

Appendices

Appendix A– Published DP 736

Appendix B– Case for Change

Appendix C– DE Policy Team Inputs

Appendix D– ETI Input

Appendix E– CSSC Response

Appendix F– NICIE Response

Appendix G– IEF Response

Appendix H – Mossgrove PS Objection

**Appendix I– Religious Balance of Neighbouring Integrated Primary Schools –
Before and After Transformation**

**[Appendix J](#)- Ballyhenry PS and Glengormley IPS - Super Data Zones (SDZ) in
which pupils reside - 2024/25**

[Appendix K](#) – Note of meeting with EA

[Appendix L](#) – Letter issued to S3 bodies

Appendix M– Note of meeting with Ballyhenry PS

Appendix N - Updated School Transformation Action Plan

Appendix O – Updated School Development Plan

Appendix P – School Update on “Reasonable Numbers”

Appendix Q– Neighbouring Provision

Appendix R – Assessment against the Transformation Guidance

Appendix S – Statutory and Other Considerations

Appendix A

EDUCATION AUTHORITY

DEVELOPMENT PROPOSAL NO 736

BALLYHENRY PRIMARY SCHOOL

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

Ballyhenry Primary School will transform to Controlled Integrated Status 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, 17 Lough Road, Antrim, BT41 4DH, between the hours of 9.00 am and 4.30 pm and www.eani.org.uk/school-management/area-planning.

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

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

Richard Pengelly
Chief Executive

CASE FOR CHANGE

**Proposal to Transform to Controlled
Integrated Status**



2024

Case for Change: Supporting Information - Summary/Overview	
Area Planning District	North
Development Proposal Number	736
Proposer	Board of Governors Roy Winter Ballyhenry Primary School, 45 Ballyhenry Avenue, Glengormley, Newtownabbey, BT36 5AZ
School(s) Name	Ballyhenry Primary School
School(s) Reference	301-6170
Sector	Primary
Management	Controlled Primary School
Development Proposal Publication Date	Week commencing 9 September 2024

Proposal	Ballyhenry Primary School will transform to Controlled Integrated Status, with effect from 1 September 2025, or as soon as possible thereafter
----------	--

Case for Change: Statutory Consultation	
<i>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.</i> The following is to be completed by the Proposer and signed off by them. EDUCATION AUTHORITY COMMENTARY ON PRE-PUBLICATION STATUTORY CONSULTATION	
Proposer 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. Summary and assessment of views received – how were these taken into account before publication of the DP 736.	• November 2022: Principal discussed Integration with Principal of Integrated College Glengormley. • Wednesday 23rd November 2022: Principal Attended Integration Works at Crumlin Road Gaol. • January 2023: Informal conversations with parents/carers of P7 Pupils during the post-primary application process. • 27 February 2023—Governors’ Information Session with NI Council for Integrated Education (NICIE), Integrated Education Fund (IEF). • 20th March 2023—Teaching Information Session with NI Council for Integrated Education (NICIE), Integrated Education Fund (IEF) and EA. • 21st March 2023 – Ballyhenry Classroom Assistant session with NI Council for Integrated Education (NICIE), Integrated Education Fund (IEF) and EA. • 22nd March 2023—Principal attends Integration Works Session with DE, EA, NI Council for Integrated Education (NICIE) and Integrated Education Fund (IEF). • 3rd May 2023 – Parental information evening facilitated by staff from NI Council for Integrated Education (NICIE) and Integrated Education Fund (IEF). • 10th May 2023 – Coffee morning, including parental engagement facilitated by staff from NICIE and IEF. • 21st June 2023 – Representatives from IEF and NICIE attended the Ballyhenry Art Exhibition and lunch, with an information stand open to parents and community members for discussion and questions. • Ongoing Q&A in newsletter and welcoming of questions. • 29th September 2023 – Principal met with staff from NICIE and Education Authority (EA) Sectoral Support to discuss next steps of Transformation process. • 10th October 2023 – Board of Governors passed resolution to hold parental ballot. • 8th November 2023 – Parental ballot opened. • 27th November 2023 – Parental ballot closed: 56.6% turn out, 85.5% ‘yes’, 14.5% no.

	• 15th December 2023 – Principal met with staff from NICIE and Education Authority (EA) Sectoral Support to discuss Case for Change and Three-Year Transformation Action Plan 2024-2027. • 26th January 2024 – Principal met virtually with staff from NICIE and Education Authority (EA) Sectoral Support to discuss progress with Case for Change and Three-Year Transformation Action Plan 2024-2027. • 27th February 2024 – Two staff members attended NICIE Staff New to Integrated Education development day at the Dunadry Hotel. • 6th March 2024 – Principal and Board of Governors chairperson attended Integration Works event at Belfast Castle. • 11th March 2024 – Principal met with staff from NICIE and Education Authority (EA) Sectoral Support to discuss draft of Case for Change and Three-Year Transformation Action Plan 2024-2027. • 21st March 2024 – School hosted art show and VIP lunch, which was attended by staff from NICIE and EA Sectoral Support. Art show involved collaboration with Head of Art at Integrated College Glengormley in terms of the Integrated ethos. • Carson Awards 2022-2023 at ICG on 26/10/23. • ABC Event at ICG 01/03/24 (Addressing Bias...Challenging Bias) attended as invitation one teacher and 3 pupils. • Ongoing meeting with TAG, NICIE and EA in focusing on the Three-Year Transformation Action Plan 2024-2027.								
Confirmation by the Proposer	I confirm that the Board of Governors, Staff and Parents of pupils of Ballyhenry Primary School were consulted on the dates detailed previously. Equality Screening of the proposal has been carried out and the statutory requirements of the Rural Needs Act (NI) 2016 (where appropriate) have been considered. <table border="1"> <tr> <td>Name:</td><td>Mr R Winter</td></tr> <tr> <td>Office Held:</td><td>Chair of Board of Governors</td></tr> <tr> <td>Signed:</td><td></td></tr> <tr> <td>Date:</td><td>24/05/2024</td></tr> </table>	Name:	Mr R Winter	Office Held:	Chair of Board of Governors	Signed:		Date:	24/05/2024
Name:	Mr R Winter								
Office Held:	Chair of Board of Governors								
Signed:									
Date:	24/05/2024								
Associated Proposals	N/A								

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 30 May 2024 with a return date of 27 June 2024.

Name:	Cynthia Currie
Office Held:	Interim Director of Education
Signed:	
Date:	3 September 2024

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, consultation on the proposal took place between 30 May 2024 to 27 June 2024 to schools and pre-schools which, in the opinion of the Education Authority, might be affected by the proposal. A total of 79 local schools and pre-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 27 June 2024.

Two responses were received from affected schools and a response was received from the Controlled Schools' Support Council (CSSC).

A summary of responses and recurring themes are provided below:

Summary Comments – Do not support the Proposal

- Fully behind the considered and careful transformation of any school to Integrated status across Northern Ireland if the demand for places outstrips supply within reasonable distance.
- Note the falling demographic of primary school aged children and the number of available places currently in the integrated sector.
- Consider that approval of this proposal would impact negatively on the enrolment of Glengormley IPS.
- Moss Grove PS and NU as a controlled school is 'Open to All' and is already an 'organically integrated school'.
- Moss Grove PS has the availability to meet the demand in the local area for integrated and inclusive education.

	- Concerned that approval of this proposal would impact negatively on the future diversity of Moss Grove PS. - The majority of children attending controlled schools are 'no religion/other/other Christian'. - There remains more than adequate places for all sectoral parental preferences. - There are more integrated places than are required in or around Glengormley at this time. - Approval of the proposal will have a negative impact on area planning in the Glengormley area. - Considers that transformation to integrated status should be managed in a strategic and planned way, not granted to those schools that are first to ballot parents. Summary Comments – Support the Proposal - CSSC recognises that Ballyhenry PS, already welcomes children from different socio-economic backgrounds, children with different abilities and children from all faiths and none, consistent with the definition of Integrated Education (Integrated Education Act (NI) 2022. - CSSC notes that a significant number of pupils transition from Ballyhenry PS to the Integrated College Glengormley and it is recognised that the school wishes to support pupils to meet the admissions criteria of Integrated College Glengormley - in becoming an integrated primary school Ballyhenry PS would provide an integrated pathway for their pupils from primary to post-primary. This development proposal was discussed by the Education Authority's Strategic Planning and Policy Committee at its meeting on 3 September 2024.								
EDUCATION AUTHORITY COMMENTS In the context of planning on an area basis - what is the EA's view of the proposal, taking into account any pre-publication consultation. Does the EA support the proposal? <table border="1" data-bbox="129 1827 552 2051"> <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>3 September 2024</td></tr> </table>	Name:	Cynthia Currie	Office Held:	Interim Director of Education	Signed:		Date:	3 September 2024	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. The Education Authority has and will continue to support the Board of Governors of Ballyhenry Primary School through its proposal. The Education Authority supports the proposal for Ballyhenry Primary School to transform from controlled to controlled integrated status. Ballyhenry Primary School is a sustainable school and maintains a healthy enrolment whose community breakdown and background is reflective of the area from where the school draws its pupils.
Name:	Cynthia Currie								
Office Held:	Interim Director of Education								
Signed:									
Date:	3 September 2024								

	There are available places at integrated primary schools in the area. The Education Authority will actively monitor the area on any potential impact the proposed transformation of Ballyhenry Primary School may have on local schools. In consideration of the above, and the Case for Change, the Education Authority is proposing to publish Development Proposal 736 during the week beginning 9 September 2024.
--	---

CONTENTS

1. BACKGROUND	12
1.1 Ballyhenry Primary School	12
1.2 Motto and Ethos	12
<i>Ballyhenry Primary School motto: “Achieving Success in a Caring Environment”</i>	12
2 RATIONALE FOR PROPOSAL	13
2.1 Ballyhenry Primary School – Why Transform?	14
Table 1: Post-primary schools to which Ballyhenry PS pupils transition	14
2.2 The Journey to Transformation	15
2.2.1 School Leadership	15
2.2.2 Parents/Carers	15
Table 2: Parental Ballot	16
2.2.3 Pupils	17
2.2.4 Community Support	18
2.3 Realising the benefits of Integrated Education	19
2.4 The Transformation Plan – Developing the Integrated Ethos	20
3 SUPPORTING INFORMATION	20
3.1 Enrolment Statistics	20
3.1.1 Enrolment Trends	20
Table 3: Ballyhenry Primary School - Enrolment Trends	20
3.1.2 Specialist Settings	21
3.1.3 In Year Growth	21
3.1.4 Change in Enrolment	22
Table 4: Birth Rates in Glengormley Urban District	23
3.1.5 Potential Growth	23
Diagram 1: Housing Developments within 5 miles of Ballyhenry Primary School	24
3.2 Integrated Education	25
3.3.1 Different Cultures and Religious Beliefs and of None	25
Diagram 2: Religion and Ethnic group Glengormley Urban Electoral Area	25
Table 5: Religion or religion brought up in in Glengormley Urban DEA - 2011 vs 2021 (%)	26
Table 6: Community Breakdown in the areas in which the majority of pupils reside	26
Table 7: Religious Profile – Ballyhenry Primary School	26
Table 8: Newcomers at Ballyhenry Primary School	27
Table 9: Ethnicity of Pupils within Ballyhenry PS, 2018/19 – 2022/23	28
Table 10: Northern Ireland Multiple Deprivation Measure (2017)	29
Table 11: Job Seekers Allowance at Ballyhenry Primary School	30

Table 12: Percentage of pupils in receipt of Free School Meals (FSM) in Ballyhenry PS	30
Diagram 3: EDUCATIONAL OUTCOMES WITHIN GLENGORMLEY AREA E	30
3.3.3 Those of Different Abilities	31
Table 13: Pupils with Special Educational Needs at Ballyhenry Primary School	32
3.3.4 Summary of Demographics	33
Table 14: Ballyhenry Primary School Profile	33
3.4 Transformation Plan	34
4 EDUCATIONAL IMPACT	34
4.1 Learner Centred	34
4.2 High Quality Teaching and Learning	35
4.3 Effective Leadership	36
4.4 Community Connections	36
5 AREA PLANNING IMPACT	37
5.1 Potential Impact on other schools	38
Table 15: Alternative integrated primary schools' admission, enrolment and available places	38
Map 1 – Location and Pupil Distribution of Ballyhenry Primary School and nearby primary schools	39
Table 16: Local Schools – Distance from Ballyhenry Primary School	39
5.2 Religious Balance	40
Table 17: Community breakdown of local schools	40
5.3 Equality Impact and Rural Needs Assessment	41
6 SUSTAINABILITY ASSESSMENT	42
6.1 Quality of Education	42
6.2 Stable Enrolment Trends	43
6.3 Sound Financial Position	43
Table 18: Financial History	43
6.4 Strong Leadership and Management	44
6.5 Accessibility	45
6.6 Strong Links with the Community	45
7 RESOURCE IMPLICATIONS	46
8 IMPLEMENTATION PLAN	47
Development Proposal Timeline	47
9 CONTRIBUTION TO PEACE AND RECONCILLATION POLICY OBJECTIVES	48
10 CONCLUSION	48
Appendix A-School Song	49
Appendix B—Letters of support	51
Appendix C: Three-Year Transformation Plan 2024-2027	54

1. BACKGROUND

1.1 BALLYHENRY PRIMARY SCHOOL

Ballyhenry Primary School is a small co-educational establishment nestled in Newtownabbey within the Antrim and Newtownabbey Borough Council area. The school, initiated in 1975, embodies a familial ethos and stands as a cornerstone of the Newtownabbey community. Its core mission is to offer a diverse range of intellectual, social, moral, spiritual, and physical experiences tailored to the needs of each pupil, regardless of their faith or background.

Currently operating as a single-form entry school, Ballyhenry nurtures an enrolment of 160 pupils, catered to by a dedicated team of a principal, 10 FTE (full-time equivalent) teachers, 23 classroom assistants, and support staff. The school prides itself on its commitment to facilitating all pupils, showcasing this dedication through the provision of a Learning Support Centre for pupils with Moderate Learning Difficulties, with plans for expansion in the upcoming years.

The school maintains a rich tapestry of diversity, welcoming children from all walks of life and a spectrum of backgrounds. Underpinning this diversity are the increasingly prevalent Newcomer children, mirroring the evolving local demographic. This inclusive ethos extends beyond the school gates, with strong links to local churches, community groups, and youth organisations firmly in place.

Reflective of the local community, Ballyhenry caters to a sizeable percentage of pupils entitled to Free School Meals, standing at around 40%. This figure is indicative of the school's commitment to supporting and fostering a sense of community, bolstered by the active involvement of parents through the Parent Staff Association.

Ultimately, Ballyhenry Primary School stands as a bastion of learning, embodying the ethos of providing every individual with the tools to navigate through adult life, underpinned by the commitment to help each pupil realise their full potential.

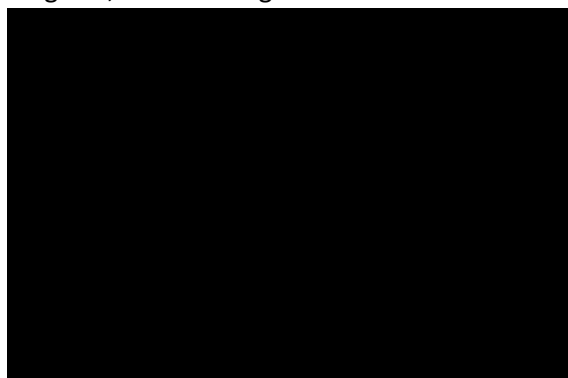


PHOTO: JUNIOR CHOIR (P3 & P4)

1.2 MOTTO AND ETHOS

BALLYHENRY PRIMARY SCHOOL MOTTO: "ACHIEVING SUCCESS IN A CARING ENVIRONMENT"

Ballyhenry Primary School is dedicated to cultivating positive relationships between educators, pupils, parents, and the local community, fostering a sense of understanding and empathy towards others. The school is committed to providing an environment that nurtures the self-esteem and confidence of its pupils, prioritising their emotional well-being and academic development. It is vital that the environment is diverse and inclusive to all. Embracing the principles of Nurture, Ballyhenry PS ensures that pupils feel secure and content, recognising that a safe and supportive setting is integral to effective learning. Underpinning its ethos is the "Ballyhenry Way", encapsulated by the principles of being safe, ready, and respectful, which collectively contribute to a conducive learning environment characterised by mutual support, understanding and personal growth. The school aims to be progressive, moving with the times and being at the leading edge of education.



In alignment with the Integrated Education (NI) Act 2022, Ballyhenry PS caters to children of diverse abilities, advocating for inclusive education and individualised support to meet the distinct needs of each student. It is dedicated to enabling every child to access the curriculum fully and reach their maximum potential. The school's emphasis on addressing the social, emotional, and educational requirements of its students is a testament to

its unwavering commitment to their holistic development. Notably, the establishment of a Learning Support Centre with a second class confirmed for September 2024, underscores the proactive approach to meeting the needs of children with additional requirements, benefiting from the advantage of smaller class sizes and tailored attention.

As an integral part of the community, Ballyhenry PS regularly conducts outreach initiatives such as the Tots Programme, Community Coffee Mornings, and the Back-to-School Roadshow, actively contributing to the welfare of the local residents. Additionally, the school is actively engaged in environmental conservation efforts, evidenced by the conscientious tree planting and the ongoing development of an outdoor classroom with raised beds and a pond, in collaboration with the Antrim and Newtownabbey Council.

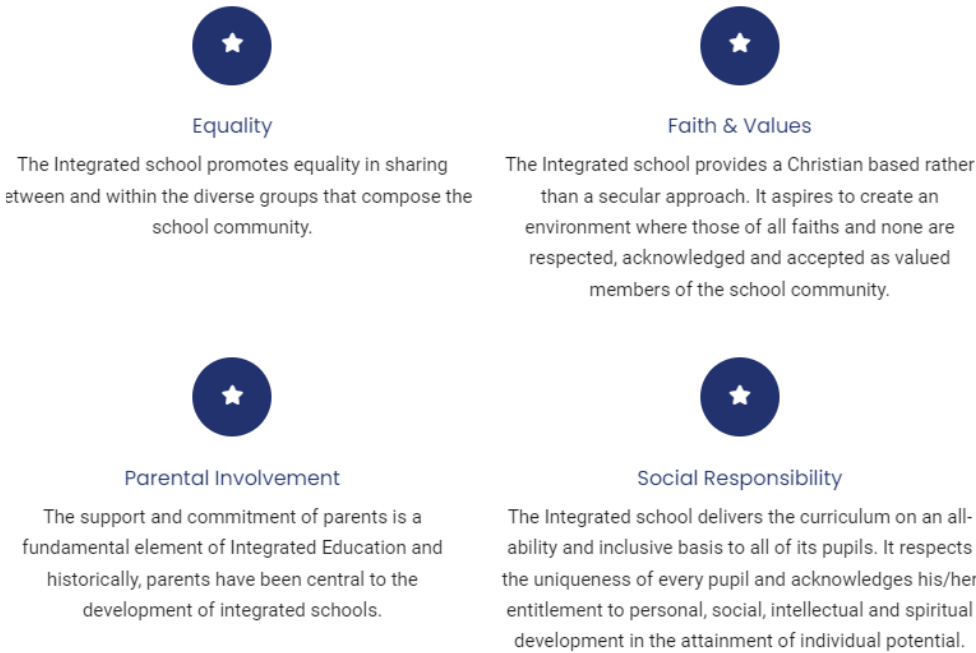
The embodiment of the school's collective efforts is encapsulated in the cherished School Song, celebrating the spirit of community, growth, and the intrinsic value of every individual within the school. Ballyhenry Primary School stands as an exemplar of nurturing, inclusive, and environmentally conscious education, dedicated to the growth and well-being of its students.

Through Transformation of Ballyhenry PS from Controlled status to Controlled Integrated Status, the school’s current model and ethos will be strengthened to reflect the NICIE Statement of Principles of Integrated Education:



PHOTO: SCHOOL ROADSHOW

The Four Principles of Integrated Education



Transformation will enable Ballyhenry Primary School to continue to develop an inclusive ethos for all in a deeply intentional way which is reflective of these Principles, and which is expressed within the Three-Year Transformation Action Plan 2024-2027.

2 RATIONALE FOR PROPOSAL

2.1 BALLYHENRY PRIMARY SCHOOL – WHY TRANSFORM?

The key objective of the proposal to transform to Controlled Integrated status is to enable Ballyhenry Primary School to meet the demands of the school community. There is a desire for the school to reflect the changing demographics of the area. Stakeholders have expressed a desire for there to be an Integrated pathway from primary to post-primary for Integrated Education in the area. This demand has been clearly demonstrated through the parental ballot, which took place in November 2023 and resulted in 85.5% of participants voting 'Yes'. The Transformation of Ballyhenry PS to Controlled Integrated status is a no-cost option for the Department of Education (DE) to fulfil this demand, and in turn adhere to the Integrated Education Act (NI) 2022.

In addition, Transformation would enable Ballyhenry PS to develop its inclusive ethos and encourage greater diversity within the school community. Integrated Education brings great benefits and opportunities for pupils, parents, schools, and society as a whole. Students have the chance to learn alongside peers from diverse religious and cultural backgrounds, fostering understanding and mutual learning. It also offers a clear pathway for those wishing to transfer to local Integrated Post-Primary Schools. At present, Integrated College Glengormley is the most popular post-Primary destination for Ballyhenry PS pupils by a considerable number, as demonstrated in Table 1, and the school achieving Integrated status would enable the majority of Ballyhenry students to access a fully Integrated educational experience, from Primary 1 to, potentially, post-16.

TABLE 1: POST-PRIMARY SCHOOLS TO WHICH BALLYHENRY PS PUPILS TRANSITION

Post-primary School	2020-2021	2021-2022	2022-2023	2023-2024
Abbey Community College	2	3	1	1
Antrim Grammar School	-	1	1	1
Ballyclare High School	3	5	3	7
Ballyclare Secondary School	2			1
Belfast High School	2	-	5	2
Belfast Royal Academy	1	-	1	1
Carrickfergus Academy	1	2	-	
Dominican College				1
Edmund Rice College	-	-	2	2
Hazelwood College	-	1	-	
Hunterhouse College	-	1	-	
Glengormley High School	16			
Integrated College Glengormley		10	23	15
Larne High School	-	-	1	
Rostulla Special School		1		
Total	27	24	37	31

Parents/carers can engage more actively in school life, as Integrated schools typically have increased parent representation on the Board of Governors, and the NICIE Statement of Principles emphasises the centrality of parents within the school. Schools themselves can better serve their entire community, while society benefits from a new generation that appreciates and celebrates diversity, inclusivity, and difference.

At Ballyhenry Primary School, we pride ourselves on our inclusive ethos and the diversity of our student population. We value the opportunity Integration provides to further embrace and engage with this diversity, creating an even more inclusive learning environment that is deeply intentional in its efforts to achieve this and to celebrate it.

Our commitment to providing a broad and balanced curriculum that caters to a wide range of pupils remains unwavering. The Board of Governors is dedicated to continuous school improvement and views the concept of Integration as an occasion to enhance our existing practices and deliberately celebrate inclusivity and diversity within our school. Our focus lies in building upon our compassionate and respectful ethos, strengthening it further rather than diluting it in any way.

As a school community, we aim to perpetuate the "Ballyhenry Way," nurturing a respectful environment wherein every child can thrive and achieve their full potential. We are eager to embrace the opportunities that Integrated Education presents, enhancing our students' learning experience and contributing positively to our wider community.

2.2 THE JOURNEY TO TRANSFORMATION

2.2.1 SCHOOL LEADERSHIP

The Board of Governors and Principal have taken time to fully explore Transformation prior to discussing it with parents. The table labelled 'Statutory Consultation' at the beginning of this document outlines the range of meetings, consultations and engagements that have taken place with stakeholders and the wider community, as referenced earlier at the beginning of the Case for Change.

The school staff has engaged with NICIE and EA Sectoral Support in relation to learning about the Integrated Ethos and the development of the school's Three-Year Transformation Action Plan 2024-2027, which is attached as Appendix A.

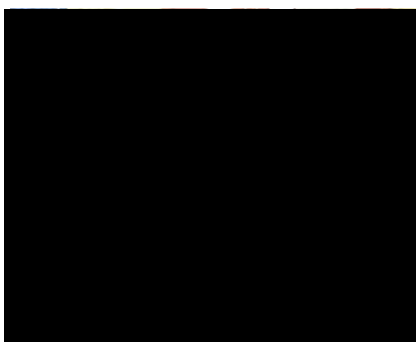


PHOTO: SHARED LEADERSHIP PUPILS' VOICE

Ballyhenry Primary School initiated an informal exploration of Integration during Board of Governor Meetings in the years preceding their decision to formally examine the possibility. The Board expressed a keen interest in Integration but remained cautious, desiring community support for the school's potential Transformation. It was observed that the demographic composition of the community was undergoing change, reflected in the surrounding population (see Table 6). The school noted a decline in the percentage of children identifying as Protestant & Other Christian, and an increase in those identifying as Catholic. A significant portion of the school children were also classifying themselves as "Other", signalling a shift in the community's makeup.

Motivated by the evolving demographics and inspired by the positive community support for neighbouring post-primary school Integrated College Glengormley (formerly Glengormley High School), Ballyhenry Primary School embarked on more formal inquiries. The formal exploration of Transformation to Integrated status commenced in the 2022 academic year. Once the Board of Governors decided to begin consulting with stakeholders, all teaching and non-teaching staff engaged in face-to-face consultations with NICIE within 48 hours. Parents/Guardians were notified within 72 hours, and all were provided with various platforms to voice their opinions and inquiries. No immediate concerns arose, but the school acknowledged the need to support stakeholders throughout the process.

Since then, the school's staff, Board of Governors, and the parent body have been actively engaged in in-depth, open, and transparent discussions regarding the potential implications of Transformation to Controlled Integrated status. The outworking of these debates is reflected in the schools Three-Year Transformation Plan 2024-2027.

This process signifies the school's commitment to thorough and thoughtful consideration, ensuring all stakeholders are involved in the decision-making process. The exploration of Integrated status reflects the school's proactive approach to address the evolving needs and dynamics of the community and represents a significant step towards further inclusivity and diversity within the school environment.

2.2.2 PARENTS/CARERS

In October 2023, the Board of Governors passed a resolution to initiate a parental ballot. Prior to this resolution, however, it was essential that parents and carers within the school were provided with as much information as possible with regards to the Transformation process, and what Transformation to Controlled Integrated status would mean to the school. Therefore, the school hosted parental information sessions in May and November 2023. These were held in person and online respectively, with the latter session being recorded to provide maximum availability to parents and carers. Representatives from NICIE and from the IEF were present during these sessions, and both were well attended. The principal also engaged actively with parents and carers both in the lead up to and during the ballot to encourage dialogue about the process.

PHOTO: PARENTAL ENGAGEMENT ART SHOW

Following the Board of Governors passing of the resolution, a postal ballot was administrated by Civica Election Services and took place from 08/11/23 to 28/11/23. Eligible voters were provided with a detailed information leaflet alongside the ballot paper, again to provide all necessary information.

Persons of parental responsibility were asked the following question:

Do you agree that Ballyhenry Primary School should transform to Controlled Integrated status, with effect from 1 September 2025, or as soon as possible thereafter?

PHOTO: PARENTAL BALLOT RESULTS (PUPILS' VOICE SCHOOL COUNCIL)

The result of the ballot is outlined in Table 2.

TABLE 2: PARENTAL BALLOT		
RESULT	No of Votes	% of valid votes
Yes	106	85.5%
No	18	14.5%
No of eligible voters	219	
Votes cast by post	124	
Total number of votes cast	124	
Turnout	56.6%	
Number of votes found to be invalid	0	
Total number of valid votes to be counted	124	

During the most recent Open Night in November 2023, the Board of Governors of Ballyhenry Primary School announced the successful parental vote for Integration. The parental ballot for Transformation was widely advertised and the Open Night turned out to be the most successful evening the school had hosted in the last 10 years. Since actively promoting the school's intention to become an Integrated school from September 2025, there has been a remarkable 35% increase in first preference Primary 1 applications for 2024-2025 compared to figures for 2023-2024, despite the continuing population dip in school-age pupils. It is both evident and encouraging that the Transformation process has encouraged increased interest in the school from the local community.

Notably, there has been a 5% growth in attendance since December 2023 when the school publicly announced its intention to transform to Controlled Integrated status. The school has strategically utilised various channels including social media, print, and local bus shelter advertisements to convey its intention to transform by September 2025.

The strikingly positive responses from the parental vote and the rise in applications reflect the strong support and interest from the community regarding the Transformation of the school to a Controlled Integrated status. This significant growth demonstrates that these measures have effectively reached and resonated with prospective and current parents/carers, and with the wider community.

These developments indicate a promising future for Ballyhenry Primary School as it transitions towards becoming an Integrated school. The continued increase in interest and attendance shows a positive trajectory for the school's future and affirms the community's enthusiasm towards Transformation.



PHOTO: SCHOOL ASSEMBLY (CORRIDOR TED).

2.2.3 PUPILS

The pupils of Ballyhenry have played an active role in the school's transformation, starting with the "Bees and the Wind" Assembly in May 2023. The captivating story, which depicts the history of Integrated Education, was presented in video form during a school-wide assembly and further discussed in age-appropriate classroom sessions. Younger students engaged in reflective circle time, while older pupils delved into the concept of Integration through research and discussion, expressing their views on what an Integrated School means to them and the potential positives and negatives of Ballyhenry PS becoming Integrated.

Furthermore, the school has focused on instilling in the children the significance of voicing their thoughts and opinions and the right to vote through the Rights Respecting School Initiative, aligning with UNCRC Article 12. The school also hosted an assembly led by the Primary 6 Class, encouraging parental involvement, and promoting the understanding of the importance of voting in the parental ballot for the Transformation process.

As part of the ongoing journey, the Primary 7 class held an assembly emphasising the respect for different religions worldwide, echoing UNCRC Article 14. The aim was to nurture an understanding and respect for diverse beliefs, aligning with the core values of Integration.

The school council has been actively engaged in representative roles, notably on the Transformation Action Group, to ensure that the pupil's voice continues to be heard throughout the Transformation process. Their pivotal role underscores the commitment to listening to and valuing the opinions of the pupils.

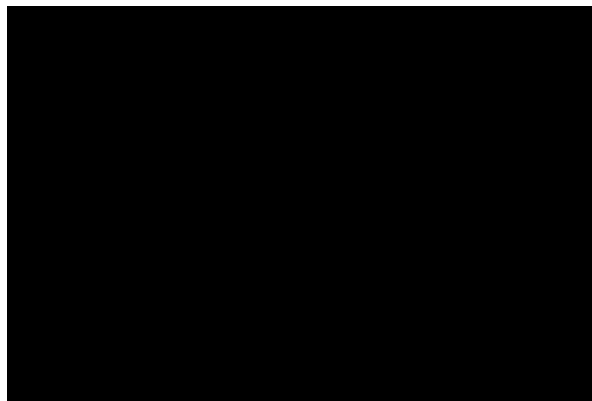


PHOTO: PUPIL ENGAGEMENT (P6)

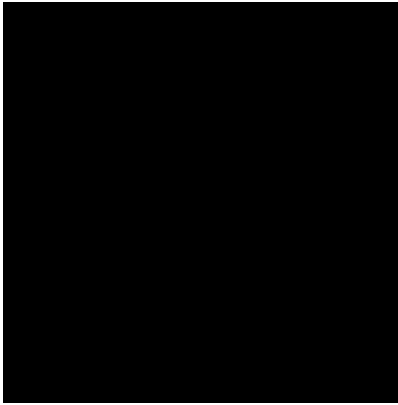


PHOTO: PUPILS' VOICE--SCHOOL COUNCIL

Additionally, there have been ample opportunities for the pupils to become involved in the wider Integrated community locally: this has included visits to Integrated College Glengormley and vice versa, with the school participating in events such as launch of Integrated Education Month 2024 in Integrated College Glengormley. This event also included students from local Integrated primary schools. Events such as this have helped to strengthen the pupils understanding of the Integrated Ethos and the specific role of an Integrated school.

Overall, the active involvement of the pupils in these initiatives demonstrates their integral role in shaping the Transformation journey of Ballyhenry, fostering a culture that values inclusivity, individual voices, and mutual respect.

2.2.4 COMMUNITY SUPPORT

Alongside this positive support from parents of children at the school, possible future parents of the school and within the wider community, the Governors have been pleased to note the positive response that has been received from within the local community.

Integrated College Glengormley (ICG) and Ballyhenry have forged a strong relationship over the years, marked by collaborative efforts and shared events that have been instrumental in fostering mutual growth and understanding.

Ballyhenry has demonstrated commendable dedication in nurturing this partnership, which has been nothing short of transformative. The commitment to working together has proven to be mutually beneficial, with both schools actively engaging in formal and informal activities to strengthen their bond.

Participation in ICG Events such as the Carson Awards and the ABC (Addressing Bias...Challenging Bias) event have provided platforms for Ballyhenry staff and pupils to celebrate diversity and promote inclusion. Additionally, ICG's support at Ballyhenry's Annual Art Shows, including the themed exhibitions 'Amazing Me 2023' and 'Building, Growing, Changing Together 2024', has added a rich layer of artistic collaboration to their relationship.

ICG's involvement in Ballyhenry extends beyond the arts to educational initiatives such as workshops on drone technology for Year 7 pupils, choral experiences, and work experience sessions for ICG Pupils, showcasing a commitment to holistic development and knowledge sharing.



PHOTO: COMMUNITY ENGAGEMENT (ICG)

Looking ahead, both schools are eager to expand upon the existing foundation of their partnership. Plans are underway to introduce collaborative sessions for the school councils, providing a platform for student leadership and shared decision-making. Furthermore, the intention to facilitate shared learning experiences on integration, with ICG students leading workshops for Ballyhenry pupils, highlights a proactive approach towards creating a harmonious learning environment.

The journey of collaboration between Integrated College Glengormley and Ballyhenry serves as a shining example of how schools can come together to create a vibrant, inclusive community. Through shared experiences, educational initiatives, and a shared vision for the future, these institutions are paving the way for a bright and interconnected future for their students.

As an integral part of the local community, the school values and appreciates the unwavering support it receives from various stakeholders. The local Presbyterian Church, in particular, has played a significant role in fostering a positive relationship with the school. Their consistent presence at Transformation events, such the Annual Art Shows, demonstrates their commitment to engaging with the school community.

The local Presbyterian Church has shown a keen interest in the school's journey over many years and remain committed to supporting the school going forward. They have participated in discussions on Transformation and have

engaged with representatives from key educational bodies like the Integrated Education Fund (IEF) and the Northern Ireland Council for Integrated Education (NICIE).

In recognition of the school's progress towards Integration, the Presbyterian Church was recently invited to a special lunch event celebrating this milestone. Their presence not only highlighted their support for the school's endeavours but also reinforced the sense of community spirit that thrives within Ballyhenry Primary.

The school has been privileged to witness invaluable community support from local figures, including Councillors and Members of the Legislative Assembly (MLAs). The engagement of these Community Leaders has played a pivotal role in enhancing the educational experience and fostering positive relationships within the community.

Notably, representatives from various political parties have actively taken part in Integration Events organised by the school, such as Art Shows. This participation has facilitated open dialogue regarding educational transformation between school staff, colleagues from the IEF, and colleagues from NICIE. The interactions have provided a platform for shared learning, collaboration, and a deeper understanding of the importance of inclusivity and diversity within education.

The presence and involvement of Community Leaders have served as a testament to their commitment to supporting the educational development and well-being of the pupils. Their engagement has not only enriched the cultural and social fabric of our school community but has also reinforced the significance of collaboration between educational institutions and local authorities in nurturing a supportive and inclusive learning environment for all.

As the school continues on its journey of educational excellence and Transformation, the enduring support and partnership of Community Leaders remain instrumental in shaping the future of education and fostering a sense of collective responsibility towards creating a more connected and harmonious society. Their dedication and involvement exemplify the power of community support in driving positive change and creating meaningful opportunities for growth and development.



PHOTO: GROWING, BUILDING, CHANGING

2.3 REALISING THE BENEFITS OF INTEGRATED EDUCATION



PHOTO: EACH CHILD IS UNIQUE (P3)

The Department of Education's 'Integration Works' document places the Transformation process firmly within the context of school improvement. Ballyhenry Primary School recognises the school improvement opportunities presented by the Transformation process and embraces these as complementary to the on-going work for sustained improvement which are consistently carried out within the school at all levels. The Board of Governors believe that Integrated status will enhance existing provision within the school and bring tangible benefits to pupils, staff, and parents. It is already accepted that Integrated Education has a positive social influence on those who experience it, helping young people and adults to recognise bias and build their capacity to challenge assumptions and deal with opposing viewpoints. This has been central to the school's decision to explore Integration, as the school recognises the positive impact transformation, and specifically the targets laid out in the Three-Year Transformation Action Plan 2024-2027, will have upon its practice and as a result on the children's learning/development and the wider school community.

Transformation will provide increased opportunities for staff and whole school development activity through the support programmes provided by NICIE and EA. A number of staff have already availed of these opportunities, with some attending NICIE's Staff New to Integrated Education development day in February 2024. Ballyhenry Primary School recognises the value of these opportunities, as these will help grow confidence, boost skills, and build capacity to deliver an educational experience for pupils which will help equip them for living in a shared society. Ballyhenry

Primary School is already proud of its strong links with its neighbours and its recognition as a school at the heart of the local community. Through Transformation, the school intends to promote Ballyhenry Primary School as an option for every and any child, and will, as outlined clearly in the Community Connections section of the Three-Year Transformation Action Plan 2024-2027, develop further and wider links to the community that it serves in order to promote itself as an inclusive and diverse space in an intentional manner. Integration will provide a platform for the school to become even more inclusive, welcoming and being a focal point to all members of the community.

2.4 THE TRANSFORMATION PLAN – DEVELOPING THE INTEGRATED ETHOS

The Principal and Board of Governors have succeeded in creating a robust Three-Year Transformation Action Plan 2024-2027 in partnership with EA Sectoral Support, NICIE and other members of staff. The Principal and Governors believe that becoming an Integrated school will enable the school to engage more openly with all aspects of diversity, particularly within a Northern Ireland context, and the Three-Year Transformation Action Plan 2024-2027, outlines how it will do that. There is a commitment to monitor and evaluate the Transformation process over the next 3 years and report back to the Board of Governors, EA, DE, and NICIE.

The school recognises the importance of working towards the targets outlined in the Three-Year Transformation Action Plan 2024-2027 and intends to use transformation as the vehicle to expand and grow its inclusive practice. The targets set are specific to Ballyhenry Primary School and fit naturally into the development of the school. The governors welcome the challenge that Integrated Education presents to the school and believe that Transformation will enhance the quality curriculum and pastoral provision that already exists for all pupils.

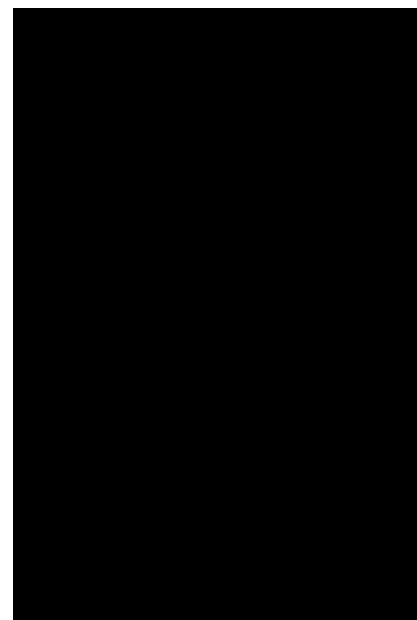


PHOTO: GROWING TOGETHER (P1)

3 SUPPORTING INFORMATION

3.1 ENROLMENT STATISTICS

3.1.1 ENROLMENT TRENDS

Ballyhenry Primary School has an approved enrolment of 210 pupils and an approved admission of 30. The school meets the minimum enrolment threshold numbers for a primary school as identified in 'A School for the Future: A Policy for Sustainable Schools'.

In 2019 the Board of Governors agreed to participate in the Department of Education's resetting pilot. The school approved enrolment has been reduced from 315 to 210 with an admissions number of 30 reduced from 45. Historically Ballyhenry did operate with split classes and a larger enrolment, but this has not been the case since the 1980s.

Table 3 shows that the enrolment trends for Ballyhenry PS since 2016/17.

	TABLE 3: BALLYHENRY PRIMARY SCHOOL - ENROLMENT TRENDS									
	LSC1	LSC2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Total
2016/17	-	-	30	20	24	27	21	19	18	159
2017/18	-	-	27	35	21	24	26	23	20	176
2018/19	-	-	20	24	35	22	23	28	24	176
2019/20	-	-	20	19	26	35	24	24	28	176
2020/21	-	-	24	22	22	28	35	22	28	181

2021/22	-	-	28	23	21	21	29	36	23	181
2022/23	-	-	20	27	21	19	21	29	36	173
2023/24	4	-	14	19	25	18	19	22	31	151*
Projected 2023/24	8	4	19	16	18	24	20	20	24	153

*Based on first preferences at May 2024

3.1.2 SPECIALIST SETTINGS

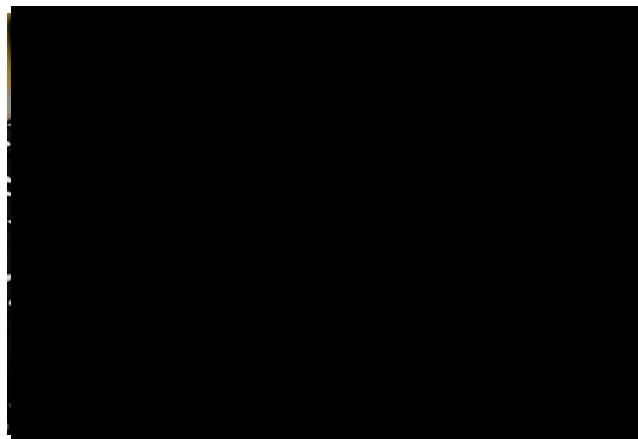


PHOTO: LEARNING TOGETHER (LSC)

At the end of May 2023, Ballyhenry secured resources for a Learning Support Centre (SPiMS) catering for pupils with Moderate Learning Difficulties and the doors were opened in August 2023 with an enrolment of █ pupils. This increased to █ pupils by November 2023. The school's staff, with Board of Governors' backing, had long advocated for this provision, enhancing their abilities to support all children in the community. There has been a significant number of enquiries for placements in LSC1 and we anticipate that there will be at least 3-5 more pupils bringing the class to 8-10 (Full Capacity).

A second centre (LSC2) is scheduled to open by August 2024.

This provision will accommodate █ children who are already enrolled in the school, with the capacity to host an additional 4-6 children as they progress from our LSC1 and/or from the immediate area.

In a recent DE Survey, the school indicated that they would be happy to extend the specialist settings even further to include a third SPiM for pupils with Moderate Learning Difficulties. This would mean that the school could host Foundation Stage, Key Stage 1 and Key Stage 2 provisions with a total capacity of 30 pupils. This would provide a clear pathway for children with these additional needs who wish to be educated in an Integrated setting. It is the understanding of the school that this is being considered by Area Planning.

In addition, the Board of Governors is eager to consider the addition of other SPiMs (i.e. Early Years SLD provision) provided additional accommodation could be arranged. Ballyhenry has a large green field site and is well situated to accommodate modular builds.

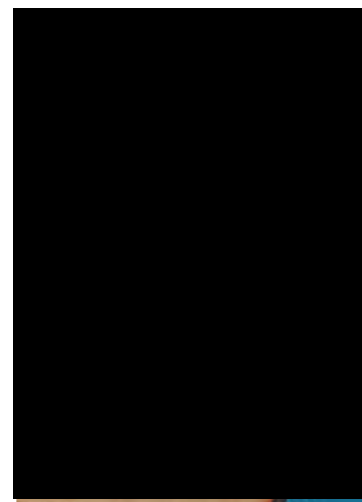


PHOTO: LEARNING TOGETHER (LSC)

The Specialist Settings in the school position Ballyhenry as the exclusive Controlled Integrated Primary School with this facility in the Newtownabbey Area, serving the East Antrim community. The school has a reputation for positively supporting and meeting the needs of all children and as such would be keen to continue to develop provisions should additional accommodation become available.

3.1.3 IN YEAR GROWTH

Each year the school opens its doors to children who need to transfer from other settings in order to better meet their needs. There is often an ebb and flow between primary schools. Often this relocation is due to changes in housing but

can also relate to children who would benefit from being supported in a smaller setting. This year, there has been a significant increase in enrolment, with a growth of nearly 6%.

3.1.4 CHANGE IN ENROLMENT

As noted above, traditionally Ballyhenry operated with an intake number of 45. In September 2016 there were 30 children enrolled in the Primary 1 class. During the first year, the school ran this as a single class but found that the needs of pupils were not best served in a single class, and as such, the class was divided into 2 smaller classes. In subsequent years the class grew until they moved to post primary school in June 2023. The adjustment made by area planning meant that it was impossible to recruit the same number of children for P1 in September 2023.

The school's enrolment numbers have also been impacted by the change in demographics in Northern Ireland as a whole and specifically in the Glengormley Area. The birth rate in 2020-2021 was 15% lower than in 2017 and 24% lower than the highest record birth rate in 2011-2012. This resulted in a notable decrease in the number of young children entering the school system particularly in the last 4 years. Consequently, this decline in birth rates has directly influenced our class sizes, with smaller cohorts being a prevalent trend. There will be a small drop in numbers for the next academic year as another large cohort will transfer to post-primary after which the numbers appear to stabilised with a sustainable enrolment number of between 150-160 pupils.

Additionally, the school is proactively addressing these demographic shifts, implementing targeted recruitment efforts and innovative educational initiatives to maintain academic excellence despite the evolving landscape of pupil demographics. This includes ensuring that the school is able to cater for all children regardless of their faith, ability or social-economic status. There is some evidence which suggests that these efforts are being successful as the cohort of new Primary 1 pupils enrolled for September 2024 has increased by 28% despite another population drop of 5%.

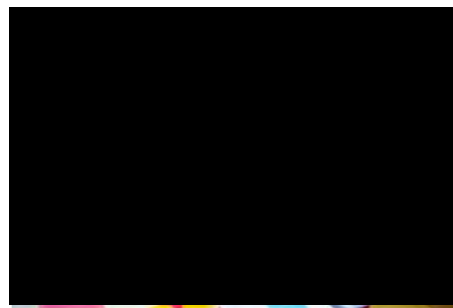


PHOTO: LEARNING TOGETHER (P1)

TABLE 4: BIRTH RATES IN GLENGORMLEY URBAN DISTRICT

	Number of Births in Glengormley	Increase/Decrease on previous year	Intake Year	Transition to Post-Primary
2010/11	158	-	September 2015	June 2022
2011/12	284	+44%	September 2016	June 2023
2012/13	228	-20%	September 2017	June 2024
2013/14	232	2%	September 2018	June 2025
2014/15	256	9%	September 2019	June 2026
2015/16	259	1%	September 2019	June 2027
2016/17	267	3%	September 2020	June 2028
2017/18	251	-6%	September 2021	June 2029
2018/19	225	-10%	September 2022	June 2030
2019/20	226	+0.5%	September 2023	June 2031
2020/21	214	-5%	September 2024	June 2032
2021/22	235	+10%	September 2025	June 2033

3.1.5 POTENTIAL GROWTH

There is ongoing investment in the regeneration of Glengormley, marking a significant development for the area. Various governmental bodies, including the Department for Communities, the Department for Levelling Up, Housing and Communities, the Department of Infrastructure, and Antrim and Newtownabbey Borough Council, have joined forces to drive this transformative initiative. In 2023, a substantial funding injection exceeding £5 million has been secured, supplementing the £4 million allocated in 2021 for the rejuvenation projects in Glengormley. These financial commitments underscore a steadfast dedication to fostering positive changes within the region.

Moreover, the Department for Infrastructure Roads has undertaken the enhancement of the road network as an integral component of the overarching regeneration blueprint. This strategic upgrade aligns with the collective vision to enhance connectivity, accessibility and infrastructure within Glengormley. The coordinated efforts and substantial investments position Glengormley on a trajectory towards a brighter, more vibrant future, reflecting a shared commitment to sustainable growth and community prosperity.

The ongoing rejuvenation efforts promise a multitude of benefits, such as expanded housing options and augmented footfall within Glengormley, paving the way for a vibrant and prosperous future for the community. In conjunction with the levelling up scheme there are a number of new housing developments. Some are a few hundred meters from school while others are within 3 miles of the school. This gives scope for new families to move into the area with the potential for choosing Ballyhenry Primary School for their children. Ballyhenry PS is tagged within some of the literature distributed via the Estate Agents. These are listed below.

In addition, new apartments have recently been constructed within walking distance to the school with Ballyhenry being the closest primary school to this location. Mossley Meadows, for example, recently opened, and are providing seventeen 1- and 2-bedroom apartments.

**PHOTO: LOOKING FORWARD TO GROWTH**

DIAGRAM 1: HOUSING DEVELOPMENTS WITHIN 5 MILES OF BALLYHENRY PRIMARY SCHOOL

Park Lane, Antrim Road
Distance from
Ballyhenry Primary School: 2 miles
14 Homes



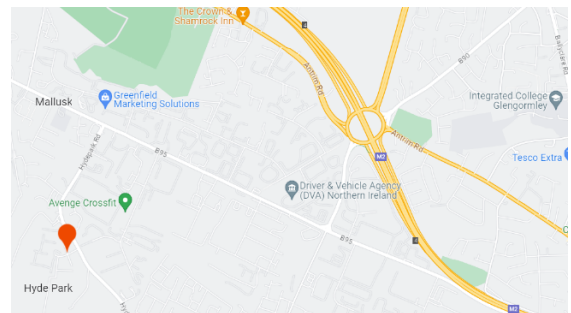
Glen Manor, Hightown Road
Distance from
Ballyhenry Primary School: 1.6 miles
350 Homes



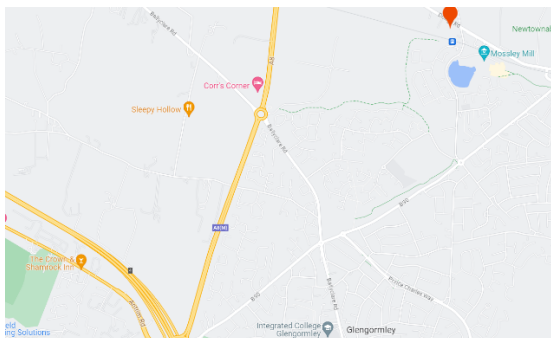
Glen Corr, BT36 5QH
Distance from
Ballyhenry Primary School: 1.0 miles
2 Homes



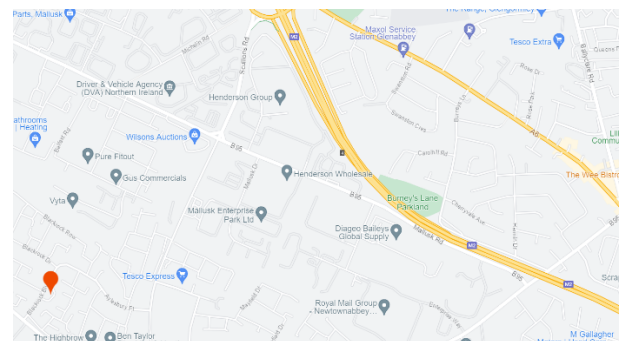
Mill Bridge
BT36 4PH
Distance from
Ballyhenry Primary School: 2.2 miles
55 Additional Homes



Spinners Gate
BT36 5RY
Distance from
Ballyhenry Primary School: 3.1 miles
44 Homes



Blackrock Crescent
BT36 4NZ
Distance from
Ballyhenry Primary School: 1.8 miles
25 Homes



New housing developments are represented by 

3.2 INTEGRATED EDUCATION

The Integrated Education Act (Northern Ireland) defines the meaning of Integrated education as:

‘Integrated education’ means the education together, in an Integrated school, of –

- (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..’

3.3 Alignment of Ballyhenry Primary School proposal with the Integrated Education Act (Northern Ireland) 2022

This section demonstrates how Ballyhenry Primary School, aligns to the new definition of Integrated Education in Section 1 of the Integrated Education Act (Northern Ireland) 2022.

3.3.1 DIFFERENT CULTURES AND RELIGIOUS BELIEFS AND OF NONE

The diagram below outlines the community balance for the Glengormley Urban District Electoral area, from which the majority of Ballyhenry Primary School pupils come.

DIAGRAM 2: RELIGION AND ETHNIC GROUP GLENGORMLEY URBAN ELECTORAL AREA

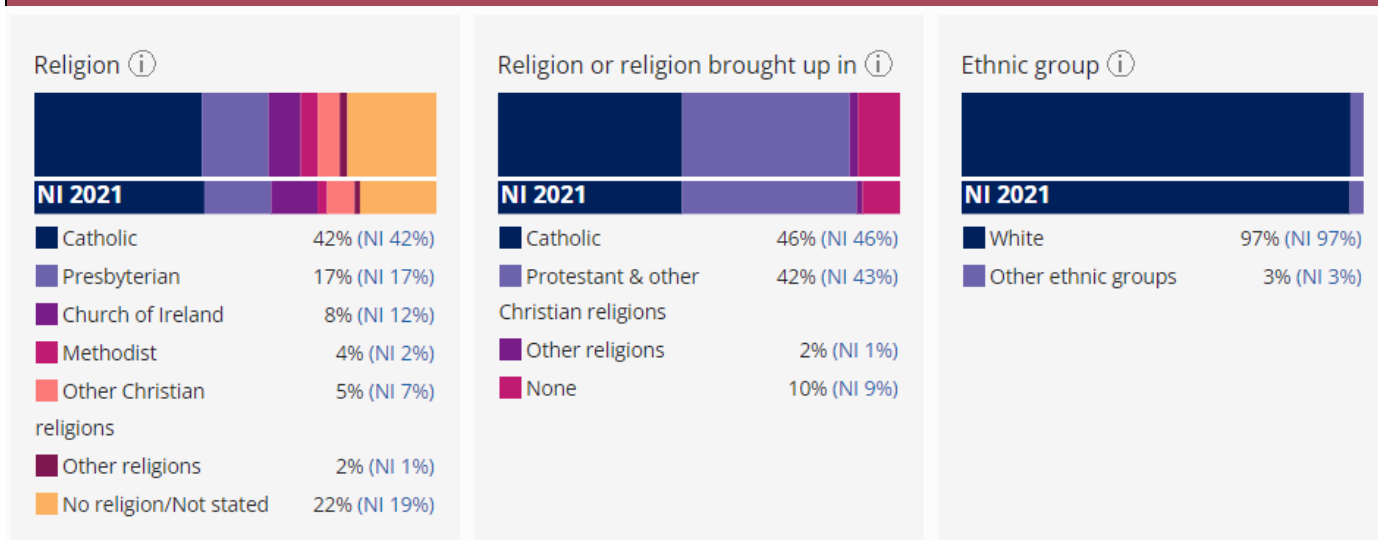


Diagram 1 outlines the community balance for the Glengormley Urban Electoral Area. The information was obtained from the new NISRA application detailing 2021 results and can be accessed via the link below:

<https://explore.nisra.gov.uk/area-explorer-2021/N10000105/>

The diagram clearly indicates the diversity in religious background within the area. Transformation to Controlled Integrated status would enable Ballyhenry PS to increase its own religious diversity, thus reflecting that of Glengormley Urban Electoral Area.

Furthermore, it should be noted that Glengormley Urban Electoral Area has become increasingly diverse between the 2011 and 2021 censuses. This is depicted in Table 6, which shows that the Catholic population within the DEA has increased from 42% to 46% within the ten-year period. The amount designating as 'Other' and 'None' has also increased. It is fair to argue, therefore, that Ballyhenry PS, through Transformation, has the potential to increase its minority population significantly in order to achieve greater balance.

TABLE 5: RELIGION OR RELIGION BROUGHT UP IN IN GLENGORMLEY URBAN DEA - 2011 vs 2021 (%)

Year	Catholic (%)	Protestant & Other Christian (%)	Other Religions (%)	None (%)
2011	42	50	1	7
2021	46	42	2	10

Source: NISRA Census Data

Table 5, meanwhile, details the community balance (Religion or Religion Brought up in) in the NISRA Census 2021 Data Zones in which the majority of pupils who attend Ballyhenry Primary School reside. Some wards are majority Catholic, some are majority Protestant, with a significant percentage of persons in all zones who identify as other or none. Again, the religious diversity existing within these wards is indicative of Ballyhenry PS's potential to achieve increased religious diversity, and approval of this Development Proposal would enable the school to achieve this in an intentional way.

TABLE 6: COMMUNITY BREAKDOWN IN THE AREAS IN WHICH THE MAJORITY OF PUPILS RESIDE

Data Zone	% Catholic	% Protestant and Other Christian (including Christian related)	% Other religions and philosophies	% None
Glengormley Urban A	11	68	1	20
Glengormley Urban C	35	50	3	12
Glengormley Urban E	15	64	3	18
Glengormley Urban G	46	41	4	9

Source: NISRA 2021 Census statistics for 'Religion or Religion brought up in'

Table 7 outlines the religious profile of pupils attending Ballyhenry Primary School. It indicates that since 2015/16, there has been a decrease in the number of pupils identifying as Protestant and a slight increase in the percentage of pupils identifying as Catholic. The school attracts a significantly higher proportion of those who identify Other Christian/non-Christian/no religion/unknown, when compared to the community balance.

TABLE 7: RELIGIOUS PROFILE – BALLYHENRY PRIMARY SCHOOL

Year	% Protestant	% Catholic	% Other Christian / non-Christian / no religion / unknown
2016/17	59.1	3.2	37.7
2017/18	53.4	4.0	42.6
2018/19	55.7	*	41.5
2019/20	52.8	3.4	43.8
2020/21	46.4	5.5	48.1
2021/22	41.4	5.5	53.0
2022/23	41.0	5.2	53.8

The school is also aware that the options within these official designations do not give the full picture. The school acknowledges that it caters for a significant number of children that come from ‘mixed’ marriages and ‘mixed’ relationships. Nevertheless, the growth of the percentage of Catholic and ‘Other’ religious backgrounds over the past number of years is indicative of the changes in demographics the locality is experiencing, as shown in Table 5. This is encouraging with regards to the diversity existing within Ballyhenry PS, but it is evident from the statistics detailed in Diagram 2 and Table 6 that there is potential for even greater diversity within the school. The approval of this Development Proposal, and subsequent Integrated status, would help to achieve this, and would be in keeping with the Integrated Education Act (NI) 2022, which states DE’s statutory duty “to encourage, facilitate and support integrated education.”

The school, in working with the EA Sectoral Support and NICIE, has identified within the Three-Year Transformation Action Plan 2024-2027, Appendix A, work to be undertaken to address this. Actions will include ensuring families feel comfortable sharing their cultural identity, supporting understanding of cultural and religious diversity within the school, and celebrating the rich tapestry of identities, religions and beliefs as the school becomes more intentional in its work.

<i>TABLE 8: NEWCOMERS AT BALLYHENRY PRIMARY SCHOOL</i>		
Year	Number of Newcomers	% of enrolment
2016/17	8	5.0
2017/18	17	9.7
2018/19	14	8.0
2019/20	21	11.9
2020/21	26	14.4
2021/22	23	13.0
2022/23	21	12.1
2023/24	12	8

Table 8 indicates that there is a significant percentage of Newcomer children attending Ballyhenry Primary School. The percentage of newcomer children enrolled in Ballyhenry Primary School is higher than would be expected for the area, suggesting those of other ethnicities and of a variety of nationalities feel comfortable bringing their children to the school.

It should also be noted that Ballyhenry PS’s ethnic diversity exceeds that of the area in which it lies. Diagram 2 shows that as of the 2021 census, the White population within Glengormley Urban DEA sits at 97%, with an ‘Other’ population of 3%. Table 7, meanwhile, demonstrates that in Ballyhenry PS, the proportion of students designating as ‘Other’ was 14.45% in 2022/23, over 10% higher than that of the DEA. Furthermore, this is rising yearly, having increased by almost 4% since 2018/19. Ballyhenry PS is a school that strives for inclusivity, and approval of this DP and subsequent Transformation would enable the school to develop and celebrate this further and with even greater intention.

Ballyhenry School upholds a strong tradition of embracing pupils from a diverse array of cultural and religious backgrounds. As a Rights Respecting School, Ballyhenry actively cultivates an environment where all pupils are encouraged to recognise and respect the fundamental rights of every child.

Central to the ethos of the school is the promotion of understanding that all children possess inherent rights, as enshrined in the United Nations Convention on the Rights of the Child. Ballyhenry underscores the importance of Article 14, which asserts the right of children to their own beliefs and religious practices. Moreover, the school is dedicated to providing necessary support to pupils who are refugees, in alignment with Article 22, which delineates their entitlement to assistance.

Articles 28 and 29 underline every child's entitlement to education and the pursuit of their educational goals. Ballyhenry is unwavering in its commitment to actualising these rights by ensuring that its policies consistently reflect these core principles. Moreover, the school recognises the significant role that parents and carers play in supporting children's education, providing a range of formal and informal support mechanisms to ensure they are equipped to assist their children effectively.

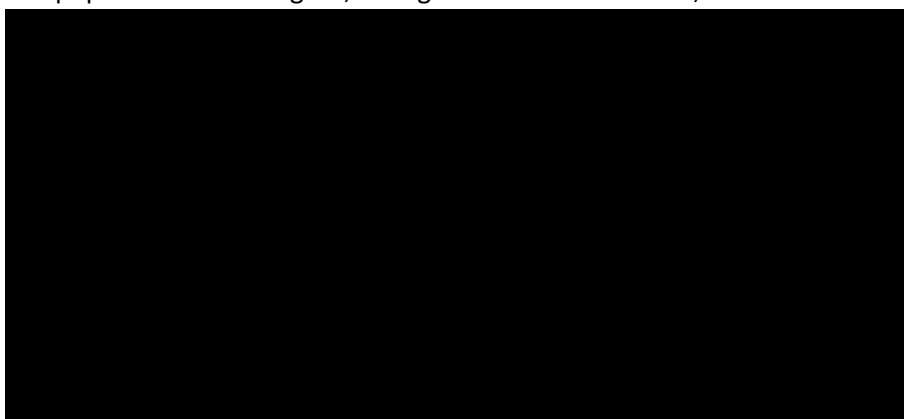


PHOTO: COLLABORATING AT MOSSLEY MILL (P7)

In instances where language barriers present a challenge, Ballyhenry stands ready to offer translation services, underscoring its dedication to breaking down communication barriers and fostering inclusivity. The school's efforts extend beyond the confines of policies, however, as it actively engages in outreach programmes aimed at integrating newcomers into the school community. The diversity of the school staff ensures that there is a good understanding of how to best support carers in a culturally sensitive manner.

The successful implementation of initiatives such as the Back-to-School Roadshow and Tots programmes exemplifies Ballyhenry's proactive approach to community involvement and support. Noteworthy collaborations, such as working alongside a local author to share the stories of refugee children who have been part of the Ballyhenry community, demonstrate the school's commitment to amplifying diverse voices and narratives. This collective effort is reinforced by a genuine desire to offer comprehensive and culturally sensitive support, ensuring that all interactions are respectful and inclusive.

TABLE 9: ETHNICITY OF PUPILS WITHIN BALLYHENRY PS, 2018/19 – 2022/23

	2018/19	2019/20	2020/21	2021/22	2022/23
White (excluding Irish Travellers)	157	152	157	157	148
White (excluding Irish Travellers)(%)	89.20	86.36	86.74	86.74	85.55
Other	19	24	24	24	25
Other (%)	10.80	13.64	13.26	13.26	14.45
Total	176	176	181	181	173

Source: DE Schools Plus

3.3.2 Those who are experiencing socio-economic deprivation and those who are not

Table 10 details the Northern Ireland Multiple Deprivation Measure (NIMDM) for the main wards in which most Ballyhenry Primary School pupils reside. The lower numbers indicate areas of most deprivation, with 432 being the least deprived area.

TABLE 10: NORTHERN IRELAND MULTIPLE DEPRIVATION MEASURE (2017)

Ward Name	Multiple Deprivation Measure Rank	Domain Ranking						
		Income	Employment	Health Deprivation and Disability	Education Skills, and Training	Access to Services	Living Environment	Crime and Disorder
Ballyhenry	432	450	433	411	383	275	105	413
Burnthill	275	401	199	179	112	347	270	217
Carnmoney	391	439	370	302	295	375	96	313
Glengormley	195	344	160	119	98	443	142	79

Most of the wards in this area rank in the middle to upper part of the NIMDM ranking, with several of the wards ranking high across some of the domains. These statistics are reflective of the school community of Ballyhenry Primary School.

TABLE 11: JOB SEEKERS ALLOWANCE AT BALLYHENRY PRIMARY SCHOOL

Year	FSME/JSA Number	FSME/JSA % of School Population
2016/17	60	37.7
2017/18	52	29.5
2018/19	64	36.4
2019/20	62	35.2
2020/21	57	31.5
2021/22	70	38.7
2022/23	67	38.7
2023/24	64	42.1

Table 11 above shows that the number of pupils in receipt of free school meals/job seekers allowance has remained relatively constant over the years with an increase in 2021/22.

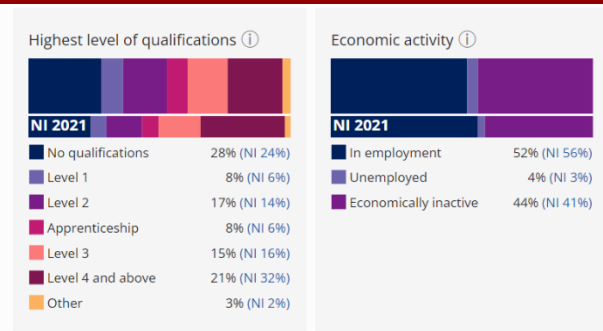
TABLE 12: PERCENTAGE OF PUPILS IN RECEIPT OF FREE SCHOOL MEALS (FSM) IN BALLYHENRY PS

	2018/19	2019/20	2020/21	2021/22	2022/23
Pupils taking FSM Ballyhenry PS	64	62	57	70	67
Total pupils in school	176	176	181	181	173
Percentage of pupils taking FSM	36.36	35.23	31.49	38.67	38.73

Source: DE Schools Plus

Table 12 shows the number of students in receipt of Free School Meals (FSM) at Ballyhenry Primary School, with the figure in 2022/23 being 38.73%. The national average that year, according to NISRA, was 27.7%, meaning that the figure at Ballyhenry PS exceeds this.

Ballyhenry PS believes strongly in a school's role in providing every child with the right to achieve; gaining Integrated status would be a public statement of this intent, given the Integrated school's role, in accordance with the Integrated Education Act (NI) 2022, to educate together "those who are experiencing socio-economic deprivation and those who are not", and the Principles of Integrated Education, which include Equality and Social Responsibility.

DIAGRAM 3: EDUCATIONAL OUTCOMES WITHIN GLENGORMLEY_AREA_E

Source: NISRA Area Explorer

Diagram 2 is demonstrative of the educational outcomes of the area within Glengormley_Area_E, the Data Zone in which Ballyhenry PS lies. It is evident that the highest levels of qualification within this Data Zone are lower than the Northern Ireland average, whereas rates of unemployment are higher. Achieving Integrated status, and subsequently the explicit intent to educate children from different socio-economic backgrounds together, would enable Ballyhenry PS to work towards

demystifying education for the community which it serves.

Ballyhenry Primary School prides itself on fostering an inclusive environment that caters to the diverse social and economic backgrounds of its students. Situated on the border between Glengormley 1, ranked 638 out of 890, and

Glengormley 2, one of the top 25% most deprived areas at 195 out of 890, the school serves children from contrasting socio-economic contexts within a mile's walking distance. This proximity underscores the school's commitment to meeting the needs of students with varied experiences and challenges.

Statistics from the NI Multiple Deprivation Measure 2017 revealed a notable decline in the "Education, Skills, and Training" category for Glengormley 2, indicating potential challenges and a lack of optimism towards education in the area. Additionally, the low attainment rate of 64.7% achieving 5 A*-C grades including English and Maths within Antrim and Newtownabbey Council falls below the Northern Ireland average of 71.9%. Recognising the impact of past negative experiences on parents' perceptions of education, the school organises events such as the 'Back-to-School Roadshow' and 'School Sensation' to foster greater parent engagement and demystify the educational process. The school's open-door policy further encourages parents to actively participate and seek clarifications on various matters, thus promoting a collaborative relationship between the school and families.

In line with its commitment to community welfare, Ballyhenry ensures accessibility to extracurricular activities by making school trips affordable and offering flexible payment options. The 'Pay it Forward' initiative allows community members to financially assist those in need, promoting solidarity and inclusivity within the school community. Furthermore, through initiatives like the 'Good Food Fund', the school provides fresh fruit and beverages daily to students, addressing immediate nutritional needs and promoting healthy eating habits.

Additionally, the school actively seeks community partnerships, securing vouchers from local stores and uniform shops to support families facing financial constraints. During festive seasons, such as Christmas, the school ensures that every child receives a special gift through sponsorships from local businesses, demonstrating a commitment to spreading joy and support to families in need. Moreover, the school maintains confidentiality and offers discreet support services, enabling caregivers to access assistance that caters to their specific requirements.

A significant portion of our student body is entitled to Free School Meals, reflecting the economic challenges faced by families in our community. Since the inception of Extended Schools Funding in 2006, Ballyhenry has been a grateful recipient almost every year. This funding enables the school to offer additional support activities through the extended schools programme.

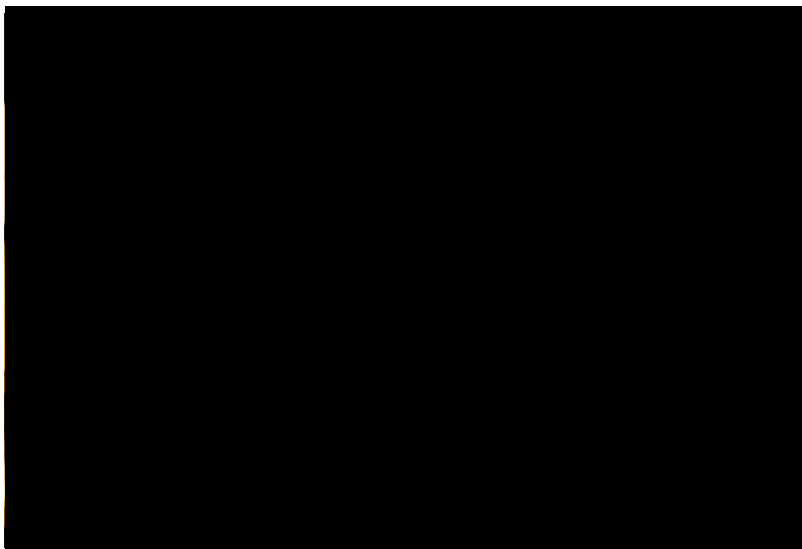


PHOTO: SELF-REFLECTION FOR GROWTH (P4)

One such initiative is the afterschool programme, aptly named B'Happy, which provides a platform for children to socialise, grow, and play together. Through Extended School Clubs, pupils are encouraged to participate in a variety of creative and athletic programmes, fostering holistic development. The Love Reading programme aims to enhance literacy skills, while Ballyhenry Tots promotes a sense of community among carers and their younger siblings. This is particularly important as it breaks down possible barriers to education.

Notably, the funding from Extended Schools has enabled the continuation of our Happy Healthy Minds Counselling service, crucial in addressing mental health challenges exacerbated by contemporary pressures such as the cost of living crisis and the lingering effects of the Covid-19 pandemic.

In fostering this culture of care and support, Ballyhenry Primary School remains dedicated to providing a nurturing environment where every child can thrive and overcome challenges, irrespective of socio-economic barriers. Through the collaborative efforts of the school with the community, the school strives to uphold our commitment to inclusivity and holistic well-being. This continues to be reflected in the schools Three-Year Transformation Plan 2024-2027.

3.3.3 THOSE OF DIFFERENT ABILITIES

Ballyhenry Primary School, following the Northern Ireland Curriculum, is open to all pupils. The table below displays figures for pupils with a Special Educational Needs statement, emphasising the school's commitment to supporting the needs of every child.

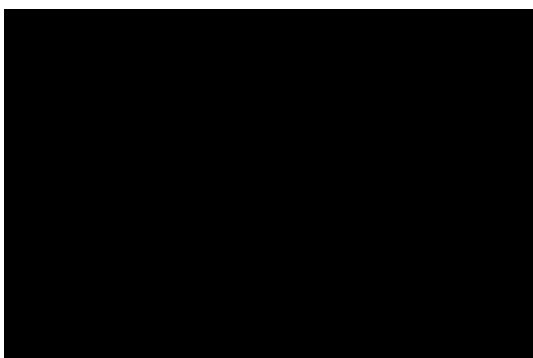
TABLE 13: PUPILS WITH SPECIAL EDUCATIONAL NEEDS AT BALLYHENRY PRIMARY SCHOOL			
Year	SEN Stage 5/ Stage 3	SEN Stage 1 - 4 / 1-2	SEN All Stages
2016/17	*	#	28
2017/18	10	37	47
2018/19	13	29	42
2019/20	12	28	40
2020/21	17	26	43
2021/22	23	30	53
2022/23	24	26	50
2023/24	26	23	49

Source: NI School Census
*** refers to less than five cases where data is considered sensitive**
means figure has been suppressed under rules of disclosure

Table 13 shows that the school caters for a high number of pupils with Special Educational Needs.

In alignment with the Integrated Education (NI) Act 2022, Ballyhenry Primary School is dedicated to the provision of inclusive education and individualized support to meet the distinct needs of each student. The school prioritizes enabling every child to access the curriculum fully and reach their maximum potential. It places emphasis on addressing the social, emotional, and educational requirements of its pupils, reflecting its unwavering commitment to their holistic development. Article 28 of the UNCRC says that children and young people have the right to education no matter who they are: regardless of race, gender or disability; if they're in detention, or if they're a refugee.

Moreover, as the number of children with additional needs has significantly increased, Ballyhenry Primary School has made a strong commitment to training its staff to meet those needs. It has been trained as a nurture school, emphasising the developmental understanding of children's learning and offering a safe base in the classroom. Additionally, the school has formal training in Restorative Practice and is one of the few primary schools in Northern Ireland to have been trained as such. This enables the school to work in partnership with "When the Adults Change". The school also engaged with the TEAM TEACH Pilot for mainstream schools, ensuring all staff are equipped to support the diverse needs of the pupils through Level 1 de-escalation. These are important elements of the schools ethos and will be further developed as the school enhances its Integrated culture through the Three-Year Transformation Action Plan 2024-2027.



Ballyhenry Primary School has a reputation for providing a positive small school environment for pupils of all abilities and needs. The school's emphasis on understanding, supporting, and encouraging all children in a manner that suits them has led to a significant increase in its ability to identify and cater to children with varying needs. Additionally, the community recognises and values the school's commitment to supporting all children, leading parents/carers to choose the school for this unique strength. In the school's Three-Year Transformation Action Plan 2024-2027 efforts are made to build on this relationship and it plays a prominent role.

PHOTO: LEARNING TOGETHER (P3)

Notably, Ballyhenry Primary School has taken proactive measures to meet the needs of children with additional requirements. This includes working with the Education Authority to establish a "Satellite" Class in 2020. This is a bespoke school lead specialist setting. This solution focused provision is enabling outstanding progress for the children whose needs are being met within this class.

Since 2019 the school has been keen to establish a Learning Support Centre. The school lobbied the Education Authority and DE to be able to set up its first LSC which opened in August 2023. The children in this class, which caters for children with Moderate Learning Difficulties, certainly shine. It is for this reason that the classroom is known as the "Sparkle Room".

Looking toward the future, Ballyhenry Primary School has secured permission to open a second Learning Support Centre (SPiM) in September 2024. It is enthusiastic about this new project and the potential to serve more children, demonstrating its ongoing commitment to meeting the diverse needs of its students. If Transformation is successful, Ballyhenry will be the only Controlled Integrated Primary School who hosts specialist settings in the Newtownabbey, and greater East Antrim Area.

Moreover, the school is dedicated to stretching children of all abilities, providing appropriate differentiation in each classroom. In addition to supporting those with Special Educational Needs, Ballyhenry Primary School endeavours to nurture and develop those who are Gifted and Talented, aligning with the principles outlined in the UN Convention on the Rights of the Child (UNCRC Article 29 says that a child or young person's education should help their mind, body and talents to be the best they can. It should also build their respect for other people and the world around them. In particular, they should learn to respect: their rights and the rights of others). The school's emphasis on celebrating all children's talents and abilities in order to build on current best practice is of utmost importance and is in line with the Three-Year Transformation Action Plan 2024-2027.

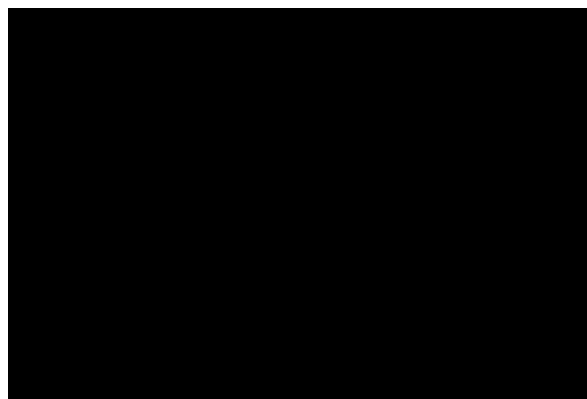


PHOTO: CELEBRATING TALENTS (P7)

Ballyhenry School's commitment to inclusive education, holistic development, and meeting the diverse needs of its students is evident in its proactive initiatives and ongoing dedication to providing high-quality education for all.

3.3.4 SUMMARY OF DEMOGRAPHICS

Table 14 below summarises the various characteristics of Ballyhenry Primary School in relation to Section 1 of the Integrated Education Act 2022.

TABLE 14: BALLYHENRY PRIMARY SCHOOL PROFILE								
Year	FSME/JSA %	SEN Stage 5/ Stage 3	SEN Stage 1 - 4 / 1-2	SEN All Stages	% Protestant	% Catholic	% Other Christian / non-Christian / no religion / unknown	% Newcomer
2016/17	37.7	*	#	28	59.1	3.2	37.7	5.0
2017/18	29.5	10	37	47	53.4	4.0	42.6	9.7
2018/19	36.4	13	29	42	55.7	*	#	8.0
2019/20	35.2	12	28	40	52.8	3.4	43.8	11.9
2020/21	31.5	17	26	43	46.4	5.5	48.1	14.4
2021/22	38.7	23	30	53	41.4	5.5	53.0	13.0
2022/23	38.7	24	26	50	41.0	5.2	53.8	12.1
2023/24	42.1	26	23	49	47.3	5.9	46.8	8

* less than five cases where data is considered sensitive # figure has been suppressed under rules of disclosure

Table 9 shows that the school has a balance of pupils from different cultures and religious and world views, including reasonable numbers of both Protestant and Roman Catholic children or young persons; those who are experiencing socio-economic deprivation and those who are not; and those of different abilities.

Diagrams 1 and 2, and Tables 6 to 13, demonstrate Ballyhenry Primary School's capacity to meet the definition of Integrated Education, as outlined in Section 1 of the Integrated Education Act NI 2022.

3.4 TRANSFORMATION PLAN

The Three-Year Transformation Action Plan 2024-2027 is a document created with support from EA Sectoral Support and NICIE to demonstrate how Ballyhenry Primary school will develop its Integrated ethos and take full advantage of the school improvement opportunities presented by the Transformation process. The plan is structured around the characteristics of a successful school, adapted from those within the 'Every School a Good School' policy and is underpinned by the NICIE Statement of Principles.

The school will use its Three-Year Transformation Action Plan 2024-2027 to demonstrate its responsibility towards Integrated Education by undertaking the necessary actions to ensure meaningful cultural and organisational change. As already detailed the school maintains a balance of pupils in keeping with the area it attracts its pupils from, whether

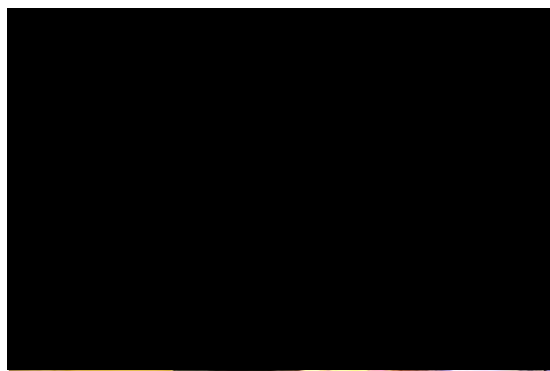


PHOTO: GLOWING WHILE GROWING (P1)

that be their respective religious, socio-economic, cultural or ability background. Thorough and careful implementation of the Transformation Action Plan will ensure the school will actively and intentionally develop its practice and ethos so that each child within the school is able to celebrate and learn about their own identity in an age-appropriate fashion, whilst also learning about the diversity surrounding them within the school and outside of it. The school and its Board of Governors are confident that this plan and the changes proposed will support the development of Ballyhenry Primary School as an Integrated setting in line with the Integrated Education Act (NI) 2022. The school anticipates that, as it moves through its journey of Integration, it will continue to develop its ethos and practice and will, in the long term, aim to achieve the Excellence in Integrated

Education Award.

4 EDUCATIONAL IMPACT

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

There are increased opportunities for staff and whole school development activity through the support programmes of NICIE, IEF and the EA Shared Education and Sectoral Support team as outlined in the school's Three-Year Transformation Action Plan 2024-2027.

4.1 LEARNER CENTRED

At Ballyhenry PS, the primary focus is on the pupils, who are at the heart of everything the school does. They place great importance on nurturing the voice of the learners and fostering strong relationships. The school's commitment to being a nurture school is evident through the emphasis on Restorative Practice, Circle Time, and Level 1 Team Teach training. In the school's Three-Year Transformation Action Plan 2024-2027, pupils' learning will continue to be prioritized, with a focus on integrating themes across the curriculum and expanding extracurricular activities.

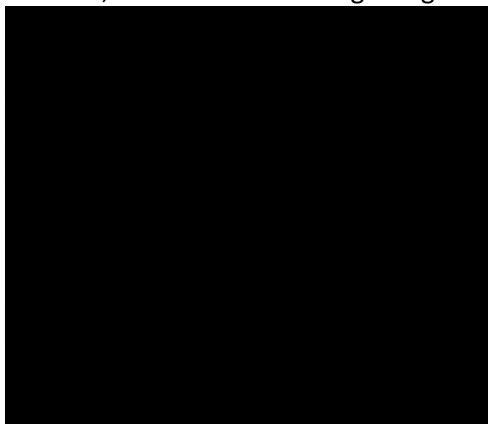


PHOTO: LEARNER CENTRED ROOTS OF EMPATHY (P5)

Assemblies will be utilized to introduce speakers and acknowledge cultural celebrations, enriching pupil experiences. The school believes that every child should have a voice and will continue to work tirelessly to ensure this is embedded in the school culture.

Pupil welfare is paramount, with the planned implementation of the PASS Assessment for P3-P7 pupils to inform the learning provision within school and gain a greater understanding of how the pupils see themselves as learners. Continued work through the Three-Year Transformation Action Plan 2024-2027 will build on the pupils' positive view of themselves as learners and be enhanced through developing PDMU programmes.

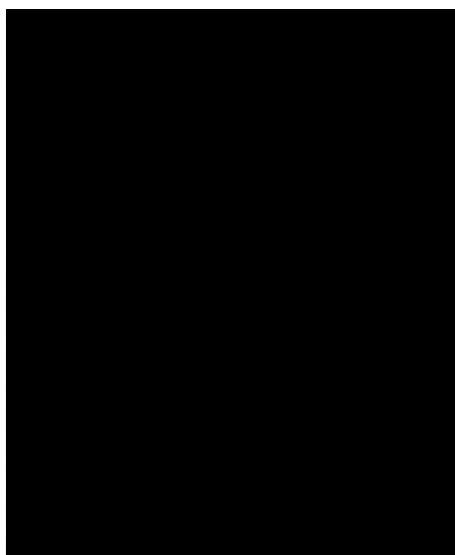


PHOTO: BALLYHENRY BLOOMS TOGETHER (P5)

Pupils have a strong voice in Ballyhenry, especially through the elected pupil leadership groups including the School Council, Eco Council, Digital Leaders, Junior Librarians, and the Rights Respecting Steering Group. These groups will be empowered even further, shaping the direction of the school. The School Council, in particular, will have an enhanced role in the Transformation Action Group. In addition they will actively participate in weekly assemblies, learn to lead class councils and interact with the school's Board of Governors. The Rights Respecting Steering Group will become leaders in addressing bias within the school and promoting rights. The Digital Leaders and Junior Librarians will ensure accessibility to technology and a love for literature, respectively. They will contribute to shaping how these resources are used within an Integrated setting.

The Eco Council supports the school's commitment to being "greener" and has already made progress with the establishment of a new garden and polytunnel. As "Ballyhenry Blooms" through their planned flower shop, members of the Eco Council will lead all pupils as they contribute to a more sustainable world.

Ballyhenry PS is dedicated to ensuring learner centred provision nurturing the voice of its pupils and ensuring that pupils have a say in shaping the school's pastoral and curricular direction. Through the Three-Year Transformation Action Plan 2024-2027, the school aims to further empower learning so that pupils can positively contribute as informed and empowered global citizens.

4.2 HIGH QUALITY TEACHING AND LEARNING

The school holds the belief that in order for children to thrive academically, they must first feel happy, safe, and secure within an environment that recognises and nurtures their individual potential. The learning journey of the pupils is of vital importance in Ballyhenry; hence, the school refers to Learning and Teaching when facilitating training.

In order to facilitate the Transformation process, it is imperative that all policies, particularly the RE Policy and Curriculum, are revised to ensure that Integration permeates through all areas of the curriculum and for all age groups and developmental stages. Staff will receive training and the opportunity to see learning in action in other Integrated settings to develop their confidence in their roles, understanding what an Integrated PS looks like for all pupils. A shared understanding of expectations will continue to be established through face-to-face training, a virtual guide to working in Ballyhenry, complete with training video, and a digital staff handbook that can be easily updated to reflect the developing inclusive ethos of the school.

While upholding the warm, welcoming, and inclusive ethos, the school also aims to embed and celebrate new cultures and differences. This will shine through the assembly timetable, through work done in PDMU, RE and WAU. PE will be enhanced with an extended range of sports and interests. Teaching staff will continue to benefit from the relationships already established with the school's Shared Education partner, Gaelscoil Éanna, and this will be further enhanced as auxiliary staff and pupils work together in years to come.

The school will continue to strive for success and recognition of their achievements by ensuring that the registration process is completed for "When the Adults Change Partnership" which is already in process. The school will strive to receive recognition from "Children in the Crossfire," receiving the Educating the Heart Award, both of which provide staff with the opportunity to upskill in a responsive manner to the learning needs of the pupils of Ballyhenry.

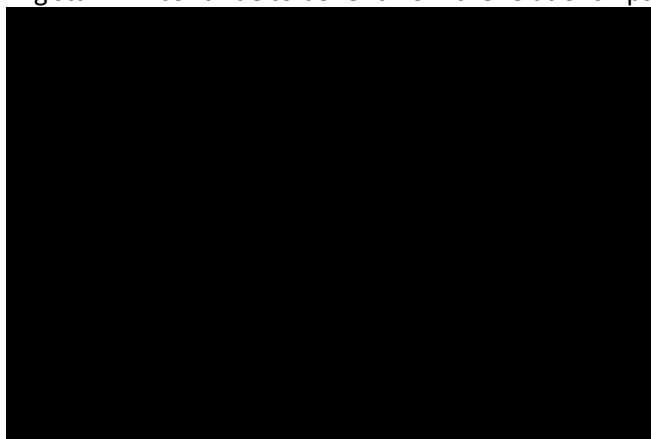


PHOTO: HIGH QUALITY LEARNING & TEACHING (P6)

4.3 EFFECTIVE LEADERSHIP

With effective Leadership, the Transformation process will facilitate the further development of the school's ethos to encompass the diversity within the school community. The vision and direction of the school during this process will be carefully formulated and shared with all stakeholders, as well as the local community. It is vital that this process comes from a shared prospective where the views of all are incorporated and respected as the school develops and changes. Leading this change will be the school governors. The Board of Governors is in the process of being reconstituted and the school looks forward to the extension of membership once Transformation has been approved. The role of the governor will be enhanced and supported through the training process and as the new board is established, an Integration Link Governor will be elected to attend TAG Group Meetings to liaise with others.

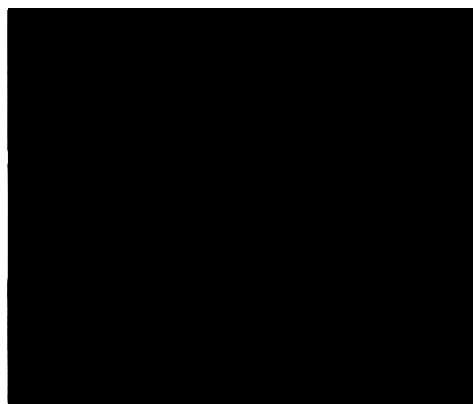


PHOTO: LEADERSHIP THE "BALLYHENRY WAY"

The Senior Leadership Team will be extended to include the SENCO who will bring to the team the expertise needed to ensure that the needs of all pupils regardless of ability are inclusively met. The SLT would also be enhanced by the appointment of an Integration Coordinator whose responsibilities will include ensuring the smooth transition to Integration. The SLT will benefit from visits to other Integrated settings, working in partnership with the local Integrated post-primary school (ICG) and building wider relationships with the Integrated sector.

The way forward for any school is plotted through the school development plan. Surveys and focus groups will inform the school development process which will take its direction from the Three-Year Transformation Action Plan 2024-2027 with all stakeholders having an opportunity to share their opinions. As the plan moves forward, effective leadership must underpin

Transformation and the school development process.

Key to the Transformation process will be the review and update of policies to reflect the Integrated standing of the school. This will be further supported by Action-Outcome Plans that will support the further development of curricular and pastoral areas as the school moves through its journey to Transformation. Integral to these changes will be to ensure that the staff, pupils and stakeholders are supported through training and education to face challenges head-on and have confidence that all cultures and faiths, abilities and needs are well represented and well served within the school. Emphasis will also be placed on assessing how diversity is acknowledged and celebrated within the school environment.

4.4 COMMUNITY CONNECTIONS

Ballyhenry PS is a small school deeply rooted in the local community, with a track record of engaging in community outreach initiatives such as the annual "Meet the Neighbours" event. The school fosters collaborative relationships

with neighbouring schools and is actively involved in local community events, demonstrating a strong commitment to nurturing connections.

Ballyhenry PS is a founding member of the NEST (Newtownabbey Empowering School Together Partnership), collaborating with local principals to address the needs of Newtownabbey. The Principal's upcoming role in the NEST Steering Group further highlights the dedication to promoting partnerships working in education. Additionally, the Principal recently became chair of the Newtownabbey Primary Principals Association, facilitating a shared understanding among educational leaders. As part of the school's Three-Year Transformation Action Plan 2024-2027, the school is actively establishing connections with Principals from other Integrated primary schools across Northern Ireland, fostering collaboration and promoting high-quality Integrated Education and plans to extend these links.

At Ballyhenry PS, inclusivity and respect for children's rights are emphasized through community and class-based assemblies that uphold the UNCRC (United Nations Convention on the Rights of the Child). The school celebrates the diverse talents of its students and envisions expanding creative arts, musical, and sporting opportunities, as well as fostering collaborations with external organizations for diverse cultural taster sessions. These plans are delineated in the school's Three-Year Transformation Action Plan 2024-2027.

The school hosts the Annual Art Show, incorporating artwork from Ballyhenry Tots and strengthening partnerships with ICG. Initiatives such as the Eco-School and STEM programs broaden outreach and offer potential collaborations with students from ICG's horticultural program.

Enhanced communication regarding Integration and the Transformation process will be facilitated by updating the school website and utilizing social media platforms, raising awareness and fostering understanding of the ongoing Transformation process within the wider community. Ballyhenry PS remains committed to community engagement, inclusivity, and educational excellence, striving to create a nurturing environment that empowers pupils to thrive and succeed. Transformation to Integrated Status would further enhance this vision.

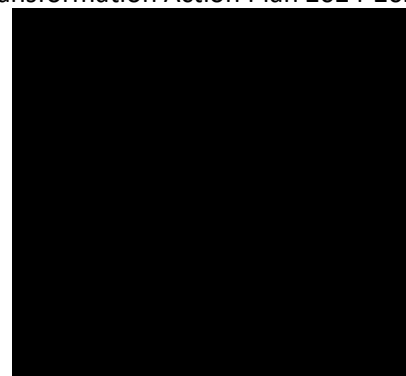


PHOTO: COMMUNITY ENGAGEMENT
KINDNESS COUNTS P4

5 AREA PLANNING IMPACT

This proposal aligns with the key themes of Area Planning. The Area Plan for Northern Ireland aims to ensure that all pupils have access to a broad and balanced curriculum that meets their needs in sustainable schools within a diverse system of education. 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;

- 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.

The Department of Education’s vision in the Sustainable Schools Policy¹ 2009 is for an educationally sustainable schools’ estate planned on an area basis, with a focus on sharing and collaboration. The Board of Governors and Principal of Ballyhenry Primary School believe that Transformation to Integrated status will help to achieve this vision.

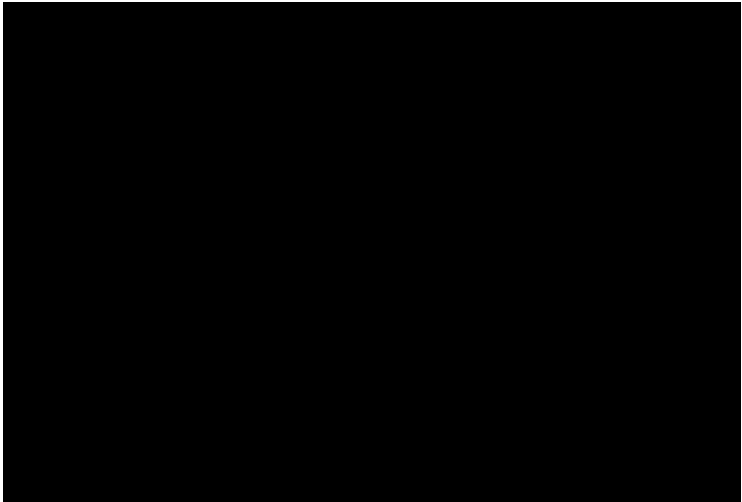


PHOTO: LEAPING TO REACH FULL POTENTIAL (P2)

5.1 POTENTIAL IMPACT ON OTHER SCHOOLS

There are three Integrated primary schools within five miles of Ballyhenry Primary School. Glengormley Controlled Integrated Primary School is 1.0 mile away; Mallusk Integrated Primary School is 1.9 miles away, and Hazelwood Integrated Primary School is 5.0 miles away. The admission and enrolment numbers for these schools are shown in Table 15.

Ballyhenry PS is aware of the importance of maintaining good relationships with other schools and is cognisant of the impact this change will have on others. Mallusk IPS gained Integrated status in 2015 and in its Development Proposal it noted that the motorway was a natural barrier for families. As such, a change of status for Ballyhenry PS is unlikely to have an impact on Mallusk IPS. Hazelwood IPS is a significant distance from Ballyhenry, and even when selecting post-primary schools, parents have indicated that this distance is too great for their children to travel to independently.

TABLE 15: ALTERNATIVE INTEGRATED PRIMARY SCHOOLS’ ADMISSION, ENROLMENT AND AVAILABLE PLACES						
School	Distance from Ballyhenry PS (km)	Admissions Number	First Preference Applications 2024/25	Enrolment Number	Enrolment 2022/23	Available Places 2022/23
Glengormley IPS	1.0	60	44	420	279	160
Mallusk IPS	1.9	19	24	132	114	25
Hazelwood IPS	5.0	58	53	406	447	38

Enrolment figures include pupils with a statement of SEN

Map 1, meanwhile, shows the location of Ballyhenry Primary School and its pupil distribution, along with other primary schools in the area across all sectors.

Glengormley Integrated Primary school is a significantly larger school than Ballyhenry PS. When selecting Ballyhenry PS, parents note the smaller size of the school as a primary reason for this decision, determining it to be the best fit for their child. It is important to Ballyhenry PS that it serves its niche as a small, sustainable school within the community.

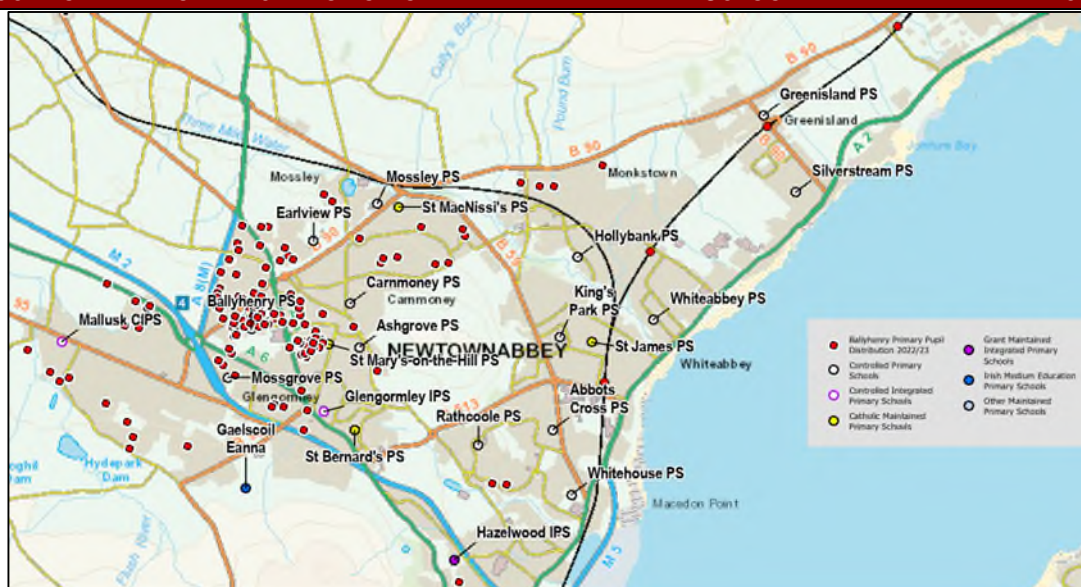
Furthermore, it is important to note that Ballyhenry PS primarily draws its pupils from families living north and west of Glengormley, as shown on Map 1. The majority of its pupils reside in the Glengormley Urban A, C, E and G Super

¹ <https://www.education-ni.gov.uk/articles/sustainable-schools>

Data Zones, each of which lies in the immediate vicinity of the school, whereas Glengormley Integrated Primary School is situated further down the Antrim Road and does not lie in or border any of these zones.

Ballyhenry PS, already a sustainable school, recognises its need to grow its Catholic student population, and Table 5 demonstrates that the aforementioned Super Data Zones each have Catholic populations that exceed 10%. Thus, there is an opportunity for the school to draw Catholic students from the areas in which Ballyhenry PS already serves, without the need to cater specifically to Super Data Zones closer to nearby Integrated schools. This is compounded by the development of housing in close proximity to Ballyhenry PS, noted in section 3.1.5, and the potential to draw in families new to the area.

MAP 1 – LOCATION AND PUPIL DISTRIBUTION OF BALLYHENRY PRIMARY SCHOOL AND NEARBY PRIMARY SCHOOLS



Glengormley Integrated Primary School has a significant Catholic student population, with 36.9% of its students designating as Catholics in 2022-23 according to DE Schools Plus data². Additionally, as depicted in Table 5, the Catholic population in Glengormley Urban District Electoral Area is growing, having increased by 4% between the 2011 and 2021 censuses. It is evident from these statistics that there is ample opportunity for Ballyhenry PS to achieve greater religious balance without negatively impacting the sustainability or religious balance of Glengormley IPS.

With relation to other nearby schools, Table 16 shows the enrolment figures of all primary schools within a 5km distance of Ballyhenry PS. Again, Ballyhenry PS recognises its need to increase its minority Catholic student population, and in doing this has evaluated any potential impact on local Catholic Maintained schools, the three closest being St. Mary's on the Hill PS, St. Bernard's PS, and St. MacNissi's PS. Table 16 demonstrates that all three are highly popular and sustainable schools, and the Transformation of Ballyhenry PS would not threaten their sustainability.

TABLE 16: LOCAL SCHOOLS – DISTANCE FROM BALLYHENRY PRIMARY SCHOOL

School	Sector	Distance from Ballyhenry PS (miles)	Enrolment 2023-24
St Mary's on the Hill PS	Catholic Maintained	0.8	342
Mossgrove PS	Controlled	0.9	178
Glengormley IPS	Controlled Integrated	1.0	268
Carnmoney PS	Controlled	1.3	378
Ashgrove PS	Controlled	1.6	362
Earview PS	Controlled	1.7	179

² <https://apps.education-ni.gov.uk/appinstitutes/showstatistics.aspx>

St Bernard's PS	Catholic Maintained	1.7	572
Mossley PS	Controlled	1.7	548
St MacNissi's PS	Catholic Maintained	1.7	172
Mallusk IPS	Controlled Integrated	1.9	123
Gaelscoil Éanna	Maintained	2.3	187
Rathcoole PS	Controlled	3.1	123
The Thompson PS	Controlled	3.3	161
King's Park PS	Controlled	3.8	302
Abbots Cross PS	Controlled	3.8	312
Hollybank PS	Controlled	3.8	184
St James's PS	Catholic Maintained	4.0	208
Whitehouse PS	Controlled	4.3	386
St Mary's Star of the Sea PS	Catholic Maintained	4.4	138
Whiteabbey PS	Controlled	4.8	423
Greenisland PS	Controlled	4.7	410
Hazelwood IPS	Grant Maintained Integrated	5.0	398

The school greatly values the importance of interschool relations for the sake of all local children and has worked hard to develop and maintain healthy working relationships with all our local schools. Many of the school's listed in Table 16 are in a Newtownabbey Schools Initiative entitled NEST (Newtownabbey Empowering Schools Together). The principal was one of the founding members encouraging others to join to enhance and develop mutual collaboration for the benefit of all the pupils in the area.

Ballyhenry PS is also the Main Meals Kitchen for the Preparation of food for Glengormley Integrated Primary School and Mallusk Integrated Primary school. A significant amount of collaboration takes place between the schools to coordinate specialised meal services like Christmas Dinner, Summer Picnics, Chinese New Year. The school principals work together to synchronise holidays as much as possible.

5.2 RELIGIOUS BALANCE

The religious balance within the school's locality has been outlined in Diagram 1 and Table 5. The religious profile of Ballyhenry Primary School is also detailed in Table 6. Table 17 highlights the community breakdown of primary schools in the area.

TABLE 17: COMMUNITY BREAKDOWN OF LOCAL SCHOOLS				
School	Sector	% Protestant	% Catholic	% Other
Ballyhenry PS	Controlled	41.0	5.2	53.8
St Mary's on the Hill PS	Catholic Maintained	0.0	96.9	3.1
Mossgrove PS	Controlled	37.1	12.7	50.2
Glengormley IPS	Controlled Integrated	10.0	36.9	53.0
Carnmoney PS	Controlled	49.6	3.4	47.0
Ashgrove PS	Controlled	43.9	7.3	48.7
Earlview PS	Controlled	#	*	57.5

St Bernard's PS	Catholic Maintained	0.0	98.6	1.4
Mossley PS	Controlled	57.7	*	#
St MacNissi's PS	Catholic Maintained	*	#	2.8
Mallusk IPS	Controlled Integrated	21.1	28.1	50.9
Gaelscoil Éanna	Maintained	*	90.0	#
Rathcoole PS	Controlled	61.2	*	#
The Thompson PS	Controlled	53.6	*	#
King's Park PS	Controlled	75.6	1.9	22.5
Abbots Cross PS	Controlled	63.5	*	#
Hollybank PS	Controlled	54.7	*	#
St James's PS	Catholic Maintained	10.3	58.6	31.0
Whitehouse PS	Controlled	43.8	4.0	52.2
St Mary's Star of the Sea PS	Catholic Maintained	*	89.6	#
Whiteabbey PS	Controlled	43.3	14.8	41.9
Greenisland PS	Controlled	45.3	3.4	51.4
Hazelwood IPS	Grant Maintained Integrated	23.9	42.1	34.0

* less than five cases where data is considered sensitive # figure has been suppressed under rules of disclosure

The Board of Governors has noted that several schools in the area have a mix of religious background and community. The Board of Governors at Ballyhenry Primary School are responding to the parental desire to have the school recognised as an Integrated Setting. Furthermore, as indicated above in Table 1, most pupils from Ballyhenry Primary School transfer to Integrated College Glengormley, which is further indication of a demand for Integrated provision within the area.

5.3 EQUALITY IMPACT AND RURAL NEEDS ASSESSMENT

The area in which Ballyhenry Primary School is situated is classified as an urban area and the school has therefore been described by DE census 2022/23 as being in an urban area. In accordance with the 'Guide to the Rural Needs Act (Northern Ireland) 2016 for Public Authorities (Revised)' [\[1\]](#) is not eligible for special consideration.

The school's Board of Governors have used the Education Authority's Equality and Human Rights screening tool and are of the view that a full Equality Impact Assessment is not required for this proposal. The equality screening process carried out by the Board of Governors indicates that this proposal to achieve Integrated status is likely to have a positive impact on many of the Section 75 categories of NI Act.

6 SUSTAINABILITY ASSESSMENT

Ballyhenry Primary School is broadly compliant with the parameters of the Department of Education's Sustainable Schools Policy.

The Department of Education's Schools for the Future: A Policy for Sustainable Schools outlines the criteria that school managing authorities should consider when making decisions affecting the best use of resources to deliver an excellent education to children and young people. The policy sets out six sustainability criteria which Ballyhenry Primary School has assessed itself against:

6.1 QUALITY OF EDUCATION

The last Education and Training Inspectorate (ETI) inspection in Ballyhenry Primary School was undertaken in February 2014, with the school receiving 'very good'. The ETI report stated that:

"The quality of the teaching and learning observed was of a consistently high standard. The teaching ranged from good to outstanding, with the majority of lessons being very good. The teachers take appropriate account of the children's prior learning and use a wide range of questioning techniques effectively to extend the children's thinking and language skills. The lessons are well-paced and the teachers ensure that the children have sufficient time to consolidate their learning throughout the lesson and in the plenary session. Tasks are differentiated well to meet the needs of individuals and groups."

"The teachers employ a wide range of assessment approaches to evaluate the children's learning and use the data discerningly, together with their observations, to inform the teaching and to challenge the children and promote their learning. The staff are aware of the need to develop further the methods of observation and record-keeping in the foundation stage. Marking is regular and consistent and the teachers provide effective feedback to the children both orally and in their books."

The report can be accessed via the following link:

<https://www.etini.gov.uk/sites/etini.gov.uk/files/publications/%5Bcurrent-domain%3Amachine-name%5D/primary-inspection-ballyhenry-primary-school-newtownabbey-co-antrim.pdf>

Since the inspection in February 2014, where the Education and Training Inspectorate evaluated the overall effectiveness of Ballyhenry Primary School as "very good", a sustaining improvement inspection (SII) was conducted in March 2017. During this inspection, the school was required to showcase its ability to drive improvement through self-evaluation and effective school development planning. The inspection report concluded that, "Ballyhenry Primary School continues to exhibit a high level of capacity for sustained improvement in the best interests of all learners." This acknowledgment signifies the school's commitment to ongoing enhancement and success in providing quality education.

The report can be accessed via the following link:

<https://www.etini.gov.uk/sites/etini.gov.uk/files/publications/sustaining-improvement-inspection-ballyhenry-primary-school-newtownabbey-county-antrim-301-6170.pdf>

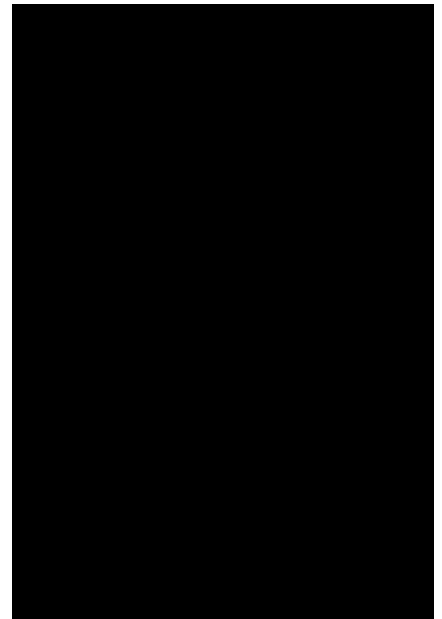


PHOTO: SUSTAINABLE ACCOMODATION (P4)

6.2 STABLE ENROLMENT TRENDS

As outlined in Table 3 above, Ballyhenry Primary School has consistently had an enrolment above the Department of Education’s minimum enrolment threshold for an urban primary school which is 140 pupils. The plan to include additional provision for children with additional needs in response to DE requestions and the change to Integrated Status is intentional and will help to sustain the school in a climate of a fluctuating birth rate.



PHOTO: UNCRF CHILD’S RIGHT TO AN EDUCATION (ARTICLE 24)

6.3 SOUND FINANCIAL POSITION

Ballyhenry Primary School had a deficit of £923,192 at 31 March 2023. The deficit is projected to rise to £1,413,791 by the end of the school’s current three-year financial plan. The school acknowledges within its pursuit to support the diverse educational needs of the pupils of Ballyhenry PS, it is significantly overspent. Over the past number of years, Ballyhenry PS has developed the expertise and experience to provide a responsive and inclusive environment for all pupils. The smaller size of Ballyhenry PS, as well as the school’s commitment to meeting the needs of every child, has meant that families with children with additional needs choose Ballyhenry PS. This has sometimes involved supporting pupils who were unable to find success in other educational settings. Consequently, a higher than average number of pupils with statements of educational needs attend the school, resulting in a financial burden. Additionally, the school faces increased costs due to experienced teachers’ salaries. Consultations have been undertaken to advocate a better understanding of the funding needs of Ballyhenry PS. The school now operates with a significant deficit, like many other primary schools in Northern Ireland. The anticipated increase in enrolments which the school believes will result from Transformation will help mitigate the present deficit. Despite the financial challenges, the school remains dedicated to improving its financial position without compromising standards of learning, teaching, support services, or the experiences of its school families.

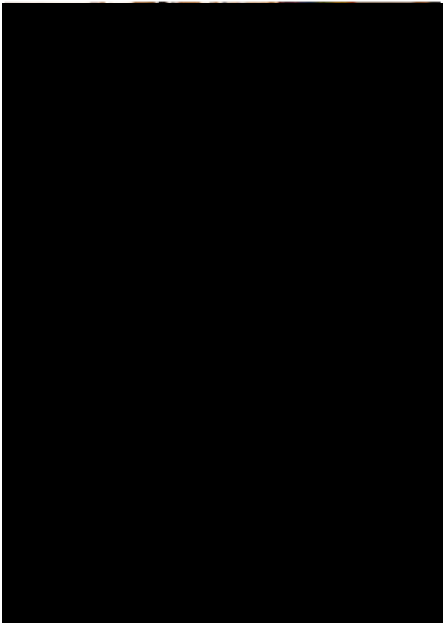


PHOTO: MAKING TH MOST OF RESOURCES (PUPIL’S VOCIE JR LIBRARIANS

TABLE 18: FINANCIAL HISTORY	
Year	Surplus/Deficit
2023/24	-£923,192
2024/25	-£1,158,616
2025/26	-£1,413,791

6.4 STRONG LEADERSHIP AND MANAGEMENT

The last Education and Training Inspectorate (ETI) inspection in Ballyhenry Primary School was in February 2014, with the school receiving a rating of 'very good'. The ETI report commended the school for its consistently high standard of teaching and learning. The teachers were described as ranging from good to outstanding, with most lessons being very good. The report highlighted the teachers' effective use of questioning techniques to extend children's thinking and language skills, as well as the well-paced lessons that allowed children to consolidate their learning. It also recognised the differentiated tasks that met the needs of individual and group learners.

Following the successful inspection in 2014, a sustaining improvement inspection (SII) was carried out at Ballyhenry Primary School in March 2017. The school demonstrated its capacity for sustained improvement through self-evaluation and effective school development planning. The inspection report concluded that the school continues to show a high level of commitment to ongoing enhancement and success in providing quality education for all learners.

Central to the success of Ballyhenry Primary School is its strong leadership team, which collaborates with staff, governors, community members, families, and pupils. Together, they have established a shared vision where every child can achieve their full potential in a caring environment. The principal's partnership with governors in setting a clear direction for the school has fostered a sense of shared leadership and responsibility. The governors actively engage with school life, forming strong connections with the staff team.

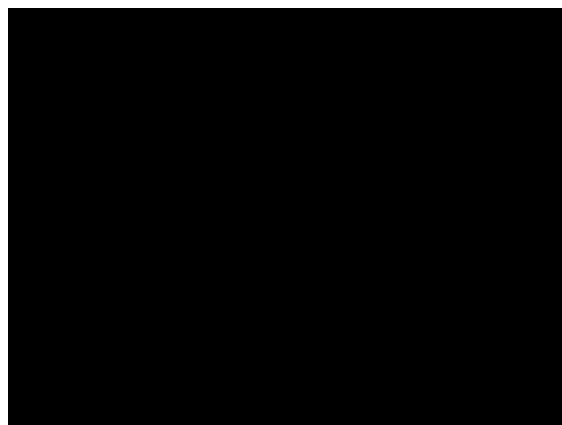


PHOTO: SHARED EDUCATION VISITING ART SHOW

The recruitment of a dedicated team of teaching and non-teaching staff at Ballyhenry Primary School has been crucial in driving the school towards excellence. Regular training sessions bring the staff together, enhancing their expertise and fostering a supportive environment that prioritises every child's progress. The emphasis on inclusive training ensures that no child is left behind, underpinning the school's commitment to holistic development.

The Senior Leadership Team at Ballyhenry PS convenes regularly to make collective decisions, ensuring a cohesive approach to school development. Teachers are actively involved in shaping the school's direction, with consultation being a key aspect of decision-making processes. Each teacher leads a curriculum area, contributing to development plans and celebrating achievements through Action-Outcome Plans. This collaborative approach empowers teachers and enriches the educational experience for all pupils.

The classroom assistants and auxiliary staff at Ballyhenry PS play an indispensable role in the school community. Their contributions enrich the pupils' experience and reflect the diverse needs of the student body. Recognising and supporting their leadership within the school is fundamental to fostering a nurturing and inclusive environment.

Beyond the school gates, the principal's engagement in community groups enhances Ballyhenry Primary School's standing in the local area. Involvement with organisations such as NEST, NPPA, and participation in leadership conferences demonstrates a commitment to broader educational initiatives. Collaborating with the Education Authority and professional associations like "JANUS" provides opportunities for continuous professional development and networking within the educational sector.

In conclusion, Ballyhenry Primary School stands as a beacon of educational excellence, driven by strong leadership, dedicated staff, and a commitment to continuous improvement. The collaborative efforts of all stakeholders have fostered a culture of excellence, ensuring that every child has the opportunity to thrive in a supportive and nurturing environment. As the school continues on its journey towards Integration and innovation, it remains dedicated to providing quality education that inspires lifelong learning and success for all its learners.

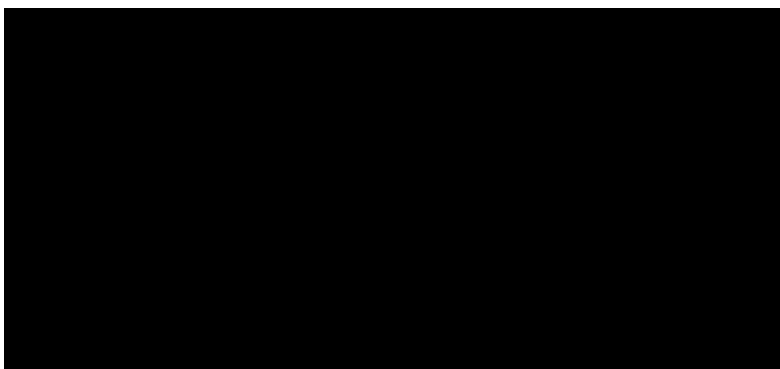


PHOTO: SCHOOL ENGAGEMENT (P7)

6.5 ACCESSIBILITY

Ballyhenry Primary School is located centrally within Glengormley and is accessible by public and private transport networks.

Internally the school is also accessible as it has been equipped with a lift and was internally renovated between 2015 and 2018. Internal renovations were undertaken in the summer of 2023 to facilitate the establishment of LSC1 (SPiM) with extensive further renovations planned for summer 2024 to allow for the operation of the school's second SPiMs. A development proposal has been agreed for a traffic management system which is scheduled to be undertaken during the current calendar year. An extension of the kitchen has been approved and a development proposal submitted. This funding scheme is currently paused. All of the above further supports the Sustainable Schools Policy of Area Planning to "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".

6.6 STRONG LINKS WITH THE COMMUNITY

Ballyhenry Primary School has strong links with the local community. The February 2014 ETI inspection report noted: that "the school has very effective links with the parents and the local community. The parents are actively encouraged to support their children's learning and the parent teacher association makes a significant contribution to the life of the school.

Ballyhenry PS is a small school deeply embedded in the local community, renowned for its active involvement in community outreach initiatives. The school staunchly upholds its commitment to fostering strong local connections through events such as the annual "Meet the Neighbours" and consistent participation in community activities.

Community engagement lies at the core of Ballyhenry PS's ethos, with a rich history of collaboration with neighbouring schools through initiatives like the Extended Schools Programme. As a founding member of the NEST Partnership, the Principal's leadership in promoting cooperation among educational leaders in Newtownabbey is evident. Additionally, chairing the Newtownabbey Primary Principals Association demonstrates a dedication to addressing shared challenges within the sector.

In a bid to further enhance community engagement, the Principal and SLT are actively cultivating relationships with Integrated primary schools across Northern Ireland with support from NICIE and IEF. This collaborative initiative aims to share best practices and promote high-quality Integrated Education regionally.

Within the school, a strong emphasis is placed on promoting inclusivity and respect for children's rights in line with the UNCRC. Ballyhenry PS continues to expand its arts, music, and sports offerings, fostering collaborations with

external organisations to introduce diverse cultural experiences. Initiatives like the Eco-School and STEM programmes aim to broaden their outreach and nurture partnerships with entities like ICG.

To share their Integration journey effectively, the Principal is focused on improving communication through website updates and leveraging social media platforms to raise awareness within the wider community. Ballyhenry Primary School's unwavering dedication to community engagement, inclusivity, and educational excellence underscores its commitment to empowering students to flourish. The prospect of transitioning to Integrated Status is seen as a step towards furthering this vision of a nurturing and thriving educational environment.

The Three-Year Transformation Action Plan 2024-2027 makes specific reference to ways in which the school intends to engage with the local community within the Community Links section. Over the three years covered within the plan, the school will involve the community in the transformation process and will use this as an opportunity to positively promote the school as an Integrated setting ingrained within its locality.



PHOTO: COMMUNITY WINTER WONDERLAND AND FIARY LIGHT TRAIL

7 RESOURCE IMPLICATIONS

There are no cost implications to this proposal at its implementation stage. There is no capital cost required as there is no need for additional accommodation at the existing school site. Approval of this proposal is a cost-effective method to discharge the Departmental duty under Article 64 of the Education Reform (NI) Order 1989, to encourage and facilitate Integrated Education, which has now been amended by the Integrated Education Act (Northern Ireland) 2022 to encourage, facilitate and support Integrated Education.



PHOTO: ACKNOWLEDGING PERSON RESOURCES (P4)

8 IMPLEMENTATION PLAN

Ballyhenry Primary School is working with the EA's Sectoral Support and NICIE has produced a 3-year Transformation Action Plan which is attached as Appendix A.

The development of this plan has been led by the school Principal with support from the Board of Governors. It is not a static plan and is subject to review by any or all of these parties during the school's Transformation journey.

The proposal is being brought forward under Article 64 (1) of the Education and Libraries (Northern Ireland) Order 1989. The implementation date for the proposal is 31 August 2024, or as soon as possible thereafter. The timetable for the consultation process is:

<i>DEVELOPMENT PROPOSAL TIMELINE</i>	
Proposal: Ballyhenry Primary School will transform to Controlled Integrated Status, with effect from 1 September 2025, or as soon as possible thereafter.	Proposed Timeline
Consultation with other affected schools (4 weeks) Consultation Responses to be forwarded to the Education Authority Responses will be considered, and a summary of the responses included in the Case for Change document compiled before submission to the Education Authority's Strategic Planning and Policy Committee prior to publication	30 May 2024- 27 June 2024
Strategic Planning and Policy Committee to seek Approval to Publish Case for Change to be taken to the TBC Education Authority's Strategic Planning and Policy Committee for consideration. The Education Authority has an obligation to publish.	3 September 2024
Statutory Objection Period (2 months) Objections/Comments to be forwarded to the Department of Education	September 2024 – November 2024
Await Ministerial/Department of Education Decision	January 2025
Implementation If approved, the Development Proposal would take effect from 1 September 2025, or as soon as possible thereafter.	

9 CONTRIBUTION TO PEACE AND RECONCILLATION POLICY OBJECTIVES

Ballyhenry Primary School believes that by further developing our culture of respect and mutual understanding, promoting excellence and celebrating differences in the education of Catholics, Protestants, children from other beliefs, cultures and communities together every day in one school, the school can make a contribution to reconciliation and peace building within and beyond the school community.

Approval of this Development Proposal will assist the Department to continue to make a positive contribution and fulfil a number of government legislative and policy agendas, including the following:

- The Integrated Education Act 2022 and The Education Reform (Northern Ireland) Order 1989 - as referred to above.
- NI Programme for Government (2016- 2021)
- Together, Building a United Community (published 2013)
- Schools for The Future: A policy for sustainable schools (2009)
- Every School a Good School (2008).
- The Belfast Good Friday Agreement (1998)



PHOTO: BUILDING, GROWING, CHANGING TOGETHER FOR A BETTER FUTURE.

10 CONCLUSION

Ballyhenry Primary School is a sustainable primary school. The school community is diverse with pupils from all cultures, faiths, world views, backgrounds and abilities attending.

The management team at Ballyhenry Primary School explored Transformation with support from IEF, NICIE and the Board of Governors then took the decision to ballot parents. Its parental body showed strong support for Transformation to Integrated status with 85.5% of parents voting 'Yes' for Integration on the 27th November 2023. This is evidence of parental demand for Integrated Education at Ballyhenry Primary School.

The school has produced an extensive Three-Year Transformation Action Plan 2024-2027 which sets out its intentions over three years of which 2023/24 is Year 1 – See Appendix A. This document outlines the vision of the school to further develop in all aspects towards a fully inclusive and Integrated school environment. Given approval, the school will continue to intentionally develop the Integrated ethos and its contribution to peace and reconciliation.



PHOTO: SCHOOL ASSEMBLY—SCHOOL SONG

The approval of this proposal will enable the Department of Education to meet the identified parental demand for Integrated Education within the school and the surrounding community and contribute to fulfilling their statutory duties to encourage, facilitate and support integrated education as required by 1989 and 2022 legislations.

The management of the school demonstrates a commitment to making Ballyhenry Primary School a strong Integrated school which will serve the needs and demands of the local area for many years to come. This commitment has strong support within the school community and parental body as well as in the local community as evidenced in the Case for Change.

APPENDIX A-SCHOOL SONG

Ballyhenry *growing, building, changing*



We're building,
 because we're growing
 We're growing
 in our loving and learning
 We're building
 to make a difference
 we're growing
 in community

We're building, we're building
 at Ballyhenry school,
 We're shaping the future
 for one and all!
 We're building, we're building
 at Ballyhenry school,
 We're shaping the future
 for one and all!

Verse 1

Everyone of us grows together
 in love and unity,
 Giving thanks in everything
 as one big family.
 There's nobody who's not
 somebody important in the school,
 Each of us belongs and
 everyone is valuable.



Verse 2

Every one of us grows together
 in giving where we can,
 Sharing words of kindness or
 a simple helping hand.
 Work together goes so much better
 than work done all alone,
 Each of us can bring a special
 'something' as we learn.



Verse 3

Every one of us grows together
 in faith and harmony,
 Doing what we can to build
 a better place to be.
 It's incredible just what's possible
 when we have a dream,
 Each of us believing
 what each other can achieve.



APPENDIX B—LETTERS OF SUPPORT

CRIS has been working closely with Ballyhenry Primary School since 2021, as part of a wider collaborative locality network called NEST. Newtownabbey Empowering Schools Together (NEST) is a multi-sector and cross-phase partnership committed to driving positive change using whole-school-community approaches to collaboration. Ballyhenry PS continue to be a key stakeholder and driver of change in the NEST partnership.

Over a number of years, CRIS has worked directly with Ballyhenry PS, as part of a wider network of local schools, as an individual school, and as one half of a new intentional school partnership with local partner school Gaelscoil Éanna. The suite of work that we have engaged in with Ballyhenry PS has been varied, and includes:

- Inclusion, diversity and good relations training with their full school staff team;
- Identity exploration workshops with the full pupil population – in support of the development of an identity art exhibition;
- Multiple training days with both teaching staff teams from Ballyhenry and Gaelscoil Éanna, to help build sustainable relationships and encourage meaningful dialogue relating to culture, community, identity and sustainable peace in the community;
- Direct support for school leadership in developing and nurturing a diverse and integrated school ethos;
- Diverse level of collaboration with other local schools from the Controlled, Maintained, Integrated, Irish Medium and Special school sectors – as part of the wider NEST school leadership work.

Through all of our experiences working with Ballyhenry PS, we have been impressed with their intentionality and genuine belief in the power of diversity and the strength of valuing the individual as a key part of a strong community. The school's leadership team have set a strong standard in modelling and encouraging meaningful engagement in good relations and identity dialogue - across the staff team, within the pupil population and in the local community.

Ballyhenry PS have developed significant and supportive relationships with many local partner schools from all sectors, adding to the strength of their intra-school diversity work. The recent development of partnership-building with Gaelscoil Éanna has, in our opinion, been an excellent example of sustainable and meaningful local collaboration for the benefit of the wider community, and for a better education experience for local children.

CRIS firmly believes that *'peace builds at the speed of trust,'* and our vision is for *'An inclusive and dynamic society, built on respect and trust, where all children and young people can reach their full potential.'* In our experience working with Ballyhenry PS, we believe that the school's leadership and intentionality in these areas are excellent, and that the school is in a position of real opportunity to affect meaningful change in their community.

For more information on Ballyhenry PS's involvement in the NEST partnership, or other work we have engaged in with them, please contact Gerard on gerard.hughes@crisni.org or 07921 851601.

Community Relations In Schools, Unit 6, North City Business Centre
2 Duncairn Gardens, Belfast, BT15 2GG

Office Mobile: 07921851601 Email: info@crisni.org
Charity Commission Registered Number: NIC105291

Dear Mrs Knocker,

I am delighted to learn of your desire to move to Integrated status and I wholeheartedly support your Case for Change.

Having observed the remarkable work and impact of Ballyhenry PS within the community, I firmly believe that formalising its Integrated status would not only align with its inclusive ethos but also enhance its ability to cater to the diverse needs of its students and families.

Ballyhenry Primary School has long been an example of inclusive education, serving a community with diverse needs, both socially and economically. Its welcoming environment attracts families from various faith backgrounds and those with no religious affiliation, fostering a sense of belonging and acceptance among all its members.

One of the hallmarks of Ballyhenry Primary School is its active participation in, and contribution to, the community through a wide array of events and initiatives. From Meet the Neighbours to Art Exhibitions, the school consistently engages with its surroundings, fostering a sense of community cohesion and pride.

Moreover, Ballyhenry Primary School has demonstrated a strong commitment to meeting the specific needs of its pupils and families, particularly those who would benefit from a smaller educational setting or require additional support. The establishment of the Learning Support Centre (SPiM Unit) is a testament to its dedication to providing inclusive education for all students, ensuring that every child receives the support they need to thrive.

Furthermore, Ballyhenry Primary School's efforts to establish meaningful connections with other schools, such as Ballyhenry Nursery, ICG, Hillcroft, Earlview, and Gaelscoil Éanna, exemplify its commitment to collaboration and partnership within education. These connections not only foster mutual understanding but also provide educational pathways for children, ensuring continuity and progression throughout their academic journey.

In light of these compelling reasons, I urge the Department of Education to consider Ballyhenry PS's application for Integrated status favourably. By formalising its commitment to inclusivity and diversity, Ballyhenry PS will continue to serve as a beacon of excellence in education, enriching the lives of its students and the wider community in which it serves.

Please do not hesitate to contact me if you require any further information or assistance.

Sincerely,

Julian McGrath

Alderman Julian McGrath

Antrim Civic Centre, 50 Stiles Way, Antrim. BT41 2UB
Mossley Mill, Carnmoney Road, Newtownabbey BT36 5QA

T: Antrim: 028 9446 3113/Newtownabbey: 028 9034 0000

E: julian.mcgrath@antrimandnewtownabbey.gov.uk



APPENDIX C: THREE-YEAR TRANSFORMATION PLAN 2024-2027

3-Year Priorities for Transformation 2024-2027

	Year 1 2024-25	Year 2 2025-26	Year 3 2026-27
Learner Centred	It is imperative to ensure that Integration is a prominent agenda item in all meetings (BOG, STAFF, Pupils) and is consistently highlighted in Newsletters and on the website. Pupils' voice groups must convene during circle time. Weekly updates during Assembly by pupils are essential, along with the continuation of Road Show and Art Show. Display materials should include Articles of UNCRC, and a baseline for policies and current schemes must be established. During Circle Time, PDMU, and elsewhere to make Integration more explicit and intentional.	Establish a Parent Focus Group to ensure parental support for learners. School Council will meet with TAG groups to discuss policies and current schemes, with emphasis on developing an appropriate RE Policy and scheme. We will enhance the calendar of important cultural events through collaboration with all stakeholders and send out supplementary data capture to obtain more information about families' faith backgrounds.	In Year 3, our priorities include building community partnerships to enrich learners' understanding of integration and diversity, enhancing class-based celebrations and studies about multiculturalism, embedding and enhancing policies and schemes, and developing a multicultural event.
High Quality Teaching & Learning	Establish baseline for all policies/curricular areas, develop Circle Time to include PDMU, RE and Diversity, provide initial training on diversity and inclusion for staff and pupils, review current integration practices, commence staff development journey, establish shared education with teaching staff, engage parents in integration, and include parents on TAG Team.	In Year 2, our priorities are to ensure high quality teaching and learning through intentional integrations of the curriculum and policies, development of circle time, staff training, staff development, sustained improvement, shared education, RRS Gold, and establishment of parental focus groups.	In the academic year 2026-27, the priorities for Year 3 are to streamline the curriculum and policies, incorporate more challenging topics into Circle Time, provide extended training based on assessed needs, update progression opportunities, integrate them into PRSD targets, and pursue Education the Heart Level 2 training. These priorities aim to ensure intentional integration and enhancement of teaching and learning practices.
Effective Leadership	In this academic year, the key priorities for effective leadership include establishing a baseline for stakeholders' views on transformation, curriculum intentional integrations, and reviewing the website and social media for inclusive language and broader social network engagement.	In Year 2, our priorities include updating the School Development Plan (SDP) to align with the Transformation Plan, developing the Board of Governors (BOG) in accordance with DENI guidelines, updating policies, website, and social media, and appointing an Integration Coordinator.	Ensure the SDP is updated to reflect Transformation (Year 3) and build further links with the BOG. Complete policy updates and address any additional priorities as they arise during the Plan-Do-Review Cycle.
Community Connections	In the academic year 2024-25, Year 1 intends to host an Annual Road Show, involving IEF and other community groups and schools. Also, the Annual Art Exhibition "Building, Growing, Changing Together" will be extended to a wider audience of special	This academic year, our focus in Year 2 involves fostering relationships with local churches and the wider community to partake in cultural events and assemblies, hosting discussions on	Updating the website and prospectus to incorporate Intentional Integration, fostering connections with local churches and the wider community, and addressing additional targets via the Plan-Do-Review

	guests. Additionally, links on the school website will be extended to include other relevant organisations.	transformation with local stakeholders, and celebrating diversity within our community.	Cycle are key objectives for the forthcoming academic year.
--	---	---	---

Learner Centred (2024-2027)

What? Baseline position at May 2024

At Ballyhenry, we are committed to providing a high-quality education that embraces diversity and inclusion. Our approach to integration is embedded throughout the whole school community, from our enrolments to our teaching practices. We firmly believe in achieving the potential of every pupil in a caring environment.

To ensure quality of education, we have developed a comprehensive Learning and Teaching policy that includes differentiation strategies to meet the diverse educational needs of our pupils. We actively promote the inclusion of other faiths in our school communication and have started to facilitate the preparation for Catholic sacraments as well as the celebration of different religious beliefs.

Behaviour and attitudes play a crucial role in our school environment. We have high expectations for all our pupils and model appropriate use of language and behaviour. We emphasise the use of restorative practice and language, particularly using approaches such as circle time. Our pastoral care training and policies ensure that we create a safe and respectful atmosphere. We also have a positive behaviour strategy known as "The Ballyhenry Way" which emphasizes being safe, ready, and respectful.

Our commitment to diversity and personal development is reflected in various aspects of our school life. We emphasize the valuing of diversity and acceptance of differences. We actively encourage our pupils to engage with other schools and communities from different backgrounds and traditions. We are developing a Shared Education partnership with the Gaelscoil Eanna and will grow pupil to pupil relationships over the duration of this Transformation Plan and beyond. Additionally, we actively involve ourselves in external organizations and initiatives that promote Integration and diversity. Within a Northern Ireland context, we explore identity and conflict to promote understanding and respect.

We are dedicated to involving young people in decision-making processes and have an active pupil council. This, along with a variety of pupil leadership roles provide opportunities for children and young people to contribute to the development of our school and provides a platform for sharing ideas and opinions. Our "Charter Champion" initiative, where both pupils and staff members are nominated, reinforces the value we place on their opinions and actions.

We believe that every child should have a voice, and we work tirelessly to ensure this is embedded in our school culture.

We are a Silver Rights Respecting School; each class establishes a classroom agreement or contract based on the UNCRC (United Nations Convention on the Rights of the Child). The UNCRC is announced during every assembly and our wall displays proudly showcase the relevant Articles of the UNCRC.

So what? Conclusions and recommendations for the way forward (24-27)

At Ballyhenry, our pupils are at the heart of everything we do and we are committed to being a nurture school. We place great importance on encouraging the voice of our learners and fostering strong relationships. We already have well established pupil leadership groups, for example, the School Council, Eco Council, Digital Leaders, Junior Librarians, and the Rights Respecting Steering Group but we want to further empower our pupils. We intend to take members of the Pupil Voice Group to sit on the Transformation Action Group (TAG) Focus Group and ensure that their input shapes Ballyhenry's future as an integrated school.

We are proud of our Silver Rights Respecting School award but feel we can go further with this and believe that pupils' experiences will be further enhanced by striving for the Gold Award. Developing our restorative approaches across all aspects of the pupils learning will complement this.

We recognise that Transformation means making Integrated themes more explicit across the curriculum. Over the next three years we intend to look at specific areas such as PDMU, Music, WAU and PE and take a more proactive approach to identifying resources and approaches that will support pupil learning in an integrated environment. There will be a particular focus on the use of Circle time across all classes as a mechanism to support teachers and pupils to engage in more challenging conversations. There will also be a greater emphasis on enhancing class-based celebrations and studies related to multiculturalism.

We also run a range of extra-curricular activities through our Extended Schools Program. These are organised by school staff who are then employed to run a wide variety of afterschool initiatives which reflect the interests of our pupils. They encompass sports, the arts, and cooking. Going forward the school will continue to respond to the pupils' interests and extend the diversity of these programmes. For example, multi-sports will include hurling and Gaelic Football, cooking will include dishes from around the world, art club will include a wide range of styles and our "Love Reading Programme" will encompass literature from all faiths and none. This will serve to support the pupils recognise the pupil's development and growth beyond the classroom doors.

Pupil welfare and well-being are paramount in Ballyhenry, we have already planned that all pupils will complete the PASS (Pupil Attitudes to Self and School) Assessment before the end of June 2024. This will help school staff gain insight into how pupils see themselves as learners. The findings from the assessment will underpin the direction of the Transformation Plan as we may need to develop programmes in response to the finding (i.e. if there are children who have a negative self-image we will need to address and support their mental health).

Assemblies are important to the school, Transformation will provide us with the opportunity to use school assembly more intentionally to introduce a range of speakers, to support pupils to engage with other pupils and reflect a wider range of cultural events and celebrations. For example, we hope to introduce additional cultural celebrations into our assembly schedule such as Eid and Ramadan and invite children who celebrate these to share their experiences. As

the number of Catholic children passing through the school increase, there will be an opportunity to use assemblies to share special events such as First Communion and Confirmation.

Now what? Future targets (subject to Ministerial decision)		
Year 1 (2024-25)	Year 2 (2025-26)	Year 3 (2026-27)
1) Develop an improved understanding of how pupils view themselves as learners (PASS) and implement relevant programmes of support.	1) Extend opportunities for pupils to view themselves as active participants in their own learning shaping curricular areas in response to their interests.	1) Continue PASS programmes based on the progress made regarding the pupils view of themselves as positive, empowered learners who will contribute as global citizens.
2) Extend pupils voice activities to included active participation in decision making by groups meeting with their link governor as well as SLT. RR Steering group to extend remit as IE Ambassadors and contribute to the Transformation Action Group.	2) Elected Pupil Groups will look wider to support community outreach (i.e. School Council collaborated with ICG, JR Librarians read to Tots/Nursery pupils, ECO Club invite nursery for visits, Digital Leaders connect digitally with other schools, Steering group connect with ICG regarding Anti-bias work)	2) Elected pupil groups to function with greater autonomy supported by key staff members leading class councils independently.
3) Pupils will experience a more intentional reference to themes of Integration, particularly in the curricular area of PDMU.	3) Pupils will experience a more intentional reference to themes of Integration, particularly in the curricular area of WAU.	3) Pupils will experience a more intentional reference to themes of Integration, particularly in the curricular area of Music, PE and beyond.
4) Pupils' understanding of the concept of Integrated Education will continue to be developed and be connected with their understanding of children's rights.	3) Pupils will continue to build on their understanding of children's rights as the school prepares for the Gold Rights Respecting School Award.	4) Their rights will be celebrated form the bedrock of their learning experience across the curriculum.

5) Continue to build relationship within our shared education partnerships with informal activities and staff education programmes.	5) At least one class will be engaged in pupil-to-pupil activity with our SE partner school. (Funding permitting)	5) Build on understanding develop during SE activities and extend learners understanding of Integration and diversity. This will lead to further developments in curricular areas including PE and World Around Us and extend the range of extra-curricular activities.
---	---	---

Learner Centred (Year 1 2024-25)					
Learner Centred 2024/25 Targets	Actions	Success Criteria (Quantitative & Qualitative)	Timescales	Resources	Monitoring & Evaluation
1)Develop an improved understanding of how pupils view themselves as learners (PASS) and implement relevant programmes of support.	-All pupils from P3-P6 will complete PASS Testing -Staff will be trained on interpreting PASS information to inform Learning and Teaching -Incorporate suggestions from the outturn of testing into classroom practice especially Circle Time	-PASS testing completed -Staff Training is completed -Evidence in Teacher Planning to reflect the better understanding of their pupils' learning needs. -Circle Time Log will reflect learning opportunities which develop during these session	Begin in September 2024 to be well established by June 2025	Time PASS training opportunities Support programmes as suggested by PASS	-Review of training feedback. -Review of planners -Analysis of Circle Time Logs
2) Extend pupils voice activities to included active participation in decision making by groups meeting with their link governor as well as SLT. RR Steering group to extend remit as IE	-Election of pupil voice representatives -schedule of meeting including class cover -Assignment of link governors when BOG is reconstituted -Establish IE ambassador roles among pupils.	-Elections took place and representative recognised -schedule set up and followed -meetings take place with link governors.	Elections in September Monthly meetings Link with BOG Oct'24 and May'25	Time Class Cover Badges	-Review of Council Logs -Pupil focus group feedback

Ambassadors and contribute to the Transformation Action Group.					
4) Pupils will experience a more intentional reference to themes of Integration, particularly in the curricular area of PDMU.	Introduce specific units focusing on diversity, respect for different cultures, and community awareness within the existing PDMU curriculum.	Increased pupil engagement and understanding in topics related to Integration as evident in lesson observations and pupil discussions. -Circle time record book	Begin in September 2024 to be well established by June 2025	Time PASS training opportunities PDMU resources from other schools	Lesson observations, pupil surveys, and termly reviews of PDMU lesson plans.

Learner Centred (Year 1 2024-25) Continued					
Learner Centred 2024/25 Targets	Actions	Success Criteria (Quantitative & Qualitative)	Timescales	Resources	Monitoring & Evaluation
5) Pupils' understanding of the concept of Integrated Education will continue to be developed and be connected with their understanding of children's rights.	-Right of Week Schedule established. -RR Steering Group (IE Ambassadors) will announce and explain the right during school assembly. -Right of the Week highlighted at the start of each circle time. -All displays will have an associated right displayed.	-Circle time record book highlighting discussions -Increased awareness and understanding of IE principles among staff and pupils. -Active participation of IE ambassadors. -Displays include rights.	Begin in September 2024 to be well established by June 2025	Time IE training opportunities	-Review of training feedback. -Termly reports from IE ambassadors. -Analysis of participation logs
6) Continue to build relationship within our shared education partnerships with informal activities and staff education programmes.	-shared training to include a wider range of staff the purpose of which is to build solid relationships that will support pupil partnerships. -informal meetings between schools for events such as art show, school shows, gardening and sporting activities.	-Shared training takes place -shared events	Begin in September 2024 to be well established by June 2025	-Time -Training opportunities for staff -transport	-Event attendance records, -feedback forms from pupils and staff

High Quality Teaching & Learning (2024-2027)

What? Baseline position at May 2024

Across the curriculum in Ballyhenry, learning opportunities are provided to promote shared values and cultivate respect for diversity. The Ballyhenry Way serves as our shared value system, emphasizing safety, preparedness, and respect. Personal Development and Mutual Understanding (PDMU), World Around Us (WAU), and Religious Education (RE) subjects offer platforms to explore and discuss shared values. The NI curriculum is designed to reflect the cultural and religious traditions of Northern Ireland through language, sports, music, and literature. However, these need to be reviewed to be more explicit in nature.

Staff members at Ballyhenry are knowledgeable about the significance of modelling inclusive language, utilising a shared script, especially during challenging situations, and employing restorative language to de-escalate conflicts and repair relationships when issues arise. This proactive approach not only maintains a positive classroom environment but also reinforces the school's commitment to creating a supportive and inclusive educational setting for all students.

Creating inclusive and respectful learning environments is a priority for our staff. All pupils' work is proudly displayed, promoting a sense of inclusion and celebration. In the context of the Northern Ireland Curriculum, relationships play a pivotal role in nurturing high-quality teaching and learning experiences. Effective communication between staff and pupils is paramount as it directly influences the learning outcomes of students. By tailoring approaches to individual students' starting points, educators can effectively engage learners, fostering confidence and facilitating success.

At Ballyhenry, all staff, both teaching and non-teaching, undergo training provided by a diverse range of external professionals. Professional Development courses such as CSSC (Adverse Childhood Experiences and Nurturing Environment) and RISE (inclusion of pupils with additional needs) equip staff with the necessary skills to address a variety of student needs proficiently. Furthermore, programmes like Restorative Practice and Team Teach enable educators to excel in implementing inclusive practices within the school environment. Teachers and Classroom Assistants have had initial training on Circle Time from [REDACTED]

To ensure effective delivery of the curriculum within the context of religious and cultural diversity, all staff members are provided with opportunities to explore their contributions. Baker Days include diversity training sessions, and all teachers are engaged in the CRIS Step 1 Understanding Diversity training programme. Teachers have partaken in shared education sessions to understand our cultural identities as part of our Shared Education sessions with the teachers from Gaelscoil Éanna.

Sensitive and controversial issues are approached through Personal, Social, and Emotional Development (PDMU). Circle Time Training, development of the Relationships and Sexuality Education (RSE) Curriculum, Nurture Principles, and Restorative Practice equip staff to address these issues effectively. Training programs such as Roots of Empathy further enhance teachers' knowledge and capabilities in handling sensitive topics.

Collaborations which enhance teaching and learning are already established with Integrated College Glengormley. The school actively engages with the ICG for art shows, choir performances, and development sessions for Primary 7 pupils. Additionally, links with post-primary schools, such as Ballyclare High and ICG, are established through visits and events for P6 and P7 pupils. The Extended Schools cluster schools who work together on projects that benefit all the schools. Transition from Nursery Schools is facilitated by the P1 teacher and SLT. Ballyhenry is developing links with other schools with a Learning Support Centre (LSC) through cluster groups (EAPPA).

So what? Conclusions and recommendations for the way forward (24-27)

In Ballyhenry we believe that in order for children to thrive academically, they must first feel happy, safe, and secure within an environment that recognises and nurtures their individual potential. We will continue to build on current good practice regarding respect and inclusivity but want staff to be confident in their roles, understanding what an Integrated PS looks like for all pupils. We will uphold our warm, welcoming, and inclusive ethos and seek to embed and celebrate new cultures and differences by being more purposeful in our intent. We will continue to seek out developmental opportunities for staff, for example through the Educating the Heart programme.

To ensure that all staff, including those who join our staff team, are aware of the importance of our integrated ethos enhanced training will be undertaken. We will gain a better understanding of ourselves through self-reflection and surveys and aim to further develop the confidence of our staff by providing diversity training and increasing staff understanding of intentional Integration. Integrated Education will be a focus within PRSD whenever this becomes possible and through the implementation of the Transformation Plan, we will seek to re-establish best practice in terms of self-evaluation and improvement.

The staff handbook will be updated and made into a digital SWAY with embedded training video recorded by Ballyhenry staff members. When staff participate in the sharing of good practice it allows each of staff member the opportunity to develop confidence in their own skills. The handbook will include information regarding strategies to ensure inclusion and diversity.

To support the transformation to integrated status, we intend to revise all our policies. This will help us develop the integrated ethos and secure robust integrated practice across all year groups. This review process will be overseen by the Board of Governors to ensure its ratification. All curricular areas will be looked at in an effort to be more inclusive and intentional within each element, for example choice of reading materials for classes and resources for music and PE.

The first area to be tackled will be RE with the plan to revise both the policy and supporting scheme of work. We will continue to focus on PDMU and RSE and intend to further develop the Circle of Friends and Peer Mentors initiatives. This will enhance the good practice already well established regarding Restorative Practice which is regularly used with small groups. We intend to continue to develop our restorative approaches, reaching out to seek learning experiences from within other schools by completing registration for the 'When Adults Change' partnership.

We will build and extend opportunities for staff to engage in cross community activities as relationships with schools of different types grow. A particular emphasis will be our Shared Education programme.

Now what? Future targets (subject to Ministerial decision)		
Year 1 (2024-25)	Year 2 (2025-26)	Year 3 (2026-27)
1) Development of staff professional learning opportunities linked to intentional Integrated ethos, practice, and whole school development. To support this the Educating the Heart registration will be completed in order to gain the Compassionate School Award.	1) Continue staff training focusing on intentional integration and diversity building on the Ethos of the school. Additional members of staff will complete Educating the Heart training.	1) Further development of the school's integrated ethos with intentional integration being included in PRSD Targets. Complete work associated with Educating the Heart and Register for the Level 2 Compassionate School Award.
2) The understanding of our developing ethos focusing on diversity and inclusion will be audited and digital recording made by staff in video for future use.	2) Established good practice will be embedded with the creation of the electronic Staff Handbook and training guide.	2) Undertake an audit of inclusion and diversity practice and use this information to further develop good practice within the classroom and contribute to electronic handbook.
3) Curriculum & Policy review – establish baseline for all policies/curricular areas with the view for future development re: inclusivity/diversity.	3) Curriculum & Policies—Create appropriate Action-Outcome Plans to ensure Intentional Integrations. Update Policies to reflect integration with priority given to Pastoral Care Policies	3) Curriculum & Policies—Follow Action-Outcome Plans to ensure Intentional Integrations with a focus on Curricular Area. Begin update schemes of work and resources.
4) Explore RE schemes that will allow the school to extend the curriculum to including all faiths and none.	4) Through the revised RE policy, pupils will explore important events for children from Catholic and Protestant traditions as well as those from a wider range of world religions.	4) Through the RE Scheme of work, enhance class-based celebrations and studies about multi-culturalism. Celebrate this diversity through Multi-Cultural Event.
5) PDMU and RSE topics are being taught through and extended Circle Time Project. Audit current practice and expand the use of Restorative work with Circle of Friends. This will be complimented by completing the	5) Continue training journey based on 24-25 audit Particular emphasis on building confidence in managing sensitive issues and developing Circle time	5) Circle Time will be embedded within all classroom practice and will include planning for more challenging topics.

registration for the 'When Adults Change' partnership.		
6) Continue to develop opportunities for staff to collaborate with SE partners Gaelscoil Éanna.	6) Begin Shared Education Programmes with pupils if funding is available focus first on shared interests such as gardening, art and music.	5) Extend Shared Education Programmes to focus on more diversity of pupil programmes to include a wider range of activities.

High Quality Teaching & Learning (Year 1 2024-25)					
High Quality Teaching & Learning 2024/25 Targets	Actions	Success Criteria (Quantitative & Qualitative)	Timescales	Resources	Monitoring & Evaluation
1) Development of staff professional learning opportunities linked to intentional Integrated ethos, practice and whole school development. To support this the Educating the Heart registration will be completed in order to gain the Compassionate School Award.	-Baker Day training for all staff on the continuing journey of inclusion and diversity and ethos. - All teaching staff to have opportunity to visit an existing Integrated school -Share good practice from Education the Heart and complete registration.	-training delivered -All teaching staff have visited Integrated schools -Staff have shared best practice Registration completed Educating the Heart	Training Baker Days— August 2024 Visits in Term 1 of 2024-025 Registration and good practice by June 2025	-Time -Trainer -Self-reflection log	Training Evaluation Staff Meeting records. Registration complete

High Quality Teaching & Learning (Year 1 2024-25)					
High Quality Teaching & Learning 2024/25 Targets	Actions	Success Criteria (Quantitative & Qualitative)	Timescales	Resources	Monitoring & Evaluation
2) The understanding of our developing ethos focusing on diversity and inclusion will be audited and digital recording made by staff in video for future use.	- Audit of current Teaching and Learning Ethos to identification of needs -plan of video clips required. -record video clips	-Audit completed after training -Teaching and Learning assessed using TCN Learning Observations	Audit completed in September 2024 TCN Completed in Term 2 Video clips throughout the year.	-iPad and storage	Audit completed Record of TCN Learning Observations Video clips ready for use.
3) Curriculum & Policy review, establish baseline for all policies/curricular areas with the view for future development re inclusivity/diversity	-Curriculum leaders will carry out their own audit and report back to teaching staff -Priorities areas of development for SDP to include those where content is closely linked to diversity and inclusion. -Consult with external diversity experts.	-Curriculum & Policy review, establish baseline for all policies/curricular areas re inclusivity/diversity -Action-Outcome plans reflect the priorities identified and are included in the SDP	September 2024	-Time - Regular staff meetings to discuss updates.	Assess using Action-Outcome Plans
4) Explore RE policies and schemes that will allow the school to extend the curriculum to including all faiths and none.	-Audit of available RE Schemes - Visit local integrated schools to share best practice -collaborate with teaching staff regarding possible changes	-Staff have shared best practice through TCN Learning Observations and Colligate Book Looks. -INSET Days planned and facilitated. -TCN Observations	TCN Observations Term 1 & Term2	Curriculum leaders to visit other schools Time INSET Days	Monitored through SDP and Action-Outcome Plans TCN Observations Records

High Quality Teaching & Learning (Year 1 2024-25)					
High Quality Teaching & Learning 2024/25 Targets	Actions	Success Criteria (Quantitative & Qualitative)	Timescales	Resources	Monitoring & Evaluation
5) PDMU and RSE topics are being taught through and extended Circle Time Project. Audit current practice and expand the use of Restorative work with Circle of Friends. This will be complimented by completing the registration for the 'When Adults Change' partnership.	-Audit of available PDMU and RSE resources - INSET session for teachers to review resources and plan PDMU and RSE activities with particular focus on Integrated themes. - Opportunities provided for team teaching/ peer observation to share good practice, specifically around use of circle time -Complete Partnership Registration	-Staff have shared best practice through TCN Learning Observations and Colligate Book Looks. -INSET Days planned and facilitated. -TCN Observations	TCN Observations Term 1 & Term2	Curriculum leaders to visit other schools Time INSET Days	Monitored through SDP and Action-Outcome Plans TCN Observations Records Partnership Registration
6) Continue to develop opportunities for staff to collaborate with SE partners Gaelscoil Éanna.	-INSET session for teachers to address controversial issues -informal shared programmes (i.e. visits to Art Show, School Show, Sports Pitch, School Garden)	-Staff Participate in INSET Days	Throughout the year	Time during INSET Days Coordinator time for planning	Monitored through SDP and Action-Outcome Plans Staff Surveys

Effective Leadership (2023-2026)

What? Baseline position at May 2024

The Board of Governors and Senior Leadership Team in our school are fully committed to fostering inclusion and diversity and are enthusiastic about embracing the Integrated Ethos. Our staff team is representative of our school community, including teachers who hold a (Catholic) Certificate in Religious Education. The Leadership Team actively encourages a more diverse outlook, recently supporting our first pupil (of many) through the preparation for sacrament. We are dedicated to enhancing our commitment going forward and ensuring that we are intentional in our endeavours.

The School Development Plan (SDP) reflects our aspiration to become an Integrated school and has a strong reference to inclusion and diversity. We plan to update the SDP to include integration, following the Action Short of Strike (ASOS). Additionally, a Transformation Plan is currently underway, and the BOG Minutes indicate the intention to transform. School leadership demonstrates a clear vision and commitment to Integrated policy and practice.

Our clear vision is aligned with our school motto, "Achieving full potential in a caring environment," and our commitment to following the "Ballyhenry Way." The principal and Board of Governors support the main principles of Integrated Education, which will be included as a standing item in meetings. Staff and BOG have undergone training sessions on Integration. We promote inclusivity by welcoming all abilities, all faiths, and those with none. Our staff are open to learning about other faiths and traditions, coming from a variety of backgrounds themselves. We regularly include celebrations of all faiths within our school newsletter

The school notes the community breakdown of the school for 22/23 as 41% P 5% Catholic and 56% Other (Other Christian, non-Christian, no-religion) and recognises the requirement to work to increase the percentage of the Catholic minority community. The development of a revised RE policy and the intention to increase pupil's experiences of local communities and cultures are outlined on learner Centred and High Quality Teaching & Learning sections.

Ballyhenry is committed to the main principles of Integrated Education, Faith & Values, Equality, Parental Involvement, Social Responsibility, and the uniqueness of each pupil. We genuinely embrace all abilities, evidenced by PTE/PTM scores, and support provided through withdrawal, Catch Up Numeracy, Toe by Toe, and SBEW support. Our inclusive ethos is well-established, particularly in regard to multi-culturalism, social and economic status. We have a particular strength in supporting children of all abilities especially those with Special Educational Needs. We believe that no child should be left behind. This is evidenced by the increasing trend to cater to children with Statements of Educational Needs as well as the inclusion of Satellite and Learning Support Centre.

So what? Conclusions and recommendations for the way forward (24-27)

With effective Leadership, the Transformation process is facilitating the further development of the school's ethos to encompass the diversity within the school community. The vision and direction of the school during this process will be carefully formulated and shared with all stakeholders, as well as the local community. Our ongoing efforts will focus on advancing the representation of all cultures within the school, and progress will be evaluated using DENI census data. Emphasis will also be placed on assessing how diversity is acknowledged and celebrated within the school environment.

The BOG is currently undergoing reconstitution and the new Board will require training in Integration for the year ahead. The new membership needs to be fully aware of our intent to transform and its responsibility in monitoring the implementation of the Transformation Plan. The BOG will be invited to participate in Baker Day training to facilitate a shared vision for Integration within the school and a link governor will be appointed for Inclusion, Diversity, and Integration. A subsequent re-constitution of the BOG will take place if approval for Integrated status is awarded and every effort will be made to secure community balance within this CI Board.

The Senior Leadership Team will be expanded to include the School's Senco. To support the implementation of the Transformation Plan an Integration Coordinator will be appointed and SLT will coordinate a programme of work for the TAG.

The School Development Plan will be established to reflect the Transformation Plan, stakeholder surveys will have a strong reference to the intention to place Integration at the heart of the SDP. Included in the School Development Plan will be the review and updated of all policies to include a statement of inclusion, diversity and Integration which is thoughtful, intentional, and respectful. This is an important aspect of our evolving ethos. This action will be underpinned by the work done in Learner Centred Actions and High Quality Teaching and Learning.

The school acknowledges that many parents prefer to designate as Other rather than assign traditional labels of Catholic and Protestant. Unfortunately, this masks representation from the Catholic community that the school believes exists amongst parents in a mixed relationship or those who are not attending church. It is the intention of the school to amend its data collection to ensure that a more accurate reflection of community balance amongst the school pupil enrolment.

It is vital that our developing ethos is communicated to our stakeholders and the wider community. Clear messaging will be reflected in the website which will include purposeful and inclusive language. Efforts will be made to widen the range of social networks which the school has links to.

Subject to the Ministerial approval, the BOG will review the Admissions Criteria for the school to take into consideration the need for Ballyhenry to reflect community balance.

Now what? Future targets (subject to Ministerial decision)		
Year 1 (2024-25)	Year 2 (2025-26)	Year 3 (2026-27)
1) The Reconstitution of the BOG in line with DENI followed by updated training regarding all aspects of Integrated Education Governors invited to shared staff meeting in September.	1) Subject to the Minister's decision, the BOG will need to reconstitute again in line with Controlled Integrated Status. Governors invited to shared staff meeting in September.	1) BOG-Build further links among staff, pupils and parent with the new BOG to participate in Baker Day re Vision.
2) SLT Development—Include SENCO on SLT. Internally interview for the position of Integrated Coordinator. Training for SLT on leading ethos development and establishing best practise (JANUS).	2) Continue SLT Training focusing on embedding Integrated Ethos embedding best practise (JANUS).	2) SLT continue to lead the development of the integrated school ethos and consulted best practise (JANUS).
3) SDP--Establish Baseline regarding Stakeholders' Views re integration, diversity, and transformation.	3) Assess progress in developing stakeholders understanding of integration, diversity and transformation.	3) Stretch stakeholders understanding of integration, diversity, and transformation.
4) SDP—Ensure SDP is updated to reflect Transformation Plan. This will reflect the Action-Outcome plans including the establishment of a Baseline for all areas of the curriculum with regards to Intentional Integrations	4) SDP reviewed to reflect actions taken and related outcomes. Focus on updating pastoral policies to reflect integrated ethos.	4) SDP reviewed to reflect actions taken and related outcomes. Focus on updating curricular policies and schemes of work to reflect integrated ethos.
5) Sharing Ethos—Website/Social Media: Review for Inclusive language.	5) Sharing Ethos—Link to a wider range of social networks.	5) Sharing Ethos—Website/Social Media: Update regarding Integration Intention. Ensure all relevant information
6) Review approaches to data collection within the school to better reflect community balance amongst enrolments	6) Subject to the Minister's decision, Review Admissions Criteria.	6) Gather relevant data as it relates to the school's status as a Controlled Integrated School

Effective Leadership (Year 1 2024-25)					
Effective Leadership 2024/25 Targets	Actions	Success Criteria (Quantitative & Qualitative)	Timescales	Resources	Monitoring & Evaluation
1) The Reconstitute of the BOG in line with DENI followed by updated training regarding all aspects of Integrated Education Governors invited to shared staff meeting in September.	-Elections of Parent Rep. -Elections of Teacher Rep -Induction of new governors/returning governors as appointed by DENI and the EA -Shared staff meeting once completed -Provide relevant training -Link Governors Established	-Reconstituted BOG in place -Shared Staff meeting held -Governors to attend link meetings with pupil groups and coordinators -Training completed -Link Governors Established	September 2024 Training in Term 1 Link Meetings to take place in Term 2 and Term 3	-Time	-Board of Governors Minutes
2) SLT Development— Include SENCO on SLT. Internally interview for the position of Integrated Coordinator. Training for SLT on leading ethos development and establishing best practise (JANUS).	-SENCO position approved by BOG -Internal Interview for Integrated Coordinator -SLT to undertake training - JANUS-SLT Training and Support linked to sustainable school improvement, e.g. Action-Outcome Plans, Trusted Colleague Network, Colligate Book Looks	-SLT extended to include new positions, -Training and best practice disseminated and established to ensure High Quality Teaching and Learning	September 2024 Training in Term 1 Link Meetings to take place in Term 2 and Term 3	Staff surveys Time Regular Staff Meeting	-Board of Governors Minutes -SLT Minutes -Evidence of good practice through Action-Outcome Plans TCN Observations Records
3) SDP--Establish Baseline regarding Stakeholders' Views re integration, diversity, and transformation.	-Distribute surveys to parents, pupils, and staff to establish baseline	-Survey completed	May/June 2024 Reviewed August 2024	Survey for parents, staff Pupil View Forms/PASS	Review Survey Results
4) SDP--Ensure SDP is updated to reflect Transformation Plan. This	-Attend New SDP Training (EA) -Review Transformation Plan and integrate with SDP Plan	SDP and Transformation Plan are complete and complement each other.	SDP should be complete by October	Training Time	Monitor SDP and associated Action-Outcome Plans

Effective Leadership (Year 1 2024-25)					
Effective Leadership 2024/25 Targets	Actions	Success Criteria (Quantitative & Qualitative)	Timescales	Resources	Monitoring & Evaluation
will reflect the Action-Outcome plans including the establishment of a Baseline for all areas of the curriculum with regards to Intentional Integrations	-Collate information regarding Baseline information from Curriculum Coordinators -Work with whole staff time to develop Action-Outcome Plans	Action-Outcome Plans reflect information gathered and provide next steps.	2024 and reviewed periodically throughout 2024-2025	Staff Meetings	
5) Sharing Ethos--Website/Social Media: Review for Inclusive language.	-Review current posts -Seek support from NICIE regarding inclusive language. -Social Media Team will be given the enhanced calendar -Social media will reflect the increase diversity within the school setting	Increased connection within Social Media	Training as soon as possible Posts throughout 2024-2025.	Training Time	Monitor Social Media of diversity, inclusion, and site traffic
6) Review approaches to data collection within the school to better reflect community balance amongst enrolments	-send out information to parents/carers to reinforce integrated ethos and need for a true reflection of our current school population	-Data to be updated for Census	Request sent in September 24 Data included for Census in October 2024.	Digital forms Time	Review Census

Community Connections (2024-2027)

What? Baseline position at March 2024

The school is committed to ensuring that parents, carers, and the wider local community are thoroughly informed about the school's proposal to transform and its unwavering dedication to integrated education. To achieve this, a comprehensive information sharing strategy has been implemented, encompassing newsletters, the school website, as well as social media platforms such as Facebook, Instagram, and Twitter. Meetings with parents, craft sessions with pupils, pop-up events, and distributing informative gifts have been utilised to communicate the significance of active participation in the integration process.

Ballyhenry highly values parental engagement in supporting their child's learning and achievement. The school utilizes the Ballyhenry Bespoke app, weekly newsletters, and various social media platforms to facilitate communication between the school and parents. Additionally, there are face-to-face parental support sessions where parents can directly engage with school staff. The School Sensation and Road Show events further strengthen the connection between the school and parents.

In parallel, the school has actively engaged pupils and facilitated their understanding through various initiatives, including assemblies such as 'The Bees and the Wind', 'World Religion', and 'Get out the vote'. Meaningful engagement has also been established with local schools, seeking advice and support from the integrated Post-Primary school ICG.

Moreover, the school has created opportunities for the wider community to engage with different traditions through events, collaborations with local organisations, and initiatives such as open days, community roadshows, and the Winter Wonderland event. It is a priority to foster relationships with organisations and schools across different traditions, as evidenced by the school's involvement with various partnerships and its commitment to reflecting an inclusive ethos in its prospectus and website.

So what? Conclusions and recommendations for the way forward (24-27)

Ballyhenry PS, a flourishing small school deeply ingrained in the local community, has fostered a commendable track record of engaging in community outreach initiatives. Notably, our attendance at the annual "Meet the Neighbours" event and consistent participation in the local Community Event highlights our commitment to fostering strong local ties.

There is a strong tradition of networking within the community. The school will continue to foster already established links with Newtownabbey Empowering Schools Together (NEST), Newtownabbey Primary Principals Association (NPPA), Southeast Antrim Primary Principals Association (SEAPP) Local Area Group—Sport NI (LAG), Children and Young People's Strategic Partnership (CYPSP) and Northern Ireland Engineering Education Programme (NIEEP). The school website allows the Ballyhenry to link with other community groups. It is vital that the website reflects these relationships.

Our school actively upholds the UNCRC Article 29, promoting a culture of celebrating talents, and envisions expanding our existing creative arts, musical, and sporting platforms, along with collaborating with external organisations to introduce diverse cultural taster sessions. While currently a strong suit, we eagerly anticipate further development in this area.

- Invite local schools especially ICG, churches, community groups to school and discuss transformation
- Invite a wider audience of special guests to our Annual Art
- Build relationships with local churches and wider community in view of participating in cultural events and assemblies. In particular the school intends to reach out to the local Catholic church
- Develop relationships within the community to celebrate our diversity.
- Extend links on the website to include other organisations
- Both the website and prospectus will need to be updated to include intentional integration. We need to examine the context with a wider lens.

Now what? Future targets (subject to Ministerial decision)		
Year 1 (2024-25)	Year 2 (2025-26)	Year 3 (2026-27)
1) Continue relationships within community groups building leadership roles were relevant. (e.g. NEST, NPPA, Headspace Conference)	1) Subject to the Minister's decision, update website to reflect our change in status and links to other integrated bodies.	1) Foster the development of cluster groups and support bodies for others within the SLT.
2) Extend links on Website to include other organisations.	2) Subject to the Minister's decision, update website to reflect our change in status and links to other integrated bodies. Update prospectus to include Intentional Integration.	2) Continue to make relevant updates and extend links with community groups and ensure that these accurately reflect on the website.
3) Host Annual Roadshow. Invite IEF alongside other community groups and Schools. Combine with the official opening of the Outdoor Learning Garden.	3) Investigate the possibility of getting a community grant to extend the Back-to-School Roadshow further.	3) Continue to build on the success of the Back-to-School Roadshow.
4) Host Annual Art Show. Consider including artwork from Ballyhenry Tots and Ballyhenry Nursery.	4) Link the Art Show to the school's 50th Anniversary. Invite past pupils to contribute through connections with local schools. Invite a wider audience of special guests to our Annual Art Exhibition.	4) Continue to develop the Art Show in line with the changing ethos of the school.
5) Forge links with ICG and Ballyhenry Nursery ICG--Integration Ambassadors and Addressing Bias in school. Nursery—Shared Outdoor Play, School Gardening, Transition	5) Extended forge links with ICG and Ballyhenry Nursery and foster new relationships with other local schools.	5) Develop relationships within the other local schools and the wider community to celebrate our diversity.
6) Build relationships with local churches and wider community in view of participating in cultural events and assemblies.	6) Link with local church in celebrating 50 years serving the same community.	6) Build relationships with local churches and wider community in view of participating in cultural events and assemblies.

Community Connections (Year 1 2023-24)					
Community Connections 2023/24 Targets	Actions	Success Criteria (Quantitative & Qualitative)	Timescales	Resources	Monitoring & Evaluation
1) Continue relationships within community groups building leadership roles were relevant. (e.g. NEST, NPPA, Headspace Conference)	-Attend relevant meetings -Establish role on NEST Steering group. -Chair NPPA Meetings -Coordinate Exhibitors at Headspace for Leadership Conference	Enhanced understanding of the community Raise profile of school within the community	Throughout the year	Time	Minutes from Meetings
2) Extend links on Website to include other organisations.	-Review current format of Website -Update information in light of Case for Change -Include additional Tab for external agencies	-Website is up to date.	September 2024	Time	Monitor traffic on the Website. Survey parents regarding Website content.
3) Host Annual Roadshow. Invite IEF alongside other community groups and Schools. Combine with the official opening of the Outdoor Learning Garden.	-Invite Community Groups -Plan Event for beginning of September 2024 -Combine with the official opening and dedication of our Outdoor Learning Garden	Roadshow is successfully orchestrated as planned. Garden is officially opened	September 2024	Time Set-up required for Road Show Flowers for Garden	Create a post-event survey for exhibitors and participants.
4) Host Annual Art Show. Consider including artwork from Ballyhenry Tots and Ballyhenry Nursery.	-Review learning from previous Art Shows. -Facilitate the organisation of the Art Show -invite special guests -arrange entertainment for VIP	Art show undertaken during March Interviews.	March 2025	Time Substitute Cover Art Materials	Create a post-event survey for exhibitors and participants.

Community Connections (Year 1 2023-24)					
Community Connections 2023/24 Targets	Actions	Success Criteria (Quantitative & Qualitative)	Timescales	Resources	Monitoring & Evaluation
5) Forge links with ICG and Ballyhenry Nursery ICG--Integration Ambassadors and Addressing Bias in school. Nursery—Shared Outdoor Play, School Gardening, Transition	-Build on diversity work lead by ICG in March 2024 and through meeting in May/June 2024 -Establish Integration Ambassadors via Steering Group -Shared meetings with ICG -Shared Outdoor Learning Play event with Nursery -Invite Nursery to plant in the garden -Facilitate transition for all nursery pupils.	-Role of steering group established and meetings hosted -Outdoor learning Play event established -planting with Nursery -Transition facilitated	Throughout the year	Time Steering Group Meetings	Log of Meetings Photographs and films of events posted on Website.
6) Build relationships with local churches and wider community in view of participating in cultural events and assemblies.	-Establish a Cultural Calendar for the year -Invite community members to speak in assembly -establish a mailing list for visitor to invite them to future event	-Assembly schedule is more diverse. -invite guests to school events.	Throughout the year	Time	Visitors Log

Appendix C

DE Policy Teams Comments

SAT INPUT - 301-6170 BALLYHENRY PRIMARY SCHOOL - 26/11/24

Background

Ballyhenry Primary School is a controlled primary school located in Glengormley.

The school took part in the 'Resetting for Area Planning Process' and the proposal to reduce the school's admissions and enrolment numbers to **30** and **210** respectively was agreed for the 2022/23 school year onwards.

Enrolment Information

	Year	Enrol	Form Cap	Form Adm	Max Adm No
14436	2526	165	210	30	30
13603	2425	165	210	30	30
12771	2324	165	210	30	30
11939	2223	165	210	30	30
11107	2122	165	317	45	50

Applications

Over the past five years the school has received the following applications for admission to Year 1:

Year	First Preference Applications	Total Applications (all preferences)	Total Admissions*
2020/21	24	24	24
2021/22	27	27	27
2022/23	19	19	19
2023/24	14	14	14
2024/25	18	19	19

*Excludes statemented pupils

Temporary Variations (TVs)

If a school receives more applications than it has places available it can request a TV to either its admissions and/or enrolment numbers from the Department.

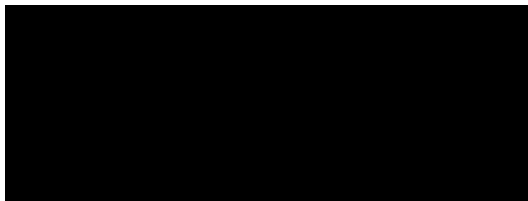
Ballyhenry Primary School has been consistently under subscribed and therefore has not required any TVs in the last 5 years.

Glengormley IPS

Glengormley IPS recently requested a reduction in its approved admissions and enrolment numbers from 60/420 to 43/300. This has been approved, but will be reviewed in three years' time to determine whether the numbers remain appropriate.

Over the past 5 years the school has received the following applications for admission to Year 1:

Year	First preference applications	Total Applications (all preferences)	Applications Accepted
2020/21	37	37	37
2021/22	33	33	33
2022/23	32	34	34
2023/24	27	27	27
2024/25	44	44	44



26th November 2024

Finance Return to APPT – 29/06/2026

Please see Financial Monitoring Teams' comments on **DP 736**:

Proposal: Transform to Controlled Integrated Status

301-6170 Ballyhenry Primary School

The school's provisional Deficit position as of 31 March 2026 is **-£1,646,267**.

The school's Deficit in the previous year, up to 31 March 2025 was **-£1,294,758**.

Based on the Interim Common Funding Formula (CFF) allocations, the school received a total CFF budget of **£742,064** in the 2026-27 financial year for **162¹** FTE pupils, which generates a per capita of **£4,581**. The average for all primary schools is **£4,426**.

The total Free School Meals Entitlement for the school is **61³** pupils, which represents **37.65%** of the total FTE, which places the school in **Band 2** for funding purposes.

The school received **£52,574** for Small Schools Support funding, which represents **79.00%** of the maximum funding for this factor, within the Nursery & Primary funding stream.

The school also received **£12,972** in respect of Primary Principals' Release Time.

All schools receive a delegated budget for the financial year based on verified enrolments as at the October Census prior to the financial year.

¹ The school's funding allocation is based on the previous year's census data (e.g. the October 2025 census data was used to determine the 2026-27 CFF allocation). **The census data on the Schools+ database relates to an academic year, as opposed to the financial year.** In addition, differences between funded pupils and total pupils within the census count may occur for a number of reasons, including, but not limited to, zero rated pupils, some reception pupils, and over age pupils (paragraph 7 of Annex B to the Common Funding Scheme refers).

Details of the school's budget allocation from the Common Funding Formula, for the last 3 years, is as follows:

Factor	2026-27 £	2025-26 £	2024-25 £
Premises Area	12,864	12,864	12,864
Premises FTE	14,417	13,946	13,190
TSN – Social Deprivation	40,157	46,861	43,442
TSN – Additional Social Deprivation	9,682	9,099	8,264
Small Schools Support	52,574	46,859	39,390
Primary Principals Release Time	12,972	12,726	12,479
Foundation Stage	21,813	21,112	20,060
Specialist Provision Classes	6,000	6,000	3,000
Pupil AWPU	541,159	518,325	459,402
Traveller Pupils	1,601		
Children Looked After	11,210	10,829	5,638
Newcomer Pupils	17,616	17,018	16,915

Total School Funding	742,064	715,638	634,644
-----------------------------	----------------	----------------	----------------

Pupil FTE (no.)	162	159	152
Per Capita	£4,581	£4,501	£4,175

EWD INPUT TO APPSECT DEVELOPMENT PROPOSAL 18/09/24

TITLE & Proposal	DP 736 – Ballyhenry Primary School, Glengormley will transform to Controlled Integrated Status with effect from 1 September 2025 or as soon as possible thereafter.
Ref Number:	DP 736 – School Reference Number 301-6170
Education Authority Recommendation:	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. The Education Authority has and will continue to support the Board of Governors of Ballyhenry Primary School, Glengormley through its proposal. The Education Authority supports the proposal for Ballyhenry Primary School to transform from controlled to controlled integrated status. CSSC notes that a significant number of pupils transition from Ballyhenry Primary School, Glengormley to the Integrated College, Glengormley and it is recognised that the school wishes to support pupils to meet the admissions criteria of Integrated College, Glengormley – in becoming an integrated primary school. Ballyhenry Primary School would provide an integrated pathway for their pupils from primary to post-primary. Ballyhenry Primary school is a sustainable school and maintains a healthy enrolment whose community breakdown and background is reflective of the area from where the school draws its pupils. There are available places at integrated primary schools in the area. The Education Authority will actively monitor the area on any potential impact the proposed transformation of Ballyhenry Primary School may have on local schools.

EWD INPUT:

NIL RETURN - No issues/concerns have been identified, from a policy perspective, in respect of this development proposal for teaching and non-teaching staff as highlighted in the Resource Implications section 7 of the Case for Change (CfC).

Should the situation change assurance should be sought from the Employing Authority that any potential impact on terms and conditions of teaching staff are managed in accordance with the following policy:

TNC 2024/2 – Workload Agreement: should the Case for Change result in an increase to enrolment in a school, or surrounding schools, assurance should be provided regarding how potential impact on teacher workload, as a result of increased class size, will be managed.

TNT Use Only

Have any redundancies been effected at the school

Yes, ☐ in ☐

Checked By:

☐ 19 September 2024

Grade 5 Clearance:

☐

☐

☐ - 27 November 2024

SECRET ASSESSMENT OF DEVELOPMENT PROPOSAL
DP 736 – Ballyhenry Primary School 301-6170 – Transform to Controlled
Integrated Status

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, Roy Winter, Ballyhenry Primary School, 45 Ballyhenry Avenue, Glengormley, Newtownabbey, BT36 5AZ

Proposal - Ballyhenry Primary School will transform to Controlled Integrated Status, with effect from 1 September 2025, or as soon as possible thereafter

Current Position

Ballyhenry Primary School is not currently involved in a Shared Education but has shown an interest in Shared Education through the Steps for Sharing Programme.

List of neighbouring <phase> schools provided by Area Planning

School		Programme	Membership
Ref No	Name		
301-6170	Ballyhenry Primary School	Steps into Sharing	-
303-3323	Mossgrove Primary School	-	-
303-6046	St Mary's-on-the-Hill Primary School	Steps into Sharing	-
301-3301	Carnmoney Primary School	-	-
301-6244	Ashgrove Primary School	-	-
301-6249	Earlview Primary School	-	-
305-0791	Glengormley Integrated Primary School	Mainstreaming	Mossgrove Primary School
303-3313	St Bernard's Primary School	-	-
304-6685	Gaelscoil Eanna, Glengormley	Steps into Sharing	-
301-6015	Mossley Primary School	-	-
305-6708	Mallusk Controlled Integrated Primary School	-	-
303-6139	St MacNissi's Primary School	-	-
301-0895	Rathcoole Primary School	-	-
106-6531	Hazelwood Integrated Primary School	-	-

One of these schools are engaged in Mainstreaming Shared Education and X of these schools have shown an interest in Shared Education through the Steps for Sharing Programme.

SECR **CONSIDERATION**

The Case for Change

The proposer, Board of Governors Ballyhenry Primary School, has commented that the schools 'Three-Year Transformation Action Plan 2024-2027' details increased opportunities for staff and whole school development activity through the support programmes of NICIE, IEF and the EA Shared Education and Sectoral Support team.

The Case for Change states that the school are developing a Shared Education partnership with the Gaelscoil Eanna and Teaching staff will continue to benefit from the relationships already established and the partnership will grow pupil to pupil relationships over the duration of the Transformation Plan, and beyond.

The proposer has commented that Teachers have already partaken in Shared Education sessions to understand cultural identities as part of their Shared Education sessions with the teachers from Gaelscoil Éanna.

EA support this proposal but have made no reference to Shared Education.

SECRIT ASSESSMENT

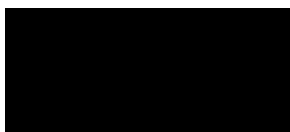
There is insufficient evidence in the Development Proposal to suggest a positive or negative impact to Shared Education partnerships in the area, but it has been noted that the school has been working to establish a Shared Education partnership with another local school.

DP Assessment Prepared by:



Date 18/09/2024

Signed:



Date: 18/09/24

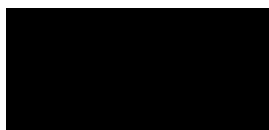
Name:



Grade: DP

I agree with the above assessment and approve the assessment to be forwarded to Area Planning.

Signed:



Date: 3/12/24

Name:



Grade: G5

Integrated Education Team (IE) Comments on DP 736 - Ballyhenry Primary School will transform to Controlled Integrated Status with effect from 1 September 2025, or as soon as possible thereafter.

Updated to reflect the judgement under neutral citation [2025] NIKB 56 and which covers:

- **JR335** – relating to **Rathmore Primary School**
- **JR336** – relating to **Bangor Academy and Sixth Form College**

These were heard together as linked cases in the High Court (McAlinden J), with a single judgment issued and available [here](#).

1. Relevant Policies/Legislation

Is the proposal consistent with the Integrated Education Act (NI) 2022?

The proposal is broadly aligned in principle with the Integrated Education Act (NI) 2022.

- It demonstrates a clear intention to transform to integrated status and to adopt the associated ethos.
- It provides evidence of current diversity within the school and sets out actions aimed at further increasing diversity across religious, socio-economic and ability dimensions.

However:

- The school's existing religious balance does not currently satisfy a 10% minority tradition threshold, with Catholic pupils representing only 5.9% of enrolment in 2023/24. While the school serves a locality with a more mixed religious profile, its Catholic enrolment has remained consistently below 6% over recent years and there is limited evidence of a sustained trend towards the required threshold. The case for change relies heavily on the argument that the school draws from a more balanced catchment and that transformation will encourage greater Catholic participation. Achievement of a 10% Catholic threshold within one year is therefore possible but remains significantly uncertain and would depend on a material change in parental preference and admission patterns following transformation rather than on existing enrolment trends. The case for Change does not outline any change in admissions criteria that would impact on religious balance.
- The absence of quantified projections or targets for achieving a reasonable mix means that the proposal does not yet provide sufficient evidence to demonstrate how it will meet the full definition of integrated education under Section 1 of the Act.
- There is limited assurance on how “reasonable numbers” of Catholic and Protestant pupils will be achieved and sustained.

Contained within the Case for Change:

- The school is welcoming children from all walks of life and a spectrum of backgrounds including newcomer children.

- Since 2015/16 the number of pupils identifying as Protestant has decreased and there has been a slight increase in the percentage of pupils identifying as Catholic. The school attracts a significantly higher proportion of those who identify Other Christian/non-Christian/no religion/unknown, when compared to the community balance.

Table 1 Outlines the religious Profile of the school and **Table 2** details the community balance (Religion or Religion Brought up in) in the NISRA Census 2021 Data Zones in which the majority of pupils who attend Ballyhenry Primary School reside.

Table 1

Year	% Protestant	% Catholic	% Other Christian / non-Christian / no religion / unknown
2021/22	#	*	53.0
2022/23	#	*	53.8

Table 2

Year	Catholic (%)	Protestant & Other Christian (%)	Other Religions (%)	None (%)
2021	46	42	2	10

- The IE team notes the correlation between those identifying as Protestant in both the school and the community.
- Transformation to Controlled Integrated status could enable Ballyhenry PS to increase its own religious diversity, thus reflecting that of Glengormley Urban Electoral Area.
- The Board of Governors is dedicated to continuous school improvement and views the concept of Integration as an occasion to enhance their existing practices and deliberately celebrate inclusivity and diversity within the school.
- The school noted a decline in the percentage of children identifying as Protestant & Other Christian, and an increase in those identifying as Catholic. A significant portion of the school children were also classifying themselves as "Other", signalling a shift in the community's makeup.
- There has been a remarkable 35% increase in first preference Primary 1 applications for 2024-2025 compared to figures for 2023-2024, despite the continuing population dip in

school-age pupils. It is both evident and encouraging that the Transformation process has encouraged increased interest in the school from the local community.

- Ballyhenry PS, through Transformation, has the potential to increase its minority population significantly in order to achieve greater balance.
- The school acknowledges that it caters for a significant number of children that come from 'mixed' marriages and 'mixed' relationships. Nevertheless, the growth of the percentage of Catholic and 'Other' religious backgrounds over the past number of years is indicative of the changes in demographics the locality is experiencing.
- There is a significant percentage of Newcomer children attending Ballyhenry Primary School
- Ballyhenry PS's ethnic diversity exceeds that of the area in which it lies.

(a) Likely to intentionally support, protect and advance an ethos of diversity, respect and understanding between those who are experiencing socio-economic deprivation and those who are not; and

Contained within the Case for Change

- Ballyhenry Primary School prides itself on fostering an inclusive environment that caters to the diverse social and economic backgrounds of its students. Situated on the border between Glengormley 1, ranked 638 out of 890, and Glengormley 2, one of the top 25% most deprived areas at 195 out of 890, the school serves children from contrasting socio-economic contexts within a mile's walking distance. This proximity underscores the school's commitment to meeting the needs of students with varied experiences and challenges.
- A significant portion of our student body is entitled to Free School Meals, reflecting the economic challenges faced by families in our community.

(b) Likely to intentionally support, protect and advance an ethos of diversity, respect and understanding between those of different abilities.

Contained within the Case for Change

- The school has a reputation for positively supporting and meeting the needs of all children.
- Ballyhenry Primary School has taken proactive measures to meet the needs of children with additional requirements.
- In addition to supporting those with Special Educational Needs, Ballyhenry Primary School endeavours to nurture and develop those who are Gifted and Talented
- Ballyhenry PS caters to children of diverse abilities, advocating for inclusive education and individualised support to meet the distinct needs of each student.

- The establishment of a Learning Support Centre with a second class confirmed for September 2024, underscores the proactive approach to meeting the needs of children with additional requirements.
- At the end of May 2023, Ballyhenry secured resources for a Learning Support Centre (SPiMS) catering for pupils with Moderate Learning Difficulties
- The school indicated that they would be happy to extend the specialist settings even further to include a third SPiM for pupils with Moderate Learning Difficulties.
- The Board of Governors is eager to consider the addition of other SPiMs (i.e. Early Years SLD provision).

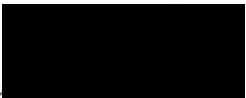
Other key evidence contained within the case for change that demonstrates the school's commitment to support, protect and advance an ethos of diversity, respect and understanding:

- CSSC Comments that Ballyhenry PS, already welcomes children from different socio-economic backgrounds, children with different abilities and children from all faiths and none, consistent with the definition of Integrated Education (Integrated Education Act (NI) 2022).
- CSSC notes that a significant number of pupils transition from Ballyhenry PS to the Integrated College Glengormley and it is recognised that the school wishes to support pupils to meet the admissions criteria of Integrated College Glengormley.
- EA notes that Ballyhenry Primary School is a sustainable school and maintains a healthy enrolment whose community breakdown and background is reflective of the area from where the school draws its pupils.
- The school's core mission is to offer a diverse range of intellectual, social, moral, spiritual, and physical experiences tailored to the needs of each pupil, regardless of their faith or background.
- Integrated College Glengormley (ICG) and Ballyhenry have forged a strong relationship over the years, marked by collaborative efforts and shared events that have been instrumental in fostering mutual growth and understanding.
- The Principal and Governors believe that becoming an Integrated school will enable the school to engage more openly with all aspects of diversity, particularly within a Northern Ireland context, and the Three-Year Transformation Action Plan 2024-2027, outlines how it will do that.
- The Three-Year Transformation Action Plan 2024-2027 demonstrates its responsibility towards Integrated Education by undertaking the necessary actions to ensure meaningful cultural and organisational change.

- Transformation Action Plan will ensure the school will actively and intentionally develop its practice and ethos so that each child within the school is able to celebrate and learn about their own identity in an age-appropriate fashion

IE team view is that the case for change has not provided sufficient information and evidence to indicate that if transformation is approved the school is likely to ensure the provision of integrated education as defined by the 2022 Act.

Grade 5 Approval

Name	
Signature	
Date	02/07/2026

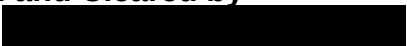
TRANSPORT AND FOOD IN SCHOOLS INPUT TO DEVELOPMENT PROPOSAL (DP)

DP Title & Number: DP 736 - Ballyhenry Primary School will transform to Controlled Integrated Status with effect from 1 September 2025, or as soon as possible thereafter.

Response date: 28 November 2024
Transport and Food in Schools Input:

As this proposal is in keeping with the duty to encourage, facilitate and support integrated education under the Integrated Education Act (Northern Ireland) 2022, and given the change involved it would be anticipated the financial implications for the transport budget would not be significant.

Nil Return from Food in Schools Team.

Approved and Cleared by -
Grade 5 : 



Signed:

Inclusion Directorate Input to Development Proposal (DP) Submission

DP 736 - Ballyhenry Primary School will transform to Controlled Integrated Status with effect from 1 September 2025, or as soon as possible thereafter.

Response due date: 28 October 2024

Inclusion Directorate Input: 24 October 2024

SEN Early Years & Pupil Support Team Input

It is noted in the Case for Change (CfC) that Ballyhenry Primary School (PS) is considered a sustainable school. The Special Educational Needs (SEN) Code of Practice⁴ focuses on a continuum of need and a continuum of provision, which may be made in a variety of forms. Children with SEN require the greatest possible access to a broad and balanced education, including the Northern Ireland Curriculum and equitable access to same.

The CfC notes the school established specialist provision to support pupils in May 2023 and continues to engage with the Education Authority (EA) about creating further provision which the CfC argues enhanced the school's staff abilities to support children within the community, with interest from parents to bring the class to its full capacity. The CfC notes this would mean Ballyhenry PS would be the only controlled integrated primary school with a specialist provision in the Newtownabbey area.

The current pressures for SEN provision across the entire education system is well rehearsed and establishment of provision is needed across the system.

The CfC also states that the school indicated in a recent DE Survey that it would be happy to extend the specialist settings to provide full pathways in an integrated setting from Foundation through to Key Stage 2 (KS2) and is also considering establishing an Early Years & Foundation (EYF) class for children with profiles of severe learning difficulties (SLD).

Moreover, the CfC notes that as the number of children with additional needs has significantly increased, Ballyhenry PS has made a strong commitment to training its staff to meet those needs. It has been trained as a nurture school, emphasising the

⁴ <https://www.education-ni.gov.uk/articles/special-educational-needs-code-practice>

developmental understanding of children's learning and offering a safe base in the classroom.

Therefore, Inclusion Directorate would support this DP as the school demonstrates commitment to providing specialist provision to our most vulnerable learners and allows them to be educated in their local communities.

Special Education Review Team (SERT) and Special Education & Inclusion Policy Team (SEIPT)

Nil return.

Approved and cleared by [REDACTED]

Grade: Grade 5, Director for Inclusion

Signed:

Date: 25 October 2024

Inclusion Directorate Input to Development Proposal (DP) Submission

DP 736 - Ballyhenry Primary School will transform to Controlled Integrated Status with effect from 1 September 2025, or as soon as possible thereafter.

Response due date: 28 October 2024

Inclusion Directorate Input: 24 October 2024

***Amended input 7 March 2025**

SEN Early Years & Pupil Support Team Input

It is noted in the Case for Change (CfC) that Ballyhenry Primary School (PS) is considered a sustainable school. The Special Educational Needs (SEN) Code of Practice⁵ focuses on a continuum of need and a continuum of provision, which may be made in a variety of forms. Children with SEN require the greatest possible access to a broad and balanced education, including the Northern Ireland Curriculum and equitable access to same.

⁵ <https://www.education-ni.gov.uk/articles/special-educational-needs-code-practice>

****32% of the school population has SEN, with 17% having a statement of SEN – both considerably above respective regional averages of 20% and 7.6%. The cost of providing for the needs of children with a statement is met directly by the Education Authority (EA). The cost of providing for needs of the remaining 15% of children is met either by the school or with support from external pupil support services provided by the EA and which are individual to the needs of each pupil. Estimates of costings to provide SEN support are, therefore, impossible to be calculated in advance. It would be a matter for the school principal and Board of Governors (BoG) to ensure they are discharging their obligations contained within the school's Special Education Policy in regards to meeting the needs of learners with SEN.***

The CfC notes the school established specialist provision to support pupils in May 2023 and continues to engage with the Education Authority (EA) about creating further provision which the CfC argues enhanced the school's staff abilities to support children within the community, with interest from parents to bring the class to its full capacity. The CfC notes this would mean Ballyhenry PS would be the only controlled integrated primary school with a specialist provision in the Newtownabbey area.

****It is understood, based on the most up-to-date information received from the EA on specialist provisions, that the school now has a second specialist provision learning class.***

The current pressures for SEN provision across the entire education system is well rehearsed and establishment of provision is needed across the system.

The CfC also states that the school indicated in a recent DE Survey that it would be happy to extend the specialist settings to provide full pathways in an integrated setting from Foundation through to Key Stage 2 (KS2) and is also considering establishing an Early Years & Foundation (EYF) class for children with profiles of severe learning difficulties (SLD).

****Based on information received from the EA, the school has not yet established an EYF class.***

****Based on the most up-to-date information received from the EA, the school does appear to be the only integrated primary in the area offering specialist education provision. Plans to establish specialist education provision in the integrated sector for 2025/26 is an operational matter for the EA.***

Moreover, the CfC notes that as the number of children with additional needs has significantly increased, Ballyhenry PS has made a strong commitment to training its staff to meet those needs. It has been trained as a nurture school, emphasising the developmental understanding of children's learning and offering a safe base in the classroom.

Therefore, Inclusion Directorate would support this DP as the school demonstrates commitment to providing specialist provision to our most vulnerable learners and allows them to be educated in their local communities.

Special Education Review Team (SERT) and Special Education & Inclusion Policy Team (SEIPT)

Nil return.

Approved and cleared by 

Grade: Grade 5, Director for Inclusion



Signed:

Date: 25 October 2024/ ***10 March 2025**

Appendix D

ETI Development Proposal Commentary Paper – 26/11/24

DP 736

Date of last ETI report: 12th May 2017

Web link:

Sustaining Improvement Inspection - Ballyhenry Primary School, Newtownabbey, County Antrim 301-6170 (etini.gov.uk)

Date⁶: 18th October 2024

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

The school has worked with the Education Authority to upskill and support staff in meeting the needs of children presenting with special educational needs. The school operates two learning support centres; one for * children with moderate learning difficulties and the second for 8 children. The governors were considering, with the Education Authority, additional specialist provisions for children with moderate learning difficulties.

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

There are two other integrated primary schools within a 2-mile radius of Ballyhenry Primary School.

Glengormley Integrated Primary School has an approved enrolment of 420; it is located approximately 1 mile from Ballyhenry Primary School. In 2023/24 there 268 children enrolled in Glengormley Integrated Primary School.

Mallusk Integrated Primary School is situated approximately 2 miles from Ballyhenry Primary School. It has 123 children enrolled in 2023/24 and has an approved enrolment of 132 children.

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

No additional information is available at this time.

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

No concerns about implementation date or phasing of implementation.

⁶ 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 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.			v
	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.	Yes		
	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.	Yes		
	1.4 The ability of the school to cater for children with Special Educational Needs.	Yes		
	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.	N/A		
	1.6 The standards and the quality of learning and teaching at the school.			v
	1.7 The range of curricular and extra-curricular activities available for children including career guidance, physical education, music, art, drama and science.		Ballyhenry Primary School uses extended schools funding to offer a range of extra-curricular events outside classroom hours to meet the interests of the children.	
	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.			v
	1.9 The quality of, and arrangements for, pastoral care including the active promotion of the principles of social justice in all areas of			v

	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.			v
	4.8 There is a school development plan in place and progress is being made to achieve the plan's aims and objectives.			v
	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).			v
Strong links with the Community	6.1 Degree and quality of parental involvement (schools will be asked to provide evidence on this).			v
	6.3 Contribution of the school to the community (schools will be asked to provide evidence on this).		School has developed link governors who work with co-ordinators in key positions in the school to allow the governors to be fully informed of the quality of the education provision.	
	6.4 Presence of other features of provision, e.g. nursery or specialist unit.		The school has two learning support centres.	

6. Summary of impact of the proposal

This proposal has the potential to assist the Department in fulfilling its statutory duty to encourage, facilitate and support integrated education.

Approved by ACI:



Appendix E



Controlled Schools' Support Council
2nd floor, Main Building
Stranmillis University College
Belfast, BT9 5DY
T: 028 9531 3030
E info@csscni.org.uk

24 October 2024

Dear Sir/Madam,

Re: Development Proposal 736 Ballyhenry Primary School, Newtownabbey

The Controlled Schools' Support Council (CSSC) notes that the Education Authority has published a Development Proposal for Ballyhenry Primary School to transform to Controlled Integrated Status, with effect from 1 September 2025, or as soon as possible thereafter. CSSC welcomes the opportunity to respond and has consulted with Ballyhenry Primary School and other 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.

As a controlled school, CSSC recognises that Ballyhenry Primary School, already welcomes children from different socio-economic backgrounds, children with different abilities and children from all faiths and none, consistent with the definition of the IE Act.

CSSC notes the positive outcome of the parental ballot at Ballyhenry Primary School and acknowledges the school's desire to offer further reassurance to parents regarding the school's commitment to inclusivity and diversity by receiving formal recognition as an integrated school.

Understanding parental demand for Integrated Education in the area must take into consideration parents' post-primary preferences for pupils. A significant number of pupils transition from Ballyhenry Primary School to Integrated College Glengormley and it is recognised that the school wishes to support pupils to meet the admissions criteria of Integrated College Glengormley. By becoming an integrated primary school, Ballyhenry Primary School would secure an integrated pathway for their pupils from primary to post-primary. CSSC notes that this may become a concern for other controlled schools in the area.

The case for change highlights the Department of Education's vision for an educationally sustainable schools' estate planned on an area basis, with a focus on sharing and collaboration (Sustainable Schools Policy, 2009). In keeping with Section 5 within the IE Act, in aiming to meet demand for integrated education, this proposal for Transformation must be considered within the context of area planning and the overall sustainability of the school estate.

As a sustainable school, CSSC supports Ballyhenry Primary School in seeking to transform to Controlled Integrated status and notes the EA's commitment to actively monitoring the area in respect of any potential impact the proposed Transformation may have on local schools.

CSSC, as the sectoral support body for controlled schools, will continue to support Ballyhenry Primary School and is committed to working with the Education Authority and other educational partners to ensure the school is effectively supported during this process.

Yours faithfully,

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

Mr Mark Baker
Chief Executive

**NICIE response to Public Consultation re:
Development Proposal 736:**

Ballyhenry Primary School will transform to Controlled Integrated Status 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 736 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.

Summary

The Council for Integrated Education supports the proposal that Ballyhenry Primary School (PS) should transform to Controlled Integrated Status with effect from 1 September 2025, or as soon as possible thereafter.

This document is structured around how the proposal meets the five criteria outlined in section 3.26 of 'Integration Works' (DE, 2017), 'What will the Department of Education consider when assessing a Development Proposal?' (p24-25) and refers to the new legislative framework.

The parental ballot, held in 2023, is evidence of parental demand for Integrated Education, with 85.5% of voting persons with parental responsibility for children at the school indicating that they want the school to transform to become an Integrated school from September 2025, or as soon as possible thereafter.

The school has robust intentions and plans to ensure that upon approval, it meets the legal definition and purpose of Integrated Education. Moreover, the school's Transformation Plan demonstrates its commitment to the continued development of this following transformation. Significantly, the school is working to adopt the NICIE Statement of Principles, which brings the legal definition and purpose of Integrated Education to life in the active and intentional development of the school's ethos.

Ballyhenry PS meets the enrolment criteria for a sustainable school, with 159 pupils (Year 1 to 7). Since the school began exploring the possibility of transformation to Integrated status in late 2022, the school community has

engaged with stakeholders, as outlined in the Case for Change, and has consulted with parents, school staff, and the local community about the proposal.

Approval of the proposal will enable the Department to contribute to fulfilling their legal duties in relation to Integrated Education provision in Northern Ireland.

The school has followed the Departmental guidance, 'Integration Works'.

Contents

1. Unmet Demand for Integrated Education
2. Sustainability
3. Area Planning including impact on existing Integrated provision
4. Religious Balance
5. Planning and Engagement in the Transformation Process
6. New Legislative Framework

1. Unmet Demand for Integrated Education

In November 2023, persons with parental responsibility of pupils at Ballyhenry PS were asked:

Do you agree that Ballyhenry Primary School should transform to Controlled Integrated status, with effect from 1 September 2025, or as soon as possible thereafter?

Of the 219 persons eligible to vote, 106 ballot papers were returned by post, representing a 56.6% turnout. Out of those who responded, 85.5% (106 people) voted yes, whilst 14.5% (18 people) voted no. The ballot result provides evidence of unmet parental demand for Integrated Education within the existing school community.

Whilst Integrated primary provision exists within Glengormley and the surrounding area, the Case for Change outlines an awareness of this and explains how transformation to Controlled Integrated status can occur with minimal impact on nearby Integrated primary schools. This is detailed further in section 3 (*Area Planning*).

With the recent transformation of neighbouring Integrated College Glengormley, with an approved enrolment number of 1250 and 1082 pupils enrolled in 23/24, the approval of this proposal would assist to stabilise an Integrated pathway for children and young people within the locality. The Case for Change recognises this, noting that "stakeholders have expressed a

desire for there be an Integrated pathway from primary to post-primary for Integrated Education in the area" (pp.11-12).

2. Sustainability

The school has an approved enrolment number of 210, and an approved admission number of 30. Table 1 below shows enrolment numbers broken down by year group from 2015/16 to 2023/24.

Table 1: Ballyhenry Primary School Enrolment History

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Total Years 1-7
2016/17	30	20	24	27	21	19	18	159
2017/18	27	35	21	24	26	23	20	176
2018/19	20	24	35	22	23	28	24	176
2019/20	20	19	26	35	24	24	28	176
2020/21	24	22	22	28	35	22	28	181
2021/22	28	23	21	21	29	36	23	181
2022/23	20	27	21	19	21	29	36	173
2023/24	18	19	25	18	19	22	31	152

Source: DE 'Schools Plus'

Table 1 demonstrates that Ballyhenry PS has a sustainable enrolment which is consistently above the minimum enrolment threshold number of 140 for urban schools, in accordance with the Sustainable Schools Policy.

As noted in the Case for Change (3.1.1), participation in the DE resetting pilot in 2019 meant that the school's approved enrolment was reduced from 315 to 210, with the admissions number reduced from 45 to 30.

3. Area Planning

This proposal for the transformation of Ballyhenry PS is on the current Operational Plan, (see Figure 1 below) and EA Area Planning worked with and in support of the school to prepare a draft version of the Case for Change.

The proposal is supported by the Controlled Schools' Support Council and by the Education Authority.

Figure 1: Extract from Area Planning: Operational Plan 1 (2022-24)

Antrim and Newtownabbey		
Ballyhenry PS 45 Ballyhenry Avenue Glengormley BT36 5AZ	Background / Engagement	
	Ballyhenry PS is proposing to transform to controlled integrated status.	
	Statutory Duty / Ministerial Priority	Key Theme(s)
	Statutory Duty - Integrated Education	Increase parity of access for all to appropriate pathways

The nearest Integrated primary schools are Glengormley Integrated Primary School (1.0 miles away), Mallusk Integrated Primary School (1.9 miles away), and Hazelwood Integrated Primary School (5.0 miles away).

The Case for Change addresses the potential impact of this Development Proposal on other schools in section 5.1. It notes that any impact upon Mallusk IPS is negated by the motorway which separates the two schools, addressed also within the Mallusk IPS Development Proposal (DP 296¹).

Hazelwood IPS, meanwhile, is a significant distance from Ballyhenry PS, and is a large, sustainable school unlikely to be impacted by this proposal.

With regards to Glengormley IPS, the Case for Change makes several points to demonstrate that both schools have the capacity to exist as Integrated primary settings within the area with minimal impact upon one another.

These include:

1. The difference in size between the schools, with parents citing Ballyhenry PS's role as a small, sustainable school within the area as a primary reason for choosing it for their children;
2. The geographical area from which Ballyhenry PS draws the majority of its pupils, shown in Map 1 in the Case for Change (p.35), which encompasses Super Data Zones within the immediate vicinity of the school, and which do not contain or border Glengormley Integrated Primary School; and
3. If it becomes an Integrated school, Ballyhenry PS will have a focus on attracting pupils designating as Catholic to the school. The school has capacity to achieve this, given their activities and the recent growth in the Catholic population in between the 2011 and 2021 censuses in this locality. The Case for Change illustrates how this can be achieved without significantly impacting the sustainability or religious balance of Glengormley Integrated Primary School, which has a considerable Catholic pupil population (Section 5.1).

¹ <https://www.education-ni.gov.uk/publications/dp-296-mallusk-primary-school>

4. Religious Balance

The Case for Change outlines the religious designations made by persons with parental responsibility in relation to the pupils attending the school. These can be found in Table 7 of the Case for Change, which is replicated and updated with the school's own data for 2024/25 in Table 2 below.

Table 2: Religious Profile – Ballyhenry Primary School

Academic Year	% Protestant	% Catholic	% Other Christian / non-Christian / no religion / unknown
2016/17	#	*	37.7
2017/18	#	*	42.6
2018/19	#	*	41.5
2019/20	#	*	43.8
2020/21	46.4	5.5	48.1
2021/22	41.4	5.5	53.0
2022/23	41.0	5.2	53.8
2023/24	47.3	5.9	46.8
2024/25**	50.3	6.3	44.7

**school's own data

In common with the trend across wider Northern Irish society, there is growing ratio of pupils attending the school who have designated as 'Other'. This is reflective of the locality, and also may be the result of some families within the school choosing not to disclose their religious background, or having a mixture of religious identities. At present, there is no method in the DE data collection process for parents to designate the reality of multiple and/or mixed identity.

Whilst the religious diversity of the school could be described as reasonable for a controlled school in the area, the school has acknowledged in the Case for Change that this is an area which requires their attention during the transformation process. There are specific references to and associated actions in the Transformation Plan that are designed to increase the levels of religious diversity in the school, with an intentional focus on encouraging more families from a Catholic background to apply for a place in the school. Table 2 above indicates that the percentage of pupils designated Catholic in the school is already growing, reaching over 6% this year, representing a doubling of this figure since 2016.

As noted above and in the Case for Change, the Catholic population within the Glengormley Urban District Electoral Area is growing, increasing by 4% between the 2011 and 2021 census. Given the demographics of the locality, as well as the proactive steps the school is taking with regards to attracting religious diversity, NICIE believes that Ballyhenry PS has the capacity to

achieve greater religious balance in future, should it transform to Integrated status.

5. Planning and Engagement in the Transformation Process

The school has followed the 2017 Departmental guidance, 'Integration Works'.

The transformation journey represents significant challenges and change for all schools who make the move. School leaders and staff in Ballyhenry PS have demonstrated enthusiastic and sustained engagement with officers from NICIE and EA Shared Education and Sectoral Support Team (SESS).

The school has consistently availed of NICIE, IEF and EA (SESS) support with the intention of engaging the entire school community. This has included dedicated sessions for governors, teachers, classroom assistants and parents, both in person and virtually, with the intention of effectively providing information on Integration and creating space for dialogue. Furthermore, the school has created opportunities to engage pupils in an age-appropriate fashion through the use of relevant resources, an assembly and differentiated lessons.

The school has also participated in valuable NICIE staff development sessions centred around ethos development. Two staff members attended 'Staff New to Integrated Education' in early 2024, and the principal will be attending a three-day 'Anti-Bias in Education' course in late 2024 and early 2025. All school staff participated in a full-day session in August 2024 entitled 'Developing our Integrated Ethos', also delivered by NICIE.

The school has participated and collaborated in shared events with Integrated College Glengormley in order to share practice and celebrate cultural diversity. These have included two art shows at Ballyhenry PS which have intentionally focused on inclusion and celebration of the diverse community. Moreover, staff and students from Ballyhenry PS attended the IEF Carson Awards and an event entitled 'ABC: Addressing Bias ... Challenging Bias' at Integrated College Glengormley in March 2024.

School staff have been proactive in exploring and developing the Integrated ethos in other ways since beginning the transformation process: teaching staff have made contact with NICIE and have subsequently communicated with existing Integrated schools in order to consider, for example, the delivery of Religious Education within an Integrated context, as well as implementation of Anti-Bias practice within the curriculum.

Further information on planning and engagement in the transformation process up to the point of the submission of the Development Proposal is outlined in detail on Pages 2-4 of the Case for Change, as well as in the Transformation Plan (Appendix C in the Case for Change).

6. New Legislative Framework

Ballyhenry PS's profile in relation to the Integrated Education Act (NI) 2022 definition of Integrated Education is clearly outlined within the Case for Change and is documented in Table 3 below:

Table 3: Ballyhenry Primary School Profile

Year	Free School Meals	SEN Stage 5/ Stage 3	SEN Stage 1 - 4 / 1-2	SEN All Stages	% Protestant	% Catholic	% Other Christian / non-Christian / no religion / unknown	% Newcomer
2016/17	37.7	*	#	28	59.1	*	#	5.0
2017/18	29.5	10	37	47	53.4	*	#	9.7
2018/19	36.4	13	29	42	55.7	*	#	8.0
2019/20	35.2	12	28	40	52.8	*	#	11.9
2020/21	31.5	17	26	43	46.4	5.5	48.1	14.4
2021/22	38.7	23	30	53	41.4	5.5	53.0	13.0
2022/23	38.7	24	26	50	41.0	5.2	53.8	12.1
2023/24	42.1	26	23	49	47.3	5.9	46.8	8.8
2024/25**	40	21	31	52	50.3	6.3	44.7	7

*Number suppressed as less than 4 Source: EA **School's own data

The Transformation Plan describes the range of intentional activities and practice planned in order to celebrate and represent the cultures, traditions and identities existing within and beyond the school. These are considered from a cross-curricular perspective, with planning for continued staff development delivered by NICIE to best facilitate this, as well as the fostering of positive networks with other Integrated schools. Furthermore, the Transformation Plan considers approaches to continue to build on the school's good practice in relation to students from a range of socio- economic backgrounds, as well as those of different abilities.

This places the school in a strong position in relation to their ability to deliver on the purpose of Integrated Education, as defined in section 2 of the 2022 Act:

- (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.'

Approval of this proposal would contribute to the Department's duty to 'support' Integrated Education, which is defined as:

'identifying, assessing, monitoring and aiming to meet the demand for the provision of integrated education within the context of area planning...and...'

'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).'

Conclusion

NICIE supports the proposal for Ballyhenry PS to transform to Controlled Integrated status from September 2025, or as soon as possible thereafter.

The Transformation Plan and this year's Action Plan outline a range of activities and intentions that will enable the school to continue to build on their inclusive practices to contribute to building a shared society.

The Case for Change presents evidence that the school will continue to build and grow the existing diversity in the school, attracting a balance of pupils from a range of backgrounds, thereby meeting the definition and purpose of Integrated Education as outlined in the Integrated Education Act (NI 2022) and the ethos of the Integrated school, as outlined in the NICIE Statement of Principles.

With the combined support of DE, EA, NICIE and CSSC, the transformation of Ballyhenry PS will be a sustainable solution to meet the identified parental demand for Integrated Education in the area.

Approval of this proposal would assist the Department in fulfilling its statutory duty to encourage, facilitate and support the development of Integrated Education as required by the Education Reform (NI) Order 1989 and the Integrated Education Act (NI) 2022 across those areas Northern Ireland where demand has been evidenced.

The Council for Integrated Education (NICIE)

27th November 2024

Appendix G

Paul Givan MLA
Education Minister
c/o Area Planning Policy Team
Department of Education
4th Floor, Rathgael House
BangorCo. Down BT19 7PR

26 November 2024

Dear Minister

RE: Development Proposal No 736 Ballyhenry Primary School

The Integrated Education Fund (IEF) welcomes the opportunity to respond to the consultation on the Development Proposal relating to Ballyhenry Primary School. We propose to make one submission covering the objection period and Section 3 comments of the Integrated Education Act (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 see evidence of continuing growth in support from parents for schools to transform to Integrated status as well as a growing number of enquiries from schools interested in exploring Transformation.

The IEF therefore welcomes the Development Proposal for Transformation of Ballyhenry Primary School. This Proposal was submitted in response to parents at Ballyhenry Primary School voting overwhelmingly by some 85% in favour to take the school on the path of Transformation to Integrated status.

The Development Proposal, and the detailed Case for Change document, highlights the high levels of engagement with key stakeholders and support for the process of Transformation. The school leadership team have shown commitment to the process throughout, ensuring that the decision to explore Transformation was made with consensus. The school has availed of support and guidance from the IEF and the Northern Ireland Council for Integrated Education, throughout their exploration phase of Transformation.

The IEF would ask that the Department of Education (DE) takes this decision with regard to its statutory duty to "*encourage, facilitate and support integrated education*" and its Section 6 (Integrated Education Act 2022) duties relating to the development of Integrated Education.

A positive decision will not only create more Integrated Education places in the Glengormley area, in response to the democratic wishes of parents, but will help the Department of Education and the Education Authority fulfil their statutory duty. With regards to the impact on local schools, the Case for Change makes several points to demonstrate that Ballyhenry Primary School can exist as an Integrated primary setting within the area with minimal impact upon one another.

We look forward to further supporting Ballyhenry Primary School as they further their exploration of Transformation to Integrated status. We recognise the process of developing an Integrated ethos takes time and is a considerable change management process for the school. In the event of an approval of this Development Proposal, we will continue to invite the school to apply for grants to support the Transformation process in as far as our own limited charitable funding allows. We would strongly request that the Department of Education makes the financial resources available that a Transforming school requires.

Yours sincerely

A handwritten signature in black ink, appearing to read 'Paul Caskey', with a stylized flourish at the end.

Paul Caskey QBE

**Chief Executive
Integrated Education Fund**



Education Authority

MOSSGROVE PRIMARY SCHOOL AND NURSERY UNIT

Swanston Road, Newtownabbey, Co Antrim BT36 5DN

Tel: (028) 9084 4665 Fax: (028) 9083 9537

Website: www.mossgroveprimaryschool.co.uk

Email: info@mossgroveps.newtownabbey.ni.sch.uk

Principal: Mrs E Sinton B.Ed(Hons); M.Ed; PQH

27 June 2024

Dear [REDACTED]

Development Proposal No 736-Ballyhenry Primary School

The Board of Governors of Mossgrove Primary School and Nursery Unit oppose the Development Proposal No 736 - Ballyhenry Primary School.

The Board of Governors strongly argue that Mossgrove Primary School and Nursery Unit is a Controlled School, which is 'Open to All' and as a result is already an 'organically integrated school' in the local area which is inclusive in nature and serves the diversity of its school community (see attached table).

It has the availability to meet the demand in the local area for integrated and inclusive education, therefore we would like to note a concern that the Development Proposal for Ballyhenry Primary School would negatively impact the existing and future diversity of the Mossgrove Primary School population, and that school enrolment may be impacted due to the perception that it is not officially named as an 'Integrated School'.

Within the Glengormley/Mallusk catchment area there are already two primary schools with official Integrated status - Mallusk Integrated Primary School and Glengormley Integrated Primary School. Now with the request for a third local school, Ballyhenry Primary to transform to official 'Integrated Status', the Board of Governors are concerned that Mossgrove will be perceived as not being inclusive, and our already diverse school demography will be negatively impacted as parents may choose an 'Integrated label' which is easier than seeking data to inform school enrolment choices.

We are confident that if we also balloted our parents there would be a demand for transformation to Integrated Status, which would rubber stamp our current organic integrated position and no doubt benefit our enrolment; however we have concerns around the impact on Local Area Planning and how another local school transforming may have a negative impact on the perception of the Controlled Sector, particularly in the Glengormley area where a range of communities and families have traditionally chosen controlled school education as an 'open to all' option.

The Case for Change document requires evidence covering factors such as, viability and sustainability of the school and demand in the local area for Integrated Education.

Using DE data available (see attached table), on the religious background of pupils attending primary schools in Northern Ireland in 2021/22, 2022/23 and 2023/2024, it raises three unique areas of significance:

1. The majority of families with school age children who are choosing controlled sector education in the Glengormley central area are no religion/other/other Christian.
2. The religious makeup of the schools show that the behaviours of parents in terms of choice of school point to parents choosing a 'local school', not specifically an 'integrated school' eg Glengormley Integrated is situated closest to several 'perceived' catholic/nationalist areas. Mallusk is 'perceived' as a very mixed community. Mossgrove has less of a Catholic/Protestant split but still a much more diverse picture than Ballyhenry. Hence the Board of Governors argue that the 'demand' for Integrated Schools in Glengormley central is driven not by the specific desire for Integrated Education but by parental choice to send their child to a/the most 'local school' - a desire for an open and inclusive community school.
3. Religious make up is not a defining factor in a DE decision around the Case for Change. From an area planning perspective the Board of Governors' concern is that the journey to Integrated status/transformation should not be a 'first past the post' race to ballot parents. Ballyhenry's balloting of parents was in response to the transformation of its nearest Post Primary school, and entry requirement changes in the Post Primary that prioritised applications from Integrated Primary Schools.

The Board of Governors strongly argue that transformation to Integrated Status should not be ad hoc but more strategic and planned. Glengormley central area could be a test case/pilot for a pool of interested schools to be considered for transformation (controlled and maintained) together; with decisions by EA/DE made in a more strategic, equitable and sustainable way - taking into account existing diversity/distance to travel for transformation, the financial viability of the school, as well as the best and most appropriate location of an integrated school

Furthermore, the financial position of Ballyhenry Primary School indicates a significant deficit as outlined in Section 6.3 and clearly does not demonstrate a sound financial position or meet the criteria set out in the Sustainable Schools Policy.

Yours sincerely



Data on religious background of pupils¹ attending primary schools in Northern Ireland, 2021/22

DE ref	Schoolname	Protestant	% Protestant	Catholic	% Catholic	Other Christian / non- Christian /no religion/ unknown	% Other Christian / non- Christian /no religion/ unknown	Newcomer	% Newcomer	Enrolment
3013323	Mossgrove Primary School	94	36.0%	42	16.1%	125	47.9%	30	11%	261
3016170	Ballyhenry Primary School	75	41.4%	10	5.5%	96	53.0%	23	13%	181
3050791	Glengormley Integrated	31	10.4%	115	38.5%	153	51.2%	59	20%	299
3056708	Mallusk Integrated Primary Sci	22	20.6%	33	30.8%	52	48.6%	9	8%	107
2022/2023										
3013323	Mossgrove Primary School	85	37.1%	29	12.7%	115	50.2%	17	7.40%	229
3016170	Ballyhenry Primary School	71	41.0%	9	5.2%	93	53.8%	21	12.10%	173
3050791	Glengormley Integrated	28	10.0%	103	36.9%	148	53.0%	59	21.10%	279
3056708	Mallusk Integrated Primary	24	21.1%	32	28.1%	58	50.9%	9	7.90%	114
2023/2024										
3013323	Mossgrove Primary School	74	32.20%	36	15.70%	120	52.20%	34.00%	14.80%	230
3016170	Ballyhenry Primary School	N/A	N/A	N/A	N/A	N/A	N/A	12	7.90%	152
3050791	Glengormley Integrated	N/A	N/A	N/A	N/A	N/A	N/A	64	23.90%	268
3056708	Mallusk Integrated Primary	29	23.60%	30	24.40%	64	52.00%	*		123

Appendix I

Religious Balance of Neighbouring Integrated Primary Schools – Before and After Transformation

Mallusk PS (301-0812) / Mallusk IPS (305-6708)

	Protestant	Catholic	Other Religion	Total Years 1 - 7
Mallusk PS (301-0812)				
2010/11	55	*	#	76
	72.37%	*	#	
2011/12	45	0	24	69
	65.22%	0.00%	34.78%	
2012/13	41	0	24	65
	63.08%	0.00%	36.92%	
2013/14	21	*	#	38
	55.26%	*	#	
2014/15	*	*	*	10
	*	*	*	
Mallusk IPS (305-6708) – After Transformation				
2015/16	*	*	*	12
	*	*	*	
2016/17	11	#	*	21
	52.38%	#	*	
2017/18	12	10	10	32
	37.50%	31.25%	31.25%	
2018/19	13	20	25	58
	22.41%	34.49%	43.10%	
2019/20	13	24	38	75
	17.33%	32.00%	50.67%	
Mallusk IPS (305-6708)				

	Protestant	Catholic	Other Christian	Non Christian	No Religion/Religion Unknown	Total Years 1 - 7
2020/21	16	23	*	*	38	84
	19.05%	27.38%	*	*	45.24%	
2021/22	22	33	*	*	46	107
	20.56%	30.84%	*	*	42.99%	
2022/23	24	32	#	*	49	114
	21.05%	28.07%	#	*	42.99%	
2023/24	29	30	*	*	57	123
	23.58%	24.39%	*	*	46.34%	
2024/25	34	33	#	*	58	136
	25.00%	24.26%	#	*	42.65%	

Glengormley PS (301-0791) / Glengormley IPS (305-0791)

School Year	Protestant	Catholic	Other Religion	Total Years 1 - 7
Glengormley PS (301-0791)				
1998/99	181	*	#	220
	82.27%	*	#	
1999/00	215	*	*	216
	99.54%	*	*	
2000/01	197	*	*	198
	99.49%	*	*	
2001/02	168	*	#	191
	87.96%	*	#	
2002/03	124	7	45	176
	70.45%	3.98%	25.57%	
Glengormley IPS (305-0791) – After Transformation				
2003/04	119	13	38	170
	70.00%	7.65%	22.35%	
2004/05	94	21	24	139
	67.62%	15.11%	17.27%	
2005/06	85	26	23	134
	63.43%	19.40%	17.17%	
2006/07	96	20	17	133
	72.18%	15.04%	12.78%	
2007/08	78	28	23	129
	60.46%	21.71%	17.83%	
2008/09	45	52	45	142
	31.69%	36.62%	31.69%	
2009/10	54	73	52	179

	30.17%	40.78%	29.05%			
2010/11	46	87	69	202		
	22.77%	43.07%	34.16%			
2011/12	50	91	76	217		
	23.04%	41.94%	35.02%			
2012/13	51	106	92	249		
	20.48%	42.57%	36.95%			
Glengormley IPS (305-0791)						
	Protestant	Catholic	Other Christian	Non Christian	No Religion/Religion Unknown	Total Years 1 - 7
2020/21	32	126	22	15	122	317
	10.09%	39.75%	6.94%	4.73%	38.49%	
2021/22	31	115	26	14	113	299
	10.37%	38.46%	8.70%	4.68%	37.79%	
2022/23	28	103	27	9	112	279
	10.04%	36.92%	9.68%	3.22%	40.14%	
2023/24	N/A	N/A	N/A	N/A	N/A	268
2024/25	32	99	17	11	104	263
	12.17%	37.65%	6.46%	4.18%	39.54%	

2023/24 - N/A - Due to ASOS

Table I3 - Hazelwood Integrated Primary School (106-6531)

School Year	Protestant	Catholic	Other	Total		
Hazelwood GMI (106-6531)						
2010/11	106	207	92	405		
	26.17%	51.11%	22.72%			
2011/12	111	206	93	410		
	27.07%	50.24%	22.69%			
2012/13	120	201	98	419		
	28.64%	47.97%	23.39%			
2013/14	113	201	99	413		
	27.36%	48.67%	23.97%			
2014/15	116	196	106	418		
	27.75%	46.89%	25.36%			
2015/16	108	201	109	418		
	25.83%	48.09%	26.08%			
2016/17	116	191	100	407		
	28.50%	46.93%	24.57%			
2017/18	112	187	110	409		
	27.38%	45.72%	26.90%			
	Protestant	Catholic	Other Christian	Non Christian	No Religion/Religion Unknown	Total Years 1 - 7
2018/19	106	187	13	9	88	403
	26.30%	46.40%	3.23%	2.23%	21.84%	
2019/20	100	182	15	10	93	400
	25.00%	45.50%	3.75%	2.50%	23.25%	

2020/21	90	183	19	7	96	395
	22.79%	46.33%	4.81%	1.77%	24.30%	
2021/22	89	187	23	9	96	404
	22.03%	46.29%	5.69%	2.23%	23.76%	
2022/23	95	172	22	10	96	395
	24.05%	43.55%	5.57%	2.53%	24.30%	
2023/24	N/A	N/A	N/A	N/A	N/A	398
2024/25	89	169	19	12	101	390
	22.82%	43.33%	4.87%	3.08%	25.90%	

2023/24 - N/A - Due to ASOS

Appendix J

Ballyhenry PS and Glengormley IPS - Super Data Zones (SDZ) in which pupils reside - 2024/25

Glengormley IPS	
Super Data Zone	Number of Pupils
Airport_A	1
Airport_B	3
Airport_C	3
Airport_D	17
Airport_E	25
Airport_G	1
Ballyclare_F	1
Ballyclare_H	1
Castle_A	5
Castle_B	2
Castle_C	4
Castle_D	2
Castle_E	1
Castle_F	2
Castle_H	1
Castle_J	1
Castle_L	1
Castle_P	1
Castle_T	1
Glengormley_Urban_A	1
Glengormley_Urban_B	1
Glengormley_Urban_C	11
Glengormley_Urban_D	24
Glengormley_Urban_E	8
Glengormley_Urban_F	12
Glengormley_Urban_G	14
Glengormley_Urban_H	19
Glengormley_Urban_J	12
Glengormley_Urban_K	17
Glengormley_Urban_L	18
Knockagh_F	1
Larne_Lough_F	2
Macedon_B	2
Macedon_E	1
Macedon_J	9
Macedon_K	1

Ballyhenry PS	
Super Data Zone	Number of Pupils
Airport_C	2
Airport_D	10
Airport_E	3
Antrim_L	1
Ballyclare_C	3
Ballyclare_E	4
Ballyclare_F	3
Ballyclare_H	1
Castle_B	1
Castle_R	1
Castle_S	1
Court_H	1
Dunsilly_B	3
Glengormley_Urban_A	16
Glengormley_Urban_B	1
Glengormley_Urban_C	18
Glengormley_Urban_D	9
Glengormley_Urban_E	42
Glengormley_Urban_F	1
Glengormley_Urban_G	1
Glengormley_Urban_H	4
Killultagh_C	1
Macedon_C	1
Macedon_G	2
Macedon_J	2
Ormiston_P	1
Three_Mile_Water_A	9
Three_Mile_Water_C	1
Three_Mile_Water_D	1
Three_Mile_Water_F	10
Three_Mile_Water_H	4
Grand Total	158

1 pupil unverified

Macedon_L	4
Oldpark_A	1
Oldpark_D	6
Oldpark_U	1
Three_Mile_Water_A	4
Three_Mile_Water_D	1
Three_Mile_Water_E	6
Three_Mile_Water_F	4
Three_Mile_Water_G	1
Three_Mile_Water_H	3
Three_Mile_Water_J	3
Three_Mile_Water_K	3
Grand Total	263

Pupils >10 in Bold

Areas of overlap

- 19 SDZs overlap
- Overlap Ballyhenry PS: 138
- Overlap Glengormley IPS: 160

Appendix K

Note of meeting (via Teams) with [REDACTED] (EA), [REDACTED] and [REDACTED] (DE), to discuss Ballyhenry PS financial deficit and implications on Development Proposal 736 – 27.3.25

[REDACTED] explained that the purpose of the meeting was to determine if the EA has provided any advice to the BoG/ Principal of Ballyhenry PS in relation to its increasing deficit position and also to try to establish the reason for the school's overspend each year.

[REDACTED] explained that it is the EA's role to support schools and determine the three-year financial plan. Management of school budgets are delegated to each school and are ultimately the responsibility of the BoG and Principal to manage. There is no means for withdrawing delegation where concerns arise. The EA has been unsuccessful in the past trying to remove delegation rights from schools in a similar position to Ballyhenry PS.

Prior to the establishment of the EA, where there would have been concerns regarding a school's financial plan, and fewer schools were in deficit, the relevant ELB would have invited the school to discuss the situation, however as the budget situation has declined over a number of years this is not manageable.

[REDACTED] advised that the EA administer the payment for all school staff, including support staff, goods and services

[REDACTED] attended a meeting with a member of the BoG and school principal of Ballyhenry PS and a representative from CSSC in October 2023 during which the following assertions were made by the school as reasons for their financial deficit:

- Reduction in school budget over the years;
- A drop in enrolment numbers (181 to 148 pupils);
- Approved admissions reset (reduced) from 45 to 30 by DE;
- School lost pupils to Mallusk IPS when it transformed;
- There has not been a Teacher Redundancy Scheme in a number of years to enable the school to reduce staff;
- There has been an increase in the number of statemented pupils at the school (15% of pupils at the school have a statement); and
- Teachers' sickness absence.

[REDACTED] explained that the reduction in approved admission numbers to 30 from 45 in 2022 and subsequent reduction to only one Year 1 class may have created a surplus staffing situation at the school. (36 pupils admitted to Year 1 and this was deemed too big for one class by the school so in operation for 7 years from P1-P7). Note Class Sizes – Circular Class Sizes For Pupils in Years1-4 Foundation Stage and Key Stage 1 – Circular Number 2011/01 (Note para 4 and para 5 of the circular – class limit exceed statutory limit of 30 for additional funding can apply to EA, exceptions to limit are permitted by Article 16(4) of the 1998 Order. It had been discussed with the school that the cost of running the additional class was £233,000. Departmental funding has only been available for unavoidable Priority 1 redundancies (schools that are in a closure/amalgamation situation).

Without any redundancy scheme, the school cannot reduce staffing even if it wanted to.

[REDACTED] explained that although a school can self fund a redundancy to make longer-term savings, the redundancy would have to be affordable by the school and the longer-term savings would have to be demonstrated. Given the current financial position of Ballyhenry

PS, it would not be in a position to self-fund a redundancy. A school could potentially reduce its staffing costs by choosing not to replace a teacher who was retiring (natural wastage). A school can only let a teacher go if they are employed on a temporary or fixed-term contract.

█████ explained that a school is required to meet any associated SEN costs of non-statemented pupils who are on the SEN register. The EA cover all associated SEN costs of statemented pupils. In the case where the EA can only cover the cost of a SEN classroom assistant (for a statemented pupil) for a specified number of hours per day, the school may choose to employ a full-time assistant instead, providing the remaining cost is met from the school budget. █████ advised that it was her understanding that Ballyhenry PS is unique in that it has a high number of non-statemented pupils who are on the SEN register. The CSSC representative who was at the meeting on October 2023 is aware of those unique circumstances.

When a school employs a substitute teacher to cover a permanent teacher's sickness absence of less than 20 days, the school must pick up the cost of the substitute teacher in additions to the absent teacher's salary. The EA only cover the substitute teacher's costs if the absence exceeds 20 days, therefore casual sick days impact the school budget. Where a sickness absence exceeds 6 months (normally when a teacher reaches half pay), that cost reverts to the EA and the school takes on the costs of the substitute teacher (the EA take on the lesser cost).

█████ confirmed that when she met with Ballyhenry PS in October 2023, the EA was paying for 17 classroom assistants at the school. For example – CYPS may allocate 25 hours for a teacher, and you have to allocate time for planning and therefore the school pays for a full time teacher when funding is allocated for 25 hours. CYPS allocate packages and a school can choose to 'convert' the hours of a classroom assistant (paid by the EA) and employ a teacher instead and they have to cover the additional costs from the delegated budget.

A follow-up meeting was held with the school on 20 November 2023, █████ was unable to attend, the meeting was attended by █████ an Education Link Officer from the EA, █████ and █████ No representation from Finance and there was representation from CYPS. █████ suggested that it may be useful to contact someone from CYPS.

█████ explained that the former accounting process in which the total deficit and surplus of all schools would have been offset against each other changed a number of years ago. As part of the new process, a "Banked Surplus" for schools is now held by DoF, from which funds can be "drawn down" by DE/EA, upon request from the EA in circumstances where a school requires access to a surplus. DoF are not facilitating draw downs and EA have to incur the additional cost.

█████ indicated – overall budget of schools in decline, 60% of schools in deficit.

EA pays for goods and services and DE pays staffing (teachers).

Appendix L



Mark Baker
Controlled School Support Council
2nd Floor Main Building
Stranmillis University College
Stranmillis Road
Belfast
BT9 5DY

Email: mark.baker@csscni.org.uk

Rathgael House
43 Balloo Road
Rathgill
BANGOR
BT19 7PR

Email: [REDACTED]

2 October 2024

Dear Mr Baker

INTEGRATED EDUCATION ACT (NI) 2022

Under Section 3 of the [Integrated Education Act \(NI\) 2022](#) (IE Act), I write to consult with the Controlled Schools Support Council (CSSC) with regard to the following Development Proposal (DP):

DP No.	Publication Date	School Name	DP Link	Reason
736	12 September 2024	Ballyhenry Primary School	https://www.education-ni.gov.uk/publications/dp-736-ballyhenry-primary-school	Transform to Controlled Integrated status

The Department must consider the implications of the IE Act in full and in its assessment of the above DP.

In taking account of the implications of the IE Act, the Department would like to provide you with an opportunity to consider and provide any commentary you would like to make in relation to the above DP.

This consultation is specific to you CSSC as an “advisory body” as defined in Section 3 of the IE Act, which requires the Department to consult with any body appearing to have as its objective the encouragement or promotion of integrated education when exercising any function relating to integrated education as defined in Section 1 of the IE Act. This is separate to the opportunity for anyone interested or affected by the proposal to make their views known directly to the Department of Education during the two-month statutory objection period.

In this respect, it may well be that you have already responded or plan to do so during the statutory objection period. Where that is the case, the points you make will form part of the assessment of all relevant evidence that is brought to the decision-taker.

The purpose of this consultation is to afford you further opportunity to put forward any new or additional evidence in the context of the provisions of Section 3 of the IE Act.

If you propose to make one submission covering objection period and Section 3 comments, please confirm when responding that that is the case. You should identify clearly where comments provided are in the context of the provisions of Section 3 of the IE Act.

I should be grateful if you would forward the response by **27 November 2024**.

Yours sincerely

A black rectangular box redacting the signature of the sender.

Area Planning Policy Team (North Region)

Appendix M

Meeting with Principal 23 September 2025 – DP 736 Ballyhenry Transformation

1. **The Department notes that Ballyhenry PS did not seek Expressions of Interest (EOI) from the community to gauge interest from potential parents which makes it difficult to assess the level of demand from the wider community.**

The school had asked for the community to talk with them and had also sought Expressions of interest but there had not been much of a response. They had also directed the community to the Integrate My School website. It is not the case that people are not interested, it is just that some people are not au fait with technology and there appears to be a general apathy towards filling in forms and responding to requests. Experience has shown that the community, for a variety of reasons, respond much better when invited to discuss things face-to-face rather than complete forms.

2. **If possible, could we see your school communication via transformation with the local community as CfC asserted the school has strategically utilised various channels including social media, print, and local bus shelter advertisements to convey its intention to transform by September 2025.**

Mrs Knocker will send details evidencing the various channels used to communicate the school's intention to transform to us.

3. **Note previous communication regarding debt – how is this being managed? What plans have the school put in place to address the school's financial deficit and what are the outcomes, if any, to date?**

Additional SEN teachers, classroom assistants and costs related to staff absenteeism have been contributing factors to the school's deficit. At times some spend has to fall to the school, for example, where an additional teacher is required, the EA can only fund up to 22 hours per week for that teacher's salary with the remaining cost falling to the school, as per the Jordanstown Agreement. [REDACTED] LMS, EA, has visited the school to discuss the school's finances.

4. **You indicated in your CfC the smaller size of Ballyhenry PS as well as the school's commitment to meeting the needs of every child, has meant that families with children with additional needs choose Ballyhenry PS and that this has sometimes involved supporting pupils who were unable to find success in other educational settings. It is further asserted that, consequently, a higher-than-average number of pupils with statements of educational needs attend the school, resulting in a financial burden.**

A number of pupils with SEN at the school have previously attended different primary school in the area. From discussions with the parents of those children, they chose Ballyhenry PS because of the support and facilities it provides for children with special educational needs. When a parent approaches Ballyhenry PS for a place for their child because their current school is not meeting their specific needs, Mrs Knocker wants to ensure that Ballyhenry PS can provide the support that that child needs.

5. **What is your engagement with other Integrated schools in the area?**

Mrs Kocker works hard with her engagement with the integrated schools in the area with Mallusk IPS and Glengormley IPS and pointed out that she is usually the one who makes the contact. There would be regular communication with the principals of Mallusk IPS and Glengormley IPS, particularly regarding the co-ordination of school meals for those schools as they are prepared at Ballyhenry PS. The principal of Mallusk IPS has been invited to attend the Newtownabbey Primary Principal's Association, which Mrs Kocker chairs, but has declined as she is a teaching principal. The principals of Glengormley IPS and Ballyhenry PS are members of the Newtownabbey Empowering Schools Together (NEST) Programme which collaborates with local school principals to address the needs of Newtownabbey. Mrs Kocker has visited Acorn IPS and Hazelwood IPS and along with her staff has also visited Central IPS. The principal and staff of Mallusk IPS have visited Ballyhenry PS.

6. **We note from NISRA/DE Stat's a projected decline in pupil population – this could impact all sectors and the integrated sector. (We also note the recent reduction in approved admissions/ enrolment at Glengormley IPS?) How will you fight this decline?**

Mrs Kocker said that all schools in Newtownabbey are acutely aware of the decline. Ballyhenry PS will continue to do what it has been doing by welcoming pupils from all cultures, faiths and abilities, adding that the school has been able to maintain its numbers. It was noted that the current numbers are only being met when SEN pupils are included. There was a general discussion regarding SSP and the Department's recent consultation on 'Accounting for Children with a Statement of Special Education Needs: Changing the 'Supernumerary' Status'. Mrs Kocker indicated that she responded to the Department's consultation on Changing the 'Supernumerary Status'.

7. **How will the school increase the number of Catholic / minority pupils attending the school? Does the school have a strategic action plan detailing the specific steps and target areas to enable the school to achieve this aim?**

The school carries out a leaflet drop in the BT36 area and uses Facebook to campaign for new pupils each year. It was noted that some Ballyhenry PS travel from the Mallusk and Glengormley area. Mrs Kocker has suggested to the local primary school principals that they should stagger their open nights so that parents would be able to visit all the schools in the area to allow them to make an informed choice. Each school has something different to offer parents and pupils and it is important that the right school is chosen to meet the individual needs of each child. There is a perception that Ballyhenry PS is taking pupils from other schools, particularly because of what it offers in terms of SEN provision.

8. **Your Transformation Action Plan (TAP) asserts that the school's staff is representative of the school community, including teachers who hold a (Catholic) Certificate in Religious Education. Could you provide a breakdown of this.**

■■■■ teachers hold the (Catholic) Certificate in Religious Education. Mrs Kocker will forward this information to us.

9. **It is asserted in the CfC that pupils will not cross the M2 to attend Ballyhenry and therefore the school would not be taking pupils from Mallusk IPS, however, data shows that there is an overlap in the pupil catchment area of both schools. We note at a meeting with the EA on in October 2023, the school claimed that it lost pupils to Mallusk IPS when it transformed in 2015 – could you provide more details on this.**

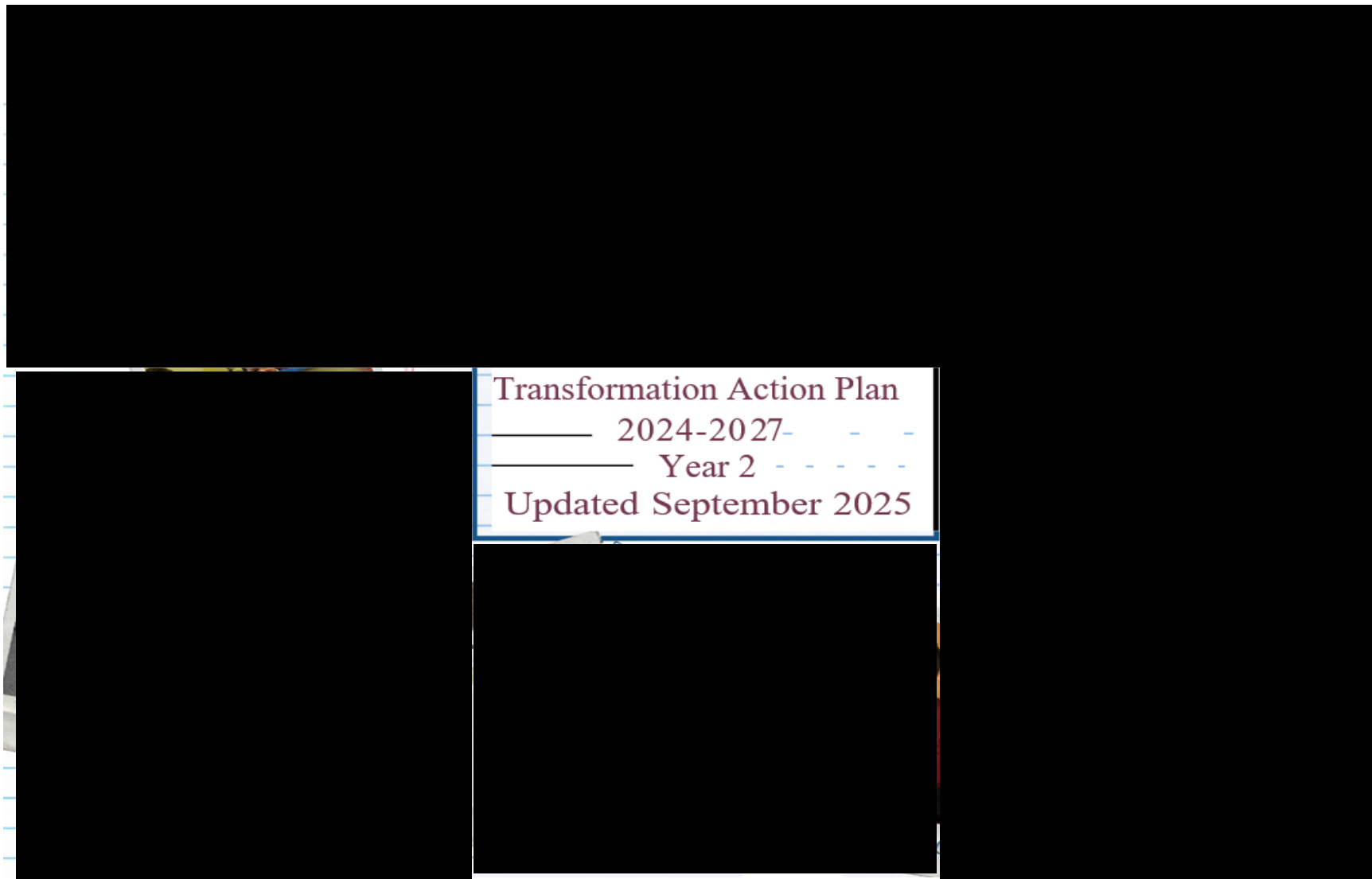
Prior to the transformation of Mallusk IPS in 2015 along with rumours of their amalgamation with Ballyhenry PS, Ballyhenry PS had been experiencing a growth in its enrolment. When Mallusk transformed in 2015 it began to grow with pupils that may otherwise have come to Ballyhenry PS.

Ballyhenry Nursery School (NS) has an enrolment of 50 children of which 15-20 transfer to Ballyhenry PS each year. The NS participates in shared playdays with the school and often uses the school hall. The principal tries to collaborate a lot with the NS in the area and visits them along with the school's assistance dog to read to the children.

10. **Has it been possible to gather information on the religious breakdown for Year 1, and the whole school as requested in my email of 10 September 2015 in relation to the Minister's Statement regarding 'Reasonable Numbers' to the Northern Ireland Assembly on 4 September 2015 refers?**

The principal provided figures on the current religious breakdown of the school which included Year 1 figures for 2025/26 (these figures are unverified) along with a copy letter from NICIE regarding 'Reasonable Numbers'. An updated version of the school's Transformation Action Plan and School Development plan were also provided. Mrs Knocker to provide an electronic version of the document.

Appendix N





Ballyhenry PS 3-Year Transformation Plan 2024-2027



Contents

3-Year Priorities for Transformation 2024-2027	3
Learner Centred (2024-2027)	4
What? Baseline position at May 2024	4
So what? Conclusions and recommendations for the way forward (24-27)	5
Now what? Future targets (subject to Ministerial decision)	6
Learner Centred (Year 1 2024-25)	7
Learner Centred Year 1 Evaluation	9
Learner Centred (Year 2 2025-26)	11
High Quality Teaching & Learning (2024-2027)	14
What? Baseline position at May 2024	14
So what? Conclusions and recommendations for the way forward (24-27)	15
Now what? Future targets (subject to Ministerial decision)	16
High Quality Teaching & Learning (Year 1 2024-25)	17
High Quality Teaching & Learning Year 1 Evaluation	19
High Quality Teaching & Learning (Year 2 2025-26)	21
Effective Leadership (2024-2027)	24
What? Baseline position at May 2024	24
So what? Conclusions and recommendations for the way forward (24-27)	25
Now what? Future targets (subject to Ministerial decision)	26
Effective Leadership (Year 1 2024-25)	27
Effective Leadership Year 1 Evaluation	29
Effective Leadership (Year 2 2025-26)	32
Community Connections (2024-2027)	35
What? Baseline position at March 2024	35
So what? Conclusions and recommendations for the way forward (24-27)	35
Now what? Future targets (subject to Ministerial decision)	36
Community Connections (Year 1 2024-25)	37
Community Connections Year 1 Evaluation	39
Community Connections (Year 2 2025-26)	41



3-Year Priorities for Transformation 2024-2027

	Year 1 2024-25	Year 2 2025-26	Year 3 2026-27
Learner Centred	It is imperative to ensure that Integration is a prominent agenda item in all meetings (BOG, STAFF, Pupils) and is consistently highlighted in Newsletters and on the website. Pupils' voice groups must convene during circle time. Weekly updates during Assembly by pupils are essential, along with the continuation of Road Show and Art Show. Display materials should include Articles of UNCRC, and a baseline for policies and current schemes must be established. During Circle Time, PDMU, and elsewhere to make Integration more explicit and intentional.	Establish a Parent Focus Group to ensure parental support for learners. School Council will meet with TAG groups to discuss policies and current schemes, with emphasis on developing an appropriate RE Policy and scheme. We will enhance the calendar of important cultural events through collaboration with all stakeholders and send out supplementary data capture to obtain more information about families' faith backgrounds.	In Year 3, our priorities include building community partnerships to enrich learners' understanding of integration and diversity, enhancing class-based celebrations and studies about multiculturalism, embedding and enhancing policies and schemes, and developing a multicultural event.
High Quality Teaching & Learning	Establish baseline for all policies/curricular areas, develop Circle Time to include PDMU, RE and Diversity, provide initial training on diversity and inclusion for staff and pupils, review current integration practices, commence staff development journey, establish shared education with teaching staff, engage parents in integration, and include parents on TAG Team.	In Year 2, our priorities are to ensure high quality teaching and learning through intentional integrations of the curriculum and policies, development of circle time, staff training, staff development, sustained improvement, shared education, RRS Gold, and establishment of parental focus groups.	In the academic year 2026-27, the priorities for Year 3 are to streamline the curriculum and policies, incorporate more challenging topics into Circle Time, provide extended training based on assessed needs, update progression opportunities, integrate them into PRSD targets, and pursue Education the Heart Level 2 training. These priorities aim to ensure intentional integration and enhancement of teaching and learning practices.
Effective Leadership	In this academic year, the key priorities for effective leadership include establishing a baseline for stakeholders' views on transformation, curriculum intentional integrations, and reviewing the website and social media for inclusive language and broader social network engagement.	In Year 2, our priorities include updating the School Development Plan (SDP) to align with the Transformation Plan, developing the Board of Governors (BOG) in accordance with DENI guidelines, updating policies, website, and social media, and appointing an Integration Coordinator.	Ensure the SDP is updated to reflect Transformation (Year 3) and build further links with the BOG. Complete policy updates and address any additional priorities as they arise during the Plan-Do-Review Cycle.
Community Connections	In the academic year 2024-25, Year 1 intends to host an Annual Road Show, involving IEF and other community groups and schools. Also, the Annual Art Exhibition "Building, Growing, Changing Together" will be extended to a wider audience of special guests. Additionally, links on the school website will be extended to include other relevant organisations.	This academic year, our focus in Year 2 involves fostering relationships with local churches and the wider community to <u>partake</u> in cultural events and assemblies, hosting discussions on transformation with local stakeholders, and celebrating diversity within our community.	Updating the website and prospectus to incorporate Intentional Integration, fostering connections with local churches and the wider community, and addressing additional targets via the Plan-Do-Review Cycle are key objectives for the forthcoming academic year.



Learner Centred (2024-2027)

What? Baseline position at May 2024

At Ballyhenry, we are committed to providing a high-quality education that embraces diversity and inclusion. Our approach to integration is embedded throughout the whole school community, from our enrolments to our teaching practices. We firmly believe in achieving the potential of every pupil in a caring environment.

To ensure quality of education, we have developed a comprehensive Learning and Teaching policy that includes differentiation strategies to meet the diverse educational needs of our pupils. We actively promote the inclusion of other faiths in our school communication and have started to facilitate the preparation for Catholic sacraments as well as the celebration of different religious beliefs.

Behaviour and attitudes play a crucial role in our school environment. We have high expectations for all our pupils and model appropriate use of language and behaviour. We emphasise the use of restorative practice and language, particularly using approaches such as circle time. Our pastoral care training and policies ensure that we create a safe and respectful atmosphere. We also have a positive behaviour strategy known as "The Ballyhenry Way" which emphasizes being safe, ready, and respectful.

Our commitment to diversity and personal development is reflected in various aspects of our school life. We emphasize the valuing of diversity and acceptance of differences. We actively encourage our pupils to engage with other schools and communities from different backgrounds and traditions. We are developing a Shared Education partnership with the Gaelscoil Eanna and will grow pupil to pupil relationships over the duration of this Transformation Plan and beyond. Additionally, we actively involve ourselves in external organizations and initiatives that promote Integration and diversity. Within a Northern Ireland context, we explore identity and conflict to promote understanding and respect.

We are dedicated to involving young people in decision-making processes and have an active pupil council. This, along with a variety of pupil leadership roles provide opportunities for children and young people to contribute to the development of our school and provides a platform for sharing ideas and opinions. Our "Charter Champion" initiative, where both pupils and staff members are nominated, reinforces the value we place on their opinions and actions. We believe that every child should have a voice, and we work tirelessly to ensure this is embedded in our school culture.

We are a Silver Rights Respecting School; each class establishes a classroom agreement or contract based on the UNCRC (United Nations Convention on the Rights of the Child). The UNCRC is announced during every assembly and our wall displays proudly showcase the relevant Articles of the UNCRC.



Ballyhenry PS 3-Year Transformation Plan 2024-2027



So what? Conclusions and recommendations for the way forward (24-27)

At Ballyhenry, our pupils are at the heart of everything we do and we are committed to being a nurture school. We place great importance on encouraging the voice of our learners and fostering strong relationships. We already have well established pupil leadership groups, for example, the School Council, Eco Council, Digital Leaders, Junior Librarians, and the Rights Respecting Steering Group but we want to further empower our pupils. We intend to take members of the Pupil Voice Group to sit on the Transformation Action Group (TAG) Focus Group and ensure that their input shapes Ballyhenry's future as an integrated school.

We are proud of our Silver Rights Respecting School award but feel we can go further with this and believe that pupils' experiences will be further enhanced by striving for the Gold Award. Developing our restorative approaches across all aspects of the pupils learning will complement this.

We recognise that Transformation means making Integrated themes more explicit across the curriculum. Over the next three years we intend to look at specific areas such as PDMU, Music, WAU and PE and take a more proactive approach to identifying resources and approaches that will support pupil learning in an integrated environment. There will be a particular focus on the use of Circle time across all classes as a mechanism to support teachers and pupils to engage in more challenging conversations. There will also be a greater emphasis on enhancing class-based celebrations and studies related to multi-culturalism.

We also run a range of extra-curricular activities through our Extended Schools Program. This are organised by school staff who are then employed to run a wide variety of afterschool initiatives which reflect the interests of our pupils. They encompass sports, the arts, and cooking. Going forward the school will continue to respond to the pupils' interests and extended the diversity of these programmes. For example, multi-sports will include hurling and Gaelic Football, cooking will include dishes from around the world, art club will include a wide range of styles and our "Love Reading Programme" will encompass literature from all faiths and none. This will serve to support the pupils recognise the pupil's development and growth beyond the classroom doors.

Pupil welfare and well-being are paramount in Ballyhenry, we have already planned that all pupils will complete the PASS (Pupil Attitudes to Self and School) Assessment before the end of June 2024. This will help school staff gain insight into how pupils see themselves as learners. The findings from the assessment will underpin the direction of the Transformation Plan as we may need to develop programmes in response to the finding (i.e. if there are children who have a negative self-image we will need to address and support their mental health).

Assemblies are important to the school, Transformation will provide us with the opportunity to use school assembly more intentionally to introduce a range of speakers, to support pupils to engage with other pupils and reflect a wider range of cultural events and celebrations. For example, we hope to introduce additional cultural celebrations into our assembly schedule such as Eid and Ramadan and invite children who celebrate these to share their experiences. As the number of Catholic children passing through the school increase, there will be an opportunity to use assemblies to share special events such as First Communion and Confirmation.



Ballyhenry PS 3-Year Transformation Plan 2024-2027



Now what? Future targets (subject to Ministerial decision)		
Year 1 (2024-25)	Year 2 (2025-26)	Year 3 (2026-27)
1) Develop an improved understanding of how pupils view themselves as learners (PASS) and implement relevant programmes of support.	1) Extend opportunities for pupils to view themselves as active participants in their own learning shaping curricular areas in response to their interests.	1) Continue PASS programmes based on the progress made regarding the pupils view of themselves as positive, empowered learners who will contribute as global citizens.
2) Extend pupils voice activities to <u>included</u> active participation in decision making by groups meeting with their link governor as well as SLT. RR Steering group to extend remit as IE Ambassadors and contribute to the Transformation Action Group.	2) Elected Pupil Groups will look wider to support community outreach (i.e. School Council collaborated with ICG, JR Librarians read to Tots/Nursery pupils, ECO Club invite nursery for visits, Digital Leaders connect digitally with other schools, Steering group connect with ICG regarding Anti-bias work)	2) Elected pupil groups to function with greater autonomy supported by key staff members leading class councils independently.
3) Pupils will experience a more intentional reference to themes of Integration, particularly in the curricular area of PDMU.	3) Pupils will experience a more intentional reference to themes of Integration, particularly in the curricular area of WAU.	3) Pupils will experience a more intentional reference to themes of Integration, particularly in the curricular area of Music, PE and beyond.
4) Pupils' understanding of the concept of Integrated Education will continue to be developed and be connected with their understanding of children's rights.	3) Pupils will continue to build on their understanding of children's rights as the school prepares for the Gold Rights Respecting School Award.	4) Their rights will be celebrated <u>form</u> the bedrock of their learning experience across the curriculum.
5) Continue to build <u>relationship</u> within our shared education partnerships with informal activities and staff education programmes.	5) At least one class will be engaged in pupil-to-pupil activity with our SE partner school. (Funding permitting)	5) Build on understanding develop during SE activities and extend learners understanding of Integration and diversity. This will lead to further developments in curricular areas including PE and World Around Us and extend the range of <u>extra-curricular</u> activities.



Learner Centred (Year 1 2024-25)					
Learner Centred 2024/25 Targets	Actions	Success Criteria (Quantitative & Qualitative)	Timescales	Resources	Monitoring & Evaluation
1) Develop an improved understanding of how pupils view themselves as learners (PASS) and implement relevant programmes of support.	-All pupils from P3-P6 will complete PASS Testing -Staff will be trained on interpreting PASS information to inform Learning and Teaching -Incorporate suggestions from the outturn of testing into classroom practice especially Circle Time	-PASS testing completed -Staff Training is completed -Evidence in Teacher Planning to reflect the better understanding of their pupils' learning needs. -Circle Time Log will reflect learning opportunities which develop during these session	Begin in September 2024 to be well established by June 2025	Time PASS training opportunities Support programmes as suggested by PASS	-Review of training feedback. -Review of planners -Analysis of Circle Time Logs
2) Extend pupils voice activities to <u>included</u> active participation in decision making by groups meeting with their link governor as well as SLT. RR Steering group to extend remit as IE Ambassadors and contribute to the Transformation Action Group.	-Election of pupil voice representatives -schedule of meeting including class cover -Assignment of link governors when BOG is reconstituted -Establish IE ambassador roles among pupils.	-Elections took place and representative <u>recognised</u> -schedule set up and followed -meetings take place with link governors.	Elections in September Monthly meetings Link with BOG Oct'24 and May'25	Time Class Cover Badges	-Review of Council Logs -Pupil focus group feedback
3) Pupils will experience a more intentional reference to themes of Integration, particularly in the curricular area of PDMU.	<u>Introduce</u> specific units focusing on diversity, respect for different cultures, and community awareness within the existing PDMU curriculum.	Increased pupil engagement and understanding in topics related to Integration as evident in lesson observations and pupil discussions. -Circle time record book	Begin in September 2024 to be well established by June 2025	Time PASS training opportunities PDMU resources from other schools	Lesson observations, pupil surveys, and termly reviews of PDMU lesson plans.



Ballyhenry PS 3-Year Transformation Plan 2024-2027



Learner Centred (Year 1 2024-25) Continued					
Learner Centred 2024/25 Targets	Actions	Success Criteria (Quantitative & Qualitative)	Timescales	Resources	Monitoring & Evaluation
4) Pupils' understanding of the concept of Integrated Education will continue to be developed and be connected with their understanding of children's rights.	-Right of Week Schedule established. -RR Steering Group (IE Ambassadors) will announce and explain the right during school assembly. -Right of the Week highlighted at the start of each circle time. -All displays will have an associated right displayed.	-Circle time record book highlighting discussions -Increased awareness and understanding of IE principles among staff and pupils. -Active participation of IE ambassadors. -Displays include rights.	Begin in September 2024 to be well established by June 2025	Time IE training opportunities	-Review of training feedback. -Termly reports from IE ambassadors. -Analysis of participation logs
5) Continue to build relationship within our shared education partnerships with informal activities and staff education programmes.	-shared training to include a wider range of staff the purpose of which is to build solid relationships that will support pupil partnerships. -informal meetings between schools for events such as art show, school shows, gardening and sporting activities.	-Shared training takes place -shared events	Begin in September 2024 to be well established by June 2025	-Time -Training opportunities for staff -transport	-Event attendance records, -feedback forms from pupils and staff



Key Focus: <u>Learner Centred Year 1 Evaluation</u>				
Improvement Target 1: <i>Enhance pupil self-view, increase participation, deepen understanding of Integration, and strengthen partnerships.</i>				
Success criteria, focusing on the impact on the children				
SC1a Develop an improved understanding of how pupils view themselves as learners (PASS) and implement relevant <u>programmes</u> of support.	SC1b Extend pupils voice activities to <u>included</u> active participation in decision making by groups meeting with their link governor as well as SLT. RR Steering group to extend remit as IE Ambassadors and contribute to the Transformation Action Group.	SC1c Pupils will experience a more intentional reference to themes of Integration, particularly in the curricular area of PDMU.	SC1d Pupils' understanding of the concept of Integrated Education will continue to be developed and be connected with <u>their</u> understanding of children's rights.	SC1e Continue to build <u>relationship</u> within our shared education partnerships with informal activities and staff education <u>programmes</u> .

In the pursuit of fostering a learner-centred educational environment at Ballyhenry Primary School, an essential initiative was implemented to deepen our understanding of how pupils perceive themselves as learners. The Pupil Attitude to Self and School (PASS) assessments were administered to all P3 to P6 pupils in May 2024. The outcomes of these assessments were meticulously gathered and shared with the pupils' new teachers at the commencement of the academic year in September 2024. In preparation for effectively utilising this data, staff underwent comprehensive training on the PASS framework, which facilitated the incorporation of findings into their teaching strategies and led to well-informed target setting completed by the end of September.

The PASS data played a critical role in shaping the educational pathways for our pupils, particularly those identified as underachieving, often due to their negative perceptions of themselves as learners. As a result, this initiative has allowed the school to tailor support programmes that address individual needs, thereby aligning with the principles of the Integration Act, which emphasises "ensuring equality of access and catering to the needs of all students, including those of different abilities." Moreover, the information gleaned from the PASS assessments has enabled staff to conduct a rigorous analysis regarding the pupils' views of their learning environment. Remarkably, it was found that nearly all pupils at Ballyhenry hold a positive outlook towards their school experience, with only 4.65% expressing low satisfaction levels. Additionally, a favourable perception of their teachers was noted, with only 5.81% demonstrating dissatisfaction. However, the data signals an area for improvement, specifically in relation to developing a positive work ethic, as indicated by 12.79% of pupils reporting low satisfaction in this regard.





Ballyhenry PS 3-Year Transformation Plan 2024-2027



To further amplify pupil voice, the school has embarked on initiatives aimed at ensuring active participation in decision-making processes. Numerous pupil voice groups have been established, including the School Council, Rights Respecters, Digital Leaders, Junior Librarians, and Eco Council, with each group guided by a dedicated teacher. These groups not only contribute to assemblies but also undertake various responsibilities that enrich the overall school experience. The recent reconstitution of the School Board of Governors aims to facilitate greater engagement with these pupil voice groups in the summer term, aligning with our commitment to inclusive decision-making. Collaborative meetings involving link governors and senior leadership team (SLT) representatives are scheduled. The Rights Respecting Steering Group's role will evolve to become Integrated Education (IE) Ambassadors, thereby contributing significantly to the Transformation Action Group (TAG).

The integration of themes pertaining to Integration, particularly within the Personal Development and Mutual Understanding (PDMU) curriculum, has been a focal point this year. All staff participated in training led by Jenny Mossley, ensuring that the PDMU curriculum is effectively delivered during dedicated circle time on Monday afternoons. This protected time underscores the value placed on emotional and social development, confidence, health and safety awareness, and moral reasoning. Central to this initiative is the pupils' comprehension of their rights and the principles of equality and diversity within the school context, fostering a deeper understanding of Integrated Education alongside children's rights through a weekly focus on specific rights.

Building upon our shared education partnerships has also been a priority, characterised by informal activities and collaborative staff development programmes. The principals of both Gale Irish Medium School and a Controlled school have established a partnership that enhances cultural understanding and fosters trust, exemplified by our joint participation in community events such as the Céilí at Mossley Mill.

While recognising the ongoing work required, we take pride in the progress achieved this year, particularly in the context of a challenging period marked by action short of strike. We remain steadfast in our commitment to creating an inclusive, learner-centred environment for all pupils.



Learner Centred (Year 2 2025-26)					
Learner Centred 2025/26 Targets	Actions	Success Criteria (Quantitative & Qualitative)	Timescales	Resources	Monitoring & Evaluation
Extend opportunities for pupils to view themselves as active participants in their own learning, shaping curricular areas in response to their interests	- Implement pupil-led inquiry projects across KS1 and KS2. - Introduce regular 'Curriculum Voice' sessions where pupils suggest topics or themes in WAU/RE. - Use pupil feedback to adapt WAU and Literacy units.	- At least 80% of classes conduct one pupil-led project per term. 80% of pupils participate in Curriculum Voice sessions. - Increased pupil engagement and ownership in learning. - Positive feedback from pupils and teachers on relevance of topics.	Initiate in Term 1; ongoing throughout the year.	- Staff CPD on pupil voice and inquiry-based learning. - Digital tools for collecting pupil feedback (e.g., Forms, Padlet).	- Termly review of pupil-led projects. - Pupil and teacher surveys. - SLT classroom observations.
Elected Pupil Groups will support community outreach	- School Council to collaborate with ICG on community initiatives. - Junior Librarians to run weekly storytelling sessions for Nursery. - ECO Club to host seasonal nature visits for Nursery pupils. - Digital Leaders to initiate virtual exchanges with partner schools.	- Minimum of 1 outreach activities per group per term. - At least 1 digital exchange per term. - Strengthened pupil leadership and community awareness. - Positive feedback from Nursery staff, ICG, and partner schools.	Begin Term 1; review activities termly.	- Time allocation for group meetings. - ICT equipment for digital exchanges. - Transport/funding for external visits (if needed).	- Group logs and reports. - Feedback from community partners. - SLT review of outreach impact.



Ballyhenry PS 3-Year Transformation Plan 2024-2027



Learner Centred (Year 2 2025-26)					
Learner Centred 2025/26 Targets	Actions	Success Criteria (Quantitative & Qualitative)	Timescales	Resources	Monitoring & Evaluation
	Steering Group to engage with ICG on anti-bias education (if available).				
Pupils will experience more intentional reference to themes of Integration, particularly in WAU	- Embed integration themes in WAU planning (e.g., shared histories, cultural diversity). - Use local case studies and cross-community stories. - Invite guest speakers from diverse backgrounds.	- Integration themes present in WAU units. - At least 2 guest speaker sessions per year. - Pupils demonstrate increased understanding of integration. - Teachers report improved pupil empathy and awareness.	Planning in Term 1; delivery across all terms.	- WAU planning templates with integration prompts. - Access to local community contacts and speakers.	- WAU planning audits. - Pupil reflections and discussions. - Teacher feedback forms.
Pupils will continue to build on their understanding of children's rights as the school prepares for the Gold Rights Respecting School Award	- Integrate rights education into assemblies and PDMU lessons. - Use real-world scenarios to explore rights and responsibilities. - Continue pupil-led Rights Ambassadors group.	- Rights referenced in 100% of PDMU lessons. - Rights Ambassadors lead at least 1 school Assembly - Rights Ambassadors explain weekly rights in assembly. - Pupils articulate understanding of rights in varied contexts.	Ongoing throughout the year; Gold Award scheduled for November 2025	- UNICEF RRS materials. - Staff training on rights education.	- Rights Respecting School audit tools. - Ambassador logs and pupil voice surveys. - SLT review of school-wide initiatives.



Ballyhenry PS 3-Year Transformation Plan 2024-2027



Learner Centred (Year 2 2025-26)					
Learner Centred 2025/26 Targets	Actions	Success Criteria (Quantitative & Qualitative)	Timescales	Resources	Monitoring & Evaluation
		School culture reflects respect and inclusion.			
At least one class will be engaged in pupil-to-pupil activity with our SE partner school (Funding permitting)	- Identify class and partner teacher. - Plan joint activities (e.g., shared projects, pen pals, video calls). - Apply for funding to support transport or digital resources.	Funding Permitting - Minimum of 3 joint activities during the year. - At least 90% pupil <u>participation</u>. - Pupils express increased understanding of shared values. - Strengthened relationships between schools.	<u>Planning in</u> Term 1; activities in Terms 2 and 3 if funding is available.	- Funding application support. - ICT tools for virtual collaboration.	- Joint activity logs. - Pupil feedback and reflections. - Teacher evaluations of impact.



Ballyhenry PS 3-Year Transformation Plan 2024-2027 High Quality Teaching & Learning (2024-2027)



What? Baseline position at May 2024

Across the curriculum in Ballyhenry, learning opportunities are provided to promote shared values and cultivate respect for diversity. The Ballyhenry Way serves as our shared value system, emphasizing safety, preparedness, and respect. Personal Development and Mutual Understanding (PDMU), World Around Us (WAU), and Religious Education (RE) subjects offer platforms to explore and discuss shared values. The NI curriculum is designed to reflect the cultural and religious traditions of Northern Ireland through language, sports, music, and literature. However, these need to be reviewed to be more explicit in nature.

Staff members at Ballyhenry are knowledgeable about the significance of modelling inclusive language, utilising a shared script, especially during challenging situations, and employing restorative language to de-escalate conflicts and repair relationships when issues arise. This proactive approach not only maintains a positive classroom environment but also reinforces the school's commitment to creating a supportive and inclusive educational setting for all students.

Creating inclusive and respectful learning environments is a priority for our staff. All pupils' work is proudly displayed, promoting a sense of inclusion and celebration in the context of the Northern Ireland Curriculum, relationships play a pivotal role in nurturing high-quality teaching and learning experiences. Effective communication between staff and pupils is paramount as it directly influences the learning outcomes of students. By tailoring approaches to individual students' starting points, educators can effectively engage learners, fostering confidence and facilitating success.

At Ballyhenry, all staff, both teaching and non-teaching, undergo training provided by a diverse range of external professionals. Professional Development courses such as CSSC (Adverse Childhood Experiences and Nurturing Environment) and RISE (inclusion of pupils with additional needs) equip staff with the necessary skills to address a variety of student needs proficiently. Furthermore, programmes like Restorative Practice and Team Teach enable educators to excel in implementing inclusive practices within the school environment. Teachers and Classroom Assistants have had initial training on Circle Time from [REDACTED]

To ensure effective delivery of the curriculum within the context of religious and cultural diversity, all staff members are provided with opportunities to explore their contributions. Baker Days include diversity training sessions, and all teachers are engaged in the CRIS Step 1 Understanding Diversity training programme. Teachers have partaken in shared education sessions to understand our cultural identities as part of our Shared Education sessions with the teachers from Gaelscoil Éanna.

Sensitive and controversial issues are approached through Personal, Social, and Emotional Development (PDMU). Circle Time Training, development of the Relationships and Sexuality Education (RSE) Curriculum, Nurture Principles, and Restorative Practice equip staff to address these issues effectively. Training programs such Roots of Empathy further enhance teachers' knowledge and capabilities in handling sensitive topics.

Collaborations which enhance teaching and learning are already established with Integrated College Glengormley. The school actively engages with the ICG for art shows, choir performances, and development sessions for Primary 7 pupils. Additionally, links with post-primary schools, such as Ballyclare High and ICG, are established through visits and events for P6 and P7 pupils. The Extended Schools cluster schools who work together of projects that benefit all the schools. Transition from Nursery Schools is facilitated by the P1 teacher and SLT.

Furthermore, Ballyhenry is developing links with other schools with a Learning Support Centre (LSC) through cluster groups. A shared school development day with Southeast Antrim Schools supported collaboration and exchange of ideas.



So what? Conclusions and recommendations for the way forward (24-27)

In Ballyhenry we believe that in order for children to thrive academically, they must first feel happy, safe, and secure within an environment that recognises and nurtures their individual potential. We will continue to build on current good practice regarding respect and inclusivity but want staff to be confident in their roles, understanding what an Integrated PS looks like for all pupils. We will uphold our warm, welcoming, and inclusive ethos and seek to embed and celebrate new cultures and differences by being more purposeful in our intent. We will continue to seek out developmental opportunities for staff, for example through the Educating the Heart programme.

To ensure that all staff, including those who join our staff team, are aware of the importance of our integrated ethos enhanced training will be undertaken. We will gain a better understanding of ourselves through self-reflection and surveys and aim to further develop the confidence of our staff by providing diversity training and increasing staff understanding of intentional Integration. Integrated Education will be a focus within PRSD whenever this becomes possible and through the implementation of the Transformation Plan, we will seek to re-establish best practice in terms of self-evaluation and improvement.

The staff handbook will be updated and made into a digital SWAY with embedded training video recorded by Ballyhenry staff members. When staff participate in the sharing of good practice it allows each of staff member the opportunity to develop confidence in their own skills. The handbook will include information regarding strategies to ensure inclusion and diversity.

To support the transformation to integrated status, we intend to revise all our policies. This will help us develop the integrated ethos and secure robust integrated practice across all year groups. This review process will be overseen by the Board of Governors to ensure its ratification. All curricular areas will be looked at in an effort to be more inclusive and intentional within each element, for example choice of reading materials for classes and resources for music and PE.

The first area to be tackled will be RE with the plan to revise both the policy and supporting scheme of work. We will continue to focus on PDMU and RSE and intend to further develop the Circle of Friends and Peer Mentors initiatives. This will enhance the good practice already well established regarding Restorative Practice which is regularly used with small groups. We intend to continue to develop our restorative approaches, reaching out to seek learning experiences from within other schools by completing registration for the 'When Adults Change' partnership.

We will build and extend opportunities for staff to engage in cross community activities as relationships with schools of different types grow. A particular emphasis will be our Shared Education programme.



Ballyhenry PS 3-Year Transformation Plan 2024-2027



Now what? Future targets (subject to Ministerial decision)		
Year 1 (2024-25)	Year 2 (2025-26)	Year 3 (2026-27)
1) Development of staff professional learning opportunities linked to intentional Integrated ethos, practice, and whole school development. To support <u>this</u> the Educating the Heart registration will be completed in order to gain the <u>Compassionate School Award</u> .	1) Continue staff training focusing on intentional integration and diversity building on the Ethos of the school. Additional members of staff will complete Educating the Heart training.	1) Further development of the school's integrated ethos with intentional integration being included in PRSD Targets. Complete work associated with Educating the Heart and <u>Register</u> for the Level 2 Compassionate School Award.
2) The understanding of our developing ethos focusing on diversity and inclusion will be audited and digital recording made by staff in video for future use.	2) Established good practice will be embedded with the creation of the electronic Staff Handbook and training guide.	2) Undertake an audit of inclusion and diversity practice and use this information to further develop good practice within the classroom and contribute to electronic handbook.
3) Curriculum & Policy review – establish <u>baseline</u> for all policies/curricular areas with the view for future development re: inclusivity/diversity.	3) Curriculum & Policies—Create appropriate Action-Outcome Plans to ensure Intentional Integrations. Update Policies to reflect integration with priority given to Pastoral Care Policies	3) Curriculum & Policies—Follow Action-Outcome Plans to ensure Intentional Integrations with a focus on Curricular Area. Begin <u>update</u> schemes of work and resources.
4) Explore RE schemes that will allow the school to extend the curriculum to <u>including</u> all faiths and none.	4) Through the revised RE policy, pupils will explore important events for children from Catholic and Protestant traditions as well as those from a wider range of world religions.	4) Through the RE Scheme of work, enhance class-based celebrations and studies about multi-culturalism. Celebrate this diversity through Multi-Cultural Event.
5) PDMU and RSE topics are being taught through and extended Circle Time Project. Audit current practice and expand the use of Restorative work with Circle of Friends. This will be complimented by completing the registration for the 'When Adults Change' partnership.	5) Continue training journey based on 24-25 audit Particular emphasis on building confidence in managing sensitive issues and developing Circle time	5) Circle Time will be embedded within all classroom practice and will include planning for more challenging topics.
6) Continue to develop opportunities for staff to collaborate with SE partners Gaelscoil Éanna 50003 .	6) Begin Shared Education Programmes with pupils if funding is available focus first on shared interests such as <u>gardening</u> , art and music.	5) Extend Shared Education Programmes to focus on <u>more</u> diversity of pupil programmes to include a wider range of activities.



Ballyhenry PS 3-Year Transformation Plan 2024-2027



High Quality Teaching & Learning (Year 1 2024-25)					
High Quality Teaching & Learning 2024/25 Targets	Actions	Success Criteria (Quantitative & Qualitative)	Timescales	Resources	Monitoring & Evaluation
1) Development of staff professional learning opportunities linked to intentional Integrated ethos, practice and whole school development. To support this the Educating the Heart registration will be completed in order to gain the Compassionate School Award.	-Baker Day training for all staff on the continuing journey of inclusion and diversity and ethos. - All teaching staff to have opportunity to visit an existing Integrated school -Share good practice from Education the Heart and complete registration.	-training delivered -All teaching staff have visited Integrated schools -Staff have shared best practice Registration completed Educating the Heart	Training Baker Days—August 2024 Visits in Term 1 of 2024-025 Registration and good practice by June 2025	-Time -Trainer -Self-reflection log	Training Evaluation Staff Meeting records. Registration complete
2) The understanding of our developing ethos focusing on diversity and inclusion will be audited and digital recording made by staff in video for future use.	- Audit of current Teaching and Learning Ethos to identification of needs -plan of video clips required. -record video clips	-Audit completed after training -Teaching and Learning assessed using TCN Learning Observations	Audit completed in September 2024 TCN Completed in Term 2 Video clips throughout the year.	- load and storage	Audit completed Record of TCN Learning Observations Video clips ready for use.
3) Curriculum & Policy review, establish baseline for all policies/curricular areas with the view for future development re inclusivity/diversity	-Curriculum leaders will carry out their own audit and report back to teaching staff -Priorities areas of development for SDP to include those where to content is closely linked to diversity and inclusion. -Consult with external diversity experts.	-Curriculum & Policy review, establish baseline for all policies/curricular areas re inclusivity/diversity -Action-Outcome plans reflect the priorities identified and are included in the SDP	September 2024	-Time - Regular staff meetings to discuss updates.	Assess using Action-Outcome Plans



Ballyhenry PS 3-Year Transformation Plan 2024-2027

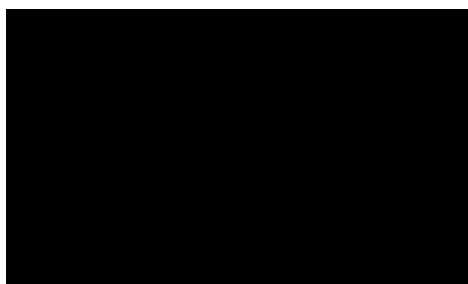


High Quality Teaching & Learning (Year 1 2024-25)

High Quality Teaching & Learning 2024/25 Targets	Actions	Success Criteria (Quantitative & Qualitative)	Timescales	Resources	Monitoring & Evaluation
4) Explore RE policies and schemes that will allow the school to extend the curriculum to <u>including</u> all faiths and none.	-Audit of available RE Schemes - Visit local integrated schools to share best practice -collaborate with teaching staff regarding possible changes	-Staff have shared best practice through TCN Learning Observations and Colligate Book Looks. -INSET Days planned and facilitated. -TCN Observations	TCN Observations Term 1 & Term2	Curriculum leaders to visit other schools Time INSET Days	Monitored through SDP and Action-Outcome Plans TCN Observations Records
5) PDMU and RSE topics are being taught through and extended Circle Time Project. Audit current practice and expand the use of Restorative work with Circle of Friends. This will be <u>complimented</u> by completing the registration for the 'When Adults Change' partnership.	-Audit of available PDMU and RSE resources - INSET session for teachers to review resources and plan PDMU and RSE activities with particular focus on Integrated themes. - Opportunities provided for team teaching/ peer observation to share good practice, specifically around use of circle time -Complete Partnership Registration	-Staff have shared best practice through TCN Learning Observations and Colligate Book Looks. -INSET Days planned and facilitated. -TCN Observations	TCN Observations Term 1 & Term2	Curriculum leaders to visit other schools Time INSET Days	Monitored through SDP and Action-Outcome Plans TCN Observations Records Partnership <u>Registration</u>
6) Continue to develop opportunities for staff to collaborate with SE partners Gaelscoil <u>Eanna</u> .	-INSET session for teachers to address controversial issues -informal shared <u>programmes</u> (i.e. visits to Art Show, School Show, Sports Pitch, School Garden)	-Staff Participate in INSET Days	Throughout the year	Time during INSET Days Coordinator time for planning	Monitored through SDP and Action-Outcome Plans Staff Surveys



Key Focus:	High Quality Teaching & Learning Year 1 Evaluation				
Improvement Target 2:	To enhance High Quality Teaching and Learning, staff professional learning will align with our developing Integrated ethos. This will be supported by a review of curriculum and policies, which will establish baselines to inform <u>inclusivity</u> efforts.				
Success criteria, focusing on the impact on the children					
SC2a Development of staff professional learning opportunities linked to intentional Integrated ethos, practice and whole school development. To support this the Educating the Heart registration will be completed in order to gain the Compassionate School Award.	SC2b The understanding of our developing ethos focusing on diversity and inclusion will be audited and digital <u>recording</u> made by staff in video for future use.	SC2c Curriculum & Policy review, establish <u>baseline</u> for all policies/curricular areas with the view for future development re inclusivity/diversity	SC2d Explore RE policies and schemes that will allow the school to extend the curriculum to <u>including</u> all faiths and none.	SC2e PDMU and RSE topics are being taught through and extended Circle Time Project. Audit current practice and expand the use of Restorative work with Circle of Friends. This will be <u>complimented</u> by completing the registration for the 'When Adults Change' partnership.	



The ongoing development of staff professional learning opportunities continues to be a pivotal component of our commitment to fostering an intentional integrated ethos, enhanced educational practices, and overall school development. Notably, this focus was prominently featured during our August Baker Days, where staff engagement was prioritised through comprehensive sessions aimed at cultivating the school's integrated ethos. These sessions, hosted by NICIE, involved the active participation of both teaching and non-teaching staff, ensuring a holistic approach to our school's mission.

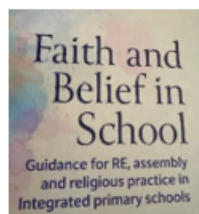


Ballyhenry PS 3-Year Transformation Plan 2024-2027



Following these sessions, staff members were consulted regarding significant cultural celebrations within our school community. The feedback received has been instrumental in shaping our school calendar, as we seek to include a diverse range of events. Noteworthy additions include World Religion Day, St Patrick's Day, and Easter, which complement existing celebrations already embedded within our school culture. These events will either be led by individual classes during assembly or recognised as whole-school celebrations, further enriching our community's cultural tapestry.

It is important to note that while we have initiated the process of educating the heart through our registration with Children in Crossfire to attain the Compassionate School Award, progress has been stalled owing to unavailability of training. We have diligently sought clarification regarding the availability of this training in the future and remain committed to pursuing this accolade.



In our efforts to solidify our developing ethos, which emphasises diversity and inclusion, we are conducting an audit to comprehensively assess our progress. This process will involve staff documenting their insights digitally through recorded videos, providing a valuable resource for future reference. Simultaneously, our outreach to parents has been conducted in a user-friendly manner, encouraging them to share their culturally significant celebrations. The responses collected reflect a profound commitment to integrated education and highlight our community's diverse religious balance.

Additionally, we have undertaken a thorough review of our curriculum and policy framework with an emphasis on establishing baselines across all areas. This review aims to lay the groundwork for future developments surrounding inclusivity and diversity. A structured schedule for policy review has been established, with agreements reached to integrate concepts of diversity, intentional integration, and recognition of children's rights within each policy document. It is anticipated that these reviews and updates will be completed by September 2025.

The Religious Education policies and corresponding schemes are also under revision, following the launch of "Faith and Belief in School." The principal's attendance at this launch facilitated a deeper understanding of the guidance provided, which will enable our school to expand its curriculum to encompass all faiths and those with no faith. A scheme of work has been selected and staff are ready to implement the new scheme in September 2025.

Finally, action short of strike has also delayed the commencement of our audit regarding current practices utilising Circle Time to deliver the Personal Development and Mutual Understanding (PDMU) and Relationships and

Sexuality Education (RSE) Curriculum. However, Circle Time continues to be implemented across all classes every Monday afternoon since the academic year commenced. We are actively working to broaden the use of restorative practices, facilitated by our school counsellor through the Circle of Friends initiative. The principal remains engaged with the 'When Adults Change' partnership, attending virtual meetings monthly, with registration pending.

As we strive to meet these targets, we recognise the importance of accelerating progress, especially given the cessation of the action short of strike. Our endeavours are firmly supported by the foundational work undertaken within each classroom to create a positive learning environment that fosters inclusivity, respect, and understanding—ensuring all children feel welcomed and safe to express their identities.





High Quality Teaching & Learning (Year 2 2025-26)

High Quality Teaching & Learning 2025/26 Targets	Actions	Success Criteria (Quantitative & Qualitative)	Timescales	Resources	Monitoring & Evaluation
Continue staff training focusing on intentional integration and diversity, building on the Ethos of the school. Additional members of staff will complete Educating the Heart training if the Charity is able to facilitate it.	- Deliver CPD sessions on intentional integration and diversity. - Principal to attend anti-bias training - Enroll additional staff in Educating the Heart training programme (if available).	90% of staff attend at least one CPD session. - Staff demonstrate increased confidence in promoting diversity. - Positive feedback from training evaluations. - Staff and principal to attend relevant training.	Term 1 and Term 2.	- Training materials and facilitators. - Funding for external training programmes.	- Training attendance records. - Staff feedback surveys. - SLT review of training impact.
Established good practice will be embedded with the creation of the electronic Staff Handbook and training guide.	- Compile and digitize existing good practices into a Staff Handbook. - Develop a training guide aligned with the handbook.	- Staff Handbook completed and shared with 100% of staff. - Training guide used in all induction sessions. - Staff report improved clarity on school procedures. - New staff feel supported during induction.	Term 1.	- Digital platform for handbook distribution. - Time for staff collaboration and content creation.	- Staff feedback on handbook usefulness. - Review of induction outcomes.
Curriculum & Policies—Create appropriate Action-Outcome Plans to ensure Intentional Integrations. Update Policies to reflect integration with priority given to Pastoral Care Policies	- Develop Action-Outcome Plans for each curriculum area. - Review and update Pastoral Care Policies to reflect integration.	- Action-Outcome Plans created for 100% of curriculum areas. - Pastoral Care Policies updated and approved by Term 2. - Policies reflect inclusive and integrated practices.	Term 1 and Term 2.	Policy templates and planning tools.	- Policy review meetings. - SLT evaluation of curriculum plans.



High Quality Teaching & Learning (Year 2 2025-26)					
High Quality Teaching & Learning 2025/26 Targets	Actions	Success Criteria (Quantitative & Qualitative)	Timescales	Resources	Monitoring & Evaluation
		Staff report improved clarity and alignment in curriculum delivery.		Time for staff collaboration.	
Through the revised RE policy, pupils will explore important events for children from Catholic and Protestant traditions as well as those from a wider range of world religions.	- Revise RE policy to include diverse religious events. - Plan RE lessons that reflect multiple traditions.	- RE policy revised and implemented by Term 2. - All classes deliver at least 1 lessons on diverse religious events. - Pupils demonstrate increased understanding of religious diversity. - Positive feedback from pupil reflections.	Term 2 and Term 3.	- RE curriculum materials. - Guest speakers and cultural resources.	- Lesson observations. - Pupil feedback and assessments.
Continue training journey based on 24-25 feedback with particular emphasis on building confidence in managing sensitive issues and developing Circle Time	- Deliver CPD sessions on managing sensitive issues. - Provide training on effective Circle Time facilitation.	100% of staff attend Circle Time training. - At least 2 CPD sessions on sensitive issues delivered. - Staff report increased confidence in handling sensitive topics. - Improved pupil engagement during Circle Time.	Throughout the academic year.	- Training facilitators and materials. - Time allocated for CPD.	- Staff feedback surveys. - SLT review of Circle Time sessions.



High Quality Teaching & Learning (Year 2 2025-26)					
High Quality Teaching & Learning 2025/26 Targets	Actions	Success Criteria (Quantitative & Qualitative)	Timescales	Resources	Monitoring & Evaluation
Begin Shared Education Programmes with pupils if funding is available, focusing first on shared interests such as gardening, art and music.	- Identify shared interest areas and partner schools. - Plan and implement joint activities based on funding availability.	- At least one Shared Education activity per term. - Minimum of 90% pupil <u>participation</u> in activities. <u>Pupils</u> express enjoyment and learning from shared activities. - Strengthened relationships between partner schools.	Terms 2 and 3, subject to funding.	- Funding for transport and materials. - Staff time for planning and coordination.	- Activity logs and pupil feedback. - Review meetings with partner schools.



Ballyhenry PS 3-Year Transformation Plan 2024-2027 Effective Leadership (2024-2027)



What? Baseline position at May 2024

The Board of Governors and Senior Leadership Team in our school are fully committed to fostering inclusion and diversity and are enthusiastic about embracing the Integrated Ethos. Our staff team is representative of our school community, including teachers who hold a (Catholic) Certificate in Religious Education. The Leadership Team actively encourages a more diverse outlook, recently supporting our first pupil (of many) through the preparation for sacrament. We are dedicated to enhancing our commitment going forward and ensuring that we are intentional in our endeavours.

The School Development Plan (SDP) reflects our aspiration to become an Integrated school and has a strong reference to inclusion and diversity. We plan to update the SDP to include integration, following the Action Short of Strike (ASOS). Additionally, a Transformation Plan is currently underway, and the BOG Minutes indicate the intention to transform. School leadership demonstrates a clear vision and commitment to Integrated policy and practice.

Our clear vision is aligned with our school motto, "Achieving full potential in a caring environment," and our commitment to following the "Ballyhenry Way." The principal and Board of Governors support the main principles of Integrated Education, which will be included as a standing item in meetings. Staff and BOG have undergone training sessions on Integration. We promote inclusivity by welcoming all abilities, all faiths, and those with none. Our staff are open to learning about other faiths and traditions, coming from a variety of backgrounds themselves. We regularly include celebrations of all faiths within our school newsletter

The school notes the community breakdown of the school for 22/23 as 41% P 5% Catholic and 56% Other (Other Christian, non-Christian, no-religion) and recognises the requirement to work to increase the percentage of the Catholic minority community. The development of a revised RE policy and the intention to increase pupil's experiences of local communities and cultures are outlined on learner Centred and High Quality Teaching & Learning sections.

Ballyhenry is committed to the main principles of Integrated Education, Faith & Values, Equality, Parental Involvement, Social Responsibility, and the uniqueness of each pupil. We genuinely embrace all abilities, evidenced by PTE/PTM scores, and support provided through withdrawal, Catch Up Numeracy, Toe by Toe, and SBEW support. Our inclusive ethos is well-established, particularly in regard to multi-culturalism, social and economic status. We have a particular strength in supporting children of all abilities especially those with Special Educational Needs. We believe that no child should be left behind. This is evidenced by the increasing trend to cater to children with Statements of Educational Needs as well as the inclusion of Satellite and Learning Support Centre.



Ballyhenry PS 3-Year Transformation Plan 2024-2027



So what? Conclusions and recommendations for the way forward (24-27)

With effective Leadership, the Transformation process is facilitating the further development of the school's ethos to encompass the diversity within the school community. The vision and direction of the school during this process will be carefully formulated and shared with all stakeholders, as well as the local community. Our ongoing efforts will focus on advancing the representation of all cultures within the school, and progress will be evaluated using DENI census data. Emphasis will also be placed on assessing how diversity is acknowledged and celebrated within the school environment.

The BOG is currently undergoing reconstitution and the new Board will require training in Integration for the year ahead. The new membership needs to be fully aware of our intent to transform and its responsibility in monitoring the implementation of the Transformation Plan. The BOG will be invited to participate in Baker Day training to facilitate a shared vision for Integration within the school and a link governor will be appointed for Inclusion, Diversity, and Integration. A subsequent re-constitution of the BOG will take place if approval for Integrated status is awarded and every effort will be made to secure community balance within this CI Board.

The Senior Leadership Team will be expanded to include the School's Senco. To support the implementation of the Transformation Plan an Integration Coordinator will be appointed and SLT will coordinate a programme of work for the TAG.

The School Development Plan will be established to reflect the Transformation Plan, stakeholder surveys will have a strong reference to the intention to place Integration at the heart of the SDP. Included in the School Development Plan will be the review and updated of all policies to include a statement of inclusion, diversity and Integration which is thoughtful, intentional, and respectful. This is an important aspect of our evolving ethos. This action will be underpinned by the work done in Learner Centred Actions and High Quality Teaching and Learning.

The school acknowledges that many parents prefer to designate as Other rather than assign traditional labels of Catholic and Protestant. Unfortunately, this masks representation from the Catholic community that the school believes exists amongst parents in a mixed relationship or those who are not attending church. It is the intention of the school to amend its data collection to ensure that a more accurate reflection of community balance amongst the school pupil enrolment.

It is vital that our developing ethos is communicated to our stakeholders and the wider community. Clear messaging will be reflected in the website which will include purposeful and inclusive language. Efforts will be made to widen the range of social networks which the school has links to.

Subject to the Ministerial approval, the BOG will review the Admissions Criteria for the school to take into consideration the need for Ballyhenry to reflect community balance.



Ballyhenry PS 3-Year Transformation Plan 2024-2027



Now what? Future targets (subject to Ministerial decision)

Year 1 (2024-25)	Year 2 (2025-26)	Year 3 (2026-27)
1) The Reconstitution of the BOG in line with DENI followed by updated training regarding all aspects of Integrated Education Governors invited to shared staff meeting in September.	1) <u>Subject</u> to the Minister's decision, the BOG will need to reconstitute again in line with Controlled Integrated Status. Governors <u>invited</u> to shared staff meeting in September.	1) BOG-Build further links among staff, pupils and <u>parent</u> with the new BOG to participate in Baker Day re Vision.
2) SLT Development—Include SENCO on SLT. Internally interview for the position of Integrated Coordinator. Training for SLT on leading ethos development and establishing best <u>practise</u> (JANUS).	2) Continue SLT Training focusing on embedding Integrated Ethos embedding best <u>practise</u> (JANUS).	2) SLT <u>continue</u> to lead the development of the integrated school ethos and consulted best <u>practise</u> (JANUS).
3) SDP-- <u>Establish</u> Baseline regarding Stakeholders' Views <u>re</u> integration, diversity, and transformation.	3) Assess progress in developing stakeholders understanding of integration, diversity and transformation.	3) Stretch stakeholders understanding of integration, diversity, and transformation.
4) SDP—Ensure SDP is updated to reflect Transformation Plan. This will reflect the Action-Outcome plans including the establishment of a <u>Baseline</u> for all areas of the curriculum with regards to Intentional Integrations	4) SDP reviewed to reflect actions taken and related outcomes. Focus on updating pastoral policies to reflect integrated ethos.	4) SDP reviewed to reflect actions taken and related outcomes. Focus on updating curricular policies and schemes of work to reflect integrated ethos.
5) Sharing Ethos—Website/ <u>Social Media</u> : Review for Inclusive language.	5) Sharing Ethos—Link to a wider range of social networks.	5) Sharing Ethos—Website/Social Media: Update regarding Integration Intention. Ensure all relevant information
6) Review approaches to data collection within the school to better reflect community balance amongst enrolments	6) Subject to the Minister's decision, Review Admissions Criteria.	6) Gather relevant data as it relates to the school's status as a Controlled Integrated School



Ballyhenry PS 3-Year Transformation Plan 2024-2027



Effective Leadership (Year 1 2024-25)					
Effective Leadership 2024/25 Targets	Actions	Success Criteria (Quantitative & Qualitative)	Timescales	Resources	Monitoring & Evaluation
1) The Reconstitute of the BOG in line with DENI followed by updated training regarding all aspects of Integrated Education Governors invited to shared staff meeting in September.	-Elections of Parent Rep. -Elections of Teacher Rep -Induction of new governors/returning governors as appointed by DENI and the EA -Shared staff meeting once completed -Provide relevant training -Link Governors Established	-Reconstituted BOG in place -Shared Staff meeting held -Governors to attend link meetings with pupil groups and coordinators -Training completed -Link Governors Established	September 2024 Training in Term 1 Link Meetings to take place in Term 2 and Term 3	-Time	-Board of Governors Minutes
2) SLT Development—Include SENCO on SLT. Internally interview for the position of Integrated Coordinator. Training for SLT on leading ethos development and establishing best practice (JANUS).	-SENCO position approved by BOG -Internal Interview for Integrated Coordinator -SLT to undertake training - JANUS-SLT Training and Support linked to sustainable school improvement, e.g. Action-Outcome Plans, Trusted Colleague Network, Colligate Book Looks	-SLT extended to include new positions, -Training and best practice disseminated and established to ensure High Quality Teaching and Learning	September 2024 Training in Term 1 Link Meetings to take place in Term 2 and Term 3	Staff surveys Time Regular Staff Meeting	-Board of Governors Minutes -SLT Minutes -Evidence of good practice through Action-Outcome Plans - TCN Observations Records
3) SDP--Establish Baseline regarding Stakeholders' Views re integration, diversity, and transformation.	-Distribute surveys to parents, pupils, and staff to establish baseline	-Survey completed	May/June 2025 Review results in August 2024 for use during academic year.	Survey for parents, staff Pupil View Forms/PASS	Review Survey Results
4) SDP--Ensure SDP is updated to reflect Transformation Plan. This will reflect the Action-Outcome plans including the establishment of a Baseline for all areas of the curriculum with regards to Intentional Integrations	-Attend New SDP Training (EA) -Review Transformation Plan and integrate with SDP Plan -Collate information regarding Baseline information from Curriculum Coordinators -Work with whole staff time to develop manageable Action-Outcome Plans	- SDP and Transformation Plan are complete and complement each other. - Action-Outcome Plans reflect information gathered and <u>provide</u> next steps.	SDP should be complete by October 2024 and reviewed periodically throughout 2024-2025	Training Time Staff Meetings	Monitor SDP and associated Action-Outcome Plans



Ballyhenry PS 3-Year Transformation Plan 2024-2027



Effective Leadership (Year 1 2024-25)					
Effective Leadership 2024/25 Targets	Actions	Success Criteria (Quantitative & Qualitative)	Timescales	Resources	Monitoring & Evaluation
5) Sharing Ethos-- Website/ Social Media : Review for Inclusive language.	-Review current posts -Seek support from NICIE regarding inclusive language. -Social Media Team will be given the enhanced calendar -Social media will reflect the increase diversity within the school setting	Increased connection within Social Media	Training as soon as possible Posts throughout 2024-2025.	Training Time	Monitor Social Media of diversity, inclusion, and site traffic
6) Review approaches to data collection within the school to better reflect community balance amongst enrolments	-send out information to parents/carers to reinforce integrated ethos and need for a true reflection of our current school population	-Data to be updated for Census	Request sent in September 24 Data included for Census in October 2024.	Digital forms Time	Review Census



Ballyhenry PS 3-Year Transformation Plan 2024-2027



Key Focus:		Effective Leadership Year 1 Evaluation			
Improvement Target 3:		To enhance High Quality Teaching and Learning, staff professional learning will align with our developing Integrated ethos. This will be supported by a review of curriculum and policies, which will establish baselines to inform <u>inclusivity</u> efforts.			
Success criteria, focusing on the impact on the children					
SC3a The Reconstitute of the BOG in line with DENI followed by updated training regarding all aspects of Integrated Education Governors invited to <u>shared</u> staff meeting in September.	SC3b SLT Development—Include SENCO on SLT. Internally interview for the position of Integrated Coordinator. Training for SLT on leading ethos development and establishing best practise (JANUS)	SC3c SDP—Establish Baseline regarding Stakeholders’ Views re integration, diversity, and transformation.	SC3d <u>SDP—Ensure</u> SDP is updated to reflect Transformation Plan. This will reflect the Action-Outcome plans including the establishment of a Baseline for all areas of the curriculum with regards to Intentional Integrations	SC3e Sharing Ethos-- Website/ <u>Social Media</u> : Review for Inclusive language.	SC3f Review approaches to data collection within the school to better reflect community balance amongst enrolments

In alignment with the Department of Education for Northern Ireland (DENI), the reconstitution of the Board of Governors (BOG) was completed later than scheduled, achieving a quorum only in early January. Subsequently, a transferrer governor was appointed in early April; however, one seat representing the transfer community remains vacant. To enhance their understanding of the crucial work underway within our community, all governors were offered training by the Integrated Education Fund (IEF) and the Northern Ireland Education Authority (NEST).



Ballyhenry PS 3-Year Transformation Plan 2024-2027



Looking ahead, we plan to invite representatives from the Northern Ireland Council for Integrated Education (NICIE) and the Education Authority (EA) to attend our BOG meeting in the third term. This initiative aims to facilitate further information sharing and collaborative discussions. It is our hope that by the time of this meeting, we will have achieved a full complement of governors. We are particularly excited to observe a positive shift in religious and ethnic balance on our board, with several returning members alongside a range of newly appointed governors. Furthermore, there will be an opportunity for BOG members to participate in a shared staff meeting in August to launch the forthcoming academic year.

In parallel, the Senior Leadership Team (SLT) has seen an expansion with the inclusion of the school's Special Educational Needs Coordinator (SENCO). We have received internal applications for the position of Integrated Coordinator, with interviews anticipated in late April. The successful candidate will work in conjunction with the Transition Advisory Group (TAG) to enhance and further develop our Integrated Ethos. All SLT members are scheduled to attend cluster training on School Development Planning (SDP), Action Plans, and Self-evaluation in early May, an event which Ballyhenry is hosting for all schools within the Janus Cluster.

The School Development Plan has been completed with collaborative input from the Education Authority School Development Services and the Shared Education and Sectoral Support Services at the principal's request. This collaboration was intentionally devised to ensure that both the SDP and the Three-Year Transformation Action Plan dovetail seamlessly, resulting in a concise and effective document designed to propel the school forward positively. Central to the plan is the commitment to establishing a baseline regarding stakeholders' views surrounding integration, diversity, and transformation. Initial progress has been made in critical areas including Literacy, Numeracy, World Around Us (WAU), and Personal Development and Mutual Understanding (PDMU), with further areas to be addressed by the end of the academic year.

Our digital presence, including the school website and social media platforms, has undergone an extensive review to promote inclusive language. A significant addition to the website elaborates on our Case for Change, highlighting the importance of intentional integration, inclusivity, and diversity within our school community. Engagement metrics indicate a notable increase in webpage views: averaging 3,000-4,000 per month in comparison to 1,500-2,000 during the same period last year.

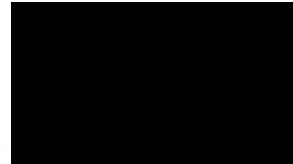
Given the specific context of our school community, we recognise that some families remain reluctant to disclose their cultural or religious identifiers. In response to this challenge, I attended the Dunleath Lecture on Religious Balance in Schools to gather insights and formulate a nuanced response. To better understand the priorities of our parents, a plan has been enacted to conduct an anonymous survey, ensuring we capture their perspectives effectively. This survey aims to inform our strategic initiatives moving forward and foster a more inclusive school environment.



Ballyhenry PS 3-Year Transformation Plan 2024-2027



Integrated Education



Ballyhenry Primary School voted, "YES"!

I would like to take this opportunity to express my heartfelt gratitude to you and all the stakeholders involved for your engagement and the positive energy you have brought to our discussions about the principles of integrated education. It is a true privilege to be part of such a forward-thinking, warm, and supportive community. Together, we share a wonderful vision of a school where everyone feels welcomed, confident, and happy in their environment. Our aim is to ensure that every child reaches their full potential, making the most of their unique abilities while facing no barriers to their education.

As you may already know, our ballot closed in November 2023 with a yes vote of 89%, and we successfully submitted our Case for Change in May 2024. The public consultation wrapped up in November 2024, and the plan to show that our development proposal met the Minister of Education on 11 January 2025. From what I understand, Minister Givan is currently taking the time to consider the evidence we have provided as well as the results of the public consultation. Our governors will be able to share some evidence of the progress we have made towards our shared vision in the 18 months since our Case for Change and development proposal were submitted.





Effective Leadership (Year 2 2025-26)					
Effective Leadership 2025/26 Targets	Actions	Success Criteria (Quantitative & Qualitative)	Timescales	Resources	Monitoring & Evaluation
Updated BOG training regarding all aspects of Integrated Education Governors invited to shared staff meeting in September. Subject to the Minister's decision, the BOG will need to reconstitute again in line with Controlled Integrated Status.	- Host Integration Refresher trainer - Invite Governors to participate in September shared staff meeting to foster collaboration. - Monitor Ministerial decision and initiate reconstitution process if approved.	80% Governor attendance at shared staff meeting. - Improved Governor understanding of integrated ethos. - Stronger collaboration between staff and Governors. - BOG reconstituted in line with Controlled Integrated Status subject to the Minister's decision.	Term 1, Reconstitution pending Ministerial decision.	- Guidance documents on Controlled Integrated Status. - Meeting planning resources.	- Meeting minutes and attendance records. - Governor feedback.
Continue SLT Training focusing on embedding Integrated Ethos embedding best practise (JANUS).	- Deliver ongoing SLT training sessions aligned with JANUS framework. - Share best practices and strategies for integration across SLT.	- At least 3 SLT training sessions <u>delivered</u>. 80% SLT participation. - SLT demonstrate leadership in promoting integrated ethos. - Best practices shared and implemented across school.	Throughout the academic year.	- JANUS training materials. - Facilitators and time allocation.	- Training logs and feedback forms. - SLT performance reviews.
Assess progress in developing <u>stakeholders</u> understanding of integration, diversity and transformation.	- Conduct stakeholder surveys and focus groups. - Analyze feedback to identify areas for improvement.	- Stakeholder assessments conducted. - Stakeholders express deeper understanding of school ethos.	Term 2 and Term 3.	- Survey tools and facilitators. - Time for analysis and reporting.	- Survey results and reports. - SLT review of stakeholder feedback.



Effective Leadership (Year 2 2025-26)					
Effective Leadership 2025/26 Targets	Actions	Success Criteria (Quantitative & Qualitative)	Timescales	Resources	Monitoring & Evaluation
		Feedback used to inform future planning.			
SDP reviewed to reflect actions taken and related outcomes. Focus on updating pastoral policies to reflect integrated ethos.	- Review and revise SDP to align with integration goals. - Update pastoral policies to reflect inclusive practices.	- SDP updated and approved by Term 1. - Pastoral policies <u>revised</u> and implemented. - SDP reflects progress and future direction. - Policies promote inclusive and supportive environment.	Term 1 and Term 2.	- Policy templates and planning tools. - Staff collaboration time.	- Policy review meetings. - SLT evaluation of SDP updates.
Sharing Ethos—Link to a wider range of social networks.	- Identify and engage with new social and educational networks. - Promote school ethos through external collaborations.	- At least 3 new network connections <u>established</u>. - Participation in 2 external events or forums. - School ethos recognized and shared externally. - Enhanced collaboration and visibility.	Throughout the academic year.	- Networking platforms and contacts. - Staff time for outreach.	- Engagement logs. - Feedback from network partners.
Subject to the Minister's decision, Review Admissions Criteria.	- Monitor Ministerial decision and initiate review process. - Consult stakeholders and update criteria to reflect integrated ethos.	- Admissions criteria reviewed and updated. - Stakeholder consultation completed.	Term 1, pending Ministerial decision.	Policy documents and consultation tools.	- Review documentation. - Stakeholder feedback.



Ballyhenry PS 3-Year Transformation Plan 2024-2027



Effective Leadership (Year 2 2025-26)					
Effective Leadership 2025/26 Targets	Actions	Success Criteria (Quantitative & Qualitative)	Timescales	Resources	Monitoring & Evaluation
		- Admissions criteria align with increasing religious balance - Stakeholders support revised criteria.		Time for review and meetings.	



Community Connections (2024-2027)

What? Baseline position at March 2024

The school is committed to ensuring that parents, carers, and the wider local community are thoroughly informed about the school's proposal to transform and its unwavering dedication to integrated education. To achieve this, a comprehensive information sharing strategy has been implemented, encompassing newsletters, the school website, as well as social media platforms such as Facebook, Instagram, and Twitter. Meetings with parents, craft sessions with pupils, pop-up events, and distributing informative gifts have been utilised to communicate the significance of active participation in the integration process.

Ballyhenry highly values parental engagement in supporting their child's learning and achievement. The school utilizes the Ballyhenry Bespoke app, weekly newsletters, and various social media platforms to facilitate communication between the school and parents. Additionally, there are face-to-face parental support sessions where parents can directly engage with school staff. The School Sensation and Road Show events further strengthen the connection between the school and parents. In parallel, the school has actively engaged pupils and facilitated their understanding through various initiatives, including assemblies such as 'The Bees and the Wind', 'World Religion', and 'Get out the vote'. Meaningful engagement has also been established with local schools, seeking advice and support from the integrated Post-Primary school ICG.

Moreover, the school has created opportunities for the wider community to engage with different traditions through events, collaborations with local organisations, and initiatives such as open days, community roadshows, and the Winter Wonderland event. It is a priority to foster relationships with organisations and schools across different traditions, as evidenced by the school's involvement with various partnerships and its commitment to reflecting an inclusive ethos in its prospectus and website.

So what? Conclusions and recommendations for the way forward (24-27)

Ballyhenry PS, a flourishing small school deeply ingrained in the local community, has fostered a commendable track record of engaging in community outreach initiatives. Notably, our attendance at the annual "Meet the Neighbours" event and consistent participation in the local Community Event highlights our commitment to fostering strong local ties.

There is a strong tradition of networking within the community. The school will continue to foster already established links with Newtownabbey Empowering Schools Together (NEST), Newtownabbey Primary Principals Association (NPPA), Southeast Antrim Primary Principals Association (SEAPP) Local Area Group—Sport NI (LAG), Children and Young People's Strategic Partnership (CYPSP) and Northern Ireland Engineering Education Programme (NIEEP). The school website allows the Ballyhenry to link with other community groups. It is vital that the website reflects these relationships.

Our school actively upholds the UNCRC Article 29, promoting a culture of celebrating talents, and envisions expanding our existing creative arts, musical, and sporting platforms, along with collaborating with external organisations to introduce diverse cultural taster sessions. While currently a strong suit, we eagerly anticipate further development in this area.

- Invite local schools especially ICG, churches, community groups to school and discuss transformation



Ballyhenry PS 3-Year Transformation Plan 2024-2027



- Invite a wider audience of special guests to our Annual Art
- Build relationships with local churches and wider community in view of participating in cultural events and assemblies. In particular the school intends to reach out to the local Catholic church
- Develop relationships within the community to celebrate our diversity.
- Extend links on the website to include other organisations
- Both the website and prospectus will need to be updated to include intentional integration. We need to examine the context with a wider lens.

Now what? Future targets (subject to Ministerial decision)

Year 1 (2024-25)	Year 2 (2025-26)	Year 3 (2026-27)
1) Continue relationships within community groups building leadership roles were relevant. (e.g. NEST, NPPA, Headspace Conference)	1) Subject to the Minister's decision, update website to <u>reflect</u> our change in status and links to other integrated bodies.	1) Foster the development of cluster groups and support bodies for others within the SLT.
2) Extend links on Website to include other <u>organisations</u> .	2) Subject to the Minister's decision, update website to reflect our change in status and links to other integrated bodies. Update prospectus to include Intentional Integration.	2) Continue to make relevant updates and extend links with community groups and ensure that these are accurately reflect on the website.
3) Host Annual Roadshow. Invite IEF alongside other community groups and Schools. <u>Combine</u> with the official opening of the Outdoor Learning Garden.	3) Investigate the possibility of getting a community grant to extend the Back-to-School Roadshow further.	3) Continue to build on the success of the Back-to-School Roadshow.
4) Host Annual Art Show. Consider including artwork from <u>Ballyhenry Tots</u> and <u>Ballyhenry Nursery</u> .	4) Link the Art Show to the school's 50 th Anniversary. Invite past pupils to contribute through connections with local schools. Invite a wider audience of special guests <u>to</u> our Annual Art Exhibition.	4) Continue to develop the Art Show in line with the changing ethos of the school.
5) Forge links with ICG and <u>Ballyhenry Nursery</u> ICG—Integration Ambassadors and Addressing Bias in school. Nursery—Shared Outdoor Play, School Gardening, Transition	5) Extended forge links with ICG and <u>Ballyhenry Nursery</u> and foster new relationships with other local schools.	5) Develop relationships within the other local schools and the wider community to celebrate our diversity.
6) Build relationships with local churches and wider community <u>in view of</u> participating in cultural events and assemblies.	6) Link with local church in celebrating 50 years serving the same community.	6) Build relationships with local churches and wider community <u>in view of</u> participating in cultural events and assemblies.



Ballyhenry PS 3-Year Transformation Plan 2024-2027



Community Connections (Year 1 2024-25)

Community Connections 2024/25 Targets	Actions	Success Criteria (Quantitative & Qualitative)	Timescales	Resources	Monitoring & Evaluation
1) Continue relationships within community groups building leadership roles were relevant. (e.g. NEST, NPPA, Headspace Conference)	-Attend relevant meetings -Establish role on NEST Steering group. -Chair NPPA Meetings -Coordinate Exhibitors at Headspace for Leadership Conference	Enhanced understanding of the community Raise profile of school within the community	Throughout the year	Time	Minutes from Meetings
2) Extend links on Website to include other <u>organisations</u> .	-Review current format of Website -Update information in light of Case for Change -Include additional Tab for external agencies	-Website is up to date.	September 2024	Time	Monitor traffic on the Website. Survey parents regarding Website content.
3) Host Annual Roadshow. Invite IEF alongside other community groups and Schools. <u>Combine</u> with the official opening of the Outdoor Learning Garden.	-Invite Community Groups -Plan Event for beginning of September 2024 -Combine with the official opening and dedication of our Outdoor Learning Garden	Roadshow is successfully orchestrated as planned. Garden is officially opened	September 2024	Time Set-up required for Road Show Flowers for Garden	Create a post-event survey for exhibitors and participants.
4) Host Annual Art Show. Consider including artwork from <u>Ballyhenry Tots</u> and <u>Ballyhenry Nursery</u> .	-Review learning from previous Art Shows. -Facilitate the <u>organisation</u> of the Art Show -invite special guests -arrange entertainment for VIP	Art show undertaken during March Interviews.	March 2025	Time Substitute Cover Art Materials	Create a post-event survey for exhibitors and participants.
5) Forge links with ICG and <u>Ballyhenry Nursery</u> ICG--Integration Ambassadors	-Build on diversity work lead by ICG in March 2024 and through meeting in May/June 2024	-Role of steering group established and meetings hosted	Throughout the year	Time Steering Group	Log of Meetings Photographs and films of events posted on Website.



Ballyhenry PS 3-Year Transformation Plan 2024-2027



Community Connections (Year 1 2024-25)					
Community Connections 2024/25 Targets	Actions	Success Criteria (Quantitative & Qualitative)	Timescales	Resources	Monitoring & Evaluation
and Addressing Bias in school. Nursery—Shared Outdoor Play, School Gardening, Transition	-Establish Integration Ambassadors via Steering Group -Shared meetings with ICG -Shared Outdoor Learning Play event with Nursery -Invite Nursery to plant in the garden -Facilitate transition for all <u>nursery</u> pupils.	-Outdoor learning Play event established -planting with Nursery -Transition facilitated		Meetings	
6) Build relationships with local churches and wider community <u>in view of</u> participating in cultural events and assemblies.	-Establish a Cultural Calendar for the year -Invite community members to speak in assembly -establish a mailing list for <u>visitor</u> to invite them to future event	-Assembly schedule is more diverse. -invite guests to school events.	Throughout the year	Time	Visitors Log



Ballyhenry PS 3-Year Transformation Plan 2024-2027



Key Focus:		Community Connections Year 1 Evaluation			
Improvement Target 4:		Enhance relationships within community groups, fostering leadership roles where possible. Extend website links to include other organisations and strengthen ties with local churches and the wider community to promote participation in cultural events and wider school community.			
Success criteria, focusing on the impact on the children					
SC4a Continue relationships within community groups building leadership roles were relevant. (e.g. NEST, NPPA, Headspace Conference).	SC4b Extend links on Website to include other organisations.	SC4c Host Annual Roadshow. Invite IEF alongside other community groups and Schools. Combine with the official opening of the Outdoor Learning Garden.	SC4d Host Annual Art Show. Consider including artwork from Ballyhenry Tots and Ballyhenry Nursery.	SC4e Forge links with ICG and Ballyhenry Nursery ICG—Integration Ambassadors and Addressing Bias in school. Nursery—Shared Outdoor Play, School Gardening, Transition	SC4f Build relationships with local churches and wider community in view of participating in cultural events and assemblies.

This evaluation highlights the achievements and ongoing initiatives within the Community Connections targets, reflecting our commitment to fostering strong relationships across various community groups while building leadership roles where relevant.

Our principal has played a pivotal role in the coordination of the Headspace Conference Exhibitors and has been appointed to the steering groups of NEST, demonstrating active leadership within these organisations. Additionally, their continued position as chairperson of the NPPA has facilitated vital exchanges and shared learning among primary schools in the area, reinforcing our commitment to a cohesive educational environment.

In the spirit of expanding our collaborative efforts, we have successfully established links with other organisations, broadening the scope of our community connections. A notable highlight was the Annual Roadshow, which was well-received and featured participation from the Irish Education Foundation (IEF) and the Northern Ireland Council for Integrated Education (NICIE), alongside various community groups and schools. This event stands as an example of our commitment to fostering engagement and inclusion within our local community.

Looking ahead, the opening of our school garden is scheduled for late May. We anticipate that, by this time, the polytunnel, which sustained damage during recent storms, will have been replaced. This initiative not only aims to enhance our environmental education programme but also to further involve community members in sustainable practices.

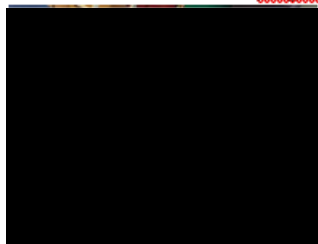


Ballyhenry PS 3-Year Transformation Plan 2024-2027



The Annual Art Show was a success! The diversity of our pupils was showcased and every child was given the opportunity to participate. We aspire to include local nurseries in our next art showcase, further expanding our community links and fostering a sense of shared creativity. Our neighbours, the Integrated College Glengormley provided musician who greatly enhance the experience. We were delight to host a VIP lunch following the event.

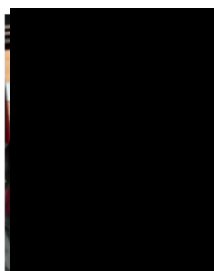
Our collaboration with other schools and the Integrated Community Group (ICG) continues to strengthen, particularly through the clustering of extended school activities. Our successful networking was evidenced by the recent Extended School Training day attended by all cluster schools, which has laid the foundation for a cohesive programme of work.



Ballyhenry Nursery remains an invaluable partner in our community efforts. The children from the nursery have actively engaged with our school, participating in activities such as planting seeds, attending a Christmas play day, and visiting for our festive performances. Furthermore, our P7 Buddies have consistently supported the nursery every Friday, fostering friendships and providing an enriching experience for all involved. Additionally, the principal and our school assistance dog, Rupert, made a special visit to the nursery for World Book Day, enhancing our links and demonstrating our commitment to literacy and inclusion.

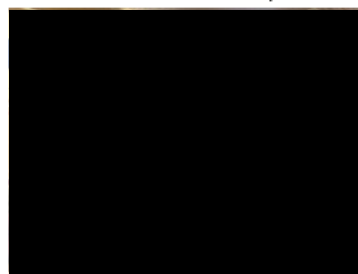


The Rights Respecters' attendance at the Glengormley Library exhibition, which highlighted children's rights and featured a meeting with the Children's Commissioner, Chris Quinn, was an extraordinary opportunity that underscored our commitment to advocacy and awareness. Although the Integration Ambassadors initiative through the ICG was not available this year, we hope to see its reinstatement in the future, as it aligns with our vision for fostering an integrated educational environment.



The introduction of our school assistance dog, Rupert, has had a profound impact, enabling discussions on the importance of inclusion and integration within the wider community. In a school setting, the purpose of an assistance dog is to support students' emotional and social well-being, reduce anxiety, and promote a positive learning environment, as well as helping pupils with specific needs like those with autism or other disabilities. This is at the heart of Integrated Education.

Our engagement with local churches and the broader community remains a priority as we seek to participate in cultural events and assemblies. As part of these initiatives, we are assemblies to promote a shared continue to explore new links enhance our intentional community.



sharing a copy of "Faith and Belief in School" with visitors during understanding of values important to our school community. We with churches and both religious and secular organisations to integration approach, reflecting the diversity present in our school



Community Connections (Year 2 2025-26)					
Community Connections 2024/25 Targets	Actions	Success Criteria (Quantitative & Qualitative)	Timescales	Resources	Monitoring & Evaluation
Subject to the Minister's decision, update website to reflect our change in status and links to other integrated bodies.	- Monitor Ministerial decision and prepare website updates accordingly. - Include links to integrated education bodies and resources	- Integrated body links added. - Website reflects integrated ethos and provides useful resources. - Positive feedback from stakeholders on website clarity. - Website updated within 4 weeks of Ministerial decision.	Term 1, further updates pending Ministerial decision.	- Web development support. - Content from integrated education bodies.	- Website review logs. - Stakeholder feedback.
Update prospectus to include Intentional Integration pending the Minister's decision.	- Revise school prospectus to reflect integrated ethos. - Include examples of intentional integration in school life.	- Prospectus updated as soon as the decision is made. 100% of new families receive updated <u>prospectus</u>. - Prospectus clearly communicates school values. - Positive feedback from prospective parents.	Connected to the decision by the Minister.	- Design and printing services. - Staff time for content creation.	- Prospectus distribution records. - Parent feedback surveys.
Link the Art Show to the school's 50th Anniversary. Invite past pupils to contribute through connections with local schools. Invite a wider audience of special guests to our Annual Art Exhibition.	- Plan Art Show with 50th Anniversary theme. - Reach out to past pupils and local schools for contributions. - Invite special guests and community members.	- At least 10 past pupils <u>contribute</u> to the Art Show. - Minimum of 30 guests <u>attend</u> the exhibition. - Art Show reflects school history and community ties.	March 2026	- Art supplies and exhibition space. - Contact lists for past	- Attendance records. - Feedback from participants.



Ballyhenry PS 3-Year Transformation Plan 2024-2027



Community Connections (Year 2 2025-26)					
Community Connections 2024/25 Targets	Actions	Success Criteria (Quantitative & Qualitative)	Timescales	Resources	Monitoring & Evaluation
		Positive feedback from attendees and contributors.		pupils and guests.	
Extend and forge links with ICG and Ballyhenry Nursery and foster new relationships with other local schools.	- Organize joint activities with ICG and Ballyhenry Nursery. - Initiate contact with other local schools for collaboration.	- At least 3 joint activities <u>conducted</u>. - Connections <u>established</u> with 2 new local schools. - Improved collaboration and shared learning experiences. - Positive feedback from partner institutions.	Throughout the academic year.	- Planning time and coordination support. - Materials for joint activities.	- Activity logs. - Partner feedback.
Link with local church in celebrating 50 years serving the same community.	- Plan joint celebration event with local church. - Include historical reflections and community stories.	- Joint event <u>held</u> with at least 100 attendees. - Participation from both school and church communities. - Event strengthens community bonds. - Positive feedback from attendees.	Term 3.	- Event planning materials. - Support from church and school staff.	- Event attendance records. - Feedback from participants.

Note: Roadshow cancelled this year as construction was planned making car parking and public access to the school too difficult as evaluated through risk assessment.

Ballyhenry
Primary School
School Development Plan
2024-2027



Year 2

Table of Contents

Regulation 1 – Ethos	
Regulation 2a – Learning & Teaching	
Regulation 2a-Assessment	
Assessment Strategies.....	
Regulation 2b-Special Educational Needs	
Regulation 2c-Pastoral Care	
Regulation 2d-Professional Development.....	"
Regulation 2e-Staff Well Being.....	"
Regulation 2f-Community	"
Regulation 2g-ICT.....	"
Regulation 3ab-Finance	"
Regulation 4-Assessment of Targets	"
Baseline.....	"
Achievements	"
Areas of Development	"
Areas of Development	"
Regulation 5 Challenges and Opportunities	"
Regulation 6 Views of Stakeholders	"
Regulation 7a.....	"
Overview from Transformation Action Plan.....	"
PRIORITIES FOR 2024-25.....	"
PRIORITIES FOR 2025-26.....	"
Links to Action Plans.....	"
• Three Year Transformation Action Plan—Year 2 (25-26)	"
• ICT Action Plan 2025-2026.....	"

- Literacy Action Plan 2025-2026x
- Numeracy Action Plan 2025-2026x
- SEN Action Plan 2025-2026x
- WAU Action Plan 2025-2026x
- Play Based Learning Action Plan 2025-2026.....x

Mission Statement



Everyone at Ballyhenry will be encouraged to achieve their full potential in a caring environment.'

Regulation 1 – Ethos

A statement and evaluation of the ethos of the school

ETHOS STATEMENT

"ACHIEVING THEIR FULL POTENTIAL IN A CARING ENVIRONMENT."

School Aims:

- To provide a range of intellectual, social, moral, spiritual and physical experiences appropriate to the age, ability and individual needs of our pupils. We will have high expectations and endeavour to provide access to high quality resources
- To provide opportunities for each individual to attain their maximum potential and to help prepare them to make informed and responsible decisions throughout their adult life
- To provide a caring, supportive and orderly environment where children can learn and be happy
- To promote good relationships between teachers, teachers and pupils, teachers and parents and local community, recognising differences and developing caring attitudes to others
- To encourage opportunities for pupils to develop self-esteem, confidence in themselves as learners and the disposition and motivation to learn

For pupils this means encouraging them to:

- Set and achieve personal, social, and academic goals
- Maintain safety through understanding learning expectations and appropriate conduct (**SAFE**)
- Demonstrate readiness to learn by fostering independence, self-identity, strengths, and resilience (**READY**)
- Cultivate respect for self and others to understand their role in the school, community and wider world (**RESPECTFUL**).

For Parents and other significant adults this means working collaboratively to:

- Build solid home-school networks.
- Encourage participation.
- Shared understanding for the Ballyhenry Way.

Staff encourage and build the ethos by:

- Promote and facilitate a caring environment, encouraging pupils to follow the Ballyhenry Way.
- Uphold a shared vision valuing every child, celebrating diversity, promoting mutual understanding and respect.

EVALUATION

Summary of Strengths:

- prioritises positive relationships among educators, pupils, parents, and the local community, fostering empathy and understanding.
- committed to nurturing pupils' self-esteem, confidence, emotional well-being and academic development in a diverse and inclusive environment with Principles of Nurture underpin the school's ethos.
- The "Ballyhenry Way" values safety, readiness, and respect to cultivate a conducive learning environment promoting mutual support and personal growth.
- The emphasis on social, emotional, and educational requirements reflects the school's commitment to holistic student development.
- The establishment of a Learning Support Centre indicates proactive steps for children with additional needs, offering smaller class sizes and tailored attention.
- Engaging in community activities like the Tots Programme, Community Coffee Mornings

Areas for Development:

- Transformation of Ballyhenry Primary School from Controlled status to Controlled Integrated Status to align with NICIE Statement of Principles.
- Strengthening the school's model and ethos to embody Integrated Education values of Equality, Faith & Values, Parental Involvement, and social responsibility.
- Continual efforts to raise the profile and reputation of the school.
- Empowering pupils by developing their voice within the school community.
- Creating enhanced opportunities for parental engagement through focus groups.
- Promoting intentional integration to foster inclusivity and diversity in the school community.
- Working towards an even more cohesive and supportive environment where all individuals can thrive and succeed.

SOURCES OF EVIDENCE

Pastoral Care Policies including:

- Pastoral care
- Positive Behaviour
- Anti-Bullying

Integration Documentation

- Readiness Indicators-- Integrations
- Case for Change
- Three Year Transformation Plan 2024-2027
- Integration Steering Group

Pupils' Voice

- School Council Consultations
- Steering Group Consultations

Staff

- Staff Handbook
- Staff Feedback Sessions
- Staff development Records

Parent

- Newsletter Surveys

QUALITY INDICATORS

Inspection and Self-Evaluation Framework
Every School a Good School
Northern Ireland Curriculum
DE Circulars
NICIE

Regulation 2a – Learning & Teaching

A summary and evaluation, including through the use of performance and other data, of the school's strategies for **LEARNING, TEACHING**, assessment and promoting the raising of standards of attainment among all pupils, in particular in communication, using mathematics and using ICT.

STRATEGIES

- Literacy Strategies developed: Spelling
- Numeracy Strategies developed: Problem Solving
- Learning Intentions shared with pupils at the start of lessons
- Carefully negotiated Success Criteria is established with pupils
- Plenary Sessions at the end of lessons
- Effective use of marking and feedback to pupils
- Peer and self-assessment strategies
- Setting of personalised Learning Targets
- Use of Effective Questioning
- Comprehensive Learning and Teaching policy with detailed strategies
- Inclusive differentiation techniques to cater to diverse educational needs
- Promotion of various faiths through school communication channels
- Implementation of positive behaviour approaches like restorative practice and circle time
- Emphasis on valuing diversity, fostering acceptance, and engaging with different backgrounds
- Active participation in external Integration and diversity initiatives
- Pupil involvement in decision-making processes through an active pupil council and leadership roles
- Rights Respecting School status with classroom agreements based on UNCRC

EVALUATION

Summary of Strengths:

These strategies are implemented to ensure a high standard of teaching and learning within our school environment.

- Shared understanding of what a learner does (i.e. Follows the Ballyhenry Way)
- Pastoral care comes first. Only happy and secure pupils can learn.
- Circle time used to support development and shared understanding.
- Effective use of SIMS Assessment Manager & tracking of data
- Half Termly Planners and evaluations of learning are submitted.
- Shared understanding of what makes good/outstanding lesson and the effective use of key features including target setting, lesson structure, differentiation, and effective feedback including AFL.
- RRS Award in recognition of good practice

Areas for Development:

- Revise Curriculum planning
- Re focus of best practice in all areas including Book Looks, Learning Danders, Pupil Progress Meetings, Weekly Planning/Evaluation
- Teachers engage in systematic peer observations
- Consolidate and review good practice in literacy and numeracy.
- Proud pockets for parents to enhance parental involvement in the learning process.
- Intentional Integration forms the basis of cross-curricular lessons.
- Review and enhance policies to support changing status

SOURCES OF EVIDENCE

- Schemes of Work
- Curriculum policies for communication, Using Mathematics, and Using ICT
- Assessment Policy
- Staff development records
- Standardised test results (PTE, PTM, CAT, Reading, Spelling)
- PASS Results to identify barriers to learning
- Pupil benchmark evidence as specified in class profile!
- Scrutiny of Pupil Work

QUALITY INDICATORS

- *Inspection and Self-Evaluation Framework (ISEF)
- *Every School a Good School (ESAGS)
- *Count Read Succeed (CRS)
- *NI Curriculum and review
- *DENI Circulars
- *NICIE

Regulation 2a-Assessment

A summary and evaluation, including through the use of performance and other data, of the school's strategies for learning, teaching, **ASSESSMENT** and promoting the raising of standards of attainment among all pupils, in particular in communication, using mathematics and using ICT.

STRATEGIES

Assessment Strategies

We regard assessment as a comprehensive term encompassing all methods utilised to appraise the performance of a pupil or group of pupils. We believe assessment should be pupil-focused and employ a range of formative and summative strategies. Consequently, all staff perceive it as part of the normal routine and a shared responsibility of each teacher. Assessment must provide a continuous overview of each child's development, serving to aid the learner's progress.

Formative Assessment Strategies

- Sharing of learning intentions
- Sharing success criteria
- Quality feedback through marking
- Oral feedback to pupils
- Assessment for Learning (AfL) strategies

Summative Assessment Strategies

- Target setting
- SIMS Assessment Manager
- Use of baseline assessments
- Foundation Stage observations
- Range of tests for diagnostic and summative purposes
- Benchmarking aligned with School Development Plan (SDP)
- AfL strategies integrated throughout the academic year
- Individual Education Plans (IEPs) for targeting, assessing, and reviewing
- Plenary sessions for assessing the impact of lessons
- Participation in Janus Cluster for development
- Evaluating Cross-Curricular Skills – Communication, Using Mathematics, and ICT
- Internal standardisation of work
- Pupil peer and individual assessment
- Identification of a target group of pupils

EVALUATION

Summary of Strengths:

- Peer assessment strategies actively involve pupils in the learning process.
- Formative assessment, through Assessment for Learning (AfL) strategies, encourages pupils to evaluate their own and others' learning, providing immediate feedback.
- Summative assessment at year-end utilises data from PTE, PTM, CAT, Reading Age, and Spelling Age to track and set targets.
- Individual Education Plans (IEPs) assess progress and promote ongoing improvement, with transition meetings at the end of each school year.
- Learning intentions (WALT) are shared with pupils at the lesson's outset and recorded in their work.
- Success Criteria is established collaboratively, tailored to pupils' developmental stages.
- Consistency in marking for improvement is a focus, using strategies like 'Two Stars and a Wish'

Areas for Development:

- Implement benchmarking as a tool to predict and improve outcomes, particularly for those identified as underachieving.
- Prioritise the effective introduction of digital standardised tests, including comprehensive staff training on both implementation and the analysis of resulting data.
- Focus on the utilisation of digital observations to enhance learning and teaching practices.
- Conduct staff training in internal standardisation processes for literacy, numeracy, and ICT.
- Coordinators will collaborate with staff to ensure robust links between planning, target setting, pupil learning, and outcomes.
- Develop a deeper understanding of how pupils perceive themselves as learners (PASS) and implement relevant support programmes.
- Employ benchmarking to assess learning across the whole school and quality assuring pupil learning and progress.

SOURCES OF EVIDENCE

- Schemes of Work
- Curriculum policies for communication, Using Mathematics, and Using ICT
- Assessment Policy
- Staff development records
- Standardised test results (PTE, PTM, CAT, Reading, Spelling)
- PASS Results to identify barriers to learning
- Pupil benchmark evidence as specified in class profile:
- Scrutiny of Pupil Work

QUALITY INDICATORS

- *Inspection and Self-Evaluation Framework (ISEF)
- *Every School a Good School (ESAGS)
- *Count Read Succeed (CRS)
- *NI Curriculum and review
- *DENI Circulars
- *NICIE

Regulation 2b-Special Educational Needs

A summary and evaluation, including through the use of performance and other data, of the school's strategies for providing the special, additional and other individual educational needs of pupils.

STRATEGIES

The Special Educational Needs Coordinator (SENCO) at Ballyhenry Primary School is integral to the Senior Leadership Team, holding a non-teaching role that enables targeted support for pupils through small group and individual assistance. The SENCO is well-versed in the Code of Practice requirements and has received extensive training from the Education Authority (EA). Almost 40% of pupils are registered with Special Educational Needs, underscoring the need for personalised educational strategies. The school also hosts two Specialist Provisions in a Mainstream Setting (SPIMS). All staff have undertaken training in trauma-informed and restorative practices, as well as strategies for effective differentiation and reasonable adjustments. This prepares educators to meet the diverse needs of all learners, promoting an inclusive environment that supports academic achievement and personal growth.

- Extensive staff training in trauma-informed practices and restorative approaches enables differentiated and reasonable adjustments to meet the diverse needs of all learners.
- Individual Education Plans (IEPs) are produced by teachers, incorporating clear, measurable targets and highlighting pupils' strengths while providing guidance for parents.
- Pupils engage in a "Pupil Friendly" IEP process alongside their Teacher or Classroom Assistant.
- Highly skilled Classroom Assistants deliver support.
- Annual Reviews facilitate communication with parents and carers of statemented pupils, ensuring that new IEPs and reviews are effectively shared.
- Ongoing liaison with external agencies, such as Psychology Service and Behaviour Support, LTSS, RISE, Social Services ensures holistic support for pupils with SEN.
- Annual staff training on Special Educational Needs reinforces best practice across the school.

EVALUATION

Summary of Strengths:

- The school fosters an inclusive environment, ensuring that each child is met where they are, promoting a sense of belonging and acceptance.
- Our trauma-informed approach is evident, with restorative practices routinely implemented to support students' emotional wellbeing.
- Effective strategies are in place for the early identification of special educational needs (SEN), leading to tailored learning programmes that include external support where necessary.
- The completion of a SEN implementation funding readiness checklist has ensured that resources are allocated efficiently.
- Staff development initiatives have embedded SEN in professional learning, enhancing teachers' expertise in addressing a wide range of learning needs.
- Individual Education Plans (IEPs) are continually refined to focus on realistic targets, guiding classroom activities while being regularly monitored with contributions from SENCO, teachers, support staff, parents, and pupils.
- There is regular engagement with SEN Classroom Assistants (CAs), providing them with the support necessary to effectively fulfil their roles.

Areas for Development:

- Involve the Special Educational Needs Coordinator (SENCO) in cluster groups to enhance professional expertise and expand networking.
- Refine the Whole School Provision Map, completed through staff consultation, to ensure it reflects ongoing needs.
- Implement benchmarking and tracking of SEN pupils' learning and IEP targets using SMARTE criteria for effective target setting.
- Revise the IEP format to align closely with Personal Learning Plans (PLPs) in preparation for transition to a digital solution via Bromcom.
- Conduct training sessions for staff to improve understanding and implementation of best practices in supporting SEN pupils.

SOURCES OF EVIDENCE

- IEP's
- SEN action plan
- SEN policy
- Teacher planning
- SENCO meetings /reviews/ annual
- Tracking data
- Staff development records
- Cluster meeting records
- Teacher evaluations
- Observation records
- Plans and evaluations from support teachers
- SEN implementation checklist

QUALITY INDICATORS

- *Inspection and Self-Evaluation Framework (ISEF)
- *Every School a Good School (ESAGS)
- *Count Read Succeed (CRS)
- *NI Curriculum and review
- *DENI Circulars
- *NICIE
- *SEN Code of Practice

Regulation 2c-Pastoral Care

A summary and evaluation, including through the use of performance and other data, of the school's strategies for learning, teaching, assessment and promoting the health and well-being, child protection, attendance, good ...

At Ballyhenry Primary School, promoting the health and wellbeing of our pupils is paramount. Comprehensive policies on Pastoral Care, including Anti-Bullying and Child Protection, underpin our commitment to effective learning. We foster strong home-school partnerships, ensuring that each child feels heard, thereby supporting their academic and personal development.

STRATEGIES

- **Whole Child Development:** Facilitate outdoor learning opportunities to enhance experiential education.
- **Extended Schools Programme:** Offer additional support services beyond the traditional school day, fostering holistic development.
- **Regular Counselling Services:** Provide access to a school counsellor on a weekly basis to support emotional well-being.
- **Anti-Bullying Initiatives:** Actively promote Anti-Bullying Week to foster a safe and inclusive environment.
- **Designated Teachers:** All Senior Leadership Team members are trained as designated teachers for child protection.
- **Comprehensive Policy Framework:** Adhere to a robust Child Protection Policy and maintain detailed record keeping, including UNOCINI Forms.
- **Annual Staff Training:** Ensure all staff undergo annual training on child protection practices.
- **Parental Engagement:** Communicate proactively with parents, pupils, and the Board of Governors.
- **Prominent Information Display:** Use Child Protection posters to highlight designated staff roles.
- **Prospectus Information:** Include child protection information in the school prospectus.
- **Preventative Education:** Implement NSPCC curriculum, PDMU, and Action Mental Health resources.
- **Behaviour Policy:** Underpinned by principles from 'When The Adults Change, Everything Changes' by Paul Dix (2017), focusing on calm, consistent adult interactions, clear expectations, and restorative practices to cultivate a positive learning atmosphere.

EVALUATION

Summary of Strengths:

- The school fosters a safe and stimulating learning environment that encourages engagement.
- Clear guidelines effectively prevent bullying, promoting respect and inclusivity.
- Pupils have access to a trusted adult for discussing any concerns or worries.
- An ethos of praise recognises achievements, enhancing self-esteem.
- Students understand the importance of being safe, ready, and respectful.
- Health and well-being education is integral, equipping pupils with essential life skills.
- Safeguarding policies are communicated clearly to parents, ensuring their awareness.
- Positive behaviour is promoted, contributing to personal and academic growth.
- Families feel at ease approaching the school with concerns, receiving support and understanding.
- The school values children's views, integrating them into relevant policies.
- Effective resolutions are provided for pupil-related issues, ensuring support for families.
- A dedicated school counsellor is available for pupils, staff, and parents for additional support.

Areas for Development:

- **Attendance Monitoring:** This year's target is set at 93%. It is imperative to continue to adhere to the established protocols for attendance while actively monitoring attendance with the Education Welfare Officer (EWO).
- **Pupil Voice Development:** Engage students in meaningful dialogue to ensure their perspectives and ideas are valued, facilitating a sense of belonging.
- **Supporting Children Looked After (CLA):** Implement Personal Education Plans (PEPs) to provide support for CLA children.
- **PDMU and RSE Curriculum:** Deliver Personal Development and Mutual Understanding (PDMU) and Relationships and Sexuality Education (RSE) topics through an extended Circle Time Project. Audit current practices and broaden the implementation of restorative work via Circle of Friends, complemented by partnership registration for the 'When Adults Change' programme.

SOURCES OF EVIDENCE

- Positive Behaviour Policy
- Child protection Policy
- Anti-bullying policy
- Healthy eating policy
- Audits from staff, parents, pupils
- Attendance data
- Planned programmes of extra-curricular activities
- Planned programmes of assemblies
- Pupil voice meetings
- Suspension records
- Behaviour incident records

QUALITY INDICATORS

- Inspection and Self-Evaluation Framework (ISEF)
- Every School a Good School (ESAGS)
- Count Read Succeed (CRS)
- NI Curriculum and review
- DENI (Pastoral Care and Child Protection Circulars)
- NICIE—Quality Assurance Mark

Regulation 2d-Professional Development

A summary and evaluation, including through the use of performance and other data, of the school's strategies for providing for the professional development of staff.

At Ballyhenry, we recognise that a strong staff team is integral to effective learning and teaching. We are proud of our dedicated members who collaborate in various professional development initiatives, including staff development programmes ensuring our children remain at the heart of our school.

STRATEGIES

- Induction programmes for new staff and student teachers to ensure a smooth transition into the school environment.
- Implementation of the PRSD Scheme to facilitate performance management and professional growth.
- Provision of INSET opportunities that align with priorities outlined in the School Development Plan (SDP).
- Regular staff meetings to promote engagement and communication among staff members.
- Dedicated Senior Leadership Team (SLT) meetings to address strategic and operational matters.
- Continuous professional development of Classroom Assistants to enhance their support roles.
- Comprehensive Staff Handbook detailing policies and procedures.
- Adherence to the Staff Attendance Policy, including the Teacher Attendance Procedure.
- Maintenance of a record of attendance, which will be shared with individuals for personal reflection.
- Referrals to the Education Authority (EA) doctor, if deemed necessary for any staff member.
- Fostering team building and cultivating good relationships within the staff.
- Celebrations of success to recognise and encourage achievements among staff and students.
- Upholding the Staff Code of Conduct to promote professionalism.
- Ensuring a safe, stimulating, and appropriate environment for teaching and learning.
- Organisation of social events to strengthen community and relationships.
- Engagement in networked learning through INSET, cluster groups, and NEST initiatives.
- Support for shared education and dissemination of good practice through team meetings and learning partnerships.

EVALUATION

Summary of Strengths:

- Senior Leadership Team (SLT) convenes monthly to discuss action plans and address staff development issues.
- Staff training needs are identified through Action Plans and the Performance Review and Staff Development (PRSD) process.
- Classroom Assistants and governors participated in the strategic planning meeting.
- All staff members were offered training in First Aid, with teaching and non-teaching staff successfully completing the programme.
- A comprehensive Staff Handbook is in place to guide all members of staff.
- A record of attendance is shared with individuals to maintain accountability.
- When necessary, staff may be referred to the Education Authority (EA) doctor for health-related concerns.
- The Staff Code of Conduct outlines expected behaviours and professional standards.
- In-Service Training (INSET) opportunities are regularly provided.
- Attendance records for training and events are consistently shared with staff for transparency.

Areas for Development:

- The Staff Attendance Policy, including the Teacher Attendance Procedure, is actively implemented and monitored.
- The Strategic Planning Meeting has been conducted again with staff and governors, ensuring that everyone is aligned with the school's objectives.
- Teachers and the Curriculum Assistants (CA) are encouraged to attend any available training opportunities to enhance their professional development and skill sets.
- Handbooks have undergone a thorough review and are now updated to facilitate electronic distribution, thus improving accessibility for all staff.
- Consideration will be given to providing targeted training in Mental Wellbeing, recognising the increasing importance of mental health in the educational environment.
- The distribution of responsibilities will be re-evaluated in light of recent staffing changes, aiming to alleviate any potential overwhelm among staff members concerning their workload.
- Comprehensive training will be mandated for new Coordinators to ensure they are equipped with the necessary skills and knowledge to fulfil their roles effectively.
- All training resources will be uploaded and made available digitally, promoting flexibility and ease of access for staff to engage in continuing professional development.

SOURCES OF EVIDENCE

- PRSD documentation
- Records from team meetings
- Minutes from SLT
- Induction/EPD journals
- Staff surveys / workshops
- Sharing good practice events
- Teacher tutor records
- Classroom observations
- Staff development records

QUALITY INDICATORS

- Inspection and Self-Evaluation Framework (ISEF)
- Every School a Good School (ESAGS)
- Count Read Succeed (CRS)
- NI Curriculum and review
- DENI
- NICIE—Quality Assurance Mark
- PRSD handbook
- GTC Competences

Regulation 2e-Staff Well Being

A summary and evaluation, including through the use of performance and other data, of the school's strategies for managing attendance and promoting the health and well-being of staff.

School play a vital role in fostering the education and mental wellbeing of their students. Prioritising staff wellbeing enhances performance, job satisfaction, and staff retention, while reducing absenteeism and promoting engagement.

STRATEGIES

- Recognition of staff achievements through Celebrations of Success.
- Implementation of a Staff Code of Conduct.
- Provision of a safe and stimulating teaching environment. Responding to concerns when raised.
- Organisation of social events for community spirit.
- INSET training focused on staff development.
- Gratitude expressed in Weekly Newsletters and Staff Meetings, with acknowledgment from Governors..
- Collegial support networks developed during INSET time.
- Open door policy maintained by the Principal.
- Communication of well-being resources from EA to staff.
- Flexible approaches for family and health needs.
- Collaborative team problem-solving approach.

EVALUATION

Summary of Strengths:

- Appreciation meals and snacks are regularly provided, fostering a supportive environment.
- Collegial support networks have been developed during INSET time, enhancing collaboration.
- Access to the school counsellor is available through drop-in sessions, offering vital emotional support.
- Flexible approaches cater to family and health needs, promoting a healthy work-life balance.
- The Principal conducts regular check-ins with staff to ensure their well-being.
- There are good relationships among staff, with mutual support evident.
- Staff demonstrate acceptance of each other's differences, fostering inclusivity.
- The school is welcoming to visitors and new members of staff.
- Solid communication channels to ensure all staff members are informed and engaged.

Areas for Development:

- Annual sharing of staff attendance records to monitor and improve overall health.
- Implement Action Mental Health workshops to equip staff with essential mental health resources.
- Promote work-life balance within the school environment to enhance staff morale.
- Collaborate with other schools to identify and implement best practices in staff well-being.
- Follow up on ideas generated from mental health workshops for continuous improvement.

SOURCES OF EVIDENCE

- Use of INSET days
- Staff development records
- Staff audits / workshops
- Minutes of staff meetings
- Slicklines
- Self-certification forms
- Monthly returns

QUALITY INDICATORS

- Inspection and Self-Evaluation Framework (ISEF)
- Every School a Good School (ESAGS)
- NI Curriculum and review
- DENI
- NICIE—Quality Assurance Mark
- GTC Competences

Regulation 2f-Community

A summary and evaluation, including through the use of performance and other data, of the school's strategies for promoting links with the parents of pupils at the school and with the local community, including other schools, the business community, and voluntary and statutory bodies.

The school is dedicated to ensuring that parents, carers, and the wider community are thoroughly informed about its transformation proposal and commitment to integrated education. Through a comprehensive information sharing strategy, including newsletters, social media, and community events, Ballyhenry fosters meaningful engagement, promoting collaboration across different traditions.

STRATEGIES

- The school is committed to ensuring that parents, carers, and the wider local community are thoroughly informed about its proposal for transformation and unwavering dedication to integrated education.
- A comprehensive information-sharing strategy is employed, including newsletters, the school website, and social media platforms such as Facebook, Instagram, and Twitter.
- Communication methods include meetings with parents, craft sessions for pupils, pop-up events, and the distribution of informative gifts to emphasise the importance of active participation in the integration process.
- Ballyhenry highly values parental engagement and employs the Ballyhenry Bespoke app, weekly newsletters, and various social media platforms to facilitate communication.
- Parental support sessions allow direct interaction with school staff, while events like the School Sensation and Road Show enhance the school-parent connection.
- Furthermore, the school nurtures pupil engagement through assemblies and collaborates with local schools for advice and support.
- Efforts to engage the wider community include open days, community roadshows, and partnerships with various organisations to promote inclusivity.

EVALUATION

Summary of Strengths:

- Ballyhenry Primary School, a flourishing small institution, is deeply ingrained in the local community and has established a commendable track record in community outreach initiatives.
- Our active participation in events such as the annual "Meet the Neighbours" and various local community events reflects our commitment to strengthening local ties.
- The tradition of networking within the community remains robust, and we are dedicated to nurturing established partnerships with:
 - * Newtownabbey Empowering Schools Together (NEST)
 - * Newtownabbey Primary Principals Association (NPPA)
 - * Southeast Antrim Primary Principals Association (SEAPP)
 - * Local Area Group Sport NI (LAG)
 - * Children and Young People's Strategic Partnership (CYPSP)
 - * Northern Ireland Engineering Education Programme (NIEEP)
- Our school website serves as a platform to connect with community groups, highlighting the importance of these relationships.

Areas for Development:

- Our school actively upholds the UNCRC Article 29, fostering a culture that celebrates talents.
- We envision expanding our creative arts, musical, and sporting platforms while collaborating with external organisations to introduce diverse cultural taster sessions.
- We invite local schools, particularly ICG, churches, and community groups to engage in discussions about transformation.
- We aim to attract a wider audience of special guests to our Annual Art Showcase.
- Building relationships with local churches and the broader community, especially the local Catholic church, is a priority for cultural events and assemblies.
- We will develop community relationships to celebrate our diversity and extend links on our website to include other organisations.
- Both the website and prospectus will be updated to reflect intentional integration, necessitating a broader contextual examination.

SOURCES OF EVIDENCE

- Audits
- Newsletters
- Website
- Minutes from Cluster meetings and groups
- Learning Partnership records
- Assembly schedule
- Shared Education Records
- Extended School Plans

QUALITY INDICATORS

- * Inspection and Self-Evaluation Framework (ISEF)
- * Every School a Good School (ESAGS)
- * NI Curriculum and review
- * DENI
- * NICIE—Quality Assurance Mark

Regulation 2g-ICT

A summary and evaluation, including through the use of performance and other data, of the school's strategies for promoting the use of ICT, including its use to support learning and teaching, continuing professional development and school leadership and management.

STRATEGIES

- Embed ICT links within teachers' planners to facilitate integrated learning experiences.
- Implement statutory UICT across Years 1-7 to ensure progressive skill development.
- Utilise iPads to support interactive learning and access educational resources.
- Incorporate of digital platforms for enriching digital content and activities.
- Use TEAMS for professional development sessions and collaborative learning among staff.
- Maintain a folder of levelled samples across Key Stages 1 and 2, curated by the ICT Leader, to support assessment consistency.
- Employ SIMS Assessment Manager for streamlined tracking of student performance.
- Implement data analysis spreadsheets for informed decision-making and reporting.
- Regularly update the SIMS Calendar to enhance communication and organisation within the school.

EVALUATION

Summary of Strengths:

- The integration of ICT as a Cross Curricular Skill is systematically incorporated into ½ Term Planners, enhancing thematic planning across subjects.
- Statutory UICT training has been conducted, with ongoing efforts to embed ICT in teaching practices.
- A wealth of resources is available for utilising ICT effectively in the classroom.
- Relevant documentation, including Lines of Progression, school policies, and the School Development Plan, is readily accessible on TEAMS
- Detailed spreadsheets are employed for thorough analysis of Standardised Tests, allowing for specific curriculum category evaluations.
- A Public Calendar of events supports transparency and communication among staff regarding key dates and monitoring methods.

Areas for Development:

Supporting Learning and Teaching

- Facilitate staff levelling of ICT work and ensure timely submission on file.
- Regularly update accreditation tasks and areas of ICT need in collaboration with staff.
- Enhance the integration of ICT as a fundamental tool for effective learning across the curriculum.

Continuing Professional Development

- Collect and analyse data to identify trends and areas for improvement in professional development initiatives.

Leadership and Management

- Oversee the management of iPads to ensure optimal usage and accessibility for all pupils.
- Utilise an online review template to further enhance the role of Digital Leaders, fostering leadership in digital literacy throughout the institution.

SOURCES OF EVIDENCE

- Bi-monthly notes
- ICT accreditation
- Photos of Digital Leader work eg E-safety week
- Policies
- TEAMS
- Attendance at external courses

QUALITY INDICATORS

- Inspection and Self-Evaluation Framework (ISEF)
- Every School a Good School (ESAGS)
- NI Curriculum and review
- DENI
- NICIE—Quality Assurance Mark

Regulation 3ab-Finance

An assessment of the school's current financial position and the use made of its financial and other resources.

SCHOOL FINANCIAL PLAN 2024-2027

TOTAL PROPOSED EXPENDITURE	Year 1	Year 2	Year 3
	2024-2025	2025-26	2026-27
Common Formula Funding (CFF) Budget Share	£634,644	£631,010	£636,769
In Year Movement	£-243,706	£-256,126	£-250,917
Closing Cumulative surplus/deficit	£-1,196,694	£1,452,820	£-1,703,737
%	375.9%	256.8%	£208.8%

SDP PRIORITIES:

Context: The school is presently in Category 1b due to the increasing budget deficit. There is no specific allocation towards the present school priorities as the budget is allocated completely to ongoing costs of staffing and premises. Funding for school improvement areas will have to be found from other sources such as IEF Grants, Other Grants, PTA and School Fund.

- The school is focusing on our bid to transform to Controlled Integrated status.
- This initiative aims to ensure that we continue to cater to the needs of our school community, promoting a purposeful and inclusive environment for all students and stakeholders.
- Raising standards in Literacy and Numeracy.
- Allocation of resources for the development of Outdoor learning / play throughout the school.

SOURCES OF EVIDENCE

- LMS statements
- Financial Plan
- Reconciliations
- SLT decisions regarding budget
- Co-ordinators bid for resources (based on SDP)
- SLT minutes
- BOG finance minutes
- Requisitions
- Extended schools funding statements

QUALITY INDICATORS

ISEF
ESAGS
Best Practice Audit Indicators

Regulation 4-Assessment of Targets

An assessment of the extent to which the school has met its key targets, or the progress that has been made towards these key targets in any school development plan which a school development plan supersedes or revises.

Baseline

The "Covid-Effect" continues to significantly impact our children, stemming from school closures during March to June 2020 and January to March 2021. Despite Ballyhenry's commitment to both virtual and face-to-face support, learning losses have affected the social, emotional, and mental well-being of our community. Additional challenges arose from union actions that hindered our school development planning. The governors have submitted a Case for Change to transition Ballyhenry PS from a Controlled School to a Controlled Integrated School. The following summary outlines our key targets for ongoing recovery and reset.

Achievements

<u>Child-Centred Provision</u> <u>Whole School Issues</u>	<u>Leadership and Management</u>	<u>Community Links</u>	<u>Accommodation</u>
- Significant progress has been made in updating key policies, including Pastoral Care, Safeguarding, Anti-Bullying, and Positive Behaviour. These updates are essential to align with our bid for integration, ensuring our framework is reflective of current needs. - Current practices in Data Analysis are under continual review to enhance effectiveness; the introduction of PAS5 has been a beneficial addition to our analytical toolkit for monitoring student progress. - Considerable efforts have been dedicated to developing Special Educational Needs (SEN) resources and support systems, thereby improving access and inclusion for all learners. - Restorative Practice has been firmly established at our school, reinforcing the values of the Ballyhenry Way. Training for Level 1 TEAM TEACH has been made available to the SENCO and Principal, with a subsequent rollout to in-school staff to ensure consistent practice. - The transition to digital records within Safeguarding has improved efficiency; we will continue to assess the effectiveness of our Child Protection Policies and Procedures, with necessary updates planned in conjunction with the introduction of BromCom. - Whole school events, such as Anti-Bullying Week, World Book Day, the Art Show, Ballyhenry Blooms, Money Week, and Internet Safety	- Assessments of Job Descriptions and the Staff Handbook have led to notable progress. The Staff Handbook has been successfully updated and reformatted using 5way, allowing for enhanced accessibility and ease of future updates. However, a comprehensive review of job descriptions remains essential to ensure clarity and alignment with current roles. - The reconstitution of the Board of Governors (BOG) aims to strengthen connections with various curriculum areas, facilitating more effective oversight and support. New link governors will be appointed to foster these relationships in a manner that benefits both staff and students. - Leadership development within class teams has been prioritised, with targeted training sessions aimed at establishing clear pathways of responsibility regarding the effective and efficient use of Classroom Assistants (CAs). This initiative is expected to enhance the overall teaching and learning environment. - The establishment of Pupil Voice groups has significantly enhanced pupil leadership roles. Preparation time has been allocated for teacher coordinators within their budgets to ensure these groups operate effectively, allowing student feedback and involvement to be recognised and valued in the school community.	- Community programmes, including Ballyhenry Tots, Road Show, Art Show, and SchoolSensation, are developing well and are firmly established within our local community. The recent addition of Ballyhenry Blooms has further enhanced our offerings, enriching the experiences available to participants. - We have successfully maintained strong links with several local churches, which play a vital role in enhancing our school community. Although some relationships have diminished since the COVID-19 pandemic, we are actively pursuing new partnerships with a diverse range of churches to support our ambition for integrated status and community cohesion. - Our continued investment in social media campaigns has proven effective in raising our profile within the community. These initiatives will remain a top priority, as they facilitate effective communication and engagement with stakeholders. - The links we maintain with local nurseries and other educational institutions are paramount for fostering collaboration and continuity for our students. These connections are further supported through our partnership with Newtownabbey Empowering Schools Together (NEST), facilitating shared resources and best practices.	- Maintenance of the garden and development of the outdoor learning environment have been prioritised, though further work is necessary. - Additional investment is required for the installation of nets to establish minifootball pitches. - Ensuring site security and safety, including CCTV upgrades and car park development, remains a priority.

Achievements

<u>Child-Centred Provision Whole School Issues</u>	<u>Leadership and Management</u>	<u>Community Links</u>	<u>Accommodation</u>
initiatives, have become fundamental components of our school calendar, with plans for future expansions to enrich the student experience. While outdoor learning is deemed important, it is often implemented on a more ad hoc basis for Senior Pupils. Future plans aim to develop structured outdoor learning opportunities to enhance engagement and experiential learning.			

Learning and Teaching

<u>Literacy:</u>	<u>Numeracy:</u>	<u>ICT:</u>	<u>SEN:</u>
- The review and updating of policies and procedures continues to be a top priority, ensuring alignment with current educational standards and best practices. - A comprehensive review of writing genres and processes is underway but must continue, aiming to enhance instructional quality and student engagement in writing activities. - Significant improvements in reading, especially in promoting reading for pleasure, are being actively encouraged, as we continue to prioritise this fundamental area of literacy development. - Initial work has begun to address underachievement in spelling; a detailed action plan has been formulated, recognising that further development and targeted interventions will be required to make substantial progress. - Whole-school events have successfully raised the profile of literacy, creating a vibrant culture around reading and writing, which is an integral part of the school's ethos and community involvement.	- Initiated the development and implementation of an updated scheme of work for numeracy, which will continue to evolve. - Enhanced the provision and implementation of differentiated strategies to effectively meet the diverse needs of all learners. - Utilised ICT as a pivotal tool for supporting mathematical learning, particularly through the successful integration of Mangahigh across P3 to P7 classes. - Conducted an ongoing review of problem-solving skills to ensure their progressive development throughout the school, using appropriate learning intentions, teaching approaches, and resources. Upskilling will continue.	- Progress has been made in developing an understanding of ICT requirements; however, further work is necessary to build on children's previous learning experiences. - Standardised assessment tasks have been exemplified to enhance teacher skills; ongoing completion of these tasks indicates that additional training is required for overall competency. - Teachers' confidence in using programmes like Identity Manager needs development, with continued upskilling in this area essential to address ICT issues effectively. - Staff have begun to receive training on the use of the touch panel in the Tutorial Room, with additional panels planned for a wider range of pupils. - The Key Stage 2 approach to coding is still in the developmental phase.	- The SENCO is now confident in navigating the new legal framework for Special Educational Needs, including the implementation of Personal Learning Plans (PLPs) through the SIMS system. - Building on existing good practice, the use of Provision Mapping as a working document on TEAMS has been further developed; however, additional progress is still needed. - Individual Education Plans (IEPs) and reasonable adjustments are now in place for all children on the SEN Register, achieving this target successfully. - Assessment data is being utilised effectively to inform interventions, demonstrating regular use to set and adjust targets. - Appropriate intervention schemes, including Toe-by-Toe, Numecon, Catch-Up Numeracy and IDL, have been established to support pupil progress.

Areas of Development

In addition to the targeted areas still to be address from the transition plans the following issues have been identified:

- Develop and embed Integrated Ethos
- Address Underachievement
- Upskill staff to address the changing needs of the school
- Improve Attendance
- Enhance Parental Involvement in Learning

Areas of Development

Given the school's bid to transform to a Controlled Integrated Status, the primary focus of the School Development Plan is to address the areas of development outlined in the Transformation Action Plan. This extensive document should be examined in tandem with the School Development Plan to ensure a comprehensive understanding. While there are overlaps between the two plans, several key issues have been identified for targeted improvement. The areas of focus have been updated to more accurately reflect the intersections between the plans, ensuring that our development efforts are aligned and effective in meeting the needs of our students and the wider educational community.

Learner Centred	Effective Leadership	Community Connections	Accommodation
• Significant progress has been made in updating key policies, including Pastoral Care, Safeguarding, Anti-Bullying, and Positive Behaviour. These updates are essential to align with our bid for integration, ensuring our framework is reflective of current needs. • Current practices in Data Analysis are under continual review to enhance effectiveness; the introduction of PASS has been a beneficial addition to our analytical toolkit for monitoring student progress. • Considerable efforts have been dedicated to developing Special Educational Needs (SEN) resources and support systems, thereby improving access and inclusion for all learners. • Restorative Practice has been firmly established at our school, reinforcing the values of the Ballyhenry Way. Training for Level 1 TEAM TEACH has been made available to the SENCO and Principal, with a subsequent rollout to in-school staff to ensure consistent practice. • The transition to digital records within Safeguarding has improved efficiency; we will	• Assessments of Job Descriptions and the Staff Handbook have led to notable progress. The Staff Handbook has been successfully updated and reformatted using Sway, allowing for enhanced accessibility and ease of future updates. However, a comprehensive review of job descriptions remains essential to ensure clarity and alignment with current roles. • The reconstitution of the Board of Governors (BOG) aims to strengthen connections with various curriculum areas, facilitating more effective oversight and support. New link governors will be appointed to foster these relationships in a manner that benefits both staff and students. • Leadership development within class teams has been prioritised, with targeted training sessions aimed at establishing clear pathways of responsibility regarding the effective and efficient use of Classroom Assistants (CAs). This initiative is expected to enhance the overall teaching and learning environment.	• Community programmes should be reinforced and extended to encompass a wider audience of special guests, thereby fostering inclusivity and engagement within the local community. • We will actively pursue new partnerships with a diverse range of churches to support our ambition for integrated status and enhance community cohesion. • Continued investment in social media campaigns has proven effective in elevating our profile within the community. These initiatives will remain a top priority, as they facilitate effective communication and engagement with stakeholders. Additionally, we will extend links on the school website to incorporate other relevant organisations. • The links we maintain with local nurseries and other educational institutions are paramount for fostering collaboration and continuity for our students. These connections are further bolstered through our partnership with Newtownabbey	• Continue to maintain the garden and develop the outdoor learning environment to provide students with an enriching and stimulating experience beyond the classroom. This will enhance their engagement with nature and foster a greater appreciation for biodiversity. • Additional investment is required for the installation of nets to establish mini football pitches, promoting physical education and active play. This development will not only facilitate greater participation in sports but also encourage teamwork and social skills among students. • Advocate for the Education Authority (EA) schemes regarding site security and safety, including CCTV upgrades and the development of a safe car park. Ensuring the safety of students and staff remains a priority, and these improvements are essential for fostering a secure learning atmosphere conducive to academic and personal growth.

continue to assess the effectiveness of our Child Protection Policies and Procedures, with necessary updates planned in conjunction with the introduction of BromCom. - Whole school events, such as Anti-Bullying Week, World Book Day, the Art Show, Ballyhenry Blooms, Money Week, and Internet Safety initiatives, have become fundamental components of our school calendar, with plans for future expansions to enrich the student experience. - While outdoor learning is deemed important, it is often implemented on a more ad hoc basis for Senior Pupils. Future plans aim to develop structured outdoor learning opportunities to enhance engagement and experiential learning.	The establishment of Pupil Voice groups has significantly enhanced pupil leadership roles. Preparation time has been allocated for teacher coordinators within their budgets to ensure these groups operate effectively, allowing student feedback and involvement to be recognised and valued in the school community.	Empowering Schools Together (NEST), facilitating the sharing of resources and best practices.	
---	---	--	--

High Quality Learning and Teaching

Literacy: Due to Action Short of Strike and the Covid-Effect, many targets in Literacy still require further development or consolidation. Key areas identified for improvement include: - The review and updating of policies and schemes of work to ensure they reflect current educational standards and best practices. - The ongoing review of writing genres and processes is critical; this must persist to provide students with a comprehensive understanding of varied writing styles. - Enhanced engagement in reading for pleasure is essential, fostering a love for literature that can significantly impact literacy skills. - The consolidation of the spelling programme is necessary to effectively address ongoing underachievement, ensuring all students reach their potential in this fundamental area of literacy.	Numeracy: Due to Action Short of Strike and the Covid-Effect, many targets in numeracy still require further development or consolidation. The following areas are identified as essential for improvement: - Review and update existing policies and schemes of work for numeracy to ensure they reflect current educational standards and best practices. - Enhance strategies aimed at addressing underachievement, with a specific focus on implementing effective differentiation to cater to diverse learning needs. - Utilise Information and Communication Technology (ICT) as a powerful tool for facilitating learning in numeracy, thereby engaging students and enhancing their understanding of mathematical concepts. - Develop and strengthen problem-solving skills among students, ensuring that they can apply their numeracy knowledge to real-world scenarios effectively.	ICT: Due to Action Short of Strike and the impact of the Covid-Effect, many targets in ICT still require further development or consolidation. The identified areas for improvement include: - Deepening the understanding of ICT requirements to ensure that both staff and students are adequately prepared for the digital landscape. - Enhancing teacher skills through exemplification of competency in standardised assessment tasks, thereby providing clarity and direction in teaching practices. - Increasing teachers' confidence in utilising programmes such as Identity Manager, with continuous upskilling deemed essential to effectively address ongoing ICT issues. - Providing targeted training on the use of touch panels for relevant staff to maximise classroom engagement and instructional delivery. - Progressing the Key Stage 2 approach to coding, which remains in the developmental phase, necessitating further focus to establish a robust framework for teaching this critical skill.	SEN: Due to Action Short of Strike and the ongoing Covid-Effect, many targets in Special Educational Needs (SEN) still require further development or consolidation. The key areas for focus are as follows: - Continue to enhance understanding of administrative requirements, particularly with the introduction of EA ONE and the SEN Hub. - Build teachers' capacity to complete provision mapping effectively for their pupils. - Foster confidence in writing Individual Education Plans (IEPs) or Personal Learning Plans (PLPs) where applicable, ensuring the child's voice is integral to the planning process. - As updates occur in the available data, seamlessly integrate this information into IEP/PLP documentation. - Persist in the development of effective intervention strategies tailored to meet diverse learning needs.
---	--	---	--

SUMMARY OF PERFORMANCE 2023-2024

CAT V as compared to Progress in English	10% of pupils above target 51% of pupils on target 61% of pupils on or above target	% of pupils above target Y4 2 (9%) Y5 4 (23%) Y6 0 Y7 2 (9%)	% of pupils on target Y4 13 (60%) Y5 8 (47%) Y6 9 (47%) Y7 11 (57%)
CAT Q as compared to Progress in Maths	10% of pupils above target 49% of pupils on target 59% of pupils on or above target	% of pupils above target Y4 4 (18%) Y5 1 (5%) Y6 1 (5%) Y7 2 (10%)	% of pupils on target Y4 13 (60%) Y5 6 (35%) Y6 9 (47%) Y7 11 (57%)
Whole School Underachievers	Literacy 31 pupils (38%) Y4 7 (31%) Y5 5 (29%) Y6 10 (52%) Y7 9 (47%)		Numeracy 30 pupils (37.5%) Y4 5 (22%) Y5 10 (58%) Y6 9 (47%) Y7 6 (31%)

Literacy

CAT V as compared to Progress in English

Year Group	June 2021			June 2022			June 2023			June 2024		
	LE/MLE	E	HE/MHE	LE/MLE	E	HE/MHE	LE/MLE	E	HE/MHE	LE/MLE	E	HE/MHE
										June of Year 3		
Intake Year 2021										7	13	2
							June of Year 3			June of Year 4		
Intake Year 2020							4	8	3	5	8	4
				June of Year 3			June of Year 4			June of Year 5		
Intake Year 2019				11	7	0	10	8	0	10	9	0
	June of Year 3			June of Year 4			June of Year 5			June of Year 6		
Intake Year 2018	2	12	4	1	12	4	7	9	2	9	11	2

Numeracy

CAT Q as compared to Progress in Maths

Year Group	June 2021			June 2022			June 2023			June 2024		
	LE/MLE	E	HE/MHE	LE/MLE	E	HE/MHE	LE/MLE	E	HE/MHE	LE/MLE	E	HE/MHE
										June of Year 3		
Intake Year 2021										5	13	2
							June of Year 3			June of Year 4		
Intake Year 2020							4	8	3	5	8	4
				June of Year 3			June of Year 4			June of Year 5		
Intake Year 2019				11	7	0	10	8	0	9	9	1
	June of Year 3			June of Year 4			June of Year 5			June of Year 6		
Intake Year 2018	2	12	4	5	9	3	6	9	3	6	11	2

Regulation 5 Challenges and Opportunities

An assessment of the school's challenges and opportunities

ASSESSMENT

Despite the recent challenges posed by the COVID-19 pandemic and the industrial action by ASOS, the school remains resilient and relentless in its pursuit of excellence. This commitment is evidenced by the establishment of the Ballyhenry Way, which provides pupils with clear expectations concerning behaviour, fostering a positive learning environment. Furthermore, the school has demonstrated a strong commitment to improvement by adapting to the evolving needs of the community, ensuring that it remains relevant and responsive.

The introduction of SPIMS has been a significant step towards better meeting the specific needs of our pupils, enhancing their educational experience. Positive feedback from staff reflects a shared dedication to these goals, while robust links within the community have further strengthened support for the school. The unwavering commitment of governors, coupled with favourable evaluations from both pupils and parents regarding the school's endeavours, positions us well to navigate future challenges and seize opportunities for growth.

CHALLENGES

Fluctuating Roll

Pupil numbers at Ballyhenry Primary School have varied significantly over the years, exerting financial pressures on the school budget. The dedicated school staff and the Board of Governors are actively engaged in promoting the school within the local community, emphasising the high-quality education offered to all pupils.

Number of Schools in a Two-Mile Radius

The existence of multiple schools within a two-mile radius further complicates efforts to maintain and increase pupil enrolments, necessitating innovative marketing strategies to attract families to Ballyhenry Primary.

Staff Costs

Almost all permanent teachers are currently on the Upper Pay Scale (UPS3). As the school undergoes a transition phase, with several senior teachers approaching retirement, there is potential for a reduction in staffing costs moving forward.

Encouraging More Parental Involvement

To foster parental engagement, the school distributes a comprehensive Weekly Newsletter and conducts regular audits and surveys in collaboration with the Parent-Teacher Association (PTA). Parent-teacher consultations, held biannually, provide opportunities for parents to discuss their child's progress and set targets for improvement. Parents are encouraged to reach out to the school at any time with concerns regarding their child's education or welfare.

Resources—Reduction in Budgets

Like many other educational institutions, Ballyhenry Primary has experienced budget reductions that challenge the management of resources. The school remains committed to safeguarding frontline services despite these constraints.

Effective Use of Data

An effective system for data analysis has been established to identify trends in attainment and areas needing development. The consistent application of standardised tests allows the school to thoughtfully target support for pupils to enhance their learning outcomes.

OPPORTUNITIES

Good Standards of Behaviour of Pupils

High expectations for pupil behaviour are firmly established.

Clear procedures maintain good conduct, underpinned by extensive training in nurture principles and restorative practices.

Shared Leadership

Curriculum leadership is strategically distributed among staff, with defined roles and responsibilities.

The Principal and Governors are dedicated to enhancing leadership capacities and accountability within the school.

Supportive, Motivated and Hardworking Staff

The school boasts well-qualified, dedicated staff who foster excellent relationships—a consistent theme highlighted by parents and visitors alike.

Wide Range of Extra-Curricular Activities

An extensive array of clubs for P1-7 has been developed, with After School Clubs operating from Monday to Friday, facilitated by Extended Schools Funding.

Effective Use of Data

A system for analysing data trends in Literacy and Numeracy has been effectively established, enabling targeted support for specific cohorts based on four-year attainment trends.

Good Quality of Learning and Teaching

High expectations for quality are consistently monitored and documented, ensuring all staff are aligned with learning objectives.

Excellent Support Staff

Highly valued support staff actively pursue training opportunities to enhance their professional development and benefit pupils.

Excellent ICT Facilities

The well-equipped ICT Suite and provision of iPads for staff and pupil use promote effective learning opportunities.

Good Links with Local Schools

The school has established collaborative relationships with other local schools, enhancing resource sharing and best practices.

Introduction of SPIMS

Existing Learning Support Classes (LSCs) are well subscribed, presenting an opportunity to extend effective practices.

Integrated Status Application

An application has been submitted to attain Controlled Integrated Status, creating potential for further school development.

Regulation 6 Views of Stakeholders

Arrangements made by the Board of Governors to consult and take account of the views of pupils, parents, staff and other persons or bodies in the preparation of the plan.

STRATEGIES

- Audits
- Questionnaires
- Pupil Voice—School Council, Rights Respecters, Digital Leaders, Junior Librarians and Eco Councils meet regularly every half-term.
- Open door policy
- Workshops
- Open Days
- Curriculum events
- Parent teacher consultations/reviews
- Staff meetings
- Principal/staff consultations

ARRANGEMENTS IN PLACE

The process of School Development Planning (SDP) in Northern Ireland encounters several challenges that necessitate a comprehensive approach to ensure the best outcomes for pupils.

- Governors are tasked with the critical responsibility of analysing both qualitative and quantitative information during the SDP preparation. This analysis is essential for creating a data-informed framework that addresses the needs of the school community.
- Active engagement with parents is pivotal; thus, consultations occur through open-door events, including coffee mornings and curricular activities. These events facilitate a dialogue that not only informs parents about school initiatives but also encourages their input into the planning process.
- To enhance understanding and engagement, relevant sections of the SDP are communicated to pupils in child-friendly language. This approach fosters opportunities for discussion, enabling pupils to offer feedback and collaborate in planning, which promotes a sense of ownership over their educational experience.
- Furthermore, governors demonstrate their commitment to the school by attending various events and curricular activities. This involvement allows them to gain first-hand insights into the aspirations of pupils and parents, aligning the SDP with the community's educational objectives.
- Finally, curricular leaders play a vital role by preparing detailed reports for governors based on first-hand evidence of the school's performance in key areas. These reports ensure that the SDP remains grounded in the real experiences of students and staff, effectively addressing any identified challenges.

SOURCES OF EVIDENCE

Audits with pupils
Audits with parents
Audits with staff
Audits with Governors
Minutes from School Council meetings

QUALITY INDICATORS

- Inspection and Self-Evaluation Framework (ISEF)
- Every School a Good School (ESAGS)
- NI Curriculum and review
- DENI
- NICIE—Quality Assurance Mark

Regulation 7a

The school's key targets for the period of the plan, based on the Department's priorities for education.

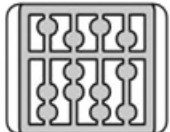
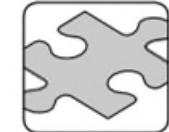
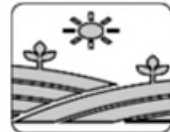
Overview from Transformation Action Plan

[Full Transformation Action Plan](#)

	Year 1 2024-25	Year 2 2025-26	Year 3 2026-27
Learner Centred	It is imperative to ensure that Integration is a prominent agenda item in all meetings (BOG, STAFF, Pupils) and is consistently highlighted in Newsletters and on the website. Pupils' voice groups must convene during circle time. Weekly updates during Assembly by pupils are essential, along with the continuation of Road Show and Art Show. Display materials should include Articles of UNCRC, and a baseline for policies and current schemes must be established. During Circle Time, PDMU, and elsewhere to make Integration more explicit and intentional.	Establish a Parent Focus Group to ensure parental support for learners. School Council will meet with TAG groups to discuss policies and current schemes, with emphasis on developing an appropriate RE Policy and scheme. We will enhance the calendar of important cultural events through collaboration with all stakeholders and send out supplementary data capture to obtain more information about families' faith backgrounds.	In Year 3, our priorities include building community partnerships to enrich learners' understanding of integration and diversity, enhancing class-based celebrations and studies about multiculturalism, embedding and enhancing policies and schemes, and developing a multicultural event.
High Quality Teaching & Learning	Establish baseline for all policies/curricular areas, develop Circle Time to include PDMU, RE and Diversity, provide initial training on diversity and inclusion for staff and pupils, review current integration practices, commence staff development journey, establish shared education with teaching staff, engage parents in integration, and include parents on TAG Team.	In Year 2, our priorities are to ensure high quality teaching and learning through intentional integrations of the curriculum and policies, development of circle time, staff training, staff development, sustained improvement, shared education, RRS Gold, and establishment of parental focus groups.	In the academic year 2026-27, the priorities for Year 3 are to streamline the curriculum and policies, incorporate more challenging topics into Circle Time, provide extended training based on assessed needs, update progression opportunities, integrate them into PRSD targets, and pursue Education the Heart Level 2 training. These priorities aim to ensure intentional integration and enhancement of teaching and learning practices.
Effective Leadership	In this academic year, the key priorities for effective leadership include establishing a baseline for stakeholders' views on transformation, curriculum intentional integrations, and reviewing the website and social media for inclusive language and broader social network engagement.	In Year 2, our priorities include updating the School Development Plan (SDP) to align with the Transformation Plan, developing the Board of Governors (BOG) in accordance with DENI guidelines, updating policies, website, and social media, and appointing an Integration Coordinator.	Ensure the SDP is updated to reflect Transformation (Year 3) and build further links with the BOG. Complete policy updates and address any additional priorities as they arise during the Plan-Do-Review Cycle.
Community Connections	In the academic year 2024-25, Year 1 intends to host an Annual Road Show, involving IEF and other community groups and schools. Also, the Annual Art Exhibition "Building, Growing, Changing Together" will be extended to a wider audience of special guests. Additionally, links on the school website will be extended to include other relevant organisations.	This academic year, our focus in Year 2 involves fostering relationships with local churches and the wider community to partake in cultural events and assemblies, hosting discussions on transformation with local stakeholders, and celebrating diversity within our community.	Updating the website and prospectus to incorporate Intentional Integration, fostering connections with local churches and the wider community, and addressing additional targets via the Plan-Do-Review Cycle are key objectives for the forthcoming academic year.

PRIORITIES FOR 2024-25

Regulation 7. (a) (b) (c) (d) Key Priorities, planned outcomes in learning, teaching and raising actions to achieve outcomes and financial resources available.

						
Integration • Enhance pupil self-view and participation, deepen understanding of integration, strengthen partnerships. • Align professional learning with integrated ethos through curriculum and policy review. • Provide training on Integrated Education for Governors and staff; align SDP with Transformation Plan. • Strengthen community ties and promote cultural engagement through local organisations and churches.	Literacy • Focus on writing processes for specific genres. • Enhance guided reading and support, including Accelerated Reader. • Monitor spelling progress post new scheme implementation. • Develop a comprehensive Literacy scheme from P1 to P7. • Foster whole school Literacy-focused.	Numeracy • Increased use of the ICT suite supports web-based Numeracy activities • Develop a coherent Scheme of Work for Numeracy with PBL in the Foundation Stage advancing exposure to all Numeracy strands. • Numeracy planning is being updated for greater specificity, including detailed extension and support activities, with evaluations at the end of each Curriculum Planner. • PTM data analysis highlights the need for improvement in problem-solving skills.	SEN • Finalise SEN Policy to align with new SEN Framework and Code of Practice. • Further develop SEN provision map • Enhance identification of children with SEN and implement suitable in-school and external support. • Advance the initiative on the Voice of the Child. • Train teachers on the transition from IEPs to PLPs and begin formulating PLPs.	ICT • Understanding ICT progression across year groups. • Internal standardisation and progression levels within year groups. • Teacher training for pupil password resets. • Utilising touch panel devices effectively in the Tutorial room.	WAU • Enhance medium term planning with detailed content. • Incorporate evidence of scientific investigations and STEM. • Update WAU policy to reference Rights Respecting School and Integration. • Conduct a whole school audit of WAU to ensure comprehensive curriculum coverage.	Play-Based Learning • Ensure consistency in planning format for play-based learning. • Organise and resource the outdoor play equipment/area.

PRIORITIES FOR 2025-26

Regulation 7. (a) (b) (c) (d) Key Priorities, planned outcomes in learning, teaching and raising actions to achieve outcomes and financial resources available.

Integration • Pupils: More pupil-led projects, stronger pupil voice, and community outreach. • Curriculum: Integration themes embedded in lessons (especially WAU and RE), focus on children's rights, and shared education activities. • Staff: Ongoing training in integration and diversity; digital staff handbook created. • Leadership: Board of Governors and SLT continue integration training; policies and admissions reviewed for inclusivity. • Community: Website and prospectus updated for integrated status; more links with local schools, churches, and community groups; special events for the school's 50th anniversary.	Literacy • Reading Progress: Assess all pupils' reading abilities, set improvement targets, and update reading resources (including library and reading schemes) to boost engagement and achievement. • Support for SEN Pupils: Assess and support SEN pupils' reading and phonics, monitor progress, and provide targeted interventions like Toe by Toe and Reading Together. • Literacy Events: Organize age-specific literacy events for pupils and parents (e.g., Dot Day, World Book Day, Book Fair Café) to foster a love of reading across the school.	Numeracy • Scheme of Work: Develop a whole-school Numeracy Scheme of Work to ensure consistent planning, progression, and support for all learners. • Use of ICT: Embed ICT in Numeracy lessons by using tools like Mangahigh and the ICT suite to enhance learning and assessment. • Problem Solving: Strengthen problem-solving skills through focused teaching, regular review, and targeted support based on assessment data.	SEN • Implement new Personal Learning Plans (PLPs): Train staff and use the Graduated Response Framework to create and review PLPs for all pupils on the SEN register. • Include pupil and parental voice: Ensure the views of children and parents are gathered and included in every PLP, with regular opportunities for feedback. • Ongoing support and collaboration: Continue to update provision maps, use external agencies, and support pupils through targeted interventions and transition planning.	ICT • Progression & Assessment: Ensure all teachers understand ICT skill progression for their year group, use consistent assessment tasks, and track pupil progress across the school. • Coding: Deliver regular coding lessons using Code.org in every class, with a clear progression pathway and staff training to build teacher confidence. • iPad & ICT Use: Maximize use of iPads and the ICT suite to support classroom learning and coding activities.	WAU • Embed STEM and Science: Include at least one STEM activity and one scientific investigation in classroom practice each half term, linked to topics where possible. • Staff Training & Collaboration: WAU leader to work with Numeracy leader to provide staff training on STEM and share science resources. • Resource Development: Audit and purchase resources for STEM/science lessons, match activities to year group topics, and explore grants and STEM Ambassador projects.	Play-Based Learning • Promote outdoor learning: Encourage regular use of outdoor spaces for play-based activities across all year groups. • Introduce Forest Schools: Launch a Forest School programme to provide hands-on, nature-based learning experiences. • Integrate play-based learning: Ensure play-based approaches are embedded in classroom and outdoor activities to support creativity, problem-solving, and social skills. • Staff training and resources: Provide staff with training and resources to confidently deliver outdoor and forest school sessions.

Links to Action Plans

- [Three Year Transformation Action Plan—Year 2 \(25-26\)](#)
- [ICT Action Plan 2025-2026](#)
- [Literacy Action Plan 2025-2026](#)
- [Numeracy Action Plan 2025-2026](#)
- [SEN Action Plan 2025-2026](#)
- [WAU Action Plan 2025-2026](#)
- Play Based Learning Action Plan 2025-2026

Appendix P

'Reasonable Numbers' – Ballyhenry PS Sep

25



The [Ministerial statement](#) outlines the general principle as follows:

'While a rigid approach should not be taken to 'reasonable numbers,' what constitutes reasonable numbers should be considered having regard to, the intention of the 1989 Order, the NICIE Statement of Principles, and the underlying rationale of contact theory that there should be a reasonable balance between Protestant and Catholic children. The statement that follows in italics is the general principle that will be applied in the context of proposals to Transform to Integrated status.

General Principle

To ensure the process of Transformation is both well-grounded at the outset and capable of developing over time, the Department will expect, as a general principle, the proposer to provide evidence that the school is likely to be able to attract at least 10% of its total year 1 or year 8 from the minority religion, or in those schools seeking to transform to Integrated status, 15% of the combined number of Protestant and Catholic year 1 or year 8 pupils, in the first year of Transformation.

There may be exceptions to this general principle however, and each case will be considered in its own unique circumstances regardless of the percentage of Protestant and Catholics evidenced by the proposer. Evidence is also required that this is likely to increase over the next 7 years to achieve reasonable numbers from the minority religion and an aspiration for the relative proportions of the two groups to be similar.'

In relation to Ballyhenry PS, the year of Transformation is not yet known, but is it reasonable to consider it to be Sep 2026, (if approved prior to the school's submission of admissions criteria to EA in October/Nov 25). If the approval is after this date, then the first year of admission as an Integrated school would be September 2027. The DP intention was September 2025.

There are two factors to consider:

Firstly, evidence from a local school that has recently Transformed which indicates they are attracting more pupils from a Catholic background, who were previously underrepresented in the school. The data in Table 1 below regarding year 8 entry has been supplied by Integrated College Glengormley and the whole school data is DE published data.

The Transformation (Sept 2022) shows an immediate and sustained uplift: representation jumped six-fold in 2023 and continued upwards in 2024. Whilst 2022 was the first year of Transformation, the diversity remained limited until the proposal was approved. In the school year 22/23, the school was able to state that they were Integrated and Table 1 shows that this has had an impact on religious balance in relation to Catholic and Protestant designated pupils. This statistic sits alongside a whole school enrolment increase from 651 pupils in 2018, to 1220 pupils in 2025.

Table 1: Religious diversity growth in Integrated College Glengormley
(in relation to Catholic pupil increase)

Year	% year 8 designating Catholic	Whole school %	Whole school number
2021	*	4	29
2022	*	4.1	39
2023	10.2	5.1	55
2024	11.3	6.4	74

Both schools sit within the same geographic locality, which has diversity in relation to the two main traditions (Protestant and Catholic). It would be reasonable to assume that the growth of religious diversity in ICG would follow a similar pattern within Ballyhenry PS.

In recent conversation with a maintained school that was refused approval to Transform it has come to light that pre-decision, the school

had 17 P1 applications, 11 of which were non-Catholic and the next year, when the 'no' decision had been made, applications dropped to 6, none of whom were non-Catholic. The impact of a public message around Integrated status is well evidenced in these two contemporary cases.

Secondly, Ballyhenry's pupil intake is becoming increasingly diverse, indicating that the school's deliberately inclusive practices and public intention to become Integrated, are attracting families from all cultures, religions, beliefs, background and abilities, including reasonable numbers of Protestant and Catholic pupils.

This is positive and may indicate, similarly to the two schools referred to above, that parents are trusting the school's inclusion journey prior to Ministerial decision. The school did not have a 'target' percentage to work to, as the existing guidance at the time of their explorations, planning, ballot, Case for Change submission and public consultation, did not stipulate one. The school has always been working towards an aspiration to improve religious balance, but without a specific number in sight.

Table 2 below is an analysis of the data in Appendix 1 below, considering the Ministerial statement.

Table 2: Religious balance of Year 1 intake in Ballyhenry PS 2022 – 2025*

Year of P1 intake	2022	2023	2024	2025*
% Catholic in P1 intake	0	0	*	*
% no religious designation or 'other' in P1 intake	50	38	59	45.5
% with a religious designation of Protestant or Catholic in P1 intake	50	62	41	54.5
% of those who designated with a religion and who designated as Catholic in P1 intake	0	0	22	25
% of pupils designated as Catholic in whole school	5.2	5.9	5.6	7.3

*data supplied by school

Table 2 shows that, despite not yet being in the 'first year of Transformation' which one assumes means the year after approval, when the school is able to admit pupils as an Integrated school, Ballyhenry PS is experiencing significant increase in religious diversity in relation to the

minority religion, which is the sole focus of the Ministerial statement.

Table 3 indicates that in-year growth in the school, which includes specialist provision, may also be impacting whole school diversity. This may be an indication that the school is being recognised as a safe and secure space by new Catholic parents.

The significant growth of pupils being designated as 'other' and 'no religion' in all schools in the last decade, may be an indication that some people are moving away from the terms 'Protestant' and 'Catholic'. In comparing DE census, National Census 2021 data, Young Life and Times and Life and Times surveys, it is reasonable to conclude that there are many people in schools and in our society who may describe themselves as culturally Protestant and Catholic, but would not describe themselves as religiously Protestant or Catholic. The Ministerial statement refers to Protestant and Catholic as 'backgrounds' in the preamble, but not in the guiding principle.

Because the Department is not gathering data on cultural diversity and/or community 'background' from schools, there is no official data in this regard, which makes it challenging for a school to provide evidence in a fulsome manner in relation to cultural and religious data, as is outlined in the meaning of Integrated Education in the 2022 Act:

Integrated Education is *'the education together of children and young persons:*

- *Of different cultures and religious beliefs and of none, including reasonable numbers of both Protestant and Roman Catholic children or young persons;*
- *Of different socio-economic backgrounds;*
- *And of different abilities.'*

In addition to religious diversity, Ballyhenry PS has diversity in culture, socio- economic background and ability.

In order to attempt to better understand the cultural and religious identity (ie the background) of pupils in the school, Ballyhenry PS has undertaken an internal survey of parents. One interesting finding from this survey is that there are families who consider themselves to be both Protestant and Catholic (mixed). The DE census does not gather this data, which may be cultural and/or religious in nature, so the true understanding of the level of cultural and religious diversity is currently difficult to outline.



Appendix 1: DENI Statistics—Ballyhenry Primary School

Key:

P = Pupils designated Protestant

C= Pupils designated Catholic

O = Pupils designated Other religion/

N = No religion/unknown

2025-2026 (Tentative)						2024-2025						2023-2024						2022-2023					
Year Group	N	O	P	C	Total	Year Group	N	O	P	C	Total	Year Group	N	O	P	C	Total	Year Group	N	O	P	C	Total
1	7	*	9	*	22	1	12	*	7	*	22	1	7	0	11	0	18	1	9	*	#	0	20
%	31.8	*	40.8	*	100	%	54.5	*	31.8	*	100	%	38	0	62	0	100	%	45	*	#	0	100
2	12	*	6	*	22	2	8	0	13	0	21	2	9	0	10	0	19	2	16	*	7	*	27
%	54	*	27.8	*	100	%	38	0	62	0	100	%	47.3	0	52.7	0	100	%	59.2	*	25.9	*	100
3	7	0	#	*	20	3	10	*	#	0	21	3	16	*	6	*	25	3	10	0	#	*	21
%	35	0	#	*	100	%	47.6	*	#	0	100	%	64	*	24	*	100	%	47.6	0	#	*	100
4	10	*	#	0	23	4	18	*	8	*	31	4	8	0	#	*	18	4	*	0	13	*	19
%	43.5	*	#	0	100	%	58.1	*	25.8	*	100	%	44.4	0	#	*	100	%	*	0	68.4	*	100
5	19	*	12	*	35	5	9	0	#	*	20	5	*	*	12	*	19	5	*	*	16	0	21

2025-2026 (Tentative)						2024-2025						2023-2024						2022-2023					
%	54.3	*	34.3	*	100	%	45	0	#	*	100	%	*	*	63.2	*	100	%	*	*	76.2	0	100
6	#	0	10	*	19	6	*	*	13	*	20	6	*	*	16	0	22	6	12	*	12	*	29
%	#	0	52.6	*	100	%	*	*	65	*	100	%	*	*	72.7	0	100	%	41.4	*	41.4	*	100
7	*	*	14	*	21	7	*	*	18	0	24	7	12	*	12	*	31	7	14	#	15	*	36
%	*	*	66.7	*	100	%	*	*	75	0	100	%	38.7	*	38.7	*	100	%	38.9	#	41.7	*	100
Total	64	8	63	15	162	Total	63	11	76	9	159	Total	58	10	75	14	152	Total	66	16	82	9	173
%	47.9	3.1	41.8	7.3	100	%	39.6	6.9	47.7	5.6	100	%	38.2	6.6	49.3	5.9	100	%	38.2	9.2	41.2	5.2	100
Notes: LSC 1 Enrolment 11 pupils LSC 2 Enrolment 9 pupils.						Notes: LSC 1 Enrolment 9 pupils LSC 2 opened. Enrolment ■ pupils.						Notes: LSC 1 opened. Enrolment ■ pupils Transformation Ballot: Nov'23 Vote for transformation: 85.5% Case for Change submitted: May'24						Notes: Area Planning Pilot: change of intake numbers the class of 36 was the last class to go through under the intake number of 45 P1					

Appendix Q

Table 1 (Snapshot) - Ballyhenry Primary School – Neighbouring Primary Provision – 3 mile radius

DE Ref No	School Name & Postcode	Urban / Rural	Distance in Miles by Road Google maps	2025/26 & 2026/27 Approved Enrolment Number	2023/24 Actual Enrolment (Include supernumerary pupils)	2024/25 Actual Enrolment (Include supernumerary pupils)	2025/26 Actual Enrolment (include supernumerary pupils)	2025/26 Supernumerary Pupils	2025/26 Available Places	2025/26 Actual Y1 Admissions (includes supernumerary pupils)	2025/26 & 2026/27 Approved Admissions Number	2026/27 Total First Preference Applications	2026/27 Over/Under Subscribed at First Preference	ETI reports publication date / Overall assessment
Controlled														
3016170	Ballyhenry PS, Newtownabbey, BT36 5AZ	Urban	-	210	152	159	162	38	86	22	30	20	U-10	Mar 17 - Continues to demonstrate a high level of capacity for sustained improvement
Sub total				210	152	159	162	38	86	22	30	20		
Integrated														
3050791	Glengormley IPS, Newtownabbey, BT36 6HJ	Urban	1	300	268	263	260	17	57	37	43	32	U-11	Nov 17 - ASOS Jun 11 - Good
3056708	Mallusk CIPS, Newtownabbey, BT36 4QE	Urban	1.9	132	123	136	131	8	9	17	19	28	O-9	Mar 17 - Demonstrates the capacity to identify

														and bring about improvement
1066531	Hazelwood IPS, Newtownabbey, BT36 7EN	Urban	3.3	406	398	390	381	44	69	51	58	60	O-2	Jan 17 - ASOS Apr 10 - Good
Sub total				838	789	789	772	69	135	105	120	120		
Controlled														
3013323	Mossgrove PS, Newtownabbey, BT36 5DN	Urban	0.9	330	178	171	142	7	195	*	47	17	U-30	Mar 2026 - New style inspection report Jan 18 - ASOS Sep 11 - Good
3013301	Carmony PS, Newtownabbey, BT36 6JS	Urban	1.1	448	378	379	372	17	93	48	60	52	U-8	May 19 - ASOS Apr 16 - High level of capacity for sustained improvement
3016244	Ashgrove PS, Newtownabbey, BT36 6LJ	Urban	1.2	374	362	376	377	23	20	47	53	47	U - 6	Apr 19 - Continues to demonstrate the capacity to identify and bring about improvement

3016249	Earlview PS, Newtownabbey, BT36 5US	Urban	1.6	221	179	161	140	18	99	9	30	21	U-9	Apr 17 - ASOS Nov 10 - Good
3016015	Mossley PS, Newtownabbey, BT36 5NA	Urban	1.6	610	548	544	536	21	95	80	87	74	U-13	Feb 18 - Continues to demonstrate a high level of capacity for sustained improvement
3010895	Rathcoole PS, Newtownabbey, BT37 9EL	Urban	3.1	210	123	117	97	37	150	14	30	8	U - 22	Jun 19 - ASOS March 2016 - Demonstrated the capacity to identify and bring about improvement
Sub total				2193	1768	1748	1664	123	652	202	307	219		
Catholic Maintained														
3036046	St Mary's-on- the-Hill PS, Newtownabbey, BT36 6JU	Urban	0.8	420	342	352	356	29	93	43	60	43	U-17	Oct 19 - ASOS Sep 16 - High level of capacity for sustained improvement
3033313	St Bernard's PS, Newtownabbey, BT36 6DW	Urban	1.7	595	572	561	568	36	63	77	85	83	U-2	Mar 17 - ASOS May 11 - Very good

3036139	St MacNissi's PS, Newtownabbey, BT36 6UE	Urban	1.7	210	172	179	180	*	33	27	30	20	U-10	Nov 2024 - New style inspection report Oct 17 - ASOS Apr 11 - Very good
Sub total				1225	1086	1092	1104	68	189	147	175	146		
Other Maintained														
3046685	Gaelscoil Eanna, Newtownabbey, BT36 7AU	Rural	1.8	205	187	188	195	7	17	32	29	31	O-2	Jun 17 - ASOS June 14 - Good
Sub total				205	187	188	195	7	17	32	29	31		
Grand total				4671	3982	3976	3897	305	1079	508	661	536		

ASOS – Action Short of Strike

The actual enrolment and admissions numbers include supernumerary pupils, however, exclude reception pupils (as per annual Census information)

1st Pref. applications exclude reception & statemented pupils. 1st pref. applications as at 20.03.2026 (conclusion of the primary admissions process for the 2026/27 school year), provided by the EA Primary Admissions Office.

The following schools had a reduction applied to their approved enrolment and admissions numbers as per the DE Resetting exercise, effective from the 2022/23 School Year:

Ballyhenry PS - Approved numbers reduced from 317 / 45 to 210 / 30

Rathcoole PS - Approved numbers reduced from 488 / 60 to 210 / 30

Glengormley IPS - Approved numbers reduced from 446 / 60 to 420 / 60. This school has had a further reduction in its approved numbers to 300/43 from the 2025/26 School Year, approved by DE School Admissions Team

St Mary's on the Hill PS - Approved numbers reduced from 430 / 60 to 420 / 60

Neighbouring Primary Provision

Neighbouring Integrated Primary Provision

1. **Map 1** and the snapshot at **Table 1** show that the nearest, viable, alternative Integrated primary schools (IPS) to Ballyhenry PS within a three-mile mapping radius are Glengormley IPS and Mallusk IPS both Controlled Integrated schools. Hazelwood IPS a Grant-Maintained Integrated school, is located just outside that mapping radius, at 3.3 miles from Ballyhenry PS. All three IPS are within 5 minutes-drive of Ballyhenry PS.
2. For 2025/26 Glengormley IPS had an approved admissions and enrolment of 43 and 300 respectively, with actual admissions and enrolment of 37 and 260 (including SEN pupils). Whilst the school's actual admissions and enrolment have been below the approved numbers for the last five years their actual figures have remained well above the SSP recommended minimum enrolment of 140 for a sustainable urban primary school. On the school grounds there is Glengormley Integrated Preschool Playgroup with funded places. In 2025/26 there were 39 funded places with a total of 39 pre-school children. At the conclusion of the primary admissions process for 2026/27 there were 32 first preference applications for Year 1 in September 2027.
3. Mallusk IPS has approved admissions and enrolment of 19 and 132 respectively with 2025/26 actual admissions of 17 and enrolment of 131 (including SEN pupils). Admissions have remained steady over the past five years although the school's enrolment has been below its approved enrolment number and that of the recommended minimum enrolment of 140 for a sustainable urban primary school in the past five years, its enrolment has steadily increased during this period from 75 (2019/20) to 131 pupils (2025/26). At the conclusion of the primary admissions process for 2026/27 the school was oversubscribed with first preference applications (28) for Year 1 in September 2026, 23 of which were accepted.
4. Hazelwood IPS has approved admissions and enrolment of 58 and 406 respectively and had actual admissions and enrolment of 51 and 381 in 2025/26 (including SEN pupils). The school has a Nursery Unit with 52 full time places and in 2024/25 and 2025/26 its enrolment was 52 pupils. The school's enrolment is just below its approved enrolment (considering pupils with SEN) and exceeds that of the SSP recommended minimum of 140 for a sustainable urban primary school. The school's admissions and enrolment have remained healthy and consistent over the past five years. At the conclusion of the primary admissions

process for 2026/27 there were 60 first preference applications for Year 1 in September 2026.

5. ETI reports for the three neighbouring IPS in 2017, although now dated, indicate that the overall assessment of Mallusk IPS as ‘*very good*’ and Glengormley IPS and Hazelwood IPS as ‘*good*.’
6. The three IPS within a three-mile mapping radius of Ballyhenry PS as detailed in **Map 2** have a combined approved enrolment of 838 and an actual enrolment of 772 (including supernumerary), resulting in 135 available places in 2025/26. The Department notes that the number of IPS places in the area reduced by 120 places from September 2025 when the approved enrolment of Glengormley IPS was reduced from 420 to 300.
7. At the conclusion of the 2026/27 primary admissions process for September 2026 Glengormley IPS was undersubscribed by 11 while Hazelwood IPS and Mallusk IPS were oversubscribed by two and nine respectively.

Neighbouring Controlled Provision

8. **Table 1** and **Map 1** illustrate that there are six neighbouring Controlled primary schools within a two-mile mapping radius of Ballyhenry PS. For 2025/26 these schools had a combined approved admissions and enrolment of 307 and 2,193 respectively. In 2025/26 they had a combined actual admissions and enrolment of 202 and 1,664 (including supernumerary), **with 652 available places**. Five of the six neighbouring Controlled primary schools are at or above their respective SSP thresholds (incl SEN). At the conclusion of the 2026/27 admissions process all of the Controlled primary schools are undersubscribed at first-preference.
9. In total, combining all neighbouring Controlled Schools (including Ballyhenry PS), in 2025/26, there is a total approved enrolment of 2,403 with an actual enrolment of 1,826 resulting in **738 available places (86 at Ballyhenry PS)** and actual admissions of 224 pupils for the 337 approved places.
10. As evidenced in **Table 1**, the ETI reports, for the neighbouring Controlled primary schools vary, with no concerns regarding the quality of education at these schools.

Neighbouring Catholic Maintained Provision

11. There are three Catholic Maintained PS within a two-mile mapping radius of Ballyhenry PS as illustrated on **Map 1**. For 2025/26, these schools when considered together have approved admissions and enrolment of 175 and 1,225

respectively. Each of these schools has an enrolment significantly above the SSP recommended minimum threshold. Together these schools had a total of **189 available places** in 2025/26.

12. At the conclusion of the 2026/27 admission process all three schools were undersubscribed at First Preference.
13. As evidenced in **Table 2**, ETI assessments of the three neighbouring Catholic Maintained (CM) PS range from 'good' to 'very good'

Neighbouring Other Maintained Provision

14. There is only one other Maintained school within the two-mile mapping radius of Ballyhenry PS, (Gaelscoil Eanna). For 2025/26, the school has an approved admissions and enrolment of 29 and 205 respectively. In 2025/26 the school admitted 32 pupils (including supernumerary) into Year 1 and had an enrolment of 195 (including SEN), **with 17 available places**. At the conclusion of the 2026/27 admission process the school was oversubscribed at First Preference.

Appendix R

Assessment against the Transformation Guidance

15. The Transforming Together - Understanding the Pathway to Integrated Education Guidance outlines the key steps in the DP process for Transformation and the issues the Department will consider when assessing any proposal.
16. Inputs received from DE policy teams in relation to DP 736 are attached at **Appendix C**. The Department's assessment of DP 736 is as follows.

Planning and Engagement in the Transformation Process

17. The Transformation guidance states that the Department will want to be satisfied about the school's commitment to Integrated education and its commitment and potential to make a successful transformation with the interests of pupils, rather than institutions being at the centre of any proposal. The guidance also highlights that the ultimate aim of the initial exploration phase is to develop a clearer understanding of the level of support for transformation within the school community; and the type of changes that would be necessary within the school to transform successfully.
18. Ballyhenry PS's transformation has been carefully planned as a staged, inclusive process, underpinned by sustained consultation and structured engagement with all stakeholders over a multi-year period.
19. Planning for transformation began well in advance of any formal proposal. The Board of Governors and school leadership initially explored integration informally, responding to changing community demographics and increasing diversity in the pupil population. From 2022 onwards, this developed into a structured planning process supported by external partners such as NICIE, the Integrated Education Fund, and the Education Authority. This culminated in the creation of a detailed Three-Year Transformation Action Plan (2024–2027), which sets out clear priorities across leadership, curriculum, community engagement, and inclusion. The plan is intended not only to guide the transition but also to embed integration as a long-term school improvement strategy, with ongoing monitoring, evaluation, and stakeholder feedback built into its implementation.
20. A central feature of the process has been extensive stakeholder engagement. The school undertook a wide-ranging programme of consultation with governors, teaching and non-teaching staff, parents, and external agencies through meetings, information sessions, workshops, and ongoing communication

channels such as newsletters and Q&A opportunities. Staff were actively involved through training, professional development, and direct input into planning, ensuring they understood and contributed to the development of an integrated ethos. This engagement was not a one-off exercise but an ongoing dialogue, characterised by openness and transparency, with stakeholders given multiple opportunities to express views and shape decisions.

21. Parental engagement was particularly strong and played a decisive role in the process. Parents were provided with detailed information through in-person and online sessions, supported by external organisations, and encouraged to participate in discussions leading up to a formal ballot. The ballot itself demonstrated clear support for transformation, with a strong majority voting in favour, reinforcing the legitimacy of the proposal. Beyond the ballot, the school has maintained active communication with parents and has seen tangible outcomes such as increased enrolment interest and attendance, indicating sustained community confidence in the direction of travel.
22. The school also placed significant emphasis on pupil voice and participation. Pupils were engaged through assemblies, classroom activities, and school council involvement, exploring the concept of integration in age-appropriate ways and contributing their perspectives. Initiatives linked to rights-based education and leadership roles ensured that pupils were not simply informed participants but active contributors to the transformation journey. Their involvement extended to representation on groups linked to the transformation process, embedding a culture where pupil voice influences school development.
23. Finally, the process reflects strong community and partnership engagement. Ballyhenry Primary School has worked closely with local schools, particularly Integrated College Glengormley, as well as community organisations, churches, and local representatives. Shared events, collaborative initiatives, and ongoing dialogue with community stakeholders have helped build broad support for transformation and strengthened the school's position within the local area. While some concerns were raised through wider statutory consultation with other schools, the overall process demonstrates a proactive effort to engage widely, address feedback, and situate the proposal within broader area planning considerations.
24. In summary, the school's planning and engagement approach is characterised by early exploration, structured strategic planning, sustained and meaningful consultation with all stakeholder groups, and a clear commitment to inclusivity and transparency. The transformation process is therefore presented not as a single decision, but as a collaboratively shaped, evidence-informed journey towards integrated education.

Provision of Integrated Education

25. Ballyhenry PS demonstrates capacity to provide Integrated education in line with the Integrated Education Act 2022. In relation to educating pupils from different cultural and religious backgrounds, the school operates within an increasingly diverse local area, where census data shows the Catholic population has risen from 42% to 46% and those identifying as “other” or “none” have increased to 10%. The current school profile includes approximately 41% Protestant pupils, around 5–9% Catholic pupils and a significant proportion (around 49–54%) from other or no religious backgrounds. The school’s ability to attract families from diverse backgrounds is already evidenced by the presence of newcomer pupils, who made up approximately 6.8% of enrolment in 2025/26, and by the indication that families from a range of ethnic and cultural backgrounds feel comfortable choosing the school.
26. The school also demonstrates well-established provision for pupils from different socio-economic backgrounds, directly aligning with the Act’s requirement to educate together those experiencing deprivation and those who are not. Free School Meal Entitlement in the school has consistently been above the Northern Ireland average (27.7%). This reflects a socially mixed intake and highlights the school’s role in supporting disadvantage. Ballyhenry PS is part of the Extended Schools Programme, enabling it to provide targeted supports such as afterschool provision, wellbeing initiatives, and family engagement opportunities, which reduce barriers to participation. These interventions ensure that pupils from all socio-economic backgrounds are not only present in the school but are fully included in its educational and wider experiences.
27. In terms of provision for pupils of different abilities, the school provides particularly strong evidence of capacity. The number of pupils with SEN has grown significantly, with statemented pupils increasing from 12 to 38, alongside a further cohort supported at earlier stages of the SEN register. The school has responded proactively through whole-staff training, nurture-based approaches, and inclusive classroom practice. Crucially, it has established specialist provision through Special Provision classes, with one class opened in August 2023 and a second in September 2024, both supporting pupils with Moderate Learning Difficulties within a mainstream setting. This ensures that pupils with additional needs are educated alongside their peers wherever appropriate, while still receiving targeted support. The school’s reputation for inclusive practice and its growing specialist provision further demonstrate its ability to meet a wide range of needs in line with the principles of integrated education.

28. The Three-Year TAP (2024–2027) provides a clear framework for embedding Integration across leadership, curriculum, policy, and community engagement with ongoing review. This is supported by a parental ballot in which 85.5% voted in favour of transformation, demonstrating clear demand amongst parents of pupils at the school.
29. **Table 2** from the CfC (reproduced below) details the profile of Ballyhenry PS in relation to religion, FSME and newcomers attending the school.

Table 2: Ballyhenry Primary School Pupil Profile								
Year	FSME/JSA %	SEN Stage 5/ Stage 3	SEN Stage 1 - 4 / 1-2	SEN All Stages	% Protestant	% Catholic	% Other Christian / non-Christian / no religion / unknown	% Newcomer
2016/17	37.7	*	#	28	59.1	3.2	37.7	5.0
2017/18	29.5	10	37	47	53.4	4.0	42.6	9.7
2018/19	36.4	13	29	42	55.7	*	#	8.0
2019/20	35.2	12	28	40	52.8	3.4	43.8	11.9
2020/21	31.5	17	26	43	46.4	5.5	48.1	14.4
2021/22	38.7	23	30	53	41.4	5.5	53.0	13.0
2022/23	38.7	24	26	50	41.0	5.2	53.8	12.1
2023/24	42.1	26	23	49	47.3	5.9	46.8	8

* Fewer than five cases where data is considered sensitive

Figure has been suppressed under rules of disclosure

30. Based on the Year 1 enrolment data for Ballyhenry PS in 2025/26 the school illustrates the capacity to meet the Department's General Principle for Transformation in respect of the first year after admission, as it has achieved the requisite figures in the most recent year available. In considering the 10% principle 2025/26 figures indicate that 13.6% are from the minority religion and in considering the 15% principle the figure was 23.7%, both exceeding the required threshold.
31. The General Principle also states that: evidence is also required that this is likely to increase over the next seven years to achieve reasonable numbers from the minority religion and an aspiration for the relative proportions of the two groups to be similar. The demographic breakdown of the local area indicates that there is potential for the school to draw from the minority community and for the representation from this community to improve from its low base. However, there is an absence of sufficient evidence, such as EoI forms, to set out how an increase in the number of pupils from the minority community over the next seven years can be achieved to reach reasonable numbers, with an aspiration for the relative proportions of the two religions to be similar.

SUSTAINABILITY ASSESSMENT

32. The Department's SSP sets out six criteria which have quantitative and qualitative indicators and provides a framework for consideration of a school's longer-term sustainability. The primary objective of this policy is to ensure that all children and young people receive a high-quality education in schools that are educationally and financially viable in the longer term. An assessment of Ballyhenry PS as measured against the SSP is provided below:

Criterion 1: Quality Education Experience

Education and Training Inspectorate (ETI) Assessment

33. The ETI carried out an inspection of Ballyhenry PS in March 2014 and although now dated by more than ten years assessed the quality of education provided as 'very good' and that the school *'is meeting very effectively the educational and pastoral needs of the children; and has demonstrated its capacity for sustained self-improvement'*. In a Sustaining Improvement Inspection (SII) in March 2017, the ETI reported that *'Ballyhenry Primary School continues to demonstrate a high level of capacity for sustained improvement in the interest of the learners'*.

34. The BoG assert in the CfC that the ETI comments following the Sustaining Improvement Inspection in 2017 *'signifies the school's commitment to ongoing enhancement and success in providing quality education.'*
35. ETI input 18 November 2024 at **Appendix D** indicates it was unable to report on the standards and the quality of learning and teaching at the school as this information was not available.

Special Educational Needs

36. In 2025/26 there were 38 pupils enrolled at Ballyhenry PS with a statement of SEN (20 in Specialist Provision) and there were also 26 pupils at SEN register stages 1 and 2.
37. The Special Educational Needs Code of Practice focuses on a continuum of need and a continuum of provision, which may be made in a variety of forms. Children with SEN require the greatest possible access to a broad and balanced education, including the Northern Ireland Curriculum and equitable access to same.
38. The Department's Inclusion Directorate input states that *"32% of Ballyhenry PS pupils have SEN, with 17% having a statement of SEN, which are both considerably above respective regional averages of 20% and 7.6%. The cost of providing for the needs of children with a statement is met directly by the EA. The cost of providing for needs of the remaining 15% of children is met either by the school or with support from external pupil support services provided by the EA and which are individual to the needs of each pupil. Estimates of costings to provide SEN support are, therefore, impossible to be calculated in advance. It would be a matter for the school principal and Board of Governors (BoG) to ensure they are discharging their obligations contained within the school's Special Education Policy in regard to meeting the needs of learners with SEN."*
39. Ballyhenry PS operates with two Special Provision classes for pupils with Moderate Learning Difficulties (MLD). The Department notes from the CfC that the first class opened in August 2023. The EA has confirmed that a second class was operational from September 2024. 2025/26 school census data indicates that the two classes have a combined enrolment of 20 pupils.
40. The EA has confirmed that works in 2024 included refurbishment of one classroom for a KS2 specialist provision class, installation of an additional toilet for sole use of the specialist provision pupils and creation of enclosed playground space which is accessed directly from both specialist provision classrooms. The

classroom was operational in September 2024 and the remainder of the works were finished in November 2024.

41. It is asserted in the CfC that in a recent DE Survey, the school indicated that it would be happy to extend the specialist settings even further to include a third class for pupils with MLD, which would enable the school to host Foundation Stage, Key Stage 1 and Key Stage 2 provisions with a total capacity of 30 pupils which would provide a clear pathway for children with additional needs who wish to be educated in an Integrated setting.
42. It is stated in the CfC that *“the BoG is eager to consider the addition of other SPiMS (i.e. Early Years Severe Learning Disabilities (SLD) provision) provided additional accommodation could be arranged”* and points out that the school has a large green field site and is well situated to accommodate modular builds. The Department’s Inclusion Directorate advises that plans to establish specialist education provision in the integrated sector for 2025/26 is an operational matter for the EA.
43. The CfC further asserts that the Specialist Settings in the school would position Ballyhenry as the exclusive Controlled Integrated Primary School with this facility in the Newtownabbey Area, serving the East Antrim community. It states that the school has a reputation for positively supporting and meeting the needs of all children and as such would be keen to continue to develop provisions should additional accommodation become available. The Department’s Inclusion Directorate notes that should this DP be approved, Ballyhenry PS would appear to be the only integrated primary school in the area offering specialist education provision.
44. The ETI inspection (2014) noted the school’s provision for pupils who require additional support with aspects of their learning stating that the school provides *‘effective literacy and numeracy support through well-informed in-class and withdrawal sessions. The children benefit from the process for early identification of their needs and the detailed and effective individual education plans which guide well their learning’*. ETI input reported that *“The school has worked with the Education Authority to upskill and support staff in meeting the needs of children presenting with special educational needs.”*

Pastoral Care

45. The 2014 ETI inspection notes that *‘the quality of the provision for pastoral care is very good. The holistic development of each child is central to the work of the school and the school environment is nurturing, inclusive, safe and secure.’*

However, ETI input of 18 October 2024 shows that there is no information available for the quality and arrangements for pastoral care at the school.

Extra-Curricular Activities

46. Ballyhenry PS offers wrap around care for pupils which consists of a Breakfast Club between 8:00am and 8:45am (at a cost of £1.50 per day) and an afterschool programme known as 'B'Happy' which operates between 2:00pm and 5:30pm (which is partially funded by Extended Schools and costs £1.50/30 min session) every day offering various types of activities, including arts, literature and sports programmes.
47. It is asserted in the CfC that in line with its commitment to community welfare, the school ensures accessibility to extracurricular activities by making school trips affordable and offering flexible payment options.
48. The ETI report, dated February 2014, states that *"the Year 6 pupils talked with enthusiasm about their school and in particular, the subjects and extra-curricular activities they enjoy"* and also reported that *"the children benefit from a wide range of extra-curricular activities which meet their needs and interests and supports their learning."* ETI input of 18 October 2024 states *"Ballyhenry Primary School uses extended schools funding to offer a range of extra-curricular events outside classroom hours to meet the interests of the children"*.
49. Funding from the Extended Schools Programme (Ballyhenry PS was allocated £14,084 for the 2024/25 academic year) enables the school to offer additional support activities such as Happy Healthy Minds counselling service for its pupils.

Physical Environment

50. The CfC states that the school has a large green field site and is well situated to accommodate modular buildings. There is ongoing development of an outdoor classroom with raised flower beds and a pond.
51. The school is equipped with a lift for accessibility and was internally renovated between 2015 and 2018. Further internal renovations were undertaken in 2022-23 and 2024 to facilitate the operation of two Special Provision classes. The works in 2024, as confirmed by the EA, included refurbishment of one classroom for a KS2 specialist provision class, installation of an additional toilet for sole use of the specialist provision pupils and creation of enclosed playground space which is accessed directly from both specialist provision classrooms. The

classroom was operational in September 2024 and the remainder of the works were finished in November 2024.

52. It is noted from the CfC that a kitchen extension has been given approval, however this funding scheme is currently on hold.
53. The school has ten classrooms, six of which are used as classrooms for mainstream provision. The Special Provision classes occupy two classrooms, and the remaining two classrooms are used for support accommodation.
54. Outdoors, the school has both hard and grass play areas for the pupils with an enclosed playground space which is accessed directly from both specialist provision classrooms. The school serves as the main meal's kitchen for the preparation of food for both Glengormley IPS and Mallusk IPS.

Criterion 2: Stable Enrolment Trends

55. The SSP recommends a minimum enrolment threshold of 140 pupils for a sustainable and viable urban primary school. The current approved admissions and enrolment numbers at Ballyhenry PS are 30 and 210 respectively. In September 2022, the school's approved admissions and enrolment numbers were reduced from 45 to 30 and from 317 to 210 respectively as part of the 'Resetting School Admissions and Enrolment Numbers for Area Planning (Decreases)' Exercise.
56. **Tables 3 and 4** show the pattern of admissions and enrolment over the last seven years at Ballyhenry PS. Admissions at the school have fluctuated during the past five years and have been consistently below the approved admissions number (30). While the overall enrolment has declined during this period, the table does indicate that the number of children enrolled has consistently exceeded the minimum enrolment threshold of 140 pupils (including pupils with SEN) for an urban Primary School, as set out in the SSP.

Table 3: Ballyhenry PS Admissions and Enrolment Figures

	2019/20	2020/21	2021/22	*2022/23	2023/24	2024/25	2025/26
<i>Approved Enrolment</i>	317	317	317	210	210	210	210
Number of pupils in year 1	20	24	28	20	18	22	22
Number of pupils in year 2	19	22	23	27	19	21	22

Number of pupils in year 3	26	22	21	21	25	21	20
Number of pupils in year 4	35	28	21	19	18	31	23
Number of pupils in year 5	24	35	29	21	19	20	35
Number of pupils in year 6	24	22	36	29	22	20	19
Number of pupils in year 7	28	28	23	36	31	24	21
Total pupils (Years 1-7)	176	181	181	173	152	159	162

Source: Schools +

* Area Planning Resetting Exercise: Approved Admissions & Enrolment reduced to 30 & 210

Figures include pupils with SEN

57. **Table 4**, below, shows the pattern of applications to the school. The table illustrates that the school has been undersubscribed with first preference applications in each of the past seven years, despite a reduction to the approved admission numbers for the school from September 2022. Although the school is undersubscribed, there appears to be a relatively consistent demand for the school. Data supplied by the EA at the conclusion of the Admissions process for the 2026/27 academic year show the school received 20 first preference applications for Year 1 admission in September 2026.

Table 4: Ballyhenry PS – Application Trends

Year	Approved Admissions	First Preference Applications	Total Applications (all preferences)	Total Admissions*
2019/20	45	20	20	20
2020/21	45	24	24	24
2021/22	45	27	27	28
2022/23 **	30	19	19	20
2023/24	30	14	14	18
2024/25	30	18	19	22
2025/26	30	22	22	22

Source: EA data at the conclusion of Admissions process

*Excludes supernumerary pupils i.e. statemented pupils

** Approved Admissions were reduced from 45 to 30 as part of the Department's Resetting exercise in September 2022

58. It is stated in the CfC *"Since actively promoting the school's intention to become an Integrated school from September 2025, there has been a remarkable 35%*

increase in first preference Primary 1 applications for 2024-2025 compared to figures for 2023-2024, despite the continuing population dip in school-age pupils.” However, the Department notes that the increase in first preference applications for the years quoted was in fact 28.57% and despite an increase in First Preference applications for 2025/26, this has fallen again for 2026/27.

Criterion 3: Sound Financial Position

59. The school's **provisional** deficit position at 31 March 2026 is **-£1,646,267**, the school's previous deficit up to 31 March 2025 was **-£1,294,758**.
60. The figures stated above show that Ballyhenry PS is not living within its in-year budget. As stated in the EA's guidance on Financial Management Arrangements for Controlled and Maintained Schools funded under the Common Funding Scheme, schools in a deficit or surplus position must not exceed an upper limit of 5% of the school's budget or £75,000, whichever is lesser. Ballyhenry PS is not within this tolerance.
61. The school received a total delegated budget of £742,064 in the 2026-27 financial year for 162 FTE pupils, which generates a per capita of £4,581. The average for all primary schools is £4,426.
62. The total Free School Meals Entitlement for the school is **61**₁ pupils, which represents 37.65% of the total FTE, which places the school in **Band 2** for funding purposes. The school received £52,574 for Small Schools Support funding, which represents **79%** of the maximum funding for this factor, within the Nursery & Primary funding stream. The school also received £12,972 in respect of Primary Principals' Release Time
63. The Department notes from the CfC *“The school acknowledges within its pursuit to support the diverse educational needs of the pupils of Ballyhenry PS, it is significantly overspent”* and that *“Consultations have been undertaken to advocate a better understanding of the funding needs of Ballyhenry PS.”* It is asserted in the CfC that the smaller size of Ballyhenry PS as well as the school's commitment to meeting the needs of every child, has meant that families with children with additional needs choose Ballyhenry PS and that this has sometimes involved supporting pupils who were unable to find success in other educational settings. It is further asserted that, consequently, a higher-than-average number of pupils with statements of educational needs attend the school, resulting in a financial burden.

64. On 27 March 2025 two officials from Area Planning North Team, Sustainable Schools Policy and Planning Directorate attended a meeting (via Microsoft Teams) with the Head of Schools Operations and Finance Service, EA, to discuss and establish the reason for the school's financial deficit position and to determine if the EA has provided any advice to the school with regards to the management of its financial situation. An agreed note of the meeting, is available at **Appendix K**.
65. During that meeting it was explained that the EA's role is to support schools and determine their three-year financial plan. Management of school budgets are delegated to each school and are ultimately the responsibility of the BoG and Principal to manage with no means for withdrawing delegation where concerns arise.
66. It was noted at that meeting that the EA had met with a member of the BoG and Principal of Ballyhenry PS in October 2023, during which, the school asserted the following reasons for their financial deficit:
- A drop in enrolment numbers;
 - Approved admissions reset (reduced) from 45 to 30 by DE;
 - School lost pupils to Mallusk IPS when it transformed to a CIPS;
 - There has not been a Teacher Redundancy Scheme in a number of years to enable the school to reduce staff;
 - There has been an increase in the number of statemented pupils at the school; and
 - Teachers' sickness absence.
67. It is noted that the EA cover all associated SEN costs of statemented pupils, and the school is required to meet the associated SEN costs of non-statemented pupils who are on the SEN register.

Criterion 4: Strong Leadership and Management

68. The 2014 ETI inspection report, whilst dated, notes that *"The leadership and management are clearly focused on realising the school's ethos statement of 'achieving potential in a caring environment'".* The report also notes that *"the governors are very well-informed about the school and they carry out effectively their key functions"*. ETI's most recent inspection of Ballyhenry PS in March 2017 notes that in the interim from the February 2014 inspection a new Principal (the current Principal) was appointed and a new senior leadership team established.

69. The CfC asserts that the school's strong leadership team, which collaborates with staff, governors, community members, families, and pupils is central to the success of Ballyhenry PS and states *"The principal's partnership with governors in setting a clear direction for the school has fostered a sense of shared leadership and responsibility. The governors actively engage with school life, forming strong connections with the staff team"*. It is stated in the CfC that *"the Senior Leadership Team at Ballyhenry PS convenes regularly to make collective decisions, ensuring a cohesive approach to school development. Teachers are actively involved in shaping the school's direction, with consultation being a key aspect of decision-making processes"*.
70. ETI input to this DP indicates that there is no up-to-date information available in relation to this criterion.

Criterion 5: Accessibility

71. Ballyhenry PS is located centrally within Glengormley and is accessible by public and private transport networks. All of the school's pupils live within a three-mile radius of the school with the majority living within a one-mile radius as demonstrated on **Map 1**. **Map 3** illustrates that the majority of pupils attending Ballyhenry PS are within five minutes travel time of the school, with a small number of pupils within five to 20 minutes travel time which is well within the SSP guidance on the maximum travel time for primary pupils (30 minutes).
72. The Department notes from the CfC that the school is equipped with a lift and was internally renovated between 2015 and 2018, followed by renovations in the summer of 2023 to facilitate the establishment of a SPiM. The EA has advised that further refurbishment works in 2024 included refurbishment of one classroom for a KS2 specialist provision class, installation of an additional toilet for sole use of the specialist provision pupils and creation of enclosed playground space which is accessed directly from both specialist provision classrooms.
73. It is stated in the CfC that a proposal has been agreed for a traffic management system which is scheduled to be undertaken during the current calendar year.
74. The CfC asserts that the enhancement of the road network by the Department for Infrastructure (DfI) Roads will enhance connectivity, accessibility and infrastructure within Glengormley. The Department notes that DfI has developed an Active Travel Delivery Plan which seeks to provide a firm basis for the delivery of walking, wheeling and cycling infrastructure over the next ten years. A new suite of Transport Plans which will set out transport infrastructure proposals for delivery to 2035 is being prepared by DfI.

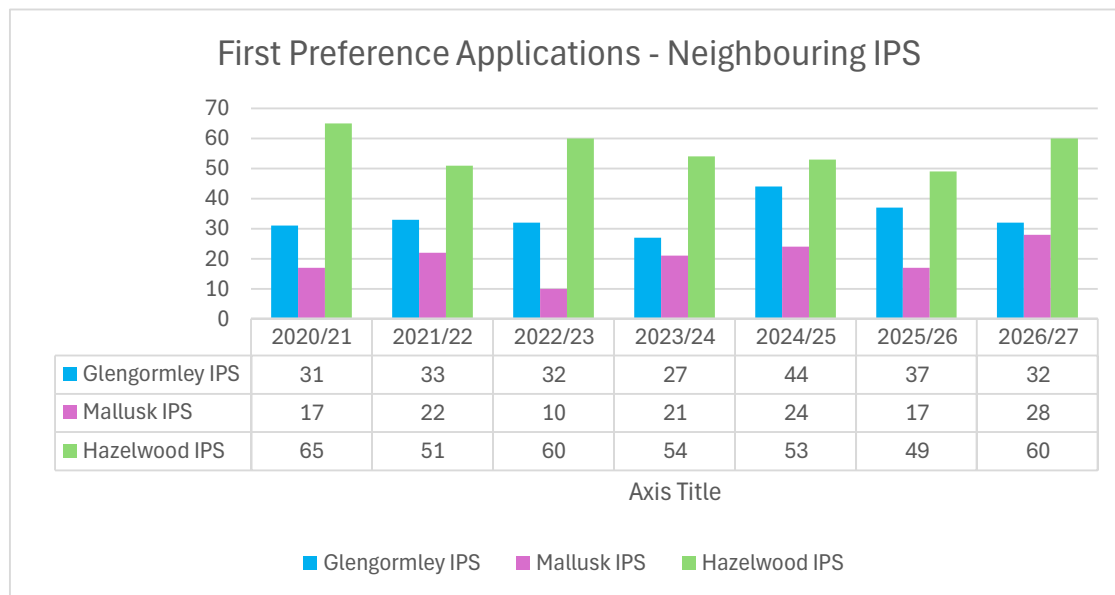
Criterion 6: Strong Links with the Community

75. The CfC asserts that the school has strong links with the community and is renowned for its active involvement in community outreach initiatives, such as the annual 'Meet the Neighbours' event and hosts the Annual Art Show, incorporating artwork from Ballyhenry Tots and strengthening partnerships with Integrated College Glengormley (ICG).
76. The CfC also asserts that the school has strong links to local churches, community groups and youth organisations and the local Presbyterian Church.
77. It asserts that the school receives community support from local figures, including Councillors and Members of the Legislative Assembly (MLAs) and representatives from various political parties have actively taken part in Integration Events organised by the school, such as Art Shows.
78. The Department notes that Ballyhenry PS is a founding member of the NEST (Newtownabbey Empowering School Together Partnership), collaborating with local principals to address the needs of Newtownabbey and that the Principal recently became chair of the Newtownabbey Primary Principals' Association, facilitating a shared understanding among educational leaders.
79. The school's Transformation Action Plan (TAP) 2024-2027, included at Appendix C of the CfC (**Appendix B**) makes specific reference to ways in which the school intends to engage with the local community. Over the three years covered within the plan, the school intends to involve the community in the transformation process and will positively promote the school as an Integrated setting ingrained within its locality.
80. The 2014 ETI report, although dated, noted that *"the school has very effective links with the parents and the local community. The Parents are actively encouraged to support their children's learning, and the parent teacher association makes a significant contribution to the life of the school"*.
81. The Department notes that the school has strong links with IC Glengormley having *'forged a strong relationship over the years, marked by collaborative efforts and shared events that have been instrumental in fostering mutual growth and understanding'*

Demand for Integrated Education

82. The CfC asserts that the school's journey to transformation commenced when the principal discussed integration with the principal of Integrated College Glengormley in November 2022. Various meetings were held November 2022 - September 2023 which resulted in the BoG passing a resolution on 10 October 2023 to hold a parental ballot for transformation.
83. The results showed from a total of 219 eligible voters, 124 votes were cast (56.6% turnout) with 106 votes in favour of the Transformation (85.5%) and 18 votes (14.5%) were not in favour of the Transformation. A copy of the result of the ballot is available in Section 2.2.2 Parents/ Carers – Table 2 of the CfC. The ballot results provide evidence of demand for Integrated education from parents of pupils currently enrolled at the school.
84. Ballyhenry PS state in the CfC that the key objective of the proposal is to enable the school to “*meet the demands of the school community*” and “*there is a desire for the school to reflect the changing demographics of the area. Stakeholders have expressed a desire for there to be an Integrated pathway from primary to post-primary for Integrated Education in the area. This demand has been clearly demonstrated through the parental ballot, which took place in November 2023 and resulted in 85.5% of participants voting ‘Yes’. The Transformation of Ballyhenry PS to Controlled Integrated status is a no-cost option for the Department of Education (DE) to fulfil this demand, and in turn adhere to the Integrated Education Act (Northern Ireland) 2022.*”
85. The Department notes that Ballyhenry PS did not seek Expressions of Interest (EOI) from the community to gauge interest from potential parents which makes it difficult to assess the level of demand from the wider community.
86. **Map 2** illustrates that there are three existing Integrated primary schools within a three-mile mapping radius of Ballyhenry PS. **Chart 1** below illustrates that Glengormley IPS has been significantly and consistently undersubscribed with first preference applications in the last seven years and this trend has continued, despite an approved reduction in admissions (from 60 to 43) in September 2025. Both Mallusk IPS and Hazelwood IPS have had a broadly consistent level of demand close to or exceeding their approved admission numbers of 19 and 58 respectively, with the exception of an unexplained fall in first preference applications to Mallusk IPS in 2022/23. For September 2026, there has been a notable rise in demand for Year 1 places at both Mallusk IPS and Hazelwood IPS, with both schools oversubscribed at First Preference stage, leaving 11 Year 1 places available at Glengormley IPS.

Chart 1: Neighbouring Integrated Primary Schools – First Preference Trends (2020/21 – 2026/27)

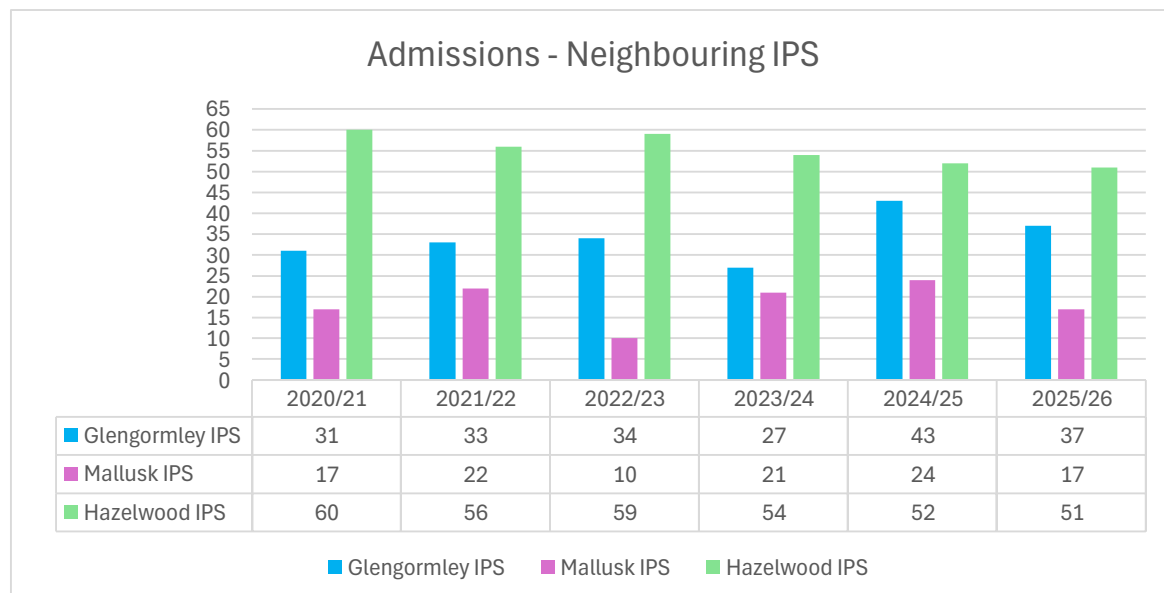


Source: DE Census data 2020/21-2025/26. EA Admissions Team 2026/27

Inclusive of SEN pupils

Glengormley IPS Approved Admissions number reduced to 43 from 1 September 2025

Chart 2: Neighbouring Integrated Primary Schools – Admissions Trends (2020/21-2025/26)



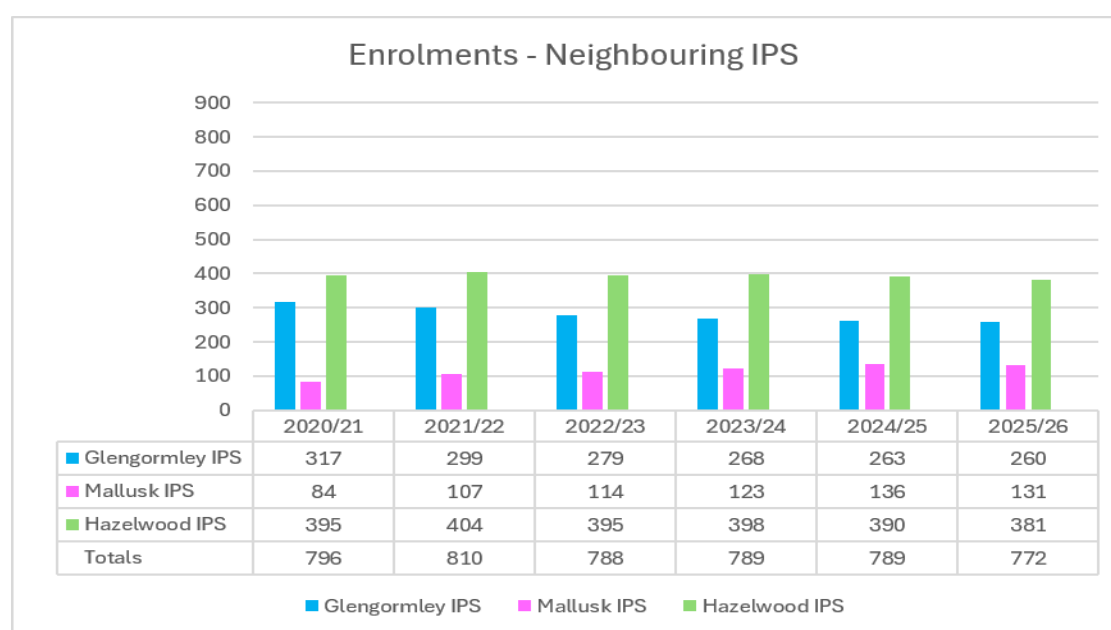
Source: DE Census data 2020/21-2025/26

Inclusive of SEN pupils

Glengormley IPS Approved Admissions number reduced to 43 from 1 September 2025

87. The admission trends for the three neighbouring Integrated Primary schools (**Chart 2** above), show some fluctuation with an overall pattern of relatively stable but variable demand in the past six years. During that period Glengormley IPS has been consistently below its approved admissions with a peak intake of 43 in 2024/25 still falling well below capacity. Despite a reduction in approved admissions to 43 (effective from 1 September 2025), actual admissions fell further to 37 in 2025/26. Data at the conclusion of the 2026/27 admissions process show 32 First Preference applications to Year 1 in September 2026, which would indicate that this downward admissions trend may continue. Whilst admissions to Mallusk IPS have also fluctuated, they have remained close to or slightly below the approved admissions of 19. Hazelwood IPS has experienced a gradual downward trend in admissions. However, despite this decrease, admissions have remained broadly in line with its approved admissions of 58.
88. **Chart 3** below shows the enrolment trends at the three neighbouring Integrated primary schools. The chart illustrates that Glengormley IPS has experienced a decline in its enrolment in the past six years, whilst Mallusk IPS has seen a significant increase in its enrolment, peaking at 136 in 2024/25. In fact, since 2015, when Mallusk PS transformed to a Controlled Integrated primary school, enrolment has increased year-on-year from 12 to 131 pupils in 2025/26, demonstrating strong and sustained growth. Hazelwood IPS has experienced a stable and consistent enrolment in the past six years even though it has experienced a slight decline.

Chart 3: Neighbouring Integrated Primary Schools – Enrolment Trends (2020/21 – 2025/26)



Source: DE Census data 2020/21-2025/26.

Inclusive of SEN pupils

Glengormley IPS Approved Enrolment number reduced to 300 from 1 September 2025

89. A detailed analysis of the historical admissions and enrolment of Glengormley IPS shows a decline in enrolment between 2017/18 (344 pupils) and 2023/24 (268 pupils) which was a direct result of a decline in admissions in that same period, falling from 43 (Year 1) pupils in 2017/18 to 27 (Year 1) pupils in 2023/24. The approved enrolment of Glengormley IPS was reduced from 446 to 420 in September 2022 as part of the Department's Area Planning Resetting exercise. There was no change to the school's approved admissions number of 60 at that time. The Department has since, at the request of the school, approved a further reduction in its approved admissions number from 60 to 43 and approved enrolment from 420 to 300, effective from 1 September 2025.
90. Mallusk IPS has experienced a steady upward trend in enrolment before a slight decline to 131 in 2025/26, as shown in **Chart 3** above. Enrolment at Hazelwood IPS has been relatively stable and despite a slight overall downward trend, enrolment has consistently remained close to its approved enrolment.
91. The most recent reduction in enrolment and admissions numbers at Glengormley IPS has not impacted the provision of Integrated education in the area as 135 available places remain at neighbouring Integrated primary schools and 57 at the school itself in 2025/26.
92. Admissions and enrolment trends of the existing Integrated primary provision within a three-mile radius, along with the trends in first preference applications and available places indicate that demand for integrated education at Primary School level in the area is currently being met.

Area Planning Context

93. Area Planning aims to have schools of the right size and type in the right place through assessing demand and shaping provision to meet that demand. The current primary provision within a two and three-mile mapping radius of Ballyhenry PS is shown in **Map 1** and **Map 2** respectively, while an assessment of the current levels of primary provision (all sectors) can be found at **Appendix Q**.
94. The Transformation guidance states that the Department will consider the area context when assessing a DP for Transformation. It is also the case that the duty on the Department to encourage, facilitate and support the development of Integrated education means that it is alternative Integrated provision which should be the main focus rather than consideration of the availability of places in other sectors. This is now further set out in the Integrated Education Act which

defines that an Integrated school is a school that has acquired GMI status or Controlled Integrated status.

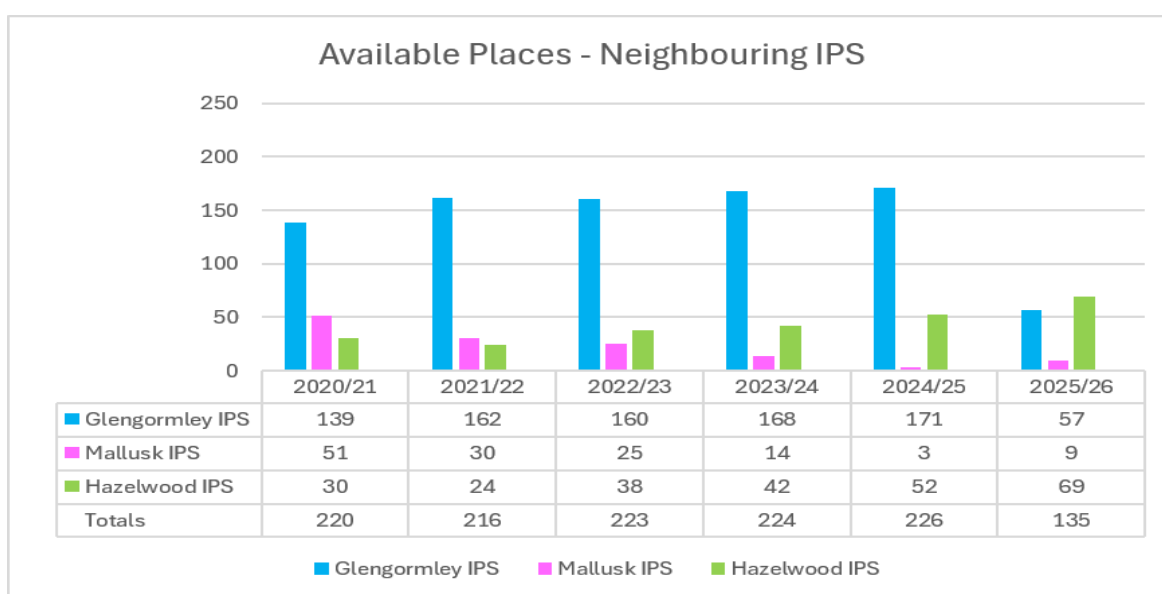
95. **Map 2** illustrates where Glengormley IPS draws its pupils from and its overlap with the pupil catchment area of Ballyhenry PS and Mallusk CIPS. Glengormley IPS is currently above the SSP minimum enrolment number (140), however considering the pattern of decline in its admissions and enrolment, there is the potential for Glengormley IPS to come under further enrolment pressure if the transformation of Ballyhenry PS is approved.
96. Based on 2025/26 data and applications to Year 1 for 2026/27, despite the removal of 120 Integrated Primary places from Glengormley IPS (from 1 September 2025) a surplus of 135 Integrated Primary places are available in the area in 2025/26. Should this proposal be approved there would be two Integrated schools in very close proximity to each other drawing pupils from a similar catchment. The Department notes that the school-age population is currently in decline, which is likely to present challenges for all primary schools, including those in the Integrated sector, in achieving and maintaining sustainable enrolment levels. Approval of this proposal may not be in the best interests of the pupils, the overall Integrated Primary school estate and the successful development of Integrated Education.

Impact on Neighbouring Provision

97. **Table 1, Appendix Q** shows that all the neighbouring Controlled and CM schools within a 2-mile radius of Ballyhenry PS meet the recommended minimum threshold for a sustainable PS. There is sufficient capacity within neighbouring schools should parents choose for their child to attend a Controlled or CM school. Accordingly, if Ballyhenry PS were to transform, the impact on those neighbouring schools would be minimal, as there are 652 available places in Controlled schools (excluding Ballyhenry PS) and 189 available places in CM schools in 2025/26. Census data indicates an overall decline in admissions to both Controlled and CM schools in the area, reflecting the wider downward trend in the school-age population.
98. In considering the admissions and enrolment of other Controlled PS within a two-mile radius of Ballyhenry PS, all schools currently have sustainable enrolments.
99. All three neighbouring CM schools are considered sustainable urban schools in terms of enrolments and are unlikely to be significantly impacted should this proposal be approved.

100. Glengormley IPS and Hazelwood IPS are considered sustainable urban schools in terms of enrolments. Whilst enrolment at Mallusk IPS has risen steadily since 2020/21, reaching 131 in 2025/26, it remains below the SSP minimum recommended threshold of 140 for an urban primary school.
101. **Charts 1, 2 and 3**, above, show first preference applications, enrolments and admissions of the three neighbouring IPS within the area. **Chart 4** below illustrates the available places at all three neighbouring IPS over the last six years. Taking into account the reduction of 120 places in the approved enrolment number at Glengormley IPS, from 1 September 2025, a total of 135 IPS places remained available within the area. This level of capacity is currently sufficient to meet the demand for integrated education. Data at the conclusion of the 2026/27 Admissions process indicates that there has been a decrease in first preference applications to Glengormley IPS and an increase at the other two IPS.

Chart 4 – Ballyhenry PS - Available Places at Neighbouring IPS



Source: DE Census data 2020/21-2025/26.

Inclusive of SEN pupils

Glengormley IPS Approved Enrolment number reduced to 300 from 1 September 2025

102. Ballyhenry PS BoG asserts in the CfC that it is aware of the importance of maintaining good relationships with other schools and is *“cognisant of the impact this change will have on others.”* With regards to Mallusk IPS, Ballyhenry PS highlight in the CfC that it notes from DP 296 (Transformation of Mallusk IPS in 2015) that the motorway was cited as a natural barrier for families and asserts that as such, a change of status for Ballyhenry PS is unlikely to have an impact on Mallusk IPS. Hazelwood IPS is described in the CfC as being *“a significant distance from Ballyhenry, and even when selecting post-primary schools,*

parents have indicated that this distance is too great for their children to travel to independently.”

103. The Department notes there are a number of pupils who travel to the opposite side of the M2 Motorway to attend Mallusk IPS and vice versa, illustrating that this is not an absolute barrier given that some children do cross it to attend school. Furthermore, during a meeting with the EA in October 2023, Ballyhenry PS claim that that they lost pupils to Mallusk IPS when it transformed in 2015, which would further contradict the school’s assertion regarding the motorway. During a visit to Ballyhenry PS on 23 September 2025 the principal asserted that prior to the transformation of Mallusk IPS in 2015, along with rumours of an amalgamation with Ballyhenry PS, Ballyhenry PS had been experiencing a growth in its enrolment. When Mallusk PS transformed in 2015 it began to grow with pupils that may otherwise have come to Ballyhenry PS (a note of the meeting can be found at **Appendix M**).
104. Ballyhenry Nursery School (NS) has an approved enrolment of 52 children of which 15-20 transfer to Ballyhenry PS each year. The NS participates in shared playdays with the school and often uses the school hall. The principal engages with the pre-school settings in the area and visits them along with the school’s assistance dog to read to the children.
105. Hazelwood IPS primarily attracts its pupils from the immediate area but also attracts a significant number of pupils from as far as the Glengormley, Whiteabbey and Mallusk areas. It is noted that there is some overlap between Ballyhenry PS and Hazelwood IPS catchment area which would suggest that despite the distance, parents are already choosing to travel a distance to attend Hazelwood IPS.
106. Glengormley IPS and Ballyhenry PS have a very similar catchment area. In 2025/26, Glengormley IPS had an enrolment of 260 inclusive of SEN and Ballyhenry PS had an enrolment of 162 inclusive of SEN and overall, the enrolment of Glengormley IPS has seen a fall from 2020/21 (317) to 2025/26 (260). It is asserted in the CfC that when selecting Ballyhenry PS, parents note the smaller size of the school as a primary reason for this decision, determining it to be the best fit for their child. It is stated in the CfC *“It is important to Ballyhenry PS that it serves its niche as a small, sustainable school within the community.”*
107. In consideration of the Super Data Zones (SDZ), the CFC states that Ballyhenry PS *“primarily draws its pupils from families living north and west of Glengormley”* and that *“the majority of its pupils reside in the Glengormley Urban A, C, E and G Super Data Zones, each of which lies in the immediate vicinity of the school,*

whereas Glengormley Integrated Primary School is situated further down the Antrim Road and does not lie in or border any of these zones". While it is correct that Glengormley IPS does not lie within or border Glengormley Urban A,C,E and G, the Department notes that Ballyhenry PS does not, in fact, draw any of its pupils from Glengormley Urban G, but does draw pupils from Glengormley Urban D, which is not mentioned in the CfC. Further analysis indicates that Glengormley Urban A, C, D, E and H function as shared catchment areas, as both schools draw pupils from these zones, particularly from Glengormley Urban D and E.

108. **Appendix J** details the number of pupils residing in each SDZ from which Ballyhenry PS and Glengormley IPS draw their pupils. The data highlights an overlap in pupil catchment area across 19 SDZs indicating that both schools are competing for pupils from shared catchment areas. Within these overlapping zones, Ballyhenry PS enrolls 138 pupils while Glengormley IPS enrolls 160. Ballyhenry PS draws most of its pupils from Airport D, Glengormley Urban A, C, E, and Three Mile Water F. In contrast, Glengormley IPS primarily attracts pupils from Airport D, E, as well as Glengormley Urban C, D, F, G and H.
109. The BoG of Mossgrove PS and NU claim that the decision by Ballyhenry PS to ballot its parents was in response to the transformation of its nearest Post Primary School (IC Glengormley) and the entry admission requirement changes in that the school now prioritised applications from Integrated Primary Schools. To date, it has not been necessary for IC Glengormley to apply its Admissions Criteria as it has not been oversubscribed.

Religious Balance

110. The Integrated Education Act defines the meaning of Integrated Education as the education together, in an integrated school, of:-
- (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.
111. An "integrated school" is a school which:-
- (a) 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, and

(b) has acquired—

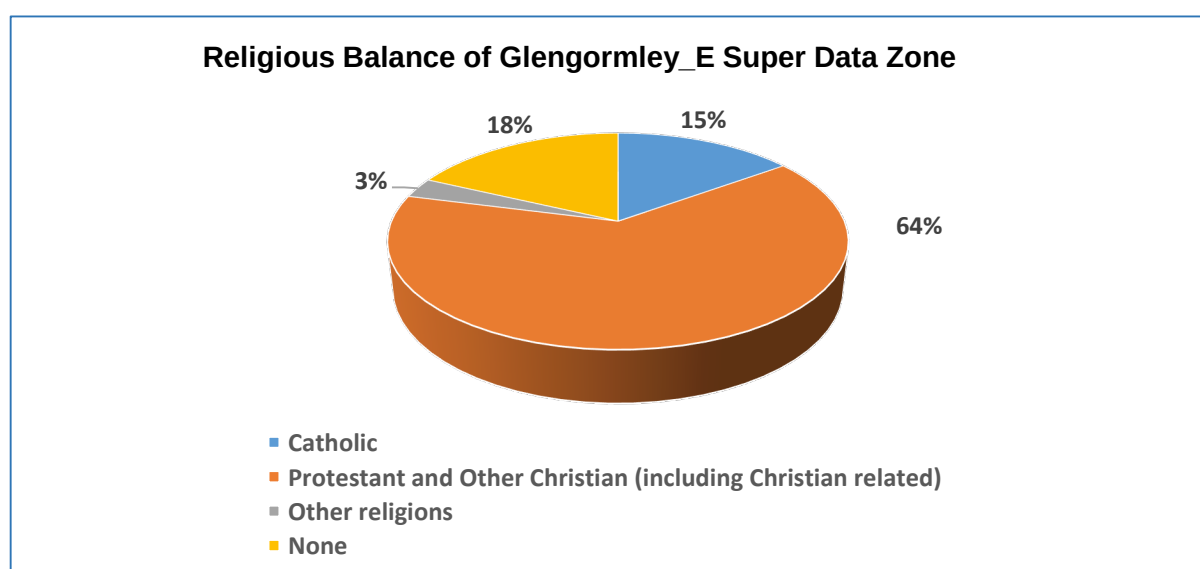
(i) grant-maintained integrated status, or

(ii) controlled integrated status under the Education Reform (Northern Ireland) Order 1989.

112. Neither the Education Reform Order 1989 nor the Integrated Education Act (Northern Ireland) 2022 stipulate a required percentage (or number) in relation to religious balance of a school but instead reference 'reasonable numbers' as a relevant consideration. Departmental guidance states that *'each case will be considered in its own unique circumstances regardless of the percentage of Protestant and Catholics evidenced by the proposer'* but as outlined in the Education Reform Order, *'the Department will not approve a proposal unless it appears to the Department if the school were to become, or be established as, a Grant Maintained Integrated (Article 71) or Controlled Integrated school (Article 92), that the school would be likely to provide Integrated Education'*.

113. **Chart 5**, below, shows the religious balance of the Glengormley_E Super Data Zone (SDZ), based on data from the 2021 Census, in which Ballyhenry PS is located and the majority of its pupils. It shows that the area is predominately Protestant at 64%.

Chart 5 – Religious Balance of the Glengormley_E Super Data Zone (SDZ)



Source: NISRA 2021 Census

114. **Table 5**, below, illustrates the historic religious balance at Ballyhenry PS and shows that there has been an increase in the percentage of pupils identifying as Catholic and those who identify as None, whilst the percentage of pupils

identifying as Protestant and Other Christian has declined. School census figures for 2025/26 show that pupils identifying as Catholic increased to 9.25%; Protestant/ Other Christian decreased to 41.35%; non-Christian increased to 10.49% and those identifying as None fell to 38.88%.

Table 5 – Historical Religious Balance of Ballyhenry PS

Year	Catholic (%)	Protestant & Other Christian (%)	Non-Christian (%)	None (%)
2018/19	*	#	6.82	31.25
2019/20	3.4	55.11	10.23	31.25
2020/21	5.52	51.38	9.39	33.7
2021/22	5.52	46.96	8.84	38.67
2022/23	5.03	49.16	8.94	36.87
2023/24**	-	-	-	-
2024/25	5.66	50.94	3.77	39.62
2025/26	9.25	41.35	10.49	38.88

Source: School Census Return

** Data not available due to ASOS

115. In considering Religious Balance and the Department's position on "Reasonable Numbers" and the General Principle, the Department notes the following, asserted in the CfC:

- There is ample opportunity for Ballyhenry PS to achieve greater religious balance without negatively impacting on the sustainability of other schools in the area.
- Within the TAP (Learner Centred 2024-27) it is asserted that the school has started to facilitate the preparation for catholic sacraments as well as the celebration of different religious beliefs. As the number of catholic children pass through the school increases, there will be an opportunity to use assemblies to share special events such as 'First Communion and Confirmation'. Future target - through a revised RE policy pupils will explore important events for children from Catholic and Protestant traditions as well as those from a wide range of world religions.
- Within the TAP (Effective Leadership 2024-27) it is recognised that there is a requirement to work to increase the percentage of the Catholic minority community via a revised RE policy and the intention to increase

pupils' experiences of local communities and cultures outlined on learner Centred High Quality Teaching & Learning sections. The school intends to amend its data collection to ensure a more accurate reflection of the community balance is captured.

- Within the TAP (Community Connections 2024-27) - build relationships with local churches and the wider community in view of participating cultural events and assemblies. In particular the school intends to reach out to the local Catholic church.

Table 6 – Religious Balance of Ballyhenry PS by Year Group – 2025/26

Year	No Religion/ Unknown	Percent	Other	Percent	Protestant	Percent	Roman Catholic	Percent	Total	Percent
1	6	27.22%	*	*	8	36.36%	*	*	22	100.00%
2	12	54.54%	*	*	6	27.27%	*	*	22	100.00%
3	7	35.00%	*	*	11	55.00%	*	*	20	100.00%
4	10	43.47%	*	*	#	#	0	0.00%	23	100.00%
5	19	54.28%	*	*	9	25.71%	*	*	35	100.00%
6	7	36.84%	0	0.00%	#	#	*	*	19	100.00%
7	*	*	*	*	14	63.63%	*	*	21	100.00%
Total	#	#	#	#	67	41.35%	15	9.25%	162	100.00%

School census data 2025/26

116. **Table 6**, above, illustrates the religious balance at Ballyhenry PS by Year Group and shows that there are no pupils identifying as Catholic in Year Group 4 with the highest percentage in Year Group 7. The table shows that * of pupils are recorded as Catholic in Year 1.

117. **Table 7**, below, illustrates an increase in the Catholic population of Glengormley District Electoral Area (DEA) over the ten-year period 2011 to 2021. The number of people designating as 'Other' and 'None' also increased during this period. The shift in the religious balance of Ballyhenry PS is reflective of the change in religious balance of the Glengormley (DEA).

Table 7 – Religion or Religion brought up in in Glengormley DEA

Year	Catholic (%)	Protestant & Other Christian (%)	Other Religions (%)	None (%)
2011	42	50	1	7
2021	46	42	2	10

Source: NISRA Census Data (Reproduced Table 5 of CfC)

118. It is asserted in the CfC that Ballyhenry PS has the potential to increase its minority Catholic population significantly, in order to achieve religious balance.

119. Ballyhenry PS recognises that it needs to grow its Catholic pupil population and asserts in the CfC that each of the SDZ from which the school primarily draws its pupils (i.e. Glengormley Urban A, C, E and G) has a Catholic population that exceeds 10%, and states *“Thus, there is an opportunity for the school to draw Catholic students from the areas in which Ballyhenry PS already serves, without the need to cater specifically to SDZs closer to nearby Integrated schools.”* **Table 8** below details the religious breakdown of these SDZs and shows that there is potential to attract pupils from a Catholic background, however, parental preference plays a significant part in school choice. The Department notes that Glengormley_D is not referenced by the school in the CfC as a SDZ in which it attracts its pupils from. **Table 8** also shows that Glengormley_D also exceeds 10% in terms of a Catholic population.

Table 8 – Religious Breakdown of the SDZ in which the majority of Ballyhenry PS pupils reside

	Catholic	Protestant and Other Christian (inc. Christian related)	Other religions	No religion/religion not stated	Ballyhenry PS pupils
Glengormley Urban A	10.80%	68.07%	1.13%	20.00%	12
Glengormley Urban C	34.62%	50.41%	3.31%	11.66%	24
Glengormley Urban D	25.69%	58.23%	1.96%	14.13%	13
Glengormley Urban E	15.33%	64.23%	2.85%	17.59%	56
Glengormley Urban G	45.96%	41.17%	3.98%	8.88%	0

120. The school's TAP asserts that it actively promotes the inclusion of other faiths as well as the celebration of different religious beliefs. It also states that *"the school has started to facilitate the preparation for Catholic sacraments and has recently supported their first pupil through this preparation"*. The TAP asserts that the school staff is representative of the school community, including teachers who hold a (Catholic) Certificate in Religious Education.
121. The TAP includes the school's intention to revise its RE policy and explore RE schemes that will allow the school to extend the curriculum to including all faiths and none.
122. The school has shown an interest in Shared Education and is developing a Shared Education partnership with Gaelscoil Eanna.
123. In considering the role transformation plays on a school's religious balance after transformation, the Department analysed the religious balance of the two neighbouring Integrated Primary schools in the area (Mallusk IPS and Glengormley IPS) before and after transformation and also considered Hazelwood IPS (these tables are at **Appendix I**, When you consider **Table 7** above in conjunction with the religious balance of the area as detailed at **Table 8**, Mallusk PS prior to transformation had a falling enrolment from 75 pupils in 2010/11 (72.37% Protestant, 2.63% Catholic and 25% Other Religion) to 10 pupils in 2014/15 (50% Protestant, 30% Catholic and 20% Other Religion). After transformation, Mallusk IPS total enrolment rose to 136 pupils in 2024/25 (25% Protestant, 24.26% Catholic, 5.15% Other Christian, 2.94% Non-Christian and 42.65% No Religion/Religion Unknown).
124. Glengormley PS prior to transformation had an enrolment of 176 pupils in 2002/03 (70.45% Protestant, 3.98% Catholic and 25.57% Other Religion). After transformation the enrolment fluctuated and by 2024/25 the enrolment was 263 (12.17% Protestant, 37.65% Catholic, 6.46 Other Christian, 4.18 Non-Christian and 39.54% No Religion/Religion Unknown).
125. At Hazelwood IPS the enrolment in 2010/11 was 405 (26.27% Protestant, 51.11% Catholic and 22.72% Other), and in 2024/25 the enrolment was 390 (22.82% Protestant, 43.33% Catholic, 4.87% Other Christian, 3.08% Non-Christian and 25.90% No Religion/Unknown).
126. **Table 7** shows there has been an increase in those identifying as Catholic and No-Religion in the Glengormley DEA while those identifying as Protestant has decreased between 2011 and 2021. In analysing Glengormley IPS and Mallusk IPS (detailed in **Appendix I**), this trend is also apparent and would suggest that transformation has aided them to further increase pupils from their minority

religions. This analysis demonstrates the potential for Ballyhenry PS to increase representation from the minority religion.

Appendix S

ASSESSMENT OF STATUTORY CONSIDERATIONS

Article 64 - Statutory Duty to Encourage, Facilitate and Support the Development of Integrated Education

127. There is a statutory duty on the Department under Article 64 of the Education Reform (Northern Ireland) Order ‘*to encourage, facilitate and support the development of Integrated Education.*’ The meaning of Integrated Education is set out at [paragraph 131](#) and the meaning of support at [paragraph 133](#).
128. The duty does not equate to a duty to approve every proposal brought forward on behalf of an integrated school or a school seeking to transform to integrated status; the Department must also be mindful of its statutory duty under Article 44 of the Education and Libraries Order 1986 and under “Managing Public Money” to ensure effective and efficient use of public funds.
129. The legislation and guidance for Transformation provides a mechanism for the Department to exercise its duty when a school meets (and can demonstrate that it meets) the criteria set out in the guidance including the SSP.
130. Consideration of DP 736 will take account of the information and evidence gathered, together with the Department’s duty under Article 64.

Integrated Education Act (Northern Ireland) 2022

131. The Integrated Education Act became law on the 26 October 2022, and within the Act “integrated education” is defined as:-
- 1.—(1) “Integrated education” means the education together, in an integrated school, of—
- (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.

132. An Integrated school has now been defined in Section 2 of the act as 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” and which has achieved either Grant Maintained or Controlled Integrated status.
133. The Integrated Education Act amends the duty on the Department under Article 64 of the 1989 order and now includes “support” which is defined in the Act as follows:
- 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); (2) In subsection (1)(a) “monitor” means monitor by reference to data collected in respect of relevant catchment and other areas.
134. The Department’s duty to Integrated education must however, be balanced alongside other relevant statutory and policy requirements to reach a reasoned conclusion.
135. In relation to attracting those of different cultures, religious beliefs and none, the CfC asserts that Transformation to Controlled Integrated status would enable Ballyhenry PS to increase its religious diversity to reflect that of the Glengormley Urban Electoral Area (from where the majority of its pupils reside) and has the potential to increase its minority population significantly in order to achieve a greater balance. It is also asserted in the CfC that the Glengormley Urban Electoral Area has become increasingly diverse. This is evident from the 2011 and 2021 censuses, showing that the Catholic population has increased from 42% to 46%; Protestant & Other Christian population has decreased from 50% to 42 %; whilst the numbers designating as ‘other’ and ‘none’ has increased from 7% to 10%. The school’s community profile is currently not reflective of the community make up with 9.3% Catholic, 41.4% Protestant and 49.4% other Christian/ non-Christian/ no religion/ unknown. However, the Transformation

Plan details that the target for year 1 of Transformation is to ‘*work towards religious equality between and within the diverse group that make up the school community*’.

136. The CfC asserts “*the percentage of newcomer children enrolled in Ballyhenry Primary School is higher than would be expected for the area, suggesting those of other ethnicities and of a variety of nationalities feel comfortable bringing their children to the school*”. Census data shows that Ballyhenry PS has welcomed newcomer pupils over the last eight years and in 2025/26 accounted for 6.8% of the school’s enrolment as referenced in Table 8 of the CfC
137. In regard to supporting those who are experiencing socio-economic deprivation and those who are not, Ballyhenry PS states in the CfC that it “*prides itself on fostering an inclusive environment that caters to the diverse social and economic backgrounds of its students.*” .
138. Census data shows that FSME has risen from 35.23% (2019/20) to 37.7% (2025/26), which is above the Northern Ireland average (27.7%). The school is included in the Extended Schools Programme which has enabled the school to offer additional support activities to its pupils.
139. The number of children with a statement of SEN has significantly increased from 12 in 2019/20 to 38 in 2025/26, with a further 26 pupils on the SEN register at Stages 1&2. The school has made a strong commitment to training its staff to meet those needs and as a nurture school, emphasising the developmental understanding of children's learning and offering a safe base in the classroom.
140. The CfC asserts that Ballyhenry PS has a reputation for providing a positive small school environment for pupils of all abilities and needs. The school's emphasis on understanding, supporting, and encouraging all children in a manner that suits them has led to a significant increase in its ability to identify and cater to children with varying needs. Additionally, the community recognises and values the school's commitment to supporting all children, leading parents/carers to choose the school for this unique strength.
141. The school opened its first Special Provision class in August 2023 and a second in September 2024, both of which cater for children with Moderate Learning Difficulties (MLD). The school asserts that this new project and the potential to serve more children, demonstrates its ongoing commitment to meeting the diverse needs of its students and highlights if Transformation is successful, Ballyhenry PS will be the only Controlled Integrated Primary School which hosts specialist settings in the Newtownabbey, and greater East Antrim Area.

Integrated Education – Section 3 Advisory Body Consultation

142. Section 3 of the Act requires the Department when exercising any functions relating to the Act to consult with:-

(a) any body appearing to the Department of Education to have as an objective the encouragement or promotion of integrated education, and if required.

(b) any other body the Department of Education considers appropriate.

143. In considering what steps the Department should take for the purposes of its duty under subsection (1) to encourage, facilitate and support the development of integrated education, the Department must in particular take account of any representations made under section 3 of the Integrated Education (Northern Ireland) Act 2022 (consultation) which relate to that duty.

144. The Department has identified the NICIE, the IEF and the CSSC as relevant bodies for the purposes of such consultation.

145. On 2 October 2024 the Department wrote to each of these bodies, seeking their views on DP 736. A copy of that letter issued to CSSC can be found at Appendix O, which is the same for all S3 bodies.

146. The Department also has to bear in mind Section 6 of the Act i.e. Duties of Department and Authority relating to the development etc. of integrated education.

- 6(1) After Article 64(1) of the Education Reform (Northern Ireland) Order 1989 (Department's duty to encourage, facilitate and support the development of integrated education) insert –
- “(1A) In considering what steps it should take for the purposes of its duty under subsection (1) to encourage, facilitate and support the development of integrated education, the Department must in particular take account of any representations made under section 3 of the Integrated Education Act (Northern Ireland) Act 2022 (consultation) which relate to that duty”

147. Each response from CSSC, NICIE and IEF was presented in one submission covering both the Statutory Objection Period and Section 3 comments and included in the relevant sections in the report relating to the Integrated Education Act. A copy of each response can be found at **Appendices E, F and G** respectively.

148. In considering the responses from the S3 bodies, all bodies support the proposal and encourage the Department to take a decision in regard to its statutory duties to encourage, facilitate and support Integrated education. All bodies note the growth in support of Integrated education via the positive parental ballot and the inclusive nature and ethos of the school. Within NICIE's response it is noted that whilst the religious diversity of the school could be described as reasonable for a Controlled school in the area, this is an area which will require attention during the Transformation process. Both NICIE and CSSC note within their response that the Transformation of Ballyhenry PS would secure an Integrated pathway for its pupils from primary to post-primary education.

Article 44 of the Education and Libraries (Northern Ireland) Order 1986 (effective and efficient use of public funds)

149. The Department must be mindful of its duty under Article 44 of the Education and Libraries (Northern Ireland) Order 1986 and under Managing Public Money to ensure effective and efficient use of public funds.
150. In discharging its duties, the Department must seek to avoid unreasonable public expenditure and to make the best use of resources available to it. In relation to DP 736, the Department's assessment is as follows.
151. Admissions and enrolment trends of existing Integrated primary provision within the area, along with the trends in first preference applications and available places indicate that currently demand for Integrated education at primary school level in the area is being met, with supply currently exceeding demand. Following the removal of 120 primary places from Glengormley IPS from 1 September 2025, there is still sufficient number of places to meet any demand from parents wishing to send their child to an Integrated PS.
152. Should demand for Integrated primary school places in the area increase in the near future the Department has the option to consider TVs or reintroduce places at Glengormley IPS when reviewing its admissions and enrolment numbers in three years-time, which can be implemented without the need for a DP.
153. In further considering Article 44, there are concerns regarding the school's increasing financial deficit and the Department notes that the school acknowledges its significant overspend and has undertaken consultations with the EA to better understand the funding needs of Ballyhenry PS.

OTHER CONSIDERATIONS

Court of Appeal – Judgement on previous transformation proposals (JR335 and JR336)

Housing Developments and Enhancement of Road Network

154. In relation to potential growth of the school it states in the CfC *“there are a number of new housing developments. Some are a few hundred meters from school while others are within 3 miles of the school”* and it is asserted that *“this gives scope for new families to move into the area with the potential for choosing Ballyhenry PS for their children.”* The CfC also states *“in addition, new apartments have recently been constructed within walking distance to the school with Ballyhenry being the closest primary school to this location. Mossley Meadows, for example, recently opened, and are providing seventeen 1- and 2-bedroom apartments.”*
155. From information gathered from the associated construction companies, developers and Estate Agents, regarding the six new housing developments cited in the CfC, it would appear that three of those developments (Mill Bridge, Park Lane and Blackrock Crescent) are now complete with only three remaining homes still to be sold at Mill Bridge (at time of writing). The Glen Corr and Spinners Gate developments are partially complete with more homes planned over the next two years. The construction company that completed the initial 74 homes at Glen Manor advised that it is not aware of the landowner’s plans for any future phases of the Glen Manor development.
156. **Map 7** illustrates Ballyhenry PS and pupils and the housing developments cited in the CfC, and it would appear that there are primary pupils living in only two of the new housing developments (Mill Bridge and Glen Corr), and of those pupils, only two attend Ballyhenry PS. The other four developments do not contain any primary pupils.
157. Given the assertion that these housing developments give *“scope for new families to move into the area with the potential for choosing Ballyhenry PS for their children”* it would appear that the evidence does not support this assertion and in actual fact the housing developments cited have had no impact on the number of pupils choosing or attending Ballyhenry PS. The pupils residing in the new developments are attending other primary schools with only two of those pupils choosing Ballyhenry PS.
158. Whilst it is noted two of the housing developments (Glen Corr and Spinners Gate) have plans for more homes over the next two years, and that there are 17

recently opened apartments at Mossley Meadows it should be noted that housing developments do not necessarily translate into reliable evidence of the need for school places, as matters such as age demographics of those who may move into a development and expressions of parental preference for types of education provision will have bearing on demand and the type of provision being sought.

159. The CfC highlights planned investment in transport and public realm improvements to enhance connectivity and accessibility in Glengormley. However, the Department notes that the Active Travel Delivery Plan is a 10-year strategy and the new Transport Plans are still in development, meaning there is no immediate impact. A Public Realm Scheme for Glengormley Town Centre, announced in August 2024, also aims to improve accessibility and encourage footfall, but remains at an early stage.

RESOURCE IMPLICATIONS

Finance / Accommodation

160. As this is an existing school, there are no significant costs relating to the transformation proposal. The school has adequate accommodation, and no additional accommodation would be required.
161. Ballyhenry PS does not operate within its in-year delegated budget (the school's provisional deficit position at 31 March 2026 is **£-1,646,267** and currently receives £52,574 of the Small Schools Support (79% of the maximum funding for this factor) and £12,972 in respect of Principal Release Time. **Table 11** below details the budget allocations over the last three years based on school census data:

Table 11 – Ballyhenry PS – Total School Funding

	2024-25	2025-26	2026-27
	£	£	£
Total School Funding	634,644	715,638	742,064
Pupil FTE (no.)	152	159	162
Per Capita	£4,175	£4,501	£4,581

Staffing

162. As this is an existing school no additional staffing requirements have been identified for Transformation.

Transport

163. The approval of Ballyhenry PS to transform to Controlled Integrated status may require additional provision of home-to-school transport for those eligible pupils who choose to attend the school. Given the change involved it would be anticipated the financial implications for the transport budget would not be significant. Any transport arrangement would be in accordance with the transport regulations and identified preference school, based on eligibility set out in DE Circular 1996/41 Home to School Transport