

Contents

<u>Appendix A</u>	Copy of Published DP 745
<u>Appendix B</u>	Case for Change
<u>Appendix C</u>	DE (Policy Teams) Comments
<u>Appendix D</u>	CSSC Response
<u>Appendix E</u>	NICIE Response
<u>Appendix F</u>	IEF Response
<u>Appendix G</u>	ETI Comments
<u>Appendix H</u>	Statutory Objection Period Responses Summary
<u>Appendix I</u>	Copy of S3 letter issued to NICE, IEF & CSSC
<u>Appendix J</u>	School update relating to Reasonable Numbers
<u>Appendix K</u>	Neighbouring Provision
<u>Appendix L</u>	Assessment against Transformation Guidance
<u>Appendix M</u>	Statutory and other considerations

Appendix A

EDUCATION AUTHORITY

DEVELOPMENT PROPOSAL NO 745

KILLOWEN PRIMARY SCHOOL, COLERAINE

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 Killowen Primary School to the effect that:

Killowen 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/development-proposals.

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

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

Richard Pengelly
Chief Executive

Appendix B



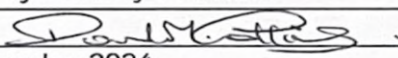
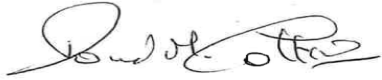
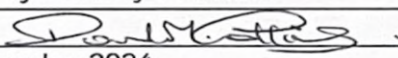
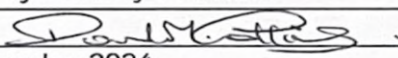
CASE FOR CHANGE

Proposal to Transform to Controlled Integrated Status

Case for Change: Supporting Information - Summary/Overview

Area Planning District	North
Development Proposal Number	745
Proposer	Board of Governors Rev D Collins, Chairperson Killowen Primary School, Shuttlehill, Coleraine, BT51 3BZ
School(s) Name	Killowen Primary School
School(s) Reference	301-2237
Sector	Primary
Management	Controlled Primary School
Development Proposal Publication Date	Week commencing 7 April 2025
Proposal	Killowen 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 691.	• 9th January 2020, Jill Caskey IEF met 3 Governors and Principal • 22nd March 2022, Andrew Norris IEF and Sean Pettis NICIE attended a Board of Governor meeting and gave a presentation, answered questions and facilitated discussions. • 5th April 2022 – Governors’ meeting dedicated to matters around Integration. • 2022/23 School Year – Senior Teacher attended IEF Integration Works Event to network and consult with others. • 10th February 2023 – Governors decided to explore Transformation. • 25th August 2023 – Senior Leadership consulted. • 28th August 2023 – All staff including dinner ladies, cooks, cleaners, secretary, caretaker, classroom assistants, and teachers consulted. Open forum, all were encouraged to speak and bring forward their opinions to Principal or Co-Principal either at the session or privately if they preferred. • 4th September 2023 - Co-Principal held “Mop up” session for any staff who missed the Baker Day. • A sway with information about Transformation was sent to parents. • 20th September 2023 - Class council meetings were led by teachers. • 25th September 2023 - School council meeting. • 26th September 2023 - an “informal drop in” session was held in the kabin for parents. • 26th September 2023, an online meeting took place with Jill Caskey IEF, Mary Potter and Lynn Johnston NICIE, alongside Principal and Co-Principal. • October 2023 – Mr Doherty attended information event and spoke with representatives from a school that had transformed. • 10th October 2023 – Mr Doherty shared his learning with other teachers. Teachers discussed how to consult with parents at parent interviews. • Sept – Dec 23 Principal and Co-Principal always held a visible presence at the school gates in the morning to be available to chat to parents/answer any queries. • Online link was shared for parents to comment anonymously. • W/B 17th October 2023 Principal and Co-Principal gave out personal invitations to info gathering evening at parent/teacher interviews. They chatted/consulted as they did so! • 25th October 2023 - Info gathering sessions during the Hallowe’en disco with Principal, Co-Principal, Senior Teacher and 2 governors. Really informative and well attended as the children were at the disco and refreshments provided for parents. • 7th December 2023. The BoG passed a resolution to ballot parents and educational stakeholders were notified as appropriate. • 11th January 2024 - Principal, Co-Principal, Mary Potter (NICIE), Lynn Johnston (NICIE), Frances Donnelly (EA) had a face-to-face meeting. • A Sway containing FAQ for parents was released (See Appendix C), as well as a leaflet for CIVICA. • 31/01/24, Parents’ evening - Governors attended, along with Mary Potter (NICIE), and Alice Buchanan (IEF).

	• 31 January 2024 Principal and DT visited Carrick Integrated P.S. • 6th February 2024 - Online parent information session with Alice Buchanan (IEF) and Mary Potter (NICIE). • 13th February 2024 - Pancake event. Parents were encouraged to vote, leaflets were given out, and literature on display was given out. Phone calls were made to all families not in attendance to remind them to vote and answered questions. • 27th February 2024 - Postman Pat and friends at the gate, encouraging all families to vote, as well as leaflets and banners put on display during voting. • Throughout the school year parents were reminded about Transformation on weekly Sways, plus text messages and a video message from the children. • W/B 26th February 2024 - Additional calls made, and parents were chatted to in person, to remind them to vote and answer any queries/concerns. • 6th March 2024 - Principal and DT attended an IEF event at Belfast Castle. • During voting March 2024 – competition where children were given rewards if they posted pic on Seesaw of them with their parents posting their vote!								
Confirmation by the Proposer	I confirm that the Board of Governors, Staff and Parents of pupils of Killowen 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>DONARD COLLINS</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>8 November 2024</td></tr> </table> ----- In light of addition of Appendix E Donard Collins Chair of Board of Governors 3 March 2025 	Name:	DONARD COLLINS	Office Held:	Chair of Board of Governors	Signed:		Date:	8 November 2024
Name:	DONARD COLLINS								
Office Held:	Chair of Board of Governors								
Signed:									
Date:	8 November 2024								
Associated Proposals	N/A								

Case for Change: Statutory Consultation									
EDUCATION AUTHORITY COMMENTARY ON PRE-PUBLICATION STATUTORY CONSULTATION									
<i>The following is to be completed and signed off by the EA.</i>									
The Education Authority (EA)	I confirm that the schools which the Education Authority consider might be impacted by this proposal were consulted on 3 December 2024 and 6 March 2025 with return dates of 14 January 2025 and 20 March 2025 respectively. <table border="1"> <tr> <td>Name:</td><td>Cynthia Currie</td></tr> <tr> <td>Office Held:</td><td>Interim Director of Education</td></tr> <tr> <td>Signed:</td><td></td></tr> <tr> <td>Date:</td><td>1 April 2025</td></tr> </table>	Name:	Cynthia Currie	Office Held:	Interim Director of Education	Signed:		Date:	1 April 2025
Name:	Cynthia Currie								
Office Held:	Interim Director of Education								
Signed:									
Date:	1 April 2025								
Provide detail of consultation with schools that may, in the EA's opinion, be affected by the proposal - list of schools, dates of letters issued to schools/meetings. Summary of views received (number of responses, recurring themes, petitions, community support or opposition). Responses/Assurances in respect of issues raised during consultation. Dates of EA meetings eg Strategic Planning and Policy Committee/ Board etc <u>Details of issues raised by members of EA Board</u>	In accordance with Article 14 of the Education and Libraries (Northern Ireland) Order 1986, a copy of the proposal was sent on 3 December 2024 and 6 March 2025 to schools which, in the opinion of the Education Authority, might be affected by the proposal. A total of 26 local schools which might be affected by the proposal were forwarded a copy of the proposal. Comments were invited from the Boards of Governors and Trustees to be returned to the Education Authority by 14 January 2025 and 20 March 2025. The Education Authority received one response from affected schools. A response was received from the Controlled Schools' Support Council. A summary is provided below: Summary Comments – Support the Proposal • The proposal will meet the demand for integrated education within the Killowen PS community. • Recognises that Killowen 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 (Northern Ireland) 2022). • Notes the legal definition of Integrated Education and it will be important that the case for change articulates how the school will seek to attract pupils from different cultures and religious beliefs, including reasonable numbers of Protestant and Roman Catholic children. This development proposal was discussed by the Education Authority's Strategic Planning and Policy Committee at its meeting on 1 April 2025. In consideration of the above, and the Case for Change, the Education Authority is proposing to publish Development Proposal 745 during the week beginning 7 April 2025.								

**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?

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

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 Killowen Primary School through its proposal.

The Education Authority supports the proposal for Killowen Primary School to transform from controlled to controlled integrated status.

Killowen 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 limited available places at integrated primary schools in the area. The Education Authority will monitor the area for any potential impact the proposed transformation of Killowen 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 745 during the week beginning 7 April 2025.

Table of Contents

<u>1. BACKGROUND</u>	41
<u>2. RATIONALE FOR PROPOSAL</u>	43
<u>3. SUPPORTING INFORMATION</u>	50
<u>4. EDUCATIONAL IMPACT</u>	61
<u>5. AREA PLANNING IMPACT</u>	62
<u>6. SUSTAINABILITY ASSESSMENT</u>	65
<u>7. RESOURCE IMPLICATIONS</u>	71
<u>8. IMPLEMENTATION PLAN</u>	71
<u>9. CONTRIBUTION TO PEACE AND RECONCILIATION POLICY OBJECTIVES</u>	72
<u>10. CONCLUSION</u>	73
Appendices	39

1. BACKGROUND

1.1 Killowen Primary School

Killowen Primary School (PS) is a controlled, co-educational primary school located on Shuttle Hill in Coleraine, within the Causeway Coast and Glens Borough Council area. The current school building has been in existence since 1936.

The school has an enrolment of 193 pupils in the 2024/25 year. Killowen PS operates as a single form entry school and has a dedicated team of 2 cleaners, a senior clerical officer, a building supervisor, 7 FTE teachers and 1 P/T teacher, 23 classroom assistants and a principal and co-principal. Killowen PS is run by a forward thinking, caring team of Governors. We cater for a sizeable percentage of pupils entitled to Free School Meals, usually around 48% each year. There are children from various backgrounds in school and together we provide for everyone. Killowen PS is deeply embedded within the local community. It is a well-established school in the Coleraine area and has a warm, caring and friendly ethos where all children are valued. The school enjoys a well-established Shared Education partnership with St John's Primary School and teachers also share good practice with St Malachy's Primary School and Harpur's Hill Primary School.

1.2 Vision and Aims

Our school vision is:

'We welcome you to our family, to be part of our shared vision where children come first'.

Killowen PS has a big heart and the positive ethos radiates out into the community and surrounding area. We pride ourselves on providing a welcoming and positive learning environment for all where everyone in the school family can feel safe, content and respected. Our approach to education at Killowen PS is also informed by our assertion that children come first.

Each member of the extended Killowen family plays an active role in ensuring the health, safety and happiness of the children in preparing them in a holistic way to be successful and responsible members of society. Killowen Primary School nurtures the diverse talents and self-esteem of all of its children in a positive and caring environment where equality for all children is of paramount importance. Our school's child-centred aims were developed by our class and school councils, in conjunction with teachers. We sing about them regularly in our school song to remind us of what we aim to do. We are proud of our Killowen family and feel part of something special.

Our 'Golden Rules' keep us safe and happy in school. They are:

- ✓ Respect
- ✓ Responsible
- ✓ Ready
- ✓ Safe

Our school Aims are:

- 1) We keep the Golden Rules so that we will be safe and happy.**
- 2) We work hard to be the best that we can be.**
- 3) We think for ourselves and give everything a go!**
- 4) We think it is important to talk to one another and listen to our good ideas.**
- 5) We play a part and use our talents in our Killowen family.**
- 6) Our teachers will help us to grow up well and become responsible members of the community.**
- 7) Our school is a happy, caring, 'up-to-date' place where everyone is included and feels valued.**
- 8) Everyone is welcome in our school.**

Killowen Primary School is a health promoting school and extremely proud to have a Green Flag, signifying the importance of being eco-friendly too. The health and wellbeing of children, parents, staff and governors is central and Killowen participates in the whole school approach, 'Being Well, doing Well.' Our whole school approach to nurturing is expressed in the following way within Killowen:

- ✓ We connect with one another, cultivate calmness and are hopeful for the future.
- ✓ We understand that all behaviour is communication.
- ✓ We believe in building relationships.
- ✓ We try our best, learn, include everyone and look after one another.
- ✓ We are part of our community, we all need each other.
- ✓ We care in Killowen.

We seek to equip pupils with the knowledge that they are part of the community and have a very important place in it. The children know there is a big wide world out there and they have a significant contribution to make to it. The children's voices are listened to as there are class councils contributing to a very active school council. Our school council also meets with St John's Primary School council to make decisions on shared matters. We are very proud of our school song, 'Killowen By the River Bann.'¹ It exemplifies all that we stand for and the phrases included in the song were all composed and decided by our school council (see Appendix A).

*"In our school – it's one big family
In our school – heart of the community
We work so hard to be the best we can
In Killowen by the River Bann"*

Killowen PS caters for children of all abilities, in keeping with the definition of Integrated Education in the Integrated Education (NI) Act 2022. The school works closely with the child and parent/guardian in actively supporting every child's needs. Killowen Primary School meets the needs of pupils 'where they are' and ensures that all pupils are able to access all of the curriculum. Every child is supported to reach their full potential. In taking forward the Transformation of Killowen Primary School from Controlled status to Controlled Integrated

¹ https://youtu.be/FOF_SsGcYKs?si=zGKeK8t8pfQ1aCUj

status, the school's current values, ethos and philosophy will be built upon to reflect the four core principles and ethos of Integrated Education:

Equality: The Integrated school promotes equality in sharing between and within the diverse groups that compose the school community. This occurs structurally at every level amongst pupils, staff, and the board of governors, as well as culturally within the overt and hidden curricula of the school.

Faith & Values: The Integrated school provides a Christian-based rather than a secular approach. It aspires to create an environment where those of all faiths and none are respected, acknowledged, and accepted as valued members of the school community.

Parental Involvement: The support and commitment of parents is a fundamental element of Integrated schools. The Integrated school therefore seeks to encourage and sustain effective parental involvement in the life and work of the school.

Social Responsibility: The Integrated school delivers the curriculum on an all-ability and inclusive basis to all its pupils. It respects the uniqueness of every pupil and acknowledges their entitlement to personal, social, intellectual, and spiritual development in the attainment of individual potential.

The ethos of Killowen Primary School reflects our intent to be together in all that we do, and we believe that this connects well to the Integrated ethos and the aims of Integrated Education to learn together for a shared society.

2. RATIONALE FOR PROPOSAL

2.1 Killowen Primary School – Why Transform?

There are several central reasons why Killowen PS had embarked on this journey. We want to make an intentional contribution to building peace and reconciliation in our community and in Northern Irish society; we view the transformation process as a school development opportunity and we want to meet the parental demand for Integrated Education that we have identified in this community. The paragraphs that follow in this section aim to explain our school's rationale more fully.

Initial Governor discussions began before the Covid pandemic in March 2020 and continued after it was safe to meet face to face again. The Governors were encouraged when the Integrated Education Act (NI) 2022 widened the legal definition of Integrated Education and strengthened the responsibility of the Department of Education to 'support, encourage and facilitate' the development of Integrated Education.

Currently, there is no Integrated primary school in Coleraine and the closest Integrated school is over five miles away (Mill Strand IPS in Portrush). Killowen PS benefits from a strong Shared Education link with St John's Primary School (our closest CCMS school, at 0.5 miles away) where the children from P1 – 7 meet regularly to learn together. We place great value and

importance on this connection, which has been active for over twenty years, including during those periods when no additional funding support was available. Governors believe that all children, regardless of their background, should have the opportunity to learn side by side. Governors want to develop the school's contribution to peace and reconciliation in Northern Ireland and continue to do our best to fully equip our pupils with the skills to succeed and thrive in a richly diverse society. We believe that transformation to Integrated status will provide the guidance, support and training required to assist us in this endeavour.

A central objective of the proposal to Transform to Controlled Integrated status is to enable Killowen PS to meet the demand for Integrated Education in our immediate locality. We have identified this demand through over four years of extensive consultation processes with Governors, school staff, pupils and parents. Parental demand has been clearly demonstrated through the parental ballot, which took place between 19th February and the 7th March 2024, and resulted in 75.7% participants voting 'Yes'. Killowen wants to assist the Department to meet this parental demand by transforming to Integrated status on 1st September 2025, or as soon as possible thereafter.

On 18 September 2023, a Development Proposal to establish a new co-educational, 11-18, non-selective controlled integrated post-primary school was approved. The new controlled integrated school, Causeway Academy, is, in effect, an amalgamation of Coleraine College, North Coast Integrated College and Dunluce School. The transformation of Killowen PS would facilitate an Integrated Education pathway to be available in the area for children to attend an Integrated primary school and transfer to the planned Integrated Causeway Academy.

Transformation would enable Killowen PS to build upon our already 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. We want our pupils to have the chance to learn alongside peers from diverse religious and cultural backgrounds, fostering mutual understanding and learning every day. We see this process as a school development journey and an exciting opportunity to make a difference in the lives of the people our school can reach.

Table 1 below indicates that Killowen PS pupils' pattern of transfer is changing and now includes a more diverse range of post-primary schools. Beyond the basic data presented in Table 1, our school community has observed these subtle, (but significant) shifts with interest in recent years, noticing that our pupils are widening their educational horizons at post-primary level. We believe that this may be due, in part, to our Shared Education activities, which has meant that pupils know, and have friendship connections with, pupils from different religious and community backgrounds. We believe that these cross-community friendships are opening possibilities for a wider range of post-primary options for Killowen PS pupils. It is becoming apparent that the pupils attending our school no longer assume that controlled post-primary schools is the expected choice.

Figure 1: Post-Primary Schools to which Killowen Primary School pupils transfer

Post-Primary School	2021-22	2022-23	2023-24
Ballymoney High School	3	2	2

Figure 1: Post-Primary Schools to which Killowen Primary School pupils transfer

Coleraine College	12	12	5
Coleraine Grammar	8	5	7
Dalriada	1	1	-
Dominican College	2	3	4
Dunluce School	-	-	-
Loreto College	3	4	8
North Coast Integrated College	-	3	1
Our Lady of Lourdes	-	-	1

The NICIE Statement of Principles for Integrated Education emphasises the role of parents within schools and there would be increased parental representation on the Board of Governors in the reconstitution of the Board in the controlled Integrated school. Parents are, of course, already engaged in school life in Killowen PS. We believe that the transformation process, which enables us to focus intentionally on certain aspects of our ethos and school development, will allow more parents/guardians to engage at an increasingly active level. The Transformation Plan (Appendix D) outlines how we will work to engage parents in the transformation of the school and at all levels within the school community, particularly in relation to the 'learner centred' and 'community connections' sections of the Plan. We know that increasing levels of parental involvement in school life correlates positively with educational achievement and so further engagement of parents is something we are very motivated to do, as the Transformation plan outlines.

In embracing the Integrated ethos, schools can better serve their entire community, while society benefits from a new generation that appreciates and celebrates diversity, inclusivity and difference. Already, through our shared education programme, for example, we work with our partners and examine sensitive and controversial issues with pupils. We look forward to building on our existing inclusive, nurturing ethos by intentionally providing important learning regarding diversity and good relations which would be delivered in an integrated school, which will in turn positively impact our 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.

The school staff team has engaged with NICIE and EA Sectoral Support Officers in relation to learning about the Integrated Ethos and the development of our school's Transformation Action Plan, which is attached as Appendix D.

Killowen Primary School has had very strong links with our closest maintained primary school (St. John's PS) for many years, with children and parents engaged in meaningful shared activities. The two schools developed a song, #LivingAndLearningTogether which encapsulates the extremely positive relationship between the schools (see Appendix A). The phrases in the song were finalised by the shared school council:

*"We're Killowen and St John's – on the Bann's West side
(When we're) standing strong together nothing can divide
Enjoy each other's company – whoever we are
When we respect each other we know we'll go far"*

Governors have exhibited a strong commitment to building these links and working together for our community. They initiated an informal exploration of Integrated Education during Board of Governor Meetings prior to the Covid19 pandemic, in March 2020. The Governors expressed a keen interest in exploring Integration but remained cautious, desiring community support for the school's potential Transformation. The school noted a general decline in the percentage of children identifying as Protestant and an increase in those identifying as 'Other', signalling a shift in community make-up and attitudes.

Motivated by a desire to provide for the needs of the community and provide a stable, inclusive future based on mutual respect, for the next generation, Killowen Primary School embarked on an information gathering process under the instruction of Governors from 10th February 2023, to gauge the feelings of our parents and gain an insight into community support. All teaching and non-teaching staff engaged in face-to-face consultations and parents/guardians were provided with various platforms to voice their opinions and inquiries. School supported stakeholders throughout the process updating them regularly with what was happening and how they could contribute their opinions. 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 school's Three-Year Transformation Plan 2024-27.

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 needs and dynamics of the community and represents a significant step towards further inclusivity and diversity within the school environment.

2.2.2 Parental Involvement



On 10th February 2024, 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 opportunity to express their opinions and learn about Transformation as possible. School hosted sessions as outlined at the beginning of this Case for Change document. Some of the most meaningful exchanges took place when the Principal and Co-Principal chatted to parents informally to

invite them to the coffee evenings when their children were at the Hallowe'en Disco in October 2023. They spoke to parents as they made their way into school for their children's parent/teacher interview and gained much insight to their views.

Other successful engagement sessions included the coffee evenings themselves and Pancake Day in 2024 when staff made pancakes for children and parents. 82% of families attended the Pancake Event! Dialogue was encouraged throughout the months preceding the ballot and during all events.

Parent representatives offer valuable insights and have participated in the development of the Three year Transformation Action Plan.

On 7th December 2023, the Board of Governors passed a resolution to hold a parental ballot. The postal ballot was administrated by Civica Election Services and took place from 20 February 2024 to 8 March 2024.

Ballot result:

QUESTION: Do you want Killowen Primary School to become a Controlled Integrated Primary School with effect from September 2025 or as soon as possible thereafter?

RESULT	No. votes	% of valid vote
Yes	165	75.7%
No	53	24.3%

Number of eligible voters		263
Votes cast by post:	218	
Total number of votes cast:		218
Turnout:		82.9%
Number of votes found to be invalid:		0
Total number of valid votes to be counted:		218

The strikingly positive response from the parental vote is evidence of parental demand, support and interest from the community regarding the Transformation of Killowen to Controlled Integrated status.

2.2.3 Pupil involvement



Kilowen pupils have played an active role in the school's Transformation. They have attended assemblies to help them understand what the process means in an age- appropriate way. One such method is the use of graphic images to communicate the transformation plan in a child friendly manner.

Pupils have participated in class councils, discussing and giving their opinions on Transformation and what it might mean for them as well as the whole school. These discussions were facilitated by teachers after they had agreed together how best to do so to ensure an appropriate level of understanding for the various age groups.

Class councils fed their thoughts and opinions on several occasions to our school council which carefully considered everyone's responses. These responses were then fed back during assembly times to the whole school and used to inform the Governors when deciding to initiate the parental ballot. Pupil's voices continue to be listened to throughout the journey to date.

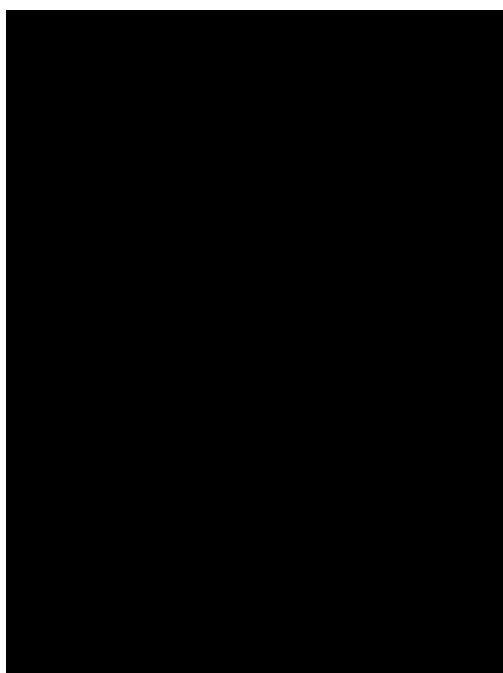
Children were also instrumental in ensuring parental engagement by encouraging parents to come events and came up with the competition idea to ensure parents posted their votes!

Our class and school councils are now making plans to move forward towards Integration discussing issues such as how we can make new pupils feel welcome and thinking about a school name and logo to reflect any upcoming changes.

2.2.4 Community Support

Alongside this positive support from parents and children at the school, possible future parents at the school, the Governors have been pleased to note the positive response that has been received from within the local community. Letters of support have been received from the local community including: Heart and Home; West Bann Development; NB Auto Parts; and S&T Moore. These letters are attached as Appendix B.

Killowen has a long history of association with Killowen Parish Church and has Transferor representatives currently on the Board of Governors from the church. Parishioners have voiced their support for the school transformation to Controlled Integrated status and continue to provide practical and prayerful support.



The transformation is also supported by the various community groups that use the school facilities e.g. Slimming World, Killowen Community Association, CRUN, Irish Dancing Group, Floral Arts.

Killowen PS has close links with Kylemore Nursery School (including Churchland Community Supporting Families through Learning project) and local post primary schools, including North Coast Integrated College. Killowen participates in an extended school cluster and Coleraine Education Community Project with the Integrated post primary and indeed other local schools. Links have been developed with a local Integrated primary school and Killowen PS looks forward to providing a seamless pathway to Integrated Education with the soon to be formed Causeway Integrated Academy.

2.3 Realising the benefits of Integrated Education

The Department of Education's 'Integration Works' document places the transformation process firmly within the context of school improvement. Killowen PS 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 our school's decision to explore Integration, as we recognise the positive impact transformation, and specifically the targets laid out in the Transformation Action Plan, will have on our practice and as a result the children and the wider school community.

Transformation will provide increased opportunities for staff and whole school development activity through the support programmes provided by NICIE, EA and the Integrated Education

Fund (IEF). Killowen PS recognises the value of these opportunities, as these will help grow confidence, boost skills, and build capacity to deliver an enhanced educational experience for pupils which will help equip them for living in a shared society. Killowen PS is already proud of our strong links to the community and the recognition of our school at the heart of the local community. Killowen PS benefits from expertise within the local area and the school doors are open during the day and in the evening to serve the community.

Through transformation, the school intends to promote Killowen PS as an option for every and any child, and will, as outlined clearly in the Community Connections section of the Transformation Action Plan, 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 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 Transformation Plan for 2024-27 in partnership with EA Sectoral Support, NICIE, pupils and staff. This includes a detailed action plan for year 1 (2024 to 2025). The three year Transformation Plan and the year one Action Plan is attached as Appendix D. 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 Transformation Plan outlines how we 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 Transformation Plan and intends to use transformation as the vehicle to expand and grow its inclusive practice. The targets set are specific to Killowen 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 our pupils.

3. SUPPORTING INFORMATION

Please see Appendix E: Killowen Primary School Governors' Update Feb 2025

3.1 Enrolment Statistics

Killowen Primary School has an approved enrolment of 195 pupils and an approved admission of 28. 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'. Table 1 below indicates the enrolment trends for the school:

Table 1: Killowen Primary School - Enrolment Trends								
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Total
2016/17	32	28	28	32	26	30	25	201
2017/18	30	32	28	29	32	28	30	209
2018/19	30	29	32	26	29	31	28	205
2019/20	25	30	30	32	27	29	31	204
2020/21	31	26	31	31	33	24	29	205
2021/22	30	31	26	31	28	33	23	202
2022/23	26	30	29	26	31	28	33	203
2023/24	25	25	31	32	27	31	28	199
2024/25*	25	24	33	32	24	29	26	193

*Data supplied by school

Table 1 above indicates that the school enrolment is stable and sustainable.

There has been recent approval of planning permission² for 80 affordable housing units in an area adjacent to the school. This includes 9 two storey town houses, 40 two storey semi-detached homes and 7 two storey detached homes. We anticipate that in time, this will bring more families to the locality of our school.

Map 1 – Location and Pupil Distribution of Killowen Primary School and location of nearby primary schools

² (LA01/2024/1096/F):
https://www.causewaycoastandglens.gov.uk/uploads/general/Valid_Applications_Received_07.10.2024_-_11.10.2024.pdf (accessed 31st Oct 2024)

St Colum's PS	Maintained	4.9	150	37
Portstewart PS	Controlled	5.3	227	185
Hezlett PS	Controlled	5.4	165	130
Mill Strand IPS	GMI	5.6	358	27

3.2 Integrated Education

The Integrated Education Act (Northern Ireland) Act 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 Killowen Primary School proposal with the Integrated Education Act (Northern Ireland) 2022

This section demonstrates how Killowen PS aligns to the legal 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

Diagrams 1 and 2 below show the religious and ethnic demography for Coleraine F and Coleraine G, taken from Census 2021 Data Zones³, accessed via NISRA, from which the majority of Killowen PS pupils come.

Diagram 1: Religion and Ethnic group Coleraine F Data Zone

³ <https://explore.nisra.gov.uk/area-explorer-2021/N10000105/>

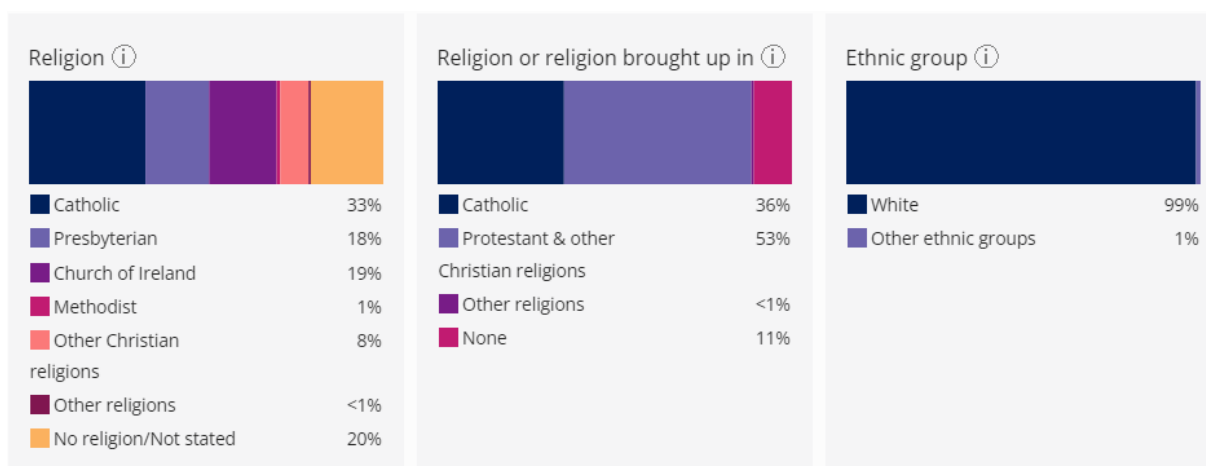


Diagram 2: Religion and Ethnic group Coleraine G Data Zone

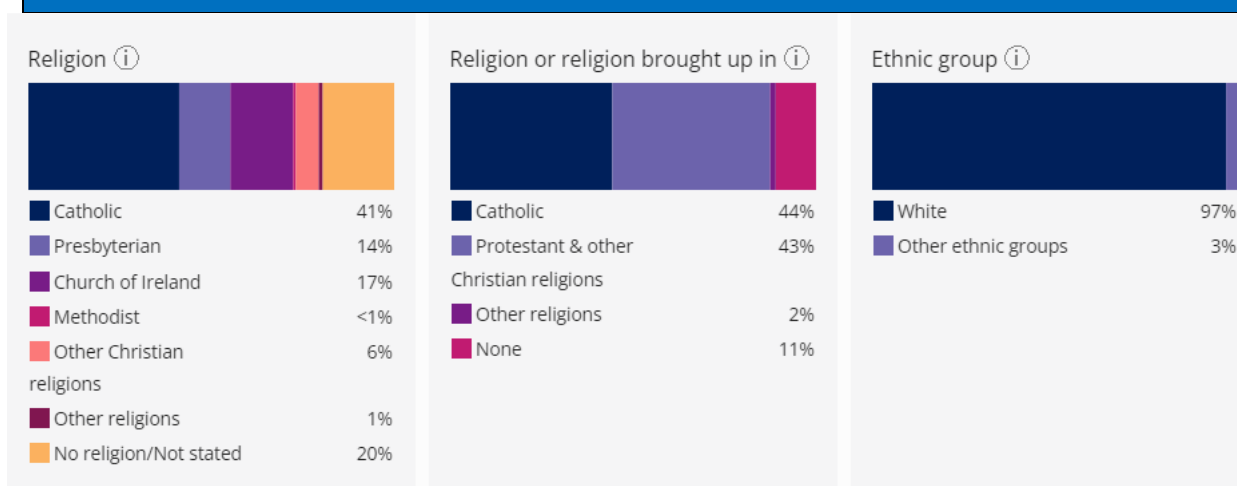


Table 3 below details the community balance (Religion or Religion Brought up in) in the Census 2021 Data Zones (accessed via NISRA) in which the majority of pupils who attend Killowen PS reside. Some wards are majority Catholic, some are majority Protestant, with a significant percentage of persons in all zones who identify as other or none.

Table 3: 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
Coleraine F	36	53	<1	11
Coleraine G1	34	52	3	11
Coleraine G2	52	37	<1	10
Coleraine G3	50	40	2	8
Coleraine G5	28	56	3	12
Coleraine G6	48	42	<1	10

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

Diagrams 1 and 2 and Table 3 above indicate that the school's locality has significant levels of diversity in relation to the two main community traditions, (Protestant and Catholic) with which the Integrated school seeks to engage.

Table 4 outlines the religious profile of pupils attending Killowen Primary School. It indicates that since 2016/17, there has been a decrease in the number of pupils identifying as both Protestant and Catholic, and an increase in those identifying as Other Christian/non-Christian/no religion/unknown. The school attracts a significantly higher proportion of the those who identify Other Christian/non-Christian/no religion/unknown, when compared to the community balance. It is difficult to know why this is the case, although we believe that it may be connected to families not wishing to 'label' their children in this manner. This trend, in the growth of families designating children as 'other/no religion' is observed across many schools in NI, and in particular, in controlled schools.

We are aware that the options within the official designations in the DE annual census do not enable the expression of the complexity of identity within the families in our community. We cater for a significant number of children that come from 'mixed' marriages and 'mixed' relationships.

We believe that within the growing numbers of parents/guardians who decide to designate as something other than Protestant or Catholic, many of these families have existing cultural/political/national identity connections to these Christian denominations, rather than religious ones. We believe that the intentional actions in our Transformation Plan will enable pupils, staff and families to more comfortably express all aspects of their identity in school.

Table 4: Religious Profile – Killowen Primary School			
Year	% Protestant	% Catholic	% Other Christian / non-Christian / no religion / unknown
2016/17	46.8	9.5	43.8
2017/18	43.5	9.6	46.9
2018/19	43.4	6.2	50.2
2019/20	38.2	6.4	55.4
2020/21	40.0	2.9	57.1
2021/22	■	■	59.4
2022/23	36.9	3.4	59.6
2023/24	40.7	3.0	56.3
2024/25*	33.7	5.2	61.1

Source: NI School Census * **school's own data**

Table 5: Newcomers at Killowen Primary School		
Year	Number of Newcomers	% of enrolment
2016/17	12	6.0%
2017/18	12	5.7%
2018/19	7	3.4%
2019/20	8	3.9%
2020/21	7	3.4%
2021/22	6	3.0%
2022/23	8	3.9%
2023/24	8	4.0%
2024/25*	9	4.7%

Source: NI School Census * *school's own data*

Table 5 indicates that there is a consistent number of newcomer children attending Killowen Primary School. The percentage of newcomer children enrolled in Killowen 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.

Killowen is a school striving for inclusivity and transformation would enable the school to celebrate this further and with even greater intention. Killowen upholds this strong commitment, working closely with neighbouring schools. We are currently exploring the pathway to becoming a Rights Respecting School. It is paramount to Killowen PS that we cultivate an environment where all pupils are encouraged to recognise and respect the fundamental rights of every child.

In circumstances where language barriers present a challenge, Killowen stands ready to offer translation services, underscoring our dedication to breaking down communication barriers and fostering inclusivity. The diversity of the school staff ensures that there is good understanding of how to best support pupils and families in a culturally sensitive manner.

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

Table 6 details the Northern Ireland Multiple Deprivation Measure (NIMDM) for the main wards in which the majority of Killowen Primary School pupils reside. The lower numbers indicate areas of most deprivation, with 462 being the least deprived area.

Table 6: Northern Ireland Multiple Deprivation Measure (2017)

Ward Name	MDM Rank	Domain Ranking						
		Income	Employment	Health Deprivation and Disability	Education Skills, and Training	Access to Services	Living Environment	Crime and Disorder
Churchland	313	247	284	313	237	281	307	161
Mountsandel	85	84	117	162	59	452	42	27
Quarry	27	22	30	45	35	336	377	105
University	121	102	134	140	67	290	353	152
Waterside	182	157	118	183	153	383	315	106
Windy Hall	332	206	259	389	282	247	439	439

Most of the wards in this area rank in the middle to upper part of the NIMDM ranking, several of the wards rank high across some of the domains, indicating higher levels of deprivation. These statistics are reflected of the school community of Killowen Primary School. Table 7 below indicates the high levels of families in our schools who are in receipt of school meals/Job seekers allowance.

Table 7: Job Seekers Allowance at Killowen Primary School

Year	FSME/JSA Number	FSME/JSA % of School Population
2016/17	91	45.3%
2017/18	88	42.1%
2018/19	95	46.3%
2019/20	87	42.6%
2020/21	92	44.9%
2021/22	97	48.0%
2022/23	104	51.2%
2023/24	89	44.7%
2024/25*	91	47.2%

Source: NI School Census * *school's own data*

Table 7 above shows that the number of pupils in receipt of free school meals/job seekers allowance has remained consistently high over the last nine years. Free school meal entitlement may not be an accurate way to determine socio-economic status, but it is the only measure that is currently available. The most recent DE data⁴ indicates that across all grants aided schools in Northern Ireland, 27.7% of pupils were eligible for free school meals. Killowen PS is providing education for a higher proportion of pupils eligible for free school meals than this average figure.

⁴ https://www.education-ni.gov.uk/sites/default/files/publications/education/School%20Meals%202022_23%20Infographic.pdf

To address socio-economic issues Killowen has participated successfully in an Extended Schools Cluster, Coleraine Education Community Project and Churchland Community Supporting Families through Learning Project for many years. This again highlights Killowen's commitment to ensuring the inclusive ethos and dedication to doing what is best for the community. These projects ensure a varied programme of after school activities, including sports, music, drama and the Arts. Literacy and Numeracy Catch-Up Clubs are also provided and a Breakfast Club with healthy eating and purposeful activities. Families are supported with workshops and classroom stays to demonstrate how to help their children with learning in the home. These projects and activities also provide support for families and pupils in school phase transitions; from nursery to primary and from primary to post-primary.

3.2.3 Those of Different Abilities

Killowen PS is open to all pupils, and we provide educational support for children of all abilities. Table 8 below provides the numbers of pupils with a Special Educational Needs statement and shows that the school caters for a high number of pupils with Special Educational Needs, which aligns to the legal definition of Integrated Education in this regard.

Table 8: Pupils with Special Educational Needs at Killowen Primary School			
Year	SEN Stage 5/ Stage 3	SEN Stage 1 - 4 / 1-2	SEN All Stages
2016/17	6	48	54
2017/18	7	52	59
2018/19	*	#	54
2019/20			49
2020/21	6	43	49
2021/22	8	40	48
2022/23	8	37	45
2023/24	14	40	54
2024/25**	15	41	56

Source: NI School Census ** *school's own data*

* refers to less than five cases where data is considered sensitive

means figure has been suppressed under rules of disclosure

Killowen PS is steadfast in our provision of inclusive education and individualised support to meet the distinct needs of every child. We prioritise enabling every child to access the curriculum fully and reach their maximum potential. We place great emphasis on addressing the social, emotional, and educational requirements of its children.

Special Educational Needs provision is always on Killowen's PS's School Development Plan. To this end there is regular special needs training for all staff in school and this has included Trauma Informed Care. Being a nurturing school, the developmental understanding of the children's learning and the need to create a safe space is a priority. All classrooms have a nurture area and there is a separate Nurture Nest space. Differentiated lessons have been a

focus for staff training, and the diverse talents and range of abilities of our pupils are catered for in every classroom and celebrated at assemblies and during class.

Looking to the future, Killowen Primary is in line to create additional Specialist Provision to provide high quality educational experience for students with special educational needs in the locality within the school. We are engaged with the Specialist Provision in Mainstream Schools (SPiMS) Area Planning team in this regard. The space has been identified, the need is evident and consultation is currently underway.

Table 1 in Section 2.1 above below shows the range of schools that our pupils transfer to for post-primary education. This includes selective, non-selective, Integrated, Controlled and Maintained schools.

3.2.4 Summary

Table 9 below summarises the various characteristics of Killowen Primary School in relation to the legal definition of Integrated Education as described in Section 1 of the Integrated Education Act 2022.

Table 9: Killowen 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	45.3%	6	48	54	46.8	9.5	43.8	6.0%
2017/18	42.1%	7	52	59	43.5	9.6	46.9	5.7%
2018/19	46.3%	*	#	54	43.4	6.2	50.2	3.4%
2019/20	42.6%			49	38.2	6.4	55.4	3.9%
2020/21	44.9%	6	43	49	40.0	2.9	57.1	3.4%
2021/22	48.0%	8	40	48	38.1	2.5	59.4	3.0%
2022/23	51.2%	8	37	45	36.9	3.4	59.6	3.9%
2023/24	44.7%	14	40	54	40.7	3.0	56.3	4.0%
2024/25**	47.2%	15	41	56	33.7	5.2	61.1	4.7%

* refers to less than five cases where data is considered sensitive

means figure has been suppressed under rules of disclosure

**school's own data

Table 9 shows that the school currently has some pupils from different cultures, religions and world views, including those whose parents have designated them as 'Protestant' or 'Catholic.' The school already caters for pupils of all abilities. More than a quarter of the pupils at Killowen PS are at SEN Stages 1 to 3, which is substantially more than the average for NI

Primary Schools, which was 20% in 2023/24⁵. The school also caters for pupils from different socio-economic backgrounds. There are high levels of pupils in receipt of free school meals in the school community. As mentioned above, the NI average of pupils entitlement to Free school meals within all grant aided schools is just under 30%, whereas Killowen PS caters for an average of more than 45%.

The Tables above, and the summary in Table 9, demonstrate Killowen PS's capacity to meet the definition of Integrated Education, as outlined in Section 1 of the Integrated Education Act NI 2022. The actions outlined in the Transformation Plan are intended to enable the school to intentionally explore and develop diversity in these domains, and others, within the school community in the coming years, if we are approved to transform to Controlled Integrated status.

3.3 Transformation Plan

The Transformation Plan is a document created with support from EA Sectoral Support and NICIE to demonstrate how Killowen PS 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 Plan has been referred to throughout this document because it is the blueprint through which we demonstrate our school's responsibility and intention towards developing an Integrated ethos. With support from EA Sectoral Support and NICIE, we intend to undertake 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 that be their respective religious, socio-economic, cultural, community or ability background. Thorough and careful implementation of the Transformation Plan will ensure the school will actively and intentionally develop its practice and ethos so that each child within the school is able to meaningfully explore, develop, 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. Killowen PS is confident that this plan and the changes proposed will support the development of our 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 NICIE's Excellence in Integrated Education Award.

⁵ <https://www.education-ni.gov.uk/sites/default/files/publications/education/Revised%20-%20Annual%20enrolments%20at%20schools%20and%20in%20funded%20pre-school%20education%20in%20Northern%20Ireland%20-%202023-24.pdf>

As previously discussed, children have a strong voice in Killowen, especially through the elected pupil leadership groups including class councils, school council, shared school council and Eco committee. Transformation to Integrated status will empower these groups even further, shaping the direction of the school. Children actively participate in school assemblies, lead council meetings and interact with the Board of Governors. The Eco committee support the school's commitment to being Eco friendly and ensure we continue to keep our Green Flag. Killowen is dedicated to ensuring learner centred provision, nurturing the voice of our pupils to ensure that they have a say in shaping the school's Integration journey. Pupil voice is another key element in the Transformation Plan. Through the 3 Year Plan, the school aims to further empower our pupils, so that they can positively contribute to school, community and society and be an important part of it.

The Board of Governors is currently being reconstituted and the school is looking forward to further reconstitution and increased membership if transformation to Integrated status is approved. The role of the governors 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 Transformation planning meetings. The vision and direction of the school will be carefully revised, agreed and shared with all stakeholders through the process. 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 3 Year Transformation Plan with all stakeholders having an opportunity to share their opinions. We view the Transformation Plan as an integral part of the School Development Plan.

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 Transformation Plan. In order to support this plan, the Principal is in the process of establishing links with the Principals of other Integrated primary schools across Northern Ireland, with support from NICIE and IEF. This will allow for the sharing of and dissemination of good practice between these settings. Leaders from this unique sector plan to work collaboratively to bring about the highest quality Integrated Education. The Principal is aware of the need to continue to share Killowen PS's Integration journey and hopes to develop this by updating the school website as well as social media usage. This will allow the wider community to gain awareness and understanding of the transformation process. The Plan also refers to these actions.

4. EDUCATIONAL IMPACT

In keeping with the aims of the revised Northern Ireland Curriculum, Killowen PS aims to empower young people to develop to their full potential and to make informed and reasonable choices and decisions throughout their lives. The curriculum's objectives are to help young people develop:

- As individuals:
- As contributors to society; and

- As contributors to the economy and the environment.

Killowen PS will continue follow the Northern Ireland Curriculum, which is the statutory requirement for all schools. This provides a broad and balanced education, which will be delivered in an atmosphere that encourages optimum personal achievement. Whilst the delivery of the NI curriculum will remain unchanged within the Integrated school, the school will work to enhance the curriculum, adding depth to our explorations of diversity as appropriate for each key stage. The Transformation Plan refers to these opportunities in the 'Learner Centred' section primarily, and throughout. For example, school assemblies will be used to introduce key speakers and acknowledge cultural celebrations and to deepen the understanding of what Integration means to Killowen. The assembly theme timetable will exhibit the emphasis being placed upon Integration and ensure the ethos is embedded throughout. Assemblies are key to ensuring the vision for Killowen is embedded, as outlined in the Transformation Plan at Appendix D.

Killowen has policies in all curricular areas. The Transformation Plan shows how the process of developing an Integrated ethos will facilitate the revision of these policies, in particular RE, PE and The Arts to ensure that Integration permeates through all areas of the curriculum, for all age groups and developmental stages. Through our continued engagement with NICIE and EA Sectoral Support, and with, we hope, some additional funding support from the Department of Education and the IEF, school staff will receive training and the opportunity to see learning in action in other Integrated settings. This is intended to develop their confidence in their roles and their understanding what an Integrated PS looks, sounds and feels like for all pupils. A shared understanding of expectations will continue to be reviewed and established and the inclusive ethos of the school will be embedded.

While upholding the warm, welcoming and inclusive existing ethos, the school will also celebrate new cultures and differences. Killowen PS will continue to investigate sensitive and controversial issues with our shared education partner school. Becoming Integrated would enable us to do so with greater intentionality towards the shared aim of our partnership, making a meaningful and lasting contribution to peace and reconciliation.

5. AREA PLANNING IMPACT

This proposal aligns with the key themes of Area Planning and the transformation of Killowen PS to Integrated status is included in the draft Operational Plan 2: 2024-26 which will be published in 2025. 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 Policy⁶ 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 Killowen Primary School believe that transformation to Integrated status will help to achieve this vision and enable the Department to contribute to the delivery of their statutory obligation to encourage, facilitate and support the development of Integrated Education.

5.1 Potential Impact on other schools

As previously mentioned, there is one Integrated primary school within six miles of Killowen Primary School. The admission and enrolment number for Mill Strand IPS is shown below in Table 10. The Board of Governors of Killowen PS do not believe that the transformation of our school to Controlled Integrated status would have any impact on Mill Strand IPS.

Table 10: Alternative integrated primary school admission, enrolment and available places					
School	Admissions Number	First Preference Applications 2024/25	Enrolment Number	Enrolment 2023/24	Available Places 2023/24
Mill Strand IPS	58	32	385	358	27

Enrolment figures include pupils with a statement of SEN

5.2 Religious Balance

The religious balance within the school and within the school's locality has been outlined in Section 3 above. Table 11 below shows the designations provided to other schools by parents/guardians in relation to the pupils registered at those schools for the year 22/23 (indicated by **) or 23/24, whichever is the most recent data available.

⁶ <https://www.education-ni.gov.uk/articles/sustainable-schools>

Table 12: Religious breakdown of local schools – 2022/23 Census Data				
School	Sector	% Protestant	% Catholic	% Other
St John's PS	Maintained	*	93.6	#
St Malachy's PS	Maintained	*	86.2	#
The Irish Society's PS	Controlled	46.8	12.2	41
DH Christie Memorial PS	Controlled	47.2%	15.9%	36.9%
Millburn PS	Controlled	44.5%	8.6%	46.9%
Harpurs Hill PS	Controlled	47%	5.3%	47.8%
Ballysally PS	Controlled	53.5%	*	#
Castleroe PS	Controlled	#	*	58.3%
Macosquin PS	Controlled	#	*	71.8%
Damhead PS	Controlled	63.7%	5.4%	30.9%
Carnalridge PS	Controlled	43.8%	6.3%	50%
St Colum's PS	Maintained	3%	85.5%	11.5%
Portstewart PS	Controlled	41.9%	7.2%	50.9%
Hezlett PS	Controlled	57.5%	2.6%	39.9%
Mill Strand IPS	GMI	24.8%	19.2%	56.0%

Source: DE Census 2022/23 as the 2023/24 data was subject to action short of strike

*refers to less than five cases where data is considered sensitive

means figure has been suppressed under rules of disclosure

Table 11 indicates that there are some schools in the area which have some diversity in relation to these categories. The Board of Governors at Killowen PS are responding to the identified demand within our school parent body for the school to become Integrated.

5.3 Equality Impact and Rural Needs Assessment

The area in which Killowen Primary School is situated is classified as an urban area and so the Rural Needs Impact Assessment is not relevant.

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

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 Killowen PS has assessed itself against:

6.1 Quality of Education

The most recent Education and Training Inspectorate (ETI) inspection in Killowen PS was undertaken in September 2019, with the school receiving 'very good'. The ETI report⁷ stated that:

"The planning for literacy is coherent, progressive and integrates fully the acquisition and development of reading, writing, and talking and listening. The planning has suitable breadth and challenge and connects appropriately to other areas of the curriculum. The school provides the children with a range of effective feedback mechanisms which develops improvement in the children's writing."

"The quality of the provision for numeracy is very good; the planning ensures appropriate coverage of the curriculum for each year group. The teachers provide a wide range of learning approaches including practical activities, individual and group work, active learning strategies and use skilfully questions to develop the children's vocabulary and mathematical thinking. In nearly all of the lessons observed, the quality of learning and teaching was very good with the remainder outstanding."

6.2 Stable Enrolment Trends

As outlined in Table 1 above, Killowen PS has consistently had an enrolment above the Department of Education's minimum enrolment threshold for an urban primary school which is 140 pupils.

6.3 Sound Financial Position

Killowen Primary School had a surplus of £2,081 at 31 March 2024. The school is projected to have a deficit of £180,368 by the end of the school's current three-year financial plan.

⁷ <https://www.eti.gov.uk/sites/eti.gov.uk/files/publications/primary-inspection-killowen-primary-school-coleraine-county-londonderry-301-2237.pdf>

Table 12: Financial History	
Year	Surplus/Deficit
2023/24	£2,081
2024/25	-£64,333
2025/26	-£180,368

Killowen PS has a history as a category 4 school for many years and has just become overspent recently due to the country's current financial position and the increased additional needs being catered for within the diverse community of the school. Over the past number of years, Killowen PS has developed the expertise and experience to provide a responsive and inclusive environment for all pupils. Despite the financial challenges, which are facing all schools, Killowen PS remains dedicated to maintaining high standards of teaching and learning.

6.4 Strong Leadership and Management

As mentioned above, the last Education and Training Inspectorate (ETI) inspection in Killowen Primary School was undertaken in September 2019, with quality of leadership and management receiving 'very good'. The report stated that:

"The senior and middle leadership is highly effective. There is a clear strategic vision exemplified through a well-consulted, very good quality school development plan, and associated action plans, that identify appropriate priorities and targets for school improvement. The leadership monitor, evaluate and review the work of the school and use this to demonstrate, and inform, notable improvements in the outcomes for the children and their learning experiences."

"Based on the evidence available at the time of inspection, the ETI's evaluation is that there can be a high degree of confidence in the aspects of governance evaluated. The governors are kept fully informed about, and understand their role in, the school improvement process. They support and challenge appropriately the principal and staff and make a meaningful contribution to the life and work of the school. The programme for staff development, including teacher professional learning, is given a high priority in the school which results in high quality teaching, improved learning experiences and sustains a culture of reflective practice."

The strong leadership team in Killowen PS shares decision making and collaborates consistently with staff, governors, community members, families and pupils. Over many years, we have established a shared vision where every child can achieve their potential in a nurturing environment. All staff are brought together and trained to a high standard in the areas of need identified through the school development process. The process involves all staff, parents, governors and includes the children's voices via the active school council to ensure a cohesive approach to shaping the school's direction. Teams Channels are used to ensure training is always available to be revisited to refresh staff and use with new members joining the team. Areas for training are identified via consultation and monitoring and evaluation of

the school's action plans. This whole school approach ensures a unified way of developing the particular recognised areas.

Leadership training programmes are sourced and teachers have the opportunity to avail of these to hone their skills and allow for future career development. Three current members of the teaching staff have benefitted from this recently.

The principal engages with the Churchland Neighbourhood Renewal Group and Partnership Board. Community groups such as Killowen Community Association are welcomed into school regularly and collaboration between school and these local community groups is evident from the programmes run. The school's participation in the Education Authority's whole school, 'Being Well, Doing Well' project demonstrates the commitment to the ongoing well-being of the entire school community.

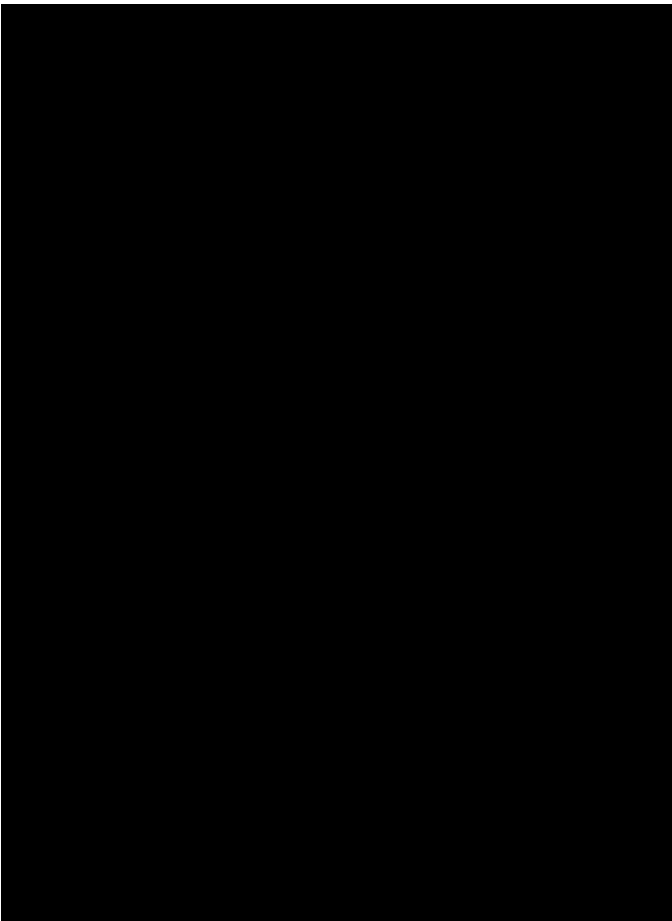
We want to access the enhanced collaborative leadership opportunities that NICIE facilitates for the Integrated Education movement. We plan to engage in the NICIE facilitated forums such as the Association of Principal Teachers in Integrated Schools (APTIS), the Vice Principals' Forum and the Teachers' Committee. These shared learning forums would provide new opportunities that will enable us to work and learn alongside and from other Integrated schools' leaders.

In summary, the committed leadership team's ongoing dedication to bringing staff together to drive the school development plan ensures Killowen PS is always 'keeping up to date' and striving to provide the best education and services for the community in a nurturing environment.

6.5 Accessibility

Killowen Primary School is accessible by public and private transport networks. It sits in a prime location just off the main Strand Road into Coleraine, overlooking the River Bann. Internally the school is physically accessible for all to ensure a fully inclusive environment for learning.

6.6 Strong Links with the Community

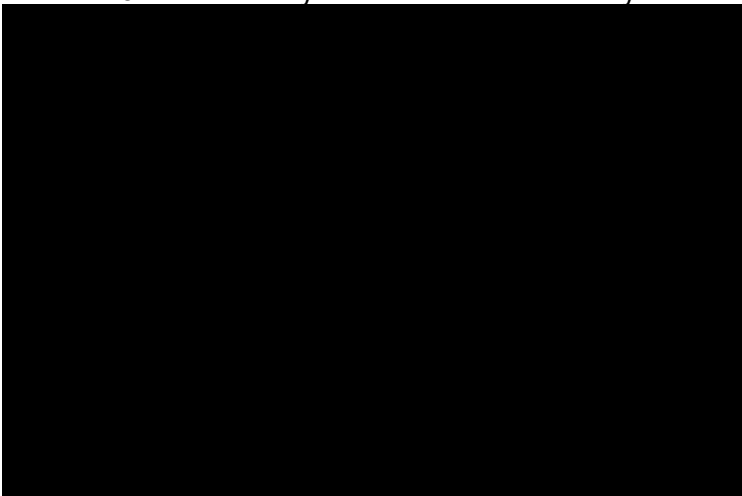


Killowen PS has good links with the local community. The September 2019 ETI inspection report noted: that *“the school has positive links with the community it serves. The well-developed partnerships with local pre-schools and post primary schools are used to support good transitions for the children.”*

Killowen PS is represented on the Churchland Working Group and Partnership Board and we participate in community planning processes. We have worked closely with Radius Housing to build intergenerational connections for the benefit of everyone in recent years.

‘Being Well, Doing Well’ and a whole school approach to nurturing also highlight the commitment to the health and well-being of the whole community, not just that of the school children and staff.

As previously stated, Killowen PS and St John’s PS have a particularly strong link and both schools worked together to produce a song/rap entitled, “These are our Streets.” The phrases were all composed by children of Killowen and St John’s Primary Schools and finalised by the Shared School Council of both schools. The aim of the song was to promote pride in our community and foster the need for parents to know where their children are and encourage everyone to look after our area and one another. It was launched last year in Christie Park on the big screen with the whole community present. The schools were delighted be awarded Runners Up in the Community Relations Council Youth category at the NI Good Relations 2023 Award Ceremony in Belfast.



Please see Table 13 below - a list of Killowen PS's community linkages.

Table 13: Killowen PS Community Linkages	
Provider	Description
Shared Education	P1-7 classes participation in shared lessons
Local Artists	Shared Education sessions
Beach Ni	Shared Education sessions
West Bann Hub	Support worker supports lessons and children attend hub
Love for Life	RSE programme – shared sessions
Fern Festival	Hosted in school in July
Kool Kidz	Childcare provider in summer months
Ashleigh McVeigh	Irish Dancing
Counsellor	Counselling services for children in school
Killowen House	Close inter-generational links with residential home
Joint Practice Development	Professional development cluster with 3 other local primary schools
Libraries NI and Waterstones	Two-way visits, inter-generational project
Radius Housing	Shared projects with partner school including community litter picks, beach visits, artistic projects, musical projects - runners up Good Relations Award
Slimming World	Facilitated in school for weekly sessions 52 weeks/year
Killowen Community Group	Meet in school weekly and use of facilities for special events
Education Authority	Being Well, Doing Well and Whole School Approach to Nurturing
Lower Bann Floral Arts Society	Meet monthly in school.
Causeway Coast and Glens Council	Cultural diversity project, use of facilities, competitions, visitors etc
Coaches and Nemesis	Multi Sports, football, tennis, cheerleading etc
Churchland Supporting Families Through Learning Project	P1 Transition project – West Bann, partner SE primary and Nursery
Forest Schools	Forest School Activities
Post Primary Schools	Transition projects
Coleraine Education Community Project	Post Primary and Primary cluster to improve attendance and other areas

Table 13: Killowen PS Community Linkages

Fire Service, PSNI, School Nurse, Diary Council, Water NI	Health and Safety programmes
Local Supermarkets	Competitions and funding
Choir and Shared Ed Choir	Community singing in various locations regularly
Charity Events	Poppy Appeal, Autism NI, Save the Children (includes shared fundraising events with partner SE school)
Coleraine Football Club	Use of facilities, competitions
Music Teacher and EA provision	Music lessons for children
PDMU Programmes	Delivered by visitors such as NSPCC
Extended School Cluster	In conjunction with other primary and post primary schools – delivery of after school classes and activities
Riding for Disabled	Weekly lessons
Speech and Drama Festivals	Coleraine and Portstewart Festival participation
Fred Corscadden	Orienteering
University of Ulster	Use of facilities and competitions and programmes
PDMU Programmes	Delivered by visitors such as NSPCC
Extended School Cluster	In conjunction with other primary and post primary schools – delivery of after school classes and activities
ECO School	ECO council and related activities, green flag
NICIE/EA	Exploration of community interest in Integration – currently formulating case for change
RISE	Support Services
Literacy support	Support Services
PBSS	Support Services
Dogs Trust	Information and workshops for children
Woman's Aid	Helping Hands
Bytes Programme	P7 Transition Programme with partner SE school, Life Maps
Sister	Sacramental Preparation
Killowen Parish Church	Use of facilities
Causeway Coast and Glens BC	Cultural Diversity Project

Table 13 is just one indication that Killowen PS is at the heart of the community and is in the hearts of those living in the community who collaborate with school to offer support. The school is connected with others in the wider community too through some of the projects outlined in the table.

Killowen PS has been using social media platforms to encourage community interaction and our Facebook page⁸ has a strong following which strives to post daily about school life. An informative website is also in existence. Killowen is a Forest School and has a Green Flag for their ECO efforts. The school continues to expand their repertoire of sports, arts and music provision. Tireless work is invested in projects such as Cultural Diversity with Causeway Coast and Glens Borough Council in line with the transformation towards Integrated status.

The Transformation Plan makes specific reference to ways in which the school intends to engage with the locality 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 an opportunity to positively promote the school as an Integrated setting ingrained within its locality.

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 the development of Integrated Education.

8. IMPLEMENTATION PLAN

Killowen PS is working with the EA's Sectoral Support and NICIE has produced a 3-year Transformation Plan, which has been referred to throughout this document and is attached as Appendix D. 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:

⁸ <https://www.facebook.com/killowenps/>

Development Proposal Timeline	
Proposal: Killowen 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	2 December 2024 – 20 January 2025
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.	4 March 2025
Statutory Objection Period (2 months) Objections/Comments to be forwarded to the Department of Education	March 2025 – May 2025
Await Ministerial/Department of Education Decision	July/August 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 RECONCILIATION POLICY OBJECTIVES

Killowen PS wants to further develop our culture of respect and mutual understanding. We want to celebrate diversity intentionally through educating children from diverse backgrounds together in an Integrated school. In doing so, we believe that our school can make a meaningful contribution to reconciliation and peace building within and beyond our school community.

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

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

10. CONCLUSION

Killowen PS 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 Killowen Primary School explored transformation with the whole school community, undertaking continuous and extensive consultation and engagement over several years with staff, parents, pupils and other community and educational stakeholders, with support from NICIE, IEF and EA Sectoral Support. In December 2023, the Board of Governors considered that the time was right to initiate the legal process and passed a resolution to ballot the parents/guardians of the pupils registered at the school. The parent/guardian body showed strong support for Transformation to Integrated status with 82.9% of eligible voters casting their vote and 75.7% of these voting 'Yes' for Integration on 8 March 2024. This is evidence of parental demand for Integrated Education at Killowen Primary School.

The school has produced an extensive Transformation Plan which sets out our intentions over three years of which 2023/24 is Year 1 – See Appendix D. The Plan outlines the vision of the school to develop and embed the Integrated ethos in our school. Given approval, the school will continue to intentionally develop the Integrated ethos and our contribution to peace and reconciliation. We believe that this will provide enhanced educational and personal development opportunities for pupils, staff and families in our community.

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 the development of Integrated Education.

The management of the school demonstrates a commitment to making Killowen 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 Songs



- **In Killowen By the River Bann**

Phrases all composed and chosen by the children and finalised by Killowen School Council.

- **#Living and Learning Together**

Phrases all composed by children of Killowen and St John's Primary Schools and finalised by the Shared School Council of both schools.

Song developed to highlight the importance of our partnership.

- **These are our Streets**

Phrases all composed by children of Killowen and St John's Primary Schools and finalised by the Shared School Council of both school's shared song with St John's Primary to promote pride in our community and foster the need for parents to know where their children are and encourage everyone to look after our area and one another.

Launched in Christie Park on the big screen with the whole community present.



Note the importance of
COMMUNITY
in every song!



In Killowen By the River Bann

In our school – it's one big family

In our school – heart of the community

We work so hard to be the best we can

In Killowen by the River Bann

In our school – yes our brains will grow

In our school – we know that good seed gets sown

We may be young, but – we've got a plan

For Killowen, by the River Bann



We have to learn about the Golden Rules

They keep us happy and safe in school

We make sure no one feels invisible

Because everyone is welcome here

In our school – it's one big family

In our school – heart of the community

We work so hard to be the best we can

In Killowen by the River Bann

In our school – it's one big family

In our school – heart of the community

We work so hard to be the best we can

In Killowen by the River Bann

In our school – yes our brains will grow

In our school – we know that good seed gets sown

We may be young, but – we've got a plan

For Killowen, by the River Bann

For Killowen, by the River Bann

For Killowen, by the River Bann

The teachers listen to our good ideas

We share together our hopes and fears

We all have talent and we play our part

Because everyone is special here



#Living and Learning Together

#LivingAndLearningTogether

Alarm clock goes off early, time to start the race
Get out of the house – off to school
Other children study in a different place
But we're all living and learning together

Talking with each other, sharing bright ideas
Making some new friends on the way
Learned a lot in these past few years
Because we're living and learning together

We're Killowen and St John's – on the Bann's West side

(When we're) standing strong together nothing can divide

Enjoy each other's company – whoever we are

- When we respect each other we know we'll go far

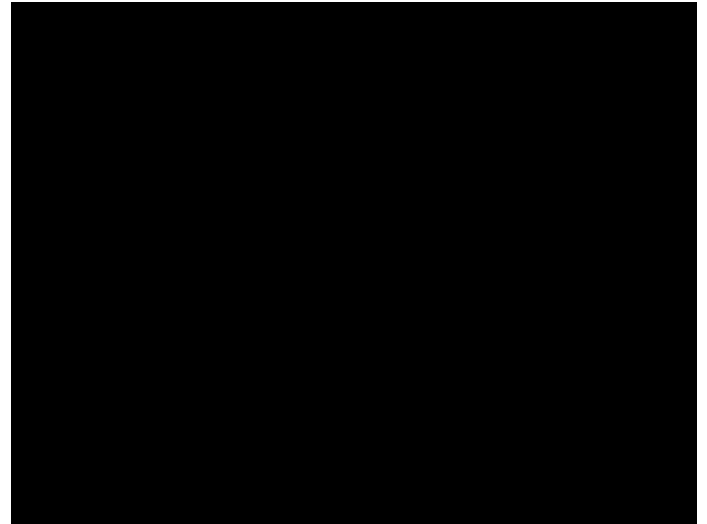
Understanding those who might think differently

Reaching out with hands and a smile

We want to build a strong community

So we're living and learning together (Oh yeah)!!

** Guitar Break **



We're Killowen and St John's – on the Bann's West side

(When we're) standing strong together nothing can divide

Enjoy each other's company – whoever we are

When we respect each other we know we'll go far

Understanding those who might think differently

Reaching out with hands and a smile

We want to build a strong community

So we're living and learning together

Living and learning together

#living and learning together

THESE ARE OUR STREETS

Chorus:

"West Coleraine" - we say it loud

These are our streets and we are proud

As we live side by side

We've got to take care of one another

Verse 1:

This is our home - we know this place so well

Every name of each street has a story to tell

We need respect for each other and this side of town

Do our part to work together, not let each other down.

Verse 2:

Parents, come on, you need to know where we are

It's your job after all to make sure we go far

Bring a smile to our faces, cus' we know it's right

Reaching for the stars, reaching for new heights



Verse 3:

Thinkin' bout how others might find our behaviour

Remembering it's important is "love our neighbour"

Treating those around us like we wanna be treated

Building the community that won't be defeated.

Chorus:

Verse 4:

Just stop and listen as we raise our voices

We need to help each other to make the right choices

To build back better - using all our skills

Because if we don't care - nobody else will

Instrumental

Chorus x2

Appendix B: Communications of Support



CLAIRE SUGDEN MLA for EAST LONDONDERRY
1 Upper Abbey Street | Coleraine | Co Londonderry | BT52 1BF
claire.sugden@co.niassembly.gov.uk | 028 7032 7294

Board Of Governors
Killowen Primary School
Shuttle Hill
Coleraine
BT51 3BZ

3rd October 2024

Dear Members of the Board,

I am writing to express my support for Killowen Primary School's proposal to convert to an integrated primary school.

Killowen Primary School has a long-standing history of community engagement and academic excellence. The school's values already echo the meaning of integration, therefore, I feel the transition is a positive step for the school and its pupils, but also for the wider community.

Integrated schools offer a safe space for children to learn about other cultures, something which is vital in our increasingly diverse society. I believe Killowen will offer a safe environment which will promote respect and understanding whilst creating a close-knit community. This is shown through their successful participation in the shared education partnership, which children throughout the school enjoy engaging in. I believe the proposed transition to integrated status will only allow such values to grow and develop even further.

I am confident that Killowen Primary School will thrive as an integrated school and offer my full support to the school in their proposal.

Yours sincerely,

Claire Sugden MLA

clairesugden.co.uk

facebook.com/ClaireSugdenMLA

@ClaireSugden

30th May 2024

Board of Governors
Killowen Primary School
Shuttle Hill
Coleraine
BT51 3BZ

Dear Members of the Board,

I am writing on behalf of Heart & Home to express our enthusiastic support for Killowen Primary School's proposal to convert to an integrated primary school. Our organization, as a local business is dedicated to fostering community spirit and inclusivity, firmly believes that integrated education plays a crucial role in building a more cohesive and understanding society.

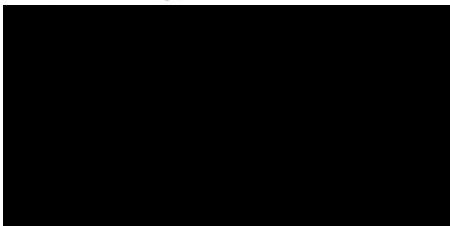
Killowen Primary School has long been a pillar of educational excellence and community engagement. Transitioning to an integrated model aligns perfectly with the evolving needs of our diverse community and reflects a commitment to providing an environment where children of all backgrounds can learn and grow together.

An integrated primary school will offer numerous benefits, including:

- **Enhanced Social Cohesion:** Bringing together children from different backgrounds fosters mutual respect and understanding, reducing sectarian divides and promoting harmony.
- **Diverse Learning Environment:** Exposure to varied perspectives enriches the educational experience, encouraging critical thinking and empathy among students.
- **Community Integration:** As families from different traditions come together, the school will serve as a microcosm of a unified community, setting a positive example for the broader society.

We are confident that Killowen Primary School will thrive as an integrated institution, continuing to deliver high-quality education while nurturing an inclusive and supportive environment for all students. Heart & Home is eager to support this transition in any way possible, whether through community engagement initiatives, collaborative events, or providing resources that promote integration.

Yours sincerely,



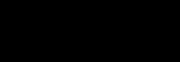
Heart & Home

10 Captain Street Lower, Coleraine BT51 3DT
02870320207 info@heartandhomeni.co.uk

To whom it may concern,

I am writing to show my support for Killowen Primary School in embracing an integrated teaching model. As a business in the local area we have personally been blessed with the success of Killowen Primary School and its leadership throughout the years. I believe, to further support the growth and welfare of the school and the community, the move to an integrated approach will be a positive change especially for the children. However I do think this should be a model that all primary schools in the locality should be looking at.

Thank you,

 NB Autoparts

R.B.V Static Caravan Repairs

32 Hillview Park

Coleraine

BT51 3EH

Email: r.b.v@hotmail.co.uk

06/10/2024

Killowen Primary School

Shuttle Hill

Coleraine

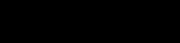
Co. Londonderry

BT51 3BZ

To whom it may concern,

I wish to show my support for Killowen Primary Schools proposal to move to Integrated Status. As a grandfather who has seen 7 grand children educated at this school, I have seen first hand the already fantastic work that Killowen does to provide a rich and diverse welcoming approach to all within their school. It is the right time now for this school to be gain Integrated Status and continue the work that they do, providing inclusive education for all.

Yours Sincerely



r.b.v static caravan repairs

S & T MOORE

**28 Railway Road
Coleraine
BT52 1PE**

Tel: 028 7035 3300
[Redacted]

30th May 2024

Dear Mrs A Moon

We as a uniform supplier in the local area are very supportive of your school gaining Integrated Status and look forward to continuing our relationship with your school in the future.

Your Sincerely
[Redacted]



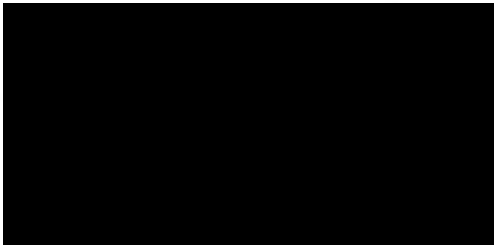
30.05.2024

To whom it may concern,

West Bann Development is delighted to support Killowen Primary School in their transition to an Integrated Primary School.

We would like to thank everyone who was involved in this journey and we as an organisation working within the local area look forward to continuing working in partnership with Killowen Primary School.

Kindest Regards



Manager West Bann Development



East-End Youth Football Club

99 Daneshill Road, Coleraine, BT52 2QJ

gamin@eastendfc.co.uk

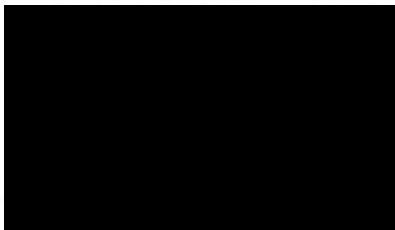
3rd October 2024

Dear Mrs Moon

As a youth football club in Coleraine, we are delighted and in full support of Killowen Primary School gaining Integrated status. Many of our players attend this prestigious school and their parents are always complimentary of the dedication and commitment Killowen PS has for their pupils and staff.

We have no doubt that this integrated status will be welcomed throughout the entire community.

Yours Sincerely,



Chairman



Causeway Dog Grooming

61 Dunderg Road

Coleraine

BT51 4ND

Telephone: [REDACTED]

Email: Causewaydoggrooming@outlook.com

06/10/2024

Killowen Primary School

Shuttle Hill

Coleraine

Co. Londonderry

BT51 3BZ

Dear Mrs Moon

We wish to express our utmost support for your schools proposal to move to Integrated status.

As a small independent business trading within the local area, we welcome a vast array of customers from all over the town, from a diverse range of backgrounds and cultures. With this, we recognise the diversity within our town and the need for more inclusive schooling, educating our young future generations on the importance of inclusivity, diversity and respect for all within our communities.

We have no doubt that Killowen will thrive as an Integrated School and wish you all the success with your proposals.

Yours Sincerely

[REDACTED]

Proprietor, Causeway Dog Grooming

Kanes Crafty Cakes

Coleraine

To whom this may concern

As a mother with all my children who attended Killowen primary school now all past pupils and attending Integrated secondary school , I fully support the move for this school moving forward into Integrated Education , Bringing communities and cultures together to a brighter future and understanding for our children within their education

Yours sincerely

[Redacted Signature]

YOKO at the Jet-Centre

Riverside Park S

Coleraine

Bt513aw

Dear Mrs A Moon,

We here at Yoko wish to give our support to you and your school Killowen Primary School Coleraine moving forward into gaining Integrated Status.

As an Established Business in the Coleraine area for over 20 years , Employing many people from different cultures and back grounds , with young children also attending the school , We fully support the move to Integrated Education .

Teaching our children and delivering a curriculum on an, All-ability and inclusive basis to all pupils. This respects the uniqueness of every pupil and acknowledges their entitlement to personal , social and intellectual development.

Yours sincerely



Manager

To Killowen Primary School,

Shuttle Hill Coleraine

BT513BZ

Transformation to Controlled Integrated Status

Together, we can build an even stronger Killowen as we foster our nurturing, respectful and positive learning environment for all.



Thank you to all those who have engaged with the process so far. Please make sure you are fully informed before the parent ballot. It is vital that you vote. Every parent is entitled to a vote even if they live in the same house! If not enough parents use their vote, the ballot will have to be run again and this is a substantial cost to the school! Your vote must be posted in time! You will receive the postal vote on or shortly after Monday 19 February 2024. It will be delivered by your postman and it will be in an envelope with the Killowen logo on the outside so you do not bin it by mistake! The last date for posting the vote back is Tuesday 5 March but please do not leave it that late. Please post it on the day you receive it so that you don't forget!

These are some of the questions that have been posed by parents over the last number of weeks.

Killowen currently has Controlled status. What is this?



This is a school for which the Education Authority (EA) is the Managing Authority. If it changes to Controlled Integrated status the Education Authority remains the Managing Authority. EA treats the school in all respects like any other Controlled School but recognises the significance of its Integrated status. One of the main differences between a Controlled Integrated and a Controlled School is the composition of the Board of Governors. In a Controlled Integrated School, for example, there are additional places on the Board of Governors for parents and teachers and both main traditions are representative through Transferor and Trustee places. Killowen currently has both main traditions represented but the number of Governors would definitely increase.

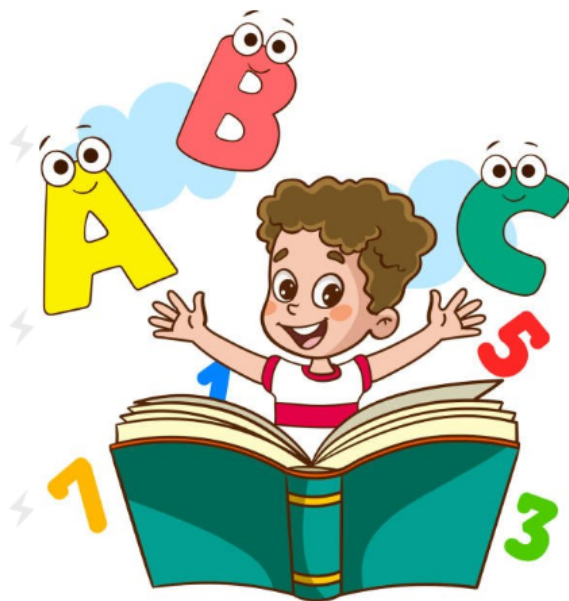
The majority of Controlled Integrated Schools are schools that have become Integrated and have done so through the process of Transformation.

Killowen is already inclusive, why transform?



Killowen is an inclusive school. We are delighted to have a diverse school population reflecting pupils from a range of backgrounds, beliefs and abilities. Integration will enable us to build on our inclusive ethos and more actively engage with the diversities we have in school. Integrated schools receive the same funding as other schools, though the Department of Education has undertaken to provide some financial assistance to transforming schools to help them during the first years of the process. They may also be eligible for grants from the Integrated Education Fund (IEF). Controlled Integrated status means Killowen can actively celebrate and advertise being an inclusive school.

Would the curriculum change?



All publicly funded schools in NI, including Integrated Schools deliver the same statutory curriculum. However, there are different approaches which may be taken in delivering the curriculum e.g. the choice of texts used within literacy, the range of activities conducted in art, music, drama and PE and the places and people of local interest explored within The World Around Us. A pupil within an Integrated School should be able to see evidence of their culture and background reflected within their curricular experiences and every Integrated School aims to provide a broad and balanced curriculum which will maximise learning opportunities for every young person.



Integrated Schools are Christian in character. Killowen is currently based on Christian values. This would not change with any change in status.

Children of all faiths and of none are equally welcomed in Killowen. Like any other school in Northern Ireland, Integrated Schools have an obligation to deliver the NI Curriculum which in the case of Religious Education has been agreed by the four main Churches. Each young person is nurtured in the values of their own ethnic, religious, and cultural background in a way that also helps them develop respect for the beliefs and values of other pupils. In Integrated Schools events such as Remembrance Day, Harvest, Christmas and Easter are important dates in the school calendar and they support those pupils whose parents wish them to be prepared for the Catholic Sacraments. Currently, all parents have the right to withdraw their child from Religious Education classes should they wish to do so and this would also be the case in Integrated Schools. However, we encourage everyone to learn various beliefs and practices during their time at primary school.

Children benefit from all types of physical activity and the school encourages pupils to take part in sporting activities through extra-curricular clubs and teams. The school will always avail of opportunities to expand children's engagement in and enjoyment of a range of sports and activities. Again, all pupils will be able to participate or not, according to the wishes of their parents.

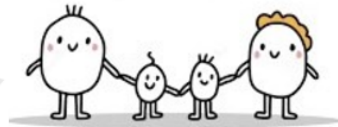
Killowen has very close existing links with other local primary schools and these links would continue to be fostered.

Would Killowen get bigger? Grow?



Killowen is currently at capacity and cannot be grown beyond this size, so it will retain the special, family feeling irrespective of any change of status. However, in the future, with falling birth rates, Integration may support sustainability to ensure Killowen is here a lot longer than any of us!

Is there a possibility in the future that the school might have to turn away children from local families in preference for children from the minority community?



Every school places a high value on its ability to provide high quality education for local families and to provide continuity for the children of these families.

The NICIE Statement of Principles states that integrated schools should aspire to achieve a balance of religious backgrounds. However, NICIE, The Department of Education and the Education Authority all recognize that in Northern Ireland people often live in areas which may be predominantly one community or the other. Therefore, there is no 'one-size-fits-all' approach to what constitutes a reasonable balance. Every school in NI is required to publish Admissions Criteria. The criteria for formally Integrated Schools will often refer to allocation of places within 3 groupings, namely Protestant, Catholic and Other. Within these groupings the admissions criteria will continue to give preference to those children who have an existing family connection to the school. Killowen Board of Governors will have responsibility for setting the criteria.

Will there be changes in staff?



There will be no changes within the existing permanent staff but as in any other school, staff changes always take place over time. Appointments to Killowen, like all schools, will always be made on merit. Staff have already been consulted about the possibility of transforming to Controlled Integrated status and currently a variety of backgrounds are represented by Killowen staff.

If it is not broken, why fix it?



One of the existing strengths of Killowen has always been the ability to change with the times and keep up to date, providing relevant experiences for the children in an ever-changing society. It is a necessary part of school life to continually evaluate and improve practice. Killowen has always been commended for this during previous inspections. The Board of Governors remain focused on continuous school improvement and see transformation as an opportunity to build on our good practice and be intentional when celebrating inclusivity and diversity within our school. It is about building on our caring and respectful ethos rather than taking anything away.

If Killowen transforms would the name of the school and/or uniform or logo change?



Killowen has no immediate plans to change the school name other than maybe add the word 'Integrated' to the title. We are proud to have Killowen in our name! The school may decide to change the uniform to reflect any difference in name, but this would be done in a gradual way with a mix of old and new uniforms. It's likely there would be a new logo for the uniform, but this would also be gradually introduced. No family would be compelled to buy brand new uniforms. This possible introduction of any change, would only be after consultation.

Your vote matters! This is your decision.

Post your vote into a post box when you receive the letter so you don't forget!



Appendix D: Transformation Plan

3 Year Overview – Targets for Transformation			
	Year 1 2024-25	Year 2 2025-26	Year 3 2026-27
Learner Centred	- All pupils will be provided with the opportunity to learn more about integration and the process of transformation. Use of class councils and school council to communicate a message of inclusion. - Recognising and celebrating diversity at all Key Stages through assemblies and stories from around the world. - Explore how we can strengthen the excellent connections with our Shared Education School.	- Gain knowledge and understanding of other cultures through European Language Week. Invite secondary school children in to deliver some language lessons. - Develop pupil knowledge about Integration through specific PDMU and RE lessons. - To provide opportunities for all pupils to experience and celebrate activities/ events from a different background to their own.	TBC in line with monitoring and evaluation of Year 1 and Year 2. - Integration Leader will attend Anti-bias training and will lead development for all staff and pupils (in an age-appropriate manner). - Cultural diversity celebrated through pupil displays. - Explore the journey of Rights Respecting Schools Award.
High Quality Teaching & Learning	- Staff exploration of Integration in preparation for Transformation. IEF assist with visits to other Integrated schools. - Prioritise and begin to review policy and procedures to reflect change in status. - Introduce action plan for Being Well, Doing Well. - Introduce some traditional music in conjunction with the review due of the Music curriculum as part of the Arts in school.	- Review RE and PDMU policy and procedures to include planning and resources available to include challenging prejudice, discrimination and stereotyping. - Staff to plan the first European Language Week. - Continue with policy review in all areas to reflect change in status. - Teacher reflection time embedded in school timetable to ensure ethos is emphasised throughout the school.	- Review RE and PDMU provision considering implementation of policies last year. - Continue with policy review in all areas to reflect change in status. - Ensure planning at all Key Stages shows opportunities across the curriculum to provide shared Integration values. - Audit sports provision. - Integrated ethos evident in displays and resources e.g. library books.

Effective Leadership	• Revisit the vision statement of school and ensure staff have a good understanding of what Integrated Education means for our school to ensure a collaborative process. • TAG to ensure actions on these plans are evaluated and reported to Board of Governors. • Integration on agenda for all school council meetings to ensure an understanding and input from children. • Attendance at NICIE/IEF sessions to gain a better understanding of the transformation process from leaders' perspective. • Principal liaising with local Integrated Primary Principal.	• The Governors and Leadership team will further develop an ethos and vision reflective of the NICIE statement of principles and promote this. • School Leaders will ensure the promotion of Killowen to reflect its transformation to Integrated Status. • The new 3-year school development plan will focus on transformation. • Plan for the reconstitution of governors. • Governors will review admissions criteria. • Data collection review.	• Evaluate quality of data collected re cultures represented in school and plan necessary actions. • Board of Governor changes to reflect Integrated Status and constitutional requirements of a Controlled Integrated School. • Staff training day will focus on Integrated Education.
Community Connections	• Ensure parental representation on the Transformation Action Group. • Celebrate and communicate intention to transform online. • Connect with local Integrated primary school. • Celebrate Cultural Diversity with CCGBC.	• Celebrate existing cultures in Killowen and involve parents. • Build stronger links with local Integrated primary school. • Make a video to promote and market school's Integrated ethos.	• Evaluate Shared Education Activities and ensure Integrated Status is fully reflected. • Evaluate existing links to local schools. • Explore useful, new connections with local community and establish new links where appropriate.

Learner Centred (2024-2025)

What? Baseline position at May 2024	So what? Conclusions and recommendations for the way forward (24-27)
The Transformation process has been very successful to date. Parents have been consulted throughout the process and have had the opportunity to have their voice heard at an appropriate level. Staff have been involved throughout the process and have had opportunities to meet with IEF, NICIE and EA representatives to share their opinions and have any questions answered. Pupils have been engaged and consulted with at an age-appropriate level, led by the School Council representatives from P1-7. We have an active existing school council. We are sensitive to and welcoming towards the diverse identities of all members of the school community. Killowen Primary School reflects the West Bann community in which it is situated. The school is located in a mixed socioeconomic area and draws pupils from a range of socially diverse backgrounds. There are a small number of pupils who have arrived in Northern Ireland from other parts of the world. We have relatively low numbers of DE defined 'Newcomer Children'. 2023/24 Statistics: Protestant 31%, Catholic 3%, No religion 44% Killowen Primary School is extremely proud that students of all abilities are catered for and great care is taken to ensure that all additional needs are met. Support is given to both the pupils and their families to ensure that early intervention is key and appropriate learning support is in place. We have strong intergenerational connections within our community. The school has established close links with our local care home setting. We have a strong relationship with our shared education partnership school, St John's and have a shared choir. There are shared learning opportunities and all classes follow the Pupil Pathway to Shared Education and explore Sensitive and Controversial Issues within each shared classroom.	Our School Council plays an active role in the life of our school and a member of staff will lead the School Council and work closely with pupils on disseminating information on Integration. School Council will work closely with SLT to disseminate information to pupils and parents. We want to make it more evident that we are sensitive to and welcoming towards the diverse identities in school. We intend to celebrate different cultures through a 'Celebrating Cultures Day/Week' at the school. This will focus upon the range of cultural diversities both within the school, and within the wider community, in particular welcoming the input of our parents and families. This will include a focus on diversity in the classroom and through whole school assemblies/activities. We will consider how all our school cultures are celebrated around the school environment and increase social media use to celebrate success of various cultural events and achievements. Staff will need guidance and training to discuss any issues that could be deemed sensitive or controversial. We will continue to explore Sensitive and Controversial Issues with our partner Shared Ed school, St. John's. We will ensure that this culture of exploration is not confined to shared education sessions but will be evident in our daily practice in our classrooms We would like to expand upon our singing partnership with our Shared Education partners St John's and take part in further opportunities to strengthen this link. We would look to develop our relationships with other primary and post primary schools so that the children may experience a range of activities from various cultures.

KPS is extremely proud that students of all abilities are catered for and great care is taken to ensure that all additional needs are met. Support is given to both the pupils and their families to ensure that early intervention is key and appropriate learning support is in place. KPS recognises that our pupils have a range of emotional needs and pupil wellbeing is at the core of the work that we do in school. The school has a School Counsellor on site, one day per fortnight. The school has just begun a three-year plan for the 'Being Well, Doing Well' initiative. The school has a strong induction programme from Nursery to P1 and for new children entering the school in all other year groups. The primary school works closely with the Nursery schools in the local community to ensure smooth transition from Nursery and this includes links throughout the year, hand over meetings and parental engagement. Our Churchland's Project supports transition from nursery to P1. In Primary 7, links are established with post-primary schools to ensure smooth transition, this includes classroom links throughout the year, hand over meetings and parental engagement. The pupils also complete the 'It's your Move' programme in partnership with a company with a Christian ethos. The school actively welcomes representatives from across the community, including local business partnership and local church groups. These extend the children's learning opportunities in curriculum areas such as music, drama, sports and personal development. Programmes include Time to Read, peripatetic music services and a range of speakers from across the community are regularly invited to assemblies to enhance thematic learning.	Our school has already formed partnerships with schools in the local area and we will continue to establish links with these schools, the local community and religious groups and this will be built upon. We want to build stronger links with the newly formed Causeway Academy to ensure seamless transition for pupils choosing to continue in Integrated Education at post primary. These links would benefit both primary and post-primary children and may involve languages, music or sport. The school recognises that children from the Catholic community are a minority enrolment within Killowen. To better cater for existing Catholic children and in anticipation of greater numbers of Catholic children coming to Killowen we will be reviewing our RE policy and moving to include Sacramental preparation within the schools as opposed to off-site as currently is the case. (See HQT&L) We will also actively review our PDMU policy and assess the present learning experiences of our pupils and how they can be enhanced within an Integrated ethos. This will be further extended to the areas of music and sport and language.
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Now what? Future targets (subject to Ministerial decision)		
Year 1 (2024-25) 1) All pupils will be provided with the opportunity to learn more about integration and the process of transformation. Use of class councils and school council to communicate a message of inclusion. 2) Recognising and celebrating diversity at all Key Stages through assemblies and stories from around the world. 3) Explore how we can strengthen the excellent connections with our Shared Education School.	Year 2 (2025-26) 1) Gain knowledge and understanding of other cultures through European Language Week. Invite post-primary school children in to deliver some language lessons. 2) Develop pupil knowledge about Integration through specific PDMU and RE lessons. 3) To provide opportunities for all pupils to experience and celebrate activities/ events from a different background to their own.	Year 3 (2026-27) TBC in line with monitoring and evaluation of Year 1 and Year 2. 1) Integration Leader will attend Anti-bias training and will lead development for all staff and pupils (in an age-appropriate manner). 2) Cultural diversity celebrated through pupil displays. 3) Explore the journey of Rights Respecting Schools Award.

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Learner Centred (Year 1 2024-25)

Learner Centred 2024/25 Targets	Actions	Success Criteria (Quantitative & Qualitative)	Timescales	Resources	Monitoring & Evaluation
1) All pupils will be provided with the opportunity to learn more about integration and the process of transformation. Use of class councils and school council to communicate a message of inclusion.	Discussed at every school council meeting – see Effective Leadership point 3. Dissemination of discussions from school council in assembly/at class council meetings. Devise a child friendly version of the Transformation Action Plan in conjunction with class/school councils. Share the plan with parents and community.	Children actively communicating a message of inclusion and having a voice about Integration. Action plan in child friendly version in place.	October 2024	Statement of Principles NICIE/IEF websites EA IE Hub	Records of class and school council meetings. Photographs. Action Plan.
2) Recognising and celebrating diversity at all Key Stages through assemblies and stories from around the world.	Assembly theme (minimum monthly), follow up class discussions. Intentionally planning for these opportunities in each class.	Children will be able to explain what Integration means to them. Children will have an understanding of what Integration status involves.	Sept 2024 – June 2025 Sept 2024 – June 2025		Photographs. Informal discussions. Assembly plan. Planners. Observations.
3) Explore how we can strengthen the excellent connections with our Shared Education partner school.	Teachers keep the principles of Integration at the forefront when planning shared activities. Continue to explore sensitive and controversial issues during shared sessions and embedding this in daily school life.	Principles evident in shared activities. Children have an understanding of these issues.	Sept 2024 – June 2025 Sept 2024 – June 2025	Shared staff meetings.	Planners. Planners.

High Quality Teaching & Learning (2024-2027)

What? Baseline position at May 2024	So what? Conclusions and recommendations for the way forward (24-27)
There is a considerable shift in staff happening in school at present. Staff are committed to creating a safe, respectful and inclusive environment for all pupils as evidenced by our current vision statement, whole school nurturing ethos and child friendly aims. Killowen Primary School works hard to ensure that curriculum delivery meets the needs and range of ability in each classroom. We provide a wide and balanced curriculum where effective questioning and effective feedback are becoming embedded within our teaching and learning. We offer a wide range of sporting activities in school such as football, hockey, rugby, handball, volleyball, table tennis. Pupil wellbeing is at the core of classroom practice and the culture of our school where we follow the Principals of Nurture. We are currently in the planning process of introducing the new 'Being Well, Doing Well' programme in our school. Our school is based on a Christian Ethos. Throughout the school RE is delivered. Sacramental preparation for our Catholic pupils is offered off site. We have weekly worship at assemblies in school where staff and local church leaders cover Bible stories and deliver important messages. Through assemblies we deliver PDMU lessons and safety messages. Each class leads a special assembly each year where parents and family members are invited in. We have a well-resourced school library. Killowen Primary School values the range of extra-curricular activities available to our children which helps develop wider skills and foster a sense of belonging to our school community.	Staff need to be confident in their roles in school and know what an Integrated PS looks like for our pupils and explore what it means to teach in an Integrated school. We will continue our warm, welcoming, friendly and inclusive ethos of school and develop, embed and celebrate new cultures and differences. All policies and procedures at Killowen Primary School should be reviewed to reflect the change in status. These policies will be reviewed by the Board of Governors and ratified. We want to use talent from our local community to offer lessons to upper KS2 in the tin whistle. This will be explored in line with our music policy in school to include traditional music. We intend to offer the teaching for preparation for the Sacraments on site. When children receive their Sacraments the school will mark these special occasions within the relevant classes and provide opportunities for other pupils to understand their religious and cultural significance. Introduce the Action Plan for Being Well Doing Well. We will review our current RE and PDMU curriculum to ensure that the Integrated ethos is embedded in each year group and our PDMU lessons will enhance awareness of the need to respect other's cultures and traditions. We will look at materials in the school and class libraries, to ensure these reflect our Integrated ethos. Teachers will have reflection time to think and plan and ensure the Integrated ethos is emphasised in every classroom. Staff will explore how classrooms, corridors and our whole school environment reflects an integrated status and are welcoming and inclusive for all pupils, parents, visitors and staff. Displays will be pupil centred and appropriately reflect the diversity of our school community.

		Alongside parents, our school council and our Transformation Action Group, we will audit provision needs and seek to introduce new activities and sports, for e.g. taster sessions in Gaelic sports, Irish/Ulster Scots
Now what? Future targets (subject to Ministerial decision)		
Year 1 (2024-25) 1) Staff exploration of integration in preparation for Transformation. IEF assist with visits to other Integrated schools. 2) Prioritise and begin to review policy and procedures to reflect change in status. 3) Introduce action plan for Being Well, Doing Well. 4) Introduce some traditional music in conjunction with the review due of the Music curriculum as part of the Arts in school.	Year 2 (2025-26) 1) Review our RE and PDMU policy and procedures to include planning and resources available to include challenging prejudice, discrimination and stereotyping. 2) Staff to plan the first European Language Week. 3) Continue with policy review in all areas to reflect change in status. 4) Teacher reflection time embedded in school timetable to ensure ethos is emphasised throughout the school.	Year 3 (2026-27) 1) Review RE and PDMU provision in light of implementation of policies last year. 2) Continue with policy review in all areas to reflect change in status. 3) Ensure planning at all Key Stages shows opportunities across the curriculum to provide shared Integration values. 4) Audit sports provision. 5) Integrated ethos evident in displays and resources e.g. library books.

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) Staff exploration of integration in preparation for Transformation. IEF assist with visits to other Integrated schools.	August training day. Twilight training. All teachers to have the opportunity to visit a local Integrated School. Dissemination of learning to all staff.	Training and visits completed. Staff more confident it what it means to work in an Integrated School and upskilled to do so.	Aug 2024 – April 2025.	IEF funding for sub teachers.	Training log. Records of meetings. Calendar of visits.
2) Prioritise (gain a sense of where is most useful to begin) and start to review policy and procedures to reflect change in status.	Prioritise policies to be looked at this school year in line with Transformation. Relevant staff update policies in light of Integration.	Listed policies updated and ready for ratification by governors.	Sept 2024 – June 2025.		Records of meetings. Policy updates.
3) Introduce action plan for Being Well, Doing Well.	August training day with Shaun (BWDW) Action plan agreed by BWDW team following data analysis of Child/staff/governor and parent questionnaires. Staff to implement Year 1 Actions End of year annual review audit	Training completed. Actions implemented and evidence uploaded into Teams. Review audit completed.	Aug 2024 – June 2025	BWDW link officer	Records of meetings Training log Planners BWDW Action Plan
4) Introduce some traditional music in conjunction with the review due of the Music curriculum as part of the Arts in school.	P6 and 7 introduced to tin whistle lessons. Drums and xylophone to accompany.	Children will learn to play traditional instrument. Whistles and other instruments to accompany violinists at special occasions.	Sept 2024 – June 2025	Specialist teacher to assist with delivery. 60 tin whistles. Instruments.	Child to play as part of a trad group/mini orchestra at special events and if possible at Killowen House.

Effective Leadership (2024-2027)

What? Baseline position at May 2024		So what? Conclusions and recommendations for the way forward (24-27)	
Killowen is renowned for its warm, welcoming ethos where everyone is welcome. All pupils, staff, parents and governors share this ethos. The current Board of Governors is well established although it is to be reconstituted early 2024. The current Board instigated the parental ballot and were the driving force behind the Transformation process. The current Principal was appointed in 2006 with the Senior Teacher having taught in the school since 1994. The Senior Leadership Team comprises the Principal, Senior Teacher, ICT Lead, SENCo, Child Protection and WAU Lead. The SLT is undergoing restructuring due to recent staff changes. Killowen has an active School Council and ECO council (Green Flag Status). Shared School Council meetings are attended by Killowen and St John’s Primary School. A Transformation Action Group is being established. Collaboration with St John’s Primary School and other local cluster schools is very good. In addition to staff and pupil participation the Principal regularly instigates and attends meetings with the principals of these schools.		The Transformation process is allowing the ethos of the school to be developed further to include the diversity of the school community. The vision will be revisited, updated and shared with all stakeholders as well as the local community. Work will continue developing all cultures within the school and this data will be collected annually. Careful consideration will be given to the collection of the data so it reflects better the communities being represented in school. Collaboration to continue with St John’s Primary School and other local cluster schools. Extend to collaboration and leadership level with local Integrated Primary School. School council will need to be involved with Integration related issues as the process continues. Role of TAG will need to be developed over the next 3 years. School Development training days will be used to raise awareness for all staff of Integration and the transformation process. Other training will include SEN training and Being Well, Doing Well training. The 2024 reconstituted BOG will be encouraged to undertake the joint NICIE/EA training module for Governors New to Integrated Education (online via EA portal). Following Ministerial approval, a further reconstitution will take place and additional training may be required then. The admissions criteria for the school will also require consideration following approval.	
Now what? Future targets (subject to Ministerial decision)			
Year 1 (2024-25) 1) Revisit the vision statement of school and ensure staff have a good understanding of what Integrated Education means for our school to ensure a collaborative process.	Year 2 (2025-26) 1) The Governors and Leadership team will further develop an ethos and vision reflective of the NICIE statement of principles and promote this.	Year 3 (2026-27) 1) Evaluate quality of data collected re cultures represented in school and plan necessary actions. 2) Board of Governor changes to reflect Integrated Status and constitutional	

2) TAG to ensure actions on these plans are evaluated and reported to Board of Governors. 3) Integration on agenda for all school council meetings to ensure an understanding and input from children. 4) Attendance at NICIE/IEF sessions to gain a better understanding of the transformation process from leaders' perspective. 5) Principal liaising with local Integrated Primary Principal.	2) School Leaders will ensure the promotion of Killowen to reflect its transformation to Integrated Status. 3) The new 3-year development plan will focus on transformation. 4) Plan for the reconstitution of governors. 5) Governors will review admissions criteria. 6) Data collection review.	- requirements of a Controlled Integrated School. 3) Staff training day will focus on Integrated Education.
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Effective Leadership (Year 1 2024-25)

Effective Leadership 2024/25 Targets	Actions	Success Criteria (Quantitative & Qualitative)	Timescales	Resources	Monitoring & Evaluation
1) Revisit the vision statement of school and ensure staff have a good understanding of what Integrated Education means for our school to ensure a collaborative process.	August training day, staff meeting and twilight training set aside for Integration training. Teams channel set up. Governor meetings to have standing item this year on Integration on agenda.	Staff all gaining a better understanding of Integration. All staff brought on the journey. Governors having a full understanding of the process.	August 24 and June 24 August 24 – June 24	NICIE staff	Records of meetings. Informal discussions. Teams channel. Records of meetings. Quality of discussions.
2) TAG to ensure actions on these plans are evaluated and reported to Board of Governors.	TAG to meet on at least 2 occasions specifically to evaluate action plans and report to full Board of Governor meetings.	Governors having a full understanding of the process and accountability for the actions on the plans.	Jan 24 – June 24		Records of all meetings. Evaluated plans.
3) Integration on agenda for all school council meetings to ensure an understanding and input from children.	Agenda of school council meetings to include transformation discussions.	Pupils all gaining a better understanding of Integration and pupil voice listened to.	August 24 – June 24		Records of meetings.
4) Attendance at NICIE/IEF sessions to gain a better understanding of the transformation process from leaders' perspective.	SLT to attend sessions.	Attendance at training and time to reflect and disseminate learning.	Sept 24 – June 24	Sub cover	Records of dissemination discussions. Evaluated plan.
5) Principal liaising with local Integrated Primary Principal.	Principal to contact local Integrated Primary Principal.	Attendance at meetings and dissemination of thoughts/ideas to SLT.	Sept 24 Jan 24		Records of meetings. Evaluated plan.

Community Connections (2024-2027)

What? Baseline position at May 2024

Drop-in sessions, chats at parent interviews, pancake morning, information sessions and Seesaw communications etc have provided many opportunities for parental and community engagement to ensure a full awareness of and our commitment to Integrated Education.

Killowen is open to the local community and groups such as Slimming World, Floral Arts, Irish Dancing and Killowen



Community Association. We have close links with Radius, run projects with West Bann and have particularly good clustering arrangements with local maintained and controlled schools. Killowen has a strong shared education links with St John's Primary and Joint Professional Development with St Malachy's, Harpur's Hill and St John's Primary Schools. Shared Education activities include following the pupil pathway and exploring sensitive and controversial issues, visiting and finding similarities and differences between our local churches, performing 'Across the Bridge' etc.

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

Recognise the importance of having parental representation on the Transformation Action Group and arrange for opportunities wider stakeholders to engage with the process of Transformation, particularly those representing the minority community.

School will actively celebrate its intention to transform through online mediums such as socials and our school website.

Promote the Integrated ethos via online platforms and produce a video to support this.

Continue to forge strong links with the local maintained and controlled primary schools and nurseries.

Build links with new post-primary Causeway Academy and other post-primary schools.

Celebrate the current cultures represented at Killowen Primary.

Explore attending the Peace Proms as a shared venture with St John's this year.

Organise an annual cultural event such as celebration of European Day of Languages, Cultural Diversity Day.

We are seen out and about in the local community e.g. participating regularly in litter picks along with St John's, visiting the library, town hall, bank, walking up and down between schools! Since Covid we have established strong links with our local residential home, attended Peace Proms, utilised more local sports coaches and we have a whole school approach to nurturing and are currently involved the Being Well, Doing Well Project. We have assemblies throughout the school year about inclusion, kindness and our vision and values and these messages are reiterated in class to ensure everyone is aware of our welcoming ethos. We post daily on Socials to ensure the community is kept up to date with what is going on in school.	Build links and work collaboratively with other Integrated Primary Schools in the local area for support and sharing. Continue to build intergeneration links.
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Now what? Future targets (subject to Ministerial decision)

Year 1 (2024-25) 1) Ensure parental representation on the Transformation Action Group to . 2) Celebrate and communicate intention to transform online. 3) Connect with local Integrated primary school. 4) Celebrate Cultural Diversity with Causeway Coast and Glens Borough Council (CCGBC)	Year 2 (2025-26) 1) Celebrate existing cultures in Killowen and involve parents. 2) Build stronger links with local Integrated primary school and new post-primary Causeway Academy. 3) Make a video to promote and market school's integrated ethos.	Year 3 (2026-27) 1) Evaluate Shared Education Activities and ensure Integrated Status is fully reflected within these activities. 2) Evaluate existing links to local schools. 3) Explore useful, new connections with local community and establish new links where appropriate.
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Community Connections (Year 1 2024-25)

Community Connections 2024/25 Targets	Actions	Success Criteria (Quantitative & Qualitative)	Timescales	Resources	Monitoring & Evaluation
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1) Ensure parental representation on Transformation Action Group.	Seek volunteers from staff and parent body, particularly from the minority community. Initial Meeting to discuss the role of the group and start with Community Connections planning. Further meetings with group to discuss and sanction planning in other areas.	TAG membership established. Attendance at meeting and ideas outlined. Expression of interests collected from wider community. Attendance at meeting and transformation action plans in all areas in place.	Start of May 24. By end May 24. Between Sept and Dec 24.	Seesaw and email. Tea and coffee Tea and coffee	Group membership list available. Records of ideas implemented into this plan. Collation of expression of interest forms. Records of meetings and Transformation Action Plan.
2) Celebrate and communicate intention to transform online.	Dedicated area of school website. Intentionally post relevant Integration related info/updates on Facebook, X and Seesaw. (Include a notice board in school).	Integration Journey visible on school website. Regular updates available on Socials.	Sept – Oct 24 Sept 24 onwards	Website Socials	Website updated as necessary. Engagement with social platforms. Comments monitored.
3) Connect with local Integrated primary school.	Make initial contact with local Integrated Primary. Visit local Integrated Primary – principal and teachers.	Agreed dates of visits. Visits taken place, collaboration and info disseminated.	Sept-Oct 24 Oct – Dec 24	IEF grant for sub cover	Dates in calendar. Records of dissemination. Evaluated action plans.
4) Celebrate Cultural Diversity with CCGBC.	Contact CCGBC and participate in cultural diversity programme. Assemblies alongside programme to embed inclusivity.	Children and adults participating in programme. Weekly assemblies for 4 sessions.	Nov 24 – Feb 24		School council feeding back learning. Records of activities.

Appendix E: Killowen Primary School Governors' Update Feb 2025

	Killowen Primary School	Principal: Mrs Arlene Moon Phone: 028 7034 2483 Email: info@killowenps.coleraine.ni.sch.uk
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3 March 2025

Further points Governors wish to highlight at this stage for the purposes of clarification:

All parents have the right to choose the school most suited for their child. In the Coleraine area, they have currently no choice of sending their children to an Integrated Primary School. However, there are currently 9 Controlled Primary Schools within a 3.4 mile radius of Killowen and 2 Maintained Primary Schools. There is a need for representation of the Integrated sector of education in Coleraine considering this huge gap. The Killowen parental vote and community support cannot be ignored.

In addition, Killowen Specialist Provision in a mainstream setting has been approved. There are other such provisions in the area but none for parents to choose as an Integrated option. Regardless of the child's ability or need, this option should be a right of all parents.

The majority of children admitted to Killowen Primary School previously attended Kylemore Nursery School and Playhouse. In these settings the children are mixed, with the majority from Catholic and Protestant cultural backgrounds. Should parents wish to continue to have their children in a setting with this Integrated ethos in primary education, the option does not currently exist.

The new Causeway Academy is due to be established in September 2026. This will be an Integrated School at post primary and again, parents have the right to have the choice of sending their children to an Integrated Primary School to make the seamless transition to post primary Integrated education. The percentages of children transferring to post primary also needs to be noted as there has been a steady increase in those choosing to move from Killowen to Maintained Post Primary choices. In June 2024, 46.2% of the Primary 7 class transferred to traditionally known Catholic schools and 50% transferred to traditionally known Protestant schools. One of the schools promoting a Catholic ethos attracted the largest percentage of all P7 children, 28.6%.

From 2020, the percentage trend of Catholic children has generally risen in Killowen, as has the percentage of Other Christian/Non-Christian/No Religion or Unknown. Unsurprisingly, the percentage

Protestants has generally dropped. This trend of rising Catholics and Other Christian/Non-Christian/No Religion or Unknown has happened naturally. Governors have plans to actively adapt admissions criteria to attract children from minority religions in the near future.

These changing percentages highlight the acceptance of not declaring 'Protestant' as part of the data collection process. Anecdotal evidence for staff consulting with parents at parent teacher interviews before the parental ballot indicated that many chose Other Christian/Non-Christian/No Religion or Unknown because they do not attend a church and do not want their children stigmatised with a 'Catholic' or 'Protestant' label. Many others said they chose these options because their children were born with one Catholic and one Protestant parent.

Most children attending Killowen come from data zones Coleraine F, G1, G2, G3, G5, and G6. The average percentage of Catholics in these areas is 41.3% and the average percentage of Protestants and Other Christians is 46.7%. It is not unrealistic to assume therefore, that Killowen can achieve a reasonable balance of Catholics/Protestants in school as there is a reasonable balance in the area.

Killowen Primary has a long history of maintaining numbers of children being admitted to P1 annually, proving it is a sustainable school.

53.8% of the children admitted in September 2024 are from the socio-economic deprived Churchland area of Coleraine. This is indicative of the balance of children from socio-economic deprived areas and those who are not, throughout the school. 47.2% of children attending Killowen are entitled to free school meals. Again, this indicates a healthy balance of children from a range of socio-economic backgrounds.

Children of all abilities attend Killowen. As stated earlier, Killowen has recently been approved to provide specialist provision for children with social and communication needs. 7.8% (and rising) of the children are statemented. 29% (and rising) of the children are Stage 1-3 of the code of Practice. Killowen has children who are high achievers and those who choose to sit the SEAG test. 79.8% of P4-7 children achieved their expected literacy level when tested in June 2024, with 57.3% achieving higher than expected. 80.8% of P4-7 children achieved their expected numeracy level when tested in June 2024, with 53.8% achieving higher than expected.

The staff working within our school community are from a mixture of backgrounds, mainly of Catholic and Protestant cultures. They treat one another with great respect and work together as a team to ensure the children are nurtured and reach their full potential. Staff were all consulted about the possibility of gaining Integrated status and not one objected. Overwhelmingly, all 41 staff (inclusive of canteen staff) supported the change. They have whole heartedly all participated in consultation exercises and training as part of the Transformation Action Plan.

During our Open Evening in December 2024, 4 sets of parents had individual conversations with senior staff and stated their interest in Killowen, solely because of the pending Integrated status. An additional set of parents stated they would have chosen Killowen if it had Integrated status but the recent decision in Bangor was “putting them off.” During the admissions process for September 2025, two children’s parents volunteered written information without any prompting that they were choosing Killowen due to the Integrated ethos.

In *Integration Works Transforming Your School*, the Department of Education in Section 2 ‘Planning for Transformation’ paragraph 2.33 states that: *‘To maintain the momentum of the Transformation Process during this period, before a formal decision is made on the Development Proposal, schools should start the process of cultural and operational change.’* Governors and staff are fully committed to this process and have availed of support provided by the EA Sectorial Support and NICIE partnership in this regard. We have committed to biannual monitoring meetings, the first of which took place on 14 November 2024.

In maintaining momentum around Transformation by starting the ‘the process of cultural and operational change’ we have taken forward good practice, for example:

- Integration is a standing item on the agendas of governor, staff, class and school council meetings.
- Transformation Action Group has been established with good parental representation.
- Strong links are being forged with other Integrated Schools.
- Awareness is being raised through publications on notice boards, socials, school website and dedicated MS Teams Channels.
- Governors, whole staff, children, parents and community have been consulted about the values which underpin Integrated ethos and how we would pave the way of our future vision statement pending a decision on the proposal to transform.
- All children have fully engaged with intentionally planned activities to learn more about their cultural identities and inclusion in the classrooms and as a whole school.
- Policy reviews, in particular those concerning Addressing Bullying and Health and Well Being have been reviewed with an ‘Integrated lens.’
- Similarities and differences are being examined between traditional music and sporting activities and plans are underway for sacramental preparation to take place in school. We are loving the music being played by the traditional music group and in the corridors in the mornings! Activities such as these have all resulted in the targets being met and indeed surpassed already. The feeling of Integration is real and being lived out daily is evident in school.

Paragraph 2.34 of *Integration Works – Transforming Your School* states that in maintaining the momentum, ‘This will allow the Department, when considering the school’s Development Proposal, to see meaningful and demonstrable ways the school community is committed to integration.’ In supporting this, a second monitoring meeting will be held at the start of the summer term. At this time the school, under the guidance of EA and NICIE intends to complete a formal evaluation of progress which will be available for submission during the public consultation period for Killowen Primary School’s Development Proposal for transformation from controlled to controlled integrated status.

A handwritten signature in black ink, appearing to read 'Donard Collins', with a large, stylized initial 'D' and a flourish at the end.

Rev Donard Collins

Chairperson

Killowen Primary School

Board of Governors

DE POLICY TEAM INPUTS

Finance Return to APPT

Please see Financial Monitoring Teams' comments on **DP 745**:

Proposal: To Transform the school to Controlled Integrated Status

301-2237 Killowen Primary School

The school's **provisional** Deficit position as of 31 March 2025 is £78,366.

The school's Surplus in the previous year, up to 31 March 2024 was £2,081.

The school received a total Common Funding Formula budget of **£818,428** in the 2025-26 financial year for **193¹** FTE pupils, which generates a per capita of **£4,241**.

The average for all primary schools is **£4,108**.

The total Free School Meals Entitlement for the school is **91⁹** pupils, which represents **47.15%** of the total FTE, which places the school in **Band 3** for funding purposes.

The school received £32,348 for Small Schools Support funding, which represents **53.50%** of the maximum funding for this factor, within the Nursery & Primary funding stream.

The school also received £8,785 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.

⁹ The school's funding allocation is based on the previous year's census data (e.g. the October 2024 census data was used to determine the 2025-26 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	2025-26 £	2024-25 £	2023-24 £
Premises Area	11,520	11,520	11,520
Premises FTE	16,929	17,269	17,454
TSN – Social Deprivation	68,752	63,269	80,766
TSN – Additional Social Deprivation	13,350	12,036	14,984
Small Schools Support	32,348	26,173	25,137
Primary Principals Release Time	8,785	8,292	7,964
Foundation Stage	25,668	26,018	28,121
Teachers Salary Protection	11,404	76	909
Pupil AWPU	613,486	605,883	526,607
Children Looked After	2,943	1,410	1,201
Newcomer Pupils	13,245	11,276	9,608

Total School Funding	818,428	783,222	724,269
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Pupil FTE (no.)	193	199	203
Per Capita	£4,241	£3,938	£3,568

FINANCIAL MONITORING TEAM INPUT TO QUICK ADVICE - Update June 2026

Name of School	Killowen Primary School
DE Reference	301-2237
Management Type	Controlled Primary School
Opening Deficit at April 2025	-£72,134
Opening Deficit at April 2026	-£106,868
Key Issues:	Not aware of any

301-2237 KILLOWEN PRIMARY SCHOOL – DP 745 SAT INPUT

DP 745: Killowen Primary School will transform to Controlled Integrated status with effect from 1 September 2025, or as soon as possible thereafter.

Background

Killowen Primary School is a non-denominational co-educational primary school in Coleraine.

The approved admissions and enrolment numbers are 28 (Max 30) and 195 respectively.

Applications

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

Year	First Preference	Total Application (all preferences)	Total Admission
2021/22	36	36	30
2022/23	28	28	28
2023/24	21	21	21
2024/25	20	20	20
2025/26	25	25	25

***Excludes statemented pupils and those admitted by appeal**



Eamonn Broderick

Acting Director Sustainable Schools Policy and Planning

Integrated Education Team (IMIE) Comments on DP 745 – Killowen Primary School - Transform to Controlled Integrated Status

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 the requirement for a reasonable Catholic-Protestant balance, with Catholic pupils representing only 5.2% of enrolment. However, the school serves a locality with a substantially more balanced community profile and there is evidence of parental demand for integrated provision. Achievement of a 10% Catholic threshold within one year is plausible but not assured and would depend upon a significant change in admission patterns following transformation.
- 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.
- In particular, there is limited assurance on how “reasonable numbers” of Catholic and Protestant pupils will be achieved and sustained.

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 Killowen Primary School reside.

Table 1

Year	% Protestant	% Catholic	% Other Christian / non-Christian / no religion / unknown
2022/23	36.9	*	#
2023/24	40.7	*	#

Table 2

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
Coleraine F	36	53	<1	11
Coleraine G1	34	52	3	11
Coleraine G2	52	37	<1	10
Coleraine G3	50	40	2	8
Coleraine G5	28	56	3	12
Coleraine G6	48	42	<1	10

Previous Comments that remain relevant

- (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

- To address socio-economic issues Killowen has participated successfully in an Extended Schools Cluster, Coleraine Education Community Project and Churchland Community Supporting Families through Learning Project for many years. This again highlights Killowen's commitment to ensuring the inclusive ethos and dedication to doing what is best for the community. These projects ensure a varied programme of after school activities, including sports, music, drama and the Arts. Literacy and Numeracy Catch-Up Clubs are also provided and a Breakfast Club with healthy eating and purposeful activities. Families are supported with workshops and classroom stays to demonstrate how to help their children with learning in the home. These projects and activities also provide support for families and pupils in school phase transitions; from nursery to primary and from primary to post-primary.

Table 3

Multiple Deprivation Measure Rank (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
Churchland	313	247	284	313	237	281	307	161
Mountsandel	85	84	117	162	59	452	42	27
Quarry	27	22	30	45	35	336	377	105
University	121	102	134	140	67	290	353	152
Waterside	182	157	118	183	153	383	315	106
Windy Hall	332	206	259	389	282	247	439	439

Source: NISRA data portal <https://data.nisra.gov.uk/>

- Most of the wards in this area rank in the middle to upper part of the NIMDM ranking, several of the wards rank high across some of the domains, indicating higher levels of deprivation. These statistics are reflected of the school community of Killowen Primary School.

Table 4

Pupils entitled to Free School Meals at Duneane Primary School

Year	FSME Number	FSME % of School Population
2016/17	91	45.3%
2017/18	88	42.1%
2018/19	95	46.3%
2019/20	87	42.6%
2020/21	92	44.9%
2021/22	97	48.0%
2022/23	104	51.2%
2023/24	89	44.7%
2024/25*	91	47.2%

Source: NI School Census * **school's own data**

- The table shows that the number of pupils in receipt of free school meals has remained consistently high over the last nine years. The most recent DE data indicates that across all grants aided schools in Northern Ireland, 27.7% of pupils were eligible for free school meals. Killowen PS is providing education for a higher proportion of pupils eligible for free school meals than this average figure.

(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

- Killowen PS is open to all pupils, and we provide educational support for children of all abilities. **Table 5** below provides the numbers of pupils with a Special Educational Needs statement and shows that the school caters for a high number of pupils with Special Educational Needs, which aligns to the legal definition of Integrated Education in this regard.

Table 5

Year	SEN Stage 5/ Stage 3	SEN Stage 1 - 4 / 1-2	SEN All Stages
2016/17	6	48	54
2017/18	7	52	59
2018/19	*	#	54
2019/20	*	#	49
2020/21	6	43	49
2021/22	8	40	48
2022/23	8	37	45
2023/24	14	40	54
2024/25**	15	41	56

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:

- EA recognises that Killowen 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 (Northern Ireland) 2022).
- EA also comments that the proposal will meet the demand for integrated education within the Killowen PS community.
- 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 school's Three-Year Transformation Plan 2024-27. 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 needs and dynamics of the community and represents a significant step towards further inclusivity and diversity within the school environment.
- Killowen PS has a big heart and the positive ethos radiates out into the community and surrounding area. We pride ourselves on providing a welcoming and positive learning environment for all where everyone in the school family can feel safe, content and respected. Our approach to education at Killowen PS is also informed by our assertion that children come first.

Overall conclusion

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

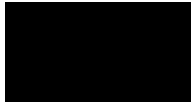
Name	Andrew Scott
Signature	
Date	02/07/2025

EWD INPUT TO APPSECT DEVELOPMENT PROPOSAL

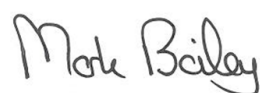
TITLE & Proposal	DP 745 – Killowen Primary School, Coleraine will transform to Controlled Integrated Status with effect from 1 September 2025 or as soon as possible thereafter.
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Ref Number:	DP 745 – School Reference Number 301-2237
Education Authority 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 Killowen Primary School, Coleraine through its proposal. The Education Authority supports the proposal for Killowen Primary School, Coleraine to transform from controlled to controlled integrated status. There are limited available places at integrated primary schools in the area. The Education Authority will monitor the area for any potential impact the proposed transformation of Killowen Primary School, Coleraine may have on local schools. In consideration of the above, and the Case for Change, the Education Authority is proposing to publish Development Proposal 745 during the week beginning 7 April 2025.

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 Education Authority that any potential impact on the 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 sizes, will be managed.	
TNT Use Only	
Have any redundancies been effected at the school	Yes – 1 in 2015 2 in 2017
Prepared By:	 – 24 April 2025
Checked By:	 – 29 April 2025

Grade 5 Clearance:
(Mark Bailey)



Mark Bailey – 29 April 2025

SECRET ASSESSMENT OF DEVELOPMENT PROPOSAL
DP 745 - Killowen PS 301-2237 - Transform to Controlled Integrated

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

Rev D Collins, Chairperson

Killowen Primary School, Shuttlehill, Coleraine, BT51 3BZ

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

Current Position – Killowen Primary School is in a Mainstreaming Shared Education partnership with St John's Primary School Coleraine.

XXXXXXXXXX

List of neighbouring <phase> schools provided by Area Planning

School		Programme	Membership
Ref No	Name		
3012237	Killowen PS, BT51 3BZ	Mainstreaming	Killowen PS & St John's PS
3016264	The Irish Society's PS, BT52 1JL	ASPIRE	Mill Strand Integrated PS Portrush & Sandelford Special School
3012284	D H Christie Memorial PS, BT51 3HX	-	-

3012264	Millburn PS, BT52 2AQ	Mainstreaming	St Malachy's PS
3016052	Harpurs Hill PS, BT52 2ER	Mainstreaming	St Malachy's PS
3016252	Ballysally PS, BT52 2QU	-	-
3012288	Castleroe PS, BT51 3RN	Mainstreaming	Carhill Integrated PS & Cross Roads PS & Culcrow PS
3033709	St John's PS, BT51 3DX	Mainstreaming	Killowen PS & St John's PS
3032297	St Malachy's PS, BT52 1HJ	Mainstreaming	Millburn PS & Harpurs Hill PS
3066544	Mill Strand IPS BT56 8EW	ASPIRE	Sandelford Special School & The Irish Society's PS Coleraine
3050866	Ballymoney Model Controlled IPS BT53 6BW	-	-

Six of these schools are engaged in Mainstreaming Shared Education and two of these schools have shown an interest in Shared Education through the Steps into Sharing Programme.

SECRET CONSIDERATION

The Case for Change

The proposer, Board of Governors of Killowen Primary School, have acknowledged the schools well-established Shared Education partnership with St John's Primary School, where the children from P1 – 7 meet regularly to learn together.

The case for change notes that the school plans to continue to investigate sensitive and controversial issues with their Shared Education partner school and plans to explore how they can strengthen the excellent connections and evaluate Shared Education Activities to ensure Integrated Status is fully reflected. 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 Transformation Plan.

Although The Education Authority supports this proposal they have made no reference to Shared Education.

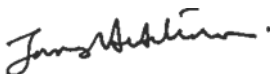
SECRET ASSESSMENT

There is insufficient evidence in the Development Proposal to suggest a positive or negative impact to Shared Education partnerships in the area.

DP Assessment Prepared by: 

Date 28/4/25

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

Signed: 

Date: 15/5/2025

Name: James Hutchinson

Grade: G5

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

DP Title & Number: DP 745 - Killowen Primary School, Coleraine will transform to Controlled Integrated status with effect from 1 September 2025, or as soon as possible thereafter.

Response due date: 08 May 2025

Transport and Food in Schools Input:

This proposal is in keeping with the duty to encourage, facilitate and support integrated education under the Integrated Education Act (Northern Ireland) 2022. 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 6 : Sinead Crossan

Signed:

Date: 15 May 2025

**Special Schools Policy & Legislation Directorate (SSPLD) Input to Development
Proposal (DP) Submission**

DP 745- Killowen Primary School- Transformation

Response due date: 8 May 2025

SSPLD Input: 7 May 2025

It is noted in the Case for Change (CfC) that Killowen Primary School (PS) 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. Attendance at a sustainable school underpins the fundamental principles of the special educational needs (SEN) Code of Practice¹⁰, which 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.

The CfC states that Killowen PS caters for children of all abilities, in keeping with the definition of Integrated Education in the Integrated Education (NI) Act 2022. The school works closely with the child and parent/guardian in actively supporting every child's needs. Killowen PS meets the needs of pupils 'where they are' and ensures that all pupils are able to access all of the curriculum. Every child is supported to reach their full potential.

The school already caters for pupils of all abilities. More than a quarter of the pupils at Killowen PS are at SEN Stages 1 to 3, which is substantially more than the average for NI Primary Schools, which was 20% in 2023/24.

Looking to the future, Killowen PS is in line to create additional Specialist Provision to provide high quality educational experience for students with special educational needs in the locality within the school. (They) are engaged with the Specialist Provision in Mainstream Schools Area Planning team in this regard, and the space has been identified, the need is evident and consultation is currently underway.

SSPLD would not oppose this Development Proposal (DP), subject to any impact on pupils with SEN being considered and managed effectively.

Approved and cleared by Julie McBride

Signed: Julie McBride

Date: 15 May 2025

¹⁰ <https://www.education-ni.gov.uk/articles/special-educational-needs-code-practice>



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

23 May 2025

Dear Sir/Madam,

Re: Development Proposal 745 Killowen Primary School

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

CSSC has consulted with Killowen 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 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 Integrated Education Act (NI) 2022 (IE Act) and welcomes the opportunity to provide commentary in this context.

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

CSSC supports sustainable controlled schools seeking to transform to controlled integrated status within the context of area planning and the overall sustainability of the estate taking account of local demographics and community support.

CSSC notes the positive outcome of the parental ballot and that as a controlled school, Killowen Primary School, already welcomes children from different socio-economic backgrounds, children with different abilities and children from all faiths and none, which is consistent with the definition of the IE Act.

CSSC acknowledges that Killowen Primary School has demonstrated its strong connections both in the immediate diverse community, in which it is located, and the wider community. It's Shared Education partnership with St Johns Primary School along with other community projects reflect the school's inclusive ethos.

The case for change highlights how the school has sought to meet the legal definition of Integrated Education and Governors have drawn attention to how the school has progressed the transformation process and noted the significance of the high percentage of 'others' attending Killowen PS. It will be important that the transformation journey continues to address the requirements regarding reasonable numbers of pupils from both communities.

It is important to note that there are no integrated primary schools within the immediate Coleraine area, the nearest integrated school being Mill Strand in Portrush. With the provision of a new non-selective Post Primary Controlled Integrated School opening in Coleraine the transformation of Killowen PS would secure an integrated pathway for pupils from primary through to post-primary provision within the town. As a sustainable school, CSSC supports Killowen Primary School in seeking to transform to Controlled Integrated status.

As the sectoral support body for controlled schools, CSSC will continue to support Killowen 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 relating to Development Proposal 745:

'Killowen Primary School will Transform to Controlled Integrated Status, with effect from 1 September 2025, or as soon as possible thereafter.'



This submission from the Council for Integrated Education (NICIE) is in response to the statutory objection period in relation to DP 745 and also to the Department's invitation to NICIE to comment as an 'advisory body' under Section 3 of the Integrated Education Act (NI) 2022 (the 2022 Act)¹¹.

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 further refers to the legislative framework and other relevant issues. **Contents**

1. Summary
2. Unmet Demand for Integrated Education
3. Sustainability
4. Area Planning including impact on existing Integrated provision
5. Religious Balance - and assessment of the school's ability to provide Integrated Education
6. Planning and Engagement in the Transformation Process
7. Legislative Framework
8. Conclusion

1. Summary

NICIE is in full support of the proposal for Killowen Primary School (PS) to Transform to Controlled Integrated Status with effect from 1st September 2025, or as soon as possible thereafter.

¹¹ <https://www.legislation.gov.uk/nia/2022/15/section/1/enacted>

Killowen PS has been considering Transformation for at least five years, with their first formal engagement with The Integrated Education Fund (IEF) taking place early in 2020. This lengthy reflection period is an indication of the thorough and careful consultation processes that have been happening within the school community and other stakeholders, as outlined in the Case for Change.

The school has followed the Departmental Guidance, 'Integration Works' and has engaged fully with NICIE, EA Sectoral Support and the IEF. Whilst we are aware this guidance is currently under review, the 2017 guidance has been in place throughout Killowen's Transformation process.

Following the Board of Governors' resolution in December 2023, the parental ballot concluded in March 2024 with a valid turnout of 82.9% and 75.7% voting in favour of the school becoming Integrated on the 1st September 2025, or as soon as possible thereafter.

Year 1 of the school's Transformation Plan has now been monitored by EA and NICIE (Appendix 1) and the school has produced their Year 2 Plan (Appendix 2). We have been impressed by the school's passion and dedication to this intentional planning process, which guides the school in their exploration of the Integrated ethos and the requirements of the 2022 Act.

Killowen is a sustainable school, with 193 pupils in 24/25 academic year¹². The closest Integrated school is 5.6 miles away. The available places in Mill Strand are not sufficient to meet the demand identified by the parental ballot in Killowen PS.

The school has existing religious diversity, with an average of 5.4% of the whole school population across the last nine years being designated as 'Catholic', 40.1% designated as 'Protestant' and 53.4% as 'Other'. When one considers that proportion of the school population that has designated with a religious label, this is 11% Catholic. The proportion of pupils designated with a religious label has reduced from 56.3% in 2016/17, to 46.7% in the 2024/25 published data.³ This increase in the 'other' designation represents a challenge for Transforming schools to fully understand the cultural and religious diversity existing in the school.

Approval of the proposal will enable the Department to encourage, facilitate and support the development of Integrated Education and respond appropriately to identified demand for Integrated Education, as outlined in the Education Reform Order (NI) 1989 and the 2022 Act.

2. Unmet Demand for Integrated Education

The ballot of persons eligible to vote in relation to whether Killowen PS should Transform to Integrated status was carried out by Civica Election Services, with the result delivered on 8th March 2024. There was a turnout of 82.9% (218 votes) in

¹² <https://www.education-ni.gov.uk/publications/school-enrolment-school-level-data-202425>

³ NB: the 2024/25 data is different from the schools prediction at the time of writing the Case for Change and is: 41.5% Protestant, 5.2% Catholic and 53.4% Other.

response to the question, 'Do you want Killowen Primary School to become a Controlled Integrated Primary School with effect from September 2025 or as soon as possible thereafter?' The result was 75.7% in favour of Transformation (165 votes) and 24.3% (53 votes) against. The ballot result provides evidence of unmet parental demand for Integrated Education within the existing school community. The current educational provision in Coleraine is not able to meet this parental demand for Integrated Education, as highlighted in the Case for Change.

Since beginning its Transformation journey, Killowen PS has engaged extensively with stakeholders including parents, pupils, staff, and the local community. This engagement has provided the school with additional evidence of parental demand. For example, during a cultural celebration in March 2025, parents expressed overwhelming support, both verbally to school staff and in writing, for the school's proposal to Transform to Integrated status. The school reports that parents stated their view that Integrated Education at Killowen PS has not only the potential to contribute to school improvement, but also to building a shared future in the wider community of Coleraine.

Further evidence of demand can be found in the form of community surveys.

In 2019, the IEF commissioned a micro-poll¹³ in the Coleraine area. In that poll, 81% of respondents stated that they would support the school their child goes to (or will go to) becoming an Integrated school.

3. Sustainability

The Case for Change outlines how the school measures up against the six sustainability criteria outlined in the Department's Sustainable Schools Policy¹⁴

which are: quality of education, stable enrolment trends, financial position, leadership and management, accessibility and links with the community. In all areas, the school is performing well.

- Quality of Education

The school is committed to delivering high-quality education and ensuring access to the full curriculum for all pupils, rooted in equality of opportunity. Killowen PS has a consistent record of high academic achievement. It provides a broad, balanced, and inclusive curriculum supported by skilled teaching staff within a nurturing learning environment. Pupils benefit from strong pastoral care, which plays a vital role in their academic success and personal growth. The most recent ETI inspection rated the quality of leadership and management in the school as 'very good'. The consultation for the school to establish two Specialist Provision (Social Communication) classes closed in November 2025 and this proposal is now being implemented.

¹³ <https://view.publitas.com/integrated-education-fund/coleraine-area-micro-poll/page/1>

¹⁴ <https://www.education-ni.gov.uk/publications/schools-future-policy-sustainable-schools>

The school has a long-standing and effective Shared Education Partnership with a nearby maintained primary school. This partnership has:

- fostered effective collaborative relationships between pupils, staff, and school leadership teams;
- developed cross-community understanding and learning between pupils and staff who identify as Protestant and Catholic, as well as those who do not identify with these groups;
- strengthened the school's community links, leadership capacity, and inclusive teaching practices and;
- enhanced the professional development of staff, building their capacity to engage with diversity.

• Stable Enrolment Trends

Killowen PS is a sustainable school, with 193 pupils enrolled in 2024/25 and 25 anticipated admissions for September 2025¹⁵. Section 3.1 of the Case for Change outlines the historic sustainable enrolment pattern of the school and indicates the long-term future viability of the school.

• Financial Position

The school operates within a robust financial management framework, ensuring effective resource allocation and accountability. In common

with many schools across NI, the school has operated with a surplus until recent financial pressures in the system have made this impossible. The Case for Change outlines that this financial year will see the school move into deficit for the first time in many years, despite whole school efforts to avoid this.

• Leadership and Management

The school is led by an experienced and committed Board of Governors and a senior leadership team which includes a Principal (part time), Co-Principal and Senior Teacher. The dynamic and committed approach of the school leadership is driving meaningful change and fostering a continuous improvement culture. At the heart of this leadership is an ambitious vision focused on raising standards in teaching, learning, and pastoral care. High expectations have resulted in consistent progress.

¹⁵ EA Area Planning data supplied to NICIE on 16th April 2025.

- ## Accessibility

The school is accessible and the accommodation is spacious, wellmaintained, and conducive to delivering the full curriculum. Facilities are managed efficiently, ensuring they support both the academic and pastoral needs of pupils while maintaining a safe and welcoming environment.

- ## Links with the Community

The school has outlined, throughout the Case for Change, their long standing community linkages, which remains an integral part of their journey in Transforming to Integrated status. Appendices 1 and 2 outline some additional detail and future plans in this regard. The dedication of staff and volunteers extends beyond the classroom, nurturing strong relationships with families and the wider community, reinforcing the school's role as a centre of connection and civic responsibility.

4. Area Planning including impact on existing Integrated provision

This proposal is supported by the Education Authority and they have outlined the Area Planning considerations in their comments on the Case for Change, stating that there are limited available places at Integrated primary schools in the area. There was one response to the affected schools' consultation, from the Controlled School's Support Council, who also are in support of the proposal.

The Case for Change outlines the relevant considerations and concludes that approval of DP 745 will not have any negative impact on existing Integrated provision. The staff teams of Killowen PS and Mill Strand IPS have engaged in shared learning activities together, and both schools have been open to developing and building a closer collaborative relationship in the last few years.

The approval of DPs 676 to 680 (inclusive) in September 2023 represent the first cross-sectoral amalgamation project in Northern Ireland, with the creation of Causeway College, a Controlled Integrated post-primary school. Increasing '*parity of access for all to appropriate pathways*' is identified as one of the four 'Key Themes' of the Strategic Area Plan 2022-27.¹⁶ Approval of DP 745 will increase parity of access for persons with parental responsibility who express a preference for an Integrated Education pathway for their children and young people in this locality.

¹⁶ <https://www.eani.org.uk/school-management/area-planning/strategic-area-plans-2022-27>

5. Religious Balance - and assessment of the school's ability to provide Integrated Education

It is NICIE's view that Killowen PS is well positioned to deliver on all elements of Sections 1 and 2 of the 2022 Act.

The Case for Change (section 3.2) outlines the school's position in relation to their ability to provide Integrated Education in relation to the '*meaning*' outlined in Section 1 (1) of the 2022 Act. The Transformation Plan in the Case for Change, and the updated Plan for Year 2 attached here as Appendix 2, is evidence of the school's developing focus on '*intentionally supporting, protecting and advancing*'¹⁷ the Integrated ethos, relating to Section 1 (2) of the 2022 Act.

The Case for Change outlines (Section 3.3.1) the school's ability to educate together those of different cultures and beliefs and none, including reasonable numbers of both Protestant and Catholic children or young persons. The school has existing religious diversity, although the level of diversity is difficult to accurately quantify because 53.4% (103 out of 193 total enrolment) of the pupils are classified by the DE census data as 'other'.

In the 2024/25 DE data¹⁸, 90 pupils have been designated as either 'Protestant' or 'Catholic' by the person completing the school registration

form/DE annual census form on their behalf. Of this group of 90, ten pupils have been designated as 'Catholic', indicating that 11% of those who have designated a religion, have designated 'Catholic'. This intake is prior to the school initiating the Transformation Plan and so this is an indication that the school can meet the '*meaning*' of Integrated Education as outlined in Section 1 of the 2022 Act: '*those of different cultures and religious belief and none, including reasonable numbers*' of both Protestants and Catholics. The existing, and growing, religious diversity in the local demographics and the ability of Mill Strand Integrated primary school to achieve religious balance are further evidence in this regard.

In order to continue to develop the religious balance in the school, the school has set out clear, time-bound actions in the 2025–2026 Transformation Plan (Appendix 2). The school has indicated that 12.5% of this year's Primary 1 Primary 1 intake have been designated as 'Catholic' and the school has set an aim to increase this to 15% for the Primary One intake in September 2026. We have outlined some actions below which we view as evidence of the school's commitment to developing the cultural and religious belief/background diversity in the school.

- School staff and students attend the Holy Communion celebrations of pupils, curriculum-linked visits to local Catholic churches and increasing connections with the local Parish Priest.
- Promoting school open days through The Irish News.

¹⁷ <https://www.legislation.gov.uk/ni/2022/15/section/1/enacted>

¹⁸ <https://www.education-ni.gov.uk/publications/school-enrolment-school-level-data-202425>

- Expanding cultural celebration events to include traditions relevant to the Catholic/Irish community.
- Hosting public events showcasing the school's inclusive ethos and practices.
- Increasing social media posts about Integrated values and activities.
- Personal Development and Mutual Understanding (PDMU) teaching and learning has been reviewed and expanded in relation to diversity.
- Visits to other Integrated schools to learn about how they have built cultural and religious/belief diversity in the pupil population.
- Partnering with the local GAA club to offer sports taster sessions.
- Engaging with the Framework for Integrated Education¹⁹ to assist in the development and implementation of the Integrated ethos.

The Case for Change outlines the existing diversity in the school in relation to those who are experiencing socio-economic deprivation and those who are

not (section 3.2.2), noting that 47.2% of the school's pupil population comes from families in receipt of Free School Meals/Job Seeker's Allowance.

In relation to pupils with different abilities (section 3.2.3) the school has existing diversity, with 56 pupils (29% of the school population) recorded in the 24/25 DE census as having Special Educational Needs at Stages 1-3 on the Code of Practice. The school is in the process of opening two Specialist Provision classrooms (Social Communication), which is further enhancing their ability to cater for diversity with regard to pupils of different educational need and ability.

In proposing to Transform to Integrated Status, Killowen is committing to the delivery of Integrated Education and the development of the Integrated ethos within the school. NICIE is reassured by the school's starting position and their significant efforts to date, that the school has capacity, appetite and ability to deliver sustainable, high quality Integrated Education and develop the Integrated ethos.

6. Planning and Engagement in the Transformation Process

The extensive consultation processes outlined in the Statutory Consultation Table on pages 3 and 4 of the Case for Change and the multiple references throughout the Case for Change to community and whole school involvements are evidence of the school's rights-based and democratic approach to planning and engagement. The whole school community has been, and is, actively engaged in the Transformation process. The school's approach to accessibility and enabling pupil voice is exemplified by the child-friendly/easy read version of the Transformation Plan (section 2.2.3 in the Case for Change). The school continues to be mindful of the 53 people that voted 'no' in the 2024 ballot process, and has been working to engage and reassure that group in relation to any existing reservations.

¹⁹ <https://nicie.org/ea-and-nicie-launch-a-framework-for-integrated-education/>

The school has followed the recommendations of the DE's 'Integration Works' (2017)²⁰ guidance with the support of NICIE, EA sectoral support and the IEF.

The school community engaged in an 'assessment of readiness' process with the support of NICIE and EA Sectoral support which led to the creation of the Transformation Plan, 2024 – 2027. This Plan is attached as Appendix D in the Case for Change. Focused on the four key areas of school improvement (Learner Centred, High Quality Teaching and Learning, Effective Leadership and Community Connections) and aligned to the Principles of Integrated Education (Equality, Faith and Values, Parental Involvement and Social Responsibility), the Transformation Plan has been instrumental in the process of weaving the Integrated ethos and vision into school policies, daily routines, and broader operational practices. The Plan includes a range of purposeful activities which celebrate and represent the cultures, traditions, and identities within and beyond the school community.

The Plan is a dynamic tool, as evidenced in Appendices 1 and 2 below.

Appendix 1 is the evaluation of the Year One Plan, monitored by NICIE and EA Sectoral Support and Appendix 2 is the revised Year Two of the Plan. The evaluation at Appendix 1 shows that stakeholders have been considering the school's vision and mission, teachers have incorporated new practices, school displays have been adapted, new celebrations have been introduced, and new links with the minority community have been established. Assemblies and lessons have included celebrations of Chinese New Year, Holi, Ramadan, Irish music and dance, and discussions on cultural symbols such as national flags. The school has reported that teachers have acknowledged that they previously lacked the confidence to cover these topics before the Transformation process began.

Following a staff development session on the Integrated ethos facilitated by NICIE in January 2025, all staff have engaged in reflective workshops to review the school's vision. In February 2025, a senior teacher completed a three day programme of Anti-Bias in Education learning, facilitated by NICIE. This staff member is leading on a review of the School Development Plan, considering this lens. A further NICIE workshop is planned for August 2025. School staff have expressed their commitment to the Transformation process, and have demonstrated their support for the school's intention to become an Integrated school.

7. Legislative Framework and other relevant issues

The proposal to Transform Killowen PS to Controlled Integrated status will assist the Department to deliver on 'Vision 2023 – A Strategy for Integrated Education'²¹ and fulfil their legal duties in relation to the 2022 Act and The Education Reform (NI) Order 1989¹³ which place duties on the Department for Education to 'encourage, facilitate and support' the development of

Integrated Education. The 2002 Act states that a reference to 'support' means:

²⁰ <https://www.education-ni.gov.uk/publications/integration-works-transforming-your-school-guidance>

²¹ <https://www.education-ni.gov.uk/consultations/vision-2030-strategy-integrated-education> ¹³ <https://www.legislation.gov.uk/nisi/1989/2406/article/64>

'(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).'

Approving the Transformation of Killowen Primary School will demonstrate the Department's commitment to increase access to Integrated Education, as outlined in the Strategy and encourage, facilitate and support the development of Integrated Education as required by legislation. Our recommendation for approval is in light of the demonstrated parental demand; the sustainability of the school; the existing and potential for growing diversity within the school population and locality and; the lack of Integrated provision in the area.

8. Conclusion

Research indicates that Integrated Education *'has a significant and positive social influence on the lives of those who experience it'*²². Integrated schools play a pivotal role in building a shared society by bringing families and communities together in the same school every day. Pupils benefit from a broader worldview and enhanced learning opportunities which prepare them for adult life within diverse workplaces and communities. It is our view that this proposal reflects a shared vision for the future of education in the Coleraine area, demonstrating community-driven desire to create a school where children from all religious and cultural traditions will learn together every day. The school views the proposed Transformation to Integrated status as a natural and progressive step in the school's journey, reflecting the changing values and aspirations of families in Coleraine and beyond. The school's existing ethos, inclusive practices, and track record in Shared Education place it in a strong position to thrive as an Integrated school.

Parents and families are expressing preference for Integrated Education. Alongside the 2024 IEF poll²³, which indicated that 67% of respondents stated that Integrated schools should be the main model for our education system, the 2024 NI Life and Times survey²⁴ asked adults if they would prefer an Integrated school and 55% responded 'yes'.

²² <https://www.education-ni.gov.uk/publications/integration-works-transforming-your-school-guidance>

²³ <https://www.ief.org.uk/our-work/research/northern-ireland-attitudinal-poll-2024/>

²⁴ <https://www.ark.ac.uk/nilt/2024/Education/PREFINT.html>

NICIE fully supports the proposal for Killowen PS to Transform to Integrated Status. The Case for Change has provided evidence of parental demand; the school is performing well in relation to all six sustainability criteria; has actively engaged in the Transformation process and has provided evidence that they will meet both the meaning and the purpose of Integrated Education as outlined in the 2022 Act. The proposal is included in the Area Planning Operational Plan 2 (2024-2026)²⁵ (p 60), is supported by EA and The Controlled Schools' Support Council and there were no objections from affected schools. The provision of additional places in Integrated Education in this locality is timely and necessary to enable an Integrated Education pathway, aligning with the Strategic Area Plan 'Key Theme' (p2)²⁶ considering the upcoming establishment of Causeway College.

Approving DP 745 will assist the Department to fulfil its legal obligations in relation to the Education Reform Order (NI) 1989 and the 2022 Act. It will also contribute to meeting the first aim of Department's Strategy for Integrated Education: 'Vision 2023' to provide 'increased access to Integrated Education'²⁷ (p23) and take a meaningful step towards building a cohesive and inclusive society.

²⁵ <https://www.eani.org.uk/sites/default/files/2025-01/Operational%20Plan%202024%E2%80%932026.pdf>

²⁶ https://www.eani.org.uk/sites/default/files/2022-06/Strategic%20Area%20Plan%202022-27%20Planning%20for%20Sustainable%20Provision_0.pdf

²⁷ <https://www.education-ni.gov.uk/consultations/vision-2030-strategy-integrated-education>



Appendix 1

2024-2027 Kilowen PS Transformation Plan:

Year 1 Evaluation – completed in May 2024



1. Learner Centred					
Action Plan target	How have we achieved/measured the target?	Evaluation of target	Target complete?		Impact on next year's plan
			✓	✗	
1. All pupils will be provided with the opportunity to learn more about integration and the process of transformation. Use of class councils and school council to communicate a message of inclusion.	Minutes of all meetings highlight the discussions at school council and Integration is on the agenda of every meeting this year. 5 meetings.	Children are speaking more knowledgably about Integration – what the term means and what it means for our school. Transformation plan sits within SDP, child friendly visual available.	✓		Continue to keep on agenda of every school council meeting. Begin to lay the groundworks for a Rights Respecting School as outlined in the 3 year plan.
2. Recognising and celebrating diversity at all Key Stages through assemblies and stories from around the world.	Assembly plan produced so all themes followed up in class. Intentionality in planning activities.	Inclusion and diversity themes, including respect for the full school year. Catholic and Protestants talked about in assemblies and class – this was not done before this year. Intentional activities and learning not covered before included: Acceptance P1, Yes I Can P2, use of inclusive language (all classes), similarities and differences (all	✓		Continue to purposefully plan Integration assembly themes throughout the school year. Include our newly selected values and vision. Celebrate European Language week.

		classes) and celebrations across the world P4, Catholics and Protestants comparing and contrasting faiths, - Down Memory Lane P3, comparing and contrasting Twelfth of July with St Patrick's Day P3, Diwali P1, Ramadan P1, Holi P2, lining up (all classes), Call rugby song and provinces of Ireland P5. Corridor and main hall displays clearly showing topics covered and children's learning. Classes shared their learning in assemblies. Parents and families invited to assemblies.			Children taking sacraments will be celebrated by their peers.
3. Explore how we can strengthen the excellent connections with our Shared Education School.	Principles of Integration revisited at training sessions. Sensitive and controversial issues planned for in all classes with St John's. Additional shared sessions included MS Team meetings to reinforce learning on sensitive and controversial issues.	More session included than originally planned. Church/Chapel visits P6, Stormont P7 including lobbying politicians and production of eSafety Rap. Emblems on Christmas Jumpers P7. Diversity project with CCGBC P7. Both school choirs also attended Peace proms together for the first time.	✓		Continue to evaluate and plan programme for next year. Include MS Team meets now and additional sessions as the norm.

2. High Quality Teaching & Learning

Action Plan target	How have we achieved/measured the target?	Evaluation of target	Target complete?		Impact on next year's plan
			✓	✗	
1. Staff exploration of integration in preparation for Transformation. IEF assist with visits to other Integrated schools.	Records of all training sessions with whole staff have been kept eg August training day, January training day. Regular item on agenda of staff meetings. Records kept of visits to other schools. Learning disseminated to all staff.	Schools involved with both formal and informal training/discussions and visits included: Mill Strand Integrated Primary Carhill Integrated Primary Fort Hill Integrated Primary Principals and staffs now have closer links. Staff meetings – sharing of good practice, time to review and evaluate staff learning and aspects for implementation.	✓		Reflection time timetabled for teachers to keep embedding practice and learning.
2. Prioritise and begin to review policy and procedures to reflect change in status.	List of policies reviewed with Integration lens available in governor minutes.	The policies impacted most was Addressing Bullying in School. Teaching and Nonteaching staff were involved in consultation and review. Updated policies are now in place.	✓		A schedule of policies has been reviewed and continue with this process next year. Main areas for policy review are PE, PDMU, RE.

3. Introduce action plan for Being Well, Doing Well.	Records kept of training days involving all staff. Audit completed by all staff and plan	See BWDW plan evaluation. Part of the plan involved bringing everyone on the inclusive journey towards Integration and included	✓		Self-evaluation of 24-25 BWDW Action plan and plan for 25-26.
	introduced to ensure inclusion of all staff and pupils.	extensive consultation of whole school community re vision and values.			Vision and values to be finalised and implemented. Inclusion and Diversity Policy implementation.
4. Introduce some traditional music in conjunction with the review due of the Music curriculum as part of the Arts in school.	An additional class was introduced to learning tin whistles. P5-7 have all had lessons. It had originally been planned for P6 and 7. A traditional music group for P4 - 7 children has been set up with a range of instruments including violins, tin whistles, bodhrans, accordion.	A traditional musical instrument has been introduced to 3 classes of children all learning musical notation. The children are clearly enjoying success and the feeling of belonging to our newly formed eclectic musical group. This has been far over and above what we had expected to achieve this year. The children from the group and classes have played to the community on numerous occasions, celebrating their learning! Music is blasted in the corridor on Monday and Friday mornings now which never happened before. A range of traditional music is interspersed with modern for all to enjoy. Everyone in school has commented on the upbeat, positive vibe including visitors.	✓		Afford more children the opportunity to be involved with the band. Continue to learn tin whistle in P5-7.

3. Effective Leadership

Action Plan target	How have we achieved/measured the target?	Evaluation of target	Target complete?		Impact on next year's plan
			✓	✗	
1. Revisit the vision statement of school and ensure staff have a good understanding of what Integrated Education means for our school to ensure a collaborative process.	Attendance of all staff at August Baker Day training and January 25 training. Teams channel has been set up for all Teaching, Non-teaching and Governors. Standing item on every Governors' meeting. And in addition, on staff meeting agendas and school council meetings.	All staff now able to confidently talk about what Integration means in our context. All staff, governors and children involved in choosing/voting on values important to our school. All are using Teams Integration Channel to share, celebrate and collaborate.	✓		Finalise wording of vision statement. Live out the vision daily. Build resources and continue to collaborate using Teams. Continue to have Integration as a standing item on meeting agendas. Allow time for staff review and reflection to embed ethos and practices.
2. TAG to ensure actions on these plans are evaluated and reported to Board of Governors.	Two planned meetings and a additional third meeting took place from Sept – May 2025.	Group are reviewing actions, reporting to governors and encouraging staff and pupils. Providing valuable input to inform subsequent plans.	✓		Continue to meet in their role to ensure nothing is lost from previous learning during 24/25. Accountability for implementation of plan.

3. Integration on agenda for all school council meetings to ensure an understanding and input from children.	Minutes of meetings evidence discussions previously brought to class councils before coming to school councils.	Children asking questions about when we are going to know if we will become Integrated highlights the importance to them. Most enjoyable	✓		Continue to keep as standing item at school council meetings.
		experience for them was organising the children's weighted vote around choosing values for school.			
4. Attendance at NICIE/IEF sessions to gain a better understanding of the transformation process from leaders' perspective.	Sessions attended by principal, Senior teacher and teacher throughout the year eg WD IEF event in Belfast, MMCC Fort Hill IPS, AM and WD NICIE event Dunsilly. Additional training undertaken regarding Anti Bias. All attendance recorded.	All planned sessions involved attendee disseminating information to all staff. Anti bias training will be disseminated in a timely planned manner in the future. Alls staff interacting more confidently with one another and children around Integration principles and themes.	✓		Anti bias training to be disseminated and planned work around this 26/27. Use the informed perspectives to review PDMU and RE polices and schemes.
5. Principal liaising with local Integrated Primary Principal.	Meetings took place and planned joint staff training session was organised and took place in November 2024. All staff from both schools attended.	The formal training opened lines of communication between staffs and the informal learning was as important as the formal! A deeper understanding for all staff resulting from principals' contact. Additionally, principal forged links with another local Integrated primary school who would be likely to share good practice and support one another.	✓		Continue to forge links with additional Integrated primary to support one another.

4. Community Connections

Action Plan target	How have we achieved/measured the target?	Evaluation of target	Target complete?		Impact on next year's plan
			✓	✗	
1. Ensure parental representation on the Transformation Action Group.	4 parents represented on group and attending meetings throughout the year. Minutes of meetings available.	Parents engaging readily at meetings, confidently giving valuable input.	✓		Suggestions taken on board on next year's plan and continue with TAG Meetings.
2. Celebrate and communicate intention to transform online.	Posts on Seesaw, Facebook and x informing parents and local community. Face to face breakfast event to engage meaningfully with parents. Intergenerational project and Killowen Church group - talked to community about transformation.	Opinions from parents encouraging that this is exactly what they want and to keep going with actions. Posts of assemblies with parents communicating Integration themes shared online. Children made video to explain what their understanding was about Integration and posted it online. Keeping wider community informed and listening to their opinions. All very positive. Children visible in community representing Killowen eg community litter picks and choir	✓		Purposeful activities to be shared on socials. Minister's decision to be shared widely.

3. Connect with local Integrated primary school.	Teaching staff all attended training session in local Integrated primary.	Sharing practice and opportunities to ask questions. All learning	✓		Continue to build links with integrated primaries and allow teachers time to
	Some teachers have visited other Integrated Primary Schools to speak to teachers and see how Integration looks in practice.	reflected upon at additional staff meeting. Displays all around school to highlight activities and learning.			explore and take forward their issues.
4. Celebrate cultural diversity with causeway Coast and Glens Borough Council (CCBC)	P7 class participated in all sessions with CCGBC learning about different cultures in a practical and enjoyable manner. Photos and videos shared on socials for parents and community.	Completed in Term 1 and children shared their learning with P6.	✓		Apply for project again. Make additional links with clubs in community eg GAA, rugby football



Appendix 2:

Killowen Primary School Transformation Plan 2024-2027- Year 2 (2025/26)



Learner Centred: Year 2

Learner Centred 2025/26 Target	Actions	Success Criteria (Quantitative & Qualitative)	Timescale	Resources	Monitoring & Evaluation
1. Gain knowledge and understanding of other cultures through European Language Week, in particular minority community eg Irish	Invite post-primary school children in to deliver some language lessons/lead language games. Parents to teach some basic words in their first language to relevant classes. - Compare and contrast Irish and Ulster Scots words and phrases at age appropriate level throughout all classes. - Assembly to reinforce the reasoning for the actions. Continue to use British Sign Language and add to signs children already know.	Children will have an understanding of the importance of language within cultures. The children will all know some basic words/phrases from Irish, Ulster Scots and other languages used in school. Children will learn how to empathise with deaf community and learn how to communicate using basic signs.	Sept 25 – Dec 26	Powerpoints Parents Videos Visuals Ulster Scots Agency BSL resources	Teams Channel evidence Assembly plan Planners Children's ability to talk about the importance and verbalise different words. Children and adults using BSL signs in school. Staff Meeting feedback.
2. Develop pupil knowledge about Integration through	- PDMU and RE lessons will include purposeful learning about Integration. - Joint exploration of starting the process of becoming a Rights Respecting School	Children will gain a deeper understanding and knowledge about what Integration means.	Sept 25 – June 26	Faith and Belief in Schools – new RE resource for	Planned activities and learning evident from teacher planners. Record of staff training.

specific PDMU and RE lessons.	alongside another local Integrated primary school. - Integration agenda standing item to include PDMU/RE for school council meetings to ensure children's voice heard.	Staff awareness of the pathway to a Rights Respecting School. Children meaningfully contributing to PDMU/RE lessons.		Integrated Schools.	School Council meeting minutes.
3. To provide opportunities for all pupils to experience and celebrate activities/ events from a different background to their own.	Children from traditional Catholic backgrounds will receive sacramental preparation in school. Increased contact with St John's Church in light of these arrangements. Children in their classes will celebrate their confirmation etc World Around Us scheme will include celebrations of different cultures/cultures. Related learning will be celebrated at class assemblies with parents in attendance.	All children will learn of the importance of the sacraments for children from Catholic backgrounds (in particular P2 and P7). All classes will learn about various other cultures through their topic work.	Sep 25 – June 26	Diversity and culture story books. Videos.	Teams Channel Photos Videos

High Quality Teaching & Learning: Year 2

High Quality Teaching & Learning 2025/26 Target	Actions	Success Criteria (Quantitative & Qualitative)	Timescale	Resources	Monitoring & Evaluation
1. Review our RE and PDMU policy and procedures to include planning and resources available to include challenging prejudice, discrimination and stereotyping.	Teacher in charge of RE and PDMU policy and scheme reviews to ensure Integrated principles prominently feature. All class topics/themes continue to be reviewed with Integrated lens.	Teacher in charge working closely with teacher in charge of Integration. Schemes and policies in place for RE and PDMU. Children in all classes have appropriate opportunities to learn about the targeted areas. (Children from Catholic background prep for sacraments – see Learner centred target.	Sep 25 – June 26	Faith and Belief in Schools – new RE resource for Integrated Schools. Ann McErlean – WAU staff training continuing.	PDMU scheme and policy. RE scheme and policy. WAU planners and overview. Policies ratified by governors.
2. Staff to plan the first European Language Week.	- All classes to participate – see Learner centred target to include Irish Language and Ulster Scots.	Plans in place.	Sept 25 – Dec 26		Photos. Social Media. Assembly plans. Planners.
3. Continue with policy review in all areas to reflect change in status.	- Scheduled policies reviewed, including World Around Us.	Policies in place and reflect Integrated status and ethos.	Sept 25 – June 26		WAU ratified policy.
4. Teacher reflection time embedded in school timetable to ensure ethos is emphasised throughout the school.	Regular item on staff meeting agenda. IEF grant application to allow for staff to further link with other Integrated Schools.	Teachers confident in delivering learning and committed to Integrated ethos. Staff living out the vision and values of our school.	Aug 25 – May 26		Staff Meeting agenda/minutes. Staff visits records.

Effective Leadership: Year 2

Effective Leadership 2025/26 Target	Actions	Success Criteria (Quantitative & Qualitative)	Timescale	Resources	Monitoring & Evaluation
1. The Governors and Leadership team will further develop an ethos and vision reflective of the NICIE statement of principles and promote this.	- Staff training –build upon work started last year - finalise wording of vision. Implementation of values. Each class to take a value – class assembly, showcase on social media etc Also ref Being Well, Doing Well project continuing within school, focusing on wellbeing of whole community and ensuring everyone has a sense of belonging. - Consider new Instagram page to celebrate new status. - Review of signage within school and externally to reflect principles (Accessibility plan also includes targets of ensuring inclusivity re signage). - Develop and implement Inclusion and Diversity Policy (ref BWDW plan)	All adults and children will be familiar with the vision and values and all actions on Transformation and SDP will reflect these. Informative social media feeds. Signage evident around school. Inclusion and Diversity Policy implemented.	Ongoing Aug 25 – June 26	Signs. Displays. Social Media platforms.	Facebook and X feed. Possible Instagram feed. Signage. Displays. Assembly rotas. Being Well, Doing Well Action Plan. Accessibility Plan. Inclusion and Diversity Policy reviewed and in place.
2. School Leaders will ensure the promotion of Killowen to reflect its transformation to Integrated Status.	- Use of social medial to promote ethos, values. - Information about transformation to continue to parents via weekly sways etc.	Parents and community aware of and supportive of status.	Throughout the school year.		Views on socials. SLT awareness of feelings – visible, open door policy. Attendance at meetings. Accessibility Plan.

	- Principal to continue attending community groups and provide updates. - Accessibility plan also targeting website accessibility over the next 3 years				
3. The new 3-year development plan will focus on transformation.	- Development of a new 3 year development plan, starting August 2025 with the Transformation plan at the heart of it, informing other actions.	Development plan accessible to public.	Aug 25 – June 2028		Regular review of SDP as part of self assessment cycle.
4. Plan for the reconstitution of governors.	- Following the Minister’s decision, action will be taken if Transformation goes ahead to reconstitute governors.	New governors in place.	By June 2026		Minutes of meetings.
5. Governors will review admissions criteria.	- Agenda of first governor meeting 25/26 school year. - Set target of 15% intake in Sept 2026 to reflect minority community.	Updated criteria published.	Oct 25		Minutes of meetings.
6. Data collection review	- Senior Leadership Team will feedback their views on wording and Governors will finalise this.	Relevant changes reflected in wording.	Nov 25		Minutes of meetings.

Community Connections: Year 2

Community Connections 2025/26 Target	Actions	Success Criteria (Quantitative & Qualitative)	Timescale	Resources	Monitoring & Evaluation
1. Celebrate existing cultures in Killowen and involve parents.	- Class assemblies and invited parents.		Ongoing to June 2026		Photos and videos
2. Build stronger links with local Integrated primary school and new post-primary Causeway Academy.	- Primary Principals to meet and teacher training/sharing to commence in all classes. - Contact made between post primary and primary principals.	Principals of primaries have a clear plan and all teachers will have had time together to reflect and build on practice in classrooms.	Ongoing to June 2026		Records of meetings
3. Make a video to promote and market school's integrated ethos and updated values in place.	- All classes – each take a value and promote to community via videos, social media, assemblies etc.	Community aware of status of school and accompanying values/vision.	Ongoing to June 2026		Social media Videos Website
4. Build links with local football, rugby/cricket and GAA Clubs.	- PE Coordinator will invite sports coaches from local clubs in to work with various classes to ensure they experience a range of sporting opportunities including those associated with the minority Catholic community.	Children of various classes will have experienced and improved sporting skills in the stated sports. Connections built with local sports clubs.	Ongoing to 2026.		Planners Photos Social media Website
5. Community celebration if Integrated Status confirmed.	- A celebration event will be planned for the whole community should the status be granted.	Whole community involvement in planning and participating in special celebratory event.	Dec 2026?	Equipment to deliver event eg bouncy castles/ music	Photos Social media



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

02 June 2025

Dear Minister

RE: Development Proposal No 745 Killowen Primary School

The Integrated Education Fund (IEF) welcomes the opportunity to respond to the consultation on the Development Proposal relating to Killowen 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 Killowen Primary School. This Proposal was submitted in response to parents at Killowen Primary School voting overwhelmingly by some 75% 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 level of engagement with key stakeholders and the high levels of support for the process of Transformation. It also references the numbers of Expressions of Interest from potential parents should the school transform to integrated status. 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

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 Coleraine area, in response to the democratic wishes of parents, but will help the

Department of Education and the Education Authority fulfil their statutory duty. Killowen Primary School is a well-resourced, sustainable school with staff committed to providing the best opportunities for the children they teach. There are robust plans in place to increase the minority tradition significantly and their recent addition of a SPIMS Unit reflects their commitment to equality of access for all children. The entire school community is enthusiastic about and actively engaged in the Transformation journey and there is currently no Integrated Primary School provision in Coleraine. This represents a significant gap for families actively seeking this type of education.

We look forward to further supporting Killowen 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 I, 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 blue ink, appearing to read 'Caskey', with a stylized, cursive script.

Paul Caskey OBE
Chief Executive
Integrated Education Fund

ETI Development Proposal Commentary Paper

Date of last ETI inspection: October 2019

DP: 745

Web link: <https://www.etini.gov.uk/files/etini/publications/primary-inspection-killowen-primary-school-coleraine-county-londonderry-301-2237.pdf>

Date²⁸: 12 May 2025

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

The school is well run by a very effective leader and evidence from the last District visit in spring 2025 indicates that the school has moved on well from its last inspection. Outcomes at the time of the last inspection in October 2019 were very good overall. The school's most recent data in literacy and numeracy indicates that most children are attaining in line, or above, expectations.

The school has adjusted well from the impact of the Covid-19 pandemic and the school musicals are now back in full swing along with a range of wider learner experiences, including re-igniting an effective shared education link with St John's Primary School. The school is proud of recent improvements to outdoor learning provision, e-safety, wellbeing for all and for other initiatives, such as the inter-generational work that the children benefit from.

The principal is extremely committed and successful in running a very inclusive school that offers its pupils very good learning experiences and where the children progress and attain well. She retains the mantra, "children come first". The principal has had personal experiences in being affected adversely by the Troubles and is committed fully to reconciliation, community cohesion and to the many benefits of integrated education. These sentiments are outlined in the Case for Change (p 39), but the principal is impassioned about the benefits that controlled integrated status would bring.

²⁸ 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.

The school has appropriate and ambitious school development priorities across the curriculum, including prioritising aspects of oracy, WAU and children's wellbeing.

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

The amalgamation of three existing post-primary schools into a new post-primary integrated school in Coleraine (Sept 2026) reflects the appetite for the broadening of integrated education in the Coleraine area.

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

The opportunity for children to be educated in an integrated, inclusive and diverse school allows them first-hand experiences to learn more about their respective traditions, cultural heritage and religious backgrounds. Many of these friendships will last through their schooling and should promote greater reconciliation and mutual understanding.

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

The timing of transformation by 1 September 2025 appears a little ambitious; however 'as soon thereafter' may be sufficient to ensure things can change smoothly.

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
	1.1 Attainment levels of pupils, Key Stage tests pending development of new indicators			X

Quality Educational Experience	for Primary Schools, GCSE results for Post-Primary Schools.			
	1.2 In primary, a single classroom contains no more than <u>two</u> year-groups in a composite class; for example, years 1 and 2.	X		
	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.	X		
	1.4 The ability of the school to cater for children with Special Educational Needs.	X		
	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.	X		
	1.7 The range of curricular and extra-curricular activities available for children including career guidance, physical education, music, art, drama and science.	X		
	1.8 The quality of the physical environment for learning and teaching i.e. the condition, energy and water efficiency and suitability of the buildings.	X		
	1.9 The quality of, and arrangements for, pastoral care including the active promotion of the principles of social justice in all areas of the formal and informal curriculum.	X		
Strong Leadership and Management by Boards of Governors and Principals	4.1 Governors' views on the school based on quantitative and qualitative evidence.	X		
	4.8 There is a school development plan in place and progress is being made to achieve the plan's aims and objectives.	X		
	4.9 Pupil behaviour, expulsions, suspensions and non-attendance as well as positive behaviours such as involvement in school	X		

	management (e.g. buddying and mentoring schemes).			
Strong links with the Community	6.1 Degree and quality of parental involvement (schools will be asked to provide evidence on this).	X		
	6.3 Contribution of the school to the community (schools will be asked to provide evidence on this).	X		
	6.4 Presence of other features of provision, e.g. nursery or specialist unit.	X		

6. Summary of impact of the proposal

The proposal may support the school in providing more opportunities for children to engage in learning to prepare them for life in a diverse world and a shared Northern Ireland society.

Approved by ACI: Nicola Byrne

Appendix H DP 745 – Killowen PS – Summary of Statutory Objection Period Responses.

1. Former Pupil & Current Parent	Supports the proposal. The school is an integral part of my family's life. Have experienced firsthand the school's inclusive and nurturing environment. With the newly formed Causeway Academy set to operate as an Integrated school, it is both logical and timely that an Integrated primary school option be available in Coleraine. Coleraine has become increasingly diverse.
2. Councillor	Support the proposal. The school has been an integral part of our Coleraine community. Have witness first had the school's inclusive and nurturing environment. logical and timely that an Integrated primary school option be available in Coleraine. Coleraine has become increasingly diverse.
3. Governor	Supports the proposal. Education in Northern Ireland is now passing beyond the traditional polarised model of either catholic or protestant. Communities are reflecting a much richer divergence of belief and culture. School registers are generally reflecting an increase in the number of students not actually born in Northern Ireland and whose families come from many different ethnic persuasions. The percentage trend of Catholic children attending Killowen Primary School has generally risen, as has the percentage of Other Christian/Non-Christian/No Religion or Unknown. An integrated ethos already permeates all aspects of school life in Killowen Primary School.
4. Teacher	Supports the proposal. Believes that integration is a vital step forward in preparing our children for the future. It offers an opportunity to celebrate diversity and promote understanding by bringing children from different backgrounds together in the same classrooms. It helps foster mutual respect, reduce prejudice, and prepare our pupils to thrive in a shared society.
5. Teacher	Supports the proposal. I believe that integration is not only a positive step forward - it is a necessary one. This inclusive approach creates a natural environment for mutual respect, understanding, and the celebration of difference. The ethos of Integration is not about exclusion - it is about inclusion. We have a well-established Shared Education partnership with St. John's Primary in Coleraine. The positive relationships developed within our community could be enriched and further enhanced if children had a school to learn in where everyone was welcomed regardless of religion, culture, disability or belief.
6. Teacher	Full support for the proposal. Strongly believe that children should have the opportunity to be taught and cared for in an inclusive environment. We have a long standing partnership with St Johns PS. The teachers work hard to ensure that pupils of different backgrounds are provided with enriched learning experiences that build upon the importance of mutual respect and understanding. Have seen firsthand how our school has worked hard to build positive relationships with neighbouring schools and communities and believe that moving to Integrated status will only strengthen this. I feel that Integrated Education will provide a space where all traditions can be valued and represented, all voices heard. I also feel eager for my own children to attend the school in the future should it transition to Integrated status. The transition to Integrated status will not only enrich the educational experience of our children but will also contribute positively to the wider community.
7. Staff	Support the proposal. I was the only Catholic employee in the school and have never felt left out. Staff and management have also shown inclusion to all in our school and community. I sent my children to a Protestant school many years ago, while bringing them up in a Catholic faith. Never regretted by decision but it would have been easier had an Integrated school been available to us. Strongly believe that Killowen PS has nurtured the basis for the wiser decision makers of the future.
8. Governor	Support of the application to transform the school to Controlled Integrated status. I am also a past pupil. I live in the catchment area of the school. The school has an excellent reputation locally and has a healthy enrolment. Transfer to Controlled Integrated Status would further cement the long term sustainability of the school. I believe that there is a demand for integrated education which is not being satisfied in the Coleraine area. There are currently no integrated primary schools in the urban Coleraine area or in the surrounding rural environs. The Department of Education and the Education Authority have a statutory duty to "encourage, facilitate and support integrated education". I

	understand that the new amalgamated second tier school proposed for Coleraine will have integrated status. Pre-school education provision in the town is integrated in nature. There is therefore a yawning and visible gap in the provision of integrated education at the primary school stage. The school is now seen as a school which is open to all, regardless of class or creed. Many existing parents were under the impression that the school was already an integrated school. A change in the governance of the school is appropriate to reflect the current school population. I believe that an integrated school in the area could achieve the reasonable numbers of Roman Catholic and Protestant pupils required by the legislation. The general catchment area for the school includes a diverse mix of people from all religious backgrounds and none. A transfer to integrated controlled integrated status would highlight the importance we place on children with different abilities and encourage parents to consider Killowen as a suitable education provider for their child. It is very clear that there is wide support for a change to controlled integrated status amongst parents, pupils, staff and governors and the wider community.
9. MLA	Supports the Proposal. With the new Causeway Academy set to become an Integrated Post Primary School, Coleraine is without any integrated provision at Primary level. Most of the children that attend Killowen, are past pupils of Playhouse or Kylemore Nursery Schools, both of these are integrated, so it would seem only right that there is an option for them to carry on the Integrated pathway into primary education. Many of the families at Killowen are of mixed religions and have ticked the 'other' box when they have applied for a place for their children. I believe that this in some way skews the religious breakdown, and I understand that this is the case for most controlled schools in the Coleraine area.
10. Staff	Supports the proposal. Just completed my second year working in the school and have always felt very welcome. Everyone is included and treated the same. Integration would help build relationships and a different way of thinking and understanding each other helping to build a brighter future. Having the chance to become an Integrated school would really benefit the children and I feel Killowen is the perfect school for this as we already have a loving, caring, nurturing school where everyone is welcome and valued.
11. Teacher	I am writing to express my full support for our school's journey toward becoming an Integrated school. Integration is not only a positive step forward—it is a necessary one. Integrated Education offers a space where children from all religious, cultural, and social backgrounds can learn, play, and grow together. This inclusive approach creates a natural environment for mutual respect, understanding, and the celebration of difference. It enables me to share and teach aspects of my own culture and heritage with confidence, knowing that all traditions are valued and represented. Integrated Education fosters an environment in which children learn about one another's backgrounds in an open and respectful way. This kind of learning builds bridges and sows the seeds of long-term peace, understanding, and cooperation—qualities that are vital for the future of Northern Ireland.
12. BoG	A submission that provides further points in support of the DP 745. • Further parental community support was obtained after a coffee morning in March 2025 – 99.3% voiced support for the proposal and 92.3% of families offered to provide written comment some of which are included in the response. A common comment was “My child comes from a mixed background.” Through engaging with parents to explore this more, some stated that they had their children recorded as Other or No Religion because they didn't want them labelled either Catholic or Protestant; • Evaluation of the Year 1 Transformation Action Plan shows targets have been exceeded; • the widely consulted Year 2 Transformation Action Plan (2025-2026) being drawn up and ratified by the Transformation Action Group and Governors; • The religious breakdown of the current P1 class shows growth of those identifying as Catholic when compared to 2023 attributed to the desire to attain Integrated status more parents may feel comfortable ticking the Catholic option; • Contains updated data of pupil transfer for the 2024/25 year; • Our new specialist provision unit is open;

	• Parents are choosing Killowen in the Coleraine area as they are hopeful it will gain Controlled Integrated Status. This year children will be joining P1 from 7 different nursery schools. Last year they joined from 5 different nursery schools.
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Copy of letter to S3 Bodies

Dear Chief Executive

DP 745 - Killowen Primary School, Coleraine proposing to transform to Controlled Integrated Status with effect from 1 September 2025, or as soon as possible thereafter, has recently been published on 9 April 2025. The objection period for this DP ends on 9 June 2025.

As advised at paragraph 8.32 of the [Development Proposal Guidance - October 2024](#) - nominated Section 3 bodies wishing to submit their views/comments on a published DP to the Department should do so during the objection period. In any submission to the Department on a specific DP, Section 3 bodies should acknowledge that they have been nominated by the Department and that the submission is being made in that context. In addition to the organisation's view either in support of or objection to the proposal the Section 3 body should also comment on the extent to which the proposal, if it is for an integrated school, is likely to comply with Sections 1 and 2 of the [Integrated Education Act \(Northern Ireland\) 2022](#).

Yours Sincerely

Area Planning Policy Team

Appendix J



October 2025

Regarding the Ministerial Statement on 'reasonable numbers' of pupils in the school designating as Protestant and Catholic.

DP 745

The data in this document indicates that our school already meets the Ministerial 'general principle' in relation to 'reasonable numbers' within schools Transforming to Integrated status.

Table 1: Religious designation of pupils at Killowen PS - 2024/2025 DE census data

Year	No religion/ unknown	Percentage	Other	Percentage	Protestant	Percentage	Catholic	Percentage	Total	Percentage
1	6	25.00%	*	*	11	45.83%	*	*	24	100.00%
2	8	32.00%	*	*	#	#	0	0.00%	25	100.00%
3	10	38.46%	*	*	#	#	*	*	26	100.00%
4	12	36.36%	*	*	#	#	0	0.00%	33	100.00%
5	12	41.38%	*	*	12	41.38%	*	*	29	100.00%
6	17	70.83%	*	*	*	*	*	*	24	100.00%
7	13	40.63%	*	*	17	53.13%	0	0.00%	32	100.00%
Total	78	40.41%	25	12.95%	80	41.45%	10	5.18%	193	100.00%

Table 1 above shows that in 24/25, our P1 intake was 24 pupils, * of which were designated as Catholic, indicating a *% intake. If one considers only those pupils which are designated as Protestant or Catholic, this is 21.42% of the intake.

Table 2 below shows that in 25/26, our P1 intake in 25/26 was 28 pupils, * of which were designated as Catholic, indicating *% intake. If one considers only those pupils which are designated as Protestant or Catholic, this is 16.66% of the intake.

Table 2: Religious designation of pupils at Killowen PS 2025/2026 – unverified census data

Year	No religion/ unknown	Percentage	Other	Percentage	Protestant	Percentage	Catholic	Percentage	Total	Percentage
1	8	28.57%	*	*	15	53.57%	*	*	28	100.00%
2	6	24.00%	*	*	11	44.00%	*	*	25	100.00%
3	6	22.22%	*	*	14	51.85%	*	*	27	100.00%
4	*	*	*	*	12	48.00%	7	28.00%	25	100.00%
5	11	33.33%	*	*	17	51.52%	*	*	33	100.00%
6	9	27.27%	#	#	14	42.42%	*	*	33	100.00%
7	9	36.00%	*	*	11	44.00%	*	*	25	100.00%
Total	#	#	21	10.71%	93	47.45%	27	13.78%	196	100.00%

Table 2 notes - Category groupings:

Protestant includes: Church of Ireland, Presbyterian and Other Protestant

No religion/ unknown includes: No religion

Catholic includes: Roman Catholic

Other includes: Muslim, Other Christian

For our 2025/26 DE census return, we wanted to ensure that the reality of cultural and religious diversity in the school was further exposed. We have been very conscientious in our open communications with the whole school community in relation to our intention to celebrate every cultural and religious diversity in school, and staff and families appreciate the reasons why we are continually exploring these identities in school. We recognise how important it is that we understand the full picture of diversity. To improve data collection accuracy, we asked not just the Primary One intake parents, but all parents/carers to complete the DE census form and we encouraged parents in doing so to be more open about their child's religious background.

It is very interesting to see the huge difference this has made in our whole school religious balance, from 5% designated Catholic in 2024/25, to 14% in 2025/26. In considering the 2024/25 P1 cohort, Table 2 shows the change in how parents have designated this year compared to last. Whereas the intake last year indicated that the Catholic percentage of the whole class was 12.5%, the P2 cohort parents are now indicating that this figure is 16%. If one considers only those pupils which are designated as Protestant or Catholic in P2 this year, this is now 26.66% of the intake, compared to the reported 21.42% in 2024/25. The difference between last year's P2 and this year's P3 shows that the numbers designating as Catholic have changed from * to * (*%).

It is our firm belief that this is evidence that parents are becoming more comfortable in openly expressing their family's religious background, as a direct result of our efforts to celebrate all cultures, religions and none as part of our school's Transformation process.

Included within this year group data is that of the children attending our recently opened (June 2025) specialist provision. 33.33% of these children are Catholic and 66.67% are designated No Religion.

In addition, we offered parents the opportunity to provide further information if they wished to do so this year and we learned that a number of pupils come from religious backgrounds that parents have described as 'mixed'. Unfortunately, the DE census form does not enable this complexity of identity, which is important for us at this critical time in our Transformation journey, to be captured or reported and so those who stated they were 'mixed' are counted using the first response, whether that was Catholic or Protestant.

Appendix K

Table 1 – Snapshot of Neighbouring provision within a 2-mile radius of Killowen PS & Neighbouring Integrated provision within a 10-mile radius

Killowen Primary School - Neighbouring Primary Schools - 2 mile radius															
DE Ref	School Name & Postcode	Urban / Rural	Lookup Distance	Distance in Miles from Killowen PS - as per Google maps	2025/26 & 2026/27 Approved Enrolment Numbers	2023/24 Actual Enrol Y1-Y7 (incl. Supernumerary pupils)	2024/25 Actual Enrol Y1-Y7 (incl. Supernumerary pupils)	2025/26 Actual Enrol Y1-Y7 (incl. Supernumerary pupils)	2025/26 Supernumerary pupils	2025/26 Available Places	2025/26 Actual Y1 Admissions (incl. Supernumerary pupils)	2025/26 & 2026/27 Approved Admissions Numbers	2026/27 Total Y1 1st Pref Apps	2026/27 Over/Under Subscribed at Y1 - 1st Pref. Applications	ETI reports - Date of Inspection / Overall Assessment
Integrated Primary Schools within 10 Miles															
3066544	Mill Strand IPS BT56 8JL *	Urban	5.11	6.8	385	358	351	360	18	43	57	58	46	U - 12	Jan 2019 - ASOS Feb 2012 - Good
3050866	Ballymoney Model CIPS BT53 6BW	Urban	7.11	7.9	414	363	345	337	25	102	46	59	27	U - 32	May 2018 - ASOS May 2015 - Good
Subtotal					799	721	696	697	43	145	103	117	73		
Controlled															
3012237	Killowen PS, BT51 3BZ	Urban			195	199	193	196	16	15	28	28	29	O - 1	Sept 2019 - High level of capacity for sustained improvement
3016264	The Irish Society's PS, BT52 1JL	Urban	0.68	1.4	420	364	407	426	19	13	61	60	68	O - 8	April 2019 - ASOS April 2016 - Capacity to identify and bring about improvement

3012284	D H Christie Memorial PS, BT51 3HX	Urban	0.94	1	452	326	317	291	39	200	25	60	27	U - 33	March 2013 - Very Good
3012264	Millburn PS, BT52 2AQ	Urban	0.96	1.2	422	318	311	272	20	170	24	60	30	U - 30	Sept 2018 - ASOS Jan 2015 - Good
DE Ref Number	School Name & Postcode	Urban / Rural	Lookup Distance	Distance in Miles from Killowen PS - as per Google maps	2025/26 & 2026/27 Approved Enrolment Numbers	2023/24 Actual Enrol Y1-Y7 (incl. Supernumerary pupils)	2024/25 Actual Enrol Y1-Y7 (incl. Supernumerary pupils)	2025/26 Actual Enrol Y1-Y7 (incl. Supernumerary pupils)	2025/26 Supernumerary pupils	2025/26 Available Places	2025/26 Actual Y1 Admissions (incl. Supernumerary pupils)	2025/26 & 2026/27 Approved Admissions Numbers	2026/27 Total Y1 1st Pref Apps	2026/27 Over/Under Subscribed at Y1 - 1st Pref. Applications	ETI reports - Date of Inspection / Overall Assessment
3016052	Harpurs Hill PS, BT52 2ER	Urban	1.11	2.2	224	218	221	219	28	33	32	30	21	U - 9	Sept 2018 - ASOS Nov 2015 - High level of capacity for sustained improvement
3016252	Ballysally PS, BT52 2QU	Urban	1.47	2.1	304	282	282	255	34	83	26	43	22	U - 21	March 2019 - ASOS Dec 2013 - Very Good
3012288	Castleroe PS, BT51 3RN	Rural	1.68	1.7	98	92	97	109	18	7	17	14	17	O - 3	April 2018 - ASOS Oct 2010 - Outstanding
Subtotal					2115	1799	1828	1768	174	521	213	295	214		
Catholic Maintained															
3033709	St John's PS, BT51 3DX	Urban	0.36	0.5	210	166	162	155	17	72	18	30	22	U - 8	May 2019 - ASOS April 2016 - High level of capacity for sustained improvement

3032297	St Malachy's PS, BT52 1HJ	Urban	0.44	1.6	210	170	166	165	15	60	18	30	14	U - 16	June 2017 - ASOS March 2014 - Good
Subtotal					420	336	328	320	32	132	36	60	36		
Grand Total					3334	2856	2852	2785	249	798	352	472	323		

ASOS - Action Short of Strike

The actual enrolment and admissions numbers include supernumerary pupils, however, exclude reception pupils (as per annual Census information).

The 1st preference applications do not include reception or statemented pupils - position at the conclusion of the EA Primary School Admissions Process on 20.3.2026.

* Mill Strand IPS moved to a new building on a new site 1.1 miles from their previous school site - the new building opened in September 2024 at 35 Ballywillin Road, Portrush, BT56 8JL

Please see below details of 2 schools that had a reduction to their approved enrolment and admissions numbers as per the DE Resetting exercise, effective from the 2022/23 School Year.

301-6264 The Irish Society's PS revised their enrolment number from 427 to 420, the admissions number remained unchanged at 60.

303-3709 St John's PS revised their approved numbers from 351/50 to 210/30

Neighbouring Provision

1. **Table 2** provides a snapshot of neighbouring provision within a two-mile mapping radius and also details neighbouring integrated provision within a 10-mile mapping radius. Distances by road may vary from the mapping distance.

Neighbouring Integrated Provision

2. **Table 2** illustrates there is one GMI primary school, Mill Strand IPS and one Controlled Integrated primary school within a 10-mile mapping radius of Killowen PS. Mill Strand IPS (6.8 miles away) has an approved admissions and enrolment of 58 and 385 respectively. In 2025-26 the school admitted 57 pupils into Year 1 and had an actual enrolment of 360 pupils (including supernumerary) with 43 available places. The school's admissions are just below its approved admissions; however, it significantly exceeds the SSP threshold (140) for a sustainable urban primary school.
3. In terms of first preference applications, at the close of the 2026/27 admissions process, Mill Strand IPS received 46 applications for the 58 approved places.
4. The most recent, completed Education and Training Inspectorate (ETI) inspection for Mill Strand IPS in January 2019 was affected by ASOS.
5. Ballymoney Model Controlled IPS (7.9 miles away) has an approved admissions and enrolment of 59 and 414 respectively. In 2025/26 the school admitted 46 pupils into Year 1 and had an actual enrolment of 337 pupils (including supernumerary) with 102 available places. The school's admissions and enrolment are below its approved numbers however the enrolment significantly exceeds the SSP threshold (140) for a sustainable urban primary school.
6. In terms of first preference applications, at the close of the 2025/26 stage one admissions process, Ballymoney Model Controlled IPS received 27 applications for the 59 approved Year 1 places.
7. The most recent, completed ETI inspection for Ballymoney Model Controlled IPS in May 2018 was affected by ASOS.
8. **Map 3** shows the location of all three schools and their respective pupils and illustrates there is a small overlap in the pupil locations of Killowen PS and Ballymoney Model CIPS but there is much more overlap of pupils between Mill Strand IPS and Killowen PS. It illustrates there is already a demand for integrated education within the Coleraine area. Both Integrated schools when combined provide a total of 799 approved places. In 2025/26, the combined actual enrolment of 697 pupils (including supernumerary places) with a total of 145 available places across both schools.

Neighbouring Controlled Provision

9. **Table 2** shows that there are six neighbouring Controlled primary schools within a two-mile mapping radius of Killowen PS. For 2025/26 these schools, when considered together, have approved admissions and enrolment of 267 and 1920 respectively. In 2025/26, these schools had actual admissions of 185 and an actual enrolment of 1572 (including supernumerary) and 506 available places.
10. In relation to first preferences applications for these schools, figures for the 2026/27 year at the conclusion of the admissions process indicate that these schools received a total of 185 first preference applications for the 267 approved Year 1 places. Only two of these schools were oversubscribed (The Irish Society PS and Castleroe PS).
11. When all the Controlled schools are considered together, including Killowen PS, there was an actual enrolment of 1768 for the 2025/26 year, with an actual admission of 214, resulting in 521 available places in Controlled provision in the area.

Neighbouring Catholic Maintained Provision

12. **Table 2** shows that there are two neighbouring Catholic Maintained primary schools within a two-mile mapping radius of Killowen PS. For 2025/26, the schools have a combined approved admissions and enrolment of 60 and 420 respectively. In 2025/26, the schools had a combined admissions of 36 and enrolment of 320 (including supernumerary), with 132 available places.
13. In relation to first preference applications for 2026/27, at the conclusion of the Admissions process there were 36 first preference applications for the 60 approved Year 1 places. Both schools were under-subscribed at first preference.

Appendix L

Assessment against Transformation Guidance

14. 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.
15. Inputs received from DE policy teams in relation to DP 745 are attached at **Appendix C**. The Department's assessment of DP 745 is as follows.

Planning and Engagement in the Transformation Process

16. 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.
17. The CfC asserts that the school has undergone extensive planning and engagement which commenced when three of the BoG and the principal met with the IEF on the 9 January 2020 prior to the Covid 19 pandemic and again on the 22 March 2022 when they met with NICIE and the IEF in which the school gave a presentation, and further discussions were facilitated regarding Transformation. The CfC states *"The Governors expressed a keen interest in exploring Integration but remained cautious, desiring community support for the school's potential Transformation. The school noted a general decline in the percentage of children identifying as Protestant and an increase in those identifying as 'Other', signalling a shift in community make-up and attitudes. Motivated by a desire to provide for the needs of the community and provide a stable, inclusive future based on mutual respect, for the next generation, Killowen Primary School embarked on an information gathering process under the instruction of Governors from 10th February 2023, to gauge the feelings of our parents and gain an insight into community support."*
18. Included in the CfC is the timeline of events showing the school community continued consultation for transformation from these initial meetings and in February 2023 the Governors decided to formally explore Transformation, from which time they included and consulted with all school staff, parents and pupils via information evenings, coffee mornings and "informal drop in" sessions. It gives detailed steps about each stage of the process and interactions with the school and local community to ensure they were fully informed about the transformation process and what is entailed if the school was approved to transform to Integrated status.
19. It is further asserted that 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 needs and dynamics of the community and represents a significant step towards further inclusivity and diversity within the school environment.

20. IEF in its response to DP 745 states, *“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.”*
21. NICIE asserts that Killowen PS has been considering Transformation for at least five years, with their first formal engagement with IEF taking place early in 2020. This lengthy reflection period is an indication of the thorough and careful consultation processes that have been happening within the school community and other stakeholders. It states, *“the whole school community has been, and is, actively engaged in the Transformation process. The school’s approach to accessibility and enabling pupil voice is exemplified by the child-friendly/easy read version of the Transformation Plan”* and *“the school community engaged in an ‘assessment of readiness’ process with the support of NICIE and EA Sectoral support which led to the creation of the Transformation Plan, 2024 – 2027.”*
22. NICIE highlights that staff have engaged in staff development sessions on Integrated ethos in January 2025, and all staff have engaged in reflective workshops to review the school’s vision. In February 2025, a senior teacher completed a three day programme of Anti-Bias in Education learning, facilitated by NICIE.

Provision of Integrated Education

23. The CfC asserts that the initial discussions pertaining to Integrated education began before the Covid pandemic in March 2020 and continued after it was safe to meet face to face, and the Principal and the BoG have taken the time to fully explore Transformation prior to discussing it with parents. The CfC states, *“there is no Integrated primary school in Coleraine and the closest Integrated school is over five miles away (Mill Strand IPS in Portrush).”*
24. After extensive engagement with school stakeholders, parents, pupils and the wider community the BoG passed a resolution to initiate a parental ballot on 10 February 2024. The CfC further states *“Some of the most meaningful exchanges took place when the Principal and Co-Principal chatted to parents informally to invite them to the coffee evenings when their children were at the Halloween Disco in October 2023”*. A parental ballot for the proposed transformation of Killowen PS was carried out between 20 February 2024 until 8 March 2024 which showed that from 263 parents entitled to vote, 218 votes were cast (82.9% participation) with 165 votes (75.7%) being in favour of the Transformation and 53 votes (24.3%) against the Transformation (copy of ballot results are included in the CfC at **Appendix B**).
25. It is asserted in the CfC that this positive response from the parental vote is evidence of parental demand, support and interest in the community regarding transformation of the school. The Department notes however that the CfC does not contain any information on Expression of Interest (EOI) forms, which can be a key piece of information to gauge the potential for an increase in applications from the minority community, but does contain a

section titled “Community Support”, in which it details the letters of support received from local business and residents (contained at **Appendix B** of the CfC).

26. 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.

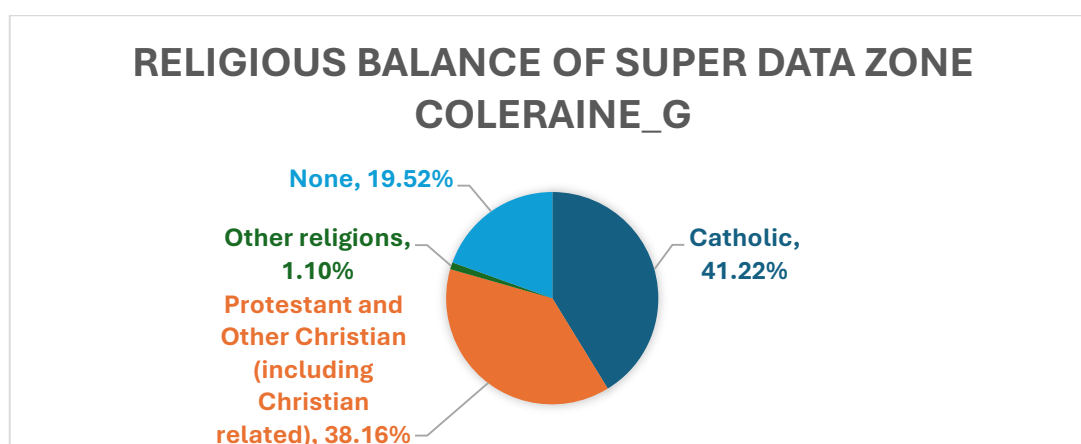
27. An “integrated school” is a school which:-

- (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.

28. The scheme of management for a Controlled Integrated school shall require the BoG to use its best endeavours, in exercising its functions under the Education Orders, to ensure that the management, control and ethos of the school are such as are likely to ensure the provision of Integrated Education.

29. **Chart 4** below shows the religious balance of the Coleraine_G Super Data Zone (SDZ) in which Killowen PS is located, based on data from the most recent Census (2021).

Chart 4 – Religious Balance of Coleraine_G Super Data Zone



Source: Census 2021

30. The CfC asserts that the majority of its pupils attending the school come from Coleraine_F and Coleraine_G SDZs and since 2016/17 there has been a decrease in the number of pupils identifying as both Protestant and Catholic and an increase in those identifying as Other Christian/Non-Christian/No Religion/Unknown and attracts a significantly higher proportion of those who identify as Other Christian/Non-Christian/No Religion or Unknown when compared to the community balance. The CfC further asserts the growth of families designating children as 'Other/No Religion' is observed across many other schools in Northern Ireland and in particular in Controlled schools.
31. **Table 3** illustrates the historic religious balance at Killowen PS and shows that the religious balance of pupils attending the school has changed over the past seven years and does not align with the religious balance of the area. **Table 4** details that the percentage of pupils identifying as Protestant has fluctuated over time while the percentage of those identifying as Catholic has increased 6.37% to 13.27%. It also highlights that the number of pupils identifying as Other Christian has also fluctuated over time from 4.90% to 7.14% while those with No/Unknown religion has decreased. **Chart 7** shows that the area is predominantly Catholic with a mixture of other religions and the school should be able to continue to attract pupils from a Catholic background.

Table 3 – Killowen PS - Religious Balance trends (Years 1-7)

	Protestant	Catholic	Other Christian	Non Christian	No Religion/Religion Unknown
2025/26	47.96%	13.27%	7.14%	3.57%	28.06%
2024/25	41.45%	5.18%	11.40%	1.55%	40.41%
2023/24	40.70%	3.02%	11.06%	0.50%	44.72%
2022/23	36.95%	3.45%	8.87%	0.00%	50.74%
2021/22	38.12%	*	#	0.00%	53.47%
2020/21	40.00%	2.93%	4.88%	0.00%	52.20%
2019/20	38.24%	6.37%	4.90%	0.00%	50.49%

Source: School Census Return 2019/20 – 2024/25 verified and 2025/26 unverified (7-year religious balance)

32. In an update to the CfC provided by the school in February 2025 it is asserted that the Governors have plans to actively adapt admissions criteria to attract children from the minority religions attending the school in the near future and it is noted in the TAP that the school recognises that children from the Catholic community are a minority enrolment within the school and to better cater for existing Catholic children and in anticipation of greater numbers of Catholic children coming to the Killowen PS the school will be reviewing the RE policy and moving to include Sacramental preparation on site as opposed to off-site as it currently is.
33. The CfC asserts that Killowen is a school striving for inclusivity, and transformation would enable the school to celebrate this further and with even greater intention. Killowen upholds this strong commitment, working closely with neighbouring schools. Within the CfC it states *"we are currently exploring the pathway to becoming a Rights Respecting School. It is paramount to Killowen PS that we cultivate an environment where all pupils are encouraged to recognise and respect the fundamental rights of every child."*

34. Commentary from NICIE asserts Killowen PS is well positioned to deliver on all elements of Sections 1 and 2 of the 2022 IE Act, and states, *“the school has existing religious diversity, although the level of diversity is difficult to accurately quantify because 53.4% (103 out of 193 total enrolment) of the pupils are classified by the DE census data as ‘other’”*.
35. NICIE continue that *“In the 2024/25 DE data 90 pupils have been designated as either ‘Protestant’ or ‘Catholic’ by the person completing the school registration form/DE annual census form on their behalf. Of this group of 90, 10 pupils have been designated as ‘Catholic’, indicating that 11% of those who have designated a religion, have designated ‘Catholic’. This intake is prior to the school initiating the Transformation Plan and so this is an indication that the school can meet the ‘meaning’ of Integrated Education as outlined in Section 1 of the 2022 Act: ‘those of different cultures and religious belief and none, including reasonable numbers’ of both Protestants and Catholics. The existing, and growing, religious diversity in the local demographics and the ability of Mill Strand Integrated primary school to achieve religious balance are further evidence in this regard.”*
36. NICIE’s input states that the school has indicated that 12.5% of this year’s Primary 1 intake have been designated as ‘Catholic’ and the school has set an aim to increase this to 15% for the Primary 1 intake in September 2026.
37. In considering Religious Balance and the Department’s position on “Reasonable Numbers” and the General Principle for Transformation, the Department notes the following stated in the CfC :-

“In order to continue to develop the religious balance in the school, the school has set out clear, time-bound actions in the 2025–2026 Transformation Plan (Appendix 2). The school has indicated that 12.5% of this year’s Primary 1 intake have been designated as ‘Catholic’ and the school has set an aim to increase this to 15% for the Primary 1 intake in September 2026. We have outlined some actions below which we view as evidence of the school’s commitment to developing the cultural and religious belief/background diversity in the school.

- *School staff and students attend the Holy Communion celebrations of pupils, curriculum-linked visits to local Catholic churches and increasing connections with the local Parish Priest.*
- *Promoting school open days through The Irish News.*
- *Expanding cultural celebration events to include traditions relevant to the Catholic/Irish community.*
- *Hosting public events showcasing the school’s inclusive ethos and practices.*
- *Increasing social media posts about Integrated values and activities.*
- *Personal Development and Mutual Understanding (PDMU) teaching and learning has been reviewed and expanded in relation to diversity.*
- *Visits to other Integrated schools to learn about how they have built cultural and religious/belief diversity in the pupil population.*
- *Partnering with the local GAA club to offer sports taster sessions.*

- *Engaging with the Framework for Integrated Education^[1] to assist in the development and implementation of the Integrated ethos."*

38. **Table 4** illustrates the religious balance at Killowen PS for 2024/25 by Year Group and confirms that 12.5% of pupils are recorded as Catholic in Year 1.

Table 4 Killowen PS - Religious Balance 2024/25 by Year Group

Year	No religion/ unknown	Percentage	Other	Percentage	Protestant	Percentage	Catholic	Percentage	Total	Percentage
1	6	25.00%	*	*%	11	45.83%	*	*%	24	100.00%
2	#	#%	*	*%	12	48.00%	0	0.00%	25	100.00%
3	10	38.46%	*	*%	8	30.77%	*	*%	26	100.00%
4	#	#%	*	*%	17	51.52%	0	0.00%	33	100.00%
5	12	41.38%	*	*%	12	41.38%	*	*%	29	100.00%
6	17	70.83%	*	*%	*	*%	*	*%	24	100.00%
7	13	40.63%	*	*%	17	53.13%	0	0.00%	32	100.00%
Total	78	40.41%	25	12.95%	80	41.45%	10	5.18%	193	100.00%

Source: School Census data

39. **Table 5** below shows that in 2025/26, the Year 1 intake was 28 pupils, three of which were designated as Catholic, indicating 10.7% intake. If one considers only those pupils which are designated as Protestant or Catholic (18) this is 16.66% of the intake.

Table 5: Religious designation of pupils at Killowen PS 2025/2026

Year	No religion/ unknown	Percentage	Other	percentage	Protestant	Percentage	Catholic	Percentage	Total	Total %
1	8	28.57	*	*	15	53.57	*	*	28	100
2	6	24.00	*	*	11	44.00	*	*	25	100
3	6	22.22	*	*	14	51.85	*	*	27	100
4	*	*	*	*	12	48.00	7	28.00	25	100
5	12	36.36	*	*	17	51.52	*	*	33	100
6	9	27.27	*	*	14	42.42	*	*	33	100
7	9	36.00	*	*	11	44.00	*	*	25	100
Total	55	28.06	21	10.71	94	47.96	26	13.27	196	100

Source: School Census data

40. Based on the Year 1 enrolment data for Killowen PS in both 2024/25 and 2025/26, the school meets the Department's General Principle for Transformation that would be expected the year after transformation. In considering the 10% principle in 2024/25, *% of Year 1 pupils were

^[1] <https://nicie.org/ea-and-nicie-launch-a-framework-for-integrated-education/>

designated as Catholic, and in 2025/26 this figure was *%, both exceeding the required 10% threshold. It is noted that although the percentage has decreased slightly, this is due to an overall rise in the school's intake and that the actual number of Catholic pupils in Year 1 was the same for both 2024/25 and 2025/26.

41. In considering the 15% principle in 2024/25, *% of Year 1 pupils were designated as Catholic, and in 2025/26 this figure was *%, both exceeded the required 15% threshold that would be expected to be achieved in the year after transformation.
42. The Department notes that the percentage of Catholic pupils has fluctuated over the seven-year period 2019/20 – 2025/26 and has noted an overall increase in the percentage of Catholic pupils from 6.37% to 13.27% in 2025/26, with a significant rise in this year.
43. Following your visit in September 2025 the school provided additional information which is included in **Appendix J** and states *“to improve data collection accuracy, we asked not just the Primary 1 intake parents, but all parents/carers to complete the DE census form and we encouraged parents in doing so to be more open about their child’s religious background. It is very interesting to see the huge difference this has made in our whole school religious balance, from 5% designated Catholic in 2024/25, to 14% in 2025/26.”*

SUSTAINABILITY ASSESSMENT

44. 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 Killowen PS as measured against the SSP is provided below.

Criterion 1: Quality Education Experience

Education and Training Inspectorate (ETI) Assessment

45. ETI's most recent inspection of Killowen PS took place in September 2019 which had an overall effectiveness rating of *“has a high level of capacity for sustained improvement in the interest of all learners”*.
46. All areas of the school were identified as very good, detailing that the outcomes for learners in literacy and numeracy were very good with the school's internal data showing that most of the children achieve as expected or above in literacy and that by the end of Key Stage (KS) 2 most of the children make very good progress in Mathematics.
47. The quality of provision was also assessed as very good with the report stating, *“the teachers provide a wide range of learning approaches including practical activities,*

individual and group work, active learning strategies and use skilfully questions to develop the children's vocabulary and mathematical thinking."

48. The report further states, *"in nearly all the lessons observed, the quality of learning and teaching was very good with the remainder outstanding. In these lessons, classroom management was highly effective, learning was very well differentiated and the teachers used questioning techniques adeptly in order to draw out better understanding. Formative assessment is used highly effectively in guiding the children to improve further the quality of their work and inform future learning in literacy and numeracy."*
49. ETI input to this DP states *"evidence from the last District visit in spring 2025 indicates that the school has moved on well from its last inspection. Outcomes at the time of the last inspection in October 2019 were very good overall. The school's most recent data in literacy and numeracy indicates that most children are attaining in line, or above, expectations."*

Special Education Needs (SEN)

50. In 2025/26, Killowen PS had 16 (8.16%) pupils enrolled with a Statement of SEN and 45 pupils on the SEN register at stages 1 and 2. The CfC asserts that Killowen PS caters for children of all abilities and the school works closely with the child and parent/guardian in actively supporting every child's needs.
51. Attendance at a sustainable school underpins the fundamental principles of the SEN Code of Practice²⁹, which 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.
52. The CfC details that the school caters for a high number of pupils with SEN and is steadfast in its approach in provision of inclusion education and individualised support to meet the distinct needs of every child.
53. The ETI Inspection Report of September 2019 (while now dated) states *"the staff use effectively, and holistically, appropriate information about the children including transitional information from pre-school, internal data, and additional pastoral knowledge to identify and inform early interventions."* It further states, *"appropriate interventions are in place, such as, reading partnership and literacy and numeracy focus groups; the classroom assistants provide effective support for the children. Individual education plans are suitably personalised and target improvement through detailing appropriate strategies."*
54. The school's website states *"At Killowen Primary School we are very proud to offer your child the following excellent resources. These significantly help to enhance learning and the overall development of your child. The classrooms are all situated on one level making them*

²⁹ <https://www.education-ni.gov.uk/articles/special-educational-needs-code-practice>

accessible for everyone.” It also details a list of resources available at the school, some of which include a Sensory area, iPads and/or chrome books for everyone to enhance the teaching and learning experience and a Specialist Provision Classroom.

55. In an update to the CfC provided by the school in February 2025, the Department notes that Killowen PS has been approved to establish a Specialist Provision in a Mainstream (SPiM) Unit. The Department’s Special Education Policy Team provided input to this DP which states *“Looking to the future, Killowen PS is in line to create additional Specialist Provision to provide high quality educational experience for students with special educational needs in the locality within the school. (They) are engaged with the Specialist Provision in Mainstream Schools Area Planning team in this regard, and the space has been identified, the need is evident, and consultation is currently underway.”*

Composite Classes and Teaching Staff

56. The SSP recommends there should be no more than two composite year groups in a single classroom at primary school level and a minimum of four teachers at a primary school. The 2025/26 school census data shows that Killowen PS operates a seven-class base comprising of no composite classes and 2024/25 figures show the school had 8.4 full time equivalent (FTE) teachers.

Pastoral Care

57. The ETI report of September 2019 notes the arrangements for safeguarding children reflect the guidance from the Department of Education and states *“based on the evidence available at the time of the inspection, the school’s approach to the care and welfare of the children impacts positively on learning, teaching and outcome.”*

Extra-Curricular Activities

58. The CfC asserts the school has participated successfully in an Extended Schools Cluster, Coleraine Education Community Project and Churchland Community which highlights the school’s commitment to ensuring the inclusive ethos and dedication to doing what is best for the community. It states, *“these projects ensure a varied programme of after school activities, including sports, music, drama and the Arts. Literacy and Numeracy Catch-Up Clubs are also provided and a Breakfast Club with healthy eating and purposeful activities.”*
59. It is noted in the TAP that *“Killowen Primary School values the range of extra-curricular activities available to our children which helps develop wider skills and foster a sense of belonging to our school community.”*
60. The school’s website details that “an After School Activity Programme (ASAP)” caters for all our children from Years 1-7. Beginning with a breakfast club at 8am where the children can experience a healthy breakfast, fun activities and competitions. In addition “Kool Kidz” is open from 8am – 6pm during the summer for all local children and is run by one of the school’s teachers.

Physical Environment

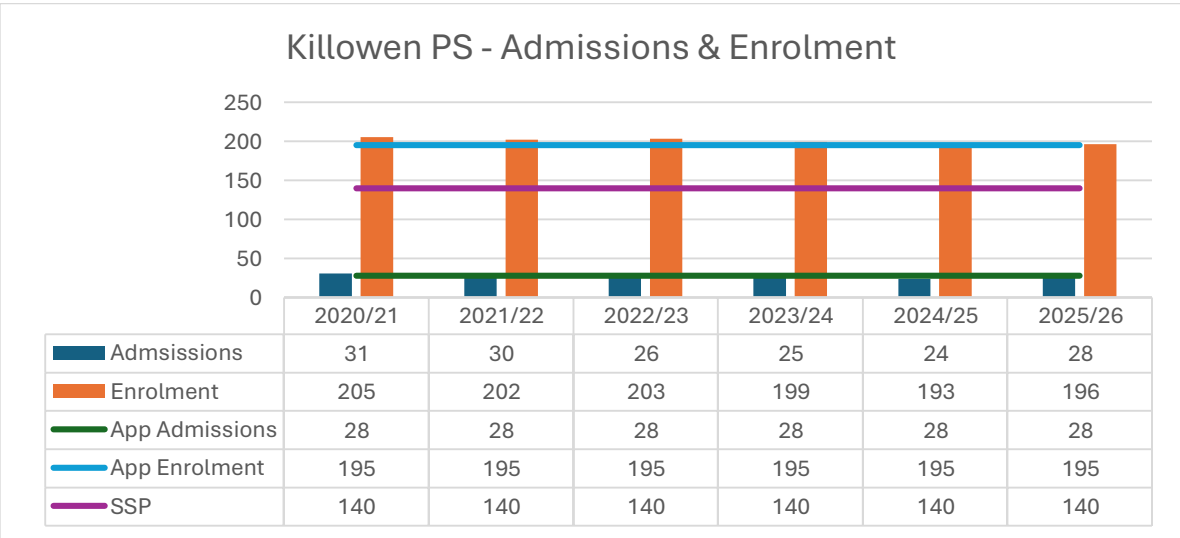
61. The CfC states that the current school building has been in existence since 1936 but there are no details on the physical state or capacity of the building. It is noted under resource implications there is no capital cost required as there is no need for additional accommodation at the existing school site.

Criterion 2: Stable Enrolment Trends

62. 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 Killowen PS are 28 and 195 respectively.

63. **Chart 5** below shows that the school has admitted close to or above its approved admissions number each year for the past six years, admitting over its approved admissions number in 2020/21 and 2021/22 and equalling it in 2025/26. It illustrates that Killowen PS has had an actual enrolment above its approved enrolment number (195) for five of the last six years and has only just dipped below its approved enrolment number in 2024/25 with an actual enrolment of 193 pupils (including SEN). It highlights that the school has had consistent admissions and enrolment over the past six years demonstrating consistent demand for the school and has an enrolment above the SSP recommended minimum of 140 for an urban school.

Chart 5: Killowen PS Admissions & Enrolment Trends



Source: School Census Data. Figures Include SEN pupils

64. **Table 6** below shows the pattern of applications to the school. The table also shows the school has been under-subscribed with first preference applications in three of the past five years and although under-subscribed still demonstrates a consistent demand for the school. Figures from the EA indicate that the school received 29 first preference applications for 2026/27 and accepted all 29 pupils.

Table 6: Killowen PS – Application Trends

Year	First Preferences	Total Applications (all preferences)	Total Admissions*
2021/22	36	36	30
2022/23	28	28	28
2023/24	21	21	21
2024/25	20	20	20
2025/26	25	25	25
2026/27	29	29	29

Excludes SEN pupils and those admitted by appeal.

Criterion 3: Sound Financial Position

65. The school's deficit position as at 31 March 2026 is **-£106,868** which equates to **-13.05%** deficit. At 31 March 2025 the school's deficit was **-£72,134**.
66. As stated in the EA's guidance on Financial Management Arrangements for Controlled and Maintained Schools funded under the Common Funding Scheme (CFS), 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. Killowen PS is not within this tolerance.
67. The school received a Common Funding Formula budget of £818,428 in the 2025-26 financial year for **193¹** FTE pupils, which generates a per capita of £4,241. The average for all primary schools is £4,108.
68. The total FSME for the school is **91³⁰** pupils, which represents 47.15% of the total FTE, which places the school in Band 3 for funding purposes. The school received £32,348 for Small Schools Support funding, which represents 53.50% of the maximum funding for this factor, within the Nursery & Primary funding stream. The school also received £8,785 in respect of Primary Principals' Release Time, which represents 53.47% of the maximum.
69. The figures stated above show Killowen PS is not living within its in-year budget and has a deficit (**-13.05%**) which is outside the tolerance of +/-5% or less than £75,000 as stated in the EA's guidance on Financial Management Arrangements for Controlled and Maintained Schools funded under the CFS.

³⁰ The school's funding allocation is based on the previous year's census data (e.g. the October 2021 census data was used to determine the 2022-23 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).

70. The increasing deficit position, however, highlights a concern. Even though the school has displayed consistent admissions and enrolment numbers, the school needs to have better financial planning to ensure prudent management of its finances to ensure sustainability for the future.
71. The Department notes that the CfC states *"the school had a surplus of £2,081 at the 31 March 2024 but is projected to have a deficit of -£180,368 by the end of the school's current three year financial plan. Killowen PS has a history of a category 4 school for many years and has just become overspent recently due to the country's current financial position and the increased additional needs being catered for within the diverse community of the school."*
72. Latest figures supplied from the EA for the Monthly Expenditure Monitoring Round (MEMR (June 2025)) shows that Killowen PS received £10k for SENCO Implementation of SEND Act Allocation, £1k for Mainstreaming Shared Education.

Criterion 4: Strong Leadership and Management

73. The CfC asserts there is a strong leadership team at the school which shares decision making and collaborates consistently with staff, governors, community members, families and pupils. It states, *"all staff are brought together and trained to high standards in the areas of need identified through the school development process."*
74. The TAP contains details about the leadership team of the school and states *"the current Principal was appointed in 2006 with the Senior Teacher having taught in the school since 1994. The Senior Leadership Team (SLT) comprises the Principal, Senior Teacher, ICT Lead, SENCo, Child Protection and WAU Lead, and the SLT is undergoing restructuring due to recent staff changes."*
75. The ETI inspection report of September 2019, although now dated, assessed the leadership and management of the school as very good. It states *"the senior and middle leadership is highly effective. There is a clear strategic vision exemplified through a well-consulted, very good quality school development plan, and associated action plans, that identify appropriate priorities and targets for school improvement. The leadership monitor, evaluate and review the work of the school and use this to demonstrate, and inform, notable improvements in the outcomes for the children and their learning experiences."*
76. The report continues *"there can be a high degree of confidence in the aspects of governance evaluated. The governors are kept fully informed about, and understand their role in, the school improvement process. They support and challenge appropriately the principal and staff and make a meaningful contribution to the life and work of the school."*
77. The CfC further asserts leadership training programmes are sourced and teachers have the opportunity to avail of these to allow for future career development and that the school participates in the EA's whole school 'Being Well, Doing Well' project which demonstrates the commitment to the ongoing well-being of the entire school community.
78. The Department also notes that the reconstituted BoG in 2024 will be encouraged to undertake the joint NICIE/EA training module for Governors new to Integrated Education and following

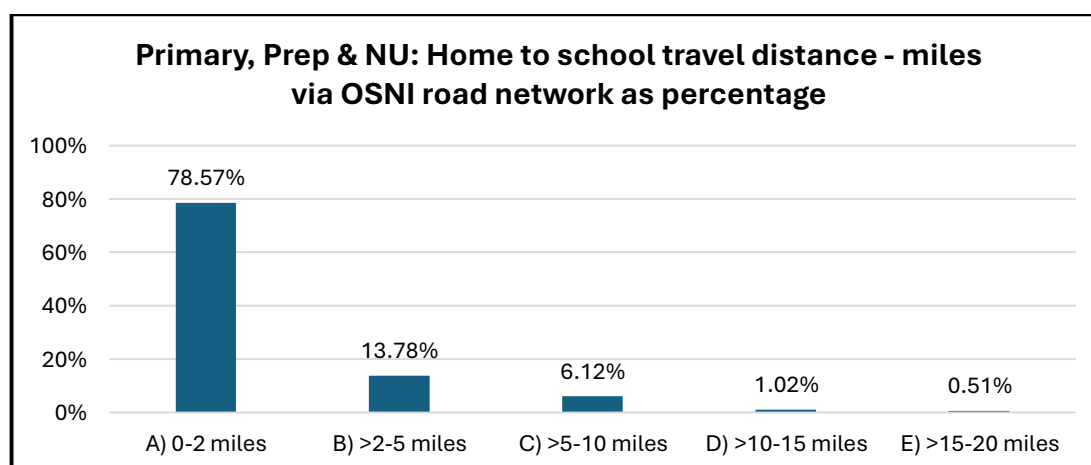
any Ministerial approval of the proposal a further reconstitution of the BoG will take place with additional training if required. Information supplied from the EA details the composition of the BoG of Killowen PS is currently nine governors. The governors hold a range of interpersonal, general, financial and numerical skills with several governors having over seven years' experience serving on the BoG. There are no current vacancies on the BoG and the EA advised the school in February 2025 the BoG was in a position to reconstitute and are awaiting the necessary paperwork.

79. ETI input for this DP states, *“the school is well run by a very effective leader and evidence from the last District visit in spring 2025 indicates that the school has moved on well from its last inspection”* and *“the principal is extremely committed and successful in running a very inclusive school that offers its pupils very good learning experiences and where the children progress and attain well the principal is impassioned about the benefits that controlled integrated status would bring.”*

Criterion 5: Accessibility

80. **Map 1** illustrates that most of the pupils who attend Killowen PS reside within two miles of the school, with nearly all its pupils living within one mile of the school with the majority of pupils residing within very close proximity of the school. **Map 4** clearly indicates that most of the pupils are within 0-10 minutes travel time with a small number of pupils within 10-20 minutes travel time.
81. **Chart 6 and Table 7** display the grouped travel distance of pupils for Killowen PS (via OSNI road network) for the 2025/26 academic year. It illustrates that 77.57% of the pupils travel less than two miles and 13.78% travel between two and five miles with a very small percentage (6.12%) travelling between five to 10 miles and 1.53% travelling more than 10 miles.

Chart 6 – Killowen PS – Pupil travel distance (2025/26)



Source DE School Census 2025/26

Table 8 Grouped travel distance for pupils attending Killowen PS

Distance	Number of Pupils
0-2 miles	154
>2-5 miles	27
>5-10 miles	12
>10-15 miles	2
>15-20 miles	1
Grand Total	199

82. The CfC states *“the school is accessible by public and private transport networks. It sits in a prime location just off the main Strand Road into Coleraine, overlooking the River Bann. Internally the school is physically accessible for all to ensure a fully inclusive environment for learning.”*

Criterion 6: Strong Links with the Community

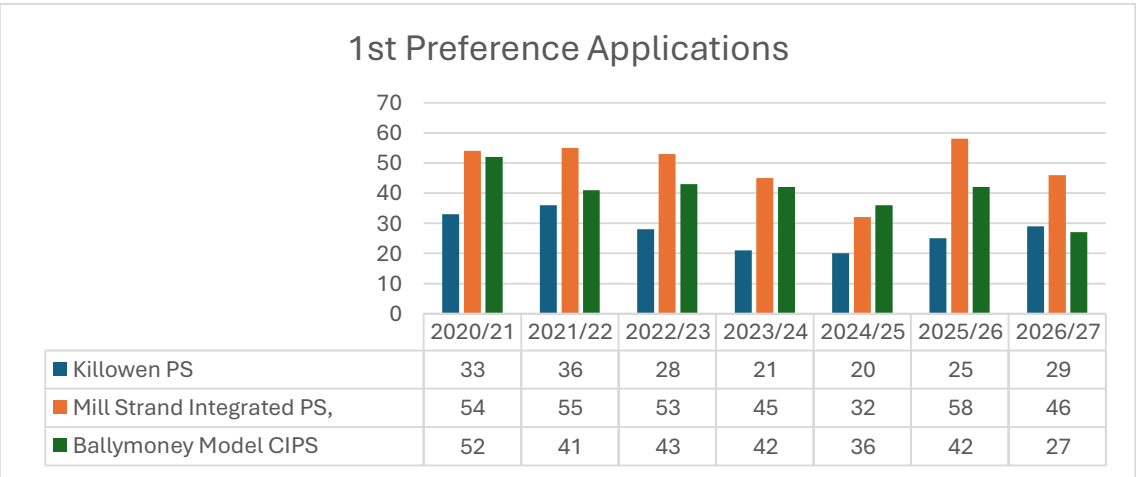
83. The CfC asserts that the school is at the heart of the community and is in the hearts of those living in the community who collaborate with the school to offer support. It is further asserted that the school is connected with others in the wider community through some of the projects in which the school participates. A list of these projects can be viewed within the CfC on pages 35 and 36.
84. It is asserted within the CfC that the school is represented on the Churchland Working Group and Partnership Board where they participate in community planning processes and have worked closely with Radius Housing to build intergenerational connections for the benefit of everyone in recent years.
85. The school affirms that it uses social media platforms to encourage community interaction, and its Facebook page has a strong following which strives to post daily about school life.
86. It is noted in the CfC that *“the Transformation Plan makes specific reference to ways in which the school intends to engage with the locality 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 an opportunity to positively promote the school as an Integrated setting ingrained within its locality.”*
87. The ETI inspection of September 2019 states, *“the school has positive links with the community it serves. The well developed partnerships with local pre-schools and post-primary schools are used to support good transitions for the children.”*
88. The school is also involved in a Shared Education Partnership with St John’s PS and teachers also share good practice with St Malachy’s PS and Harpur’s Hill PS.

89. The CfC also notes the school has close links with Kylemore Nursery School (including Churchland Community Supporting Families through Learning project) and local post primary schools, including North Coast Integrated College.
90. Killowen PS also participates in an extended school cluster and Coleraine Education Community Project with the Integrated post primary and indeed other local schools. Links have been developed with a local Integrated primary school and Killowen PS looks forward to providing a seamless pathway to Integrated Education with the soon to be formed Causeway Integrated Academy.

Demand for Integrated Education

91. **Map 3** shows the nearest existing Integrated primary schools and their pupil catchment areas. It highlights that there is some overlap between Killowen PS and Ballymoney Model IPS, located 7.9 miles away, however there is more overlap between Killowen PS and Mill Strand IPS. It demonstrates that there are already some pupils in the Coleraine area seeking Integrated education. **Chart 7** below illustrates all three schools’ first preference applications, demonstrating that all three schools have a broadly consistent level of demand.

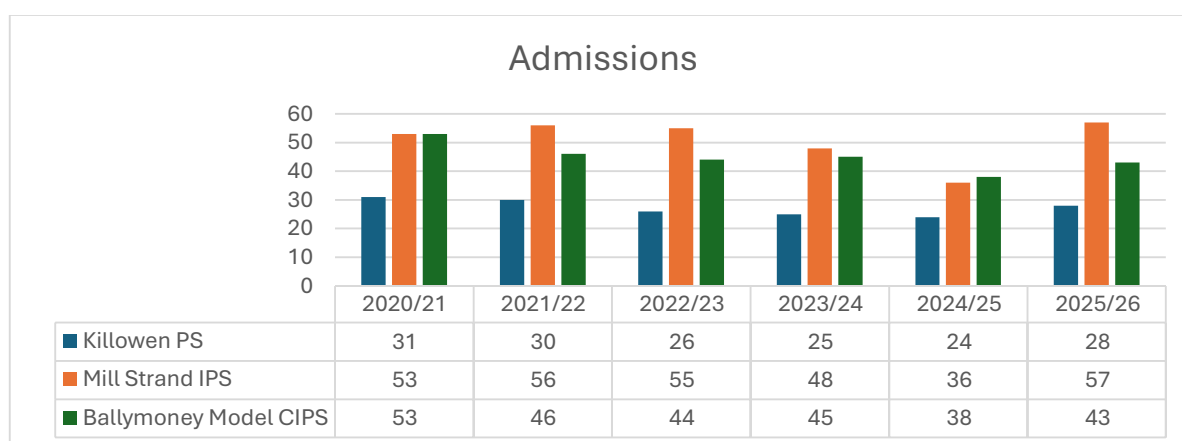
Chart 7: Alternative Integrated PS – First Preference Year 1 Trends



Source: EA first preference data
 Note New Build for Mill Strand Integrated PS opened in September 2024

92. **Chart 8** provides analysis of admissions of the existing Integrated provision in the area. Overall, Mill Strand IPS consistently records the highest admissions each year, peaking at approximately 56–57 pupils in 2021/22 and 2025/26, although it experiences a noticeable dip to around 36 in 2024/25 before recovering. Ballymoney Model CIPS shows moderate but steady figures, starting at 53 in 2020/21, declining slightly over the next few years to the mid-40s, and then stabilising. Killowen PS has the lowest admissions throughout, generally fluctuating between the mid-20s and around 30 pupils, with a slight decline after 2021/22 followed by a modest recovery by 2025/26.

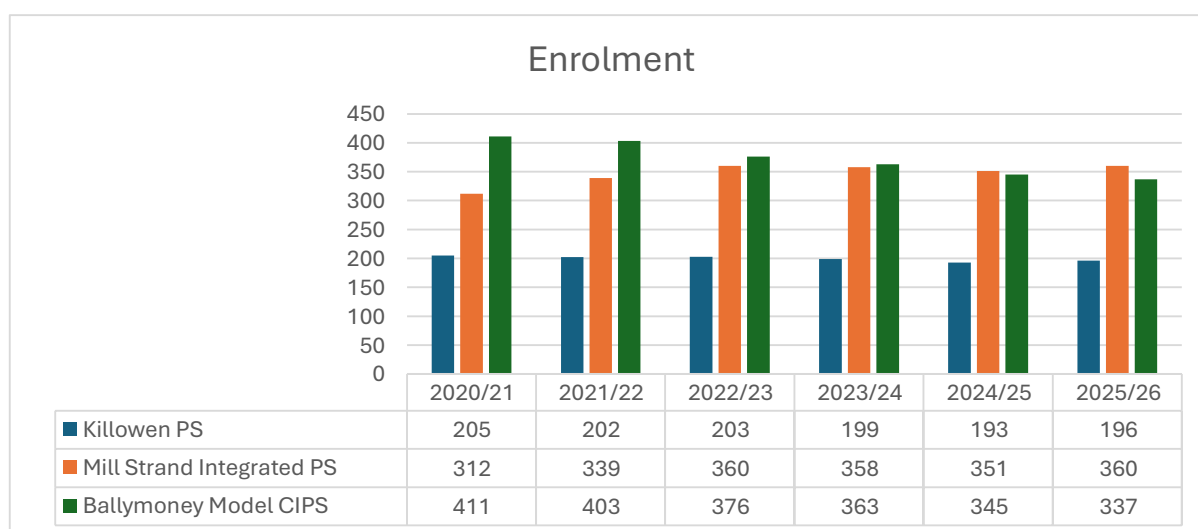
Chart 8: Existing Integrated PS – Admissions Trends



Source: DE Census Data. Figures are Inclusive of SEN pupils

93. **Chart 9** below shows the enrolment trends at the nearest Integrated primary schools. The chart illustrates that Mill Strand IPS has had an overall increase in its enrolment from 2019/20 to 2025/26 (360). It also demonstrates that Ballymoney Model IPS max enrolment was in 2020/21 (411) and has experienced a decline in its enrolment each year over the four years to 2025/26 (337), however the data suggests that each school is sustainable in terms of enrolment numbers. It also illustrates that Killowen PS has remained relatively stable over the past six years with a slight overall decline of nine pupils.

Chart 9 – Neighbouring Integrated PS enrolment trends



Source: DE Census Data

Figures are Inclusive of SEN pupils

94. Admissions and enrolment trends of existing Integrated provision, along with the trends in first preference applications is suggestive of demand for Integrated education in the area. The result of the parental ballot indicates demand for Integrated education from parents with pupils currently enrolled at Killowen PS and **Map 3** illustrates that there is already a number of pupils in the Coleraine area choosing Integrated education at Mill Strand IPS and Ballymoney Model CIPS also demonstrating demand. It is noted, however, that there were no EOI forms received

in respect of DP 745. The BoGs' response in support of DP 745 includes some positive comments supplied to the school by the community.

Area Planning Context

95. 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 provision within two miles and Integrated provision within 10 miles of Killowen PS is shown in **Map 2** and **Map 3**, while an assessment of the current levels of provision can be found at paras 1 to 13 above.
96. 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. Details of neighbouring provision in the area is included in this report and an assessment of the current level of demand for Integrated Education in the area is provided at [paras 91-94](#) above.
97. **Map 3** illustrates Killowen PS and the nearest existing Integrated primary school (Mill Strand IPS which is 6.8 miles away by road), and their pupil catchment areas and it is evident that there is overlap in the pupil catchment areas. There are pupils attending Mill Strand IPS from the Coleraine area and if the school was to transform to Controlled Integrated Status this could be their closest Integrated school. Ballymoney Model Central IPS is located 7.9 miles from Killowen PS and there is a small overlap in the pupil catchment areas between Killowen PS and Ballymoney Model Central IPS.
98. The neighbouring Controlled schools detailed in **Table 2** show there are 506 available places in Controlled provision (not including Killowen PS), with only two schools being over-subscribed (The Irish Society PS & Castleroe PS). Should this proposal be approved, and Killowen PS transforms to Controlled Integrated status, this would convert 195 approved Controlled places to Controlled Integrated within the area.
99. **Table 2** also shows that there are two Catholic Maintained schools, both of which have available places, with none of the schools being oversubscribed at first preference for the 2026/27 academic year.
100. The Department notes from OP 2 there is a medium-term work stream for the Causeway Coast and Glens LGD for primary schools, carried over from OP1 as follows: *"The Education Authority, Council for Catholic Maintained Schools, Northern Ireland Council for Integrated Education and Comhairle na Gaelscolaíochta will review primary provision within the LGD to explore innovative and collaborative working to provide sustainable provision in the area" with a key theme "Increase parity of access for all to appropriate pathways; Promote cooperation, collaboration and sharing across all sectors; Maximise resources and sustainability; Inform strategic infrastructure planning and investment."*

101. Should this DP be approved, there will be sufficient capacity at neighbouring Controlled and Maintained schools to accommodate pupils should parents prefer their children be educated in these sectors.
102. The Department notes the statement in the CfC that *“the BoG of Killowen PS do not believe that the transformation of our school to Controlled Integrated status would have any impact on the Mill Strand IPS.”*
103. **Table 9** details the number of primary aged school pupils within a two-mile mapping radius of Killowen PS, the breakdown of the schools which they attend for the 2025/26 academic year. It demonstrates that there are 2101 pupils within the area attending 27 different schools. Out of the schools within the two mile-mapping radius, Killowen PS is the sixth selected school from the nine available in the local area. **Map 3** illustrates those pupils who currently attend Integrated Education within the Coleraine area and hinterland. It illustrates there a number of pupils within the immediate area of Killowen PS choosing Integrated education and a small overlap in pupil catchment areas between Mill Strand IPS and Killowen PS. **Map 5** details the pupils within the immediate area of Killowen PS and the breakdown by school attendance.

Table 9 – Breakdown of pupils within 2 miles of Killowen PS (2025/26) - Attendance by School

School Name	Number of pupils
The Irish Society's Primary School, Coleraine	344
Millburn Primary School, Coleraine	242
Harpurs Hill Primary School, Coleraine	228
Ballysally Primary School, Coleraine	227
D H Christie Memorial Primary School, Coleraine	222
Killowen Primary School, Coleraine	168
St Malachy's Primary School, Coleraine	145
St John's Primary School, Coleraine	138
Mill Strand Integrated Primary School, Portrush	106
Castleroe Primary School, Coleraine	65
Damhead Primary School, Coleraine	49
Macosquin Primary School, Coleraine	48
Portstewart Primary School	33
Carnalridge Primary School, Portrush	23
St Colum's Primary School, Portstewart	15
Portrush Primary School	9
Kilmoyle Primary School, Ballymoney	7
Ballymoney Model Controlled Integrated Primary School	6
Hezlett Primary School, Coleraine	6
Bushmills Primary School	5
St Patrick's Primary School, Portrush	5
St Brigid's Primary School, Ballymoney	3
Culcrow Primary School, Aghadowey	2

Lislagan Primary School, Ballymoney	2
Ballytober Primary School, Bushmills	1
Gorran Primary School, Coleraine	1
Leaney Primary School, Ballymoney	1
Grand Total	2101

104. On 18 September 2023, the Permanent Secretary approved a suite of modified DPs 676-680 to establish a new co-educational, 11-18 non-selective controlled integrated post-primary in the Coleraine area with autism specific and learning support classes for Key Stage 3 and Key Stage 4. Causeway Academy is to be established with effect from 1 September 2026.
105. In relation to DP 745 NICIE has asserted that the proposal is a timely and necessary step to meet growing parental demand for Integrated Education in the Coleraine area. NICIE highlights that the transformation will not negatively impact existing Integrated provision in the area and will instead enhance educational choice and inclusivity in the region. With the provision of the newly established Causeway Academy opening in Coleraine the transformation of Killowen PS would secure an integrated pathway for pupils from primary through to post-primary provision within the town.

ASSESSMENT OF STATUTORY AND OTHER CONSIDERATIONS

Article 64 - Statutory Duty to Encourage, Facilitate and Support the Development of Integrated Education

106. There is a statutory duty on your Department under Article 64 of the Education Reform (Northern Ireland) Order 1989 'to encourage, facilitate and support the development of Integrated Education.' The meaning of Integrated Education and the meaning of support at is set out below.
107. 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.
108. 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.
109. Consideration of DP 745 will take account of the information and evidence gathered, together with the Department's duty under Article 64.

Integrated Education Act 2022

110. 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.
111. An Integrated school has now been defined for the first time in Section 2 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.
112. The Integrated Education Act amends the previous 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.

113. The Department’s duty to Integrated education must be balanced alongside other relevant statutory and policy requirements to reach a reasoned conclusion.

114. It is noted that the school has a consistent number of Newcomer children, and it is asserted in the CfC that *“this is higher than would be expected for the area”*, suggesting those of other ethnicities and of a variety of nationalities are welcomed to the school. **Table 1** below shows that the school does have Newcomers present but when considered alongside other schools in the area, this is a relatively small number and is not *“higher than would be expected for the area”* as asserted in the CfC, however, it still demonstrates that the school is open to all.

Table 1 – Newcomer pupils’ attendance at schools in the Coleraine Area (2025/26) 2 mile radius

DE reference	School name	Newcomer enrolment	Lookup Distance
3012237	Killowen Primary School, Coleraine	10	0
3033709	St John's Primary School, Coleraine	33	0.36
3032297	St Malachy's Primary School, Coleraine	46	0.44
3016264	The Irish Society's Primary School, Coleraine	35	0.68
3012284	D H Christie Memorial Primary School, Coleraine	11	0.94
3012264	Millburn Primary School, Coleraine	37	0.96
3016052	Harpurs Hill Primary School, Coleraine	18	1.11
3016252	Ballysally Primary School, Coleraine	*	1.47
3012288	Castleroe Primary School, Coleraine	*	1.68

115. In regard to supporting those who are experiencing socio-economic deprivation and those who are not, it is noted that the school enjoys diversity, not only in terms of community background but also in relation to social and economic status. There is a high level of pupils within the school who are in receipt of Free School Meals (FSM). The number of pupils receiving FSM over the past five years has remained high as demonstrated by **Table 2** with an average uptake of 46.68% over the past five years.

Table 2: Free School Meals - Killowen Primary School		
Year	FSME (No of Pupils)	FSME %
2021/22	97	48.0%
2022/23	104	51.2%
2023/24	89	44.7%
2024/25	91	47.2%
2025/26	83	42.3%

116. The CfC notes that average uptake for FSM in all grant aided schools in Northern Ireland is 27.7% and that Killowen PS is considerably above this average. It is asserted in the CfC that to address socio-economic issues Killowen PS has participated successfully in an Extended Schools Cluster, Coleraine Education Community Project and Churchland Community Supporting Families through Learning Project for many years. These projects ensure a varied programme of after school activities, including sports, music, drama and the Arts. Literacy and Numeracy Catch-Up Clubs are also provided and a Breakfast Club with healthy eating and purposeful activities. It is further asserted that families are supported with workshops and classroom stays to demonstrate how to help their children with learning in the home.
117. It is asserted in the CfC that the school is open to all pupils and that the school provides educational support for children of all abilities. School Census data show that the number of children with SEN has increased at the school over the years, as referenced by **Table 3**. The CfC states *“Killowen PS is steadfast in our inclusive and individualised support to meet the distinct need of every child”*. It is further asserted that the school engages in regular special needs training for all staff. It is noted that all classrooms have a nurture area and there is a separate Nurture Nest space.

Table 3: Killowen PS – Pupils with SEN

Year	SEN Stage 5/ Stage 3	SEN Stage 1 - 4 / 1-2	SEN All Stages
2016/17	6	48	54
2017/18	7	52	59
2018/19	*	#	54
2019/20	*	#	49
2020/21	6	43	49
2021/22	8	40	48
2022/23	8	37	45
2023/24	14	40	54
2024/25	15	41	56
2025/26	16	45	61

118. The CfC states, *“differentiated lessons have been a focus of staff training, and the diverse talents and range of abilities of our pupils are catered for in every classroom and celebrated at assemblies and during class”*.
119. The Department notes that Killowen PS is in line to create additional Specialist Provision *“to provide high quality educational experience for students with special educational needs in the locality within the school”* and is engaged with the Specialist Provision in Mainstream Schools Area Planning team in this regard, and consultation is currently underway. NICIE also comments that *“the school is in the process of opening two Specialist Provision classrooms (Social Communication), which is further enhancing their ability to cater for diversity with regard to pupils of different educational need and ability.”* The Department notes that it is asserted in the BoG response in support of DP 745 that the specialist provision unit is now open.
120. The historical enrolment of the school demonstrates the school has a pupil profile that includes children from different cultures and religious beliefs and of none, includes children from across a range of socio-economic backgrounds as well as educating children with different abilities. It has been noted in the CfC that the school enjoys a well-established Shared Education partnership with St John’s PS and teachers also share good practice with St Malachy’s PS and Harpur’s Hill PS. The school appears to offer a range of services and activities to school families and endeavours to provide pupils and families with many additional areas of support. The health and well-being of pupils is of high importance to the school as stated in the CfC *“Killowen Primary School nurtures the diverse talents and self-esteem of all of its children in a positive and caring environment where equality for all children is of paramount importance.”*
121. The IEF states, *“Killowen Primary School is a well-resourced, sustainable school with staff committed to providing the best opportunities for the children they teach. There are robust*

plans in place to increase the minority tradition significantly and their recent addition of a SPIMS Unit reflects their commitment to equality of access for all children.”

Integrated Education – Section 3 Advisory Body Consultation

122. 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.
123. 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.
124. The Department has identified the NICIE, the IEF and the CSSC as relevant bodies for the purposes of such consultation.
125. On 11 April 2025 the Department wrote to each of these bodies, seeking their views on DP 745. A copy of that letter issued to NICIE can be found at **Appendix I**, which is the same for all S3 bodies.
126. 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”
127. Each response from NICIE, IEF and CSSC was submitted in one submission covering both the Statutory Objection Period and Section 3 comments and have been summarised above and included in the relevant sections relating to the Integrated Education Act. A copy of each response is reproduced in full at **Appendices D, E and F** respectively.
128. 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, the inclusive nature and ethos of the school and the enrolment of the school is above the minimum threshold.

129. Within NICIE's response it is stated that *"it is our view that this proposal reflects a shared vision for the future of education in the Coleraine area, demonstrating community-driven desire to create a school where children from all religious and cultural traditions will learn together every day. The school views the proposed Transformation to Integrated status as a natural and progressive step in the school's journey, reflecting the changing values and aspirations of families in Coleraine and beyond."*

Rural Needs Act (2016)

130. Rural proofing has been a requirement for all Government departments in Northern Ireland since 2002 and has been an integral part of the policy development process. In 2016 the commitment to rural proofing was strengthened with the introduction of the Rural Needs act (NI) 2016. The Act places a duty on Government departments to have due regard to rural needs when developing, adopting, implementing, or revising policies, strategies and plans and when designing and delivering public services.
131. The Act requires public authorities to have 'due regard' to consciously consider the needs of people in rural areas when developing policies, strategies and plans and when designing and delivering public services. It defines 'rural needs' as "the social and economic needs of rural areas".
132. The Department's SSP policy was assessed at the time it was introduced against the Rural Development Council's 'Striking the Balance' report and rural proofing checklist and no adverse impact was identified. The needs of rural communities are reflected in the SSP through the lower enrolment threshold for rural primary schools which is 50% of the SSP optimum enrolment for primary schools; the accessibility criterion (which provides guidance on home to school travel times); and the criterion 'strong links with the community' (which also recognises the central place a school has for many communities (rural and urban)).
133. The CfC confirms that equality screening of the proposal was carried out in line with the Department's guidance on DPs (DE Circular 2017/09) and the statutory requirements of the Rural Needs Act (NI) 2016 (where appropriate) have been considered.

Article 44 of the Education and Libraries (NI) Order 1986 (effective and efficient use of public funds)

134. 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.
135. 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 745, the Department's assessment is as follows:
136. Should DP 745 be approved, the Transformation to Controlled Integrated status would not affect the school's financial position as the approved admission and enrolment numbers are not increasing. There are no significant financial implications associated with the proposal. The CfC advises that approval of this proposal is a cost-effective method to discharge the

Departmental duty under Article 64 of the Education Reform (Northern Ireland) Order 1989, which has been amended by the Integrated Education 2022 Act to encourage, facilitate and support the development of Integrated Education.

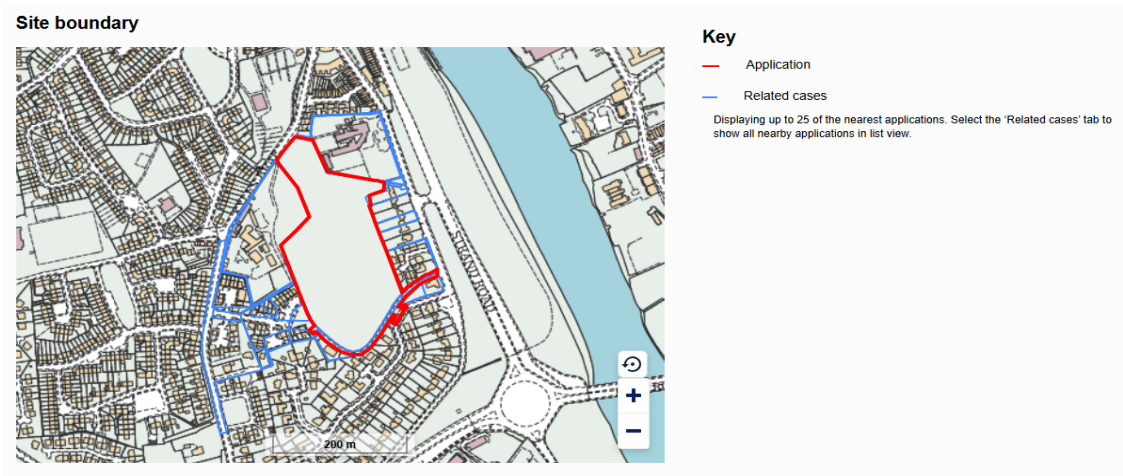
137. The approval of Killowen PS to transform to Controlled Integrated status may require additional provision of home-to-school transport for those eligible pupils who choose to attend the school. Any transport arrangement would be in accordance with the transport regulations and identified preference school, based on eligibility. As this is an existing school, there are no significant costs relating to the transformation proposal and no additional accommodation would be required.

Other Considerations

Housing

138. It is asserted in the CfC that there has been recent approval of planning permission³¹ for 80 affordable housing units in an area adjacent to the school which includes nine two storey town houses, 40 two storey semi-detached homes and seven two storey detached homes and that in time the school anticipates this will bring more families to the locality of our school.
139. In order to verify this the Department contacted the Causeway Coast Glens Council to establish the details pertaining to these applications. In their response the Council provided a link to the Planning Register website and it is noted that these applications were approved. The site boundary and layout for the housing application are detailed below in **Image 1**.

Image 1 – Site Boundary (Source [Northern Ireland Public Register](#))



140. It should be noted however that even though the housing development is adjacent to the school, there is no guarantee that it will attract new pupils to the school. New 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 a bearing on

³¹ (LA01/2024/1096/F):

[https://www.causewaycoastandglens.gov.uk/uploads/general/Valid Applications Received 07.10.2024 - 11.10.2024.pdf](https://www.causewaycoastandglens.gov.uk/uploads/general/Valid_Applications_Received_07.10.2024_-_11.10.2024.pdf) (accessed 31st Oct 2024)

demand and the type of provision being sought. However, it is noted that the school attracts significant pupils from its immediate area as indicated by **Map 5** and that a housing development adjacent to the school could increase enrolments at the school based on the current locations of pupils in the area.

Educational Impact

141. It is asserted in the CfC that Killowen PS aims to help pupils reach their full potential by following the Northern Ireland Curriculum, which supports their development as individuals and as contributors to society, the economy, and the environment. It is further asserted that the school provides a broad, balanced education in a supportive environment while enhancing the curriculum with a stronger focus on diversity and integration.
142. It is noted that the school through assemblies, curriculum planning, and policy development, promotes an integrated ethos, celebrating cultural diversity and encouraging understanding. Staff receive training to support this approach, ensuring inclusivity is embedded across all areas of learning. The school maintains its welcoming atmosphere while actively exploring differences and sensitive issues, particularly through collaboration with partner schools.

VISION 2030 – A Strategy for Integrated Education 2025-2030

143. The Department published Vision 2030 - A Strategy for Integrated Education on 11 June 2025. Vision 2030 is the second strategic plan for Integrated Education, covering the period 2025–2030. It builds on the legislative foundation of the Integrated Education Act (Northern Ireland) 2022, aiming to expand and strengthen Integrated Education across the region. The strategy outlines an overarching vision for Integrated Education - *“A vibrant and supported network of sustainable Integrated schools providing high-quality Integrated Education to children and young people.”*
144. The Vision 2030 document is building on the initial findings within the Department’s Section 10 report which identified six localities where oversubscription data suggests there is unmet demand for Integrated Education (Belfast, Lisburn and Castlereagh, Ards and North Down, Antrim and Newtownabbey, Mid and East Antrim, and Newry, Mourne and Down).
145. The Department notes that in relation to Killowen PS seeking Transformation, the Coleraine area has not been named as an area of oversubscription.

FINANCIAL IMPLICATIONS

Finance / Accommodation

146. 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. Killowen PS is in deficit position as of 31 March 2026 **(-£106,88)**. It currently receives 53.5%% of the Small Schools Support and 53.47% of the Principal Release Time. The per capita of the school is slightly above the average for all primary schools (£4,241 vs

£4,108). **Table 4** below details the budget allocations over the last three years based on school census data:-

Table 4 Total School Funding

Factor	2025-26 £	2024-25 £	2023-24 £
Total School Funding	818,428	783,222	724,269

Pupil FTE (no.)	193	199	203
Per Capita	£4,241	£3,938	£3,568

147. The Department notes the assertion in the CfC that the school has a history of providing for pupils with “additional needs” and has become overspent recently *“due to the country’s financial position and the increased additional needs being catered for within the diverse community of the school”*.
148. Latest figures supplied from the EA for the Monthly Expenditure Monitoring Round (MEMR (June 2025)) shows that Killowen PS received £10k for SENCO Implementation of SEND Act Allocation, £1k for Mainstreaming Shared Education.

Staffing

149. As this is an existing school no additional staffing requirements have been identified for Transformation. The TAP contains details in relation to the SLT and states *“the current principal was appointed in 2006 with the Senior Teacher having taught in the school since 1994”*. The SLT comprises the principal, senior teacher, ICT, lead, SENCo, Child Protection and World Around Us (WAU) lead. The Department’s figure shows that the school had 9.6 FTE teachers in 2023/24.

Transport

150. The approval of Killowen 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.