

## **DEVELOPMENT PROPOSAL (DP) 749 LARNE AND INVER PRIMARY SCHOOL**

### **Appendices**

- Appendix A:** Copy of Published DP 749
- Appendix B:** Case for Change – DP 749
- Appendix C:** Summary of Responses -Two Month Objection Period
- Appendix D:** Consultation responses from:
- Northern Ireland Council for Integrated Education
  - Controlled Schools Support Council
  - Integrated Education Fund
- Appendix E:** ETI Commentary Paper - DP 749
- Appendix F:** Update from Principal re Reasonable Numbers Paper and updated Transformation Action Plan
- Appendix G:** Key Statistical / Assessment Data
- (i) Alternative Primary Provision
  - (ii) Assessment Against the Transformation Criteria
- Appendix H:** Department of Education (Policy Team) Comments - DP 749
- Appendix I:** Other Considerations

## **Appendix A**

### **EDUCATION AUTHORITY**

#### **DEVELOPMENT PROPOSAL NO 749**

#### **LARNE AND INVER PRIMARY SCHOOL**

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

**Larne and Inver Primary School will transform to Controlled Integrated status with effect from 1 September 2026, 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 <https://www.eani.org.uk/school-management/area-planning/development-proposals>.

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

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

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

2026



# CASE FOR CHANGE:

**Proposal to Transform to  
Controlled Integrated Status**

| Case for Change: Supporting Information - Summary/Overview |                                                                                                                                                            |
|------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Area Planning District                                     | North                                                                                                                                                      |
| Development Proposal Number                                | 749                                                                                                                                                        |
| Proposer                                                   | Board of Governors<br>Chairperson: Mrs D. Black<br>Larne and Inver PS, 1a Glynn Road, Larne, BT40 3AY                                                      |
| School(s) Name                                             | Larne and Inver Primary School                                                                                                                             |
| School(s) Reference                                        | 301-0486                                                                                                                                                   |
| Sector                                                     | Primary                                                                                                                                                    |
| Management                                                 | Controlled Primary School                                                                                                                                  |
| Development Proposal Publication Date                      | Week commencing 8 September 2025                                                                                                                           |
| Proposal                                                   | <b>Larne and Inver Primary School will transform to Controlled Integrated Status, with effect from 1 September 2026, or as soon as possible thereafter</b> |



## Case for Change: Statutory Consultation

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

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

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

#### 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.

- During the **2021/2022** academic year, some governors attended Understanding Diversity & Inclusion Training
- From **September 2021 to June 2022**, the Principal held informal discussions with staff members and parents regarding views on Integration
- **June 2022**: As part of annual audit, majority of Parents (64% Yes and 17% Not sure) ask for school to explore the possibility of Integrated status
- **22<sup>nd</sup> March 2023**: Principal attends Integration Works Session with DE, NICIE, IEF and other Principals/representatives from schools
- **28<sup>th</sup> March 2023**: BOG meeting to discuss possible Integration: Agreed to invite relevant agencies to provide more information
- **24<sup>th</sup> April 2023**: Staff Meeting to discuss possible exploration of integration process
- **April 2023**: Teaching Staff Audit asking views on Transformation (9 YES; 2 wanted further information)
- **3<sup>rd</sup> May 2023**: Emma Hume (NICIE) and Frances Donnelly (EA) gave presentation to teaching staff and BOG regarding transformation
- **15<sup>th</sup> May 2023**: BOG met remotely with Mr N Campbell (Lurgan Model PS) to ask questions regarding the transformation process
- **17<sup>th</sup> May 2023**: Tracey Woods (CSSC) spoke to BOG and teaching staff regarding the support from CSSC for Controlled Integrated schools
- **June 2023**: 65% of parents who voted in the annual audit stated they would like more information.
- **27<sup>th</sup> June 2023**: BOG met and decided that the Principal should create a clear and concise document for parents explaining the possible changes that Integration may bring to our school.
- **22<sup>nd</sup> August 2023**: Whole staff ethos training led by CSSC staff
- Throughout **2023/2024 to date**, class teachers have discussed Integration at age-appropriate levels with the children. The School Council has also discussed and summarised our Integration ethos.
- **24<sup>th</sup> October 2023**: BOG agreed that school should clearly demonstrate our intentionally inclusive ethos, starting with P7 hurling lessons/participation in tournament and by creating an integration page in the prospectus
- **21<sup>st</sup> March 2024** BOG agreed the information to be sent to parents
- **9<sup>th</sup> April 2024**: Principal and SENCO meet with Classroom Assistants and support staff to discuss questions regarding Integration
- **12<sup>th</sup> April 2024**: Principal and Chairperson of BOG met with NICIE representatives to finalise information to be sent to parents
- **15<sup>th</sup> April 2024**: First letter containing FAQ sent to parents, also seeking views and comments
- **24<sup>th</sup> April 2024**: BOG passed a resolution to ballot parents

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|                                     | <ul style="list-style-type: none"> <li>• <b>15<sup>th</sup> May 2024:</b> Second letter containing replies to letter from 15/04/2024 and additional information and FAQ sent to parents</li> <li>• <b>22<sup>nd</sup> May 2024:</b> IEF Promotional Photoshoot in school</li> <li>• <b>29<sup>th</sup> May 2024:</b> Parent Meetings with representatives from NICIE, IEF and school in the Assembly Hall to answer questions: 2.15pm and 7pm</li> <li>• <b>29<sup>th</sup> May 2024:</b> Voting papers posted to everyone with parental responsibility – 275 people</li> <li>• <b>6<sup>th</sup> June 2024:</b> Online Parental Meeting to answer questions with representatives from NICIE, IEF and school.</li> <li>• <b>21<sup>st</sup> June 2024:</b> Ballot result reported to school community: 60.5% YES</li> <li>• <b>25<sup>th</sup> June 2024:</b> BOG informed of ballot vote and agree to start Transformation Plan</li> <li>• <b>October 2024:</b> Teaching staff met and created foundation for Transformation Plan</li> <li>• <b>2<sup>nd</sup> October 2024:</b> The Principal attended a Transformation support event at Forthill IPS, meeting with various schools, IEF, NICIE and EA staff.</li> <li>• <b>10<sup>th</sup> October 2024:</b> Principal and SENCo met with EA and NICIE staff to initiate the writing of the three year Transformation plan (2024-2027)</li> <li>• <b>28<sup>th</sup> November 2024:</b> Principal and SENCO met with IEF staff to discuss funding opportunities for the transformation plan</li> <li>• <b>12<sup>th</sup> December 2024:</b> Principal attended webinar: NICIE Teachers' Committee: Decolonising the Curriculum</li> <li>• <b>13<sup>th</sup> December 2024:</b> Principal met with Mr Houston (Principal of Ulidia Integrated College) to discuss the Transformation Plan</li> <li>• <b>14<sup>th</sup> January 2025:</b> Transformation Plan sent to all staff for consultation</li> <li>• <b>20<sup>th</sup> January 2025:</b> Transformation Plan sent electronically to parents for consultation</li> <li>• <b>27<sup>th</sup> January 2025:</b> BOG reconstituted and discussed Transformation Plan</li> <li>• <b>31<sup>st</sup> January 2025:</b> Principal met with EA and NICIE staff to discuss amendments to the Case for Change and Transformation Plan</li> <li>• <b>19<sup>th</sup> February 2025:</b> Parent Information session regarding Transformation Plan</li> <li>• <b>27<sup>th</sup> February 2025:</b> Principal and Integration Coordinator attended NICE 'Staff New to Integrated Education' event</li> </ul> |       |              |              |                             |         |                                                                                      |       |                                |
| <b>Confirmation by the Proposer</b> | <p>I confirm that the Board of Governors, Staff and Parents of pupils of Larne and Inver 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.</p> <table border="1" data-bbox="491 1637 1433 2018"> <tr> <td data-bbox="491 1637 724 1686">Name:</td> <td data-bbox="724 1637 1433 1686">Mrs D. Black</td> </tr> <tr> <td data-bbox="491 1686 724 1736">Office Held:</td> <td data-bbox="724 1686 1433 1736">Chair of Board of Governors</td> </tr> <tr> <td data-bbox="491 1736 724 1973">Signed:</td> <td data-bbox="724 1736 1433 1973">  </td> </tr> <tr> <td data-bbox="491 1973 724 2018">Date:</td> <td data-bbox="724 1973 1433 2018">28<sup>th</sup> February 2025</td> </tr> </table>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Name: | Mrs D. Black | Office Held: | Chair of Board of Governors | Signed: |  | Date: | 28 <sup>th</sup> February 2025 |
| Name:                               | Mrs D. Black                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |       |              |              |                             |         |                                                                                      |       |                                |
| Office Held:                        | Chair of Board of Governors                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |       |              |              |                             |         |                                                                                      |       |                                |
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| Date:                               | 28 <sup>th</sup> February 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |       |              |              |                             |         |                                                                                      |       |                                |

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| <b>Associated Proposals</b> | N/A |
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| Case for Change: Statutory Consultation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |       |             |              |                         |         |                                                                                    |       |                  |
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| <b>EDUCATION AUTHORITY COMMENTARY ON PRE-PUBLICATION STATUTORY CONSULTATION</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |       |             |              |                         |         |                                                                                    |       |                  |
| <i>The following is to be completed and signed off by the EA.</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |       |             |              |                         |         |                                                                                    |       |                  |
| <b>The Education Authority (EA)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <p>I confirm that the schools which the Education Authority consider might be impacted by this proposal were consulted on 12 March 2025 with a return date of 9 April 2025.</p> <table border="1"> <tr> <td>Name:</td> <td>Eve Bremner</td> </tr> <tr> <td>Office Held:</td> <td>Chief Education Officer</td> </tr> <tr> <td>Signed:</td> <td></td> </tr> <tr> <td>Date:</td> <td>2 September 2025</td> </tr> </table>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Name: | Eve Bremner | Office Held: | Chief Education Officer | Signed: |  | Date: | 2 September 2025 |
| Name:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Eve Bremner                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |       |             |              |                         |         |                                                                                    |       |                  |
| Office Held:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Chief Education Officer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |       |             |              |                         |         |                                                                                    |       |                  |
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| <p>Provide detail of consultation with schools that may, in the EA's opinion, be affected by the proposal - list of schools, dates of letters issued to schools/meetings.</p> <p>Summary of views received (number of responses, recurring themes, petitions, community support or opposition).</p> <p>Responses/Assurances in respect of issues raised during consultation.</p> <p>Dates of EA meetings eg, Strategic Planning and Policy Committee/ Board etc</p> <p><u>Details of issues raised by members of EA Board</u></p> | <p>In accordance with Article 14 of the Education and Libraries (Northern Ireland) Order 1986, a copy of the proposal was sent on 12 March 2025 to schools which, in the opinion of the Education Authority, might be affected by the proposal. A total of 19 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 9 April 2025.</p> <p>The Education Authority received two responses from affected schools. A response was received from the Controlled Schools' Support Council.</p> <p>A summary is provided below:</p> <p><b>Summary Comments – Support the Proposal</b></p> <ul style="list-style-type: none"> <li>• Believe that the best way for children to be educated is in an integrated environment.</li> <li>• More children will have the opportunity to be educated together and to learn with, from, and about each other on a daily basis.</li> <li>• Further expansion of integrated education within the Larne area can only lead to better outcomes for all involved.</li> <li>• Notes that the school has developed a Transformation Action Plan which has identified areas for development which will include a review of the school's data collection to better reflect the school community's cultural balance.</li> </ul> |       |             |              |                         |         |                                                                                    |       |                  |

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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <p><b>Summary Comments – Note the Proposal</b></p> <ul style="list-style-type: none"> <li>Believe that the proposal should be looked at in the context of the wider Larne area and the need for places across all sectors.</li> </ul> <p>This development proposal was discussed by the Education Authority’s Strategic Planning and Policy Committee at its meetings on 3 June 2025 and 2 September 2025.</p> |             |              |                         |         |                                                                                   |       |                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <p><b>EDUCATION AUTHORITY COMMENTS</b></p> <p>In the context of planning on an area basis - what is the EA’s view of the proposal, taking into account any pre-publication consultation.</p> <table border="1" data-bbox="228 728 609 974"> <tr> <td>Name:</td><td>Eve Bremner</td></tr> <tr> <td>Office Held:</td><td>Chief Education Officer</td></tr> <tr> <td>Signed:</td><td></td></tr> <tr> <td>Date:</td><td>2 September 2025</td></tr> </table> | Name:                                                                                                                                                                                                                                                                                                                                                                                                          | Eve Bremner | Office Held: | Chief Education Officer | Signed: |  | Date: | 2 September 2025 | <p>The Education Authority recognises its duty to encourage, facilitate and support integrated education under the Integrated Education Act (Northern Ireland) 2022 which came into operation on 26 October 2022.</p> <p>The Education Authority has and will continue to support the Board of Governors of Larne and Inver Primary School through its proposal. The Education Authority is concerned that the religious balance of Larne and Inver Primary School currently demonstrates a small number of pupils identifying as Catholic. However, the Education Authority recognises that the school has provided a three year transformation plan which states: <i>‘Transformation is a journey. Through intentional planning and action, we believe that we will attract families who have not previously considered our school as an option for their family and build community and religious balance within our school community that more accurately reflects the diversity in our locality’.</i></p> <p>The Education Authority recognises the level of support for integration as reflected in the parental ballot and notes that there are no available places in the integrated primary school sector in the area. Therefore, the Education Authority supports the Development Proposal for Larne and Inver Primary School to transform to Controlled Integrated status.</p> <p>The Education Authority will monitor any potential impact the proposed transformation of Larne and Inver Primary School may have on local schools.</p> <p>In consideration of the above, and the Case for Change, the Education Authority is proposing to publish Development Proposal 749 during the week beginning 8 September 2025.</p> |
| Name:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Eve Bremner                                                                                                                                                                                                                                                                                                                                                                                                    |             |              |                         |         |                                                                                   |       |                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Office Held:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Chief Education Officer                                                                                                                                                                                                                                                                                                                                                                                        |             |              |                         |         |                                                                                   |       |                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
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## BACKGROUND

### 1.1 Larne and Inver Primary School

Larne and Inver Primary School is a seven class 'optimum sized' co-educational school, located near the end of the main street in the centre of Larne town within the Mid and East Antrim Borough Council area. The children come from throughout the local Larne area and beyond due to strong family links and traditions, our warm and welcoming ethos and the reputation of knowing that each child is valued.



*Picture of the bridge over the Inver River with Larne and Inver PS in the background: 1940s*

The school is located beside 1<sup>st</sup> Larne Presbyterian Church, St Cedma's Church and Larne Football Club. The school, founded in 1842, is well established in the Larne area, has long family traditions and history and is still known as 'The Bridge School' due to its location beside the Inver River.

We are fortunate to have a large school playground, two school gardens and resources for outdoor learning, used to support the various needs of the children within our care.

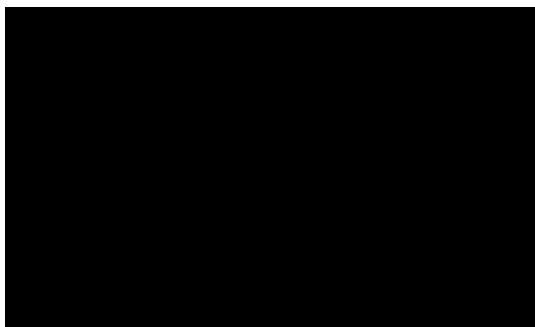
Our school is in a Shared Education partnership with St Anthony's Primary School and Seaview Integrated Primary School.

Our mission has always been to provide a range of academic, social, moral, spiritual, and physical experiences to meet the needs of each pupil, regardless of their faith or background. Our school currently has an enrolment of 187 pupils, supported by a staff team of a Principal, 8.6 FTE (full-time equivalent) teachers, 15 classroom assistants, and 3 support staff. Our school prides itself on its commitment to facilitating all pupils, providing additional support for the increasing number of children with various additional needs. The school maintains our rich commitment to inclusion and diversity, welcoming children from all walks of life and a variety of backgrounds. This diversity is clearly evident through the increase in newcomer children, children with additional needs and a steady rise in children with minority faiths/cultures and none. This inclusive ethos extends throughout the community, with strong links to local churches, community groups and youth organisations firmly in place.

Our number of children entitled to Free School Meals reflects the NI average. The PTA raises much needed additional funding each year for essential resources and this also embeds the parental support required to continue the success of our school.

Larne and Inver Primary School has been a cornerstone of the local community of several decades and is known for its welcoming inclusivity and ability to work with the ever-changing diversity within the local community. The move to Integrated status will ensure that all community members can see the intentional work being done.





Larne and Inver PS: late 1920s



Larne and Inver PS: 2020

## 1.2 Motto and Ethos

Larne and Inver Primary School motto: ***'A Bridge To The Future'***

*'Larne and Inver Primary School provides a safe and happy environment where all children are cared for and treated in a manner which encourages positive and varied learning experiences at all times'.*



The school values each child as an individual, promoting the importance of learning and high academic standards in a positive ethos of 'best effort' according to age, aptitude and ability at all times. It aims to create positive attitudes which encourage discipline through a Christian ethos where self/mutual respect and understanding are central to all learning experiences.

A partnership approach is encouraged with our parents who take an active role in the life of Larne and Inver Primary School. Positive working relationships between all members of the school and wider community is an important aspect of life at the school. All children are encouraged to respect the world we live in and develop a sense of responsibility for their local environment, both inside and outside of school.

Larne and Inver Primary School caters for children of all abilities which is in keeping with the definition of Integrated Education in the recent Integrated Education (NI) Act 2022. The school works closely with the child and parent in actively supporting every child's needs.

*Through the use of a variety of resources and ever-changing technologies, each child is given the opportunity to gain the knowledge and life skills necessary to succeed by creating 'a bridge to the future'.*

In taking forward the Transformation of Larne and Inver Primary School from Controlled status to Controlled Integrated status, we believe that our school's current motto will be built upon to reflect the ethos and the NICIE Statement of Principles 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 Education and historically, parents have been central to the development of Integrated schools. The Integrated school therefore seeks to encourage and sustain effective parental involvement in the life and work of the school.

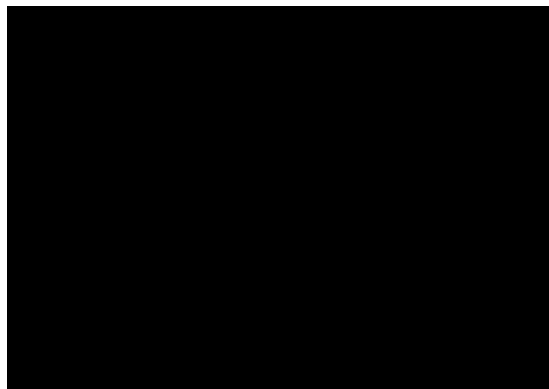
**Social Responsibility:** The Integrated school delivers the curriculum on an all-ability and inclusive basis to all of its pupils. It respects the uniqueness of every pupil and acknowledges their entitlement to personal, social, intellectual and spiritual development in the attainment of individual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

The ethos of our 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. However, we will work together as a school community to review these in line with the ETI Ethos and Vision framework and also to produce a 'child friendly' version in the near future.

## **2 RATIONALE FOR PROPOSAL**

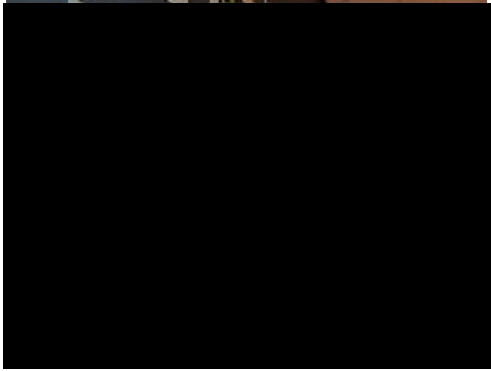
### **2.1 Larne and Inver Primary School – Why Transform?**

The key objective of the proposal to Transform to Controlled Integrated status is to enable Larne and Inver Primary School to meet the demand for Integrated Education in this area. This demand is evidenced in the positive parental ballot in June 2024, and also from the enrolment figures from the only other Integrated primary school in the town.



The school's decision to Transform to Integrated status also arises from its long tradition of being an educational setting which has enjoyed having a 'mix' of children from a wide range of backgrounds. This has been historically recognised within the wider community as a school which has traditionally valued each individual and ensured that all children work together irrespective of faith, culture or beliefs.

It is essential that we continue to respect the past and present traditions of our school whilst adding new experiences and opportunities to our curriculum and daily routines which will ensure that everyone feels safe and welcome in our school.



*A past pupil who was attending our recent Community Coffee Morning for the NI Children's Hospice enjoyed seeing herself in the 1953 Coronation photograph.*

*The Board of Governors, staff and school community believe that formal recognition as an Integrated school will offer **essential reassurance to some parents** in order to **completely trust the school's intentional commitment to inclusion and diversity**. It will make a clear public statement about how we view the school as making a proactive and positive contribution to the future of our society incorporating peace, reconciliation and community cohesion.*

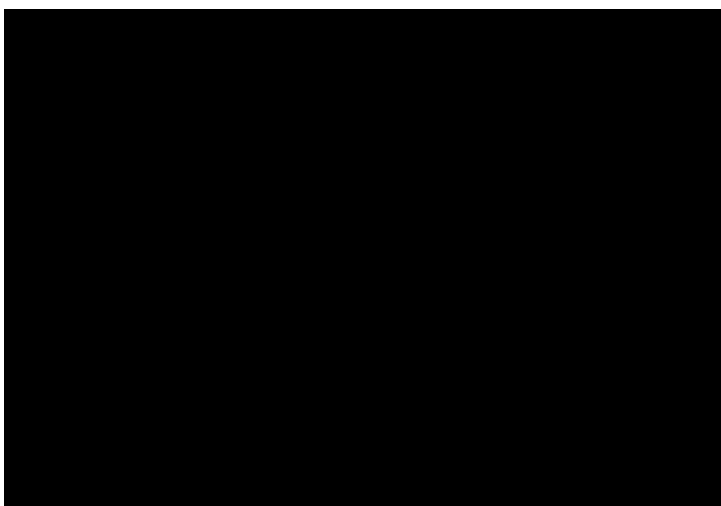
Put simply, our school believes that Transformation to Integrated status is morally and socially 'the right thing to do'. Larne and Inver Primary School is **a sustainable school** which, in recent years, has seen a steady increase in:

- Children from minority faiths/cultures and none;
- Children with additional needs and;
- Children and families requiring financial and emotional support

Clear communication and transparency have been central to this Transformation process, and it should be noted that the ballot of persons with parental responsibility happened soon after an unsuccessful ballot result at Larne High School. This ballot result was well known within the locality, making the positive result for Larne and Inver PS all the more indicative of both a strong degree of communication with parents and a high level of parental demand for Integrated Education in our school community.

Through the Transformation process our school community intends to further strengthen and grow the Integrated culture within the school by incorporating the four principles of Integrated Education: Equality, Faith and Values, Parental Involvement and Social Responsibility within the school ethos.





## **2.2 The Journey to Transformation**

### **2.2.1 School Leadership**

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

The school staff has engaged with NICIE and EA Sectoral Support Officers in relation to learning about the Integrated Ethos and the development of our school's Transformation Action Plan, which is attached as Appendix 2.

The Principal began to explore Integration during 2020 and 2021, through informal conversations with some staff, parents, governors and other schools. The school began to formally explore the potential for Transformation to Integrated status during the 2022/23 academic year. Since then, the staff, Board of Governors and the parent body have been engaged in detailed, open and honest conversations about what Transformation to Controlled Integrated status would and could mean.

The result of these discussions is reflected in the schools Three-Year Transformation Plan 2024-2027. This process signifies the school's commitment to thorough and thoughtful consideration, ensuring all stakeholders are involved in the decision-making process. The exploration of Integrated status reflects the school's proactive approach to address the evolving needs and dynamics of the community and represents a significant step towards further inclusivity and diversity within the school environment.

### 2.2.2 Parents

In June 2023, as part of the annual parental audit, parents were asked to comment on whether school should further explore the idea of gaining Integrated status. The following are a sample of responses –

***‘I think integrated education is essential in 2023 and would love to see Larne and Inver become fully integrated.’***

***‘Integrated is the way forward for our kid’s education.’***

***‘I believe that all schools should be fully integrated – this is only way that the society of Northern Ireland can move forward from our past. We should all appreciate and respect every single person around us regardless of their background, religion or colour of their skin. Our children are being brought up in a multicultural society so they should learn alongside everyone.’***

***‘We are keen to send our child to a school that has Christian values and ethos. It is fantastic that we have pupils from a diverse range of backgrounds and we feel the core Christian values of love, joy, peace, patience, gentleness, kindness, goodness, faithfulness, respect, mercy and grace are progressive, welcoming and inclusive. We feel our school should be welcoming, inclusive and “open to all” without losing our Christian identity and values.’***

On **24<sup>th</sup> April 2024**, the Board of Governors passed a resolution to initiate a parental ballot. The postal ballot was administrated by Civica Election Services and took place from **30<sup>th</sup> May 2024 to 20<sup>th</sup> June 2024**.

Parents were asked the following question:

***Do you agree that Larne and Inver Primary School should transform to Controlled Integrated status, with effect from 1 September 2026, or as soon as possible thereafter?***

The result of the ballot is outlined in Figure 1 below:

**Table 1**

| RESULT                                    | No of Votes | % of valid votes |
|-------------------------------------------|-------------|------------------|
| Yes                                       | 121         | 60.5%            |
| No                                        | 79          | 39.5%            |
| No of eligible voters                     | 275         |                  |
| Votes cast by post                        | 200         |                  |
| Total number of votes cast                | 200         |                  |
| Turnout                                   | 72.7%       |                  |
| Number of votes found to be invalid       | 0           |                  |
| Total number of valid votes to be counted | 200         |                  |

Prior to this resolution, however, (as highlighted in the Statutory Consultation section) it was essential that parents and carers within the school were provided with as much information as possible with regards to the Transformation process, and what Transformation to Controlled Integrated status would mean to the school. Therefore, the school hosted parental information sessions in person and online respectively, with the latter session being recorded to provide maximum availability to parents and carers. Representatives from NICIE and from the IEF were present during these sessions.

The Principal, who has an effective 'open door policy' also engaged actively with parents and carers both in the lead up to and during the ballot to encourage dialogue about the process.

During the most recent Open Night in November 2024, the attendance increased from prospective new parents. An IEF stall encouraged parents to talk about Integration and ask questions. It is both evident and encouraging that the Transformation process has encouraged increased interest in the school from the local community.

The Transformation Plan was sent electronically to parents in January 2025 for their thoughts and opinions before final submission, followed by a further information session in February 2025; no amendments being required.

The school has strategically utilised various channels including social media, the school website, prospectus, leaflets and 'word of mouth' to convey its intention to Transform by September 2026.

The positive responses from the parental vote reflect the strong support, enthusiasm and interest from the school community regarding the Transformation of the school to Controlled Integrated status. These developments indicate a promising future for Larne and Inver Primary School as it transitions towards becoming an Integrated school.

### **2.2.3 Pupils**

The 'voice of the child' plays an active role in the daily life of our school.

Since September 2023, each class, as is age appropriate, has been discussing 'working together' and topics linked to our school's Transformation. This is part of our PDMU curriculum.

Each class has watched the "Bees and the Wind" (NICIE), which depicts the history of Integrated Education, and discussed this relevant to their age through reflective

circle time and open discussions, expressing views on what an Integrated School means to them and the potential positives and negatives of Larne and Inver PS becoming Integrated.

The school council has been actively engaged in representative roles, notably in discussing matters with the Principal:

The Principal met with the School Council to discuss the Transformation process and what it would mean for the pupils, both current and future. The pupils were asked four main questions.

A summary of the discussion can be found below:

**1. Describe our school in less than 50 words.**

*Larne and Inver is a welcoming, safe and friendly school family. It values everyone equally, encouraging each other to learn in a fun environment where we accept and respect each other. We are 'a bridge to the future'.*

**2. What is an Integrated School?**

- A school where different people work and learn together
- A school where people are kind and respectful to people who are different to each other
- A school which is happy for and helps celebrate different cultures, but you don't have to agree with everyone
- A school that includes everyone, even if you aren't good at some things

**3. Would it be good if our school became Integrated?**

- Yes, because we might gain more friends and no one would feel 'left out'
- Yes, because we can really show that we are a welcoming school
- Yes, because we could learn more languages as well as French and Spanish
- Yes, as we will get opportunities to do new activities as well as the ones we already like and do
- Yes, as we can listen to and maybe learn from others about what they think/believe and understand this before we are adults
- Yes, because we could design a new uniform, a new crest and new signs etc for our school

**4. Do you have any worries about our school becoming Integrated?**

- Things might change and we won't know about the new things or like them

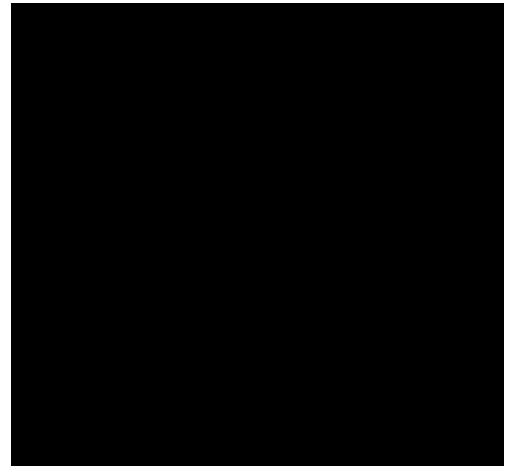
- There won't be enough time to do new things as well as keeping the things we like
- The school uniform might change and not everyone will like it

Children's thoughts and ideas (pupil voice) have always been and always will be central to any changes in our school. This applies to our Transformation Plan and any consequent changes. Children will always be consulted regarding any changes.

#### **2.2.4 Community Support**

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

As an integral part of the local community, the school values and appreciates the unwavering support it receives from various stakeholders. The local Presbyterian Church has played a significant role in fostering a positive relationship with the school over many decades. The use of their carpark is invaluable to the efficient every day running of our school, alongside our annual Community Carol Service being held there.

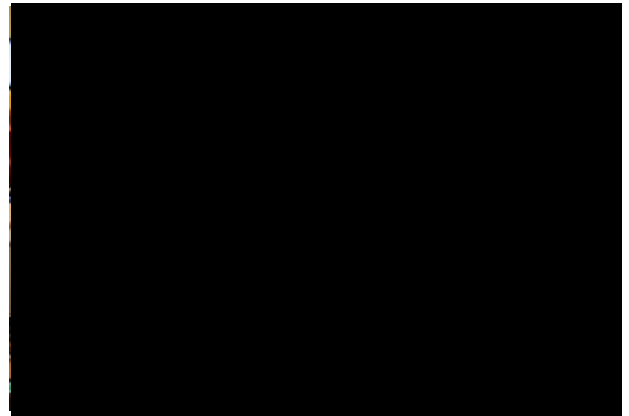


The school has received invaluable community support from local figures, including Councillors and Members of the Legislative Assembly (MLAs). The engagement of these Community Leaders has played a pivotal role in enhancing the educational experience and fostering positive relationships within the community. Letters of support can be found in Appendix 1.

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

### **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. Larne and Inver Primary School recognises the school improvement opportunities presented by the Transformation process and embraces these as complementary to the on-going work for sustained improvement which are consistently carried out within the school at all levels.



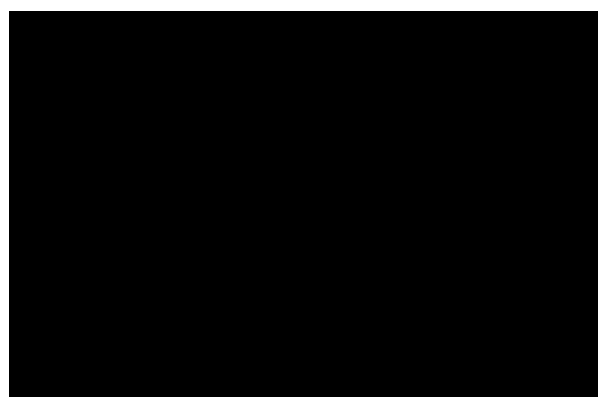
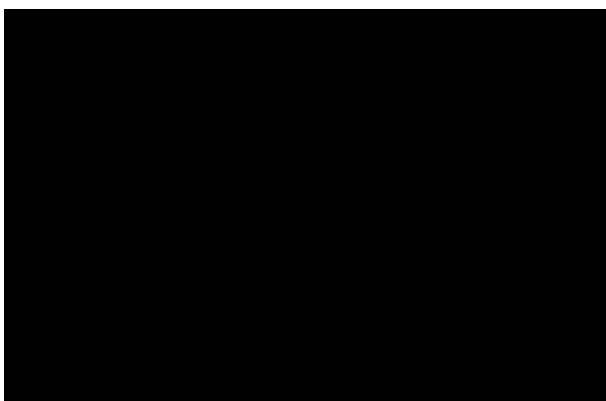
The Board of Governors believe that Integrated status will enhance existing provision within the school and bring tangible benefits to pupils, staff, and parents. It is already accepted that Integrated Education has a positive social influence on those who experience it, helping young people and adults to recognise bias and build their capacity to challenge assumptions and deal with opposing viewpoints.

This has been central to the school's decision to explore Integration, as the school recognises the positive impact Transformation, and specifically the targets laid out in the Transformation Plan, will have upon its 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 and EA. Larne and Inver Primary School recognises the value of these opportunities, as these will help grow confidence, boost skills, and build capacity to deliver an educational experience for pupils which will help equip them for living in a shared society.

Larne and Inver Primary School is already proud of its strong links to the community and its recognition as a school at the heart of the local community.

Through Transformation, the school intends to promote Larne and Inver Primary School as an option for every and any child, and will, as outlined clearly in the Community Connections section of the Transformation Plan (2024-2027), develop further and wider links to the community that it serves in order to promote itself as an inclusive and diverse space in an intentional manner. Integration will provide a platform for the school to become even more inclusive, welcoming and a focal point to all members of the community.



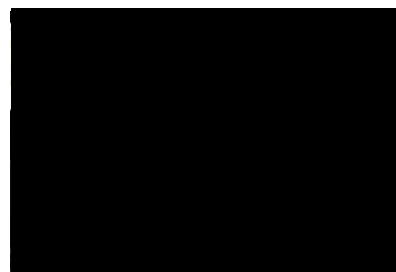
## 2.4 The Transformation Plan – Developing the Integrated ethos

The Principal and Board of Governors have succeeded in creating a robust Transformation Plan for 2024-2027 in partnership with EA Sectoral Support, NICIE and other members of staff. The Principal and Governors believe that becoming an Integrated school will enable the school to engage more openly with all aspects of diversity, particularly within a Northern Ireland context, and the sustained improvement targets within the Transformation Action Plan outline how it will do that. There is a commitment to monitor and evaluate the Transformation process over the next three 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 Action Plan and intends to use Transformation as the vehicle to expand and grow its inclusive practice. The targets set are specific to Larne and Inver Primary School and fit naturally into the School Development Plan. The governors welcome the challenge that Integrated Education presents to the school and believe that Transformation will enhance the quality curriculum and pastoral provision that already exists for all pupils.

Transformation will provide increased opportunities for staff and whole school development activity through the support programmes provided by NICIE and EA. These will help grow confidence, boost skills and build capacity to deliver an educational experience for pupils which will help equip them for living in a shared society. Larne and Inver PS is already proud of its strong links to the community and recognition as a school at the heart of its community.



Through Transformation, the school intends to promote Larne and Inver PS as an option for every and any child. The school's Vision & Aims will be reviewed by the whole school community to reflect our commitment to Integration and continue to build 'a bridge to the future'.



### 3 SUPPORTING INFORMATION

#### 3.1 Enrolment Statistics

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

Table 2 below indicates the enrolment trends for the school:

| <b>Table 2: Larne and Inver Primary School - Enrolment Trends</b> |               |               |               |               |               |               |               |              |
|-------------------------------------------------------------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|--------------|
|                                                                   | <b>Year 1</b> | <b>Year 2</b> | <b>Year 3</b> | <b>Year 4</b> | <b>Year 5</b> | <b>Year 6</b> | <b>Year 7</b> | <b>Total</b> |
| <b>2018/19</b>                                                    | 33            | 27            | 33            | 32            | 24            | 25            | 34            | <b>208</b>   |
| <b>2019/20</b>                                                    | 30            | 35            | 27            | 33            | 32            | 24            | 25            | <b>206</b>   |
| <b>2020/21</b>                                                    | 24            | 27            | 35            | 29            | 32            | 33            | 25            | <b>205</b>   |
| <b>2021/22</b>                                                    | 23            | 24            | 27            | 34            | 29            | 31            | 33            | <b>201</b>   |
| <b>2022/23</b>                                                    | 20            | 25            | 24            | 29            | 32            | 30            | 31            | <b>191</b>   |
| <b>2023/24</b>                                                    | 28            | 20            | 30            | 27            | 30            | 33            | 32            | <b>200</b>   |
| <b>2024/25*</b>                                                   | 18            | 30            | 22            | 30            | 26            | 29            | 32            | <b>187</b>   |

Source: NI School Census

\* School data

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

**Map 1 – Location and Pupil Distribution of Larne and Inver Primary School and nearby primary schools (Source: EA Area Planning)**

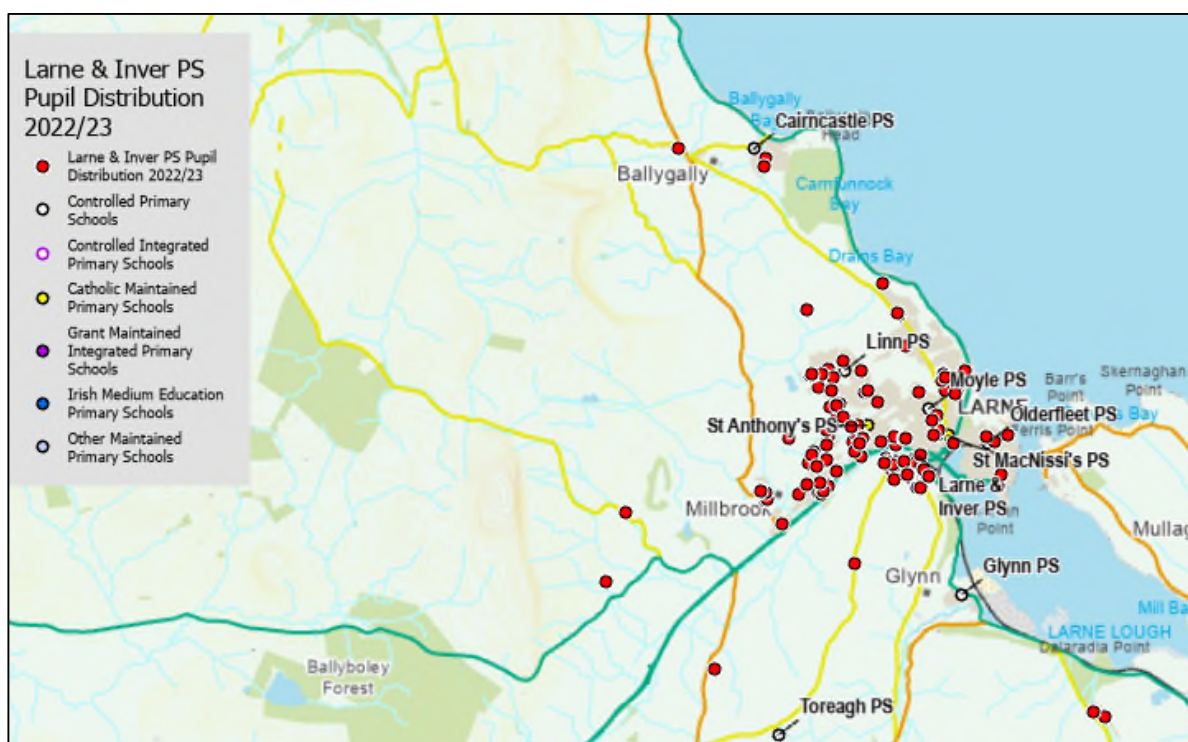


Table 3 lists the schools within five miles travel distance from Larne and Inver Primary School and details the number of available places in those schools. There is one Integrated primary school within five miles of Larne and Inver Primary School. Corran Integrated Primary School is 1.6 miles away, and is highly sustainable, further showing the demand for Integrated education in the local area.

**Table 3: Local Schools – Distance from Larne and Inver Primary School**

| School               | Sector     | Distance from Larne and Inver PS (miles) | Enrolment 2023-24 | Available Places 2023-24 |
|----------------------|------------|------------------------------------------|-------------------|--------------------------|
| St MacNissi's PS     | Maintained | 0.6                                      | 169               | 92                       |
| Moyle PS             | Controlled | 0.7                                      | 369               | 0                        |
| St Anthony's PS      | Maintained | 1.5                                      | 71                | 139                      |
| Olderfleet PS        | Controlled | 1.2                                      | 114               | 84                       |
| Linn PS              | Controlled | 1.6                                      | 356               | 24                       |
| Corran Integrated PS | GMI        | 1.6                                      | 194               | 9                        |
| Glynn PS             | Controlled | 1.9                                      | 87                | 16                       |
| Toreagh PS           | Controlled | 3.9                                      | 114               | 0                        |
| Cairncastle PS       | Controlled | 4.6                                      | 66                | 71                       |

Source: NI School Census

### **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 Larne and Inver Primary School proposal with the Integrated Education Act (Northern Ireland) 2022**

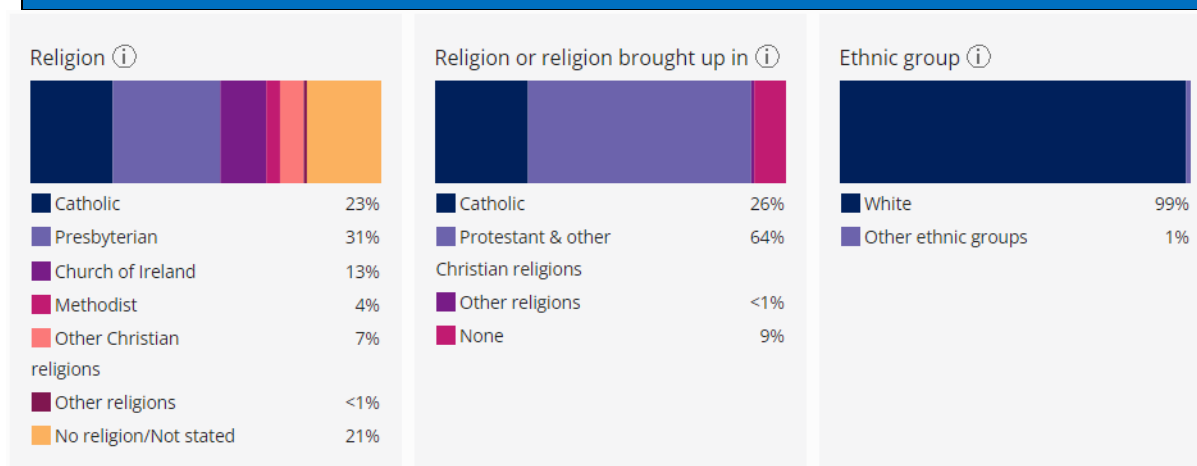
This section demonstrates how Larne and Inver Primary School, aligns to the definition of Integrated Education in Section 1 of the Integrated Education Act (Northern Ireland) 2022.

#### **3.3.1 Different Cultures and Religious Beliefs and of None**

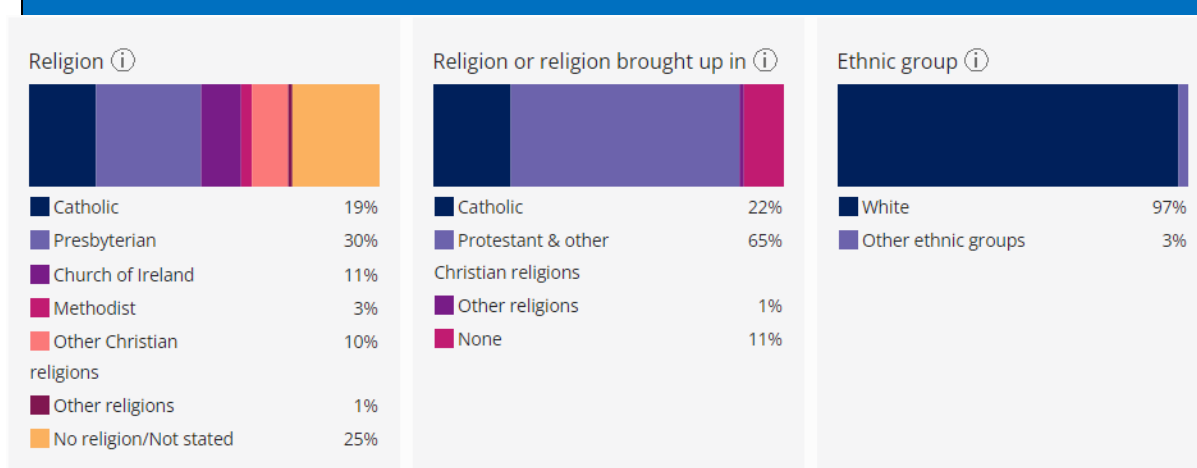
The diagrams below outline the community balance for Larne Lough A, Larne Lough B, Coast Road D, Coast Road E, Coast Road F, Coast Road G, Coast Road H and Coast Road J Census 2021 Data Zones, from which the majority of Larne and Inver Primary School pupils come. The information was obtained from the new NISRA application detailing 2021 results and can be accessed via the link below:

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

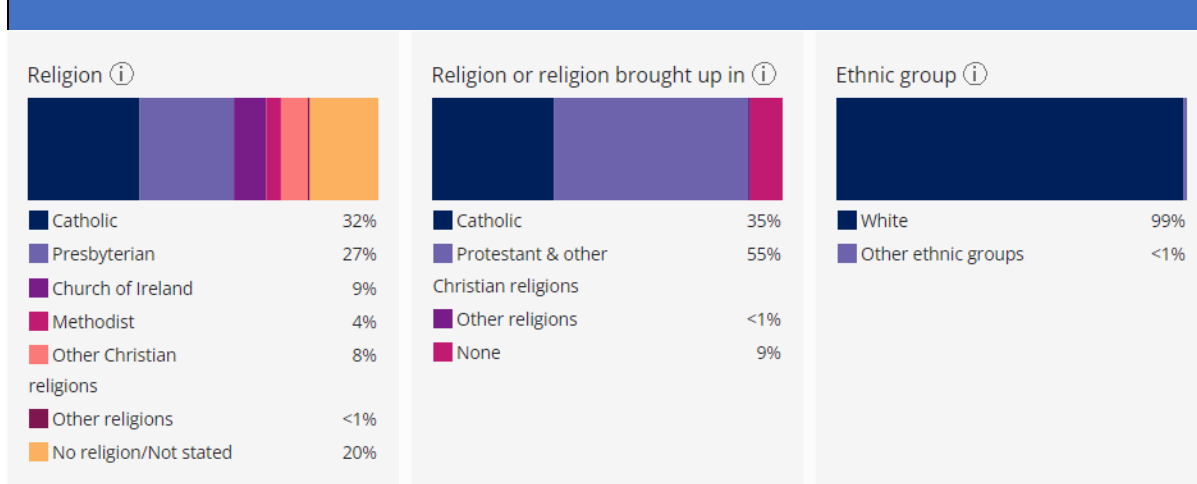
**Diagram 1: Religion and Ethnic group Larne Lough A Data Zone**



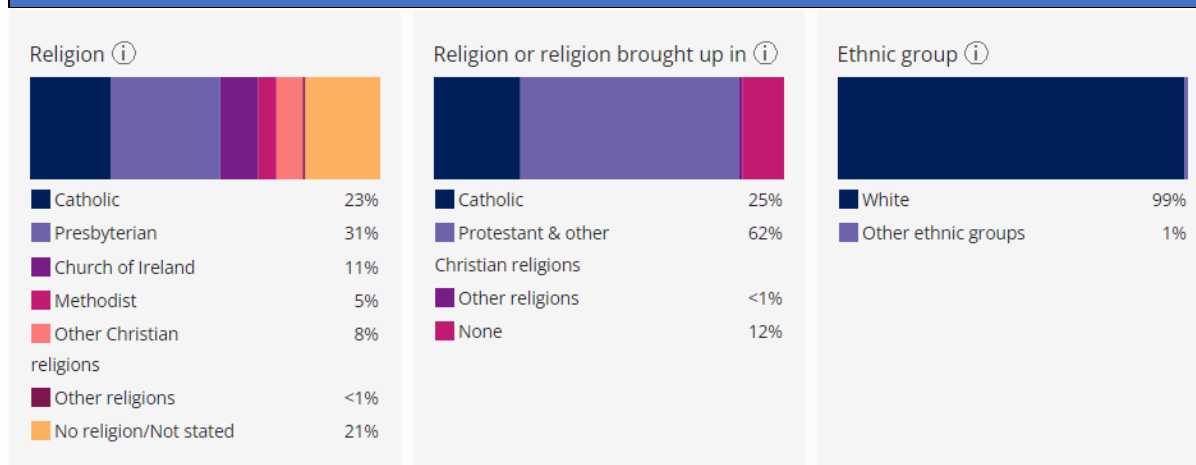
**Diagram 2: Religion and Ethnic group Larne Lough B Data Zone**



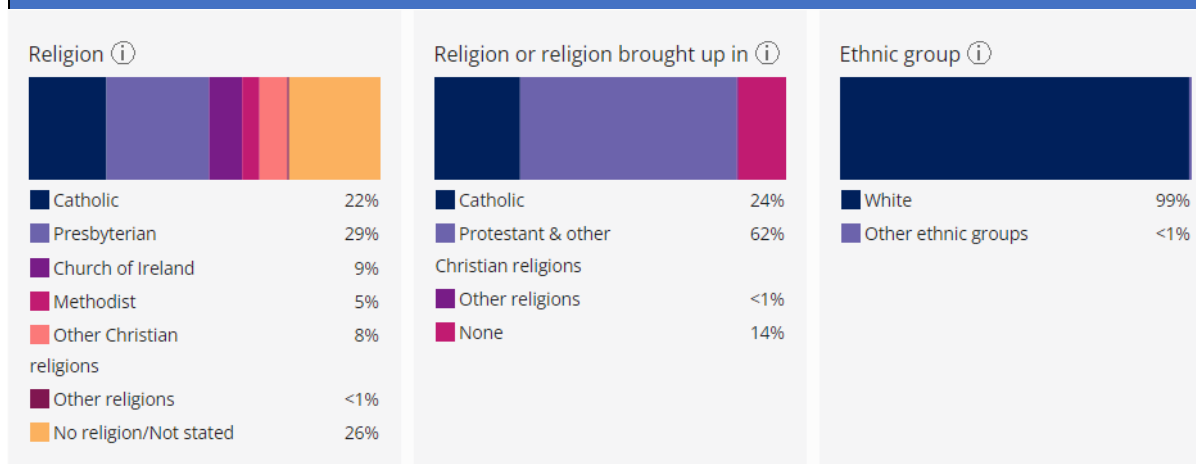
**Diagram 3: Religion and Ethnic group Coast Road D Data Zone**



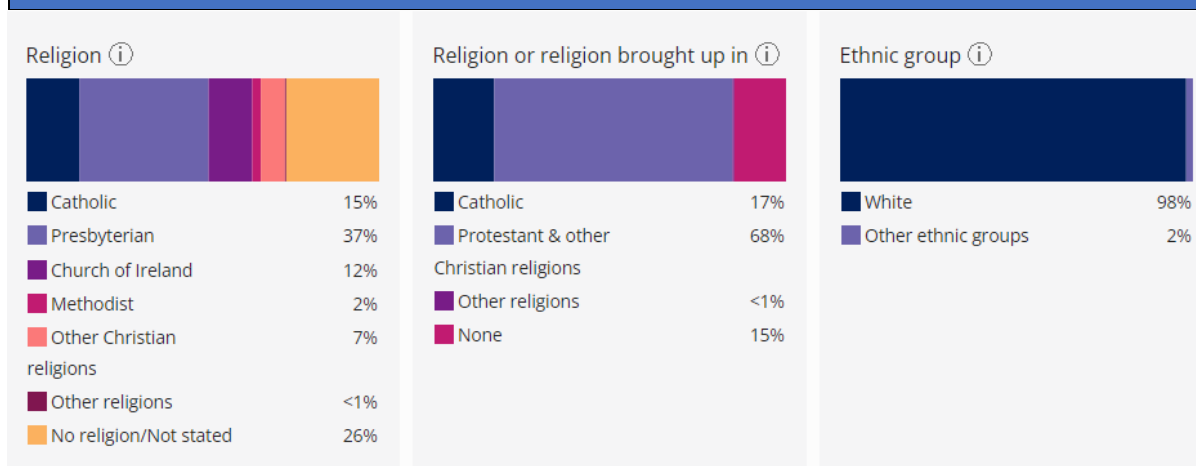
**Diagram 4: Religion and Ethnic group Coast Road E Data Zone**



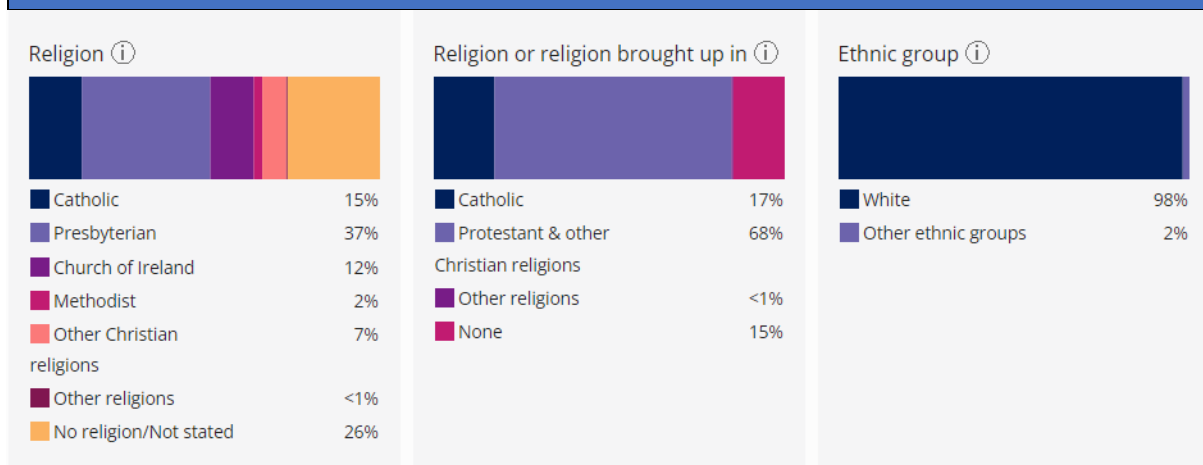
**Diagram 5: Religion and Ethnic group Coast Road F Data Zone**



**Diagram 6: Religion and Ethnic group Coast Road G Data Zone**



**Diagram 7: Religion and Ethnic group Coast Road H Data Zone**



**Diagram 8: Religion and Ethnic group Coast Road H Data Zone**

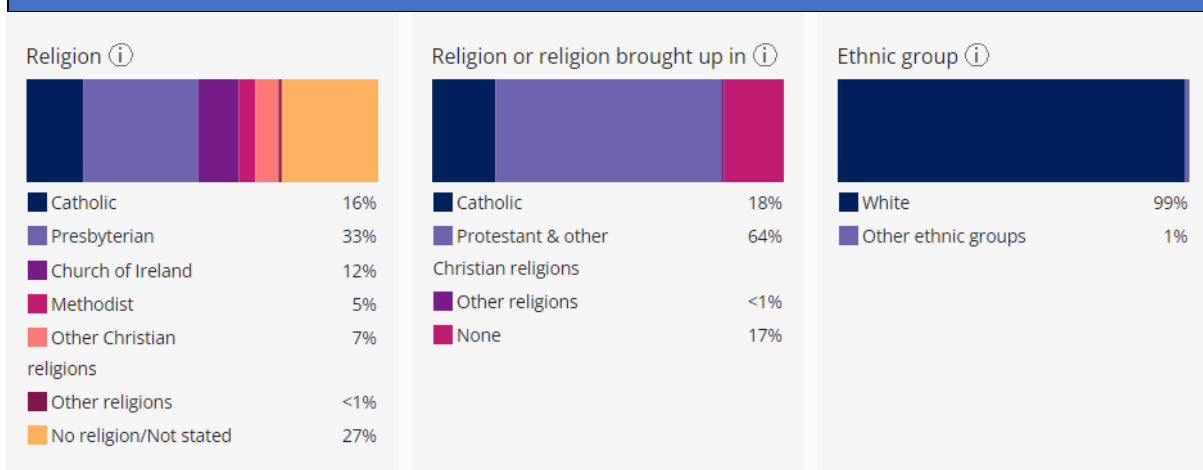


Table 4 details the community balance (Religion or Religion Brought up in) in the NISRA Census 2021 Data Zones in which the majority of pupils who attend Larne and Inver Primary School reside. All zones are majority Protestant with a significant percentage of persons in all zones who identify as Catholic, or as Other Religions or None.

**Table 4: Religious 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 |
|---------------|------------|----------------------------------------------------------------|------------------------------------|--------|
| Larne Lough A | 26%        | 64%                                                            | <1%                                | 9%     |
| Larne Lough B | 22%        | 65%                                                            | 1%                                 | 11%    |
| Coast Road D  | 35%        | 55%                                                            | <1%                                | 9%     |
| Coast Road E  | 25%        | 62%                                                            | <1%                                | 12%    |

|                     |     |     |     |     |
|---------------------|-----|-----|-----|-----|
| <b>Coast Road F</b> | 24% | 62% | <1% | 14% |
| <b>Coast Road G</b> | 17% | 68% | <1% | 15% |
| <b>Coast Road H</b> | 18% | 64% | <1% | 17% |
| <b>Coast Road J</b> | 29% | 60% | 1%  | 10% |

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

It should be noted that the proportions of people designating as 'Catholic' in 'Religion or religion brought up in' is relatively high, particularly in comparison to Larne Lough District Electoral Area as a whole, where the figure sits at 14% according to the 2021 census stats.

Whilst at present this isn't reflecting within our school demographics, it is demonstrative of the school's potential to draw in 'reasonable numbers of both Protestant and Roman Catholic children or young persons', as is stated in the Integrated Education Act (NI) 2022.

Transformation to Integrated status, and the practical steps being taken towards Integration and increased religious balance identified within the Transformation Plan (Appendix 2), would encourage more parents designating their children as Catholic to choose Larne and Inver PS.

Table 13 (Section 5.3) indicates that whilst non-Integrated schools in the community do not have community balance, the historic and current religious balance at Corran Integrated Primary School is evidence that an Integrated school in this locality can attract from both communities and achieve religious balance.

Table 5 outlines the religious profile of pupils attending Larne and Inver Primary School. It indicates that since 2017/18, there has been a decrease in the number of pupils identifying as Protestant and an increase in those identifying as Catholic and 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.

| <b>Table 5: Religious Profile – Larne and Inver Primary School</b> |                     |                   |                                                                  |
|--------------------------------------------------------------------|---------------------|-------------------|------------------------------------------------------------------|
| <b>Year</b>                                                        | <b>% Protestant</b> | <b>% Catholic</b> | <b>% Other Christian / non-Christian / no religion / unknown</b> |
| <b>2017/18</b>                                                     | 62.1%               | *                 | 36.9%                                                            |
| <b>2018/19</b>                                                     | 62.5%               | *                 | #                                                                |
| <b>2019/20</b>                                                     | 58.3%               | *                 | #                                                                |
| <b>2020/21</b>                                                     | 52.7%               | *                 | #                                                                |
| <b>2021/22</b>                                                     | 52.7%               | *                 | #                                                                |
| <b>2022/23</b>                                                     | 56.0%               | *                 | #                                                                |
| <b>2023/24</b>                                                     | 55.0%               | *                 | #                                                                |
| <b>2024/25**</b>                                                   | <b>50%</b>          | <b>3%</b>         | <b>47%</b>                                                       |

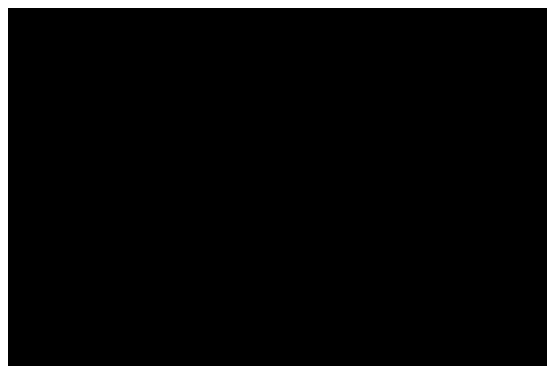
Source: NI School Census

\* Refers to fewer than five cases where data is considered sensitive

# Figure has been suppressed under rules of disclosure

\*\* School data

The school is also aware that the options within these official designations do not give 'the full picture'. The school acknowledges that it caters for an increasingly significant number of children that come from 'mixed' marriages and relationships. Nevertheless, the growth of the percentage of Catholic and 'Other' religious backgrounds over the past number of years is indicative of the increasing diversity existing within Larne and Inver PS and the need for Integrated status.



The school intends to further explore this community balance within its context, especially with a focus on 'other Christian/none/unknown' and 'religion brought up in', ensuring that everyone feels comfortable in their identity/cultural preferences.

It is clear that the number of Catholic children currently attending our school is relatively small compared to Protestant and other/no faiths/cultures. However, this is increasing and, in order to achieve reasonable numbers, as stated before, the Board of Governors, staff and school community believe that formal recognition as an Integrated school will offer **essential reassurance to some parents to completely trust the school's intentional commitment to inclusion and diversity**. It will make a clear public statement about how we view the school as making a proactive and positive contribution to the future of our society incorporating peace, reconciliation and community cohesion.



The school, in working with the EA Sectoral Support and NICIE, has identified within the Three-Year Transformation Plan 2024-2027, Appendix 2, work to be undertaken to address this. Actions will include ensuring families feel comfortable sharing their cultural identity, supporting understanding of cultural and religious diversity within the school, and celebrating the rich diversity of identities, religions and beliefs as the school becomes more intentional in its work. Our school is aware of the religions/cultures within our enrolment and has started to involve parents and outside agencies to share information and voluntary activities regarding these e.g. our assembly on Ramadan, our P7 hurling sessions and our KS2 Lambeg drumming sessions. It is planned that this work will be developed over the coming years to involve



and include as many of our parents as possible to inform and educate our school community further.

Transformation is a journey. Through intentional planning and action, we believe that we will attract families who have not previously considered our school as an option for their family and build community and religious balance within our school community that more accurately reflects the diversity in our locality.

| <b>Table 6: Newcomers at Larne and Inver Primary School</b> |                            |                       |
|-------------------------------------------------------------|----------------------------|-----------------------|
| <b>Year</b>                                                 | <b>Number of Newcomers</b> | <b>% of enrolment</b> |
| 2017/18                                                     | 5                          | 2.5%                  |
| 2018/19                                                     | *                          | *                     |
| 2019/20                                                     | *                          | *                     |
| 2020/21                                                     | 7                          | 3.4%                  |
| 2021/22                                                     | 6                          | 3.0%                  |
| 2022/23                                                     | 9                          | 4.7%                  |
| 2023/24                                                     | 11                         | 5.5%                  |
| <b>2024/25**</b>                                            | <b>13</b>                  | <b>6.9%</b>           |

Source: NI School Census

\* Refers to fewer than five cases where data is considered sensitive

\*\* School data

Table 6 indicates that there is a growing number of Newcomer children attending Larne and Inver Primary School. The percentage of newcomer children enrolled in Larne and Inver Primary School suggests that those families of other ethnicities and of a variety of nationalities feel comfortable bringing their children to the school.

In instances where language barriers present a challenge, our school stands ready, with support from EA Interpreting and Translation Services, to offer translation services, underscoring its dedication to breaking down communication barriers and fostering inclusivity. Other parents who speak the same language have also volunteered to support with meetings which enhances the inclusive welcoming ethos of our school. Online daily communication (through ClassDojo) to parents can also be easily translated to any required language, ensuring that no one feels 'left out' and that ALL families understand what is happening each day. The diversity of the school staff ensures that there is a good understanding of how to best support carers in a culturally sensitive manner.

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

Table 7 details the Northern Ireland Multiple Deprivation Measure (NIMDM) for the main wards in which the majority of Larne and Inver Primary School pupils reside. The lower numbers indicate areas of most deprivation, with 462 being the least deprived area.

**Table 7: Northern Ireland Multiple Deprivation Measure (2017)**

| Ward Name      | Multiple Deprivation Measure Rank | Domain Ranking |            |                                   |                                |                    |                    |                    |
|----------------|-----------------------------------|----------------|------------|-----------------------------------|--------------------------------|--------------------|--------------------|--------------------|
|                |                                   | Income         | Employment | Health Deprivation and Disability | Education Skills, and Training | Access to Services | Living Environment | Crime and Disorder |
| Craigyhill     | 144                               | 227            | 111        | 91                                | 78                             | 252                | 326                | 150                |
| Curran & Inver | 125                               | 179            | 96         | 160                               | 163                            | 321                | 18                 | 50                 |
| Gardenmore     | 172                               | 243            | 243        | 157                               | 126                            | 414                | 113                | 81                 |
| The Maidens    | 165                               | 208            | 208        | 134                               | 87                             | 389                | 85                 | 274                |

Most of the wards in this area rank in the upper part of the NIMDM ranking, several of the wards rank high across some of the domains. These statistics are reflective of the school community of Larne and Inver Primary School.

**Table 8: Job Seekers Allowance at Larne and Inver Primary School**

| Year            | FSME/JSA Number | FSME/JSA % of School Population |
|-----------------|-----------------|---------------------------------|
| 2017/18         | 65              | 32.0%                           |
| 2018/19         | 73              | 35.1%                           |
| 2019/20         | 74              | 35.9%                           |
| 2020/21         | 71              | 34.6%                           |
| 2021/22         | 57              | 28.4%                           |
| 2022/23         | 57              | 29.8%                           |
| 2023/24         | 58              | 29.0%                           |
| <b>2024/25*</b> | <b>49</b>       | <b>26.2%</b>                    |

Source: NI School Census

\* School data

Table 8 above shows that the number of pupils in receipt of free school meals/job seekers allowance has remained relatively constant over the years.

Larne and Inver PS believes strongly in a school's role in providing every child with the right to achieve, irrespective of their family's financial situation. Robust monitoring of every child's progress ensures that each child performs to the best of his/her ability and has access to the same opportunities as everyone else. Gaining Integrated status would be an intentional public statement of this, incorporating the Integrated Education Act (NI) 2022 which states: to educate together "those who are experiencing socio-economic deprivation and those who are not", and the Principles of Integrated Education, which include Equality and Social Responsibility.

### 3.3.3 Those of Different Abilities

Larne and Inver Primary School is open to all pupils. The table below provides the numbers of pupils with a Special Educational Needs statement. Larne and Inver Primary School provides for the needs of all children.

| <b>Table 9: Pupils with Special Educational Needs at Larne and Inver Primary School</b> |                             |                              |                       |
|-----------------------------------------------------------------------------------------|-----------------------------|------------------------------|-----------------------|
| <b>Year</b>                                                                             | <b>SEN Stage 5/ Stage 3</b> | <b>SEN Stage 1 - 4 / 1-2</b> | <b>SEN All Stages</b> |
| 2017/18                                                                                 | *                           | #                            | 53                    |
| 2018/19                                                                                 | *                           | #                            | 36                    |
| 2019/20                                                                                 | *                           | #                            | 35                    |
| 2020/21                                                                                 | *                           | #                            | 37                    |
| 2021/22                                                                                 | *                           | 34                           | #                     |
| 2022/23                                                                                 | 7                           | 30                           | 37                    |
| 2023/24                                                                                 | 8                           | 27                           | 35                    |
| <b>2024/25*</b>                                                                         | <b>11</b>                   | <b>32</b>                    | <b>43</b>             |

Source: NI School Census

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

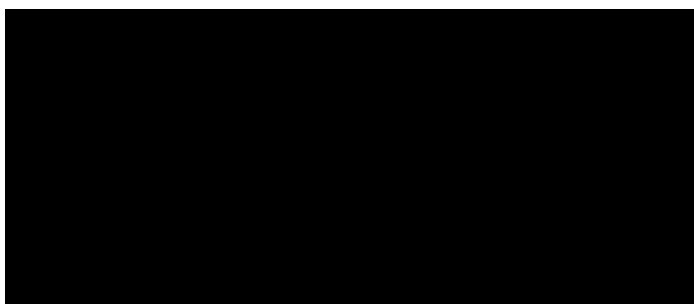
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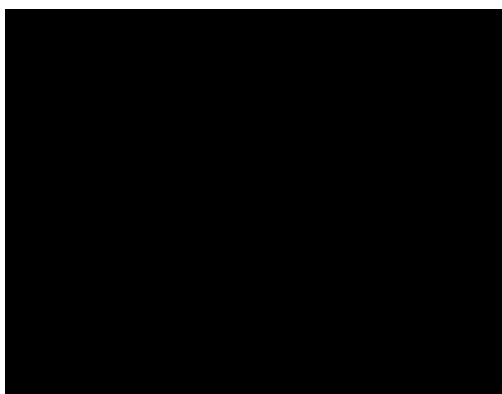
Table 9 above, shows that the school caters for a high number of pupils with Special Educational Needs.

In alignment with the Integrated Education (NI) Act 2022, Larne and Inver Primary School is dedicated to the provision of inclusive education and individualized support to meet the distinct needs of each student. The school prioritizes enabling every child to access the curriculum fully and reach their maximum potential. It places emphasis on addressing the social, emotional, and educational requirements of its pupils, reflecting its unwavering commitment to their holistic development.

Article 28 of the UNCRC states that children and young people have the right to education no matter who they are: regardless of race, gender or disability; if they're in detention, or if they're a refugee. Moreover, as the number of children with additional needs has significantly increased, Larne and Inver Primary School has made a strong commitment to training its staff to meet those needs. These are all important elements of the schools ethos and will be further developed as the school enhances its Integrated culture through the Three-Year Transformation Action Plan 2024-2027.

Larne and Inver Primary School has a reputation for providing a positive and safe environment for pupils of all abilities and needs. The school's emphasis on understanding, supporting, and encouraging all children in a manner that suits them has led to a significant increase in its ability to identify and cater to children with varying needs.





The Learning Support teacher/SENCO works tirelessly to support teaching staff and Classroom Assistants, facilitating training as required and recently enabling a classroom assistant to lead a Lego Therapy Club and Sensory Circuits programme each week.

The sensory room is ever evolving and we are always striving to use technology to enhance the experiences for our children, supporting their learning in a fun and interactive way.

In addition, the school is dedicated to developing children of all abilities, providing appropriate differentiation in each classroom. In addition to supporting those with Special Educational Needs, our school endeavours to nurture and develop those who are Gifted and Talented. The school's emphasis on celebrating all children's talents and abilities in order to build on current best practice is of utmost importance and is in line with the Three-Year Transformation Plan 2024-2027. Larne and Inver Primary School's commitment to inclusive education, holistic development, and meeting the diverse needs of its students is evident in its proactive initiatives and ongoing dedication to providing high-quality education for all.

Table 10 below shows that Larne and Inver Primary School has pupils transitioning to a range of post-primary schools including Grammar, Controlled, Integrated and Catholic Maintained.

| Table 10: Post-primary schools to which Larne and Inver PS pupils transition |      |      |      |      |
|------------------------------------------------------------------------------|------|------|------|------|
| Post-primary School                                                          | 2021 | 2022 | 2023 | 2024 |
| Ballyclare Secondary School                                                  | -    | -    | 1    | -    |
| Ballymena Academy                                                            | 1    | -    | -    | -    |
| Belfast Royal Academy                                                        | -    | -    | 1    | -    |
| Larne Grammar                                                                | 12   | 14   | 11   | 17   |
| Larne High School                                                            | 8    | 13   | 11   | 11   |
| Slemish Integrated College                                                   | 1    | 2    | -    | 2    |
| St Killian's College                                                         | 3    | 3    | 2    | -    |
| Ulidia Integrated College                                                    | -    | -    | 1    | -    |
| <b>Total</b>                                                                 |      |      |      |      |

## Summary

Table 11 below summarises the various characteristics of Larne and Inver Primary School in relation to Section 1 of the Integrated Education Act 2022.

**Table 11: Larne and Inver 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  |
|------------------|--------------|----------------------|-----------------------|----------------|--------------|------------|-----------------------------------------------------------|-------------|
| 2017/18          | 32.0%        | *                    | #                     | 53             | 62.1%        | *          | 36.9%                                                     | 2.5%        |
| 2018/19          | 35.1%        | *                    | #                     | 36             | 62.5%        | *          | #                                                         | *           |
| 2019/20          | 35.9%        | *                    | #                     | 35             | 58.3%        | *          | #                                                         | *           |
| 2020/21          | 34.6%        | *                    | #                     | 37             | 52.7%        | *          | #                                                         | 3.4%        |
| 2021/22          | 28.4%        | *                    | 34                    | #              | 52.7%        | *          | #                                                         | 3.0%        |
| 2022/23          | 29.8%        | 7                    | 30                    | 37             | 56.0%        | *          | #                                                         | 4.7%        |
| 2023/24          | 29.0%        | 8                    | 27                    | 35             | 55.0%        | *          | #                                                         | 5.5%        |
| <b>2024/25**</b> | <b>26.2%</b> | <b>11</b>            | <b>32</b>             | <b>43</b>      | <b>50%</b>   | <b>3%</b>  | <b>47%</b>                                                | <b>6.9%</b> |

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

# means figure has been suppressed under rules of disclosure

\*\* school data

Table 11 shows that the school has a balance of pupils from different cultures and religious and world views, including reasonable numbers of Protestant children and children of Other Christian/non-Christian/no religion backgrounds; those who are experiencing socio-economic deprivation and those who are not; and those of different abilities.

Diagram 1 and Tables 4 to 11, demonstrate Larne and Inver Primary School's capacity to meet the definition of Integrated Education, as outlined in Section 1 of the Integrated Education Act NI 2022.

The school has every intention to continue to develop and grow its diversity within each area throughout the Transformation process, and, if approved, post-Transformation. The Transformation Plan has been carefully considered and designed in order to ensure that the school is constantly reflecting on how to intentionally draw in a base of pupils and families that is diverse in terms of religious and cultural background, including reasonable numbers of Protestants and Catholics, socio-economic background and ability, in accordance with the Integrated Education Act (NI) 2022.

### 3.4 Transformation Plan

The Transformation Plan has been referred to throughout the case of change because of its importance in our journey. The Plan is created with support from EA Sectoral Support and NICIE to demonstrate how Larne and Inver Primary School will develop its Integrated ethos and take full advantage of the school improvement opportunities presented by the Transformation process. The plan is structured around the characteristics of a successful school, adapted from those within the 'Every School a Good School' policy and is underpinned by the NICIE Statement of Principles for Integrated Education.

The school will use its Transformation Plan to demonstrate its responsibility towards Integrated Education by undertaking the necessary actions to ensure meaningful cultural and organisational change.

The school recognises that there is work to do, is up for the challenge, has outlined actions in the Transformation Plan and is optimistic they can do it because of

- the local demographic in this regard and
- because a local Integrated school has already proved it be achievable (see Table 13 below, which indicates very strikingly that the only school with any reasonable balance in the area is the Integrated school)

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 celebrate and learn about their own identity in an age-appropriate fashion, whilst also learning about the diversity surrounding them within the school and outside of it.

The school and its Board of Governors are confident that this Plan and the changes proposed will support the development of Larne and Inver Primary School as an Integrated setting in line with the Integrated Education Act (NI) 2022. The school anticipates that, as it moves through its journey of Integration, it will continue to develop its ethos and practice, further engaging with the new Integrated Education Framework and, in the long term, aim to achieve the Excellence in Integrated Education Award.

#### **4 EDUCATIONAL IMPACT**

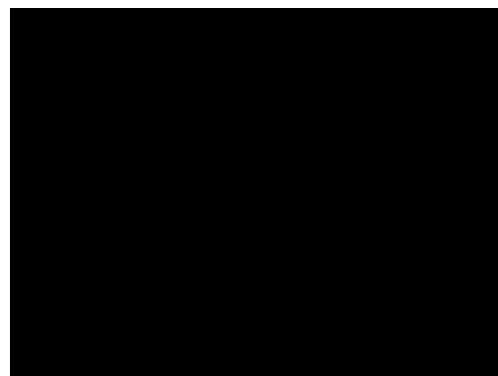
Whilst the delivery of the NI curriculum will remain unchanged, the school will work to add in depth explorations of diversity as appropriate for each key stage.

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

All staff in school have used a self-evaluative approach to ensure our 'readiness' and create and develop this Transformation Plan whilst ensuring it directly compliments the work being planned and implemented in the School Development Plan.

The Transformation Plan (2024-2027) details the educational impact that Integration will have on our school:

- Learner Centred
- High Quality Teaching & Learning
- Effective Leadership
- Community Connections



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. On 2<sup>nd</sup> October 2024, the Principal met with other Principals from Integrated schools at Forthill IPS (Lisburn) to discuss Transformation and to share good practice; it is hoped that such invaluable sessions will continue regularly. The Principal and Integration Coordinator will attend the NICIE collaboration event 'Teachers New to Integrated Education' on 27<sup>th</sup> February 2025. This will further allow for the sharing of and dissemination of good practice between these settings as leaders from this unique sector plan to work collaboratively to bring about the highest quality Integrated Education.

Online events with the NICIE Teachers' Committee have been invaluable e.g. 'Decolonising The Curriculum With Teachers' which the Principal attended on 12<sup>th</sup> December 2024; it is hoped these will continue to further enhance our understanding to lead and learn effectively within our diverse school community.

The Principal is aware of the need to continue to share Larne and Inver Primary School's Integration journey and will develop this by updating the school website as well as social media usage. This will allow the wider community to gain a greater awareness and understanding of the transformation process.

The Governors and staff have already taken advantage of support from NICIE, IEF and the EA as highlighted in the Statutory Consultation section. It is hoped that this support will continue with whole staff sessions planned to ensure that we can share good practice regarding our Teaching & Learning to ensure our curriculum is more inclusive. Governor training is planned for this year using EA's online 'Governors New To Integrated Education' training module.

Next year, some staff will attend Anti-Bias in Education training and the school also looks forward to taking full advantage of the resources that are available to Integrated schools to develop our confidence and skills in delivering an educational experience for our young people that helps to equip them for living in our vision of a shared and peaceful society.

Larne and Inver Primary School has always been welcoming to the whole community and its enrolment is more diverse than the traditional descriptors of 'Protestant, Catholic or Other/None'. The school already caters for pupils from a range of socio-economic and ability backgrounds in keeping with the area the schools attract its pupils from as evidenced by community background of the pupils and the free school meals uptake at the school (Table 11).

There is a significant body of evidence which points to the value of children from different communities or cultures being educated together. Through the Transformation Plan, we have started to make clear the steps we intend to take to develop our good practice and ensure that every child within the school is represented and celebrated for their specific identity. Over the three years highlighted by the Plan, it is evident that the school will carry this out in an age appropriate manner and with a fully learner centred focus. The school acknowledges that this is the beginning of a journey for the school and our plan is a 'working document' which can be updated as we continue to learn and progress.

## **5 AREA PLANNING IMPACT**

This proposal aligns with the key themes of Area Planning. The Area Plan for Northern Ireland aims to ensure that all pupils have access to a broad and balanced curriculum that meets their needs in sustainable schools within a diverse system of education. It sets out the key priorities and objectives in providing access to a network of sustainable schools for the Education Authority, Council for Catholic Maintained Schools, and other sectoral bodies in the light of Department of Education policy, in particular the need to raise standards and close the attainment gap through a network of sustainable schools. The focus of the plan is on the best educational interests of children and young people.

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

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



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

The Department of Education's vision in the Sustainable Schools Policy<sup>1</sup> 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 Larne and Inver Primary School believe that Transformation to Integrated status will help to achieve this vision.

## 5.1 Potential Impact on local Primary Schools

Table 12 below shows the details of primary schools closest to Larne and Inver Primary School, including the closest integrated primary schools.

| <b>Table 12: Local primary schools' admission, enrolment and available places</b> |                                                 |                             |                                          |                                            |                                 |
|-----------------------------------------------------------------------------------|-------------------------------------------------|-----------------------------|------------------------------------------|--------------------------------------------|---------------------------------|
| <b>School</b>                                                                     | <b>Distance from Larne and Inver PS (miles)</b> | <b>Management Type</b>      | <b>Approved Enrolment Number 2023/24</b> | <b>Total Enrolment (Years 1-7) 2023/24</b> | <b>Available Places 2023/24</b> |
| St MacNissis's PS                                                                 | 0.6                                             | Maintained                  | 261                                      | 169                                        | 92                              |
| Moyle PS                                                                          | 0.7                                             | Controlled                  | 322                                      | 369                                        | 0                               |
| St Anthony's PS                                                                   | 1.5                                             | Maintained                  | 210                                      | 71                                         | 139                             |
| Olderfleet PS                                                                     | 1.2                                             | Controlled                  | 198                                      | 114                                        | 84                              |
| Linn PS                                                                           | 1.6                                             | Controlled                  | 380                                      | 356                                        | 24                              |
| Corran IPS                                                                        | 1.6                                             | Grant Maintained Integrated | 203                                      | 194                                        | 9                               |
| Glynn PS                                                                          | 1.9                                             | Controlled                  | 103                                      | 87                                         | 16                              |
| Toreagh PS                                                                        | 3.9                                             | Controlled                  | 105                                      | 114                                        | 0                               |
| Cairncastle PS                                                                    | 4.6                                             | Controlled                  | 137                                      | 66                                         | 71                              |

Source: NI school Census

As the proposal for Transformation does not impact the approved enrolment or approved admission number of Larne and Inver Primary School, it will not have an impact on the number of primary school places within the area. The proposal will only increase Integrated primary provision within the area.

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

Whilst Catholic provision exists in the local area, our plan towards Integrated status is a response to parental demand and identified need for *Integrated* Education, providing increased parental choice for all parents.

## 5.2 Potential Impact on other Integrated Primary Schools

| <b>Table 12a: Alternative Integrated primary schools' admission, enrolment and available places</b> |                                                 |                                   |                                              |                                          |                                            |                                 |
|-----------------------------------------------------------------------------------------------------|-------------------------------------------------|-----------------------------------|----------------------------------------------|------------------------------------------|--------------------------------------------|---------------------------------|
| <b>School</b>                                                                                       | <b>Distance from Larne and Inver PS (miles)</b> | <b>Approved Admissions Number</b> | <b>First Preference Applications 2024/25</b> | <b>Approved Enrolment Number 2023/24</b> | <b>Total Enrolment (Years 1-7) 2023/24</b> | <b>Available Places 2023/24</b> |
| Corran IPS                                                                                          | 1.6                                             | 29                                | 27                                           | 203                                      | 194                                        | 9                               |
| Acorn IPS                                                                                           | 10.2                                            | 29                                | 32                                           | 203                                      | 196                                        | 7                               |

Source: NI school Census

Table 12a shows that within the area there are a very small number of available places within local Integrated primary schools. Corran IPS is the closest of Integrated primary school with only 9 available places and within the wider area only a further 7 available places. This table indicates that there is local demand for Integrated Education, and, as demonstrated in Section 3.3.1, there is statistical evidence of diversity within the geographical areas from which Larne and Inver PS enrolls its students.

Larne and Inver PS also acknowledges the need for collaborative work and communication between schools, and it is clear that the Transformation process and approval for Integrated status would enable the facilitation of shared learning between the two schools, supported by committees such as APTIS, Teachers' Committee, Vice Principals' Forum etc.

It is the school's view that Transformation to Integrated status would not have significant impact on any school in the locality. Table 2 above shows that all schools within a mile of Larne and Inver PS have healthy enrolment numbers.

## 5.3 Religious Balance

The religious balance within the school's locality has been outlined in Diagram 1 and Table 5 above. The religious profile of Larne and Inver Primary School is also detailed in Table 6 above.

Table 15 highlights the community breakdown of primary schools in the area.

| <b>Table 13: Local Schools – Distance from Larne and Inver Primary School</b> |               |                     |                   |                |
|-------------------------------------------------------------------------------|---------------|---------------------|-------------------|----------------|
| <b>School</b>                                                                 | <b>Sector</b> | <b>% Protestant</b> | <b>% Catholic</b> | <b>% Other</b> |
| St MacNissis's PS                                                             | Maintained    | 0%                  | 96.6%             | 3.4%           |
| Moyle PS                                                                      | Controlled    | 60.8%               | 2.8%              | 36.4%          |
| St Anthony's PS                                                               | Maintained    | *                   | 82.1%             | #              |
| Olderfleet PS                                                                 | Controlled    | 61%                 | *                 | #              |
| Linn PS                                                                       | Controlled    | 60.7%               | 1.5%              | 37.9%          |
| Corran Integrated PS                                                          | GMI           | 31.7%               | 33.0%             | 35.3%          |
| Glynn PS                                                                      | Controlled    | 70.8%               | 0%                | 29.2%          |
| Toreagh PS                                                                    | Controlled    | 74.2%               | *                 | #              |
| Cairncastle PS                                                                | Controlled    | 53.8%               | *                 | #              |

*Source: NI Schools 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*

The Board of Governors has noted that most schools in the area have the percentage of the minority community (relative to their school type) suppressed due to data disclosure rules. This suggests that the increasing trend of pupils being designated as 'other' is present within the schools in this locality. The only school that has a balance of pupils designated as Protestant and Catholic, and as such, more representative of the community the school serves, is the Integrated school. The Board of Governors at Larne and Inver Primary School are determined, as outlined in the Transformation plan and referred to repeatedly in this case for change, to nurture our school environment so that all members of our local community, including those who designate their children as Protestant or Catholic, feel they belong. In doing so, the Board of Governors are responding to the parental demand to have the school recognised as an Integrated setting.

#### **5.4 Equality Impact and Rural Needs Assessment**

The area in which Larne and Inver Primary School is situated is classified as an urban area and the school has therefore a Rural Needs Assessment is not relevant.

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

## **6 SUSTAINABILITY ASSESSMENT**

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 Larne and Inver Primary School has assessed itself against:

## 6.1 Quality of Education

The last Education and Training Inspectorate (ETI) inspection in Larne and Inver Primary School was undertaken in September 2012, with the Quality of Education in the school receiving 'good'. The ETI report stated that:

"The teachers place a good emphasis on developing the children's thinking and personal capabilities and build further their good self-management skills in all key stages.

"All of the staff are fully committed to the children's welfare and learning. During the inspection, the quality of the teaching observed was mostly good or better and a small number of the lessons were outstanding. The teachers have developed a common framework for their medium-term planning which is appropriately detailed and comprehensive. They have made a good start to monitoring and evaluating various aspects of the provision for learning. The teachers are well supported in their work by the committed and skilful classroom assistants."



The report can be accessed via the following link:

<https://www.etini.gov.uk/sites/etini.gov.uk/files/publications/short-inspection-larne-and-inver-primary-school-co-antrim.pdf>

In September 2015, an ETI Self Sustaining Inspection was completed (see 6.4)

'There is clear evidence that progress is being made in the key areas for improvement outlined in the school development plan and this is having a positive impact on the quality of the learning and teaching.'

Transformation to Integrated status is an opportunity for the school to hone its excellent practice, taking practical steps to further develop an Integrated ethos in order to intentionally welcome and celebrate the diversity that exists and will continue to grow within the school. Practical steps in this regard can be seen in the Transformation Plan (Appendix 2).

## 6.2 Stable Enrolment Trends

As outlined in Table 2 above, Larne and Inver Primary School has consistently had an enrolment above the Department of Education's minimum enrolment threshold for an urban primary school which is 140 pupils.

## 6.3 Sound Financial Position

Larne and Inver Primary School had a surplus of £95,086 at 31 March 2024. The school is projected to have a deficit of -£4,735 (<0.01%) by the end of the school's current three-year financial plan. This is within the acceptable range, but the school is confident that savings can be made to 'offset' this small deficit.

| Table 14: Financial History |                 |
|-----------------------------|-----------------|
| Year                        | Surplus/Deficit |
| 2024/25                     | £103,598        |
| 2025/26                     | £62,158         |
| 2026/27                     | -£4,735         |

## 6.4 Strong Leadership and Management

An ETI inspection in Larne and Inver Primary School was undertaken in September 2012, with the Quality of Education in the school receiving 'good'. The report stated that:

"The whole-school self evaluation and school development planning (SDP) processes are good. The current SDP and associated action plans are focused on raising further the good standards achieved by the children in literacy and numeracy through the inclusion of realistic and appropriate targets and actions centred on continued improvement of the school's provision for learning."

In September 2015, an ETI Self Sustaining Inspection was completed which concluded –

*'There is clear evidence that progress is being made in the key areas for improvement outlined in the school development plan and this is having a positive impact on the quality of the learning and teaching.'*

*The school continues to develop effective strategies to identify and address barriers to the children's learning through a wide range of initiatives for the children and their families. The improved methods for children to express their views have informed effectively the school improvement process. The school has improved further its approaches to working in partnership with parents who are offered a range of effective*

*initiatives to develop their capacity to support their children's learning and development.*

*The school is making much more effective use of data to identify and plan for individuals and groups of children at both class and whole school level. Staff training and development has developed the capacity of the staff to gather, analyse and use data more fully to identify levels of underachievement and trends in the children's standards and achievements. The staff have an increased confidence and better shared understanding of children's progress. The assessment co-ordinator has identified the next priority of involving children more fully in understanding their current level of work and in setting meaningful and measurable targets. The extensive internal data indicates that most children are working at or above their expected levels. Those children who have not performed in line with expectation have a range of barriers to their learning; they are identified, reported on and supported with their learning.*

*The school has implemented a distributive leadership approach, which is effective in strengthening the roles of the co-ordinators to monitor and evaluate the quality of learning and teaching and the children's standards. They use suitable approaches to audit systematically the quality of the provision and collate a very wide range of qualitative and quantitative data to inform their school priorities and guide whole school improvement. It will be important that this work is embedded consistently with regard to the children's breadth of writing across the curriculum.*

*Larne and Inver Primary School continues to demonstrate the capacity for sustained self-improvement in the interests of the learners. The ETI will continue to monitor how the school sustains improvement.'*

Central to the success of Larne and Inver Primary School is its experienced leadership team, which collaborates with staff, governors, community members, families, and pupils. Together, they have established a shared vision where every child can achieve their full potential in a caring environment.

The principal's partnership with governors in setting a clear direction for the school has fostered a sense of shared leadership and responsibility. The governors actively engage with school life, forming strong connections with the staff team. The development of an experienced dedicated team of teaching and non-teaching staff at Larne and Inver Primary School has been crucial in driving the school towards excellence. Regular training sessions bring the staff together, enhancing their expertise and fostering a supportive environment that prioritises every child's progress. The emphasis on inclusive training ensures that no child is left behind, underpinning the school's commitment to holistic development.

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

collaborative approach empowers teachers and enriches the educational experience for all pupils.

The classroom assistants and auxiliary staff play an indispensable role in the school community. Their contributions enrich the pupils' experience and reflect the diverse needs of the student body. Recognising and supporting their leadership within the school is fundamental to fostering a nurturing and inclusive environment. Beyond the school environment, the principal's engagement in community groups enhances the school's standing in the local area. Collaborating with the Education Authority and professional associations like "JANUS" provides opportunities for continuous professional development and networking within the educational sector.

Larne and Inver PS is driven by strong leadership, dedicated staff, and a commitment to continuous improvement. The collaborative efforts of all stakeholders have fostered a culture of excellence, ensuring that every child has the opportunity to thrive in a supportive and nurturing environment. As the school continues its journey towards Integration and innovation, it remains dedicated to providing quality education that inspires lifelong learning, respect and success for all its learners.

The appointment of an Integration Coordinator from within our staff team, and Governor highlights the commitment that our school has made and intends to make to ensure that Integration is always a main consideration in all that we do and will continue to do. In addition to an essential pupil and parental voice, the Governors and staff will continue to work and learn together to provide the best possible opportunities for the children in their care.

## **6.5 Accessibility**

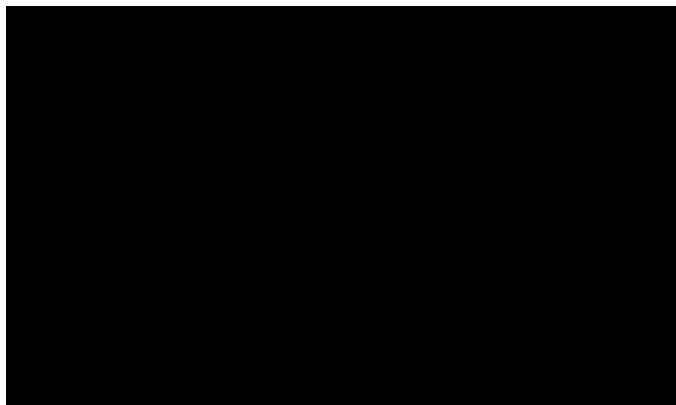
Larne and Inver Primary School is accessible by public and private transport networks.

There is more than sufficient car parking space around school at –

- The public carpark in front of school
- Church Road
- War Memorial carpark
- 1<sup>st</sup> Larne Church carpark

## **6.6 Strong Links with the Community**

Larne and Inver PS has always been deeply embedded in the local community since 1842, renowned for its welcoming atmosphere and pastoral ethos.



*Carol Service in 1<sup>st</sup> Larne Presbyterian Church*

Located near the end of the main street in the town centre, parents and children need to make a conscious effort to attend our school as it is rarely the closest school to most people's home. This is why our reputation is so important.

The Principal works closely with local schools and others throughout Northern Ireland to ensure that challenges can be shared and good practice replicated where possible.

In 2014, Larne and Inver created the first Shared Education partnership in Larne with St Anthony's PS and welcomed Seaview IPS to the partnership in 2021.

Some local nurseries and play groups are invited to play in school every year to develop our links with churches and community groups. In time, as an Integrated school, we plan to develop relations and connections with other faith and belief communities.

The Principal and SLT are actively cultivating relationships with Integrated primary schools across Northern Ireland with support from NICIE and IEF. This collaborative initiative aims to share best practices and promote high-quality Integrated Education regionally.

Within the school, a strong emphasis is placed on promoting inclusivity and respect for children's rights in line with the UNCRC. Larne and Inver PS continues to expand its arts, music, and sporting opportunities, fostering collaborations with external organisations to introduce diverse cultural experiences.

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

The Transformation Plan makes specific reference to ways in which the school further 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 Integrated Education.

## 8 IMPLEMENTATION PLAN

Larne and Inver Primary School is working with the EA's Sectoral Support and NICIE has produced a 3-year Transformation Action Plan which is attached as **Appendix 2**.

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 2026, or as soon as possible thereafter. The timetable for the consultation process is:

| Development Proposal Timeline                                                                                                                                                                                              |                          |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|
| <b>Proposal:</b><br><b>Larne and Inver Primary School will transform to Controlled Integrated Status, with effect from 1 September 2026, or as soon as possible thereafter.</b>                                            | <b>Proposed Timeline</b> |
| Consultation with other affected schools (4 weeks)                                                                                                                                                                         | TBC                      |
| 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 |                          |
| Strategic Planning and Policy Committee to seek Approval to Publish                                                                                                                                                        | TBC                      |
| 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.                                                                                                                                                                      |                          |
| Statutory Objection Period (2 months)                                                                                                                                                                                      | TBC                      |
| Objections/Comments to be forwarded to the Department of Education                                                                                                                                                         |                          |
| Await Ministerial/Department of Education Decision                                                                                                                                                                         | TBC                      |
| <b>Implementation</b>                                                                                                                                                                                                      |                          |

If approved, the Development Proposal would take effect from 1 September 2026, or as soon as possible thereafter.

## 9 CONTRIBUTION TO PEACE AND RECONCILLATION POLICY OBJECTIVES

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

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

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

## 10 CONCLUSION

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

The management team at Larne and Inver Primary School explored Transformation to Integrated status with support from IEF, NICIE and the Board of Governors then took the decision to ballot parents. Its parental body showed strong support for Transformation to Integrated status with 60.5% of parents voting 'Yes' for Integration on **21<sup>st</sup> June 2024**. This is evidence of parental demand for Integrated Education at Larne and Inver Primary School.

The school has produced an extensive Transformation Action Plan which sets out its intentions over three years of which 2023/24 is Year 1 – See Appendix 2. This document outlines the vision of the school to further develop in all aspects towards a fully inclusive and Integrated school environment. Given approval, the school will continue to intentionally develop the Integrated ethos and its contribution to peace and reconciliation.

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

The management of the school demonstrates a commitment to making Larne and Inver 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.

The key objective of the proposal to Transform to Controlled Integrated status is to enable Larne and Inver Primary School to meet the demand for Integrated education in this area. This is evident from the positive parental ballot in June 2024 and also from the enrolment figures from the only other Integrated primary school in the town.

Put simply, our school believes that transformation to Integrated status is morally and socially 'the right thing to do'.

*The Board of Governors, staff and school community believe that formal recognition as an Integrated school will offer **essential reassurance to some parents in order to completely trust the school's intentional commitment to inclusion and diversity**. It will make a clear public statement about how we view the school as making a proactive and positive contribution to the future of our society incorporating peace, reconciliation and community cohesion.*

Larne and Inver Primary School is **a sustainable school** which, in recent years, has seen a steady increase in

- Children from minority faiths/cultures and none
  - Children with additional needs
  - Children and families requiring financial and emotional support
- Larne and Inver Controlled Integrated Primary School (as described by the school council):**
- A school where different people work and learn together
  - A school where people are kind and respectful to people who are different to each other
  - A school which is happy for and helps celebrate different cultures, but you don't have to agree with everyone
  - A school that includes everyone, even if you aren't good at some things



**P5 Song: 'We are how we treat each other, nothing more'**

**(Nothing More by The Alternate Routes)**

## APPENDIX 1 – LETTERS OF SUPPORT



LEARNING TOGETHER FOR INDIVIDUAL SUCCESS

Slemish College  
Larne Road  
Ballymena  
BT42 3HA  
t 028 2563 0156  
f 028 2563 2944  
e [info@slemish.ballymena.ni.sch.uk](mailto:info@slemish.ballymena.ni.sch.uk)  
w [www.slemishcollege.org.uk](http://www.slemishcollege.org.uk)

Connect With Us on Social Media



7<sup>th</sup> February, 2025.

Dear Sir, or Madam,

I am writing on behalf of the Slemish College Community, in support of Larne and Inver Primary School's proposal to become a controlled integrated primary school.

Since our opening, in 1996, we have enjoyed a close relationship with Larne and Inver Primary school, as a valued feeder primary to Slemish College. One of the reasons for this strong sense of connection, is the values our two schools share. It is no surprise to us, that becoming an integrated school is the next step in Larne and Inver's journey. We will fully support this development, in any way we can.

We do hope that Larne and Inver will be successful in their development proposal to become, formally, a controlled integrated primary school.

Yours faithfully,

Mr M Bennett

Principal



# ULIDIA INTEGRATED COLLEGE

Mr K Patterson  
Principal  
Larne and Inver Primary School  
1a Glynn Rd,  
Larne  
Co Antrim  
BT40 3AY

7 February 2025

Dear Mr Patterson

I was very encouraged to hear that Larne and Inver Primary School are in process to transform to Integrated status – congratulations to you, your staff, governors and especially your parents and pupils.

I know your school has been committed to the values of Integration for a long time, and this is such a positive move for your whole community.

Intentional Integration is not natural, it is a very deliberate and thoughtful process that take a great deal of respect, care and hard work – but it is more than worth it.

If there is anything we can do to help or assist in any way, please let us know.

I wish you every success for your transformation.

Yours sincerely

M Houston  
Principal

"Educating together, Catholics and Protestants, and those of other religions, or none, in an atmosphere of understanding and tolerance to the highest academic standards."

PRINCIPAL: Michael Houston  
112 Victoria Road, Carrickfergus, Co. Antrim BT38 7JL  
T: 028 9335 8500 E: [info@ulidiacollege.com](mailto:info@ulidiacollege.com) [www.ulidiacollege.com](http://www.ulidiacollege.com)  
Company Reg. No. NI28819 Charity no. XFA7217





Northern Ireland  
Assembly

**DANNY DONNELLY MLA**

ROOM 256 PARLIAMENT BUILDINGS,  
BELFAST BT 4 3XX

Our Ref: DD1988

24 February 2025

**Re:** Larne and Inver Primary School

I am writing to express my support for Larne and Inver Primary School's application to transform to integrated status. The school has long been a cornerstone of the local community, providing high-quality education in a nurturing and inclusive environment. It is clear that the school community sees integration as the best way to preserve its traditions while embracing the diversity that continues to grow within Larne.

Larne and Inver Primary School has a proud history dating back to 1842 and has always welcomed pupils from all backgrounds. In recent years, the town of Larne has become more diverse, with families from a range of religious and cultural traditions choosing to live and learn together. The school has already taken steps to reflect this diversity, including through its Shared Education partnerships, the celebration of different cultures in school assemblies, and initiatives such as its annual 'Day of Languages.'

The school's transformation plan demonstrates a clear and structured commitment to integration. This includes ensuring that the voices of minority groups within the school are heard and celebrated, expanding links with the wider community, and adapting aspects of the curriculum to better reflect the cultural mix of the school's pupils. It is clear that the transformation to integrated status is not just an administrative change, but a meaningful step towards ensuring all pupils, regardless of background, can learn together in a way that fosters mutual understanding and respect.

Larne and Inver Primary School's vision is to provide an education where difference is acknowledged, respected, and celebrated. By becoming an integrated school, it can continue to serve its community while reflecting the values of inclusivity and shared learning. The school's commitment to maintaining its ethos, while ensuring all children feel equally valued, is clear and deeply rooted in its approach to education.

I urge you to support this application. Approving Larne and Inver Primary School's transformation to integrated status would support the school's long-term sustainability and reflect the evolving nature of the community it serves.

Yours sincerely

Danny Donnelly MLA

**Constituency office**

73 Main Street, Larne, BT40 1HH  
danny.donnelly@co.niassembly.gov.uk





23 February 2025

***To Whom It May Concern***

**Larne & Inver Primary School – Integrated Application**

This letter is to express my wholehearted support for Larne & Inver Primary School gaining integrated status.

As a previous Chair of a Board of Governors, I was delighted by the overwhelming vote by the school's parents in support of the change, demonstrating a strong demand for increased Integrated Education in Larne. The school has been a leader in the local education community for many years providing an outstanding education service in an inclusive manner.

Integration is essential in education if Northern Ireland is to become a shared future for all our children and citizens. This application will enhance the educational offering in Larne and benefit those in the wider area.

The school's plan to transform is second to none, ensuring, as it does, that minority groups at the school will be heard. Moreover, the change will be a tremendous opportunity for pupils, regardless of background, to celebrate diversity and enjoy learning in the most respectful way. It will better equip them to be thoughtful and caring for other cultures and points of view, as they progress through life and education to secondary status and potentially to tertiary education/apprenticeships.

I support this application unconditionally and am wholly convinced that it will enhance the offering to the children in particular, and the wider community in general.

Yours sincerely,

A handwritten signature in black ink that reads "Stewart Dickson".

**Stewart Dickson MLA**

**8 West Street, Carrickfergus, County Antrim. BT38 7AR**  
**T: 028 9335 0286 E: [stewart.dickson@mla.niassembly.gov.uk](mailto:stewart.dickson@mla.niassembly.gov.uk)**  
**[www.stewartdicksonmla.com](http://www.stewartdicksonmla.com)**

The personal information you provide me or my staff will be treated as confidential and handled in accordance with Data Protection Rules. I may need to pass this information on to trusted agencies to help you.

24.02.2025



Northern Ireland  
Assembly

**John Stewart MLA**  
**East Antrim**  
**Ulster Unionist Party**

Kirk Patterson  
Principal  
Larne and Inver Primary School  
1a Glynn Rd  
Larne BT40 3AY

Dear Mr Patterson,

**Re: Larne and Inver Primary School**

I fully support the decision of the parents of Larne and Inver Primary School to go integrated. This decision was freely expressed democratically in the ballot which took place in June 2024.

The Minister for Education should respect this vote and approve the request to change the status of the school to Controlled Integrated.

Yours sincerely,

John Stewart MLA

John Stewart MLA Constituency Office: 95 Main Street, Larne, BT40 1HJ  
Tel: 02828272644 Email: [john.stewart@mla.niassembly.gov.uk](mailto:john.stewart@mla.niassembly.gov.uk) Website: [www.johnstewartmla.com](http://www.johnstewartmla.com)



## Appendix 2: Larne & Inver Primary School 3 Year Transformation Plan 2024-2027

### 3 Year Overview – Targets for Transformation

|                        | Year 1 2024-25                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Year 2 2025-26                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Year 3 2026-27                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Learner Centred</b> | <p>1) Pupils will begin to develop their understanding of Integration through Key Stage assemblies and targeted PDMU lessons led by Heads of KS and Integration coordinator</p> <p>2) Ensure that the voice of minority groups is heard and celebrated in class e.g. marking key celebrations in their culture with the class/school assembly and celebrating their language/heritage during European Day of languages.</p> <p>3) School will reach out to the local Care home/Fold to begin to foster intergenerational links</p> <p>4) School Council involvement in school life will become more evident and intentional – help with organisation of community events and school assemblies.</p> <p>5) Initialise arrangements for children who wish to take sacraments</p> | <p>1) Recognition of all faiths with visitors to the school from more diverse backgrounds – assembly/class/Come and Play days.</p> <p>2) Classes will report to peers in Assembly about a different culture/ special holiday/event with a focus on diversity.</p> <p>3) Celebration and education on different learning needs e.g. Dyslexia, ASD, ADHD. Teach about and celebrate this diversity in class/assembly.</p> <p>4) Development of our ‘Sensory Circuits’ program to support all learners with additional needs and to incorporate buddies from different classes.</p> | <p>1) Staff preparation time given to infuse cultures into year group subject planning e.g. through chosen topics. Coordinators will research and stipulate ways in which integration and cultural identity can be explored in their subject areas e.g. cultural identity in sport (PE – hurling, Gaelic football), different instruments, music and dance in different cultures (Irish dancing, boron, tin whistle)</p> <p>2) As more staff take part in Anti-Bias training this can be delivered throughout the curriculum</p> <p>3) Continued and intentional work on identity and cultural heritage through our Shared Education partnership. Cultural identity will be explored through trips e.g. Stormont and via topics of sport, music and language.</p> <p>4) School Council report pupil voice on integration/ different concerns to BOG and staff.</p> |

|                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|----------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>High Quality Teaching &amp; Learning</b></p> | <p>1) Further links between the school and the NICIE/EA and IEF will be made. Staff to attend NICIE and IEF training – Integration Works, Anti-Bias</p> <p>2) Intentional use of social media/school website to Promote the School and Integrated status</p> <p>3) More training for staff to feel confident in discussing Integration and cultural identity/heritage with pupils</p> <p>4) Review of current PDMU policy/scheme</p> <p>5) The staff will produce an annual calendar of events which will be reflective of our school community and our commitment to inclusion and diversity</p> | <p>1) Continue staff training focusing on intentional integration and diversity building on the Ethos of the school.</p> <p>2) Exploration of identity amongst pupils. Exploration of heritage and history of Ireland/N. Ireland within year groups e.g. St Patrick's day, language</p> <p>3) Each year group to focus on a different world religion and culture as part of their WAU/RE topic and to share learning with school and wider community as appropriate.</p> <p>4) Review RE Policy/scheme considering integration transformation</p> <p>5)Growth Mindset to be developed throughout school with a TAKE 5 approach</p> <p>6 ) Extend Shared Education Programmes to focus on more diversity of pupil programmes to include a wider range of activities. Ensure as many children as possible access SE each year. Cultural identity will be explored through trips e.g. Stormont and via topics of sport, music and language.</p> | <p>1) ) Further embedding of the school's integrated ethos with intentional integration being included in PRSD Targets.</p> <p>2) Continued exploration of heritage and history of Ireland/N. Ireland within year groups as stipulated by subject coordinators – KS2 share findings with younger pupils and Shared Education Partners</p> <p>3) Through the revised RE policy, pupils will explore important events for children from Catholic and Protestant traditions as well as those from a wider range of world religions</p> |
|----------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|-----------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Effective Leadership</b> | <ol style="list-style-type: none"> <li>1) Board of Governors reconstituted in January 2025, Integration link Governor appointed and relevant training sought</li> <li>2) SENCO to join the SLT Team. Staff to discuss Integration Coordinator position with BOG approval</li> <li>3) Inform all children regarding Integration through class, assembly and School Council led activities</li> <li>4) Inform and audit all staff, parents, governors and pupils regarding Integration, diversity, inclusion and transformation, including a review of our data collection to better reflect our school community's cultural balance</li> <li>5) Review and report our enrolment 'cultural' figures to NICIE, DENI, EA</li> <li>6) Develop the school website to create an Integration Section and use Social Media more frequently to highlight our work in school</li> </ol> | <ol style="list-style-type: none"> <li>1) Staff to attend courses e.g. Anti Bias training - NICIE</li> <li>2) Creation of new three-year School Development Plan to include Integration and take account of audits from 24/25</li> <li>3) Principal and SLT to create links with other Integrated schools regarding leadership matters</li> <li>4) Review of inclusion and Diversity Policy by school community via audits</li> <li>5) Transformation Action Group to review progress and continue to be part of school review</li> <li>6) Subject to Minister's approval, Stakeholder agreements regarding new school crest, uniform and signage</li> <li>7) Further review and report our enrolment figures to show 'cultural progression'</li> </ol> | <ol style="list-style-type: none"> <li>1) Subject to the Minister's approval, the BOG will reconstitute in line with Controlled Integrated status</li> <li>2) Baker Day held with Staff and BOG to look at Vision, Aims and Ethos</li> <li>3) Vision and Aims, Ethos statement to be reviewed by whole school community</li> <li>4) Subject to Minister's approval, the BOG will review admissions criteria</li> <li>5) All decisions and updates to policies and procedures to continue to be celebrated and disseminated through the school website and social media.</li> <li>6) School Development Plan and policies to be reviewed and updated to reflect ethos of a Controlled Integrated School</li> <li>7) Further review and report our enrolment figures to show 'cultural progression'</li> </ol> |
|-----------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

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|------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Community Connections</b> | <ol style="list-style-type: none"> <li>1) Expand our relationships with local community, church and business groups, including new links from our website</li> <li>2) Expand our Shared Education programme to include parent activities</li> <li>3) Meet with IEF staff to organise funding to be utilised for staff to visit other Integrated schools</li> <li>4) Website and social media used regularly to update community about work being done in school</li> <li>5) Erection of large 'community' tree to be coloured throughout the year to represent cultural and societal events e.g. mental health week, Ramadan, St Patrick's Day etc</li> </ol> | <ol style="list-style-type: none"> <li>1) Expand our invitations to our Carol Service and Nativity Plays and school events to all church leaders, business/community leaders and all members of the public</li> <li>2) Expand our after-school's activities to include new activities such as Irish Dancing</li> <li>3) Develop assemblies to include information and celebrations of other faiths and cultures present within our school by inviting parents and/or other community representatives</li> <li>4) Subject to the Minister's approval, update our prospectus, website and social media platforms to Integrated status</li> <li>5) Develop arrangements for children who wish to take sacraments</li> </ol> | <ol style="list-style-type: none"> <li>1) Subject to the Minister's approval, all local business, church leaders and community leaders invited to a special assembly to celebrate our move to Integrated status</li> <li>2) Develop our relationships/clusters with other local Integrated schools, working together in all areas of school life</li> <li>3) Develop our 'Play Days' to include all local groups</li> <li>4) Develop community events such as Charity Coffee mornings, Craft Fairs etc where all members of the community can meet and enjoy time together</li> </ol> |
|------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## Learner Centred (2024-2027)

### What? Baseline position in Nov 2024

The Transformation process within Larne and Inver has been very successful to date received well by our school community. The children's interests, education and wellbeing have always been at the heart of the decision to make Larne and Inver PS an integrated school and we have a newly formed Student Council who have started to advise on key areas of school life – the voice of our pupils. The school has a welcoming ethos, where all children are cared for, and we strive to give them the best opportunities in their primary schooling whilst preparing them to become active citizens of the community in the future. This is reflected in our school motto: A Bridge to the Future.

Staff and parents were informed and shown that each child is at the centre of an integrated school. Opportunity was given to learn more about Integration and to have any questions answered.

Diversity has happened naturally over the course of the last few years. Children from other nationalities and cultures have begun moving into the town and the school has welcomed them. We would like to see this growing even more as it offers beautiful opportunities for our pupils to learn how to live and interact in a society with diverse beliefs, cultures and faiths. Our classes are increasingly becoming a mix of gender, religion, culture and ability. The school has worked hard to involve the EA, NICIE and IEF to lead workshops for staff introducing them to the concept of Integration so that we can become more knowledgeable and instrumental in supporting the ethos and promoting it amongst our pupils. Issues involving religion and different viewpoints have always been addressed in an age-sensitive way where appropriate, however we are now beginning to think in a more intentional way as we approach these topics in our teaching. For example, our special 'Day of Languages' has allowed some pupils to report about their language and cultural diversity to their class and in a special assembly. School meals are also adapted on this day to reflect the variety of meals available in different cultures and give pupils a flavour of these differences. P4 have a special 'Celebrations' topic which allows them to focus on cultural diversity in their class and throughout school. We also celebrate St. Patrick's Day with our Shared Education Partners, enjoying a variety of activities associated with this holiday. As well as our Shared Education Partnership, P3 have developed a partnership with Larne Elementary PS in Clover, USA. This has afforded wonderful opportunities for the classes to meet via zoom calls, letter and even a visit from a teacher in the school. All this reflects our desire to embark on a more intentional journey towards the acceptance of difference and displays a willingness to value cultural diversity.

Larne and Inver has always been a school welcoming to all, regardless of culture or faith. We have had a small number of pupils from a Catholic background attending in recent years however, we would like to see this figure increase. To encourage this, we plan to explore opportunities to start teaching the Sacraments as part of the school day or in partnership with our Shared Education schools.

47% of pupils are from homes where their parents declare they are other Christian/non-Christian or other religions. The school will continue to take these viewpoints into account as we move forward whilst at the same time retaining our Christian ethos. Assemblies continue to focus on the teaching of morals and the celebration of pupil success, both in school and outside. We welcome visitors from the local Baptist, Church of Ireland and Presbyterian churches to work alongside pupils in class and to support weekly assemblies. We also welcome charities such as Stand By Me, NI Hospice

and RNLI to help enrich our pupils' educational experiences. We hope to create further opportunities for visitors to support our school as we move through this integration process.

Our teaching staff put the child at the heart of all teaching and planning, believing it is important to teach to children's likes and dislikes and motivate through different teaching styles, such as games and active learning. We have a wealth of resources in school which staff actively use to enhance each pupil's learning. We have a desire to support all learners and each class teacher holds differentiation as a core value, ensuring this is evident in school planning documents. We also continue to support all children on the Special Needs register. The school has worked hard to ensure that additional needs are met for those children and employs a part-time Learning Support Teacher/SENCo who is available to offer support to these children and staff when required. We also have an excellent team of Classroom Assistants who work tirelessly to support all our pupils and invest and enhance all areas of school life.

Pupil Voice is extremely important within school and an area we hope to develop in the coming years. We have a School Council which is made up of pupils from P4-P7 who now meet regularly to discuss ways to support our charity for the year or different ways to raise school funds for school, whilst enhancing school life for the pupils they represent. All pupils on the SEN register are given a voice regarding target setting for the year ahead and are given time with their teacher to personally discuss how they can improve, and what they need, to thrive in school. These conversations have been invaluable to the motivation and progress of many pupils.

Our P1 teacher and Head of Foundation/Key Stage 1 have fostered a very good relationship with local pre-school providers and 'Mums and Tots' groups in the area. We hope to develop these links further by welcoming all groups/nurseries into our school, regardless of faith or denomination.

We have a robust Transition Policy which includes a thorough Induction system to ensure our new pupils settle quickly and parents are informed about how they can support their children. This all leads to a very smooth transition, as the children begin their school careers. At the other end of the school, we welcome the post-primary school representatives to school to talk to our pupils and ensure we follow programs such as 'It's your Move' from Scripture Union and the Public Health Agency 360 project, which all support P7 transition to post-primary. This helps the transition into secondary level education for our pupils.

Our PDMU/RE Co-ordinator is keen to promote integration in the school. It is recognised that as we move towards Integration, we will need to look at our PDMU/RE policies and curriculum to ensure they embrace and teach diversity. Currently PDMU covers a lot of integration themes as the children consider friendships, healthy relationships and conflict within society. Our RE program follows statutory guidance but there is scope for classes to learn about different religions and cultures as part of the non-statutory guidance. It would be our hope that these themes will be introduced gradually throughout the integration process.

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

It is clear from our baseline that we have made a good start towards integration and many good practices are evident. It is our hope that we can grow and develop these practices throughout these transformation years.

Our Student Council is developing and newly formed this year. It is hoped that their role will grow and will be integral in leading the views of the whole pupil community and ensuring the voices of the pupils are heard. This will be a useful vehicle to understand how much the children have grasped the ethos of Integration and to have a development of ideas to move the school forward from their perspective.

Staff will need further training to be fully able to deliver the vision of Integration within the school. Courses led by NICIE, in partnership with EA, will be invaluable in this process. The staff's knowledge and confidence to deliver such a curriculum needs to be expanded upon.

Although the Christian ethos will always be paramount in our school, we do want to further the children's knowledge by giving them experience of other religions and cultures. Key Stage and Whole School Assemblies will be a good way to do this. We hope classes within school will learn about a different culture and present to their peers. Issues like racism and world festivals can be addressed in this context and a yearly plan needs to be formed to do this effectively.

Although the school has good links with the local community it would be beneficial to further develop this. We hope to 'give back' to our community through raising money for our chosen charity via coffee mornings/events and creating more intergenerational opportunities with local Care homes/Folds. We also wish to develop connections between classes in school and enhance our Buddy System to involve 'Buddy Classes' as well as pupils being Buddies. We wish to encourage an ethos of working and learning together.

Children learn via a topic-based approach, the topics chosen by staff with pupil input. It is important that these topics be adapted to include a more global element which will promote the ethos behind Integration. Curriculum Development needs to take place in specific areas, namely PDMU and RE to ensure staff are skilled and confident in supporting an intentional teaching of integration values whilst delivering these subjects.

| <b>Now what? Future targets (subject to Ministerial decision)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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| <b>Year 1 (2024-25)</b><br>1) Pupils will begin to develop their understanding of Integration through Key Stage assemblies and targeted PDMU lessons led by Heads of KS and Integration coordinator<br><br>2) Ensure that the voice of minority groups is heard and celebrated in class e.g. marking key celebrations in their culture with the class/school assembly and celebrating their language/heritage during European Day of languages.<br><br>3) School will reach out to the local Care home/Fold to begin to foster intergenerational links<br><br>4) School Council involvement in school life will become more evident and intentional – help with organisation of community events and school assemblies.<br><br>5) Initialise arrangements for children who wish to take sacraments | <b>Year 2 (2025-26)</b><br>1) Recognition of all faiths with visitors to the school from more diverse backgrounds – assembly/class/Come and Play days<br><br>2) Classes will report to peers in Assembly about a different culture/ special holiday/event with a focus on diversity<br><br>3) Celebration and education on different learning needs e.g. Dyslexia, ASD, ADHD. Teach about and celebrate this diversity in class/assembly<br><br>4) Development of our ‘Sensory Circuits’ program to support all learners with additional needs and to incorporate buddies from different classes. | <b>Year 3 (2026 – 27)</b><br>1) Staff preparation time given to infuse cultures into year group subject planning e.g. through chosen topics. Coordinators will research and stipulate ways in which integration and cultural identity can be explored in their subject areas e.g. cultural identity in sport (PE – hurling, Gaelic football), different instruments, music and dance in different cultures (Irish dancing, boron, tin whistle)<br><br>2) As more staff take part in Anti-Bias training this can be delivered throughout the curriculum<br><br>3) Continued and intentional work on identity and cultural heritage through our Shared Education partnership. Cultural identity will be explored through trips e.g. Stormont and via topics of sport, music and language.<br><br>4) School Council report pupil voice on integration/ different concerns to BOG and staff. |



## Learner Centred (Year 1 2024-25)

| Learner Centred<br>2024/25 Targets                                                                                                                                                                                                  | Actions                                                                                                                                                                                                                                                                                                                                                                                                                              | Success Criteria<br>(Quantitative & Qualitative)                                                                                                                                                                                                        | Timescales                  | Resources                                                                                                                                                                                        | Monitoring & Evaluation                                                                                                                                                                                             |
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| 1 Pupils will begin to develop their understanding of Integration through Key Stage assemblies and targeted PDMU lessons led by Head's of KS and Integration coordinator                                                            | <ul style="list-style-type: none"> <li>The whole school will discuss what Integration means and be informed of each stage as we Transform</li> <li>The Student Council will listen to the views of their peers and inform SLT</li> <li>Whole KS assemblies planned and led by Heads of KS and Integration Coordinator</li> </ul>                                                                                                     | <ul style="list-style-type: none"> <li>After discussion the Student Council will inform SLT of their ideas and understanding of Integration</li> <li>All pupils will have had the opportunity to discuss issues in an age-appropriate manner</li> </ul> | September 2024 to June 2025 | NICIE materials<br>Minutes from Student Council meetings                                                                                                                                         | Meet with the Student Council and ascertain their understanding to reflect the school perspective.                                                                                                                  |
| 2 Ensure that the voice of minority groups is heard and celebrated in class e.g. marking key celebrations in their culture with the class/school assembly and celebrating their language/heritage during European Day of languages. | <ul style="list-style-type: none"> <li>The principal and SLT will plan a yearly programme to ensure that festivals and important days, reflective of our school community are included e.g. Holocaust Memorial Day, Anti-Racism . This will be shared with staff and celebrated/discussed in class/assembly</li> <li>Year groups will begin to include cultural days as part of their topic work especially those classes</li> </ul> | <ul style="list-style-type: none"> <li>The pupils will have opportunities to learn about world cultures and beliefs and raise their understanding</li> </ul>                                                                                            | September 2024 to June 2025 | Relevant materials to aid children's understanding of festivals and multi-cultural days.<br>Timetable and relevant resources to lead children's understanding.<br>Year group planning to include | Review of the Assembly programme can be discussed by SLT and can be developed and changed further in light of progress. Review of teachers' planning can be made to ascertain learning opportunities for the pupils |

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|                                                                                                                                                          | <p>with cultural diversity within.</p> <ul style="list-style-type: none"> <li>During Christian Assemblies phraseology will be adapted to include 'If you would like to pray...' 'Some people believe.....'</li> </ul>                                    |                                                                                                                                                                                                    |                             | festivals and cultural events.                           |                                                                                                                                    |
| 3) School will reach out to the local Care home/Fold to begin to foster intergenerational links                                                          | <ul style="list-style-type: none"> <li>Choir/class will sing at Care home for Christmas</li> <li>Connection made with P6 and Care home to send letters.</li> <li>Try to arrange possible visit to and from the Care home</li> </ul>                      | <ul style="list-style-type: none"> <li>Connection made with Care home</li> <li>Children will develop relationship with an older person in the community and practise kindness to others</li> </ul> | September 2024 to June 2025 |                                                          | Review by SLT on effectiveness of the program and how it can be expanded.                                                          |
| 4 School Council involvement in school life will become more evident and intentional – help with organisation of community events and school assemblies. | <ul style="list-style-type: none"> <li>School council will meet each half term</li> <li>They will report views of integration to SLT</li> <li>They will be evident in planning competitions/ coffee morning to raise funds for charity/school</li> </ul> | <ul style="list-style-type: none"> <li>Views from pupils reported to SLT</li> <li>Minutes of meetings</li> <li>Events arranged</li> </ul>                                                          | September 2024 to June 2025 | NICIE materials<br>Minutes from Student Council meetings | SLT will use feedback from School council to measure pupil understanding of integration and make appropriate plans moving forward. |
| 5) Initialise arrangements for children who wish to take sacraments                                                                                      | <p>Contact other Integrated schools for advice</p> <ul style="list-style-type: none"> <li>Work alongside parents/children to establish work to be started</li> </ul>                                                                                     | <ul style="list-style-type: none"> <li>Record of discussions with parents and other schools</li> </ul>                                                                                             | By June 2025                | Time                                                     | Record of discussions<br>Minutes of meetings<br>Photographs as required                                                            |

## High Quality Teaching & Learning (2024-2027)

### **What? Baseline position in Nov 2024**

Across the curriculum in Larne and Inver, learning opportunities are provided to promote shared values and cultivate respect for diversity. Our shared value system focuses our pupils on being Ready, Respectful and Safe. Personal Development and Mutual Understanding (PDMU), World Around Us (WAU), and Religious Education (RE) subjects offer our pupils the opportunity to explore and discuss these shared values. The NI curriculum is designed to reflect the cultural and religious traditions of Northern Ireland through language, sports, music, and literature. However, it is important that we review the content of these subject areas to ensure intentionality towards integration.

Staff members at Larne and Inver understand the importance of modelling inclusive language and utilising a shared script, especially during challenging situations. This is evident in our Behaviour Policy where we employ restorative language to de-escalate conflicts and repair relationships when issues arise. This proactive approach maintains a positive classroom environment and reinforces the school's commitment to creating a supportive and inclusive setting for all.

Creating inclusive and respectful learning environments is also very important to staff. All pupils' work is proudly displayed, promoting a sense of inclusion and celebration.

All staff, both teaching and non-teaching, undergo training provided by a range of professionals. Professional Development courses such as CALM Plan Training and Social, Behavioural and Emotional Wellbeing Training from Primary Behaviour Support Provisions and RISE (inclusion of pupils with additional needs) equip staff with the necessary skills to address a variety of student needs. Classroom Assistants undergo specific training related to the needs of their allocated pupil to ensure they are being as supportive as possible.

In Larne and Inver, children are given opportunities to experience all learning areas to ensure a broad and balanced education and one that will help them to respond to the rapidly changing technological world. Our approach to teaching and learning promotes a child-centred education with an emphasis on encouraging children to actively engage in their own learning. Weekly detailed Literacy and Numeracy notes are created by the teaching staff displaying planning and evaluation.

We also hold termly whole staff meetings on core subjects where future planning and recommendations are noted and targeted. Teachers place importance on sharing new and good practice with each other within a 'team' atmosphere. Teaching is holistic, organic, and flexible with staff responding to different learning styles. Learning is taken out of the classroom when appropriate. Active learning is promoted in the school as we have a desire to ensure that our lessons are delivered to children with various learning styles. For example, the school actively promotes outdoor learning, and every class is encouraged to use our Outdoor classroom and outdoor learning areas to enhance each pupil's education.

We place an emphasis on the core areas of learning - Communication, Using Mathematics and ICT as well as developing our children's personal, social, emotional and thinking skills. We aim to ensure that the needs of individual children are catered for, and we deliver lessons for a wide range of abilities across the subjects. Teachers implement new and modern resources on a regular basis such as IZAK9, Numicon, smart board resources, online games and educational programmes.

We endeavour to make school an exciting experience and hopefully one which will help children to foster a love of learning.

Many of the staff are cognisant of the principles at the root of Integrated Education but for some this has been a new approach to education and more time needs to be devoted to further training in this area.

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

Larne and Inver PS recognises that to fully embrace an integrated ethos there needs to be necessary changes to the delivery of the curriculum and in the general life of the school. This is something that staff are committed to, and we have a desire to embed these principles daily. We will uphold our warm, welcoming, and inclusive ethos and seek to embed and celebrate new cultures and differences by being more purposeful in our intent.

Further training from NICIE and IEF will be instrumental in ensuring this happens. This will make the staff more confident in their roles. Building confidence and upskilling staff is a crucial element of ensuring that we become a fully integrated school in attitude, as well as name. Policies will be reviewed by the Principal, staff and Board of Governors. This will be to ensure that Integrated principles, such as, equality, anti-discrimination and diversity are highlighted and reinforced throughout the school. We will also look at the current RE scheme. Whilst we want one to reflect the Christian nature of the school, we recognise that children should have opportunity to learn about other faiths and have opportunity for Sacramental preparation should they need this. An updated scheme using the non-statutory RE guidance from CCEA will support these intentions. We will continue to extend opportunities for staff to engage in cross community activities through our existing Shared Education Partnership.

Throughout our other subjects, coordinators will look for opportunities to develop the concept of integration throughout (see Learner Centred).

| <b>Now what? Future targets (subject to Ministerial decision)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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| <b>Year 1 (2024-25)</b><br>1) Further links between the school and the NICIE/EA and IEF will be made. Staff to attend NICIE and IEF training – Integration Works, Anti-Bias<br><br>2) Intentional use of Social Media/school website to Promote the School and Integrated status<br><br>3) More training for staff to feel confident in discussing Integration and cultural identity/heritage with pupils<br><br>4) Review of current PDMU policy/scheme<br><br>5) The staff will produce an annual calendar of events which will be reflective of our school community and our commitment to inclusion and diversity | <b>Year 2 (2025-26)</b><br>1) Continue staff training focusing on intentional integration and diversity building on the Ethos of the school.<br><br>2) Exploration of identity amongst pupils. Exploration of heritage and history of Ireland/N. Ireland within year groups e.g. St Patrick's day<br><br>3) Each year group to focus on a religion and culture as part of their topic and to share learning with wider community as appropriate.<br><br>4) Review RE Policy/scheme considering integration transformation<br><br>5) Growth Mindset to be developed throughout school with a TAKE 5 approach<br><br>6 ) Extend Shared Education Programmes to focus on more diversity of pupil programmes to include a wider range of activities. Ensure as many children as possible access SE each year. | <b>Year 3 (2026-27)</b><br>1) ) Further embedding of the school's integrated ethos with intentional integration being included in PRSD Targets.<br><br>2) Continued exploration of heritage and history of Ireland/N. Ireland within year groups – KS2 share findings with younger pupils, Shared Education Partners<br><br>3) Through the revised RE policy, pupils will explore important events for children from Catholic and Protestant traditions as well as those from a wider range of world religions |

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

| High Quality Teaching & Learning<br>2024/25 Targets                                                                                              | Actions                                                                                                                                                                                                                                                                                                 | Success Criteria<br>(Quantitative & Qualitative)                                                                                                                                                                                                                                                                                                                                          | Timescales                  | Resources                                                                                       | Monitoring & Evaluation                                                                                  |
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| 1) Further links between the school and the NICIE/EA and IEF will be made. Staff to attend NICIE and IEF training – Integration Works, Anti-Bias | The Principal and SLT will further develop the positive relationship that the school has with these bodies.<br>The Principal will organise staff to take part in courses organised by NICIE/IEF All staff will then meet and be made aware of the training, information and areas that can be developed | As positive relationships are formed with these bodies, we will all benefit from the expertise of the professionals. Meetings and staff meetings will be organised to foster these relationships and information shared. Staff will have attended courses and shared good practice with their colleagues The whole school will see the benefits of these new ideas as the ethos is formed | September 2024 to June 2025 | NICIE/IEF/EA Relevant PowerPoints and course details                                            | Copies of information from training sessions. Good practice can then be seen in the school and classroom |
| 2) Intentional use of Social Media/school website to Promote the School and Integrated status                                                    | School accounts for Facebook and Instagram will be set.<br>Integration tab placed on school website<br>Staff will post about school life with emphasis on diversity and integration good practice                                                                                                       | Local Community will be aware of our moves towards integrated status and will be able to see activities/events which we are using to promote diversity                                                                                                                                                                                                                                    | September 2024 to June 2025 | Facebook/Instagram account<br>School website<br>Photos of classes involved in school activities | Evidence of posts on Facebook, Instagram and school website<br>Community more informed                   |
| 3) More training for staff to feel confident in discussing Integration and cultural                                                              | A SDD day will be allocated for specific training on IE to allow our staff to become more confident in                                                                                                                                                                                                  | Staff to attend courses, such as Anti-Bias training and be                                                                                                                                                                                                                                                                                                                                | September 2024 to June 2025 | NICIE/IEF training programmes                                                                   | Staff who participate in training can feedback to                                                        |

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| identity/heritage with pupils                                                                                                                         | delivering an Integrated ethos within the school                                                                                                                                             | further skilled through SDD dedicated to IE                                                                                                          |                             |                            | those who were unable to attend                                                                                                                                           |
| 4) Review of current PDMU policy/scheme                                                                                                               | Co-ordinator to lead staff review of policy and scheme. New resources can be examined by staff and trialled with the children. Staff surveys to be completed before and after implementation | Policy updated. Children have a greater understanding of PDMU themes New resources in use. Staff and pupils more confident in this area              | September 2024 to June 2025 | PDMU Curriculum and policy | Policy reviewed and used effectively. Ongoing review of lessons and evaluation of children's understanding of the PDMU in light of IE                                     |
| 5) The staff will produce an annual calendar of events which will be reflective of our school community and our commitment to inclusion and diversity | At a staff meeting the staff will decide on areas to be a focus throughout the year e.g. national and international special days and festivals.                                              | The children will engage in a varied programme of global events, celebrating people from their own culture and worldwide, aiding their understanding | September 2024 to June 2025 | Internet, timetables       | Timetable of events will be monitored and assessed monthly to ensure that events are celebrated. Review of lessons/assemblies by SLT will take place and any changes made |



## Effective Leadership (2024-2027)

### **What? Baseline position at Nov 2024**

The Teaching staff, Non-Teaching staff and Board of Governors are passionate and focussed about the move towards Integration. Much discussion and preparation was completed within school over the past two years before the BOG instigated the successful parental ballot.

The BOG and SLT have worked closely with the EA, CSSC, IEF and NICIE over the last 18 months to ensure that the community was informed of the process and given the relevant, clear and concise information about Integration in order to make an informed choice. This detailed preparation was key to the successful parental vote in June 2024.

The Senior Leadership Team comprises of the Principal, Vice-Principal and Head of P1-4. They too are convinced that this is the best route for the future of our school and are fully supportive.

The Principal is firmly committed to this exciting move for our school and believes that this is important for the school, the town and the future of our country. He has organised sessions involving CSSC, EA, IEF and NICIE for the staff to learn more and actively participate in and he has also worked alongside other Integrated schools leaders to gain knowledge and compare contexts.

As of our last census in October 2024, 3% of pupils (6) within our school identify as Catholic; the school acknowledges that this is a realistic starting point to encourage an even higher representation and will investigate the cultural backgrounds of those families who identify as having no current practising faith/culture.

Our staff come from many faiths and cultural backgrounds, including Protestant, Catholic and none.

Our Transformation Plan must be inclusive of our entire school community. Consequently, we continue to have meetings for all staff to have their voices heard. Our school believes that the pupils within our school should have their views heard and the School Council and Eco Councils continue to have Integration on their agendas.

We believe that our school already welcomes and celebrates diversity; however we also believe that it is only with Integrated status that we can fully embrace the principles of inclusivity regardless of background, faith or ethnicity.

Although Larne and Inver Primary School is a sustainable school, we wish to continue to grow and serve the needs of our school family and build upon our motto - 'A Bridge to the Future'.

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

Although every staff member has gained knowledge about Integration, it will be essential to continue this process by giving them every opportunity to further their understanding and reflect on their practice. The development of our relationships with CSSC, EA, NICIE and IEF will be central to this. It will therefore be vital to encourage staff to attend relevant courses and avail of staff development opportunities. This will be important for their own personal development. It will also help to shape our new vision, with policies being revised in light of this.

All pupils need to be informed through class discussions and assemblies. Assembly and the Student Council will be central to share the views of their peers as to how the children would like things to be moving forward.

Transformation can only be truly successful if everyone believes and understands that this is an important development in the life of our school, our town and our society.

The Governors will appoint a staff leader who will have the role of further pursuing this goal and encouraging others to have a similar outlook. The BOG will reconstitute in January 2025 and a link Governor appointed for Inclusion, Diversity and Integration

A Transformation Action Group will also be created to assess the viewpoints of the wider school community. As the school moves towards Integration, the vision, aims and ethos will need to be revised to further reflect the present and future.

The Senior Leadership Team will be expanded to include the SENCO who is also RE/PDMU coordinator. This knowledge and expertise will be essential for moving forwards.

Our school acknowledges that many parents prefer to be known as 'Other' than be assigned traditional labels such as Protestant and Catholic. This masks the true representation of the Catholic faith/culture within our school community as we know that many mixed relationships exist as well as those who no longer attend church. We intend to amend our data collection to ensure a more accurate reflection of community balance amongst our school family.

Governors will also look at the Admissions Criteria (subject to the Education Minister's approval) to ensure that that the school is open to everyone. The whole community needs to be considered and their views and opinions taken into account.

Facebook, Instagram and the school website will be a useful tool which can support us sharing relevant information, along with ClassDojo posts, which inform all parents daily. The annual school audits will also include Integration matters upon which all stakeholders will have their say.

| Now what? Future targets (subject to Ministerial decision)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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| Year 1 (2024-25)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Year 2 (2025-26)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Year 3 (2026-27)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <ol style="list-style-type: none"> <li>1) Board of Governors reconstituted in January 2025, Integration link Governor appointed and relevant training sought</li> <li>2) SENCO to join the SLT Team. Staff to discuss Integration Coordinator position with BOG approval</li> <li>3) Inform all children regarding Integration through class, assembly and School Council led activities</li> <li>4) Inform and audit all staff, parents, governors and pupils regarding Integration, diversity, inclusion and transformation, including a review of our data collection to better reflect our school community's cultural balance</li> <li>5) Review and report our enrolment 'cultural' figures to NICIE, DENI, EA</li> <li>6) Develop the school website to create an Integration Section and use Social Media more frequently to highlight our work in school</li> </ol> | <ol style="list-style-type: none"> <li>1) Staff to attend courses e.g. Anti Bias training - NICIE</li> <li>2) Creation of new three-year School Development Plan to include Integration and take account of audits from 24/25</li> <li>3) Principal and SLT to create links with other Integrated schools regarding leadership matters</li> <li>4) Review of inclusion and Diversity Policy by school community via audits</li> <li>5) Transformation Action Group to review progress and continue to be part of school review</li> <li>6) Subject to Minister's approval, Stakeholder agreements regarding new school crest, uniform and signage</li> <li>7) Further review and report our enrolment figures to show 'cultural progression'</li> </ol> | <ol style="list-style-type: none"> <li>1) Subject to the Minister's approval, the BOG will reconstitute in line with Controlled Integrated status</li> <li>2) Baker Day held with Staff and BOG to look at Vision, Aims and Ethos</li> <li>3) Vision and Aims, Ethos statement to be reviewed by whole school community</li> <li>4) Subject to Minister's approval, the BOG will review admissions criteria</li> <li>5) All decisions and updates to policies and procedures to continue to be celebrated and disseminated through the school website and social media.</li> <li>6) School Development Plan and policies to be reviewed and updated to reflect ethos of a Controlled Integrated School</li> <li>7) Further review and report our enrolment figures to show 'cultural progression'</li> </ol> |

| Effective Leadership (Year 1 2024-25)                                                                                 |                                                                                                                                                                                                                                         |                                                                                                                                                                                                            |                    |                                                                                |                                                                                                                                        |
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| Effective Leadership<br>2024/25 Targets                                                                               | Actions                                                                                                                                                                                                                                 | Success Criteria<br>(Quantitative & Qualitative)                                                                                                                                                           | Timescales         | Resources                                                                      | Monitoring & Evaluation                                                                                                                |
| 1) Board of Governors reconstituted in January 2025, Integration link Governor appointed and relevant training sought | Elections held for Teacher and Parents Reps<br>Appointment of Integration Governor<br>Training initiated as per EA Training Schedule: Induction for Governors new to Integrated Education<br>Decisions disseminated to school community | Reconstituted BOG in place by end of January 2025<br>Link Governor established<br>Training completed<br>Integration to be a standing item at each BOG meeting<br>BOG to meet with School Council and staff | Jan 25 to June 25  | Time                                                                           | Board of Governors Minutes<br><br>School Council minutes                                                                               |
| 2) SENCO to join the SLT Team. Staff to discuss Integration Coordinator position with BOG approval                    | SENCO to join SLT Team<br>Staff meeting to discuss Integration Coordinator                                                                                                                                                              | SENCO and Integration Coordinator in place                                                                                                                                                                 | Jan 25 to June 25  | Time<br>Staff meetings                                                         | Minutes of SLT, staff and BOG minutes                                                                                                  |
| 3) Inform all children regarding Integration through class, assembly and School Council led activities                | Assemblies held<br>Class activities<br>School Council meetings                                                                                                                                                                          | Children better informed as to what Integration is                                                                                                                                                         | Sept 24 to June 25 | Time<br>Assemblies<br>School Council Meetings<br>PowerPoints<br>Social stories | Activities/events displayed on newly established Integration area of website and Social Media<br>School Council to report to Principal |

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| 4) Inform and audit all staff, parents, governors and pupils regarding Integration, diversity, inclusion and transformation; including a review of our data collection to better reflect our school community's cultural balance | Remind all parents of previous correspondence and information provided via ClassDojo<br>Online audits for all stakeholders with results disseminated<br>NICIE officer to attend P1 Open Days and Induction | Audits completed and baseline information to be used for the new 2025 – 2028 SDP<br><br>New P1 parents to evaluate experience of Open Days | Jan 25 to June 25  | MS Forms Time       | Baseline results disseminated to school community |
| 5) Review and report our enrolment 'cultural' figures to NICIE, DENI, EA                                                                                                                                                         | Annual census to be used to show cultural identities of P1 applications and of new pupils to school                                                                                                        | An increase in Catholic/minority faith applications                                                                                        | Jan 25 to June 25  | Meeting time        | Report to EA, DENI and NICIE                      |
| 6) Develop the school website to create an Integration Section and use Social Media more frequently to highlight our work in school                                                                                              | Contact website host to create new area on website<br>Inform staff of how to populate new area<br>Use Instagram and Facebook to further promote work being done in school                                  | All staff post activities online                                                                                                           | Sept 24 to June 25 | Time Staff meetings | Monitor 'hits' on website and social media        |

## Community Connections (2024-2027)

### **What? Baseline position at Nov 2024**

Larne and Inver PS has been at the centre of the local community since 1842. Known historically as 'The Bridge School' because of its location near the Inver River, this was the foundation for our motto 'A Bridge to the Future' which was created in 2010 by the school community.

Our school was the first partnership for Shared Education in Larne since 2016 with St Anthony's PS which is still progressing well (now including Seaview IPS since 2021).

Our school was originally a church school so our links to 1<sup>st</sup> Larne Church still remain strong. However, we have welcomed playgroups and nurseries from all over the wider Larne area to 'come and play' and be part of our community.

Our school remains sustainable and has always been known for its warm and welcoming atmosphere which is why many parents view us 'already integrated'. However, the clear and concise information sent to parents before the successful vote ensured everyone was made aware of the intentional and purposeful aspects of our plans. Parents are consulted annually via the audit regarding all aspects of school life and, alongside the two Parental Interview weeks per year, there are frequent online messages via ClassDojo between parents and staff alongside meetings upon request to ensure that every child is happy/safe and provided with the best possible chances to succeed.

Parental Information Sessions are held so that Parents can better support their children's learning.

Assemblies are often led by Charities staff, local church staff and non-denominational organisations.

Our website and social media platforms require more frequent use to support and display the work we are doing in school.

Our after-school activities have been supported by outside coaches including MR Sports, alongside local coaches, teaching children in drama, multi sports, martial arts, hockey, music, rugby, cricket and hurling. In February 2024, we entered a team for the first time to the local hurling competition and won the league stage!

Our school choirs have been extremely successful in recent years, resulting in many requests to sing at local events. This has been a privilege although very time consuming for staff.

Some meaningful collaboration has taken place with other Integrated schools although this needs to be developed.

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

Our school has several links to the local community but is always striving to expand and improve.

It is impossible to list all of our community work but some examples are –

Our choir sings in local care homes throughout the year and also in the town library. Our links to 'Business In The Community' have enabled us to gain support for further reading, and most recently, coding classes. Pets as Therapy enable 'Milo' (dog) to visit classes regularly and encourage children's learning. All local Nursery groups and 'Mums & Tots' groups are invited to play in school alongside our P1 class throughout the year. The council funded Community Circus enables our children to make lanterns and take part in the annual local parade.

With the support of IEF funding, some of our staff will be able to visit other integrated schools to share good practice relating to learning, teaching and community relationships.

The school website and social media platforms will be used to further promote the work we do and link to other community groups. The school prospectus will also be updated to reflect our ethos and Integrated status.

Our school is situated across the road from Larne Football Club. It is hoped to create a link and develop activities for our children.

Shared Education will continue but it would be good to involve parents from the three schools in further activities too.

We hope to achieve the Take 5 award by working with outside agencies to improve the wellbeing of our whole school community

Although we work well with 1<sup>st</sup> Larne Church, we hope to expand this to all local churches of all faiths. Invitations to our Nativity Play, Carol Service etc will be sent to community leaders, business people and representatives from the local area. Come and Play Days will be extended to all churches and groups. Efforts will be made to facilitate the teaching of the Sacraments for those children whose parents wish them to take part.

Although our after-school activities are varied and diverse, we can still improve and develop activities such as hurling and Irish dancing.

| <b>Now what? Future targets (subject to Ministerial decision)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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| <b>Year 1 (2024-25)</b> <ol style="list-style-type: none"> <li>1) Expand our relationships with local community, church and business groups, including new links from our website</li> <li>2) Expand our Shared Education programme to include parent activities</li> <li>3) Meet with IEF staff to organise funding to be utilised for staff to visit other Integrated schools</li> <li>4) Website and social media used regularly to update community about work being done in school</li> <li>5) Erection of large 'community' tree to be coloured throughout the year to represent cultural and societal events e.g. mental health week, Ramadan, St Patrick's Day</li> </ol> | <b>Year 2 (2025-26)</b> <ol style="list-style-type: none"> <li>1) Expand our invitations to our Carol Service and Nativity Plays and school events to all church leaders, business/community leaders and all members of the public</li> <li>2) Expand our after schools activities to include new activities such as Irish Dancing</li> <li>3) Develop assemblies to include information and celebrations of other faiths and cultures present within our school by inviting parents and/or other community representatives</li> <li>4) Subject to the Minister's approval, update our prospectus, website and social media platforms to Integrated status</li> <li>5) Develop arrangements for children who wish to take sacraments</li> </ol> | <b>Year 3 (2026-27)</b> <ol style="list-style-type: none"> <li>1) Subject to the Minister's approval, all local business, church leaders and community leaders invited to a special assembly to celebrate our move to Integrated status</li> <li>2) Develop our relationships/clusters with other local Integrated schools, working together in all areas of school life</li> <li>3) Develop our 'Play Days' to include all local groups</li> <li>4) Develop community events such as Charity Coffee mornings, Craft Fairs etc where all members of the community can meet and enjoy time together</li> </ol> |



## Community Connections (Year 1 2024-25)

| Community Connections<br>2024/25 Targets                                                                                              | Actions                                                                                                                                                                                                                                                                                                                                                                                                              | Success Criteria<br>(Quantitative & Qualitative)                                                                                                                                            | Timescales                   | Resources                    | Monitoring & Evaluation                                         |
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| 1) Expand our relationships with local community, church and business groups, including new links from our website/social media pages | Invite all local church leaders, community leaders and public to our renamed Community Carol Service<br>Invite Mr Bruce (Larne FC) to school to discuss links with LFC<br>Invite all Mums and Tots groups to Play Days<br>Invite local business men to speak to P7 regarding Business Buddies<br>Contact Business In The Community to develop our financial capabilities work in KS2<br>Choir to sing in more places | Contact details sourced and email groups created for invitations<br><br>Banks and/or other companies contacted regarding financial capabilities and/or other support for relevant children. | By June 2025                 | Time<br><br>Meetings         | Photographs on website and social media                         |
| 2) Expand our Shared Education programme to include parent activities                                                                 | Meet with other two school coordinators to agree and plan at least one parental activity                                                                                                                                                                                                                                                                                                                             | Meetings held to plan and plans agreed<br>Events held                                                                                                                                       | By June 2025                 | Time<br><br>Refreshments     | Minutes of meetings<br><br>Website and Social Media photographs |
| 3) Meet with IEF staff to organise funding to be utilised for staff to visit other Integrated schools                                 | Meet with IEF officers to establish an understanding of what grants are available and for what activities etc                                                                                                                                                                                                                                                                                                        | Grant application completed and finances accessed                                                                                                                                           | By February 2025             | Time to complete application | Report sent to IEF<br>Receipts as required                      |
| 4) Website and social media used regularly to update                                                                                  | New section created on website called Integration with relevant activities linked                                                                                                                                                                                                                                                                                                                                    | All staff participating in creating photographs/videos of relevant activities                                                                                                               | Throughout the academic year | Time<br>Staff training       | Online presence monitored by Principal                          |

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| community about work being done in school                                                                                                                                 | Facebook and Instagram pages used to invite public to Carol Service etc                                                                                                                                         | Activities posted at least twice per week online                                                                                                                 |              |              | and Integration Coordinator                                                           |
| 5) Erection of large 'community' tree to be coloured throughout the year to represent cultural and societal events e.g. mental health week, Ramadan, St Patrick's Day etc | Tree sourced and used throughout the year to light up e.g. red at Christmas, Green for St Patrick's Day and highlighting various cultures and events throughout the year, explaining these through Social Media | Calendar of events established e.g. Mental Health Day, St Patrick's Day, Dyslexia Day, Anti Bullying Week etc<br><br>Colours of tree explained via social media! | By June 2025 | Time Funding | Online photographs and explanations reviewed by Principal and Integration coordinator |

## Appendix C

### DP 749 Larne and Inver PS

#### Support – 43 Responses

| Respondent                                        | Comment                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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| Parents and Other Relatives of Larne and Inver PS | <p>I am writing as a parent to express my support for the proposal by Larne and Inver Primary School to take up Controlled Integrated Status from 1st September 2026. Larne and Inver has long been at the forefront of education in our town, and I am proud that all three of my children have thrived in, through and beyond this school. The proposal has widespread support from parents as expressed by a recent positive vote in favour of this change. Larne and Inver already leads the way in terms of diversity and inclusion and this is the logical next step. As I mentioned there is widespread support and the school will move forward with that support. The other integrated primary school in the town is oversubscribed and Larne and Inver will continue to have strong subscription going forward. I would urge you to get behind this proposal. There is a need. There is support. There is an appetite for change, and there is a dedicated, experienced group of educators with the drive and resolve to deliver for the kids of this town and for future generations.</p> <p>I truly believe that Integrated education should be the standard for all schools. No child, no parent, no teacher, and no member of staff should ever feel different, or feel that they don't belong, because of their background. School should be a place where every child is valued equally, where friendships are formed without barriers, and where respect and understanding are part of everyday life. My child has just started in Primary One at Larne and Inver, and comes from a mixed marriage. This makes the school's journey to Integrated status feel especially meaningful to us as a family. We want our child to grow up in an environment where differences are celebrated, not something that sets them apart. I attended an Integrated school myself, and looking back, I can see how much it shaped me — not just in education, but in my outlook on life, my friendships, and my working relationships. It gave me the confidence and openness to work with people from all walks of life, and I'm so grateful for that. I want that same opportunity for my child and for every child who walks through the school gates. Integrated education creates understanding, breaks down barriers, and builds stronger communities.</p> <p>As a parent and member of the school community, I believe this transformation represents a positive and forward-thinking step for both our children and the wider Larne area. Larne and Inver Primary already fosters a welcoming and caring ethos, and formal integration would further strengthen these values, ensuring that every child feels equally valued and respected, regardless of community background.</p> <p>Celebrating and learning about people's different cultures and religions from an early age is bound to have a positive impact on our society. If an integrated school system encourages this, then it can only be a good thing for us all.</p> <p>We believe that integrated education represents an important opportunity for children in Northern Ireland to learn and grow together, regardless of</p> |

| Respondent | Comment                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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|            | <p>their religious or cultural background. It helps to build understanding, respect, and lasting connections within our diverse community. Our local area of Larne would greatly benefit from having an integrated option available for families who wish to see their children educated in an inclusive environment that values diversity and cooperation.</p> <p>The parents majoritively voted in favour for this change. The only local alternative Integrated primary school is full, proving a need for another one. There is an increase in the number of Catholic children in recent years and the school is actively working to ensure that this continues.</p> <p>So many people want their children to be involved in integrated education and don't always get the opportunity, due to there being only one school. Our only integrated school is just outside the town centre and not easy to get to if you do not have transport. I feel that this excludes some people/disadvantages them. Larne &amp; Inver Primary School is right in the centre of the town and perfectly located to be open to all.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Others     | <p>I feel it would benefit the town of Larne and those pupils already attending the primary school.</p> <p>I strongly support the application for this great school to enter Controlled Integrated Education as soon as possible. I feel it will greatly enhance the children's education and also the community.</p> <p>I believe there is a clear and genuine need for this transformation. The recent parental ballot showed strong support for integration, and the existing local integrated primary school is already oversubscribed, highlighting the growing demand for integrated education in our area. It's also worth noting that since Larne and Inver Primary publicly shared its intention to become integrated, the proportion of Catholic and Newcomer pupils has almost doubled—further demonstrating that families from all backgrounds are eager for this change.</p> <p>Integration brings people together and helps build understanding, respect, and unity in our community. Larne and Inver Primary has already shown a strong commitment to inclusion, and granting integrated status would only strengthen that positive work.</p> <p>As a past pupil of Larne and Inver I have noticed the teachers inclusive attitudes for all, no matter the children's socioeconomic background, culture, race or ability. The staff within this school were the reason that I, myself, decided to become a teacher. Their positive and inclusive mindsets allowed me to see the positive impact teachers can have for children. The school has deep and genuine connections with the community in Larne, supporting those around them. They involve themselves within sport such as football, hurling, rugby, swimming and hockey. This gives opportunity to learn and thrive not only within the classroom but with their experiences in sport. Other experiences pupils receive are through their outdoor classrooms, enriched with nature, it allows pupils to understand their own home and locality. The school is close to Larne Library, they have regular trips for pupils to the Library where they have opportunities to learn, grow and thrive. Pupils</p> |

| Respondent | Comment                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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|            | <p>also enjoy trips to the local Larne museum to learn about their own history and different periods in history such as the Vikings, Wars and much more. For Larne and Inver to become an Integrated school would benefit the current pupils and future pupils to come. It would allow the pupils to learn about the diverse world we live in and experience different celebrations, beliefs and understandings. It would create empathy within the community to differing cultures and minimise prejudice moving forward.</p> <p>I now work along side Larne and Inver for Shared Education and have first hand seen the diversity currently within the school. The school has created culture days to experience and learn about cultures through song, food, videos and costumes.</p> <p>As a teacher I have noted what parents have raised about integration throughout my training; parents have mentioned that they have been able to learn through their children on different backgrounds. It has helped their child develop a respectful attitude and turn down hate toward people who are different to them. Their children have been able to create happy and healthy friendships with people from different backgrounds. This stepping stone would allow the community of Larne to further develop toward this idea of mutual respect and care for all. For Newcomer families and other differing backgrounds, this would give them a sense of belonging as they come into the town of Larne. Within Larne there is currently one integrated school, this school tends to be heavily oversubscribed, passing Larne and Inver's proposal would provide choice for families who would like to choose an integrated school. It would provide more access for families who live close to Larne and Inver and are relying on public transport/walking to get to school when looking for schools. Larne and Inver's school motto is 'a bridge to the future'. This is relevant to their progression toward integration, as they thrive towards the everchanging lives within Larne and the wider community.</p> <p>Some families are now on 3rd and 4th generation of attendance. As the mother of two past pupils, I am aware of the school's rich history of local custom and tradition. I believe that integration would allow children from many different backgrounds to learn about and embrace other cultures and beliefs that they may not otherwise have knowledge of, while newer pupils would become part of the Larne and Inver community and be able to learn of local history and cultures, each one benefitting from the other.</p> <p>In my opinion, having a wide knowledge of other backgrounds from an early stage in life would be highly beneficial as Northern Ireland becomes more diverse and multi cultural - good understanding helps with acceptance and eliminates fear of the unknown. What better place to start than primary school.</p> <p>There is only one integrated primary school in Larne and in my opinion there is clear a need for another Integrated school. The parents of Larne and Inver have provided an extremely positive parental vote in favour of Integrated status. I am lead to believe our local Integrated Primary School is over subscribed, this in its self demonstrates a clear need for Larne and Inver to become Integrated. I have been informed that the percentage of Roman</p> |

| Respondent                | Comment                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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|                           | <p>Catholics and Newcomers in Larne and Inver have almost doubled over the past 12 months.</p> <p>I also strongly believe that haven given my support to the good Friday agreement all those years ago bringing our children together to learn and understand our religious differences is the only way our country has to develop and leave the ugly past behind us and to move forward.</p> <p>As a resident of Larne town for over 40 years and a member of a local church which has strong links to the school, I am keen to see the school prosper and play its full part in enhancing good relations right across the community of Larne and beyond.</p> <p>I believe that the best way for children to be educated is in an integrated school environment. Most parents at Larne and Inver primary school are in support of this proposal. Parents in Larne town need more choice of schools when choosing integrated education for their child. It would be a great opportunity for children from all religious and economic backgrounds to share their education and learn from each other in order to develop a brighter, inclusive future for the whole of Northern Ireland.</p> <p>This change would be a positive and forward-looking step for the community, offering children the opportunity to learn together in an environment that values inclusion, respect, and diversity. My own daughters have benefitted and enjoyed a primary education in an integrated school and unfortunately due to lack of provision in our local area, have been unable to continue their integrated journey in the post primary sector. An integrated setting has provided them with knowledge and acceptance of friends and peers who have different beliefs and needs. It has enabled them to become tolerant and inclusive of others.</p> <p>In recent years, and indeed, since the Integration Status has become public knowledge, our school has had more Catholic and Newcomer children attend the school. Numbers have almost doubled! It is excellent to see how well the children, parents and school community are so enthusiastically adapting to this change. I would wish for this to be continually pursued, resulting in a success transformation. There is very clearly, a need for this transformation due to the other local IPS being over subscribed. Larne and Inver PS would therefore be catering for the needs of the community in Larne, 'building bridges' for our future generations.</p> <p>My parents were catholic and Protestant. When I attended school there was no choice of integration education. I have many friends who send their children to integrated schools and strongly believe this is Northern Ireland's future. We live together in an increasingly diverse community and multicultural society. Focusing solely on Protestant v Catholic for integration is narrow minded given Larne &amp; Inver's already diverse school community. Integration status will attract more pupils from all dominations and this should be encouraged and welcomed.</p> |
| Staff of Larne & Inver PS | I believe that integrated education plays a vital role in building a more inclusive and peaceful Northern Ireland, where children from different backgrounds can learn, grow, and thrive together. Larne and Inver already                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |

| Respondent                                                                                        | Comment                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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|                                                                                                   | <p>serves as a strong example of community spirit and collaboration, and I am confident that achieving Integrated status would further strengthen these values. In fact, in the past 12 months, since it has been public knowledge that we wish to become an Integrated school, the percentage of Catholics and Newcomers in our school have both almost doubled. I also feel that as our town's only other Integrated School is over subscribed there is clearly a need and gives parents a choice. This transformation represents an important step toward ensuring that all young people have access to an education that celebrates diversity, promotes mutual understanding, and prepares pupils for life in a shared society.</p> <p>I strongly believe there is a need for another integrated setting in Larne as the other school is over subscribed. In the past two years, I have had an increase number of newcomer children in my class. I feel we are already an integrated school with our ethos, yet do not have official status.</p> <p>There is a clear and growing need for another integrated primary school in the Larne area. The existing local integrated primary school is currently oversubscribed, leaving many families without access to integrated education for their children. Larne and Inver Primary School is ideally placed to meet this demand and to offer an inclusive, high-quality educational environment that reflects the diversity of our community. Since it became public knowledge that Larne and Inver Primary School intends to pursue integrated status, the school has already seen a substantial increase in enrolment from Catholic families and Newcomer pupils. This shift demonstrates the community's support for integration and the school's ability to attract and welcome children from all backgrounds. I believe that granting Controlled Integrated status to Larne and Inver Primary School will strengthen community cohesion, promote mutual understanding, and ensure that more children in the Larne area can benefit from an inclusive educational experience.</p> <p>I am a classroom assistant who works in the school for the past 4 years. I have noticed an increased number of diversity, different religions and beliefs join our school in the last few years. The local integrated school in Larne is oversubscribed so I believe there is a need in the area.</p> |
| John Stewart MLA                                                                                  | Attached in full within Appendix 1 of CfC                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Danny Donnelly MLA                                                                                | Attached in full within Appendix 1 of CfC                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Stewart Dickson MLA and Wg Cdr Noel Williams (former Mayor of Mid & East Antrim Borough Council). | Attached in full below                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

## Objections – 4 Responses

| Respondent                                        | Comment                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|---------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Parents and Other Relatives of Larne and Inver PS | <p>There is currently another school in Larne town which is integrated and it is not over subscribed and with the birth rate decreasing I do not feel it is necessary to have another integrated school in the area. There are another 2 integrated schools in Glenarm and Carnlough - this is more than adequate provision.</p> <p>I am a parent of a child at the school and I voted against integration along with 36% of parents at the school. There is another integrated primary school in the town, Corran Integrated PS, which is currently not oversubscribed. I feel the integrated status will negatively impact my child's education as I want numeracy and literacy levels to be the priority and not someone's race, religion and political beliefs. There are also another 2 primary schools in the Larne area which are integrated: Seaview Integrated PS and Carnlough Integrated PS, neither of which are over subscribed.</p> <p>The process of information sharing was clearly heavily skewed in favour of integration. Not a single disadvantage of integration was presented at the information sessions and every person speaking was in favour of the integration. During the information sessions, the audience was stacked with board of governors members who were all in favour, teachers were present who were all in favour and the principal was present, again he was in favour. 40% of the parents where against the integration and this was with the information being heavily biased. I feel as though if the information was less biased this parental vote would have changed significantly.</p>                                                                                                                                                                                                                 |
| Others                                            | <p>While I fully support the Department's ongoing commitment to promoting inclusive and shared education, I do not support this specific proposal. It is my view that the transition of Larne and Inver Primary School to integrated status is unnecessary and not in the best interests of the local educational community. Larne and Inver Primary already functions as a diverse, inclusive, and welcoming school, with pupils drawn from a range of backgrounds. The ethos of the school already aligns closely with the principles of integrated education—mutual respect, inclusion, and equality of opportunity. In practical terms, the school already delivers on the objectives that formal integration seeks to achieve. Moreover, the town of Larne already has an established integrated primary school, providing families with this educational choice. Introducing a second integrated school in the same area risks duplication of provision, unnecessary competition for enrolment, and inefficient use of public funding. The transition process itself also carries significant financial and administrative costs, including governance restructuring, staff training, and community consultation. Given current budgetary pressures, these resources would be better directed toward improving educational outcomes and supporting the school's development within its current, inclusive framework. For these reasons, I respectfully urge the Department to decline approval for the proposed transition of Larne and Inver Primary School to controlled integrated status. The school already embodies the values of diversity and inclusion that integrated education promotes, and further structural change is not required to achieve these aims. I trust that the Department will give due consideration to the local</p> |



| Respondent | Comment                                                                                                            |
|------------|--------------------------------------------------------------------------------------------------------------------|
|            | community's views and ensure that decisions are made on the basis of demonstrated need and effective resource use. |

### Neutral – 1 Response

| Respondent                     | Comment                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|--------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Governor of Larne and Inver PS | <p>Larne &amp; Inver Primary enjoys an established and respected place in the Larne community. In recent years it has exhibited the capacity to adapt to changing circumstances, not least in demographics. My comments are therefore largely confined to a consideration of the presenting statistics.</p> <p>The categories (Protestant, Catholic etc.) are now more cultural than religious. In the Larne area there is a marked degree of fluidity among the categories. In particular, the third category becomes a potentially ambiguous "catch-all" definition which includes families belonging to other than the three main "Protestant" denominations (Presbyterian, Church of Ireland, Methodist), as well as cultural Catholics, those of other world religions, those of no religion or those who would rather not state. In summary, such stats can be interpreted in all sorts of different ways. Let me give an example. The actual number of those declaring as "Catholic" has been and remains statistically small. However, could there be more who are culturally Roman Catholic who have categorised themselves among the "Other" grouping? In other words, is there currently more actual integration than the figures would suggest? We may have some ideas/notions/assumptions about why culturally Catholic families do currently feel welcome in the Larne &amp; Inver community. However, without actually asking that question we cannot be sure. All we have are numbers. Could it not equally be the case that such families have made their choice because they have recognised what we all believe to be an outstanding feature of the school i.e. that it has been and is currently very deliberately open to all? This has been achieved to a large extent by the intentional direction given by the Principal and worked through by staff. To me the outstanding and truly verifiable statistic is the actual number and marked increase in newcomer families who have chosen Larne &amp; Inver. For those of us who are in various schools in the district this must surely rank as a marked success for the Principal and staff of Larne &amp; Inver. Bear in mind, these are families who presumably do not see themselves in the same historic and cultural categories we may identify with and are less burdened by the historic divisions of our experience. And yet, they have deliberately chosen Larne &amp; Inver. Why? Is it not because, without any formal designation of "integration", they have recognised a school already intentionally open to all? That is surely something from the stats to be celebrated. In conclusion, I do think there is much to encourage us as we confidently move forward. We do need to treat the stats with due rigour. In particular, I am not sure the bare figures by themselves support the assertion that families - of whatever category - have made their choice because of the schools stated intention to seek integrated status. What the figures do show is the range of families who currently entrust their children to a school they have recognised as being open to them and to all; a school where, by its</p> |

| Respondent | Comment                                                                                                                                                                                                                                                                                                                               |
|------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|            | ethos, programme and curriculum, they can feel included and where their children will receive a quality education. I would suggest that the statistics indicate this is being achieved and that the school's leadership and staff have the capacity and enthusiasm to develop this further - whatever the formal status is or may be. |

***Dear Area Planning and Policy Team,***

I write on behalf of Stewart Dickson MLA and myself (as a former Mayor of Mid & East Antrim Borough Council).

We wish to offer our full support for the proposal for the Larne and Inver Primary School to become a Controlled Integrated School.

There is strong local demand for integrated education, with existing provision in the area already oversubscribed. We strongly believe that this would be a positive step toward providing more choice for parents and children and ensuring that more families have access to inclusive education.

Larne and Inver PS has already demonstrated a genuine commitment to inclusion and community cohesion. In fact, over the past year, the school has continued to welcome an increasingly diverse number of pupils and families after making it known that they would like to become an integrated school.

We sincerely believe that this proposal would strengthen the shared future that so many in the area wish to see.

Very best regards,

***Noel (also for S Dickson MLA)***

**Wg Cdr Noel Williams**

Head of Operations for Stewart Dickson MLA

East Antrim Alliance

8 West Street

Carrickfergus

BT38 7AR

## Appendix D

### Response: Northern Ireland Council for Integrated Education

11th November 2025

**NICIE response to Public Consultation relating to Development Proposal 749:**

'Larne and Inver Primary School will Transform to Controlled Integrated Status, with effect from 1 September 2026, or as soon as possible thereafter.'

**Council for  
Integrated  
Education**

Learning Together  
for a Shared Society

This submission from the Council for Integrated Education (NICIE) is in response to the statutory objection period in relation to DP 749 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)<sup>1</sup>.

This document is structured around how the proposal meets the five criteria outlined in section 3.26 of 'Integration Works'<sup>2</sup> (DE, 2017), 'What will the Department of Education consider when assessing a Development Proposal?' (p24-25), referring to the recent Ministerial Statement on 'reasonable numbers'<sup>3</sup>, and the legislative framework.

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

<sup>2</sup> <https://www.education-ni.gov.uk/publications/integration-works-transforming-your-school-guidance>

<sup>3</sup> <https://www.education-ni.gov.uk/publications/written-ministerial-statement-reasonable-numbers>

## Summary

NICIE supports the proposal for Larne and Inver Primary School (PS) to Transform to Controlled Integrated Status with effect from 1<sup>st</sup> September 2026, or as soon as possible thereafter.

Larne and Inver is a sustainable school, with 183 pupils enrolled in the 25/26 academic year. The CfC outlines the school's sustainability in Section 6 (pages 36 to 40).

The school has followed the current Departmental Guidance, 'Integration Works'. Whilst we are aware this guidance is under review, the 2017 guidance has been in place throughout Larne and Inver's Transformation process.

The school has been considering Transformation since 2020, with informal exploration beginning in 2021 followed by more formal exploration between 2022 and 2024, when the Board of Governors (BoG) passed a resolution to ballot parents. The Case for Change (CfC) outlines the lengthy and careful period of consideration and consultation that has been happening within the school community and with other stakeholders. The school has engaged fully with NICIE, EA Sectoral Support, EA Area Planning and the IEF throughout the process. A summary of the consultation and engagement is provided on pages 3 and 4 of the CfC and is referred to throughout that document.

Following the Board of Governors' resolution in April 2024, the parental ballot concluded in June 2024. There was a valid turnout of 72.7% , with 60.5% of voters voting in favour of the school Transforming to Controlled Integrated status on the 1<sup>st</sup> September 2026, or as soon as possible thereafter. This is evidence of parental demand for Integrated Education within the school.

There is evidence that the school has previously met and is likely to meet the guiding principle outlined in the recent Ministerial Statement regarding 'reasonable numbers'<sup>4</sup> of Protestant and Catholic pupils. The numbers of pupils designated as Catholic, which is currently the minority religious designation in the school, is growing. The school has complex religious and cultural diversity. It is our view that the school's intentional efforts in this regard, as outlined in the Transformation Plan, are positively impacting this growth in diversity.

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<sup>4</sup> <https://www.education-ni.gov.uk/publications/written-ministerial-statement-reasonable-numbers>

Year 1 of the school's current three-year Transformation Plan (which is attached as Appendix 2 to the CfC) has now been evaluated with EA and NICIE and the school has produced their Year 2 Plan (Appendix 1 below). The Plan is evidence that the school is carefully and intentionally planning for Integrated status, aligning their ethos in a timely manner with the Statement of Principles<sup>5</sup> for Integrated Education alongside school improvement considerations and the requirements of the 2022 Act.

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

### **1. Unmet Demand for Integrated Education**

The ballot of persons eligible to vote in relation to whether Larne and Inver PS should Transform to Integrated status was carried out by Civica Election Services, with the result delivered on 20<sup>th</sup> June 2024. There was a turnout of 72.7%, (200 votes) in response to the question, *'Do you agree that Larne and Inver Primary School should transform to Controlled Integrated status, with effect from 1 September 2026, or as soon as possible thereafter?'.* The result was 60.5% in favour of Transformation (121 votes) and 39.5% (79 votes) against. The ballot result provides evidence of unmet parental demand for Integrated Education within the existing school community.

This ballot occurred soon after that of Larne High School, which resulted in a 'No' vote and so the 'Yes' vote at Larne and Inver PS is notable. The school leadership effectively communicated with parents and the wider community prior to passing the resolution to ballot. Those eligible to vote had multiple opportunities, informally and formally, to discuss the implications of Integrated status and it is our view that they were well informed when casting their vote.

Engagement with stakeholders has been a central feature of the school's journey, including parents/carers, pupils, staff, governors and the local community. This has been a careful and considered process in which the school has been mindful of its community and of local sensitivities.

Prior to the Board of Governors' resolution to hold the ballot, the school polled teachers and parents in its annual audit to gather views about Transformation to Integrated status. The positive responses received via this process are further evidence of demand for Integrated Education. The

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<sup>5</sup> <https://nicie.org/what-is-integrated-education/integrated-ethos/sop/>



Principal wrote to parents explaining possible changes that Transformation to Controlled Integrated Status might bring. Members of the school community had opportunities to engage with NICIE, IEF, EA Sectoral Support, and the Controlled Schools' Support Council (CSSC) in relation to Transformation. These activities created space for open conversations about Integrated Education and what it would mean for this school.

In 2024, the IEF commissioned a micro-poll<sup>6</sup> in the Larne area. In that poll, 58.97% of respondents stated that they would support the school their child goes to (or will go to) becoming an Integrated school. This is evidence of parental demand in the wider community.

## **2. Sustainability**

The CfC outlines, in Section 6, an assessment of the school's sustainability, referring to the six sustainability criteria of the Sustainable Schools Policy<sup>7</sup> outlined below. In all areas, the school is performing well.

### *Quality of Education*

The CfC outlines that the school is committed to delivering high-quality education and ensuring access to the full curriculum for all pupils. The most recent ETI inspection report rated the school as 'good'. The school views Transformation to Integrated status as an opportunity to develop the educational experience of children in school. The Transformation Plan has practical actions in relation to Teaching and Learning. For example, in this year's Plan: staff are attending Anti-Bias in Education professional development opportunities; the school is engaging with recently published guidance about Faith and Belief in the Integrated Primary school<sup>8</sup>, creating a new focus on different religions in year groups; the school is extending their Shared Education programming and is reviewing their PDMU/policy scheme.

### *Stable Enrolment Trends*

Larne and Inver PS is a sustainable school, with 183<sup>9</sup> pupils enrolled in 2025/26. Section 3.1 of the Case for Change outlines the historic sustainable enrolment

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<sup>6</sup> [Integrated Education Fund - Larne Micro-Poll - June 2024 - Page 8-9 - Created with Publitas.com](#)

<sup>7</sup> <https://www.education-ni.gov.uk/publications/schools-future-policy-sustainable-schools>

<sup>8</sup> <https://nicie.org/faith-and-belief-in-school-guidance-for-re-assembly-and-religious-practice-in-integrated-primary-schools/>

<sup>9</sup> Data provided by school October 25

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. The school has operated with a surplus for many years. It is projected to move into deficit by the end of the current financial plan. Similar trends can be found in many schools across Northern Ireland due to recent financial pressures in the system. The school is confident that savings can be made in order to tackle the modest deficit, which is within the acceptable range, being less than 0.01%, as is noted in Section 6.3 of the CfC.

#### *Leadership and Management*

The school is led by an experienced and committed Board of Governors and a Senior Leadership Team (SLT) which includes a Principal, Vice Principal and Head of Year 1-4. In line with the school's Transformation Plan, there is an Integration Coordinator in place, indicating the school's commitment to Integrated Education as a core aspect of the school's plans going forward. The 'Effective Leadership' section of the Plan demonstrates this, with clear targets identified. Year 2 of the Plan (Appendix 1) includes:

- The inclusion of Integration as a focus in the new School Development Plan.
- Principal and SLT are creating links with other Integrated schools regarding leadership matters.
- Subject to Minister's approval, stakeholder agreements regarding new school crest, uniform and signage.
- Then school is paying attention to the cultural and religious diversity in the school.

#### *Accessibility*

The school is accessible, with well-maintained and spacious accommodation that is conducive to delivering the full curriculum. Facilities are managed efficiently to ensure that they support both the academic and pastoral needs of pupils while maintaining a safe and welcoming environment. The school is accessible by public and private transport networks.

#### *Links with the Community*

The school has outlined the strong links it has within the community in the CfC (Section 6.6), including links with other schools – for example, through its



Shared Education partnership with St. Anthony's PS and Seaview IPS – as well as with local nurseries and playgroups. The school's efforts to develop community connections further is interlinked with their intention to invite in new sections of the community as a school seeking to Transform to Integrated status. With a view to purposefully increasing cultural and religious balance and diversity, the school has included the following actions in year 2 of the Plan:

- Expanding invitations to the Carol Service and Nativity Plays and school events to all church leaders, business/community leaders and members of the public.
- Expanding after-school's activities to include new activities such as Irish Dancing.
- Subject to the Minister's approval, the school will update prospectus, website and social media platforms to promote Integrated status.

NICIE notes the efforts which have been made by the school to engage with the Integrated Education support networks. As well as the professional development opportunities, school staff have attended a variety of events hosted by IEF and NICIE.

### **3. The Area Planning Context**

This proposal is included in the Area Planning Operational Plan 2 (2024-2026)<sup>10</sup> (p 60). It is supported by the Education Authority, who have outlined the Area Planning considerations in their comments on the Case for Change, noting limited available Integrated primary school spaces in the area. The EA has expressed concern relating to the school's religious balance and have referred to the CfC assertion that 'Transformation is a journey'. The school's religious balance is explored in depth at Section 4 below.

In the pre-publication consultation, there were two responses from affected schools and a response from CSSC. The summary comments note a belief that an Integrated environment is the best way for children to be educated, and an assertion that expansion of Integrated Education within the Larne area would lead to better outcomes for all involved.

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<sup>10</sup>

<https://www.eani.org.uk/sites/default/files/202501/Operational%20Plan%202%202024%E2%80%932026.pdf>

The CfC outlines the Area Planning considerations and concludes that approval of DP 749 would not have significant impact on any school in the locality, including Integrated schools. The nearest Integrated school to Larne and Inver PS is Corran Integrated Primary School (IPS), located 1.6 miles away. Acorn Integrated Primary School (IPS) is the next closest, over 10 miles away.

| Table 1: Alternative Integrated primary schools' admission, enrolment and available places |                                          |                           |                           |                                     |                        |                                       |
|--------------------------------------------------------------------------------------------|------------------------------------------|---------------------------|---------------------------|-------------------------------------|------------------------|---------------------------------------|
| School                                                                                     | Distance from Larne and Inver PS (miles) | Approved Admission Number | Approved Enrolment Number | Total Enrolment (Years 1-7) 2024-25 | Available Places 24/25 | First Preference Applications 2025/26 |
| Corran IPS                                                                                 | 1.6                                      | 29                        | 203                       | 193                                 | 8                      | 31                                    |
| Acorn IPS                                                                                  | 10.2                                     | 29                        | 203                       | 195                                 | 10                     | 27                                    |

Data source: EA and DE

Table 1 demonstrates that there are few available places at local Integrated Primary schools. Corran IPS's available spaces are not sufficient to cater for the parental demand identified by Larne and Inver PS.

Geographically, Corran IPS is to the northern area of Larne, whereas Larne and Inver PS is situated further south within the populated area, in the central urban area.

#### **4. Religious Balance and assessment of the school's ability to provide Integrated Education**

It is NICIE's view that Larne and Inver PS will be able to provide Integrated Education, as defined by the Integrated Education Act (NI) 2022.

The Case for Change (section 3.3) outlines the school's position in February of this year in relation to their ability to provide Integrated Education. The Transformation Plan within the CfC, and the Year 2 Plan at Appendix 1 is evidence of the school's developing focus on '*intentionally supporting, protecting and advancing*'<sup>11</sup> the Integrated ethos, relating to Section 1 (2) of the 2022 Act.

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

The year 2 Transformation Plan (Appendix 1), contains multiple actions that connect directly and indirectly to the school's efforts to intentionally support, protect and advance the Integrated ethos. These include:

- Recognition of all faiths with visitors to the school from more diverse backgrounds – assembly/class/Come and Play days. Opportunities for pupils to report in assembly about faiths/celebrations they are learning about in class.
- Pupils will continue to develop their understanding of Integration through Key Stage assemblies and targeted PDMU lessons led by Heads of KS and Integration coordinator.
- Development of a 'Sensory Circuits' programme to support all learners with additional needs and to develop buddies from different classes.
- All nurseries/play groups not connected to a PS are invited to 'Come and Play' days in the school.
- The school plans to provide for sacramental preparation classes for those that wish to take part with a Shared Education Partner school.
- Additional surveys of parents and staff to explore the cultural identity and heritage of our pupils and families.
- Expressions of Interest will be sought from parents during our 'come and play' days with nurseries and mums and toots.
- After school activities will include new activities such as Irish Dancing.
- The school will invite parents who wish to share their expertise in different sports/activities/cultures through after-school activities.
- Staff will continue to engage with NICIE professional and ethos development opportunities.
- Exploring Integrated Education with pupils and reviewing key curricular areas and review of RE in school.
- The school is reaching out to all religious leaders in the locality.

#### **4.1 Religious Balance**

Data in this section has been provided to NICIE by the school for the purpose of this analysis, which relates to the recent guiding principle within the Ministerial Statement on 'reasonable numbers'<sup>12</sup>:

*'To ensure the process of Transformation is both well-grounded at the outset and capable of developing over time, the Department will expect, as a general principle, the proposer to provide evidence that the school is likely to*

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<sup>12</sup> <https://www.education-ni.gov.uk/publications/written-ministerial-statement-reasonable-numbers>

be able to attract at least 10% of its total year 1 or year 8 from the minority religion, or in those schools seeking to transform to Integrated status, 15% of the combined number of Protestant and Catholic year 1 or year 8 pupils, in the first year of Transformation.

There may be exceptions to this general principle however, and each case will be considered in its own unique circumstances regardless of the percentage of Protestant and Catholics evidenced by the proposer. Evidence is also required that this is likely to increase over the next 7 years to achieve reasonable numbers from the minority religion and an aspiration for the relative proportions of the two groups to be similar.'

In relation to this guiding principle, the data in Table 2 below was provided in October 2025 by the school and is submitted to DE annually. Table 2 below is a summary of the data outlined in Appendix 2, where there is also a key for the colour coding used to religious designation groupings.

**Table 2: Religious designation of Primary One pupils at Larnie and Inver PS 2023-2025 applied to the guiding principle within the Ministerial Statement.**

| Year                                           | Protestant | Catholic | Other religion | No religion | Other Christian | Total |
|------------------------------------------------|------------|----------|----------------|-------------|-----------------|-------|
| 23/24 number                                   | 16         |          |                | 10          |                 | 28    |
| 23/24 %                                        | 57.1%      |          |                | 35.7%       |                 | 99.9% |
| Considering Total Protestant and Catholic only | 100%       |          |                |             |                 | 16    |
| 24/25 number                                   | 7          |          |                |             |                 | 19    |
| 24/25 %                                        | 36.8%      |          |                |             |                 | 99.9% |
| Considering Total Protestant and Catholic only | 70%        |          |                |             |                 | 10    |
| 25/26 number                                   | 15         |          |                | 7           | 0               | 25    |
| 25/26 %                                        | 60%        |          |                | 28%         | 0               | 100%  |
| Considering Total Protestant and Catholic only | 93.75%     | 6.25%    |                |             |                 | 16    |

The data shows that the school met the guiding principle on both the 10% total intake and 15% of the designated Protestant and Catholic intake in 2024. The average P1 intake in the last three years has been 7% Catholic. The Primary One intake in 2025 is approaching the guiding principle targets, but perhaps of more significance in the 25/26 school data, is the increasing religious balance in the whole school, outlined in Table 3 below.



Table 3 shows the last eight years of the DE annual census data and includes this year's data provided by the school. This presentation of data collapses the multiple religious designation options available to parents into three categories: Protestant, Catholic and Other and supresses data because of data protection issues.

| <b>Table 3: Religious Profile – Larne and Inver Primary School</b> |              |            |                                                     |
|--------------------------------------------------------------------|--------------|------------|-----------------------------------------------------|
| Year                                                               | % Protestant | % Catholic | % Other Christian non-Christian/no religion/unknown |
| <b>2017/18</b>                                                     | 62.1%        | *          | 36.9%                                               |
| <b>2018/19</b>                                                     | 62.5%        | *          | #                                                   |
| <b>2019/20</b>                                                     | 58.3%        | *          | #                                                   |
| <b>2020/21</b>                                                     | 52.7%        | *          | #                                                   |
| <b>2021/22</b>                                                     | 52.7%        | *          | #                                                   |
| <b>2022/23</b>                                                     | 56.0%        | *          | #                                                   |
| <b>2023/24</b>                                                     | 55.0%        | *          | #                                                   |
| <b>2024/25</b>                                                     | 50%          | 3%         | 47%                                                 |
| <b>2025/26**</b>                                                   | 48%          | 5.5%       | 46.5%                                               |

Source: NI School Census

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

# means figure has been suppressed under rules of disclosure

\*\* Source: School data

Table 4 below reintroduces the suppressed data. Tables 3 and 4 show that the percentage of parents designating their child as 'Catholic' has increased in recent years and almost doubled between 2024 and 2025. This is interesting in light of the fact that the Primary 1 intake in 2025 (as shown in Table x above) did not have a large proportion of children designated as Catholic. This means that the shift in religious identification is occurring elsewhere in the school.

**Table 4: Summary of Larne and Inver Census Data (whole school) in relation to Religion: 2023/24 to 25/26**

|              | Protestant | Catholic | Other religion | No religion | Other Christian | Total |
|--------------|------------|----------|----------------|-------------|-----------------|-------|
| 23/24 number | 111        |          |                | 62          | 22              | 200   |
| 23/24 %      | 55.5%      |          |                | 31%         | 11%             | 100%  |
| 24/25 number | 95         | 6        | 5              | 67          | 15              | 188   |
| 24/25 %      | 50.5%      | 3.2%     | 2.7%           | 35.6%       | 8%              | 100%  |
| 25/26 number | 91         | 10       | 6              | 63          | 13              | 183   |
| 24/25 %      | 49.7%      | 5.5%     | 3.3%           | 34.4%       | 7.1%            | 100%  |

Source: School SIMS data

The data used to populate Table 4, the categorisations, and the colour coding key are attached as Appendix 2. They show a changing religious designation pattern in the school in the last three years. In 2023, there were two school year groups that had children designated as Catholic, whereas in 2025, there are six years groups where this is the case. The whole school Catholic designation population has increased by 4.5 percentage points in two years.

It is our view that this shift is not a coincidence, but rather has a causal connection to the school's careful and intentional exploration of Integrated Education. Transformation is a journey that should be travelled at a pace that is appropriate to the school context. It is likely that the increasingly inclusive practices within the school are empowering parents to be more open in the expression of their family's cultural and religious background.

The data gives some insight into the complexity of religious identity in a school Transforming to Integrated status. For example, consider the numbers of pupils designated as 'Other Christian'. Within this category are Jehovah Witness and Jesus Christ of Latter Day Saints and there are no pupils designated with either of these terms in 25/26. This means that we do not know what religious background these families are from, but it is interesting to note that the number of 'Other Christian' has decreased by nine and the number of persons designating as Catholic has increased by eight. It is possible that Catholic families had previously designated as 'Other Christian' and are now are beginning to feel more confident in disclosing their religious background as the school begins to build their Integrated ethos. Similarly, the DE census data does not provide any insight as to the religious background of those designating as having 'no religion'. Whilst many of these people practice no religion, is it reasonable to consider that some may have a cultural background that they would connect to the label of Protestant and/or Catholic?

Without in depth qualitative data alongside the DE data, or a method to effectively collect cultural and religious background data, it is not possible to answer this question, to make such assumptions or to fully understand the reality and complexity of the cultural and religious identity of families and pupils in the school.

Nonetheless, we recognise that the 2022 Act requires the Integrated school to show that they are educating together those of different cultures and religious beliefs and of none, including reasonable numbers of both

Protestant and Roman Catholic children. This reference to culture and religion in the 2022 Act recognises the fact many people in NI use the terms Protestant and Catholic to describe their cultural background and/or their religious belief. The Ministerial statement recognises these issues too, by referring to Protestant and Catholic as 'backgrounds' in the first sections of the document. However, the inclusion of culture, which 'Protestant' and 'Catholic' are also descriptors of, and is also required by the 2022 Act, is not reflected in the guiding principle.

We view the lack of standardised data collection relating to culture and religion by DE as a potential barrier for schools seeking to Transform to Integrated status. The lack of official data in this regard makes it challenging for the school or NICIE to provide evidence in a fulsome manner in relation to cultural and religious data, as required by the Act.

In light of the new requirement in the Ministerial Statement to present information in a specific way about the religious identity in the school, Larne and Inver PS responded quickly. In the absence of an effective standardised DE data gathering methodology to understand cultural and religious background, the school has collected more informative data independently. They asked parents to complete a survey which encouraged them to be more open about their religious identities and backgrounds in September 2025. This online survey was voluntary and was completed by 49 people. Table 5 below presents the data gathered by the survey.

**Table 5: October 2025 internal school survey**

| <b>Religious background</b>               | <b>Percentage</b> |
|-------------------------------------------|-------------------|
| Catholic                                  | 0%                |
| Protestant                                | 48.97%            |
| Both Catholic & Protestant                | 20.4%             |
| Other                                     | 8.2%              |
| No religion/faith – Catholic Background   | 2.0%              |
| No religion/faith – Protestant background | 14.3%             |
| No religion                               | 6.1%              |
| Rather not say                            | 0%                |

The survey confirms the previous consideration as to whether some persons describing themselves as having no religion might still connect their

background to the terms Protestant and Catholic. In the survey, 16.3% of respondents indicated that this is the case.

The survey data has highlighted another aspect of religious identity that is not being captured by the DE census and is relevant in relation to religious balance within Integrated schools. This is the fact that many people in NI consider themselves both Protestant and Catholic. In the case of this school survey, this represents over 20% of respondents. In light of the Ministerial Statement, it might be reasonable to consider these pupils within the percentage calculations, given that the DE data does not provide this important detail about religious identity.

Given the data outlined above, it is our view that Larne and Inver Ps will meet the requirements of the guiding principle when they Transform to be an Integrated school and will be in a position to provide Integrated Education in relation to the education together of those of different cultures and religious beliefs and of none, including reasonable numbers of both Protestant and Roman Catholic children.

NICIE will work alongside the school to support the development of their religious balance. The fact that there is already an Integrated school in Larne with religious balance, that the school's current catchment area has increasing religious diversity with an average of 24.5% Catholic and 62.5% Protestant, (as shown in Table 6 below) are further indications that religious balance appropriate for an Integrated school is attainable at Larne and Inver PS within the next few years.

| <b>Table 6: Religious Breakdown in the areas in which the majority of pupils reside</b> |                   |                                         |                                           |               |
|-----------------------------------------------------------------------------------------|-------------------|-----------------------------------------|-------------------------------------------|---------------|
| <b>Data Zone</b>                                                                        | <b>% Catholic</b> | <b>% Protestant and Other Christian</b> | <b>% Other religions and philosophies</b> | <b>% None</b> |
| <b>Larne Lough A</b>                                                                    | 26%               | 64%                                     | <1%                                       | 9%            |
| <b>Larne Lough B</b>                                                                    | 22%               | 65%                                     | 1%                                        | 11%           |
| <b>Coast Road D</b>                                                                     | 35%               | 55%                                     | <1%                                       | 9%            |
| <b>Coast Road E</b>                                                                     | 25%               | 62%                                     | <1%                                       | 12%           |
| <b>Coast Road F</b>                                                                     | 24%               | 62%                                     | <1%                                       | 14%           |
| <b>Coast Road G</b>                                                                     | 17%               | 68%                                     | <1%                                       | 15%           |
| <b>Coast Road H</b>                                                                     | 18%               | 64%                                     | <1%                                       | 17%           |
| <b>Coast Road J</b>                                                                     | 29%               | 60%                                     | 1%                                        | 10%           |

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



Table 6 above shows 2021 census data in relation to 'Religion or religion brought up in'. In gathering data on 'current religion' and 'religion brought up in', the 2021 Census exposes the cultural nature of religious labels. The balance of persons indicating this to be Catholic in these areas adjacent to the school is higher than that of wider Larne Lough District Electoral Area, where the figure sits at 14%.

This means that the school has potential to draw from a significant base of families who are culturally and/or religiously Catholic in the locality. The school's religious balance is beginning to reflect the areas they serve and it is our view that this will continue as the school further implements their Transformation Plan.

Of critical importance, is that approval of Integrated status enables the school to further embrace the Integrated ethos, which will in turn build confidence of the local community that the school is a place for their family too. With this significant change in sight, school Governors have requested an insertion to the 2026 admissions criteria which indicates to prospective parents that the school is seeking Controlled Integrated (CI) status. The reconstitution of the BoG to reflect CI status is mentioned as a Year 3 action in the Transformation Plan. This change will increase religious diversity within that body and can only occur after Ministerial approval.

It is NICIE's view that the religious and cultural balance in the school will increase over the next 7 years to achieve reasonable numbers from the minority religion and that the school will continue to work towards the aspiration for the relative proportions of the two groups to be similar, in line with the Minister's guiding principle.

#### **4.2 Socio-economic status and ability**

In relation to socio-economic diversity and ability, the CfC outlines the school meets the definition (section 3.3.2). The percentage of pupils eligible for Free School Meals in the school, which is the only tool available to use as a proxy for socio-economic status, is in line with the Northern Ireland average.

In relation to pupils with different abilities (section 3.3.3 in the CfC), the school meets the definition. In 2025, the school shared data with NICIE to indicate this continues to be the case, which includes 36 pupils with SEN - All Stages in October 2025.

The school highlights the wide range of facilities and provision it has for children with diverse abilities and needs within the CfC. This is emphasised further in the Yr 2 Transformation Plan which outlines the intention to develop the 'Sensory Circuits' programme to support all learners with additional needs and to incorporate buddies from different classes.

In proposing to Transform to Integrated Status, Larne and Inver PS 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.

NICIE recommend that the Department engages further with the school in relation to the school's internal audits and activities to explore more fully the cultural and religious diversity in school. Transformation, and particularly the development of cultural and religious diversity, is not a quick or easy process, but it is clear that changes are happening in this regard within this school. It seems likely, given recent shifts, that there will be further evidence of change between the time of writing this response and the Ministerial decision. For example, the school has recently started to collect Expressions of Interest and these may provide additional evidence of demand and of possible future religious balance.

## **5. Planning and Engagement in the Transformation Process**

The extensive consultation processes outlined in the Statutory Consultation Table on pages 3 and 4 of the CfC and the multiple references throughout it to community and whole school involvements are evidence of the school's thorough approach to planning and engagement.

As mentioned, Larne and Inver PS ensured that, prior to the Governors making a resolution to ballot persons of parental responsibility, all members of the school community were provided with information regarding what it would mean to transform to Controlled Integrated status. This included the surveying of teachers and parents in the annual school audit, as well as the provision of clear documents explaining Transformation, and several sessions with NICIE, EA Sectoral Support, IEF and CSSC providing information on Transformation. Staff, parents/cares, pupils, local community and Governors have been engaged with throughout the process to date.

The school engaged in an 'assessment of readiness' process with the support of NICIE and EA Sectoral Support. This informed the baseline position within the three-year Transformation Plan, which is attached as Appendix 2 in the CfC. The Plan focuses on the four key areas of school improvement (Learner Centred, High Quality Teaching and Learning, Effective Leadership and Community Connections) and aligns with the Principles for Integrated Education - Equality, Faith and Values, Parental Involvement and Social Responsibility.

Year 1 of the Transformation Plan has been evaluated by the Principal and Integration Coordinator, with support and input from EA Sectoral Support and NICIE. The school used this process of evaluation and reflection to inform Year 2 of the Plan, which is attached as Appendix 1 below. NICIE and EA Sectoral Support work alongside the school to assist the school to implement the Plan.

In August 2025, all school staff attended a session with NICIE entitled "Developing our Integrated Ethos", reflecting on their practice within school in relation to the Principles for Integrated Education. In addition, the Principal and Integration Coordinator attended two external courses facilitated by NICIE: Staff New to Integrated Education in February 2025, and a three-day Anti-Bias in Education course in October and November 2025. This participation in core ethos development represents the school's commitment to the Transformation process.

Integrated status will enable the school to deepen its relationship with others within Integrated Education, including through NICIE-facilitated forums and committees for Principals, Vice Principals, teaching staff and SENCOs. The school has already begun to develop these relationships. Staff members have visited and engaged with staff in other Integrated schools and have attended a variety of events and workshops. The school's leadership team recognise the value of connections with other Integrated schools for the purpose of positive relationships and shared learning.

## **6. Legislative Framework**

The proposal to Transform Larne and Inver PS to Controlled Integrated status will assist the Department to deliver on 'Vision 2023 – A Strategy for Integrated Education'<sup>13</sup> and fulfil their legal duties in relation to the 2022 Act and The

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<sup>13</sup> <https://www.education-ni.gov.uk/consultations/vision-2030-strategy-integrated-education>



Education Reform (NI) Order 1989<sup>14</sup> which place duties on the Department for Education to 'encourage, facilitate and support' the development of Integrated Education. The 2022 Act states that a reference to 'support' means:

*'(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 Larne and Inver Primary School will demonstrate the Department's commitment to 'increase access to Integrated Education', which is Action 1 of Vision 2030 – the Strategy for Integrated Education.

## Conclusion

Research indicates that Integrated Education 'has a significant and positive social influence on the lives of those who experience it'<sup>15</sup>. 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 our diverse workplaces and communities.

Larne and Inver PS is invested in its Transformation to Controlled Integrated status. Through conversations with leadership and staff, we understand that this process has been a significant journey for the school. The process requires being open to learn and to question things that one had not questioned before. The school leadership and the school community has put time, effort and energy into this process, be it through the active and intentional planning and actions seen in the Transformation Plan, the writing of the Case for Change, the consultation and engagement with the wider school

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<sup>14</sup> <https://www.legislation.gov.uk/nisi/1989/2406/article/64>

<sup>15</sup> <https://www.education-ni.gov.uk/publications/integration-works-transforming-your-school-guidance>

community, or through the investment into the professional learning required in order to embed the Integrated ethos.

The proposal to Transform comes as a result of parents and families expressing a clear preference for Integrated Education through the 2024 ballot. There is pre-existing local survey data that is additional evidence in this regard. The Lucid talk micro poll data referred to above and the wider recent NI Life and Times survey<sup>16</sup> (2024), which indicated that 55% of respondents would prefer an Integrated school. Earlier this year, the DE Parental School Admission Survey<sup>17</sup> indicated that 31.2% of parents would prefer their child to be educated at an Integrated school. With less than 10% of pupils educated in Integrated schools, approval of this proposal would assist the Department to partially meet this persistent demand.

Larne and Inver PS has made and continues to make significant strides with regards to developing and growing religious balance within its school community. The rise in those who identify as Catholic within the school demonstrates this, as do the concrete targets and actions in the Transformation Plan that are focussed on this issue. Religious balance within the school is attainable. There is religious diversity within Larne and within the areas from which the school typically draws its pupils.

NICIE supports the proposal for Larne and Inver PS to Transform to Integrated status. Our recommendation for approval is in light of the demonstrated parental demand; the sustainability of the school; the existing and potential growth in religious and cultural diversity within the school population and locality and; the consistent demand for Integrated Education in the area. It is our view that the school is engaging effectively in the Transformation process and as a result, is positioning itself well to provide Integrated Education as defined by the 2022 Act.

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<sup>16</sup> <https://www.ark.ac.uk/nilt/2024/Education/PREFINT.html>

## Appendix 1: Transformation Plan



### Larne & Inver Primary School Transformation Plan 2024-2027



#### Learner Centred Year 2 (2025-26)

| Learner Centred<br>2025/26 Target                                                                                                                                                                                     | Actions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Success Criteria<br>(Quantitative & Qualitative)                                                                                                                                                                                                                                                                                                                                                                                           | Timescale | Resources                  | Monitoring & Evaluation |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|----------------------------|-------------------------|
| 1) Recognition of all faiths with visitors to the school from more diverse backgrounds – assembly/class/Come and Play days. Pupils may report in assembly about faiths/celebrations they are learning about in class. | <ul style="list-style-type: none"> <li>Assembly timetable created with visits from charities, religious groups, class presentations</li> <li>All nurseries/play groups not connected to a PS are invited to 'Come and Play' days. RC nursery invited but no RC 'mums and Tots' can be found in Larne P4 have already agreed to share their learning on Diwali with the school</li> <li>World Culture Day will look at cultural background of Newcomer pupils in school and share with the pupil body.</li> </ul> | By the end of academic year there will be an increase in representation of different religious backgrounds and cultures within assemblies. School will also seek to invite different representatives to events in school e.g nurseries, nursing home residents. At least 2 class groups will educate the pupils in assembly on a religious celebration/event this year. We will hopefully increase this to 4 classes presenting next year. | 25/26     | Teacher prepared resources |                         |



## Larne & Inver Primary School Transformation Plan 2024-2027



|                                                                                                                                                                              |                                                                                                                                                                                    |                                                                                                      |       |                                                                   |  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|-------|-------------------------------------------------------------------|--|
| 2) Pupils will continue to develop their understanding of Integration through Key Stage assemblies and targeted PDMU lessons led by Heads of KS and Integration coordinator. | More assemblies timetabled to discuss integration and related topics. Resources sent to staff again to be shared with pupils                                                       | Children will be more knowledgeable about Integration and what it means for our school               | 25/26 | Teacher prepared resources<br>ISF supplied resources from website |  |
| 3) Initialise arrangements for children who wish to take sacraments.                                                                                                         | Mr Patterson will connect with St Anthony's PS and, depending on numbers who wish to take the sacraments this year, will join for classes with our Shared Education Partner school | Children who wish to take the sacraments this year will be accommodated with classes.                | 25/26 |                                                                   |  |
| 4) Development of our 'Sensory Circuits' program to support all learners with additional needs and to incorporate buddies from different classes.                            | Sensory Circuits will take place twice a week and involve support for children with a variety of medical and learning needs                                                        | Children with diverse needs will be supported through sensory activities and learn to work together. | 25/26 | Peanut ball, belly board, silly soap, threading resources etc     |  |



## Larne & Inver Primary School Transformation Plan 2024-2027



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

| High Quality Teaching & Learning<br>2025/26 Target                                                                                                                        | Actions                                                                                                                                  | Success Criteria<br>(Quantitative & Qualitative)                                                                         | Timescale | Resources                                         | Monitoring & Evaluation |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|-----------|---------------------------------------------------|-------------------------|
| 1) Continue staff training focusing on intentional integration and diversity building on the Ethos of the school/Anti-Bias training                                       | Mrs Boyd and Mr Patterson to attend Anti-Bias training term 1 and disseminate to staff in term 2.                                        | Staff will have some training in delivering education and discussing certain topics in an anti-bias way.                 | 25/26     | Anti-Bias resources from course                   |                         |
| 2) Each year group to focus on a different world religion and culture as part of their WAU/RE topic and to share learning with school and wider community as appropriate. | Mrs Boyd will discuss with staff which culture/religion each class (P4-P7) will learn about. This will be trialled this year in classes. | Each class P4-P7 will learn about a new religion/culture                                                                 | 25/26     | BBC Teach materials<br>Teacher prepared resources |                         |
| 3) Review of current PDMU policy/scheme.                                                                                                                                  | Three terms of notes to be evaluated in order to review current practice.                                                                | Coordinator will be aware where integration topics are already taught in classes and where different topics can be added | 25/26     |                                                   |                         |
| 4) Extend Shared Education Programmes to focus                                                                                                                            | P4, P5, P7 will be involved in Shared Education this                                                                                     | Children will be comfortable with their Shared Ed cohort and learn we are all                                            | 25/26     | Teacher prepared resources and lessons            |                         |





## Larne & Inver Primary School Transformation Plan 2024-2027



|                                                                                                                                                                                                                                                             |                                                |                                           |  |  |  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------|-------------------------------------------|--|--|--|
| on more diversity of pupil programmes to include a wider range of activities. Ensure as many children as possible access SE each year. Cultural identity will be explored through trips e.g. Stormont and via topics of sport, music and language, Sustrans | year and will work on friendship and identity. | different but have many things in common. |  |  |  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------|-------------------------------------------|--|--|--|



## Larne & Inver Primary School Transformation Plan 2024-2027



### Effective Leadership Year 2 (2025-26)

| Effective Leadership<br>2025/26 Target                                                                              | Actions                                                                                                                                                                                                                                   | Success Criteria<br>(Quantitative & Qualitative)                                                      | Timescale | Resources | Monitoring & Evaluation |
|---------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|-----------|-----------|-------------------------|
| 1) Creation of new three-year School Development Plan to include Integration and take account of audits from 24/25. | In light of changes in education, Mr Patterson and staff will create a 1 year plan. Integration will be part of that plan.                                                                                                                | Integration will be a key area for school to focus on this year.                                      | 25/26     |           |                         |
| 2) Principal and SLT to create links with other Integrated schools regarding leadership matters.                    | During training opportunities, staff will meet other teachers from Integrated schools in the community. P6 are working with Corran IPS for Peace Players and staff will use this opportunity to informally discuss integration in Corran. | SLT and staff will have a link with other IPS in order to gain support and ideas for future planning. | 25/26     |           |                         |
| 3) Subject to Minister's approval, Stakeholder agreements regarding new school crest, uniform and signage.          | If Integration status is agreed, uniform and signage will be discussed with staff, pupils and parents via informal discussions and audits.                                                                                                | A new uniform crest and signage will be updated and agreed by all stakeholders.                       | 25/26     |           |                         |
| 4) Further review and report our enrolment figures to show 'cultural                                                | Additional audits to be sent to parents and staff in September to gain a fuller view of the cultural identity                                                                                                                             | A clearer picture will form of the cultural identity of our school community.                         | 25/26     |           |                         |



## Larne & Inver Primary School Transformation Plan 2024-2027



|                                                         |                                                                                                                                                                                   |  |  |  |  |
|---------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|
| progression'.<br>Expressions of<br>Interest also sought | and heritage of our pupils<br>and families.<br>Expressions of Interest will<br>be sought from parents<br>during our 'come and play'<br>days with nurseries and<br>mums and toots. |  |  |  |  |
|---------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|



## Larne & Inver Primary School Transformation Plan 2024-2027



### Community Connections Year 2 (2025-26)

| Community Connections<br>2025/26 Target                                                                                                                              | Actions                                                                                                                                                                                                                       | Success Criteria<br>(Quantitative & Qualitative)                                                                                                         | Timescale   | Resources  | Monitoring & Evaluation |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|------------|-------------------------|
| 1) Expand our invitations to our Carol Service and Nativity Plays and school events to all church leaders, business/community leaders and all members of the public. | Invitations will be sent to all religious leaders in our community to attend our Carol Service and Nativity performances. We will also invite member of the community via our social media platforms.                         | These events will be more community based/minded and a more diverse audience will be present                                                             | December 25 |            |                         |
| 2) Expand our after-school's activities to include new activities such as Irish Dancing.                                                                             | By auditing parents we will determine what sports/celebrations families wish us to celebrate. A request will be made for any parents who wish to share their expertise in different sports/activities as an after school club | Different opportunities for After-school clubs will be offered to the pupils, showcasing the diverse culture of Larne and our school.                    | 25/26       | Class Dojo |                         |
| 3) Subject to the Minister's approval, update our prospectus, website and social media platforms to Integrated status.                                               | Subject to approval we will advertise and celebrate Integrated status via our website, prospectus and social media platforms                                                                                                  | The Larne community will be aware of our new Integrated status and the opportunities this brings for primary school choice for parents in the community. | 25/26       |            |                         |

## Appendix 2:

Tables A, B and C below: Religious data gathered by DE census, provided by school October 2025.

It is our understanding that DE use the following categorisations:

**Protestant** includes pupils from the following denominations: Baptist, Brethren, Congregational Church, Church of England, Church of God, Church of Ireland, Church of Scotland, Elim, Free methodist, Free Presbyterian, Independent Methodist, Methodist, Moravian, Pentecostal, Presbyterian, Quaker, Salvation army, Seventh day Adventist and Other Protestant.

**Catholic** pupils are those where it is indicated that their denomination is Roman Catholic.

**Other Christian** category includes pupils from the following denominations: Jehovah's Witness, Church of Jesus Christ of Latter Day saints or Other Christian.

**Non-Christian** category includes pupils where it is indicated that the religion is: Bahai, Buddhist, Hindu, Jewish, Muslim or Sikh.

**Other/no religion/not known** includes pupils where religion was one not classified elsewhere, no religion had been recorded, or religion was recorded as unknown.

Colour coding/categorisation key:

| Religious Category | Protestant | Other Christian | Other Religion | Catholic | No religion |
|--------------------|------------|-----------------|----------------|----------|-------------|
|--------------------|------------|-----------------|----------------|----------|-------------|

|       | Baptist | Church of Ireland | Jehovah's witnesses | Methodist | Muslim | No religion | Other Christian | Other Protestant | Presbyterian | Roman Catholic | Total |
|-------|---------|-------------------|---------------------|-----------|--------|-------------|-----------------|------------------|--------------|----------------|-------|
| Y1    |         |                   |                     |           |        |             |                 |                  |              |                | 28    |
| Y2    |         |                   |                     |           |        |             |                 |                  |              |                | 20    |
| Y3    |         |                   |                     |           |        |             |                 |                  |              |                | 30    |
| Y4    |         |                   |                     |           |        |             |                 |                  |              |                | 27    |
| Y5    |         |                   |                     |           |        |             |                 |                  |              |                | 30    |
| Y6    |         |                   |                     |           |        |             |                 |                  |              |                | 33    |
| Y7    |         |                   |                     |           |        |             |                 |                  |              |                | 32    |
| Total |         | 22                |                     | 6         |        | 62          | 21              | 13               | 69           |                | 200   |

| Table B: SIMS Analysis of Religion of Pupils at Larne and Inver Primary School in October 2024 |             |                                 |           |                                  |                   |            |                    |                                |                                 |                     |                      |                               |           |
|------------------------------------------------------------------------------------------------|-------------|---------------------------------|-----------|----------------------------------|-------------------|------------|--------------------|--------------------------------|---------------------------------|---------------------|----------------------|-------------------------------|-----------|
|                                                                                                | Bap<br>tist | Chu<br>rch<br>of<br>Irela<br>nd | Hind<br>u | Jeh<br>ova<br>h's<br>Witn<br>ess | Met<br>hodi<br>st | Musl<br>im | No<br>relig<br>ion | Oth<br>er<br>Chri<br>stia<br>n | Oth<br>er<br>Prot<br>esta<br>nt | Pent<br>eco<br>stal | Pres<br>byte<br>rian | Rom<br>an<br>Cat<br>holi<br>c | Tota<br>l |
| Y1                                                                                             |             |                                 |           |                                  |                   |            |                    |                                |                                 |                     |                      |                               | 19        |
| Y2                                                                                             |             |                                 |           |                                  |                   |            |                    |                                |                                 |                     |                      |                               | 29        |
| Y3                                                                                             |             |                                 |           |                                  |                   |            |                    |                                |                                 |                     |                      |                               | 23        |
| Y4                                                                                             |             |                                 |           |                                  |                   |            |                    |                                |                                 |                     |                      |                               | 30        |
| Y5                                                                                             |             |                                 |           |                                  |                   |            |                    |                                |                                 |                     |                      |                               | 26        |
| Y6                                                                                             |             |                                 |           |                                  |                   |            |                    |                                |                                 |                     |                      |                               | 29        |
| Y7                                                                                             |             |                                 |           |                                  |                   |            |                    |                                |                                 |                     |                      |                               | 33        |
| Total                                                                                          |             | 18                              | 2         |                                  | 8                 |            | 67                 | 15                             | 14                              |                     | 52                   | 6                             | 189       |

| Table C: SIMS Analysis of Religion of Pupils at Larne and Inver Primary School in October 2025 |                              |           |               |            |                    |                        |                         |                     |                      |                           |       |
|------------------------------------------------------------------------------------------------|------------------------------|-----------|---------------|------------|--------------------|------------------------|-------------------------|---------------------|----------------------|---------------------------|-------|
|                                                                                                | Chur<br>ch of<br>Irelan<br>d | Hind<br>u | Meth<br>odist | Musli<br>m | No<br>religi<br>on | Other<br>Christ<br>ian | Other<br>Prote<br>stant | Pent<br>ecost<br>al | Presb<br>yteria<br>n | Rom<br>an<br>Cath<br>olic | Total |
| Y1                                                                                             |                              |           |               |            |                    |                        |                         |                     |                      |                           | 25    |
| Y2                                                                                             |                              |           |               |            |                    |                        |                         |                     |                      |                           | 17    |
| Y3                                                                                             |                              |           |               |            |                    |                        |                         |                     |                      |                           | 30    |
| Y4                                                                                             |                              |           |               |            |                    |                        |                         |                     |                      |                           | 23    |
| Y5                                                                                             |                              |           |               |            |                    |                        |                         |                     |                      |                           | 28    |
| Y6                                                                                             |                              |           |               |            |                    |                        |                         |                     |                      |                           | 30    |
| Y7                                                                                             |                              |           |               |            |                    |                        |                         |                     |                      |                           | 30    |
| Total                                                                                          | 18                           |           | 5             |            | 63                 | 13                     | 12                      |                     | 53                   | 10                        | 183   |

## APPENDIX D – Controlled Schools Support Council



Controlled Schools' Support Council  
2<sup>nd</sup> floor, Main Building  
Stranmillis University College  
Belfast, BT9 5DY  
T: 028 9531 3030  
E [info@csscni.org.uk](mailto:info@csscni.org.uk)

28 October 2025

Dear Sir/Madam,

### Re: Development Proposal 749 Larne and Inver Primary School

The Controlled Schools' Support Council (CSSC) notes that the Education Authority has published a Development Proposal to transform Larne and Inver Primary School to Controlled Integrated status, with effect from 1 September 2026, or as soon as possible thereafter. CSSC welcomes the opportunity to respond and has consulted with Larne and Inver Primary School and controlled schools in the area.

CSSC supports controlled schools, which are open to all faiths and none, in providing high quality education for children and young people to enable them to learn, develop and grow together, within the ethos of non-denominational Christian values and principles. As a controlled school, CSSC recognises that Larne and Inver Primary School, already welcomes children from different socio-economic backgrounds, children with different abilities and children from all faiths and none.

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.

Controlled Schools' Support Council [www.csscni.org.uk](http://www.csscni.org.uk)  
Registered with The Charity Commission for Northern Ireland NIC107873  
A company limited by Guarantee Registered in Northern Ireland NI619273



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

CSSC recognises Larne and Inver Primary School as a sustainable school and notes that the school has developed a Transformation Action Plan identifying areas for development which include a review of the school's data collection to better reflect the school community's cultural balance.

CSSC notes the case for change's acknowledgment that the school's religious profile does not currently reflect the areas from which most of its pupils reside and that it is the school's belief that Transformation to integrated status will encourage more parents designating their children as Catholic to choose Larne and Inver Primary school.

The publication of the case for change predates the publication of the Department of Education's position paper on 'Reasonable Numbers,' however, CSSC is conscious that the school has been afforded a further opportunity to evidence how it will achieve reasonable numbers of both Protestant and Roman Catholic children.

CSSC notes Justice McAlinden's decision to dismiss applications to challenge the Minister for Education's recent decisions to not approve proposals for the transformation to integrated status of Bangor Academy and Rathmore Primary School. CSSC notes the Minister's statement that "this ruling sets a significant precedent for future integrated education proposals and reaffirms the importance of legal and evidential rigour in shaping Northern Ireland's educational landscape."

CSSC, conscious of the demographics of the local area and historical enrolment trends understand that the school is likely to be challenged to meet the Department's expectation of being able to attract at least 10% of its total year 1 intake from the minority religion or provide evidence to demonstrate that the numbers are likely to increase over the next 7 years 'for the relative proportions of the two groups to be similar.'

CSSC, as the sectoral support body for controlled schools, will continue to support Larne and Inver Primary School and is committed to working with the Education Authority and other educational partners to support the school in meeting the needs of the community it serves.

Yours faithfully,



Mr Mark Baker  
Chief Executive

## Appendix D – Integrated Education Fund Response



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

10 November 2025

Dear Minister

### **RE: Development Proposal No 749 Larne and Inver Primary School**

The Integrated Education Fund (IEF) welcomes the opportunity to respond to the consultation on the Development Proposal relating to Larne and Inver 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 enquiries from schools interested in exploring Transformation.

The IEF therefore welcomes the Development Proposal for Transformation of Larne and Inver Primary School. This Proposal was submitted in response to parents who voted in a parental ballot at Larne and Inver Primary School, voting by 60.5% 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. 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.

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

**T** +44 (0)28 9069 4099  
**E** [info@ief.org.uk](mailto:info@ief.org.uk)  
**W** [ief.org.uk](http://ief.org.uk)

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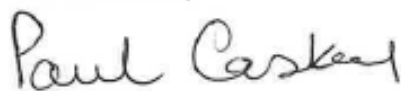
The IEF would ask that the Department of Education (DE) takes this decision with regard to its statutory duty to “*encourage, facilitate and support integrated education*” and its Section 6 (Integrated Education Act 2022) duties relating to the development of Integrated Education.

A positive decision will not only create more Integrated Education places in the Larne area, in response to the democratic wishes of parents, but will help the Department of Education and the Education Authority fulfil their statutory duty. Larne and Inver Primary School is a well-resourced, sustainable school with staff committed to providing the best opportunities for the children they teach. Through their exploration of Transformation, the school has seen a steady increase in the diversity of enrolments from children across all areas of the definition in the Integrated Education Act 2022. This has included children from minority faiths/cultures and none, children with additional needs and children and families requiring financial and emotional support. The entire school community is enthusiastic about and actively engaged in the Transformation journey and this is represented in the positive comments from parents, and other supporters, outlined in the development proposal.

There are limited Integrated school options for children in the Larne area despite there being strong parental demand, illustrated by the closest Integrated School, Corran Integrated Primary School, that is operating at close to capacity with no room to accommodate the level of parental demand demonstrated in this proposal. The historic and current religious balance at Corran Integrated Primary School is evidence that an Integrated school in this locality can attract from both communities and achieve religious balance.

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

Yours sincerely



**Paul Caskey OBE**  
**Chief Executive**  
**Integrated Education Fund**

## Appendix E

### ETI Development Proposal Commentary Paper

**Date of last ETI report:** September 2012, with a sustaining improvement pilot inspection in September 2015 which was not published.

**DP: 749** - Larne and Inver Primary School will transform to Controlled Integrated Status, with effect from 1 September 2026, or as soon as possible thereafter.

#### Web link:

**Date<sup>2</sup>:** 12 September 2025

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

The most recent district visit took place on 28/03/2025 during a period of Action Short of Strike. A discussion was held with principal and the coordinator with responsibility for integration.

The enrolment dropped to 188 children in 2024/25. There are seven classes, with no composite groupings, and the budget is currently in surplus.

The school has been involved in a Shared Education partnership with St Anthony's Primary School (long-standing) and, more recently, with Seaview Primary School. This year's programme involves the children from year 5 and year 7 – each year group has had 20 hours' contact with a partner school, with a focus on 'Building Friendships through Art for the children in year 5 and 'Exploring Identity through Art' for the children in year 7.

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

During the district visit, no lessons were observed due to the action short of strike of the teaching unions.

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

The leaders and governors at Larne and Inver Primary School have taken a well-considered approach to consultation with all stakeholders and have highlighted, throughout the three-year Transformation Plan, the potential benefits for children. These benefits build on the foundations laid down through the school's long-standing Shared Education partnership with St Anthony's Primary School which includes developing the children's knowledge and understanding of their own and others' cultural identity and cultural heritage.

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<sup>2</sup> This commentary paper is based on the information and evidence available to ETI on this date. Please check the ETI website [www.etini.gov.uk](http://www.etini.gov.uk) for any new inspection reports that may have published after this date.

The approval of this Development Proposal may have a negative impact on the enrolments at, and sustainability of, St Anthony's Primary School and St MacNissi's Primary School.

The nearest integrated primary school, Corran Integrated Primary School, has very few places available.

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

The school has been pro-active in preparing for transformation, including consultation, re-branding and re-designing both crest and uniform. The three-year Transformation Plan, running from the 2024-25 school year to 2026-27, is now in its second year of implementation: this indicates the school's planning for, and commitment to, transformation.

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

| Sustainable Schools Criterion  | Indicator                                                                                                                                                               | Meets criterion |                |                           |
|--------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|----------------|---------------------------|
|                                |                                                                                                                                                                         | Yes             | No (reason(s)) | Information not available |
| Quality Educational Experience | 1.1 Attainment levels of pupils, Key Stage tests pending development of new indicators for Primary Schools, GCSE results for Post-Primary Schools.                      |                 |                | √                         |
|                                | 1.2 In primary, a single classroom contains no more than <u>two</u> year-groups in a composite class; for example, years 1 and 2.                                       | √               |                |                           |
|                                | 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.                                        | √               |                |                           |
|                                | 1.4 The ability of the school to cater for children with Special Educational Needs.                                                                                     | √               |                |                           |
|                                | 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 | N/A             |                |                           |

|                                                                        |                                                                                                                                                                                |   |   |   |
|------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|
|                                                                        | FE sector or other providers.                                                                                                                                                  |   |   |   |
|                                                                        | 1.6 The standards and the quality of learning and teaching at the school.                                                                                                      |   |   | √ |
|                                                                        | 1.7 The range of curricular and extra-curricular activities available for children including career guidance, physical education, music, art, drama and science.               | √ |   |   |
|                                                                        | 1.8 The quality of the <u>physical</u> environment for learning and teaching i.e. the condition, energy and water efficiency and suitability of the buildings.                 | √ |   |   |
|                                                                        | 1.9 The quality of, and arrangements for, pastoral care including the active promotion of the principles of social justice in all areas of the formal and informal curriculum. |   |   | √ |
| Strong Leadership and Management by Boards of Governors and Principals | 4.1 Governors' views on the school based on quantitative and qualitative evidence.                                                                                             |   |   | √ |
|                                                                        | 4.8 There is a school development plan in place and progress is being made to achieve the plan's aims and objectives.                                                          | √ |   |   |
|                                                                        | 4.9 Pupil behaviour, expulsions, suspensions and non-attendance as well as positive behaviours such as involvement in school management (e.g. buddying and mentoring schemes). | √ |   |   |
| Strong links with the Community                                        | 6.1 Degree and quality of parental involvement (schools will be asked to provide evidence on this).                                                                            | √ |   |   |
|                                                                        | 6.3 Contribution of the school to the community (schools will be asked to provide evidence on this).                                                                           | √ |   |   |
|                                                                        | 6.4 Presence of other features of provision,                                                                                                                                   |   | √ |   |

|  |                                  |  |  |  |
|--|----------------------------------|--|--|--|
|  | e.g. nursery or specialist unit. |  |  |  |
|--|----------------------------------|--|--|--|

#### 6. Summary of impact of the proposal

The school has taken a well-considered approach to consultation with all stakeholders and has highlighted, throughout the three-year Transformation Plan, the potential benefits for the children. There is the potential of a negative impact on enrolment at the two maintained primary schools in the town, St Anthony's Primary School and St MacNissi's Primary School.



## Appendix F –Update from Principal re Reasonable Numbers Paper and updated Transformation Action Plan



*Education Authority - North Eastern Region*

### Larne & Inver Primary School

*'a bridge to the future'*

Principal: Mr S. K. Patterson  
Telephone: 028 28273206  
Email: kpatterson614@c2kni.net  
Website: www.larneandinverps.co.uk

1a Glynn Road  
Larne  
Co. Antrim  
BT40 3AY

#### DP 749: INTEGRATION PROPOSAL REASONABLE NUMBERS AND PUBLIC CONSULTATION RESPONSE

Taken from our Case for Change:

Table 5 outlines the religious profile of pupils attending Larne and Inver Primary School. It indicates that since 2017/18, there has been a decrease in the number of pupils identifying as Protestant and an increase in those identifying as Catholic and 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.

| Table 5: Religious Profile – Larne and Inver Primary School |              |            |                                                           |
|-------------------------------------------------------------|--------------|------------|-----------------------------------------------------------|
| Year                                                        | % Protestant | % Catholic | % Other Christian / non-Christian / no religion / unknown |
| 2017/18                                                     | 62.1%        | *          | 36.9%                                                     |
| 2018/19                                                     | 62.5%        | *          | #                                                         |
| 2019/20                                                     | 58.3%        | *          | #                                                         |
| 2020/21                                                     | 52.7%        | *          | #                                                         |
| 2021/22                                                     | 52.7%        | *          | #                                                         |
| 2022/23                                                     | 56.0%        | *          | #                                                         |
| 2023/24                                                     | 55.0%        | *          | #                                                         |
| 2024/25**                                                   | 50%          | 3%         | 47%                                                       |

Source: NI School Census

\* Refers to fewer than five cases where data is considered sensitive

# Figure has been suppressed under rules of disclosure

\*\* School data

In addition:

| Religious Profile – Larne and Inver Primary School: Current Year: Census October 2025 |              |            |                                                           |
|---------------------------------------------------------------------------------------|--------------|------------|-----------------------------------------------------------|
| Year                                                                                  | % Protestant | % Catholic | % Other Christian / non-Christian / no religion / unknown |
| 2025/26                                                                               | 48%          | 5.5%       | 46.5%                                                     |

*The percentage of Catholic children attending Larne and Inver PS has almost doubled in the past year, with Census 2025 data showing 5.5%.*

Our school is also aware that the options within these official designations do not give 'the full picture'. The school acknowledges that it caters for an increasingly significant number of children that come from 'mixed' marriages and relationships. Nevertheless, the growth of the percentage of Catholic and 'Other' religious backgrounds over the past number of years is indicative of the increasing diversity existing within Larne and Inver PS and the need for Integrated status.

It is clear that the number of Catholic children currently attending our school is relatively small compared to Protestant and other/no faiths/cultures. However, this is increasing and, in order to achieve reasonable numbers, as stated before, the Board of Governors, staff and school community believe that formal recognition as an Integrated school will offer **essential reassurance to some parents to completely trust the school's intentional commitment to inclusion and diversity (Integration)**. It will make a clear public statement about how we view the school as making a proactive and positive contribution to the future of our society incorporating peace, reconciliation and community cohesion.

Table 13 (Section 5.3) from the Case for Change indicates that whilst non-Integrated schools in the community do not have community balance, the historic and current religious balance at Corran Integrated Primary School is evidence that an Integrated school in this locality can attract from both communities and achieve religious balance.

*The high enrolment figures of Corran Integrated PS emphasise the need for another Integrated primary school in the town, with Larne and Inver PS also being located at the opposite end of Larne, meaning that we do not consider it likely that we will impose on Corran IPS's immediate catchment area.*

The school is currently exploring its community balance within its context, especially with a focus on 'other Christian/none/unknown' and 'religion brought up in', ensuring that everyone feels comfortable in their identity/cultural preferences.

The current collected data shows that, of those parents/carers who responded -

**October 2025:**

| <i>Religious background</i>               | <i>Percentage</i> |
|-------------------------------------------|-------------------|
| Catholic                                  | 0%                |
| Protestant                                | 48.97%            |
| Both Catholic & Protestant                | 20.4%             |
| Other                                     | 8.2%              |
| No religion/faith – Catholic Background   | 2.0%              |
| No religion/faith – Protestant background | 14.3%             |
| No religion                               | 6.1%              |
| Rather not say                            | 0%                |

Our school is aware of the religions/cultures within our enrolment and has started to make a more intentional effort to involve parents and outside agencies to help educate and offer various voluntary activities connected to these e.g. our assemblies on Ramadan and Diwali, our P7 hurling sessions and our KS2 Lambeg drumming sessions. It is planned that this work will be developed over the coming years to involve and include as many of our parents as possible to inform and educate our school community further.

Our Year 1 Intake (Census 2025)

25 children

| <i>Protestant</i> | <i>Catholic</i> | <i>Other Christian / non-Christian / no religion / unknown</i> |
|-------------------|-----------------|----------------------------------------------------------------|
| <b>14</b>         |                 |                                                                |

Table 6 indicates that there is a growing number of Newcomer children attending Larne and Inver Primary School. The percentage of newcomer children enrolled in Larne and Inver 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.

| <b>Table 6: Newcomers at Larne and Inver Primary School</b> |                            |                       |
|-------------------------------------------------------------|----------------------------|-----------------------|
| <b>Year</b>                                                 | <b>Number of Newcomers</b> | <b>% of enrolment</b> |
| 2017/18                                                     | 5                          | 2.5%                  |
| 2018/19                                                     | *                          | *                     |
| 2019/20                                                     | *                          | *                     |
| 2020/21                                                     | 7                          | 3.4%                  |
| 2021/22                                                     | 6                          | 3.0%                  |
| 2022/23                                                     | 9                          | 4.7%                  |
| 2023/24                                                     | 11                         | 5.5%                  |
| <b>2024/25**</b>                                            | <b>13</b>                  | <b>6.9%</b>           |

Source: NI School Census

\* Refers to fewer than five cases where data is considered sensitive

\*\* School data

Additional information: The number of Newcomer children has increased significantly in the past 12 months.

| <b>Table 6: Newcomers at Larne and Inver Primary School: Census October 2025</b> |                            |                       |
|----------------------------------------------------------------------------------|----------------------------|-----------------------|
| <b>Year</b>                                                                      | <b>Number of Newcomers</b> | <b>% of enrolment</b> |
| <b>2025/26</b>                                                                   | <b>20</b>                  | <b>10.93%</b>         |

***In addition to the information contained within the Case for Change and Transformation Plan, the following points summarise the extensive efforts being made to encourage children and families from the minority faiths to feel encouraged to become part of our school family:***

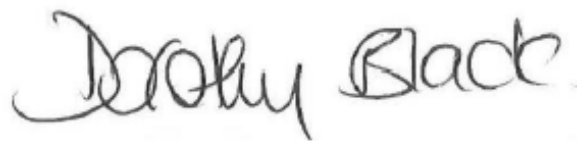
- 'Expressions of Interest' leaflets have been created and distributed to all local community playgroups, 'Mums and Tots' groups, the local library and nursery schools, enabling us to build a picture of future enrolment trends. This can also be accessed from the school website \*\*  
<https://www.lameandinverps.co.uk/parent-area/new-parents-and-children/>
- Admissions Criteria amended to include a statement regarding our Transformation Proposal.
- IEF publicity stalls with expressions of interest are planned for local locations e.g. Asda
- Preparation for First Confession, First Communion and Confirmation put in place, working alongside one of our Shared Education partner schools
- We actively promote diversity on our Social Media channels and website, showcasing the many activities we offer, especially in relation to minority faiths and cultures.
- Staff review of RE curriculum taking cognisance of the newly produced 'Faith and Belief in School' RE, assembly and religious practice guidance produced for Integrated Primary schools. Changes implemented involve celebration assemblies and the development of European day of Languages into a World Culture Day with parents invited to attend a celebration event.
- Anti Bias training for the Principal and Integration Coordinator which will be disseminated to all staff.
- The school and wider community encouraged to participate in the public consultation process to ensure everyone has an opportunity to have their say.
- Our Carol Service is now advertised through social media as a 'Community Carol Service' with everyone welcome and all local politicians, faith-based community leaders and local Care Home residents personally invited.
- Local Nursery children and their parents/carers are invited to a 'Play Morning' with their parents, alongside the two Open Days for prospective P1 children and the Festive Fun afternoon for Nursery School children. All invites are available online in addition to being delivered to all local playgroups and nurseries. \*\* We also reach further into our community by inviting local 'Mums and Tots' groups for 'Play Mornings' during Term 2.
- The Community Tree at the front of school is now 'lit up' daily with different colours to represent the differences we all have. This can be seen from the main road to and from the port, with 'word of mouth' and research from the information on our website informing everyone 'what it's all about'

<https://www.lameandinverps.co.uk/news/our-community-tree/>

\*\* Due to the competitive nature of the many local primary schools, expressions of interest and promotional leaflets are not delivered to nursery units attached to primary schools. However, all information is available online for ALL parents to access.



Kirk Patterson  
(Principal)



Dorothy Sharp  
(Chairperson of BOG)

On behalf of the Board of Governors





## Larne & Inver Primary School Transformation Plan 2024-2027



### Learner Centred Year 2 (2025-26)

| Learner Centred<br>2025/26 Target                                                                                                                                                                                     | Actions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Success Criteria<br>(Quantitative & Qualitative)                                                                                                                                                                                                                                                                                                                                                                                          | Timescale | Resources                  | Monitoring & Evaluation |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|----------------------------|-------------------------|
| 1) Recognition of all faiths with visitors to the school from more diverse backgrounds – assembly/class/Come and Play days. Pupils may report in assembly about faiths/celebrations they are learning about in class. | <ul style="list-style-type: none"><li>• Assembly timetable created with visits from charities, religious groups, class presentations</li><li>• All nurseries/play groups not connected to a PS are invited to 'Come and Play' days. RC nursery invited but no RC 'mums and Tots' can be found in Larne P4 have already agreed to share their learning on Diwali with the school</li><li>• World Culture Day will look at cultural background of Newcomer pupils in school and share with the pupil body.</li></ul> | By the end of academic year there will be an increase in representation of different religious backgrounds and cultures within assemblies. School will also seek to invite different representatives to events in school e.g nurseries, nursing home residents At least 2 class groups will educate the pupils in assembly on a religious celebration/event this year. We will hopefully increase this to 4 classes presenting next year. | 25/26     | Teacher prepared resources |                         |



## Larne & Inver Primary School Transformation Plan 2024-2027



|                                                                                                                                                                              |                                                                                                                                                                                    |                                                                                                      |       |                                                                   |  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|-------|-------------------------------------------------------------------|--|
| 2) Pupils will continue to develop their understanding of Integration through Key Stage assemblies and targeted PDMU lessons led by Heads of KS and Integration coordinator. | More assemblies timetabled to discuss integration and related topics. Resources sent to staff again to be shared with pupils                                                       | Children will be more knowledgeable about Integration and what it means for our school               | 25/26 | Teacher prepared resources<br>ISF supplied resources from website |  |
| 3) Initialise arrangements for children who wish to take sacraments.                                                                                                         | Mr Patterson will connect with St Anthony's PS and, depending on numbers who wish to take the sacraments this year, will join for classes with our Shared Education Partner school | Children who wish to take the sacraments this year will be accommodated with classes.                | 25/26 |                                                                   |  |
| 4) Development of our 'Sensory Circuits' program to support all learners with additional needs and to incorporate buddies from different classes.                            | Sensory Circuits will take place twice a week and involve support for children with a variety of medical and learning needs                                                        | Children with diverse needs will be supported through sensory activities and learn to work together. | 25/26 | Peanut ball, belly board, silly soap, threading resources etc     |  |





## Larne & Inver Primary School Transformation Plan 2024-2027



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

| High Quality Teaching & Learning<br>2025/26 Target                                                                                                                        | Actions                                                                                                                                  | Success Criteria<br>(Quantitative & Qualitative)                                                                         | Timescale | Resources                                         | Monitoring & Evaluation |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|-----------|---------------------------------------------------|-------------------------|
| 1) Continue staff training focusing on intentional integration and diversity building on the Ethos of the school/Anti-Bias training                                       | Mrs Boyd and Mr Patterson to attend Anti-Bias training term 1 and disseminate to staff in term 2.                                        | Staff will have some training in delivering education and discussing certain topics in an anti-bias way.                 | 25/26     | Anti-Bias resources from course                   |                         |
| 2) Each year group to focus on a different world religion and culture as part of their WAU/RE topic and to share learning with school and wider community as appropriate. | Mrs Boyd will discuss with staff which culture/religion each class (P4-P7) will learn about. This will be trialled this year in classes. | Each class P4-P7 will learn about a new religion/culture                                                                 | 25/26     | BBC Teach materials<br>Teacher prepared resources |                         |
| 3) Review of current PDMU policy/scheme.                                                                                                                                  | Three terms of notes to be evaluated in order to review current practice.                                                                | Coordinator will be aware where integration topics are already taught in classes and where different topics can be added | 25/26     |                                                   |                         |
| 4) Extend Shared Education Programmes to focus                                                                                                                            | P4, P5, P7 will be involved in Shared Education this                                                                                     | Children will be comfortable with their Shared Ed cohort and learn we are all                                            | 25/26     | Teacher prepared resources and lessons            |                         |



## Larne & Inver Primary School Transformation Plan 2024-2027



|                                                                                                                                                                                                                                                             |                                                |                                           |  |  |  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------|-------------------------------------------|--|--|--|
| on more diversity of pupil programmes to include a wider range of activities. Ensure as many children as possible access SE each year. Cultural identity will be explored through trips e.g. Stormont and via topics of sport, music and language, Sustrans | year and will work on friendship and identity. | different but have many things in common. |  |  |  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------|-------------------------------------------|--|--|--|



## Larne & Inver Primary School Transformation Plan 2024-2027



### Effective Leadership Year 2 (2025-26)

| Effective Leadership<br>2025/26 Target                                                                              | Actions                                                                                                                                                                                                                                   | Success Criteria<br>(Quantitative & Qualitative)                                                      | Timescale | Resources | Monitoring & Evaluation |
|---------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|-----------|-----------|-------------------------|
| 1) Creation of new three-year School Development Plan to include Integration and take account of audits from 24/25. | In light of changes in education, Mr Patterson and staff will create a 1 year plan. Integration will be part of that plan.                                                                                                                | Integration will be a key area for school to focus on this year.                                      | 25/26     |           |                         |
| 2) Principal and SLT to create links with other Integrated schools regarding leadership matters.                    | During training opportunities, staff will meet other teachers from Integrated schools in the community. P6 are working with Corran IPS for Peace Players and staff will use this opportunity to informally discuss integration in Corran. | SLT and staff will have a link with other IPS in order to gain support and ideas for future planning. | 25/26     |           |                         |
| 3) Subject to Minister's approval, Stakeholder agreements regarding new school crest, uniform and signage.          | If Integration status is agreed, uniform and signage will be discussed with staff, pupils and parents via informal discussions and audits.                                                                                                | A new uniform crest and signage will be updated and agreed by all stakeholders.                       | 25/26     |           |                         |
| 4) Further review and report our enrolment figures to show 'cultural                                                | Additional audits to be sent to parents and staff in September to gain a fuller view of the cultural identity                                                                                                                             | A clearer picture will form of the cultural identity of our school community.                         | 25/26     |           |                         |



## Larne & Inver Primary School Transformation Plan 2024-2027



|                                                         |                                                                                                                                                                                   |  |  |  |  |
|---------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|
| progression'.<br>Expressions of<br>Interest also sought | and heritage of our pupils<br>and families.<br>Expressions of Interest will<br>be sought from parents<br>during our 'come and play'<br>days with nurseries and<br>mums and toots. |  |  |  |  |
|---------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|



## Larne & Inver Primary School Transformation Plan 2024-2027



### Community Connections Year 2 (2025-26)

| Community Connections                                                                                                                                                | Actions                                                                                                                                                                                                                       | Success Criteria (Quantitative & Qualitative)                                                                                                            | Timescale   | Resources  | Monitoring & Evaluation |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|------------|-------------------------|
| 2025/26 Target                                                                                                                                                       |                                                                                                                                                                                                                               |                                                                                                                                                          |             |            |                         |
| 1) Expand our invitations to our Carol Service and Nativity Plays and school events to all church leaders, business/community leaders and all members of the public. | Invitations will be sent to all religious leaders in our community to attend our Carol Service and Nativity performances. We will also invite member of the community via our social media platforms.                         | These events will be more community based/minded and a more diverse audience will be present                                                             | December 25 |            |                         |
| 2) Expand our after-school's activities to include new activities such as Irish Dancing.                                                                             | By auditing parents we will determine what sports/celebrations families wish us to celebrate. A request will be made for any parents who wish to share their expertise in different sports/activities as an after school club | Different opportunities for After-school clubs will be offered to the pupils, showcasing the diverse culture of Larne and our school.                    | 25/26       | Class Dojo |                         |
| 3) Subject to the Minister's approval, update our prospectus, website and social media platforms to Integrated status.                                               | Subject to approval we will advertise and celebrate Integrated status via our website, prospectus and social media platforms                                                                                                  | The Larne community will be aware of our new Integrated status and the opportunities this brings for primary school choice for parents in the community. | 25/26       |            |                         |

## Appendix G (i)

### Key Statistical / Assessment Data

#### Alternative Primary Provision

1. **Map 2** illustrates the locations of alternative primary provision in the area within a five-mile mapping radius, although distances by road may exceed this, as well as the locations of pupils that are enrolled at Larne and Inver PS. In addition, a snapshot of total provision in the area, detailing the admissions and enrolment data and the latest Education and Training Inspectorate (ETI) inspection assessment of each school, is provided below in **Table 1**. Each school in the snapshot has been classified as urban or rural using NISRA definitions. The SSP recommended minimum enrolment threshold for primary schools is 140 in urban areas and 105 in rural areas.

**Table 1 - Larne and Inver Primary School - Neighbouring Primary Schools - 5 mile radius**

| DE Ref Number     | School Name & Postcode              | Urban / Rural | Lookup Distance in miles | Distance in Miles from Larne and Inver 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 Enrolment 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                       |
|-------------------|-------------------------------------|---------------|--------------------------|----------------------------------------------------------------|----------------------------------------------|---------------------------------------------------------|---------------------------------------------------------|---------------------------------------------------------|------------------------------|--------------------------|-----------------------------------------------------------|----------------------------------------------|--------------------------------|--------------------------------------------------------------|-----------------------------------------------------------------------------|
| <b>Controlled</b> |                                     |               |                          |                                                                |                                              |                                                         |                                                         |                                                         |                              |                          |                                                           |                                              |                                |                                                              |                                                                             |
| 3010486           | Larne and Inver PS BT40 3AY         | Urban         | 0                        |                                                                | 210                                          | 200                                                     | 189                                                     | 183                                                     | 10                           | 37                       | 25                                                        | 30                                           | 22                             | U - 8                                                        | Sept. 2012 - Good                                                           |
| 3010870           | Moyle PS, Larne BT40 1NS            | Urban         | 0.54                     | 0.7                                                            | 322                                          | 369                                                     | 378                                                     | 368                                                     | 48                           | 2                        | 47                                                        | 46                                           | 42                             | U - 4                                                        | Oct. 2012 - Very Good                                                       |
| 3010646           | Olderfleet PS, Larne BT40 1BX       | Urban         | 0.78                     | 1                                                              | 198                                          | 114                                                     | 125                                                     | 111                                                     | 15                           | 102                      | 13                                                        | 28                                           | 7                              | U - 21                                                       | Jan. 2019 - ASOS<br>Feb. 2012 - Good                                        |
| 3010883           | Linn PS, Larne BT40 2HT             | Urban         | 1.2                      | 1.6                                                            | 380                                          | 356                                                     | 352                                                     | 329                                                     | 14                           | 65                       | 42                                                        | 54                                           | 40                             | U - 14                                                       | Feb. 2017 - ASOS<br>May 2010 - Good                                         |
| 3010808           | Glynn PS, Larne BT40 3HF            | Rural         | 1.55                     | 1.9                                                            | 103                                          | 87                                                      | 84                                                      | 85                                                      | *                            | 21                       | 13                                                        | 15                                           | 6                              | U - 9                                                        | March 2019 - ASOS<br>March 2012 - Very Good                                 |
| 3013332           | Toreagh PS, Larne BT40 3DU          | Rural         | 3.32                     | 3.9                                                            | 105                                          | 114                                                     | 111                                                     | 110                                                     | *                            | 0                        | 15                                                        | 16                                           | 9                              | U - 7                                                        | Sept. 2013 - Very Good                                                      |
| 3016269           | Cairncastle PS, Ballygally BT40 2RB | Rural         | 3.7                      | 4.6                                                            | 137                                          | 66                                                      | 64                                                      | 61                                                      | *                            | 80                       | 4                                                         | 20                                           | 9                              | U - 11                                                       | Jan. 2018 - Demonstrates the capacity to identify & bring about improvement |
| <b>Subtotal</b>   |                                     |               |                          |                                                                | <b>1455</b>                                  | <b>1306</b>                                             | <b>1303</b>                                             | <b>1247</b>                                             | <b>99</b>                    | <b>307</b>               | <b>159</b>                                                | <b>209</b>                                   | <b>135</b>                     |                                                              |                                                                             |
| <b>Integrated</b> |                                     |               |                          |                                                                |                                              |                                                         |                                                         |                                                         |                              |                          |                                                           |                                              |                                |                                                              |                                                                             |



|                            |                                      |       |      |     |             |             |             |             |            |            |            |            |            |        |                                                                                  |
|----------------------------|--------------------------------------|-------|------|-----|-------------|-------------|-------------|-------------|------------|------------|------------|------------|------------|--------|----------------------------------------------------------------------------------|
| 3066561                    | Corran Integrated PS, Larne BT40 1TE | Urban | 1.31 | 1.6 | 203         | 194         | 195         | 195         | *          | 13         | 30         | 29         | 22         | U - 7  | March 2020 - ASOS<br>Oct. 2016 - Capacity to identify & bring about improvement. |
| <b>Subtotal</b>            |                                      |       |      |     | <b>203</b>  | <b>194</b>  | <b>195</b>  | <b>195</b>  | <b>*</b>   | <b>13</b>  | <b>30</b>  | <b>29</b>  | <b>22</b>  |        |                                                                                  |
| <b>Catholic Maintained</b> |                                      |       |      |     |             |             |             |             |            |            |            |            |            |        |                                                                                  |
| 3036575                    | St MacNissi's PS, Larne BT40 1RF     | Urban | 0.41 | 0.6 | 261         | 169         | 162         | 159         | 9          | 111        | 25         | 30         | 17         | U - 13 | Sept. 2019 - ASOS<br>Oct. 2009 - Very Good                                       |
| 3030900                    | St Anthony's PS, Larne BT40 2BG      | Urban | 0.62 | 1.8 | 210         | 71          | 69          | 55          | 9          | 164        | 7          | 30         | 11         | U - 19 | Nov. 2017 - ASOS<br>Sept. 2011 - Good                                            |
| <b>Subtotal</b>            |                                      |       |      |     | <b>471</b>  | <b>240</b>  | <b>231</b>  | <b>214</b>  | <b>18</b>  | <b>275</b> | <b>32</b>  | <b>60</b>  | <b>28</b>  |        |                                                                                  |
| <b>Grand Total</b>         |                                      |       |      |     | <b>2129</b> | <b>1740</b> | <b>1729</b> | <b>1656</b> | <b>122</b> | <b>595</b> | <b>221</b> | <b>298</b> | <b>185</b> |        |                                                                                  |

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

Larne and Inver PS had a reduction to its approved enrolment and admissions numbers from 237/34 to 210/30, as per the DE Resetting exercise, effective from the 2022/23 School Year.

## Alternative Integrated Provision

2. **Map 1** illustrates that the nearest Integrated primary school, within a five-mile mapping radius of Larne and Inver PS, is Corran Integrated Primary School (IPS) at 1.31 miles by road. This school is a Grant-maintained Integrated (GMI) primary school with approved admissions and enrolment numbers of 29 and 203.
3. **Table 2** below sets out the actual admissions and enrolments at Corran IPS for the last five years and shows that the school's actual enrolment has steadily increased from 180 in 2021/22 to 195 in 2024/25 and 2025/26 (including SEN). Admissions have remained steady ranging between 28 and 30 pupils. The school also operates a nursery unit and offers 26 part-time places. Census data show that for the last five years the school filled all of its 26 nursery places. Corran IPS was part of tranche 1 for standardisation<sup>3</sup> and therefore the nursery provision became full time from September 2025.
4. Corran IPS has an enrolment that has been below its approved number. However, the school's actual enrolment has been increasing year on year and is significantly above the SSP recommended minimum enrolment of 140 for a sustainable urban primary school.
5. In 2025/26, there were only 13 available places at Corran IPS that pupils could apply for through the competitive admissions process, as set out below. **Table 2** also shows that with the increase in enrolment, available places at the school have reduced considerably in the last five years. EA statistics show that for 2025/26, Corran IPS received 31 first preference applications (above the school's approved admissions number) at the conclusion of the primary school admissions process, with 30 pupils subsequently admitted. For 2026/27, 22 first preference application have been received.

**Table 2: Corran IPS Historical Enrolment and Admissions**

| Year    | Actual Enrolment* Years 1-7 | Actual Admissions* | Pupils with a Statement of SEN | Available Places |
|---------|-----------------------------|--------------------|--------------------------------|------------------|
| 2021/22 | 180                         | 30                 | 11                             | 34               |
| 2022/23 | 192                         | 28                 | 8                              | 19               |
| 2023/24 | 194                         | 29                 | 7                              | 16               |
| 2024/25 | 195                         | 28                 | *                              | 12               |
| 2025/26 | 195                         | 30                 | 5                              | 13               |

\* Includes pupils with a statement of SEN

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<sup>3</sup> In May 2024 the Minister of Education set out his intention to standardise the Pre-school Education Programme (PSEP) to full-time (22.5 hours per week) for all children aged 3-4 as part of the development of an Executive Early Learning and Childcare Strategy, in line with the recommendations of the Fair Start Report (2021). The Department, in conjunction with the Education Authority (EA), is progressing a Pre-School Standardisation Programme (PSP) to effect this change over time.

6. Although now dated, an ETI Follow-up Inspection in October 2016, reported that the quality of learning and teaching remains good at Corran IPS and concluded that the school and nursery unit *'demonstrates the capacity to bring about improvement in the interest of all the learners. The ETI will monitor how the school sustains improvement in developing the role of the co-ordinators to monitor more rigorously the work in the children's books and marking for improvement to raise further the standards in literacy and numeracy'*. In March 2020, the ETI attempted to carry out a Sustaining Improvement Inspection, however, this was hampered by industrial action.

#### Alternative Controlled Primary Schools

7. As illustrated on **Map 2**, there are six Controlled primary schools within a five-mile mapping radius of Larne and Inver PS. The nearest provision is at Moyle PS (0.54 miles). **Table 1** above shows that Moyle PS has approved admissions and enrolment numbers of 46 and 322 respectively. In 2025/26, the school had actual admissions and enrolment of 47 and 368 respectively (including SEN).
8. The Department piloted a process to approve increases to a school's approved numbers which may not require a DP. The process was designed to 'Normalise'<sup>4</sup> approved admissions and enrolment numbers where there was evidence demonstrating a historical pattern of enrolment in excess of a school's approved numbers.
9. Moyle PS was identified as meeting the criteria and was involved in the process. The school requested its approved admissions and enrolment numbers to be increased to 52 and 364 respectively. On 22 March 2024, you announced the outcome of the Normalisation pilot exercise and as a result, increases to the approved admissions and enrolment numbers at 21 primary and post-primary schools were approved. However, Moyle PS was not one of the successful schools.
10. Moyle PS featured in the EA's OP1: 2022-24 which has been carried over to OP2: 2024-26. The entry for Moyle PS is listed under a Short-Term Work Stream, i.e. *'Moyle PS is experiencing increases in pupil numbers. The school currently has an approved admission number of 46 and approved enrolment number of 322. At September 2023, the school had an enrolment of 369 pupils. The Education Authority is and will continue to engage with the Board of Governors on area planning options.'* To date, a proposal has not been brought forward.
11. **Table 1** above shows that Moyle PS, Linn PS and Toreagh PS are sustainable schools and are above the SSP recommended minimum enrolments for a rural/urban school. However, the table also shows that Olderfleet PS, Glynn PS, and Cairncastle PS have enrolments that are below the SSP recommended minimum threshold for a rural/urban school.

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<sup>4</sup> [Normalising - list of Primary and Post-Primary Schools | Department of Education](#)

12. Inspection evidence in relation to the quality of education provided by these alternative Controlled primary schools, although dated, shows Cairncastle PS as 'Demonstrates the capacity to identify and bring about improvement' and all other schools as 'Good' or 'Very Good'.
13. **Table 1** shows that for 2025/26, the Controlled sector in the area offered 1455 places with 1247 pupils enrolled (inc SEN) and 307 available places. At Year 1, there were 209 approved places and 159 pupils admitted for 2025/26. There were 135 first preference applications for 2026/27 at the conclusion of the primary school admissions process, with all schools being undersubscribed.

#### Alternative Catholic Maintained Provision

14. **Map 2** illustrates that there are two Catholic Maintained primary schools within a five-mile mapping radius of Larne and Inver PS and both are classed as urban schools. Both are less than two miles from Larne and Inver PS by road. **Table 1** shows that St MacNissis PS' enrolment is above the SSP threshold however, St Anthony's PS' enrolment is significantly below the SSP threshold for a sustainable urban primary school with only 55 pupils enrolled.
15. **Table 1** also shows that the Catholic Maintained sector offered 471 places in 2025/26 with 214 pupils enrolled (inc SEN) and 275 available places. At Year 1, there were 60 approved places and 32 pupils admitted. There were 28 first preference applications for 2026/27 at the conclusion of the primary school admissions process with both schools being undersubscribed.

## Appendix G (ii)

### ASSESSMENT AGAINST THE TRANSFORMATION CRITERIA

#### Planning and Engagement in the Transformation Process

16. The guidance states that the Department will want to be satisfied about the school's commitment to Integrated education and its potential to make a successful Transformation.
17. The CfC details the school's journey to Transformation and outlines the range of meetings, consultations and engagements that took place with stakeholders and the wider community. It advises that the Principal began to explore Integration during 2020 and 2021, through informal conversations with some staff, parents, governors and other schools. The school formally explored the potential for Transformation to Integrated status during the 2022/23 academic year. It further outlines the training the BoG and the Principal of Larne and Inver PS undertook, as well as presentations from NICIE and the EA on the Integration process and discussions with staff members, parents and with age-appropriate levels of children regarding their views on Integration. It further adds that the school staff engaged with NICIE and EA Sectoral Support Officers in relation to learning about the Integrated Ethos and the development of the school's Transformation Action Plan.
18. The CfC includes the various meetings with [REDACTED] (Lurgan Model IPS) about the Transformation process and with [REDACTED] (Principal of Ulidia IC) regarding the Transformation Plan. Meetings were also held with NICIE, the CSSC and the IEF.
19. On 12 April 2024, the Principal and Chairperson met with NICIE representatives to finalise information to be sent to parents. The BoG passed a resolution on 24 April 2024 to ballot parents. On 25 June 2024, the BoG were informed of the ballot vote and agreed to start the school's Transformation Plan. On 14 and 20 January 2025, the Transformation Plan was sent to all staff and to parents respectively for consultation. A parent information session was held on 19 February 2025 regarding the Transformation Plan. On 27 February 2025, the Principal and Integration Co-ordinator attended NICIE's 'Staff New to Integrated Education' event.
20. The ETI has advised that *'The leaders and governors at Larne and Inver Primary School have taken a well-considered approach to consultation with all stakeholders and have highlighted, throughout the three-year Transformation Plan, the potential benefits for children. These benefits build on the foundations laid down through the school's long-standing Shared Education partnership with St Anthony's Primary School which includes developing the children's knowledge and understanding of their own and others' cultural identity and cultural heritage'*.

21. NICIE has commented that Integrated status will enable the school to deepen its relationship with others within Integrated Education, including through NICIE-facilitated forums and committees for Principals, Vice Principals, teaching staff and SENCOs. The school has already begun to develop these relationships. Staff members have visited and engaged with staff in other Integrated schools and have attended a variety of events and workshops. The school's leadership team recognise the value of connections with other Integrated schools for the purpose of positive relationships and shared learning.

### **Provision of Integrated Education**

22. The Integrated Education Act (Northern Ireland) 2022 sets out the meaning of Integrated education and religious balance in Article 1 (1) 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.*
23. As detailed in the submission, on 4 September 2025, in a Written Statement to the Assembly, you set out the Department's position on 'reasonable numbers' that as a general principle, the proposer is to provide evidence that the school is likely to be able to attract at least 10% of its total Year 1 or Year 8 from the minority religion, or 15% of the combined number of Protestant and Catholic Year 1 or Year 8 pupils, **in the first year of Transformation**.
24. It should be noted that DP 749 was developed and progressed in advance of the publication of the new Transformation guidance and the position paper on 'reasonable numbers'.
25. The 'reasonable numbers' paper advises that *'There may be exceptions to this general principle however, and each case will be considered on its own unique circumstances'*. On 24 September 2025, officials wrote to the proposer to provide the school with the opportunity to submit any additional information relevant to the reasonable numbers paper. The school responded with additional information including the 2025/26 religious balance as detailed within this report. A copy of the school's response has been reproduced at [\*\*Appendix E\*\*](#) along with an updated Transformation Action Plan.
26. The CfC sets out the outworkings of the Act in relation to DP 749 and initially addresses (a)-(c) of Section 1 subsection (1) of the Act with the key comments provided as follows:-

**(a) those of different cultures and religious beliefs and of none, including reasonable numbers of both Protestant and Roman Catholic children or young persons;**

- It is clear that the number of Catholic children currently attending our school is relatively small compared to Protestant and other/no faiths/cultures. However, this is increasing and, in order to achieve reasonable numbers, as stated before, the Board of Governors, staff and school community believe that formal recognition as an Integrated school will offer essential reassurance to some parents to completely trust the school's intentional commitment to inclusion and diversity. It will make a clear public statement about how we view the school as making a proactive and positive contribution to the future of our society incorporating peace, reconciliation and community cohesion.*
- Through intentional planning and action, we believe that we will attract families who have not previously considered our school as an option for their family and build community and religious balance within our school community that more accurately reflects the diversity in our locality.*
- Our school is aware of the religions/cultures within our enrolment and has started to involve parents and outside agencies to share information and voluntary activities regarding these e.g. our assembly on Ramadan, our P7 hurling sessions and our KS2 Lambeg drumming sessions. It is planned that this work will be developed over the coming years to involve and include as many of our parents as possible to inform and educate our school community further.*
- There is a growing number of Newcomer children attending Larne and Inver Primary School. The percentage of newcomer children enrolled in Larne and Inver Primary School suggests that those families of other ethnicities and of a variety of nationalities feel comfortable bringing their children to the school.*

27. The number of Newcomer pupils enrolled in the school for the last five years is detailed in the table below and shows an increasing trend:

**Table 3: Newcomer pupils at Larne and Inver PS**

|                 | 2021/22 | 2022/23 | 2023/24 | 2024/25 | 2025/26 |
|-----------------|---------|---------|---------|---------|---------|
| Newcomer pupils | 6       | 9       | 11      | 13      | 20      |



28. The CfC outlines the steps the school has taken to facilitate Newcomer pupils including using *ClassDojo*<sup>5</sup> for daily communication to parents and it avails of EA Interpreting and Translation Services when required. The CfC details that *Other parents who speak the same language have also volunteered to support with meetings which enhances the inclusive welcoming ethos of our school.*

29. The Irish Medium and Integrated Education (IMIE) Team notes that:

- *The proposal demonstrates a clear commitment to developing religious and cultural diversity. The school currently has a majority Protestant enrolment, with a small but increasing number of pupils identifying as Catholic and other/no faiths. The Transformation Plan outlines some intentional actions to attract reasonable numbers of both Protestant and Roman Catholic pupils, in line with the Written Ministerial Statement on Reasonable Numbers. The school has also begun to celebrate cultural and religious events and plans to support sacramental preparation.*

**(b) those who are experiencing socio-economic deprivation and those who are not;**

- *Larne and Inver PS believes strongly in a school's role in providing every child with the right to achieve, irrespective of their family's financial situation. Robust monitoring of every child's progress ensures that each child performs to the best of his/her ability and has access to the same opportunities as everyone else. Gaining Integrated status would be an intentional public statement of this, incorporating the Integrated Education Act (Northern Ireland) 2022 which states: to educate together "those who are experiencing socio-economic deprivation and those who are not", and the Principles of Integrated Education, which include Equality and Social Responsibility.*

30. The CfC asserts the main Wards in which the majority of Larne and Inver PS pupils reside are Craigyhill, Curran and Inver, Gardenmore and The Maidens, as indicated on and supported by **Map 4. Table 1** in the submission details the Northern Ireland Multiple Deprivation Measure for these wards. The lower numbers indicate areas of most deprivation, with 462 being the least deprived area. These statistics are reflective of the school community of Larne and Inver PS.

31. The number and percentage of pupils entitled to Free School Meals at Larne and Inver PS are detailed in **Table 4**. Although the number of pupils entitled to FSM has fallen in the last five years, it is noted that the school enjoys some diversity.

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<sup>5</sup> ClassDojo is an educational technology company that connects primary school teachers, students and families through communication features, such as a feed for photos and videos from the school day, and messaging that can be translated into more than 35 languages.

**Table 4: Larne and Inver PS - FSM**

| Year    | Number | Percentage |
|---------|--------|------------|
| 2021/22 | 57     | 28.4       |
| 2022/23 | 57     | 29.8       |
| 2023/24 | 58     | 29.0       |
| 2024/25 | 46     | 24.3       |
| 2025/26 | 43     | 23.5       |

32. The IMIE team notes that:

- *The school has a consistent proportion of pupils entitled to Free School Meals (FSME), broadly in line with the NI average. The proposal reflects a strong ethos of inclusion and support for pupils from disadvantaged backgrounds, with targeted interventions and monitoring of progress. The Transformation Plan includes actions to ensure equitable access to opportunities for all pupils.*

**(c) those of different abilities;**

- *In alignment with the Integrated Education (Northern Ireland) Act 2022, Larne and Inver Primary School is dedicated to the provision of inclusive education and individualised support to meet the distinct needs of each student. The school prioritizes enabling every child to access the curriculum fully and reach their maximum potential. It places emphasis on addressing the social, emotional, and educational requirements of its pupils, reflecting its unwavering commitment to their holistic development.*
- *The CfC refers to ‘The United Nations Convention on the Rights of the Child (UNCRC)<sup>6</sup> Article 12(1)’ and cites ‘that children and young people have the right to education no matter who they are: regardless of race, gender or disability; if they’re in detention, or if they’re a refugee. Moreover, as the number of children with additional needs has significantly increased, Larne and Inver Primary School has made a strong commitment to training its staff to meet those needs. These are all important elements of the school’s ethos and will be further developed as the school enhances its Integrated culture through the Three-Year Transformation Action Plan 2024-2027.’*
- *Larne and Inver Primary School has a reputation for providing a positive and safe environment for pupils of all abilities and needs. The school’s emphasis on understanding, supporting, and encouraging all children in a manner that suits them has led to a*

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<sup>6</sup> The incorporation of the United Nations Convention on the Rights of the Child into Northern Ireland law would be a matter for the Northern Ireland Executive to consider – in consultation with the UK government.

*significant increase in its ability to identify and cater to children with varying needs.*

- The school is dedicated to developing children of all abilities, providing appropriate differentiation in each classroom. In addition to supporting those with Special Educational Needs, our school endeavours to nurture and develop those who are Gifted and Talented. The school's emphasis on celebrating all children's talents and abilities in order to build on current best practice is of utmost importance and is in line with the Three-Year Transformation Plan 2024-2027. Larne and Inver Primary School's commitment to inclusive education, holistic development, and meeting the diverse needs of its students is evident in its proactive initiatives and ongoing dedication to providing high-quality education for all.*

33. In 2025/26 there are ten pupils enrolled at Larne and Inver PS with a Statement of SEN and a further 26 pupils at SEN Stages 1-2.

34. The IMIE team notes that:

- The school caters for a significant number of pupils with SEN across all stages. The Transformation Plan includes continued staff training, development of inclusive practices, and enhancement of support structures such as sensory circuits and differentiated learning. The school also supports gifted and talented pupils, reflecting a commitment to all-ability education.*

35. **Table 5** below sets out the current and historical religious balance of Larne and Inver PS and shows that in each of the last five years the school's enrolment is made up predominantly with pupils from the Protestant tradition, however, a significant proportion of the school's population has been recorded as 'Other'. A very small percentage (3%) of pupils from the Catholic tradition enrolled at the school in 2024/25 – i.e. six pupils, despite the number of 'others' in the school increasing from 43% to 47%. It should be noted that this is in advance of the school transforming and shows that the school has made progress with its religious balance since initiating its Transformation journey. In 2024/25, census data show that overall 50% were from a Protestant background; 3% Catholic and 47% Other.

36. The CfC acknowledges that the school caters for an increasingly significant number of children who come from 'mixed' marriages and relationships and that the school attracts a significantly higher proportion of those who identify as Other Christian/non-Christian/no religion/unknown, when compared to the community balance. The school has added that the growth of the percentage of Catholic and 'Other' religious backgrounds over the past number of years is indicative of the increasing diversity existing within Larne and Inver PS and the need for Integrated status.

#### **Table 5 –Larne and Inver PS - Religious Balance**

| Year    | Protestant |                | Catholic |    | Others |     | Total<br>s |
|---------|------------|----------------|----------|----|--------|-----|------------|
|         | No.        | %<br>(rounded) | No.      | %  | No.    | %   |            |
| 2020/21 | 108        | 52%            | *        | *% | #      | #%  | 205        |
| 2021/22 | 106        | 52%            | *        | *% | #      | #%  | 201        |
| 2022/23 | 107        | 56%            | *        | *% | #      | #%  | 191        |
| 2023/24 | 111        | 56%            | *        | *% | #      | #%  | 200        |
| 2024/25 | 95         | 50%            | 6        | 3% | 88     | 47% | 189        |
| 2025/26 | 91         | 50%            | 10       | 5% | 82     | 45% | 183        |

37. In its update, the school provided its 2025/26 religious balance as follows:
- Protestant: 48%
  - Catholic: 5.5%
  - Other Christian / non-Christian / no religion / unknown: 46.5%
38. School census data for 2025/26 is included in **Table 5** and it is noted that (due to rounding) the percentage of Catholic children attending Larne and Inver PS has increased from 3% to 5%.
39. NICIE has commented that the data shows that the school met the guiding principle on both the 10% total intake and 15% of the designated Protestant and Catholic intake in the 2024/25 school year. NICIE states that *'the average P1 intake in the last three years has been 7% Catholic. The Primary One intake in 2025 is approaching the guiding principle targets, but perhaps of more significance in the 2025/26 school data, is the increasing religious balance in the whole school'*.
40. School census data for 2024/25 detail the breakdown of Larne and Inver PS' religious balance by year group and the data for **Year 1** is set out in **Table 6** below. The table evidences, as asserted by NICIE, that with the number of pupils enrolled from the minority community in 2024/25, the school already met the 10% of its total Year 1 from the minority religion target, as set out in the reasonable numbers position paper. The alternative requirement set out in the position paper in relation to Year 1 is that the minority religion will equal at least 15% of the combined number of Protestant and Catholic Year 1 (or Year 8 pupils). Based on the figures set out in the table, Larne and Inver PS also met this requirement, with the minority community representing 30% of the combined number (no of catholic pupils/ (no of catholic + Protestant pupils in year 1)\*100 i.e. [REDACTED]

**Table 6: Larne and Inver PS – Year 1 Religious Balance 2024/25**

|            | Protestant | Catholic | Others | Total |
|------------|------------|----------|--------|-------|
| Year 1     | 7          | *        | #      | 19    |
| Percentage | 36.84%     | *%       | #%     | 100   |

41. School Census data for 2025/26 show 15 pupils from a Protestant background, \* from a Catholic background and # from others at Year 1 (25 pupils). This would indicate that in 2025/26, the school is not currently meeting the 10% of its total Year 1 from the minority religion target, as set out in the reasonable numbers position paper, nor are they meeting the other requirement that the minority religion will equal at least 15% of the combined number of Protestant and Catholic Year 1 pupils, as the minority community is currently representing 6.25% of the combined number (no of catholic pupils/(no of catholic + Protestant pupils in year 1)\*100 i.e. [REDACTED]). This is in advance of Transformation.
42. NICIE has commented, however, that the percentage of parents designating their child as 'Catholic' has increased in recent years and almost doubled between 2024 and 2025. NICIE states that *'this is interesting in light of the fact that the Primary 1 intake in 2025 did not have a large proportion of children designated as Catholic. This means that the shift in religious identification is occurring elsewhere in the school.'*
43. NICIE adds that there is a changing religious designation pattern in the school in the last three years. In 2023, there were two school year groups that had children designated as Catholic, whereas in 2025, there are six years groups where this is the case (this has been confirmed by provisional School census data for 2025/26, which may be subject to change). The whole school Catholic designation population has increased by 4.5 percentage points in two years. It is NICIE's view that this shift is not a coincidence but rather has a causal connection to the school's careful and intentional exploration of Integrated Education. Transformation is a journey that should be travelled at a pace that is appropriate to the school context. NICIE states that *'it is likely that the increasingly inclusive practices within the school are empowering parents to be more open in the expression of their family's cultural and religious background'*.
44. NICIE states *'it is possible that Catholic families had previously designated as 'Other Christian' and are now beginning to feel more confident in disclosing their religious background as the school begins to build their Integrated ethos'*. Similarly, the DE census data does not provide any insight as to the religious background of those designating as having 'no religion'. It asks that whilst many of these people practice no religion, is it reasonable to consider that some may have a cultural background that they would connect to the label of Protestant and/or Catholic?
45. NICIE further adds that without in depth qualitative data alongside the DE data, or a method to effectively collect cultural and religious background data, it is not possible to answer this question, to make such assumptions or to fully understand the reality and complexity of the cultural and religious identity of

families and pupils in the school. It views the lack of standardised data collection relating to culture and religion by DE as a potential barrier for schools seeking to Transform to Integrated status. The lack of official data in this regard makes it challenging for the school or NICIE to provide evidence in a fulsome manner in relation to cultural and religious data, as required by the Act.

46. It should be noted that the school census is used to capture religious balance data and it is captured under standardised headings. The census is completed by schools with the pupil's religion as designated by parents. Schools can record all the religions detailed in column 1 of **Table 7**. These are then grouped into the categories in column 2. Due to small numbers, these are often just grouped into the 3 categories (Protestant/ Catholic/ Other).

**Table 7: School Census - Religious Categories**

|                               |                 |
|-------------------------------|-----------------|
| Baptist                       | Protestant      |
| Brethren                      | Protestant      |
| Congregational Church         | Protestant      |
| Church of England             | Protestant      |
| Church of God                 | Protestant      |
| Church of Ireland             | Protestant      |
| Church of Scotland            | Protestant      |
| Elim                          | Protestant      |
| Free Methodist                | Protestant      |
| Free Presbyterian             | Protestant      |
| Independent Methodist         | Protestant      |
| Methodist                     | Protestant      |
| Moravian                      | Protestant      |
| Pentecostal                   | Protestant      |
| Presbyterian                  | Protestant      |
| Quaker                        | Protestant      |
| Salvation Army                | Protestant      |
| Seventh Day Adventist         | Protestant      |
| Other Protestant              | Protestant      |
| Roman Catholic                | Catholic        |
| Jehovah Witness               | Other Christian |
| Church of Jesus Christ of LDS | Other Christian |
| Other Christian               | Other Christian |
| Bahai                         | Other Religion  |
| Buddhist                      | Other Religion  |
| Hindu                         | Other Religion  |
| Jewish                        | Other Religion  |
| Muslim                        | Other Religion  |
| Sikh                          | Other Religion  |
| No religion                   | No religion     |
| Unclassified                  | Unknown         |

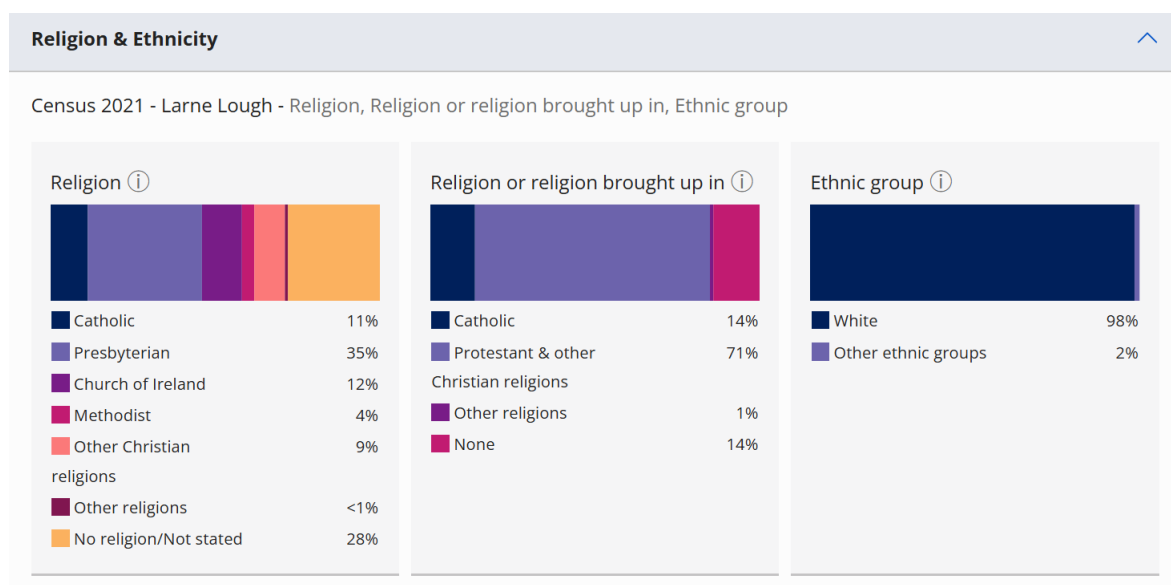
47. NICIE considers that Larne and Inver PS will meet the requirements of the guiding principle when they Transform to be an Integrated school and will be in a position to provide Integrated Education in relation to the education together of those of different cultures and religious beliefs and of none, including reasonable numbers of both Protestant and Roman Catholic children.
48. The CfC states that NISRA data show that the majority of the pupils reside in the following Super Data Zones, i.e. **Larne Lough A and B; Coast Road D, E, F, G, H and J**. (However, the weblink provided in the CfC for the 2021 Census data show the Glengormley Urban area).
49. **Table 8** below has been reproduced from the CfC and details the community balance (Religion or Religion Brought up in) in the NISRA Census 2021 Data Zones in which the CfC states the majority of pupils who attend Larne and Inver PS reside. All zones have a majority of the Protestant tradition but with a

significant percentage of persons in all zones who identify as Catholic, or as None.

**Table 8: Religious 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 |
|---------------|------------|----------------------------------------------------------------|------------------------------------|--------|
| Larne Lough A | 26%        | 64%                                                            | <1%                                | 9%     |
| Larne Lough B | 22%        | 65%                                                            | 1%                                 | 11%    |
| Coast Road D  | 35%        | 55%                                                            | <1%                                | 9%     |
| Coast Road E  | 25%        | 62%                                                            | <1%                                | 12%    |
| Coast Road F  | 24%        | 62%                                                            | <1%                                | 14%    |
| Coast Road G  | 17%        | 68%                                                            | <1%                                | 15%    |
| Coast Road H  | 18%        | 64%                                                            | <1%                                | 17%    |
| Coast Road J  | 29%        | 60%                                                            | 1%                                 | 10%    |

50. **Map 5** shows the pupils who attend Larne and Inver PS actually intersect with 16 Super Data Zones and the majority of these pupils reside in the Larne Lough or Coast Road Super Data Zones.
51. The 2021 Census data for Larne Lough and Coast Road Super Data zones are shown below.



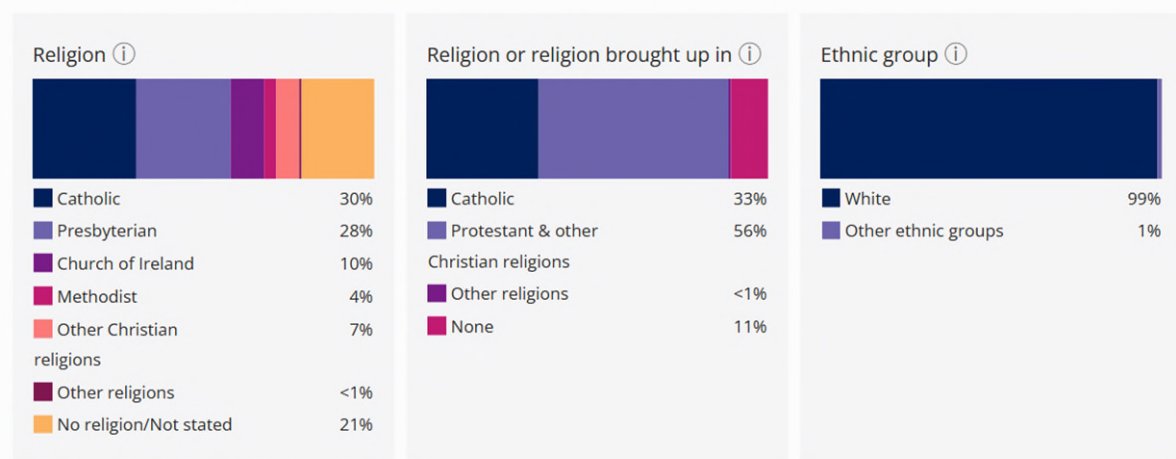
52. The 2021 Census data for the Larne Lough Super Data Zone, as set out above, within Mid and East Antrim LGD show under the heading of Religion or Religion brought up in –
- Protestant and other Christian religions 71%
  - **Catholic 14%**



- Other religions 1% and
- None 14%.

53. The 2021 Census data for Coast Road is shown below:

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



54. The 2021 Census data for the Coast Road Super Data Zone, as set out above, within Mid and East Antrim LGD show under the heading of Religion or Religion brought up in –

- Protestant and other Christian religions 56%
- **Catholic 33%**
- Other religions <1% and
- None 11%.

55. **Table 9** below details the religious balance in the NISRA Census 2021 Super Data Zones in which the pupils who attend Larne and Inver PS reside. Most of the Super Data Zones have a majority of the Protestant tradition, but also a significant number of persons in all zones who identify as Catholic, or as None.

**Table 9: Religious Balance of Super Data Zones where Larne and Inver PS reside**

| <b>SDZ2021 name</b> | <b>Catholic</b> | <b>Protestant and Other Christian</b> | <b>Other religions</b> | <b>No religion/religion not stated</b> | <b>Number of pupils in SDZ</b> |
|---------------------|-----------------|---------------------------------------|------------------------|----------------------------------------|--------------------------------|
| Antrim_K            | 460             | 1024                                  | 32                     | 636                                    | 1                              |
| Glengormley_Urban_G | 769             | 641                                   | 71                     | 378                                    | 1                              |
| Balmoral_F          | 710             | 717                                   | 31                     | 556                                    | 1                              |
| Coast_Road_C        | 608             | 918                                   | 11                     | 353                                    | 13                             |
| Coast_Road_D        | 685             | 1030                                  | 12                     | 419                                    | 10                             |
| Coast_Road_E        | 462             | 1103                                  | 15                     | 430                                    | 7                              |
| Coast_Road_F        | 531             | 1236                                  | 12                     | 625                                    | 19                             |
| Coast_Road_G        | 296             | 1149                                  | 7                      | 519                                    | 10                             |
| Coast_Road_H        | 335             | 1152                                  | 18                     | 569                                    | 12                             |
| Coast_Road_J        | 466             | 898                                   | 24                     | 402                                    | 7                              |
| Larne_Lough_A       | 288             | 667                                   | 11                     | 262                                    | 6                              |
| Larne_Lough_B       | 417             | 1198                                  | 26                     | 543                                    | 37                             |
| Larne_Lough_C       | 563             | 1651                                  | 22                     | 812                                    | 43                             |
| Larne_Lough_D       | 111             | 1665                                  | 19                     | 505                                    | 10                             |
| Larne_Lough_F       | 112             | 1642                                  | 22                     | 701                                    | 11                             |
| Knockagh_A          | 50              | 1154                                  | 14                     | 338                                    | 1                              |

SDZ data is from NISRA 2021 census

56. Previous Census data in 2011, however, compared to the 2021 Census data show there has been a decline in the Protestant and other Christian Religions, i.e. 76.6%; and a small increase in None, i.e. 8.56%. This shows that the demographics in the religious mix have been changing in the area, albeit gradually, in the last ten years.
57. The CfC asserts that *“Table 13 (Section 5.3) indicates whilst non-Integrated schools in the community do not have community balance, the historic and current religious balance at Corran IPS is evidence that an Integrated school in this locality can attract from both communities and achieve religious balance.”*
58. NICIE concurs and comments that *‘the school has potential to draw from a significant base of families who are culturally and/or religiously Catholic in the locality. The school’s religious balance is beginning to reflect the areas they serve, and it is our view that this will continue as the school further implements their Transformation Plan. Of critical importance, is that approval of Integrated status enables the school to further embrace the Integrated ethos, which will in turn build confidence of the local community that the school is a place for their family too. With this significant change in sight, school Governors have requested an insertion to the 2026 admissions criteria which indicates to prospective parents that the school is seeking Controlled Integrated status. The reconstitution of the BoG to reflect Controlled Integrated status is mentioned as a Year 3 action in the Transformation Plan. This change will increase religious diversity within that body and can only occur after Ministerial approval. It is NICIE’s view that the religious and cultural balance in the school will increase over the next 7 years to achieve reasonable numbers from the minority religion*

*and that the school will continue to work towards the aspiration for the relative proportions of the two groups to be similar, in line with the Minister's guiding principle'.*

59. **Table 10** below details the religious balance at Corran IPS for the last six years and shows that there is a good representation of the two main traditions. However, it is noted that from 2022/23 to 2024/25, pupils recorded as Other Religions or None have equalled or exceeded pupil numbers of those from Protestant and Catholic backgrounds. School census data for 2025/26 show that the number of pupils enrolled at Corran IPS from a Catholic background has increased.

**Table 10 – Corran IPS - Religious Balance (excluding Nursery)**

| Year    | Protestant |       | Catholic |       | Others |       | Totals |
|---------|------------|-------|----------|-------|--------|-------|--------|
|         | No.        | %     | No.      | %     | No.    | %     |        |
| 2020/21 | 55         | 31.61 | 58       | 33.33 | 61     | 35.06 | 174    |
| 2021/22 | 61         | 33.89 | 60       | 33.33 | 59     | 32.78 | 180    |
| 2022/23 | 62         | 32.29 | 64       | 33.33 | 66     | 34.38 | 192    |
| 2023/24 | 60         | 30.92 | 67       | 34.54 | 67     | 34.54 | 194    |
| 2024/25 | 58         | 29.74 | 65       | 33.33 | 72     | 36.93 | 195    |
| 2025/26 | 52         | 26.67 | 72       | 36.92 | 71     | 36.41 | 195    |

60. **Table 11** below details the religious balance at Ulidia IC for the last six years and shows that although the majority of pupils come from a Protestant background there is a good representation of the two main traditions and others at post-primary level. It is also noted that over the last six years there has been an increase in pupils recorded as Other Religions or None from 122 pupils to 236 pupils.

**Table 11 – Ulidia Integrated College - Religious Balance**

| Year    | Protestant |       | Catholic |       | Others |       | Totals |
|---------|------------|-------|----------|-------|--------|-------|--------|
|         | No.        | %     | No.      | %     | No.    | %     |        |
| 2020/21 | 331        | 49.11 | 221      | 32.79 | 122    | 18.10 | 674    |
| 2021/22 | 340        | 48.30 | 216      | 30.68 | 148    | 21.02 | 704    |
| 2022/23 | 344        | 47.65 | 213      | 29.50 | 165    | 22.85 | 722    |
| 2023/24 | 334        | 47.92 | 180      | 25.82 | 183    | 26.26 | 697    |
| 2024/25 | 350        | 47.43 | 185      | 25.07 | 203    | 27.50 | 738    |
| 2025/26 | 366        | 48.35 | 155      | 20.48 | 236    | 31.17 | 757    |

61. The CfC states that '*at present this [community religious breakdown] isn't reflecting within our school demographics, it is demonstrative of the school's potential to draw in 'reasonable numbers of both Protestant and Roman Catholic children or young persons', as is stated in the Integrated Education Act (NI) 2022*'.
62. **Table 12** below details the religious breakdown of all local schools within a five-mile radius from Larne and Inver PS based on 2025/26 verified census data.

**Table 12 – Religious Balance of schools within a 5 mile radius (2025/26)**

| Local Schools - Religious breakdown 2025/26 School Year - Years 1 - 7 |            |              |              |              |              |
|-----------------------------------------------------------------------|------------|--------------|--------------|--------------|--------------|
| School                                                                | Sector     | % Protestant | % Catholic   | % Other      | Total pupils |
| St MacNissis's PS                                                     | Maintained | 0% (0)       | 92.45% (147) | 7.55% (12)   | 159          |
| Moyle PS                                                              | Controlled | 51.09% (188) | 2.72% (10)   | 46.19% (170) | 368          |
| St Anthony's PS                                                       | Maintained | *            | 78.18% (43)  | #            | 55           |
| Olderfleet PS                                                         | Controlled | 55.86% (62)  | *            | #            | 111          |
| Linn PS                                                               | Controlled | 48.33% (159) | 2.73% (9)    | 48.94% (161) | 329          |
| Corran Int PS                                                         | GMI        | 26.67% (52)  | 36.92% (72)  | 36.41% (71)  | 195          |
| Glynn PS                                                              | Controlled | 69.41% (59)  | 0% (0)       | 30.59% (26)  | 85           |
| Toreagh PS                                                            | Controlled | 79.09% (87)  | *            | #            | 110          |
| Cairncastle PS                                                        | Controlled | 57.38% (35)  | 0% (0)       | 42.62% (26)  | 61           |

63. This table indicates that whilst non-Integrated schools in the area generally have only a minimal level or no religious mix in their enrolment, Corran IPS has maintained a historic and religious balance across both religious groups.
64. The CfC states that *“the increasing trend of pupils being designated as ‘other’ is present within the schools in this locality. The only school that has a balance of pupils designated as Protestant and Catholic, and as such, more representative of the community the school serves, is the Integrated school. The Board of Governors at Larne and Inver Primary School are determined, as outlined in the Transformation plan and referred to repeatedly in this case for change, to nurture our school environment so that all members of our local community, including those who designate their children as Protestant or Catholic, feel they belong. In doing so, the Board of Governors are responding to the parental demand to have the school recognised as an Integrated setting.”*
65. The CfC states *‘Transformation to Integrated status, and the practical steps being taken towards Integration and increased religious balance identified within the Transformation Plan (Appendix 2), would encourage more parents designating their children as Catholic to choose Larne and Inver PS.*
66. The CfC asserts that *“The school has every intention to continue to develop and grow its diversity within each area throughout the Transformation process, and, if approved, post-Transformation.”* The school’s website states that *‘Our school currently has children from Muslim, Protestant, Indian, Catholic, African, Bangladeshi, Ukrainian, Lithuanian, Jehovah Witness, Romanian, other and no faiths/cultures. We celebrate all faiths/ cultures and are continually striving to do this more effectively’.*
67. The Transformation Action Plan in the CfC states the practical steps in which the school will improve its religious balance, such as:
- *Ensuring families feel comfortable sharing their cultural identity;*

- *Some local nurseries and play groups are invited to play in school every year to develop our links with churches and community groups. In time, as an Integrated school, we plan to develop relations and connections with other faith and belief communities;*
- *Our P1 teacher and Head of Foundation/Key Stage 1 have fostered a very good relationship with local pre-school providers and 'Mums and Tots' groups in the area. We hope to develop these links further by welcoming all groups/nurseries into our school, regardless of faith or denomination;*
- *Intentional use of social media/school website to Promote the School and Integrated status;*
- *Over the three years covered within the plan, the school will involve the community in the Transformation process and will use this as an opportunity to positively promote the school as an Integrated setting ingrained within its locality;*
- *Further links between the school and the NICIE/EA and IEF will be made. Staff to attend NICIE and IEF training – Integration Works, Anti-Bias;*
- *Expand our relationships with local community, church and business groups, including new links from our website;*
- *Develop community events such as Charity Coffee mornings, Craft Fairs etc where all members of the community can meet and enjoy time together;*
- *Expand our Shared Education programme to include parent activities; and*
- *Develop arrangements for children who wish to take sacraments.*

### Expressions of Interest (EOIs)

68. The CfC did not provide any evidence of EOIs, nor were there any provided during the statutory two-month objection period.
69. The Department's Transformation guidance encourages schools seeking Transformation to provide EOIs to help demonstrate demand. On 10 November 2025 the school advised that in addition to the information contained within the CfC and Transformation Action Plan, the following points summarise the extensive efforts being made to encourage children and families from the minority faiths to feel encouraged to become part of the school family:
  - *'Expressions of Interest' leaflets have been created and distributed to all local community playgroups, 'Mums and Tots' groups, the local library and nursery schools, enabling us to build a picture of future enrolment trends. This can also be accessed from the school website \*\**
  - *Admissions Criteria amended to include a statement regarding our Transformation Proposal.*
  - *IEF publicity stalls with expressions of interest are planned for local locations e.g. Asda*
  - *Preparation for First Confession, First Communion and Confirmation put in place, working alongside one of our Shared Education partner schools;*

- *We actively promote diversity on our Social Media channels and website, showcasing the many activities we offer, especially in relation to minority faiths and cultures;*
- *Staff review of RE curriculum taking cognisance of the newly produced 'Faith and Belief in School' RE, assembly and religious practice guidance produced for Integrated Primary schools. Changes implemented involve celebration assemblies and the development of European day of Languages into a World Culture Day with parents invited to attend a celebration event;*
- *Anti Bias training for the Principal and Integration Coordinator which will be disseminated to all staff;*
- *The school and wider community encouraged to participate in the public consultation process to ensure everyone has an opportunity to have their say;*
- *Our Carol Service is now advertised through social media as a 'Community Carol Service' with everyone welcome and all local politicians, faith-based community leaders and local Care Home residents personally invited;*
- *Local Nursery children and their parents/carers are invited to a 'Play Morning' with their parents, alongside the two Open Days for prospective P1 children and the Festive Fun afternoon for Nursery School children. All invites are available online in addition to being delivered to all local playgroups and nurseries. We also reach further into our community by inviting local 'Mums and Tots' groups for 'Play Mornings' during Term 2; and*
- *The Community Tree at the front of school is now 'lit up' daily with different colours to represent the differences we all have. This can be seen from the main road to and from the port, with 'word of mouth' and research from the information on our website informing everyone 'what it's all about'*

70. Officials sought an update from the school in relation to EOIs collected as indicated above, and this was provided on 20 January 2026. The school advised that the EOI form was co-designed by the school and NICIE and *'The forms have been circulated online, placed in the local library and distributed during two promotional sessions at ASDA, Larne on Wednesday 12<sup>th</sup> November 2025 and Saturday 20<sup>th</sup> December 2025'*. The school has supplied a summary table of the EOIs received to date, broken down by religious background and this is reproduced as follows:

**Table 13: Larne and Inver PS - Expressions of Interest**

|                                                                      |    |
|----------------------------------------------------------------------|----|
|                                                                      |    |
| Protestant (background, culture and/or religion)                     | 16 |
| Catholic (background, culture and/or religion)                       | 0  |
| Other culture/belief/background                                      | 4  |
| Mix of Catholic and Protestant (background, culture and/or religion) | 3  |
| Other                                                                | 1  |

71. The table indicates that 24 EOIs have been received, with the majority (16) for pupils from a Protestant background and there are none on behalf of pupils from a solely Catholic background. Although the school has not been able to attract pupils from a solely Catholic background, there are three listed as being from a mix of Catholic and Protestant (background, culture and/or religion). The table does not break the EOIs down by the proposed date of commencement i.e. which school year they apply to.
72. The school's update states that *'from experience of conversations had, many parents will not complete any form or expression of interest until their child is at Nursery school and ready to make a definitive decision on their final primary school choice'*.
73. The new Transformation guidance specifies that the Department will look for evidence in the CfC/ Transformation Plan of changes implemented to date or proposed including revision to the school's admissions criteria, school uniform and logo and plans for the reconstitution of the BoG and all these aspects are included in the school's Transformation Plan.
74. In summary, the school is meeting the requirements of the Integrated Education Act in terms of those of different cultures, those experiencing socio-economic deprivation and those who are not and those of different abilities. Although not currently reflecting the local demographics, the school already has a religious mix in its enrolment with the highest number of pupils from the minority religion being enrolled most recently in 2025/26. The school's Year one enrolment for 2024/25 indicated that the school already met both requirements as set out in the reasonable numbers position paper and its overall religious balance has improved significantly since the school began its Transformation journey from only 1% from the minority community from 2020/21 to 2023/24, to 5% in 2025/26.
75. The school has outlined the additional steps it is taking and intends to take, to improve its religious balance further.

### **Sustainability**

76. The Department's SSP sets out six criteria supported by quantitative and qualitative indicators which provide the framework for consideration of a school's longer-term sustainability. The primary objective of the 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. The following is an assessment of Larne and Inver PS against the six sustainability criteria and their associated indicators.



### **Criterion 1: Quality Educational Experience**

77. The ETI carried out an inspection of Larne and Inver PS in September 2012 and although this evidence is now very dated, concluded that in the areas inspected, the quality of education provided by this school is 'good'. However, the ETI identified an area for improvement which the school demonstrated the capacity to address; this is the need to *'make more effective use of all the information which it collates to inform and improve further the children's learning and the standards they attain'*.
78. The CfC refers to an ETI Self-Sustaining Inspection in September 2015<sup>7</sup> and quotes from it as follows: *'There is clear evidence that progress is being made in the key areas for improvement outlined in the school development plan and this is having a positive impact on the quality of the learning and teaching.'*
79. ETI input in relation to DP 749, advised that the most recent district visit to the school took place on 28 March 2025, however, this was during a period of Action Short of Strike (ASOS) therefore there is no up to date assessment of the quality of education provided by the school.
80. NICIE has commented that the school views Transformation to Integrated status as an opportunity to develop the educational experience of children in school. The Transformation Action Plan has practical actions in relation to Teaching and Learning. For example, in 2024/25 staff are attending Anti-Bias in Education professional development opportunities; the school is engaging with recently published guidance about Faith and Belief in the Integrated Primary school, creating a new focus on different religions in year groups; the school is extending its Shared Education programming and is reviewing their PDMU<sup>8</sup>/policy scheme.

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<sup>7</sup> The ETI Self-Sustaining Inspection Report September 2012 was a pilot exercise and was not published.

<sup>8</sup> Personal Development and Mutual Understanding (PDMU) is an Area of Learning in the primary curriculum.

### Composite Classes

81. The SSP recommends there should be no more than two composite year groups in a single classroom at primary school level. Census data for 2025/26 show that Larne and Inver PS does not operate any composite classes. The school operates with seven classes.

### Teaching Staff

82. The CfC asserts the school is supported by a staff team of a Principal, 8.6 FTE teachers, 15 classroom assistants and three support staff. Census data for 2024/25 show that the school had 8.0 FTE teachers which is above the SSP recommended minimum of four teachers at primary school level.

### Special Educational Needs (SEN)

83. In 2025/26 there are 10 pupils enrolled at Larne and Inver PS with a Statement of SEN and a further 26 pupils at SEN Stages 1-2.
84. The CfC states the *'Learning Support teacher/SENCO works tirelessly to support teaching staff and Classroom Assistants, facilitating training as required and recently enabling a classroom assistant to lead a Lego Therapy Club and Sensory Circuits programme each week'*.
85. The 2012 ETI inspection Report states *'The children identified with special educational needs (SEN) also make good progress in line with their abilities. Most are able to use their increasing literacy and numeracy skills with growing confidence'*.
86. The ETI Report further adds *'The provision for special educational needs is good. The children with special educational needs are identified early and there is effective withdrawal support. The children's individual education plans contain well focussed targets and provide appropriate guidance for their work in literacy and numeracy. A good range of standardised performance data is used well to inform the planning and review of the SEN provision.'*
87. Attendance at a sustainable school underpins the fundamental principles of the SEN Code of Practice which focuses on the continuum of needs 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.
88. SEN Strategic Policy and Legislation Directorate (SSPLD) would neither support nor oppose this DP as long as the needs of pupils with SEN are managed appropriately and fully takes account of the needs of children with SEN, mindful of the continued changing pupil population profile.

### Extra-Curricular Activities

89. Larne and Inver PS' website states it aims *'To provide a wide and varied programme of extended schools' activities in order to further promote the opportunities for physical and social development through dependent and interdependent learning.'*
90. The CfC states that *'Our after-school activities have been supported by outside coaches including MR Sports, alongside local coaches, teaching children in drama, multi sports, martial arts, hockey, music, rugby, cricket and hurling. In February 2024, we entered a team for the first time to the local hurling competition and won the league stage! Our school choirs have been extremely successful in recent years, resulting in many requests to sing at local events.'*
91. The ETI Inspection Report of September 2012 states *'The school gives good attention to promoting healthy eating and physical activity, for example, through the provision of a good range of regular physical and extra-curricular activities.'*

### Pastoral Care

92. The 2012 ETI Inspection Report states *'The quality of the arrangements for pastoral care in the school is very good. There is a warm, inclusive ethos, with very good working relationships at all levels. A good focus is placed by all the staff on the development of the children's personal and social skills and self esteem. The parents are kept well informed about all aspects of school life through, for example, the helpful weekly homework planners and the recently developed school website and texting service.'*
93. The CfC states *'The governors welcome the challenge that Integrated Education presents to the school and believe that Transformation will enhance the quality curriculum and pastoral provision that already exists for all pupils.'* It further adds that *'Larne and Inver PS has always been deeply embedded in the local community since 1842, renowned for its welcoming atmosphere and pastoral ethos.'*

### Criterion 2: Stable Enrolment Trends

94. Larne and Inver PS currently has approved admissions and enrolment numbers of 30 and 210 respectively. **Table 14** below sets out census data showing the school's actual total enrolment in each of the last five years and evidences the school's enrolment has declined slightly from 201 in 2021/22 to 183 in 2025/26. The school's enrolment is, however, significantly above the recommended minimum enrolment of 140 for a sustainable urban primary school, as set out in the SSP.
95. **Table 14** also shows that Larne and Inver PS' P1 intake from 2021/22 to 2025/26 has been below the school's approved admissions number of 30. Admissions to Year 1 had declined to 19 pupils in 2024/25 but have rallied in 2025/26 to 25.

**Table 14: Larne and Inver PS - Historical Enrolments and Admissions\***

| Year                             | 2021/22 | 2022/23 | 2023/24 | 2024/25 | 2025/26 |
|----------------------------------|---------|---------|---------|---------|---------|
| <b>Enrolment<br/>(Years 1-7)</b> | 201     | 191     | 200     | 189     | 183     |
| <b>Admissions</b>                | 23      | 20      | 28      | 19      | 25      |

\*Includes Pupils with a Statement of SEN

96. **Table 15** below shows the historical first preference and total applications to Year 1 in each of the last five years at Larne and Inver PS. The table evidences that total applications were below the school's approved admissions number (30) for the last five years with a significant decrease in 2024/25 to only 17 applications. EA data at the conclusion of the primary school admissions process for 2026/27 show the school received 22 first preference applications to Year 1.
97. The SSP states that ideally a primary school should have at least seven classrooms (one for each year group) and Larne and Inver PS is operating on this basis.

**Table 15: Larne and Inver PS – First and Total Preferences**

| Preferences       | 2022/23 | 2023/24 | 2024/25 | 2025/26 | 2026/27 |
|-------------------|---------|---------|---------|---------|---------|
| 1st preference    | 20      | 27      | 17      | 23      | 22      |
| Total preferences | 20      | 27      | 17      | 23      | 22      |

### **Criterion 3: Sound Financial Position**

98. The school's provisional Surplus position as at 31 March 2026 was £54,551 which is just in excess of the +/- 5% of its delegated budget but within the £75,000<sup>9</sup> for budget surpluses/deficits stipulated by the Department. The school's Surplus in the previous year, up to 31 March 2024 was £100,171.
99. Based on the Interim Common Funding Formula (CFF) allocations, the school received a total CFF budget of **£821,250** in the 2026-27 financial year for **183<sup>10</sup>** FTE pupils, which generates a per capita of **£4,488**. The average for all primary schools is **£4,426**.
100. The school received **£38,932** for Small Schools Support funding, which represents **58.50%** of the maximum funding for this factor, within the Nursery &

<sup>9</sup> Schools should not have accumulated surpluses in excess of 5% or £75,000, whichever is the lesser, of their delegated budget unless they are being accumulated for specific purposes and these are detailed in their plans.

<sup>10</sup> The school's funding allocation is based on the previous year's census data (e.g. the October 2025 census data was used to determine the 2026-27 CFF allocation). **The census data on the Schools+ database relates to an academic year, as opposed to the financial year.** In addition, differences between funded pupils and total pupils within the census count may occur for a number of reasons, including, but not limited to, zero rated pupils, some reception pupils, and over age pupils (paragraph 7 of Annex B to the Common Funding Scheme refers).

Primary funding stream. The school also received **£9,606** in respect of Primary Principals' Release Time.

101. The total Free School Meals Entitlement for the school is **43<sup>11</sup>** pupils, which represents **23.50%** of the total FTE, which places the school in **Band 1** for funding purposes.
102. The CfC states that *"the school is projected to have a deficit of -£4,735 (<0.01%) by the end of the school's current three-year financial plan [2026/27]. This is within the acceptable range, but the school is confident that savings can be made to 'offset' this small deficit."*
103. NICE has commented that the school operates within a robust financial management framework, ensuring effective resource allocation and accountability. The school has operated with a surplus for many years. It is projected to move into deficit by the end of the current financial plan. Similar trends can be found in many schools across Northern Ireland due to recent financial pressures in the system. The school is confident that savings can be made in order to tackle the modest deficit, which is within the acceptable range, being less than 0.01%.

#### **Criterion 4: Strong Leadership and Management**

104. The ETI Inspection carried out in September 2012, although very dated, assessed that the leadership and management was very good. The ETI reported:

*'Since his appointment in 2010, the Principal's strategic leadership has brought about significant and timely improvements in key aspects of learning and teaching. He is ably supported in this important development work by the skilled Vice-principal, co-ordinators and whole staff team.'*

*'The recent review of staff roles and responsibilities within the school has led to a sharper focus on monitoring and evaluating core aspects of the provision for learning in order to improve further the standards the children attain. The inspection findings endorse the good start made to this important work which now needs to become more fully embedded.'*

*'The whole-school self-evaluation and school development planning (SDP) processes are good. The current SDP and associated action plans are focussed on raising further the good standards achieved by the children in literacy and numeracy through the inclusion of realistic and appropriate targets and actions centred on continued improvement of the school's provision for learning.'*

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<sup>11</sup> The school's funding allocation is based on the previous year's census data (e.g. the October 2025 census data was used to determine the 2026-27 CFF allocation). **The census data on the Schools+ database relates to an academic year, as opposed to the financial year.** In addition, differences between funded pupils and total pupils within the census count may occur for a number of reasons, including, but not limited to, zero rated pupils, some reception pupils, and over age pupils (paragraph 7 of Annex B to the Common Funding Scheme refers).

105. The CfC makes the following assertions:-

*'Central to the success of Larne and Inver PS is its experienced leadership team, which collaborates with staff, governors, community members, families and pupils. Together, they have established a shared vision where every child can achieve their full potential in a caring environment.'*

*'The principal's partnership with governors in setting a clear direction for the school has fostered a sense of shared leadership and responsibility. The governors actively engage with school life, forming strong connections with the staff team. The development of an experienced dedicated team of teaching and non-teaching staff at Larne and Inver Primary School has been crucial in driving the school towards excellence. Regular training sessions bring the staff together, enhancing their expertise and fostering a supportive environment that prioritises every child's progress. The emphasis on inclusive training ensures that no child is left behind, underpinning the school's commitment to holistic development.'*

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

*'The classroom assistants and auxiliary staff play an indispensable role in the school community. Their contributions enrich the pupils' experience and reflect the diverse needs of the student body. Recognising and supporting their leadership within the school is fundamental to fostering a nurturing and inclusive environment. Beyond the school environment, the principal's engagement in community groups enhances the school's standing in the local area. Collaborating with the Education Authority and professional associations like "JANUS<sup>12</sup>" provides opportunities for continuous professional development and networking within the educational sector.'*

*'Larne and Inver PS is driven by strong leadership, dedicated staff, and a commitment to continuous improvement. The collaborative efforts of all stakeholders have fostered a culture of excellence, ensuring that every child has the opportunity to thrive in a supportive and nurturing environment. As the school continues its journey towards Integration and innovation, it remains dedicated to providing quality education that inspires lifelong learning, respect and success for all its learners.'*

*'The appointment of an Integration Coordinator from within our staff team, and Governor[s] highlights the commitment that our school has made and intends to make to ensure that Integration is always a main consideration in all that we do and will continue to do. In addition to an essential pupil and parental voice, the Governors and staff will continue to work and learn together to provide the best possible opportunities for the children in their care.'*

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<sup>12</sup> JANUS is a cluster group of local principals whose purpose is to discuss leadership matters."

106. NICIE has commented that the school is led by an experienced and committed Board of Governors and a Senior Leadership Team (SLT) which includes a Principal, Vice Principal and Head of Year 1-4. In line with the school's Transformation Plan, there is an Integration Coordinator in place, indicating the school's commitment to Integrated Education as a core aspect of the school's plans going forward. The '*Effective Leadership*' section of the Plan demonstrates this, with clear targets identified. Year 2 of the Plan includes:

- The inclusion of Integration as a focus in the new School Development Plan.
- Principal and SLT are creating links with other Integrated schools regarding leadership matters.
- Subject to Minister's approval, stakeholder agreements regarding new school crest, uniform and signage.
- The school is paying attention to the cultural and religious diversity in the school.

107. ETI input shows that there is no information available on Governors' views on the school based on quantitative and qualitative evidence, however, the school does have a school development plan in place.

#### **Criterion 5: Accessibility**

108. The 2012 ETI Inspection Report for Larne and Inver PS states '*All of the children come from the local and wider Larne area.*'

109. The CfC asserts Larne and Inver PS is accessible by public and private transport networks.

110. **Map 1** illustrates that the majority of the pupils live within a five-mile radius of the school. **Map 3** illustrates the drive times of pupils attending Larne and Inver PS and shows that all pupils live within 30 minutes of the school, with the majority of pupils living within 10 minutes. The SSP includes guidance on the maximum travel times recommended for primary school pupils of 30 minutes for a single journey, i.e. one hour per day in total. Larne and Inver PS is therefore meeting this criterion.

111. There is one alternative Integrated primary school within a five-mile mapping radius of Larne and Inver PS, i.e. Corran IPS. **Map 2** shows that some pupils bypass their nearest primary school to attend Larne and Inver PS.

#### **Criterion 6: Strong Links with the Community**

112. The CfC states that '*Larne and Inver PS has always been deeply embedded in the local community since 1842, renowned for its welcoming atmosphere and pastoral ethos.*'



113. It further adds that *'The Principal works closely with local schools and others throughout Northern Ireland to ensure that challenges can be shared and good practice replicated where possible. In 2014, Larne and Inver created the first Shared Education partnership in Larne with St Anthony's PS and welcomed Seaview IPS to the partnership in 2021. Some local nurseries and play groups are invited to play in school every year to develop our links with churches and community groups. In time, as an Integrated school, we plan to develop relations and connections with other faith and belief communities. The Principal and SLT are actively cultivating relationships with Integrated primary schools across Northern Ireland with support from NICIE and IEF. This collaborative initiative aims to share best practices and promote high-quality Integrated Education regionally.'*
114. The CfC continues that *'Larne and Inver PS continues to expand its arts, music, and sporting opportunities, fostering collaborations with external organisations to introduce diverse cultural experiences. To share their Integration journey effectively, the Principal is focused on improving communication through website updates and leveraging social media platforms to raise awareness within the wider community of the work being done. Larne and Inver Primary School's unwavering dedication to community engagement, inclusivity, and educational excellence underscores its commitment to empowering all children to flourish. The prospect of transitioning to Integrated Status is seen as a step towards furthering this vision of a nurturing and thriving educational environment. The Transformation Plan makes specific reference to ways in which the school further 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.'*
115. The Community Links section of the CfC lists a few ways the schools is linked to the community as follows:
- Parental Information Sessions are held so that Parents can better support their children's learning;
  - Assemblies are often led by Charities staff, local church staff and non-denominational organisations;
  - Our website and social media platforms require more frequent use to support and display the work we are doing in school;
  - Our after-school activities have been supported by outside coaches including MR Sports, alongside local coaches, teaching children in drama, multi sports, martial arts, hockey, music, rugby, cricket and hurling. In February 2024, we entered a team for the first time to the local hurling competition and won the league stage; and
  - Our school choirs have been extremely successful in recent years, resulting in many requests to sing at local events. This has been a privilege although very time consuming for staff.
116. The CfC asserts *'Through Transformation, the school intends to promote Larne and Inver Primary School as an option for every and any child. The school's Vision and Aims will be reviewed by the whole school community to reflect our*

*commitment to Integration and continue to build ‘a bridge to the future [the school’s motto]’.*

117. NICIE notes the efforts which have been made by the school to engage with the Integrated Education support networks. As well as the professional development opportunities, school staff have attended a variety of events hosted by IEF and NICIE.

### **Sustainability Summary**

118. In conclusion, notwithstanding the lack of up-to-date available evidence in relation to the quality of education and leadership and management, the assessment of Larne and Inver PS against the criteria and indicators of the SSP, demonstrates that the school shows no major concerns and is therefore considered to be sustainable.

### **Demand for Integrated Education**

119. The CfC states that *‘The key objective of the proposal to transform to Controlled Integrated status is to enable Larne and Inver Primary School to meet the demand for Integrated Education in this area. This demand is evidenced in the positive parental ballot in June 2024, and also from the enrolment figures from the only other Integrated primary school in the town’.*
120. Details of the ballot result are included at paragraph 3 above. NICIE has commented that the ballot result provides evidence of unmet parental demand for Integrated Education within the existing school community. *This ballot occurred soon after that of Larne High School, which resulted in a ‘No’ vote and so the ‘Yes’ vote at Larne and Inver PS is notable. The school leadership effectively communicated with parents and the wider community prior to passing the resolution to ballot. Those eligible to vote had multiple opportunities, informally and formally, to discuss the implications of Integrated status and it is our view that they were well informed when casting their vote.*
121. The CfC refers to the school’s Open Night in November 2024 and asserts the attendance increased from prospective new parents. An IEF stall encouraged parents to talk about Integration and ask questions and the CfC comments that it is both evident and encouraging that the Transformation process has encouraged increased interest in the school from the local community.
122. NICIE has added that engagement with stakeholders has been a central feature of the school’s journey, including parents/carers, pupils, staff, governors and the local community. This has been a careful and considered process in which the school has been mindful of its community and of local sensitivities. They further add that in 2024, the IEF commissioned a micro-poll<sup>13</sup> in the Larne area. In that poll, 58.97% of respondents stated that they would support the school their child goes to (or will go to) becoming an Integrated school. NICIE states that this is evidence of parental demand in the wider community.

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<sup>13</sup> [Integrated Education Fund - Larne Micro-Poll - June 2024 - Page 1 - Created with Publitas.com](#)

123. The CfC states *‘the school has strategically utilised various channels including social media, the school website, prospectus, leaflets and ‘word of mouth’ to convey its intention to transform by September 2026’*. Its website includes a moving banner about its intention to transform and also contains an Integration section. The school’s admissions criteria for September 2026 detail that *‘The Board of Governors of Larne and Inver PS is seeking to transform to Controlled Integrated status from September 2026’*.
124. The CfC asserts there is one Integrated primary school (Corran IPS) within five miles of Larne and Inver PS and it is highly sustainable, further showing the demand for Integrated education in the local area. **Table 2 above** shows that in 2025/26, Corran IPS had only 13 available places with an enrolment of 195 pupils. The school has an approved admissions number of 28 places and received 31 first preference applications for 2025/26, demonstrating a demand for Integrated education in the local area. However, for 2026/27 Corran IPS has only received 22 applications. **Map 1** shows that some pupils do pass Corran IPS to attend Larne and Inver PS.
125. The next nearest Integrated provision is Acorn Integrated PS, located 8.31 miles away. In 2025/26 the school has a total enrolment of 195 pupils, which is significantly above the SSP recommended minimum threshold of 140 for a sustainable urban primary school. The school also had 24 available places, although this school is quite far away from Larne and Inver PS. **Map 1** shows that there is no significant overlap between the pupils that attend Larne and Inver PS and Acorn IPS.
126. As set out above, five letters of support for the proposal were included by the school at Appendix 1 of the CfC from Slemish College, Ulidia IC and three MLAs. During the pre-publication two letters were received by the EA from affected schools and one from the CSSC. One did state that the proposal should be looked at in the context of the wider Larne area and the need for places across all sectors. During the two-month statutory objection period, the Department received a total of 43 responses in support of DP 749.
127. DP 749 is not proposing to create any additional places for pupils at the school rather, approval of the proposal would transform the school from Controlled to Controlled Integrated status, meaning the school’s complement would be educated in an Integrated setting.
128. The ‘Vision 2030 - A Strategy for Integrated Education - 2025 to 2030’ report<sup>14</sup> set out the definition of demand it would employ as *‘Demand for Integrated Education is the level of support and desire for Integrated Education by parents and their expressed preferences for school admission’*. It indicates that building in the initial findings within the Department’s Section 10 report, Mid and East Antrim is one of the six localities in Northern Ireland where there is unmet demand for post-primary Integrated education based on oversubscription data.

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<sup>14</sup> [Vision 2030 \(A Strategy for IE\).pdf](#)

129. The report states that there are two elements to demand:

- **Societal Demand** – This is evidence of demand taken from a Northern Ireland wide survey of parents on their desire for Integrated Education and the factors they consider when expressing school preferences and from successful parental ballots held to consider Transformation proposals.
- **Behavioural Demand** – This is evidence of demand indicated by school preference as expressed via the school admission system at entry to pre-school, primary and post-primary school by surveying parental inclination/aspirations of parents and, from successful parental ballots held to consider Transformation proposals.

130. The nearest post-primary Integrated provision is at Ulidia IC, located 8.23 miles from Larne and Inver PS. The Section 10 report states that although there is broadly sufficient provision of Integrated education at the primary school level to meet parental preference, there is demand for post-primary Integrated education in excess of supply in Mid and East Antrim which is evidenced by the over subscription at Ulidia IC. Ulidia IC has an approved admissions and enrolment number of 110 and 620 respectively.

131. On 19 May 2026, the Department published an updated report on '*Integrated Education Demand Evidence Insights and Limitations May 2026*'. In respect of Mid and East Antrim, the report reiterated that there is strong pressure for Integrated education at post-primary level i.e. for 2025/26 applications exceed available places by 44% indicating that far more parents are choosing Integrated post-primary schools than there are places available which is a clear example of localised demand pressure. Demand for Integrated education is not evenly spread, instead it is concentrated in specific schools and areas, and Mid and East Antrim fits this pattern.

132. In 2025/26, Ulidia IC had an enrolment of 627 pupils in Years 8-12 and 130 pupils in Years 13-14, a combined total enrolment of 757 pupils (inc supernumerary). This is significantly above the SSP recommended minimum enrolment for a sustainable post-primary school of 500 pupils at Years 8-12 and 100 pupils for Years 13-14. The school had no available places in 2025/26 and received 141 first preference applications in 2026/27 for 110 places, clearly demonstrating the demand for Integrated education at post-primary level.

133. Evidence for Larne and Inver PS' Transformation includes a strong parental ballot result, increased community engagement and high demand for nearby Integrated schools. NICIE and IEF data also suggest widespread parental support, with a local poll showing nearly 59% favouring Integrated.

### **Area Planning Context**

134. 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. As stated above, Larne and Inver PS featured in both OP1 and OP2 which states

*‘Larne and Inver PS is proposing to transform to Controlled Integrated status’ with a Key Theme to ‘Increase parity of access for all to appropriate pathways’.*

135. 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.
136. In Judicial Review (JR 289), the Honourable Mr Justice Scofield, highlighted that the Department, in its duty to support Integrated Education, must do so within the context of Area Planning for schools considering the sustainability of the school estate.
137. He stated *“In short, the obligation to support the development of Integrated education is not an obligation to do so at all costs. It is an obligation to do so within the context of area planning for schools generally, taking into account the issue of sustainability, and on that basis of empirical evidence as to the demand for Integrated education and how it should be met. Several of these factors require the exercise of judgement on the part of the Department”*. The Appeal Judgment for JR 335 and 336 reiterated that *‘the duty to support Integrated education does not compel the approval of all proposals which have parental support’*.
138. As detailed above, there is an Integrated primary school within the local area, at Corran IPS which had 13 available places in 2025/26. This school has an approved admissions number of 28 places and although it received 31 first preference applications for 2025/26, it only received 22 applications for 2026/27. As illustrated on **Map 1** there is a considerable overlap in catchment areas between Larne and Inver PS and Corran IPS. Acorn IPS, at over eight miles from Larne and Inver PS had 24 available places. GIS mapping indicates that only one pupil from within the five-mile radius of Larne and Inver PS attends Acorn IPS.
139. The nearest post-primary Integrated provision at Ulidia IC, located 8.23 miles from Larne and Inver PS, had no available places in 2025/26 and received 141 first preference applications for 2026/27 for 110 places, clearly demonstrating demand for Integrated education.
140. Although Ulidia IC is the closest Integrated post-primary school, **Table 16** below shows that the majority of pupils from Larne and Inver PS tend to transfer to Larne GS or Larne HS, with a small number transferring to Slemish IC (17.67 miles away by straight line and 20 miles by road). Only two pupils transferred to Ulidia IC in 2023/24 and 2025/26.

**Table 16 – Larne and Inver PS - Destination of Leavers**

| <b>Post-primary School</b>                   | <b>2020/21</b> | <b>2021/22</b> | <b>2022/23</b> | <b>2023/24</b> | <b>2024/25</b> | <b>2025/26</b> |
|----------------------------------------------|----------------|----------------|----------------|----------------|----------------|----------------|
| Ballyclare Secondary School                  |                |                |                | 2              |                | 2              |
| Ballymena Academy                            |                | 1              |                |                |                |                |
| Belfast Royal Academy                        |                |                |                | 1              |                | 1              |
| Carrickfergus Academy                        |                |                |                |                |                | 1              |
| Killicomaine Junior High School, Portadown   |                |                |                |                | 1              |                |
| <b>Larne Grammar</b>                         | <b>8</b>       | <b>12</b>      | <b>14</b>      | <b>11</b>      | <b>17</b>      | <b>12</b>      |
| <b>Larne High School</b>                     | <b>14</b>      | <b>6</b>       | <b>14</b>      | <b>13</b>      | <b>12</b>      | <b>12</b>      |
| <b>Slemish Integrated College, Ballymena</b> | <b>1</b>       | <b>1</b>       | <b>2</b>       |                | <b>2</b>       | <b>2</b>       |
| St Killian's College, Garron Tower Campus    | 2              | 3              | 3              | 2              |                | 1              |
| <b>Ulidia Integrated College</b>             |                |                |                | 1              |                | 1              |
| Unknown                                      |                | 2              |                | 1              |                | 1              |
| <b>TOTAL</b>                                 | <b>25</b>      | <b>25</b>      | <b>33</b>      | <b>31</b>      | <b>32</b>      | <b>33</b>      |

141. The CfC states that ‘*As the proposal for Transformation does not impact the approved enrolment or approved admission number of Larne and Inver Primary School, it will not have an impact on the number of primary school places within the area. The proposal will only increase Integrated primary provision within the area.*’
142. It adds that ‘*Whilst Catholic provision exists in the local area, our plan towards Integrated status is a response to parental demand and identified need for Integrated Education, providing increased parental choice for all parents.*’
143. The ETI has commented that ‘*There is the potential of a negative impact on enrolment at the two Maintained primary schools in the town, St Anthony’s Primary School and St MacNissi’s Primary School.*’ St MacNissi’s PS is a sustainable school with 159 pupils enrolled in 2025/26, however, St Anthony’s PS’ enrolment is currently significantly below the SSP threshold with only 55 pupils enrolled in 2025/26. It would be a matter for CCMS, as planning authority for Maintained schools to manage Maintained provision in the area and it is the potential impact on other Integrated provision that must be considered.

## Appendix H

### DEPARTMENT OF EDUCATION (DE) POLICY TEAM COMMENTS

#### DP 749 – Larne and Inver PS

|          |                                                           |
|----------|-----------------------------------------------------------|
| <b>A</b> | <b>Financial Monitoring Team</b>                          |
| <b>B</b> | <b>School Admissions Team</b>                             |
| <b>C</b> | <b>Early Years Team</b>                                   |
| <b>D</b> | <b>Shared Education and Community Relations Team</b>      |
| <b>E</b> | <b>Irish Medium and Integrated Education Team</b>         |
| <b>F</b> | <b>Education Workforce</b>                                |
| <b>G</b> | <b>SEN Strategic Policy &amp; Legislation Directorate</b> |

#### **A Financial Monitoring Team**

##### **Finance Return to APPT**

Please see Financial Monitoring Teams' comments on **DP 749**:

Proposal: To Transform the school to Controlled Integrated status

#### **301-0486 Larne & Inver Primary**

The school's **provisional** Surplus position as of 31 March 2026 is £54,551.

The school's Surplus in the previous year, up to 31 March 2025 was £100,171.

Based on the Interim Common Funding Formula (CFF) allocations, the school received a total CFF budget of **£821,250** in the 2026-27 financial year for **183<sup>1</sup>** FTE pupils, which generates a per capita of **£4,488**. The average for all primary schools is **£4,426**.

The total Free School Meals Entitlement for the school is **43<sup>15</sup>** pupils, which represents **23.50%** of the total FTE, which places the school in **Band 1** for funding purposes.

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<sup>15</sup> The school's funding allocation is based on the previous year's census data (e.g. the October 2025 census data was used to determine the 2026-27 CFF allocation). **The census data on the Schools+ database relates to an academic year, as opposed to the financial year.** In addition, differences between funded pupils and total pupils within the census count may occur for a number of reasons, including, but not limited to, zero rated pupils, some reception pupils, and over age pupils (paragraph 7 of Annex B to the Common Funding Scheme refers).

The school received **£38,932** for Small Schools Support funding, which represents **58.50%** of the maximum funding for this factor, within the Nursery & Primary funding stream.

The school also received **£9,606** 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.

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

| <b>Factor</b>                       | <b>2026-27<br/>£</b> | <b>2025-26<br/>£</b> | <b>2024-25<br/>£</b> |
|-------------------------------------|----------------------|----------------------|----------------------|
| Premises Area                       | 12,510               | 12,984               | 12,984               |
| Premises FTE                        | 16,285               | 16,578               | 17,356               |
| TSN – Social Deprivation            | 26,385               | 28,226               | 35,939               |
| TSN – Additional Social Deprivation | 1,364                | 1,416                | 7,955                |
| Small Schools Support               | 38,932               | 33,557               | 25,914               |
| Primary Principals Release Time     | 9,606                | 9,113                | 8,210                |
| Foundation Stage                    | 23,214               | 25,317               | 25,317               |
| Teachers Salary Protection          | 19,900               | 16,772               | 13,523               |
| Pupil AWPU                          | 633,017              | 631,570              | 608,928              |
| Children Looked After               | 8,007                | 3,094                | 2,819                |
| Newcomer Pupils                     | 32,029               | 20,112               | 15,505               |

|                             |                |                |                |
|-----------------------------|----------------|----------------|----------------|
| <b>Total School Funding</b> | <b>821,250</b> | <b>798,738</b> | <b>774,450</b> |
|-----------------------------|----------------|----------------|----------------|

|                 |        |        |        |
|-----------------|--------|--------|--------|
| Pupil FTE (no.) | 183.00 | 189.00 | 200.00 |
| Per Capita      | £4,488 | £4,226 | £3,872 |



## **B School Admissions Team**

**DP 749:** Larne and Inver PS (301-0486) - Proposal to transform to Controlled Integrated Status

### **Background:**

Larne and Inver Primary School's approved admissions and enrolment numbers are 30 and 210 respectively.

### **Applications:**

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

| <b>Year</b>    | <b>First Preferences applications</b> | <b>Total Applications (all preferences)</b> | <b>Total Admissions*</b> |
|----------------|---------------------------------------|---------------------------------------------|--------------------------|
| <b>2021/22</b> | 22                                    | 22                                          | 22                       |
| <b>2022/23</b> | 20                                    | 20                                          | 20                       |
| <b>2023/24</b> | 27                                    | 27                                          | 27                       |
| <b>2024/25</b> | 17                                    | 17                                          | 17                       |
| <b>2025/26</b> | 23                                    | 23                                          | 23                       |

\*Excludes statemented pupils

### **Temporary Variations (TVs):**

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

During the last five years Larne and Inver PS has remained undersubscribed and therefore has not needed to request a TV to its approved numbers from the Department.

## **C Early Years Team**

*Larne and Inver Primary School (PS) is within the catchment area of Horizon Sure Start. The PS does not have a nursery attached and therefore Horizon Sure Start has limited involvement with the school. However, the Principal of the PS is aware of Sure Start services in the ward and will refer families with younger children to the project if staff identify need. The Project Manager has confirmed support for the proposal and has noted its potential benefits to the local community and wider integrated sector.*

*Therefore, based on the information above, EYIPT would have no objection in principle to the Development Proposal from a Sure Start Programme perspective.*

## **D Shared Education and Community Relations Team**

SECRET ASSESSMENT OF DEVELOPMENT PROPOSAL  
DP 749 - Larne and Inver Primary School 301-0486 - 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

Chairperson: Mrs D. Black

Larne and Inver PS, 1a Glynn Road, Larne, BT40 3AY

Proposal - Larne and Inver Primary School will transform to Controlled Integrated Status, with effect from 1 September 2026, or as soon as possible thereafter.

Current Position – Larne and Inver Primary School is in a Mainstreaming Shared Education partnership with St Anthony's Primary School & Seaview Integrated Primary School.

List of neighbouring <phase> schools provided by Area Planning

| School  |                                     | Programme        | Membership                                     |
|---------|-------------------------------------|------------------|------------------------------------------------|
| Ref No  | Name                                |                  |                                                |
| 3010486 | Larne & Inver Primary School        | Mainstreaming    | St Anthony's PS & Seaview Int. PS              |
| 3036575 | St MacNissi's Primary School, Larne | PEACEPLUS ASPIRE | Moyle PS, Olderfleet PS & Whitehead PS         |
| 3010870 | Moyle Primary School, Larne         | PEACEPLUS ASPIRE | Olderfleet PS, St MacNissi's PS & Whitehead PS |
| 3030900 | St Anthony's Primary School, Larne  | Mainstreaming    | Larne and Inver PS & Seaview Int. PS           |

|         |                                                  |                  |                                           |
|---------|--------------------------------------------------|------------------|-------------------------------------------|
| 3010646 | Olderfleet Primary School, Larne                 | PEACEPLUS ASPIRE | Moyle PS, St MacNissi's PS & Whitehead PS |
| 3010883 | Linn Primary School, Larne                       | PEACEPLUS ASPIRE | Corran Integrated PS & Glynn PS           |
| 3066561 | Corran Integrated Primary School, Larne          | PEACEPLUS ASPIRE | Glynn PS & Linn PS                        |
| 3010808 | Glynn Primary School, Larne                      | PEACEPLUS ASPIRE | Corran Integrated PS & Linn PS            |
| 3013332 | Toreagh Primary School, Larne                    | PEACEPLUS ASPIRE | St John's PS Carnlough                    |
| 3016269 | Cairncastle Primary School, Ballygally           | -                | -                                         |
| 3066568 | Acorn Integrated Primary School, Carrickfergus   | Mainstreaming    | Oakfield PS                               |
| 3050841 | Central Integrated Primary School, Carrickfergus | PEACEPLUS ASPIRE | Hazelwood IPS & Woodburn PS               |
| 3050899 | Seaview Integrated Primary School, Glenarm       | Mainstreaming    | Seaview Int. PS                           |

Four of these schools are engaged in Mainstreaming Shared Education and eight of these schools are involved in PEACEPLUS ASPIRE Programme.

## **SECRIT CONSIDERATION**

### *The Case for Change*

The proposer, the Board of Governors, has acknowledged the schools long standing Shared Education partnership with St Anthony's Primary School, who helped to create the first Shared Education partnership in Larne, with Seaview Integrated Primary School joining the partnership in 2014. The activities included celebrating St. Patrick's Day together and enjoying a variety of activities associated with this holiday.

The Case for change states that the school has the desire to expand their Shared Education programme to involve parents from the three schools in further activities too. Going forward the partnership will focus on more diversity of pupil programmes to include a wider range of activities, ensure as many children as possible access SE each year and cultural identity will be explored through trips e.g. Stormont and via topics of sport, music and language.

It is also noted that the school has a small number of pupils from a Catholic background attending in recent years however, they would like to see this figure increase. To encourage this, they plan to explore opportunities to start teaching the Sacraments as part of the school day or in partnership with their Shared Education schools.

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

Although The Education Authority supports this proposal they have made no reference to Shared Education, therefore, there is no evidence to suggest that Shared Education has been considered or that EA has complied with its duty under Article 6 of the Shared Education Act (Northern Ireland) 2016.

## **SECR7 ASSESSMENT**

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

### **E Irish Medium and Integrated Education Team**

#### **Irish Medium and Integrated Education Team (IMIE) Comments on DP 749 – Larne and Inver PS – Transform to Controlled Integrated Status**

The IMIE Team has reviewed the Case for Change considering the statutory definition of Integrated Education as set out in Section 1 of the Integrated Education Act (Northern Ireland) 2022. The Act defines Integrated Education as the education together, in an integrated school, of those of different cultures and religious beliefs and of none, including reasonable numbers of both Protestant and Roman Catholic children or young persons; those experiencing socio-economic deprivation and those not; and those of different abilities. An integrated school is one which intentionally supports, protects and advances an ethos of diversity, respect and understanding across these dimensions.

The Case for Change references key aspects of this definition and outlines steps the school intends to take to support an inclusive ethos. The IMIE Team notes that:

- **Aspect 1 – Different Cultures and Religious Beliefs:** The proposal demonstrates a clear commitment to developing religious and cultural diversity. The school currently has a majority Protestant enrolment, with a small but increasing number of pupils identifying as Catholic and other/no faiths. The Transformation Plan outlines some intentional actions to attract reasonable numbers of both Protestant and Roman Catholic pupils, in line with the Written Ministerial Statement on Reasonable Numbers. The school has also begun to celebrate cultural and religious events and plans to support sacramental preparation.

- **Aspect 2 – Socio-Economic Deprivation:** The school has a consistent proportion of pupils entitled to Free School Meals (FSME), broadly in line with the NI average. The proposal reflects a strong ethos of inclusion and support for pupils from disadvantaged backgrounds, with targeted interventions and monitoring of progress. The Transformation Plan includes actions to ensure equitable access to opportunities for all pupils.
- **Aspect 3 – Different Abilities:** The school caters for a significant number of pupils with Special Educational Needs (SEN) across all stages. The Transformation Plan includes continued staff training, development of inclusive practices, and enhancement of support structures such as sensory circuits and differentiated learning. The school also supports gifted and talented pupils, reflecting a commitment to all-ability education.

The IMIE Team acknowledges that the Case for Change presents a commitment and vision for delivering integrated education. However, the current enrolment of Catholic pupils is low, at just 3%. The school has outlined some measures to improve this. Prior to providing a submission to the decision maker, IMIE team recommend that Area Planning should assess whether the school can realistically achieve reasonable numbers of both Protestant and Roman Catholic pupils, in accordance with the statutory definition and the Ministerial Statement.

## **F Education Workforce**

### **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.

## **G SEN Strategic Policy & Legislation Directorate**

### **SSPLD Input**

It is noted in the Case for Change (CfC) that Larne and Inver Primary School (PS) is considered a sustainable school. The Code of Practice<sup>16</sup> focuses on a continuum

<sup>16</sup> <https://www.education-ni.gov.uk/articles/special-educational-needs-code-practice>

of need and a continuum of provision, which may be made in a variety of forms. Children with special educational needs (SEN) require the greatest possible access to a broad and balanced education, including the Northern Ireland Curriculum and equitable access to the curriculum.

The CfC shows that the number of pupils on the Code of Practice at Stage 1-5 has remained relatively stable in the school over the last number of years. The CfC shows that currently, there are 11 pupils with a statement of SEN and 32 other pupils on an Individual Education Plan/Personal Education Plan (IEP/PLP) – in total currently just under 23% of the school enrolment.

SSPLD would neither support nor oppose this DP as long as the needs of pupils with SEN are managed appropriately and fully takes account of the needs of children with SEN, mindful of the continued changing pupil population profile.

**SEN Strategic Policy and Legislation Directorate**

## Appendix I

### Other Considerations

#### Effective and Efficient Use of Public Funds

1. In discharging its duties, the Department must seek to avoid unreasonable public expenditure and to make the best use of resources available to it. This is particularly relevant in the current difficult financial circumstances which are well documented and rehearsed and in which the Department is operating.
2. The assessment of Larne and Inver PS against the criteria and indicators of the SSP demonstrates that the school is sustainable. Larne and Inver PS' surplus position, as of 31 March 2026, is £54,551 (this is just outside the +/- 5% but within the £75,000 for budget surpluses/deficits stipulated by the Department).
3. Larne and Inver PS received a total Common Funding Formula budget of £821,250 in the 2026-27 financial year for 183 FTE pupils, which generates a per capita of £4,488. The average for all primary schools is £4,426.
4. The Department notes that Larne and Inver PS was projected to have a deficit of -£4,735 by the end of the school's current three-year financial plan which would be 2026/27 *'but the school is confident that savings can be made to 'offset' this small deficit'*.
5. Should DP 749 be approved, the Transformation to Controlled Integrated status would not affect the school's financial position as the admission and enrolment numbers are not increasing. There are no significant financial implications associated with the proposal (apart from some potential minor transport costs). 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.
6. The CfC asserts that 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.
7. Given the change proposed, it is anticipated that the financial implications for the transport budget would not be significant.
8. It further states 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 now been amended by the Integrated Education 2022 Act to encourage, facilitate and support the development of Integrated Education.
- 9.

#### Shared Education

10. The Shared Education Act (Northern Ireland) 2016 makes legislative provision in relation to Shared Education. It provides a definition of Shared Education and confers a duty on the Department to encourage, facilitate and promote Shared Education and a power on relevant arms-length bodies to encourage and facilitate Shared Education.
11. Shared Education is not a type of school; rather it encourages all types of schools to collaborate with other schools to provide opportunities for pupils from different religious and socio-economic backgrounds to be educated together. Schools retain their individual ethos collaborating together in partnership for the benefit of their pupils.
12. While any Shared Education programme must initially meet the Shared Education definition<sup>17</sup> set out in the Shared Education (Northern Ireland) Act 2016, each programme is unique to the needs of the partner schools. Hence Shared Education provision in a local geographical area can differ across partnerships.
13. Larne and Inver PS is currently involved in a Mainstreaming Shared Education partnership with St Anthony's Primary School and Seaview IPS.
14. The CfC states '*In 2014, Larne and Inver PS created the first Shared Education partnership in Larne with St Anthony's PS and welcomed Seaview IPS to the partnership in 2021.*' The Transformation Plan also references a Shared Education Partnership, P3 with Larne Elementary PS in Clover, USA. The ETI has confirmed that the 2025/26 programme involves the children from Year 5 and Year 7 – each year group has had 20 hours contact with a partner school, with a focus on 'Building Friendships through Art' for the children in Year 5 and 'Exploring Identity through Art' for the children in Year 7.
15. The CfC states that the school has the desire to expand their Shared Education programme to involve parents from the three schools in further activities too. Going forward the partnership will focus on more diversity of pupil programmes to include a wider range of activities and ensure as many children as possible access Shared Education each year.
16. Larne and Inver PS' Transformation Plan includes the following timescale to extend and promote shared education opportunities:-
  - Targets for Transformation in Year 3 (2026-27) - '*Continued and intentional work on identity and cultural heritage through our Shared Education partnership. Cultural identity will be explored through trips, e.g. Stormont and via topics of sport, music and language.*'
  - High Quality Teaching and Learning (2024-2027) – '*Extend Shared Education Programmes to focus on more diversity of pupil programmes to include a wider range of activities. Ensure as many children as possible access SE each year.*'

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- Community Connections (2024-2027) – ‘Expand our Shared Education programme to include parent activities.’

### **Educational Impact**

17. The CfC states *‘The Transformation Plan (2024-2027) details the educational impact that Integration will have on our school: -*

- *Learner Centred*
- *High Quality Teaching and Learning*
- *Effective Leadership*
- *Community Connections’*

*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. On 2 October 2024, the Principal met with other Principals from Integrated schools at Forthill IPS (Lisburn) to discuss Transformation and to share good practice.’*

18. The CfC states *‘Larne and Inver PS already caters for pupils from a range of socio-economic and ability backgrounds’ and adds ‘There is a significant body of evidence which points to the value of children from different communities or cultures being educated together. Through the Transformation Plan, we have started to make clear the steps we intend to take to develop our good practice and ensure that every child within the school is represented and celebrated for their specific identity.’ ‘Whilst the delivery of the curriculum will remain unchanged, the school will work to add in depth explorations of diversity as appropriate for each key stage.’*
19. The CfC asserts online events with the NICIE Teachers’ Committee have been invaluable, e.g. ‘Decolonising The Curriculum With Teachers’ which the Principal attended on 12 December 2024; it is hoped these will continue to further enhance our understanding to lead and learn effectively within our diverse school community.
20. The CfC acknowledges *‘that this is the beginning of a journey for the school and our Plan is a ‘working document’ which can be updated as we continue to learn and progress’.*

### **Peace and Reconciliation Policy Objectives**

21. The CfC states that *‘Larne and Inver PS believes that by further developing our culture of respect and mutual understanding, promoting excellence and celebrating difference in the education of Catholics, Protestants, children from other beliefs, cultures and communities together every day in one school, the school can make a contribution to reconciliation and peace building within and beyond the school community.’*

22. The CfC makes reference to other programmes and strategies through which the school believes it can make a contribution to reconciliation and peace building and fulfil a number of government legislative and policy agendas, as follows:

#### Programme for Government (PfG)

23. The CfC refers to the draft PfG (2016-2021). Under Outcome 14 'We give our children and young people the best start in life' it stated, '*This outcome is about ensuring that all of our children and young people grow up in a society that provides the support they need to achieve their potential. This includes good health, a secure family and community environment including an adequate standard of living, education, opportunities for cultural and artistic expression, opportunities to make a positive contribution to society, physical exercise, space to play, and protection from violence and harm*'.
24. On 27 February 2025, the Executive agreed a Programme for Government 2024-2027 'Our Plan: Doing What Matters Most'. It outlines priorities for making a real difference to the lives of people in Northern Ireland. The PfG was published on 3 March 2025.

#### Together: Building a United Community (T:BUC) Strategy

25. The Northern Ireland Executive's Together: Building a United Community (T:BUC) Strategy was published in May 2013. The Strategy reflects the Executive's commitment to improving community relations and continuing the journey towards a more united and shared society.
26. The strategy outlines how government, community and individuals will work together to build a united community and achieve change against the following key priorities:
- our children and young people
  - our shared community
  - our safe community
  - our cultural expression
27. The Strategy's Shared Aim across all four priorities in relation to Our Children and Young People is '*to continue to improve attitudes amongst our young people and to build a community where they can play a full and active role in building good relations*'.
28. In the commentary on the proposal, NICIE has stated that '*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 our diverse workplaces and communities*'.

#### Every School a Good School (ESAGS)

29. Every School a Good School (ESAGS), a school improvement policy (April 2009) aims to support schools and teachers in their work to raise standards and overcome barriers to learning some pupils may face. The policy is centred on six key areas:
- (i) effective leadership and an ethos of aspiration and high achievement;
  - (ii) high quality teaching and learning;
  - (iii) tackling the barriers to learning that any young people face;
  - (iv) embedding a culture of self-evaluation and self-assessment and of using performance and other information to effect improvement;
  - (v) focusing clearly on support to help schools improve – with clarity too about the place of more formal interventions where there is a risk that the quality of education offered in a school is not as high as it should be; and
  - (vi) increasing engagement between schools, parents and families, recognising the powerful influence they and local communities exercise on educational outcomes
30. ESAGS also refers to sustainability. It cites the characteristics of a successful school as *'Child-centred provision, High quality teaching and learning, Effective leadership and a school connected to its local community'* and it sets out the associated indicators. It states that *'there are close similarities with criteria and indicators used to help assess the viability of schools as set out in the Sustainable Schools policy. The quality of the educational experience is core to a school's performance, its success and its long-term viability.'*

#### The Good Friday Agreement (1998)

31. The Government is committed to upholding each of three strands of the Agreement, which all carry equal importance:
- Strand One established the Northern Ireland Assembly and Executive to make laws and decisions on most of the issues affecting everyday life in Northern Ireland.
  - Strand Two established the North-South institutions - the North-South Ministerial Council and the North-South Implementation Bodies - that support co-operation between Northern Ireland and Ireland.
  - Strand Three established the East-West institutions – the British-Irish Intergovernmental Conference and the British-Irish Council - that support co-operation between the United Kingdom and Ireland
32. The Agreement also sets out a series of important rights for the people of Northern Ireland, including on identity and citizenship, and made commitments on decommissioning, security, policing and prisoners.