intend to make to address any equality issues that you identified?*

**We believe that the equality impacts of this proposal are only positive. Given that the Principles of Integrated Education are Equality, Faith and Values, Parental Involvement and Social Responsibility, we believe that we have approached this proposal and decision with these values and the ethos of our school placed centrally.**

**This proposal will bring Protestant, Catholic and Other families together within the Hazelwood Integrated College community, for the purpose of building peace and reconciliation through education.**

*Based on the rural impacts that you have identified, what changes (mitigation) can you make to the policy?*

**Not Applicable**

PART 3 – GOOD RELATIONS

<b>3.1. If we define Good Relations as ‘tackling prejudice and promoting understanding’, are there any changes to the policy or decision that you would make in this regard?</b> <i>(Please enter N/A if not applicable)</i>		
GROUP	Impact on Good Relations	Policy / Decision Changes
Religion	Positive impact – as outlined above and in the Case for Change.	N/A
Ethnicity	<b>Positive impact – as outlined above and in the Case for Change.</b>	N/A
Political Opinion	<b>Positive impact – as outlined above and in the Case for Change.</b>	N/A

## PART 4 – SECTION 75 EQUALITY SCREENING DECISION

This section is only relevant to the Section 75 Equality Duties.

<b>4.1. How would you categorise the impacts of the policy or decision?</b> <i>Please refer to guidance notes on categorising impacts.</i>	<b>Major Impact</b>	<input type="checkbox"/>
	<b>Minor Impact</b>	<input type="checkbox"/>
	<b>No Impact</b>	<input checked="" type="checkbox"/>
<i>Please provide reasons for your decision below.</i>		
<p>The impacts of this decision are likely to be positive and supportive of increasing equality.</p>		

<b>4.2. Does the policy or decision require a full Equality Impact Assessment?</b>	<b>Yes</b>	<input type="checkbox"/>
	<b>No</b>	<input checked="" type="checkbox"/>
<i>Please provide reasons for your decision below.</i>		
<p>The impacts of this policy, if approved will have a positive impact for the young people attending Hazelwood Integrated College and the wider community in North Belfast and its surrounding areas.</p>		

## PART 5 – DISABILITY DUTIES

**5.1. Does the policy or decision encourage the participation of disabled people in public life? Or is there anything you can do within the policy or decision to encourage participation of disabled people in public life?**

	<b>How does the policy encourage the participation of disabled people in public life?</b>	<b>Is there anything further you can do to encourage the participation of disabled people in public life?</b>
<b>Please provide details if applicable</b>	N/A	

**5.2. Does the policy or decision promote positive attitudes towards disabled people? Or is there anything you can do within the policy or decision to promote positive attitudes towards disabled people?**

	<b>How does the policy promote positive attitudes towards disabled people?</b>	<b>Is there anything further you can do promote positive attitudes towards disabled people?</b>
<b>Please provide details if applicable</b>	Integrated Education promotes equality between those with and without disability.	The ethos of Integrated Education is embedded and kept under review in the school.

## PART 6 – HUMAN RIGHTS

### 6.1. Are Human Rights Relevant?

Article		Relevant (Yes/No)
<b>Article 2:</b>	Right to Life	No
<b>Article 3:</b>	Right to freedom from torture, inhuman or degrading treatment or punishment	No
<b>Article 4:</b>	Right to freedom from slavery, servitude & forced compulsory labour.	No
<b>Article 5:</b>	Right to liberty and security of person.	No
<b>Article 6:</b>	Right to a fair & public trial in a reasonable time	No
<b>Article 7:</b>	Right to freedom from retrospective criminal law & no punishment without law	No
<b>Article 8:</b>	Right to respect for private & family life, home & correspondence.	No
<b>Article 9:</b>	Right to freedom of thought, conscience & religion.	Yes
<b>Article 10:</b>	Right to freedom of expression.	Yes
<b>Article 11:</b>	Right to freedom of assembly & association	No
<b>Article 12:</b>	Right to marry & found a family.	No
<b>Article 14:</b>	Prohibition of discrimination in the enjoyment of the convention rights	No
<b>Protocol 1, Article 1</b>	Right to a peaceful enjoyment of possessions & protection of property	No
<b>Protocol 1, Article 2</b>	Right of access to education	Yes

*If you answered 'no' to all human rights considerations, please go to Part 7 – Monitoring*

6.2. If you have answered yes to any of the Articles in 6.1, does the policy or decision have a potential positive impact or does it potentially interfere with anyone's Human Rights?

**No, it will have a positive impact.**

Article number	Positive impact or potential interference?	How?	Any legal issues arise?
Article 2:			
Article 3:			
Article 4:			
Article 5:			
Article 6:			
Article 7:			
Article 8:			
Article 9:	<b>Positive</b>	<b>The young people and their families will have access to more Integrated school places in the North Belfast area, the ethos of the Integrated school relates to religious belief, equality and social responsibility.</b>	
Article 10:	<b>Positive</b>	<b>As above</b>	
Article 11:			
Article 12:			
Article 14:			
Protocol 1, Article 1			
Protocol 1, Article 2	<b><u>Positive:</u></b> Provide equality of access and delivery of a high-quality Integrated educational experience to all pupils.	<b>By increasing access to Integrated Post Primary school education.</b>	<b>Dependent on the Education Minister's decision</b>

PART 7 - MONITORING

7.1. What data will you collect to monitor the impact of the policy in terms of equality of opportunity, disability duties or human rights compliance?

	Data Collected
Section 75	<b>DE census data is gathered by school routinely. We comply with required equality legislations, and we respond to all requests for data made by authorities.</b>
Disability Duties	<b>As above</b>
Human Rights	<b>As above</b>

**SIGN OFF**

Approved Lead Officer:	<i>Trevor Parkhurst</i> Chairman of Board of Governors
Policy screened by:	<i>A. Leslie</i> Principal
Date:	18.12.24

**Statutory Objection Period Responses**  
**Objection 1 - Glengormley High School**



20/02/2025

Dear Sir/Madam,

The Board of Governors of Integrated College Glengormley welcomes the consultation on Development Proposal 747 – Hazelwood Integrated College:

*to increase its admissions number from 160 to 175 with effect from 1<sup>st</sup> September 2025, or as soon as possible thereafter.*

As the governing body of a recently transformed school, we support and value the importance of integrated education, ensuring that our community possesses the capacity to meet the increasing demand for an integrated education. However, we have grave reservations with Development Proposal 747. Despite our significant growth in enrolment at Integrated College Glengormley, there is still capacity for us to accept additional Year 8 students – our school is not yet oversubscribed. Therefore, increasing admissions at Hazelwood Integrated is increasing capacity for integrated education where there is still capacity that is still unfilled elsewhere.

Secondly, we are drawing concerns when reading the data and prognosis found within Operational Plan 2: 2024-26. For example, Section 6 Primary and Post Primary Provision 6.2 Primary Schools (pg 13),

*Over the past number of years, the primary school demographics have shown a downward trend.... The number of pupils within the primary school sector has decreased by 2259 pupils from September 2021 to September 2023.*

This downward trend will come to the post-primary schools very soon, creating a similar negative impact upon our provisions. Section 6 Primary and Post Primary Provision 6.3 Post Primary Schools (pg 13):

*On the converse of primary school demographics, post primary schools who an increasing trend of 4537 pupils from September 2021 to September 2023. However...this increase will continue only over the next two years, then the downturn currently being experienced within the primary sector will influence post primary school numbers for 2026 and beyond. In consideration of the current circumstances, sustainability activity within the post primary sector has been reduced...*

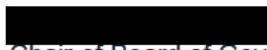
Section 8 Local Government District – Data and Proposed Work Streams 8.1 Antrim and Newtownabbey Borough Council Area (pg 19) states:

*Graph 1 shows a declining birthrate trend for the LGD (births data based on academic birth year, not the calendar year). While Graph 1 shows the peaks and troughs, since 2011/12 the numbers have fallen from 1889 to 1555 in 2021/22. This downward trend is projected to continue for primary and post primary age pupils.*

As noted previously, we strongly advocate for pupils to have access to an integrated education. Our decision to transform in September 2022 was to help meet a growing demand within our locality. However, it appears that capacity in post primary integrated schools is currently higher than demand for

such places, and with the falling enrolment trajectory in the primary sector about to impact at post primary level (2026 and beyond), we find the request for a permanent increase in admissions to be misguided and not yet needed. Schools have had the capacity to enjoy the benefits of a temporary increase in enrolment, and our view is that Hazelwood should continue to use this temporary mechanism for the next number of years, as opposed to a permanent change in admissions.

Kindest regards,

  
Chair of Board of Governors



## Objection 2

### BELFAST MODEL SCHOOL FOR GIRLS

3<sup>rd</sup> June 2025

To Whom it may concern

Re: Development Proposal 747 Hazelwood Integrated College

The Board of Governors (BOG) of Belfast Model School for Girls (BMSG) notes that the Education Authority has been requested by the Board of Governors of Hazelwood Integrated College to publish a Development Proposal to permanently increase its admissions number from 160 to 175 with effect from 1 September 2025 or as soon as possible thereafter. We want to put on record our concerns in relation to this proposal.

BMSG BOG notes that Hazelwood Integrated College participated in the Department of Education (DE) 'Additional Year 8 Places' exercise for 2022/23, increasing its admissions from 160 to 175, and subsequently responded to Department's application of a similar exercise for Transfer 2023, 2024 and 2025, retaining the revised admissions number of 175. BMSG BOG understands that this action was taken by the Department in response to a significant increase in the size of the cohort transferring to post-primary education through the competitive admissions process.

BMSG BOG notes that Hazelwood College is consistently oversubscribed at Year 8 and the figures provided in the case for change demonstrate parental demand for integrated education. However, this proposal must be considered in its wider area planning context. As a controlled school, Belfast Model School for Girls already has a rich and diverse school population and welcomes pupils of all religious faiths, social backgrounds, and ethnic origins, promoting, supporting, and securing inclusion, integration, and diversity for all who attend our school. BMSG BOG notes that despite the DE approved 2018 development proposal for Belfast Model School for Girls, to increase total enrolment from 950 pupils to 1250 pupils, no additional building work has taken place, and the extension of the school dining centre has still not yet been provided.

NISRA data quoted in Operational Plan 2 **identifies declining birth trends for the Antrim and Newtownabbey and Belfast Local Government Districts**, areas from which both Belfast Model School for Girls and Hazelwood College draws most of their pupils.

BMSG BOG also notes the recent transformation of Glengormley High School to Integrated College Glengormley, which, as the nearest alternative integrated post-primary school, has increased integrated post-primary places available in the area.

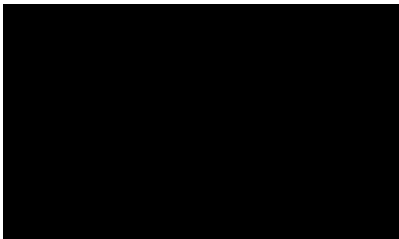
While the case for change argues that the increased admissions number for Hazelwood Integrated College has not had a negative impact on provision in the area, declining live births in the areas from which the College draws

its pupils suggests that this will not be the case going forward should the admissions number of 175 be made permanent.

Within the North Belfast Area Learning Community there are ten post primary schools, which includes four selective schools and one special school, who year on year have full Year 8 admission numbers, resulting in an even more reduced pool of students seeking admission in Year 8 to non-selective post primary schools within north Belfast.

BMSG BOG has concerns about the potential impact of this proposal and must therefore object to it.

Yours sincerely,



Chair BOG

### **Objection 3**

**Controlled Schools' Support Council (CSSC) - See full input at Appendix E**

**Letter of Support 1**

**Integrated Education Fund (IEF) – see full input at Appendix G**

**Letter of Support 2**

**Northern Ireland Council for Integrated Education – see full input at Appendix F**

## APPENDIX E



**Controlled Schools' Support Council**

**2<sup>nd</sup> floor, Main Building**

**Stranmillis University College**

**Belfast, BT9 5DY**

**T: 028 9531 3030**

**E [info@csscni.org.uk](mailto:info@csscni.org.uk)**

6 June 2025

Dear Sir/Madam,

**Re: Development Proposal 747 Hazelwood Integrated College**

The Controlled Schools' Support Council (CSSC) notes the publication of Development Proposal 747 which proposes that Hazelwood Integrated College will increase its approved admissions number from 160 to 175 with effect from 1 September 2025, or as soon as possible thereafter. CSSC welcomes the opportunity to respond and has consulted with controlled schools in the area.

CSSC notes the requirement for the Department of Education to consider the implications of the Integrated Education Act (NI) 2022 (IE Act), in its assessment of Development Proposals and to consult with relevant bodies in accordance with Section 3. CSSC acknowledges its responsibility as an advisory body as defined in Section 3 of the IE Act and welcomes the opportunity to provide commentary in this context.

The following submission represents Council's response to the statutory consultation process and comments in respect of consultation in accordance with provisions in Section 3 of the IE Act. CSSC notes the assurance that points made in responding during the objection period will form part of the assessment of relevant evidence that is brought to the decision maker.

CSSC notes that Hazelwood College is consistently oversubscribed at Year 8 and the figures provided in the case for change demonstrate a demand for integrated education. However, this proposal must be considered in its wider area planning context.

In September 2022, CSSC welcomed the Transformation of Integrated College Glengormley, which, as the nearest alternative integrated post-primary school, has increased integrated post-primary places available in the area.

CSSC notes that Hazelwood Integrated College participated in the Department of Education's 'Additional Year 8 Places' exercise for 2022/23, increasing its admissions from 160 to 175, and subsequently responded to Department's application of a similar exercise for Transfer

2023, 2024 and 2025 retaining the revised admissions number of 175. CSSC understands that this action was taken by the Department in response to a significant increase in the size of the cohort transferring to post-primary education through the competitive admissions process.

CSSC acknowledges that the Additional Year 8 Places exercise was an appropriate response to the increase in the size of the cohort transferring to post-primary education in 2022, however, CSSC notes a changed context in terms of live births and their impact on projected applications which must be considered in evaluating this proposal.

While the case for change argues that the increased admissions number for Hazelwood Integrated College has not had a negative impact on provision in the area, declining live births in the areas from which the College draws its pupils suggest that this will not be the case going forward should the admissions number of 175 be made permanent. NISRA data quoted in Operational Plan 2 identifies declining birth trends for the Antrim and Newtownabbey and Belfast Local Government Districts, areas from which Hazelwood College draws the majority of its pupils.

CSSC notes the Education Authority's decision to not support the proposal and specifically the EA's description of a changed area planning context with the EA's commentary to prepublication consultation noting that 'primary schools are showing a downturn in enrolment numbers which, this year, is filtering into the post primary sector.' Furthermore, in planning for the integrated sector it is noted that 'enrolment and applications to the main feeder primary schools for Hazelwood Integrated College are declining.' This information along with the knowledge of available Year 8 places at Integrated College Glengormley will be important considerations in evaluating this proposal.

Whilst CSSC recognises the Department's duty to encourage, facilitate and support the development of integrated education, CSSC has significant concerns about the potentially detrimental impact of this proposal. The proposal must be considered in the context of area planning, noting the empirical evidence of declining live births and taking into account the Department's duty to ensure effective and efficient use of public funds in a context of increasingly constrained financial resources for all schools.

CSSC cannot support this proposal and is happy to discuss this response with the Department.

Yours faithfully,

A handwritten signature in black ink, appearing to read 'Mark Baker', with a stylized flourish extending to the right.

Mr Mark Baker  
Chief Executive

**NICIE response to Public Consultation re: Development Proposal 747:**

*The Board of Governors of Hazelwood Integrated College proposes to increase its approved admissions number from 160 to 175 with effect from 1 September 2025 or as soon as possible thereafter.*



This submission from NICIE is in response to the statutory objection period in relation to DP 747 and also to the Department's invitation to NICIE to comment as an 'advisory body' under Section 3 of the Integrated Education Act (NI) 2022 (the 2022 Act).

NICIE supports the proposal from Hazelwood Integrated College (IC) to increase the approved admissions number from 160 to 175. The Case for Change relating to DP 747 provides evidence that this proposal will assist with the school's future planning and will enable the Department to '*encourage, facilitate and support*' the development of Integrated Education in the locality, as required by the Education Reform Order (NI) 1989 and the 2022 Act.

**Contents:**

- 1. Summary**
- 2. Unmet demand for Integrated Education**
- 3. Area Planning - Impact on other local post-primary provision**
  - 3.1 Sustainability and the provision of Integrated Education**
  - 3.2 Consideration of pupils with Special Educational Need**
  - 3.3 Impact on local Integrated Education provision**
  - 3.4 Internal school planning considerations**
  - 3.5 Birth rate considerations**
- 4. Conclusion**

## Summary

Hazelwood IC is a sustainable post-primary school which meets the meaning and purpose of Integrated Education as outlined by Sections 1 and 2 of the 2022 Act. The Board of Governors at Hazelwood IC have been considering a change to the school admissions number from 160 to 175 for a number of years due to ongoing parental demand and levels of oversubscription at the school.

The Governors approved temporary variations to the admissions number in 2018, 2019 and 2022 and applied for a 3-year increase for 2023, 2024 and 2025 when they were invited to do so by the Department (Appendix 6 of the Case for Change). Governors have carefully monitored the impact of this longer term increase on the school planning processes and academic and pastoral outcomes for pupils, and are confident that the evidence outlined in the Case for Change demonstrates the viability of a permanent change to the admissions number. NICIE agrees with the school's assessment.

The College has been operating with the increased admissions number of 175 for the past four year's admissions, with no evidence of impact on surrounding schools.

The school continues to experience high levels of oversubscription at 1<sup>st</sup> preference. The modest request for an additional 15 places is not sufficient to cover the historical, current and projected levels of oversubscription and has been arrived at with due consideration of the recent (2022) Transformation of Integrated College Glengormley and the predicted level of year 8 pupils beyond 2026.

There is high demand for post-primary Integrated Education in the school's locality, as is identified in the Department's Section 10 Report (2024)<sup>20</sup>. The Department's draft strategy: '*Vision 2030: A Strategy for Integrated Education*'<sup>21,22</sup> has a Strategic Aim to increase access to Integrated Education and refers to the Section 10 report.

The report cites Belfast as one of the localities where there is demand for Integrated Education in excess of supply and refers specifically to Hazelwood IC (p18). The Department specifically included Hazelwood IC as part of an early commissioning letter to NICIE in September 2024, to ascertain if admissions could be increased to meet demand.

Approval of this proposal would enable the Department to contribute to several of the actions laid out within the Strategy and its associated Action Plan and respond effectively to their legislative duties within the Education Reform Order (NI) 1989 and

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the 2022 Act to '*encourage, facilitate and support*' the development of Integrated Education.

Approval of the proposal can assist the Department to increase '*parity of access for all to appropriate pathways*', which is a Key Theme of the Strategic Area Plan (2022-27)<sup>23</sup> for those families seeking access to an Integrated Education from age 318 in this locality.

## Unmet demand for Integrated Education

Section 5 of the 2022 Act outlines the meaning of 'support' as being:

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<sup>20</sup> <https://www.education-ni.gov.uk/publications/integrated-education-section-10-report>

<sup>21</sup> <https://www.education-ni.gov.uk/consultations/vision-2030-strategy-integrated-education>

<sup>22</sup> All references to '*Vision 2030*' are based on the draft document sent for the public consultation which closed on 23rd May 2025 and so are subject to change.

<sup>23</sup> <https://www.eani.org.uk/school-management/area-planning/strategic-area-plans-2022-27>

'(1) - A reference in any provision of Northern Ireland legislation to support for integrated education (including support for the development of integrated education) is a reference to—

(a) identifying, assessing, monitoring and aiming to meet the demand for the provision of integrated education within the context of area planning and the overall sustainability of the school estate (including, in particular, monitoring the number and success of applications for integrated education), and

(b) providing sufficient places in integrated schools to aim to meet the demand for integrated education within the context of area planning and the overall sustainability of the school estate (including examining evidence of expected future demand).

(2) - In subsection (1)(a) "monitor" means monitor by reference to data collected in respect of relevant catchment and other areas.'

The Department's Section 10 Report (2024) names Hazelwood IC, stating that the demand in excess of supply in Belfast is related to 'the over subscription of Hazelwood College, Lagan College...' (p18). The data in Table 1 below upholds this Departmental assertion that there is unmet demand for Integrated Education in the school's locality. Hazelwood IC, despite the fluctuations in approved admission number due to temporary variations and the 'planning for transfer' exercise (202325), referred to above, has been oversubscribed at 1<sup>st</sup> preference applications every year for the last eight years. In this time period, the College has been oversubscribed by an average of 127.6% when considering 1<sup>st</sup> preference applications, and by 142.8% at total application level.

An average of 27.6% of 1<sup>st</sup> preference applicants each year are not receiving a place at the College, meaning that 79.3% have been admitted to the school.

**Table 1. Applications and Admissions for Hazelwood Integrated College (2018-2025)<sup>24</sup>**

Year	Approved Admissions	1 <sup>st</sup> Preference Applications	1 <sup>st</sup> Preference Accepted	Total Applications	Total Admitted	% of 1 <sup>st</sup> Preference Applicants Gaining a place
2018/19 †	160	195	195	213	195	100%
2019/20 †	200	236	200	264	200	84.7%
2020/21 †	160	256	160	294	160	62.5%
2021/22 †	160	202	160	234	160	79.2%
2022/23 †	175	232	169	255	176	72.8%
2023/24 †	175	256	166	277	175	64.8%
2024/25*	175	190	157	222	175	83.0%
2025/26*	175	187	164	204	175	87.7%

<sup>24</sup> These figures do not include students with a statement who are considered supernumerary.

The Department has laid out targets and benchmark indicators in 'Vision 2030: A Strategy for Integrated Education'<sup>25</sup>. Target 1 in the accompanying Benchmark Data document (p2) states that the Department will, by 2023 'aim to achieve a reduction in the post-primary gap between the percentage of first preferences for Integrated Education being met (currently 87%) and the Northern Ireland postprimary average (currently 90%).' The average percentage (79.3) of 1<sup>st</sup> preference applicants gaining a place at Hazelwood IC is significantly lower than the Northern Ireland average of 90%.

The unmet demand for places at the College is outlined comprehensively in the Case for Change and the quantitative data presented is clear. The comments from the consultation with parents/carers of pupils at the school (Appendix 1 of the Case for Change) provide rich and additional qualitative data, which NICIE believe should also be considered, for example: "... the demand grows every year so a permanent decision to increase the intake is the right move ... especially in Belfast, where it is greatly needed."

Given the extent of the data presented, it could be argued that a larger increase in admission to the College is required to meet demand, but the College has taken into account the context of area planning and the overall sustainability of the school estate in seeking an approved admission number of 175 at this time and no adjustment to the school's total enrolment number. The school has carefully

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considered the school's capacity; sixth form provision; provision for pupils with Special Educational Needs; the school's current and future accommodation and estate and; the teaching and school support workforce. Having carefully explored all of these dynamic considerations, the Board of Governors has determined that an increase of just 15 places, from 160 to 175 is appropriate. This reflects the last four years of admission and it is our view, and the view of the Board of Governors, that this is optimal and practical at this time, having taken all reasonable considerations on board.

The Action Plan for 'Vision 2030' states that priority outcome (No1, page 2) is to increase 'access to Integrated Education'. This first action states that:

*'DE will commission NICIE to engage with Integrated schools and EA in the six localities currently identified where Integrated Education is oversubscribed. NICIE and the other educational stakeholders will engage in partnership with Integrated schools in Belfast, Lisburn and Castlereagh, Ards and North Down, Antrim and Newtownabbey, Mid and East Antrim, and Newry, Mourne and Down to review their enrolment numbers and school capacity and, as required prepare, and bring forward Development Proposals with their Board of Governors to increase admissions and enrolment numbers.'*

The proposal for Hazelwood IC to increase their admission number is a 'Short Term Work Stream' action within Operational Plan 2<sup>7</sup> (page 51) and was carried over from Operational Plan 1 (2022-24). We are pleased to reassure the Department that the work to tackle this particular oversubscription is already well underway. It would seem counterintuitive for this proposal to be refused at this time and then shortly followed by the Department commissioning NICIE to approach the school to review admissions number, as is proposed in the first action of 'Vision 2030'.

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<sup>25</sup> <https://www.education-ni.gov.uk/consultations/vision-2030-strategy-integrated-education>

# Area Planning considerations

## Sustainability and the provision of Integrated Education

As mentioned above, this proposal was included as a workstream in Area Planning Operational Plan 1 (2022-24) Additional Workstreams – Addendum (1 February 2024)<sup>26</sup>, and it is now a Short-Term Workstream within Operational Plan 2 (2024-26)<sup>27</sup>.

The Case for Change outlines the sustainability of the school (Section 2) and the fact that the school is providing high quality Integrated Education. The school has

<sup>7</sup> <https://www.eani.org.uk/schools/other-help-for-schools/area-planning/operational-plans> diversity in relation to cultural, religious belief and none, socio-economic background and ability as outlined in the Case for Change at Section 1.7. The school meets the requirements of Sections 1 and 2 of the 2022 Act, in relation to the meaning and purpose of Integrated Education.

The school’s proposal does not alter the whole school enrolment number, it is merely right-sizing the admissions number to maintain the approved enrolment number of 1010, considering the restructuring of the school’s sixth form provision, as outlined in the Case for Change.

## Consideration of pupils with Special Educational Needs

In 2024/25<sup>28</sup>, the whole school has 259 (24%) pupils with Special Educational Need (Stages 1-3 on the Code of Practice). As outlined in the Case for Change, the school does an excellent job of supporting children of all abilities in an inclusive and high-quality education environment.

Table 2 below shows that the number of pupils in Year 8 is consistently higher than the number of pupils admitted via the standard admissions process, which is explained by the admission of pupils with Special Educational Needs as supernumerary. The data in Table 2 includes supernumerary pupils and shows the significant impact that these pupils have on the total school enrolment number. For example, in 2024/25 the school admitted 175 pupils through the school admissions process and has 189 Year 8 students.

**Table 2. Enrolment statistics for Hazelwood Integrated College 2018/19 to 2024/25. with a column indicating the approved admissions number for each year (data includes supernumerary pupils).**

Academic Year	Approved Enrolment	Approved Admissions Number	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14	Total
2018/19	930	160	204	169	173	146	146	101	62	1001
2019/20	960	200	216	201	169	175	141	75	71	1048
2020/21	1,010	160	182	211	197	168	171	81	70	1080
2021/22	1,010	160	175	181	207	198	168	81	68	1078
2022/23	1,010	175	182	174	181	202	192	97	67	1095
2023/24	1,010	175	187	183	180	177	202	83	83	1095

<sup>26</sup> [https://www.eani.org.uk/sites/default/files/2024-02/Operational%20Plan%201%202022-24%20%20Addendum\\_0.pdf](https://www.eani.org.uk/sites/default/files/2024-02/Operational%20Plan%201%202022-24%20%20Addendum_0.pdf)

<sup>27</sup> <https://www.eani.org.uk/sites/default/files/2025-01/Operational%20Plan%202%202024%E2%80%932026.pdf>

<sup>28</sup> <https://www.education-ni.gov.uk/publications/school-enrolment-school-level-data-202425>

2024/25	1,010	175	189	186	179	176	176	98	72	1076
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Source: School's Plus (2018/19-2023/24), DE School Census (2024/25)

The Department is currently consulting on changing the supernumerary status of pupils with a statement of Special Educational Need<sup>29</sup>. The consultation document states that complete removal of supernumerary status is the intention and that a phased approach to this is taking place only because the system is not sufficiently prepared for the 'SEN First' model at this time. Consequently, the current proposal is to *'treat children who have a statement as supernumerary for the year of admission only, and only where a change of placement is necessary'*.

In our analysis, setting the College's admission number at 175 on a more permanent basis will enable the school to continue to provide education for the increasing numbers of pupils with Special Educational Need, who live in the locality and want an Integrated Education experience. In this respect, this proposal is preparing for the intention of the Department (as outlined in the consultation document) to end *'the current practice of treating children who have a statement of SEN in mainstream schools as supernumerary at all times'* (p6). The consultation outlines a variety of challenges that the supernumerary practice creates for schools. The complexity of these challenges varies from year to year and has significant impact within Hazelwood IC. NICIE strongly recommends that DE officials, in preparing their Ministerial submission, take time to visit the school in order to listen and take full account of the varied and complex dynamics at play in this regard.

## Impact on local Integrated Education provision

Operational Plan 2<sup>30</sup> outlines the available Year 8 places in post-primary schools in the Antrim and Newtownabbey (p23) and Belfast (p49) Local Government Districts (LGD). The 2023/24 data in this document states that there were no available Year 8 places in Grant Maintained Integrated or Controlled Integrated schools in either LGD. Table 3 below shows the increasing demand for Integrated Education being experienced by Integrated College Glengormley (ICG) and includes available places at Year 8 in the school since 2018. Table 3 shows that ICG is swiftly reaching capacity at Year 8 and indicates that when the 'SEN First' is implemented, they will be oversubscribed. Approval of this proposal will assist to alleviate this lack of supply to meet the historic, current and anticipated future demand. This is the intended purpose of Area Planning processes, it is critical for pupils with SEN, and it is a requirement of the 2022 Act (Section 5, as outlined above).

**Table 3. Applications, Admissions and Enrolment trends for Integrated College Glengormley (2018-2025) (data includes supernumerary pupils).**

Applications and Admissions	Enrolment
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<sup>29</sup> <https://www.education-ni.gov.uk/consultations/consultation-accounting-children-statementspecial-educational-needs-changing-supernumerary-status>

<sup>30</sup> <https://www.eani.org.uk/schools/other-help-for-schools/area-planning/operational-plans>

Year	Approved admissions number	1 <sup>st</sup> preference applications	Total applications	Total admitted	Approved enrolment	Year 8 enrolment	Year 8 Available Places	Actual enrolment	Available spaces
2018/19	210	58	76	76	1250	83	127	665	585
2019/20	210	61	95	95	1250	120	90	696	554
2020/21	210	100	164	164	1250	178	32	748	502
2021/22	210	96	149	149	1250	204	6	826	424
2022/23	210	145	175	175	1250	210	0	951	299
2023/24	210	157	197	197	1250	231	-21	1084	166
2024/25	210	134	169	169	1250	207	3	1149	101
2025/26	210	162	183	183	-	-	-	-	-

**Source:** EA Applications, Admissions and Enrolment Quadrant (2018/19-2022/23).  
DE School Census (2023/24-2024/25),  
EA Applications and Admissions data (2024/25 and 2025/26)

Table 1 above indicates that 1<sup>st</sup> preference applications to Hazelwood College have remained consistently above the school's current 175 admission number for the last eight years. Table 3 above shows that ICG is, in the same time frame that Hazelwood is sustaining oversubscription at their current 175 admission, continuing to experience increasing applications at 1<sup>st</sup> preference.

Education Authority admissions data provided in June 2025 to NICIE indicates there were 162 first preference applications for the 210 places available for ICG's 2025 admission, and that the school has now admitted 183 pupils via the standard admissions process. This represents an increase of 28 applications at first preference and an increase of 14 pupils admitted to the school, compared to 2024 admissions. Last year, ICG admitted an additional 38 pupils who were supernumerary<sup>31</sup>, including 12 who are in a Specialist Provision class for Year 8. If the school were to admit a similar number of supernumerary pupils this year, and one includes these pupils in the count, then ICG would have an admission of around 221 pupils (for 210 places).

Given the increasing pupils in the system with Special Educational Needs, it is reasonable to assume that the supernumerary admissions at ICG will be in excess of 38 this year and in future years. The EA comments on the Case for Change state that there are available places at Year 8 at ICG, despite the previous year data

they have presented in Operational Plan 2 indicating there are none, and the data in Table 3 above. The data presented here indicates that, contrary to the affected schools comments in the Case for Change, the current capacity in Post-Primary Integrated schools in the area is not higher than demand for places.

As discussed, it is our understanding that the Department is seeking to remove supernumerary status at school admission. Should this occur, it is reasonable to predict that both ICG and Hazelwood IC will experience oversubscription. The EA also has based their decision to not support the proposal on the declining trajectory of pupils transferring from Primary schools. It is NICIE's view that this method of assessing demand likely falls short of the EA's statutory duty to 'support' the development of Integrated Education as outlined in Section 5 (1) of the 2022 Act, copied above. The Department has outlined in 'Vision 2030' their view of how demand may be measured and this includes applications and admissions patterns.

The comments from affected schools on the case for Change acknowledge that the 175 admission number at Hazelwood IC has not had a negative impact on existing Integrated provision in the area. The data upholds this

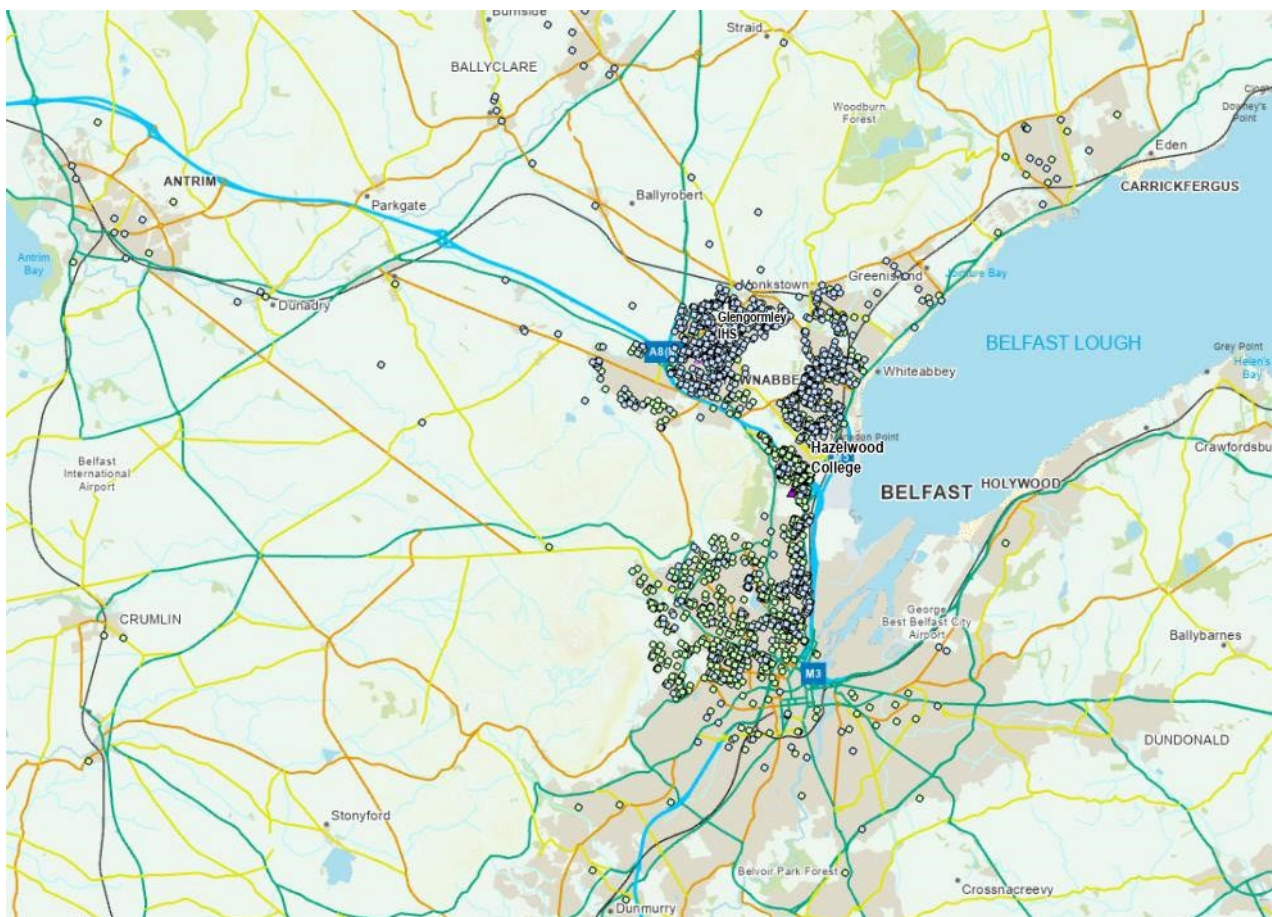
<sup>31</sup> <https://www.education-ni.gov.uk/publications/school-enrolment-school-level-data-202425>

view that despite the growing popularity of ICG, Hazelwood's 1<sup>st</sup> preference applications have not altered, being 190 for 2024 admission and 187 for 2025 (for 175 admissions). Parental preference is complex, of course, but the data presented in the Case for Change and updated here means that it is not possible to conclude that there is any correlation between the levels of 1<sup>st</sup> preference applications between the two schools. ICG is experiencing an increase in applications and Hazelwood remains consistently oversubscribed with an admissions number of 175. It is clear from this data that both schools are popular and are experiencing high levels of demand in their respective localities.

We welcome the continued growth and desire for both Hazelwood Integrated College, serving the community in North Belfast and Integrated College Glengormley (ICG), serving the community in Newtownabbey. The pupil location data in Fig 1 below is the most up to date, provided by the EA in June 2025. It is included here with the caveat that it covers a cohort of pupils within ICG who applied for admission to the school before it Transformed to Integrated status in 2022.

Fig 1 shows the distribution of pupils from Hazelwood IC (green dots) and ICG (blue dots). Whilst one can observe some overlap in the Rathcoole, Fernagh, Whiteabbey, Whitewell and Shore Road areas, a distinctive pattern emerges that pupils living in Newtownabbey are being drawn to attend ICG and pupils living in North Belfast are being drawn to attend Hazelwood IC. We view this as a strong indication that these two schools were largely serving different geographical communities in 2022 and may still be doing so as two Integrated colleges in 2025, providing evidence that demand exists for both schools at their current admission and enrolment levels in these localities.

**Fig 1. Distribution of pupils from Hazelwood Integrated College (green dots) and Integrated College Glengormley (blue dots) 2022/23**



**Source:** Education Authority

## Internal school planning considerations

Maximum numbers of students in practical classes are set to 35 for general classes and 20 for practical classes according to The Secondary School (Grant Conditions) Regulations (NI) 1973<sup>32</sup>. Departmental circulars<sup>33, 34</sup> set upper limits on class sizes. These issues have recently become a focus for trade union activity. One of the challenges for any school operating with a fluctuating admission number is workforce planning from year to year. The lack of employment contract stability can create challenges for staff retention.

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The school believes that having a permanent and stable admissions number, which (in due course) does not treat statemented children as supernumerary, will assist the school to more effectively plan the required class sizes, thus enhancing educational experiences for all pupils and enabling more staff to have certainty about their employment status.

## Birth rate considerations

It is generally understood within Area Planning discussions that the current Primary cohort across NI is in decline and that this will be felt at Post-Primary level within the next few years. The birth rate data in Operational Plan 2 for the Belfast and Antrim and Newtownabbey LGDs (copied at Appendix 2) indicate a modest downturn of pupils in these areas.

As noted in the Operational Plan, birth rates are one indicator that can be used to predict demand for educational provision and are often unreliable. For example, in year 2011/12 there were 1889 births in Antrim and Newtownabbey LGD and the Year 8 enrolment for this cohort in 2023/24 was 1481. Conversely, in Belfast LGD, there were 4982 births in 2011/12 and 5335 Year 8 pupils in Year 8. This method of estimating demand for any type of education is, of course just that: an estimation. The movement of pupils across LGDs, particularly in the Belfast region, to attend Post-Primary schools is significant and the level of inward migration is impossible to predict as it often is impacted by external and global factors. It is of course acceptable and necessary to use a tool to plan for educational provision and these caveats are outlined in Operational Plan 2. However, it is our view that there is a particular difficulty in the use of birth rate and pupil-cohort-size data to plan for Integrated Education, as the prediction of parental preference is not reliably explicated in any way by migration, birth or movement across LGDs.

Justice Treacy's <sup>35</sup> 2104 ruling noted that this type of rigidity and inflexibility in approach and/or policy, may be viewed as the '*opposite of encouraging and facilitating*'. He states that whilst using a tool to plan is of course acceptable, the friction and/or inflexibility of that tool's application within a dynamic environment (such as the educational landscape of NI) will have the effect of making it difficult to accommodate the Departmental duty to Integrated Education. At that time, of course, the legislation required the Department to '*encourage and facilitate*' Integrated Education, whereas there is now the additional duty on both the Education Authority and the Department to '*support*' the development of Integrated Education.

'*Vision 2023*' outlines the types of data that will be used to '*gather more comprehensive evidence on demand*' (p20-21) as being: school admissions data;

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<sup>32</sup> [https://www.legislation.gov.uk/nisro/1973/403/pdfs/nisro\\_19730403\\_en.pdf](https://www.legislation.gov.uk/nisro/1973/403/pdfs/nisro_19730403_en.pdf)

<sup>33</sup> [https://www.education-ni.gov.uk/sites/default/files/publications/de/circular-2004-05class-sizes-in-practicalsubjects\\_0.pdf](https://www.education-ni.gov.uk/sites/default/files/publications/de/circular-2004-05class-sizes-in-practicalsubjects_0.pdf)

<sup>34</sup> <https://www.education-ni.gov.uk/sites/default/files/publications/education/Class%20Sizes%20in%20PostPrimary%20Schools%20-%20Practical%20Subjects%20-%20Circular%202016....pdf>

<sup>35</sup> <https://www.judiciaryni.uk/judicial-decisions/2014-niqb-69>

parental ballots, data from the NI Life and Times survey, EA admissions portal survey data and other data from EA from pupils outside the mainstream admissions process. Whilst birth rate and pupil-cohort-size may come into play in relation to the quantity of places available in schools, it is our view that it cannot be used as a fully reliable proxy for the type of educational provision required.

## Conclusion

Hazelwood IC is a sustainable post-primary school which meets the meaning and purpose of Integrated Education as outlined by Sections 1 and 2 of the 2022 Act.

As the Integrated Post-primary school that is primarily attracting young people from North Belfast, it has been oversubscribed for at least the last eight years and less than 80% of 1<sup>st</sup> preference applicants have been admitted over this time frame.

This is evidence of demand for Integrated Education, as identified by the Department in '*Vision 2030*'.

The Department's Section 10 Report (2024) mentions Hazelwood IC specifically as a school in a locality of interest to the Department in relation to meeting demand for Integrated Education and complying with the duty to '*support*' as outlined in the 2022 Act. '*Vision 2030*' identifies both Belfast and Antrim and Newtownabbey LGDs as areas where NICIE will be commissioned to approach schools with a view to increase admissions and enrolment numbers.

The school has taken into account the local educational dynamics and is seeking to increase admission number by a small amount, aligning with the admission number of the school since 2022, with no proposed adjustment to the school's enrolment number. This proposal takes into account the context of area planning and the overall sustainability of the school estate, as well as consideration of the increasing demand for Integrated Education at ICG.

Having a stable admission and enrolment number will assist the school to plan their workforce effectively and better plan for class size, curriculum and stability of employment contracts for valued staff members.

The supernumerary status of pupils with Statements of Special Education Need is complicating the landscape, making it a challenge to understand the reality of both ICG and Hazelwood IC's total enrolment. Some Education Authority and Department datasets include supernumerary pupils and some do not, making the true picture over time difficult to bring into focus.

There is compelling evidence that Hazelwood IC will continue to attract applications over and above their proposed 175 admission number and also that ICG will continue to experience growth in their 1<sup>st</sup> preference applications. There is no evidence to suggest that there is any correlation between the application patterns of the two schools. It is our view that both schools are providing excellent Integrated Education opportunities for pupils in their respective localities and will both be oversubscribed within the next few years.

It is not reasonable to assume that birth rate data, and/or the current cohort of Primary school pupils in a given area, even with adjustments for migration and cross-LGD travel, is an effective tool to predict demand for Integrated Education. It's important to remember that the demand presented in this Case for Change represents real lives, with families and young people who are being denied access to Integrated Education at Hazelwood IC.

The Department has outlined in the Section 10 Report (2024) and in '*Vision 2030*', that Hazelwood IC is one of the Belfast area schools which should be approached by NICIE in relation to an increase of admissions. In our opinion, it would be shortsighted and counterintuitive for the Department to refuse this modest increase in admissions number at this time at Hazelwood IC and then subsequently commission NICIE to approach the

school to discuss an admission number increase. In our analysis DP 747 is timely and necessary, having taken into account the Board of Governors' proposal and the Departmental Strategy, '*Vision 2030*'.

Approval of this proposal would enable the Department to contribute to several of the actions laid out within the Strategy and its associated Action Plan and respond effectively to their legislative duties within the Education Reform Order (NI) 1989 and the 2022 Act to '*encourage, facilitate and support*' the development of Integrated Education.

## **The Council for Integrated Education**

**10th June 2025**

## Appendix 1

Applications, Admissions and Enrolment statistics (2024/25) for Integrated Post Primary schools within a 10-mile driving radius of Hazelwood Integrated College (data includes supernumerary pupils).

Name of School	Distance from HIC (miles)	Management Type	Applications and Admissions (2024/25)				Enrolment (2024/25)			
			Approved Admissions	1 <sup>st</sup> Pref applications	Total applications	Total accepted	Approved Enrolment	Actual Enrolment	Available Places – whole school	Available Places Year 8
Hazelwood Integrated College	-	-	175 (TV)	190	219	175	1010	1076	0 (66 over)	0 (14 over)
Integrated College Glengormley	2.9	Controlled Integrated	210	134	169	169	1250	1149	101	3
Lagan College	7.3	GMI	220	291	322	220	1300	1480	0 (180 over)	0 (21 over)
Priory Integrated College	8.3	Controlled Integrated	120 (TV)	96	128	120	600	710	0 (110 over)	0 (14 over)
Ulidia Integrated College	8.6	GMI	110	136	165	130	620	738	0 (118 over)	0 (29 over)
Malone Integrated College	9.9	GMI	130	129	154	130	800	778	22	0 (18 over)

Source: DE School Census (2024/25), Education Authority Applications and Admissions (2024/25 – as of 10.06.2024)

## Appendix 2

Data reproduced from Area Planning Operational Plan 2 (2024-26):

Antrim and Newtownabbey LGD:

**Table 5 - Projected Births (source: NISRA)**

Academic Birth Year	Antrim and Newtownabbey LGD Births	Variance From Previous Year	Year 8 Start
2011/12	1,889		2023/24
2012/13	1,821	-68	2024/25
2013/14	1,744	-77	2025/26
2014/15	1,761	17	2026/27
2015/16	1,813	52	2027/28
2016/17	1,691	-122	2028/29
2017/18	1,663	-28	2029/30
2018/19	1,637	-26	2030/31
2019/20	1,636	-1	2031/32
2020/21	1,553	-83	2032/33
2021/22	1,555	2	2033/34

Belfast LGD:

**Table 20 - Projected Births (source: NISRA)**

Academic Birth Year	Belfast LGD Births	Variance From Previous Year	Year 8 Start
2011/12	4,982		2023/24
2012/13	4,755	-227	2024/25
2013/14	4,652	-103	2025/26
2014/15	4,613	-39	2026/27
2015/16	4,547	-66	2027/28
2016/17	4,451	-96	2028/29
2017/18	4,189	-262	2029/30
2018/19	4,238	49	2030/31
2019/20	4,082	-156	2031/32
2020/21	3,862	-220	2032/33
2021/22	3,827	-35	2033/34

## APPENDIX G



Paul Givan MLA Education Minister .

c/o Area Planning Policy Team Department of Education

4th Floor, Rathgael House  
Bangor co. Down BT19 7PR

05 June 2025

Dear Minister

### RE: Development Proposal No 747 Hazelwood Integrated College

The Integrated Education Fund (IEF) welcomes the opportunity to respond to the consultation on the Development Proposal relating to Hazelwood Integrated College. We propose to make one submission covering the objection period and Section 3 comments of the Integrated Education Act (Northern Ireland) 2022.

As you know the IEF is an independent charity supporting the growth and development of Integrated Education in Northern Ireland. It draws its mandate from the growing demand from parents, pupils and schools for inclusive, high quality Integrated Education. We continue to see evidence of growing demand from parents for their child to gain a place in an Integrated school.

The IEF therefore welcomes the Development Proposal for Hazelwood Integrated College to increase its approved admission. The Development Proposal, and the detailed Case for Change document, highlights the continued high level of demand and the increase of enrolments achieved through a temporary variation. The IEF would encourage the Department of Education (DE) to approve a permanent change to these enrolment numbers to reflect this parental demand.

The Case for Change document also presents evidence that the school has been able to maintain stable enrolment trends over the last number of years and is also able to meet the six criteria for sustainable schools. Hazelwood Integrated College's intention to increase its admissions number is highlighted as a medium term workstream in

Operational Plan 1 and carried forward as a short term workstream in Operational Plan 2:

The IEF would ask that the Department takes this decision with regard to its statutory duty to "encourage, facilitate and support integrated education" and its Section 6

Integrated Education Act (Northern Ireland) 2022 duties relating to the development of Integrated Education.

A positive decision will not only create additional Integrated places in the North Belfast area but will also help the Department of Education and the Education Authority fulfil their statutory duty to encourage, facilitate and support the development of Integrated Education.

We look forward to continuing our support for Hazelwood Integrated College as they further seek to fulfil the wishes of parents in their local area and make integrated provision more widely available.

Yours sincerely

A handwritten signature in blue ink, appearing to read 'Paul Caskey', written in a cursive style.

Paul Caskey OBE  
Chief Executive  
Integrated Education Fund

## DE POLICY TEAM INPUTS

### 14-19 Strategy Team Input

#### DP 747 – Hazelwood Integrated College

##### Entitlement Framework

The Entitlement Framework (EF) is a key component of the statutory curriculum. It has been instrumental in ensuring that all learners receive, through access to an appropriate curriculum, a high-quality education which both enriches their lives and enables them to contribute to the economy. The EF ensures that all young people, regardless of where they live, which school they attend or their gender, have equality of access to a broad and balanced range of economically relevant and individually engaging courses at Key Stage 4 and post-16.

##### Curricular Offer

In order to meet the statutory requirements of the EF, schools are required to provide access to a minimum of 21 courses at Key Stage 4 (KS4) and 21 at Post-16, of which at least one third must be applied and one third general courses.

The EF audit report 2023/24 shows that Hazelwood Integrated College is fully EF compliant at KS4 and post-16. The table below sets out the EF data for the 2023/24 academic year.

<b>Hazelwood Int. College</b>		
	<b>Key Stage 4 (Year 11)</b>	<b>Post-16 (Year 13)</b>
Applied courses	22	14
General courses	10	7
<b>Total</b>	<b>32</b>	<b>21</b>

At KS4 the school offered 32 qualifying courses, where 28 (88%) courses were delivered, no courses were delivered in collaboration. The total number of KS4 pupils at year 11 and 12 was 378.

At post-16 the school offered 21 qualifying courses, where 17 (81%) courses were delivered and one course was delivered in collaboration with St Malachy's College. The total number of post-16 pupils at year 13 and 14 was 164.

14-19 Strategy Team note that EA consultation responses indicate that while Hazelwood Integrated College is consistently oversubscribed at Year 8, the transformation of Integrated College Glengormley has increased integrated post-primary places available in the area.

##### **Integrated College Glengormley**

The EF audit report 2023/24 shows that Integrated College Glengormley is fully EF compliant at KS4 and post-16.

- At KS4 Integrated College Glengormley offered 30 courses where 26 (87%) courses were delivered, and no courses were delivered in collaboration. The total number of KS4 pupils at year 11 and 12 was 359.
- At post-16 the school offered 23 courses where just 9 (39%) courses were actually delivered, which included just two general courses, and no courses were delivered in collaboration. The total number of post-16 pupils at year 13 and 14 was 68 which falls below the key sustainability indicator in the DE Sustainable Schools policy that sixth forms should have a minimum of 100 pupils.

## **Conclusion**

14-19 Strategy Team note that the Education Authority has identified that it does not support the proposal in consideration of the declining trajectory in transfer numbers from primary schools and current available places in the Integrated College Glengormley.

There is the possibility that this proposal may have a negative impact on Integrated College Glengormley given the school's low enrolment numbers at post-16, and although the school is EF compliant at post-16, it is worth noting that the school delivered a narrow curriculum where only 9 (39%) of its post-16 courses were actually delivered, which included just two general courses.

## **DP 747 School Admissions Team Input**

DP 747: The College will increase its approved admissions number from 160 to 175 with effect from 1 September 2025, or as soon as possible thereafter.

## **Background**

Hazelwood Integrated College is a co-educational Integrated post primary school, situated in Newtownabbey. It currently has approved admissions and enrolment numbers of 175 and 1010 respectively. The admissions number will revert to 160 after 2025/26.

## **Applications**

Over the past 5 years the school has received the following applications for admission to Year 8:

<b>Year</b>	<b>Approved Admissions</b>	<b>First Preferences</b>	<b>Total Applications (all preferences)</b>	<b>Total Admissions*</b>
<b>2020/21</b>	160	256	294	160
<b>2021/22</b>	160	202	234	160
<b>2022/23</b>	160	232	255	176
<b>2023/24</b>	175 <sup>^</sup>	256	277	175
<b>2024/25</b>	175 <sup>^</sup>	190	219	175

\*Excludes statemented pupils and those admitted by appeal

<sup>^</sup> Awarded 15 places through the Year 8 Additional Places Exercise up to 2025/26.

## Temporary Variation (TVs)

If a school receives more applications than it has places available it can request a TV to its admissions and/or enrolment number from the School Admissions Team (SAT).

The table below shows the TVs granted to Hazelwood Integrated College in the last 5 school years:

	Approved Admissions Number	Approved Enrolment Number	Temporary Variations approved (to a total of)*	
			Total Admissions	Total Enrolment
<b>2020/21</b>	160	1010	-	-
<b>2021/22</b>	160	1010	-	-
<b>2022/23</b>	160	1010	175	-
<b>2023/24</b>	175 <sup>^</sup>	1010	176	-
<b>2024/25</b>	175 <sup>^</sup>	1010	-	-

\*Excludes stated pupils and those admitted by appeal

<sup>^</sup> Awarded 15 Additional Places

## **Transport and Food in Schools Input:**

Given the numbers involved it would be anticipated the financial implications for the Transport budget or Food In Schools budget would not be significant.

## **Shared Education & Community Relations Team**

DP 747 – Hazelwood Integrated College 126-0269 – Increase admission numbers

### **STAGE 1**

#### Documentation for consideration:

Request from: APPTSEC Development Proposal

- Area Map
- Case for Change
- List of neighbouring schools including school reference number

Proposer - Board of Governors of Hazelwood Integrated College

Contact: [Redacted]  
 Number: [Redacted]  
 Email: info@hazelwood.belfast.ni.sch.uk

**Proposal** - The Board of Governors of Hazelwood Integrated College proposes to increase its approved admissions number from 160 to 175 with effect from 1 September 2025 or as soon as possible thereafter.

They are seeking to make the temporary variation that has been in place over the past three years permanent. They are requesting that the admission number remains at 175 rather than 160. The enrolment number at the College was increased from 850 to 1010 in 2017. Due to the restructuring of sixth form no increase to the current enrolment number of 1010 is required.

This proposal supports the Department of Education’s statutory duty to meet demonstrated parental demand for Integrated Education in the Belfast Council area. This proposal supports the area plan for post-primary provision in Belfast. It also meets the sustainability assessment; the rural needs impact and the equality needs assessment.

**Current Position** - Hazelwood Integrated College is not currently involved in a funded Shared Education partnership.

**Previously Hazelwood Integrated College was in a partnership with Edmund Rice College supported through the Shared Education Signature Project, the partnership did not continue into Mainstreaming.**

List of neighbouring <phase> schools provided by Area Planning

School		Programme	Membership
Ref No	Name		
1230321	Blessed Trinity College BT15 4DZ	-	-
3230203	Edmund Rice, Newtownabbey BT36 7AU	-	-
1230104	Mercy College, Belfast BT14 7QR	Mainstreaming	Belfast Boys' Model School
1230053	St Louise's Comprehensive College BT12 6EN	-	-
1230275	St Joseph's College, Belfast BT6 0BY	Mainstreaming	Wellington College & Aquinas Grammar School
1210022	Belfast Boys' Model School BT14 6RB	Mainstreaming	Mercy College
1210021	Belfast Model School for Girls BT14 6NQ	-	-
3210313	Abbey Community	-	-

	College, Newtownabbey BT37 0EA		
1210014	Ashfield Girls' High School, Belfast BT4 2LY	-	-
1210015	Ashfield Boys' High School, Belfast BT4 2LY	Mainstreaming	Mitchell House School & St Joseph's Primary School
1410315	Bloomfield Collegiate School, Belfast BT5 6HW	-	-
1410079	Grosvenor Grammar School, Belfast BT5 6BA	Mainstreaming	Lagan College & Our Lady's & St Patrick's College
1420082	Dominican College, Fortwilliam BT15 4AQ	-	-
1420028	Belfast Royal Academy BT14 6JL	Mainstreaming	St Malachy's College & Belfast Royal Academy;
1420030	St Malachy's College, Belfast BT15 2AE	Mainstreaming	St Malachy's College & Belfast Royal Academy;
3420077	Belfast High School BT37 0PX	-	-
1420027	The Royal Belfast Academical Institution BT1 6DL	-	-
4420044	Sullivan Upper School, Holywood BT18 9EP	-	-
1420029	St Dominic's High School, Belfast BT12 6AE	-	Friends' School
1420089	Strathearn School, Belfast BT4 2AU	-	-
1420020	Campbell College, Belfast BT4 2ND	-	-
1420022	Methodist College, Belfast BT9 6BY	ASPIRE	Colaiste Feirste & Malone Integrated College &

			St Mary's Christian Brothers' Grammar School
1420277	Aquinas Grammar School, Belfast BT6 0BY	Mainstreaming	Wellington College & St Joseph's College Belfast
1240291	Colaiste Feirste BT12 7PY	ASPIRE	Malone Integrated College & Methodist College Belfast & St Mary's Christian Brothers' Grammar School

Eight of these schools are engaged in Mainstreaming Shared Education and two of these schools are involved in the ASPIRE project.

## **SECRET CONSIDERATION**

### *The Case for Change*

The proposer, Board of Governors of Hazelwood Integrated College, has commented that post-16 the College enjoys well-established shared education partnerships within the North Belfast Area Learning Community (NBALC).

It is also noted that the school's role as part of the North Belfast Area Learning Community (NBALC) has fostered strong relationships and shared education partnerships with other Post Primary schools in the locality. Not only does this provide students within the ALC with wider access to courses at Post 16, but it also provides a system of collaborative working at all levels. The Education Authority has made no reference to Shared Education in the Case for Change. Therefore, there is no evidence to suggest that Shared Education has been considered or that EA has complied with its duty under Article 6 of the Shared Education Act (Northern Ireland) 2016.

## **SECRET ASSESSMENT**

There is insufficient evidence in the Development Proposal to suggest a positive or negative impact to Shared Education partnerships in the area. Previously Hazelwood Integrated College was in a partnership with Edmund Rice College supported through the Shared Education Signature Project, but the partnership did not continue into Mainstreaming Shared Education.

### **DP 747 – Hazelwood Integrated College**

#### IID, Major Capital Implementation Team Input

Hazelwood Integrated College was one of five school projects included in the second Tranche of Fresh Start projects announced by the Chancellor of the Exchequer on 23 November 2018.

The Fresh Start funding was repurposed in the UK government's financial settlement for the executive in early 2024 at which point the project transferred to the Major Capital Implementation

Team and is now being taken forward under the Major Capital Works Programme with Executive funding.

The project was to address the accommodation shortfall as a direct result of the increase in pupil numbers from 850 to 1010 pupils (including a sixth form of 210). There is also 690m<sup>2</sup> of SEN accommodation included in this proposal, made up of 145m<sup>2</sup> of the original SEN schedule of accommodation plus an additional 500m<sup>2</sup> approved by the Department.

The school's major work project continues to progress based on an approved enrolment of 1010, including 210 sixth form pupils plus additional SEN accommodation.

This proposal will have no impact on the number of centrally timetabled classrooms or ancillary accommodation other than a minor reduction in the sixth form provision.

The technical design has been completed by the design team, costs are currently being finalized, and it is anticipated that the Technical Design (RIBA Stage 4) submission will be lodged with the Department for review in August 2025.

## **IMIE Query Responses - DP 747 – Hazelwood IC**

### **1. Relevant Policies/Legislation**

#### **a. Is the proposal consistent with the Integrated Education Act (NI) 2022?**

Yes. Section 5 of the 2022 Act defines "support" as identifying and meeting demand for Integrated Education. Hazelwood IC has been oversubscribed for eight consecutive years, with an average 1st preference oversubscription rate of 127.6% and total application oversubscription of 142.8%. The proposal to increase admissions from 160 to 175 directly supports the Department's duty to provide sufficient places to meet demand.

#### **b. Is the proposal in line with the statutory duty to encourage, facilitate and support Integrated Education?**

Yes. The Department's Section 10 Report (2024) identifies Hazelwood IC as a school in a locality where demand exceeds supply. The proposal enables the Department to fulfil its statutory duty under both the 1989 Education Reform Order and the 2022 Act.

#### **c. Does it align with the 'Reasonable Numbers' ministerial statement?**

Yes. The proposed increase is modest (15 places) and reflects the school's actual intake over the past four years. It is proportionate, sustainable, and based on evidence of demand.

### **2. Transformation**

#### **Is the transformation action plan sufficient and in line with requirements?**

Hazelwood IC is not undergoing transformation, but the proposal reflects a strategic evolution of the school's admissions planning. The school has operated with 175 admissions under temporary variation since 2022, with no adverse impact on surrounding schools. The Case for Change outlines how this increase supports long-term planning, workforce stability, and inclusive provision.

### **3. Action Plan 'Vision 2030'**

#### **a. Is the proposal in line with the Action Plan for Vision 2030?**

Yes. *Vision 2030* states:

*“DE will commission NICIE to engage with Integrated schools and EA in the six localities currently identified where Integrated Education is oversubscribed... to review their enrolment numbers and school capacity and, as required, prepare and bring forward Development Proposals.”*

Hazelwood IC is located in Belfast, one of the six priority areas. The proposal is listed as a Short-Term Work Stream in Operational Plan 2 (2024–26), carried over from Operational Plan 1 (2022–24).

**b. Has there been progress in gathering more comprehensive evidence of demand?**

Officials are currently collating and reviewing data from NILT, admission preferences, a survey of parents and Transformation ballots to meet its obligation to identify, monitor demand for Integrated Education. This report is expected to be published in December 2025 and the data underlying it is available for DE area planning colleagues to consider.

**c. How does the Department plan to “increase parity of access for all to appropriate pathways”? Would this proposal help to create a pathway?**

Yes. The proposal supports equitable access to Integrated Education in North Belfast, particularly for pupils from socio-economically deprived backgrounds and those with SEN. Hazelwood IC has 24% of pupils with SEN and a high proportion of FSME pupils. Increasing admissions helps ensure that more families can access the pathway of Integrated Education

**4. IMIE Views / Additional Comments**

**Are there any updates in legislation/policies/guidance that should be considered?**

N/A

**Any other information useful for assessing the DP?**

- The school has strong stakeholder support, including from parents, staff, and local primary schools.
- The school’s new build project (currently in RIBA Stage 4) supports long-term sustainability.

**Conclusion**

IMIE supports the proposal to increase Hazelwood Integrated College’s admissions number to 175. It is consistent with Vision 2030, the findings of the S10 report, legislative duties, and area planning objectives.

Approval will help meet demonstrated demand and ensure equitable access to Integrated Education in North Belfast.

## APPENDIX I

### Education and Training Inspectorate Comments

#### ETI Development Proposal Commentary Paper

Date of last ETI report: February 2019

DP: 747

Web link: [https://www.etini.gov.uk/sites/etini.gov.uk/files/publications/asos-sustaining-improvement-inspection-hazelwood-integrated-college-newtownabbey-county-antrim-126-0269\\_0.pdf](https://www.etini.gov.uk/sites/etini.gov.uk/files/publications/asos-sustaining-improvement-inspection-hazelwood-integrated-college-newtownabbey-county-antrim-126-0269_0.pdf)

Date<sup>36</sup>: 18 April 2025

1. Update on relevant/contextual information since the last published inspection report.

The ETI worked with the school recently to produce a case study of effective practice for promoting affordable school uniforms. The school also participated in the [ETI evaluation of the statutory assessment \(statementing\) process](#).

2. Knowledge of **any contextual information on the quality of education** in the wider local area.

None.

3. Potential benefits/concerns associated with the claims of **educational** benefits for pupils made in the Case for Change.

None.

4. Any concerns about the **implementation date or phasing of implementation** should this be applicable (i.e. curricular, EF, accommodation, LSCs, etc).

The number of year 8 pupils admitted to the school each year has been above 175 for several years now.

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<sup>36</sup> This commentary paper is based on the information and evidence available to ETI on this date. Please check the ETI website [www.etini.gov.uk](http://www.etini.gov.uk) for any new inspection reports that may have published after this date.

5. The **SSP Criteria** indicators requiring ETI input (if known and/or for which information is available).

Sustainable Schools Criterion	Indicator	Meets criterion		
		Yes	No (reason(s))	Information not available
Quality Educational Experience	1.1 Attainment levels of pupils, Key Stage tests pending development of new indicators for Primary Schools, GCSE results for Post-Primary Schools.			√
	1.2 In primary, a single classroom contains no more than <u>two</u> year-groups in a composite class; for example, years 1 and 2.	N/A		
	1.3 A <u>minimum</u> of four teachers at a primary school. This recognises both the needs of pupils and the demands on teachers.	N/A		
	1.4 The ability of the school to cater for children with Special Educational Needs.	√	Statementing evaluation visit provided evidence that the school is meeting well the needs of the children.	
	1.5 The ability at post-primary level to be able to provide suitable access to the entitlement framework including, where appropriate, linkages with other schools, the FE sector or other providers.			√
	1.6 The standards and the quality of learning and teaching at the school.			√
	1.7 The range of curricular and extra-curricular activities available for children including career guidance, physical education, music, art, drama and science.			√
	1.8 The quality of the <u>physical</u> environment for learning and teaching i.e. the condition, energy and water efficiency and suitability of the buildings.	√	The classrooms are in a good condition and the buildings are well maintained.	
	1.9 The quality of, and arrangements for, pastoral care including the active promotion of the principles of social justice in all areas of the formal and informal curriculum.			√
Strong Leadership and Management by Boards of Governors and Principals	4.1 Governors' views on the school based on quantitative and qualitative evidence.			√
	4.8 There is a school development plan in place and progress is being made to achieve the plan's aims and objectives.			√
	4.9 Pupil behaviour, expulsions, suspensions and non-attendance as well as positive behaviours such as involvement in school management (e.g. buddying and mentoring schemes).			√
Strong links with the Community	6.1 Degree and quality of parental involvement (schools will be asked to provide evidence on this).			√

	6.3 Contribution of the school to the community (schools will be asked to provide evidence on this).			√
	6.4 Presence of other features of provision, e.g. nursery or specialist unit.	√		

**6. Summary of impact of the proposal**

The number of year 8 pupils admitted to the school each year has been above 175 for several years now.

**Approved by ACI:**

