

COPY OF DEVELOPMENT PROPOSAL SUBMISSION

Cover Note

DP No.	535
School	Rowandale Integrated Primary School
Proposal	“A statutory nursery unit will be established at Rowandale Integrated Primary School (IPS) to provide 26 part-time nursery places with effect from 1 September 2018 or as soon as possible thereafter.”
Permanent Secretary’s Decision	Not Approve
Date of Decision	13 April 2019
Permanent Secretary’s Comments	<p>I refer to [the] submission to me dated 8 April 2019, and the associated papers, about the above Development Proposal. I am satisfied that this is an issue on which it is appropriate for me to take a decision in the context of the Northern Ireland (Executive Formation and Exercise of Functions) Act 2018.</p> <p>The issues raised in this Development Proposal are similar in nature, if not degree, to those that have arisen in a number of other Development Proposals on which I have recently taken decisions. The host school for the proposed nursery unit, Rowandale Integrated Primary School, is clearly a popular, viable and sustainable school providing a good quality education. There is evidence of demand for pre-school provision in an Integrated setting, with no such Integrated provision within ten miles.</p> <p>Against that, however, the analysis points to the likelihood of over-provision in the area should the Development Proposal be approved, with the possibility of displacement of existing provision.</p> <p>I am mindful of the Department’s statutory duty to encourage and facilitate Integrated education, however, in light of the extreme pressures on the education budget, the unfunded pressures that have been identified as we enter a new financial year and the risk of displacing existing provision in the area, I cannot as Accounting Officer accept the recommendations set out at paragraph 154 of [the] submission.</p> <p>The Development Proposal is therefore not approved.</p>

Additional notes	
Information redacted	Some information and personal data may have been removed in line with the principles of the Freedom of Information and Data Protection Act.
	Key Details
	■ redaction
	* refers to less than five cases where data is considered sensitive
	# means figure has been suppressed to prevent disclosure of sensitive information under rules of disclosure

From: Bill Stevenson
Area Planning Policy Team

Date: 8 April 2019

To: DEREK BAKER
Permanent Secretary

Copy distribution below:

**DEVELOPMENT PROPOSAL (DP) 535
ROWANDALE INTEGRATED PRIMARY SCHOOL**

Issue: To decide on:
DP 535 – A statutory nursery unit will be established at Rowandale IPS to provide 26 part-time nursery places with effect from 1 September 2018 or as soon as possible thereafter.

Timescale: The pre-school admissions process is in progress with Stage 1 placement letters due to issue on 9 May 2019. An early decision would help facilitate an orderly admissions process.

Financial/Resource Implications: Capital
Accommodation - a purpose built double modular nursery unit is estimated to cost around £300k.

Resource
On a full year basis, the proposed new provision is estimated to cost around £55k, charged against the Aggregated Schools Budget (ASB).

Staffing - There would be a requirement for one additional teacher, plus a classroom assistant at an estimated annual cost of £48,000, to be met from the school's delegated budget.

FOI Implications: The contents of this submission are likely to be fully disclosable.

Statutory Duty Implications: Article 64 of the Education Reform (NI) Order 1989 - *to encourage and facilitate the development of integrated education.*

Article 44 of the Education and Libraries (NI) Order 1986

The Rural Needs Act (NI) 2016

Presentational Issues: There may be local media interest in your decision. If approached the Press Office can draw from the content of this submission.

Recommendation:

It is recommended that you:

- Approve DP 535 with a modification to the implementation date (as the proposed date has now lapsed):

A statutory nursery unit will be established at Rowandale IPS to provide 26 part-time nursery places with effect from 1 September 2019 or as soon as possible thereafter

- Agree that this submission (with appropriate redactions) can be made available on the Department's website once the school and the Education Authority have been notified.

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APPENDICES

APPENDIX A DP 535

APPENDIX B CASE FOR CHANGE

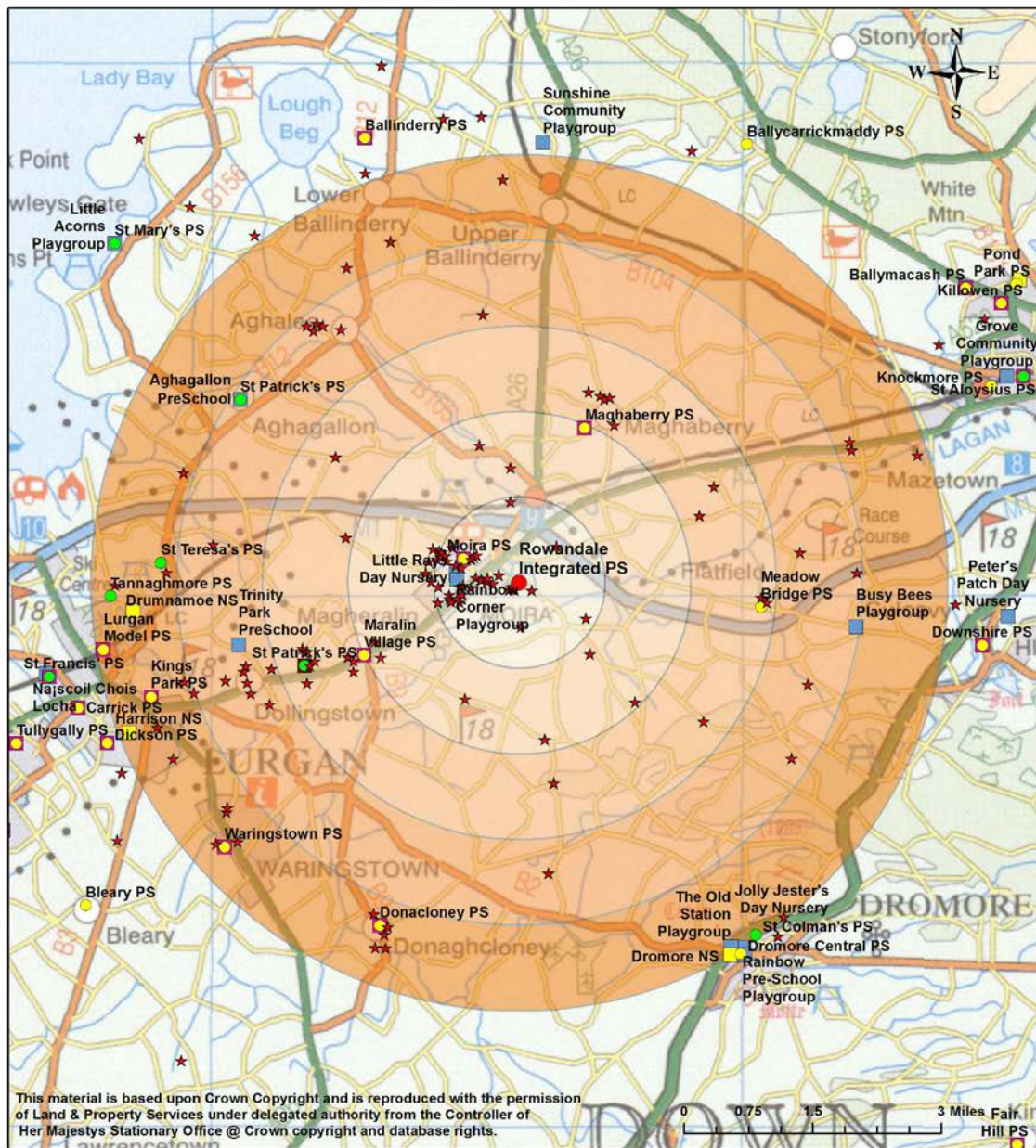
APPENDIX C DE (POLICY TEAM) COMMENTS

APPENDIX D ETI COMMENTS

APPENDIX E RESPONSES DURING THE TWO MONTH STATUTORY
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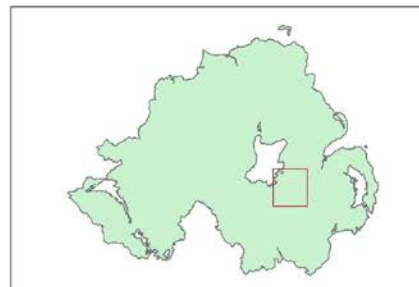
APPENDIX F SUPPLEMENTARY INFORMATION

Rowandale IPS - All Provision with Pupil Locations (5 mile radius)

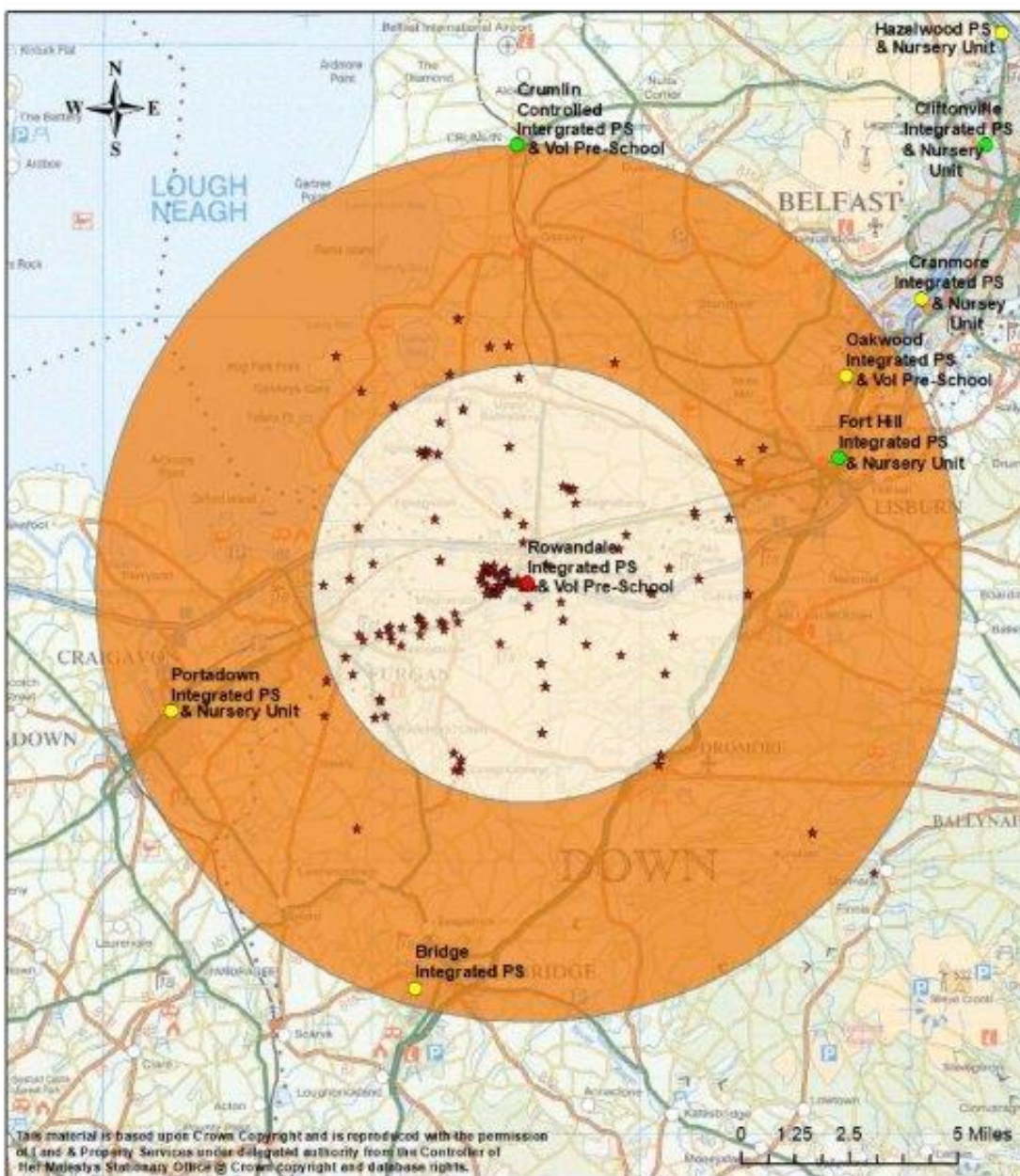


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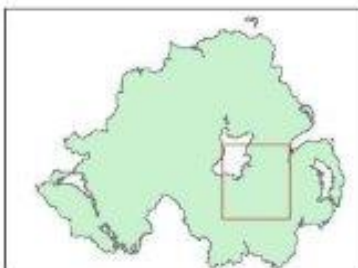
- | | |
|-----------------------------------|----------------------------------|
| ● Rowandale IPS | ■ Nursery Schools |
| ★ Rowandale IPS - Pupil locations | ■ Vol & Priv Pre-Schools |
| ● GMI | ■ Primary Schools with reception |
| ● Controlled integrated | Buffer distance in miles |
| ● Controlled | □ 0.00 - 1.00 |
| ● Catholic maintained | □ 1.00 - 2.00 |
| ● Other maintained | □ 2.00 - 3.00 |
| ● Voluntary | □ 3.00 - 4.00 |
| ■ Primary Schools with NU | □ 4.00 - 5.00 |



Rowandale IPS - Integrated Pre-School Provision (10 mile radius)



- Rowandale Integrated PS
 - Controlled Integrated Primary Schools
 - GMI Primary Schools
 - ★ Pupil locations - Rowandale IPS
- Buffer Distance**
- 0.00 - 5.00
 - 5.00 - 10.00



INTRODUCTION

1. On 16 November 2017 the Education Authority (EA) published Development Proposal (DP) 535 at the request of the Board of Governors (BoG) of Rowandale Integrated Primary School (IPS) proposing that a statutory nursery unit (NU) be established at Rowandale IPS to provide 26 part-time nursery places with effect from 1 September 2018 or as soon as possible thereafter.
2. The two month statutory objection period for this proposal ran from 16 November 2017 to 16 January 2018. A copy of the published DP and the proposer's Case for Change (CfC) are attached at Appendices A and B.

BACKGROUND

3. Rowandale IPS was established in 2007 on a 3.3 acre site in Moira, sited within a farmyard that offers room for expansion should that be required.
4. A community playgroup was established on site in 2012 with support from the Integrated Education Fund (IEF).
5. In 2016 the school was named in the first tranche of potential capital projects to be taken forward using funding secured under the Fresh Start Agreement (FSA), and work is in progress to develop a new build on site.
6. In the 2018/19 school year 16 pupils (6%) were entitled to Free School Meals.
7. The school was inspected by the Education & Training Inspectorate (ETI) in February 2015 and the quality of education provided was assessed overall as "very good." The ETI also carried out a Sustaining Improvement Inspection in March 2018 and the overall assessment was that "*the school continues to demonstrate a high level of capacity for sustained improvement.*"

AREA CONTEXT

8. On the Northern Ireland Multiple Deprivation Measure 2017 the Maghaberry 2 area (within which Rowandale IPS is situated) is ranked 742 out of 890 (with 1 being most deprived and 890 least deprived).
9. The school's catchment area is illustrated by Map 1. The map illustrates a broad distribution of pupil locations. The CfC states that 47.6% of pupils live within a two mile radius, 76.2% within a four mile radius, and 23.8% travel more than four miles to attend.
10. The NI Statistics and Research Agency (NISRA) local birth rates and population predictions provide information on potential future population trends in the area:

- Birth statistics by academic year for all wards which fall at least partially within a five mile radius of Rowandale IPS decreased by approximately 4.9% from 1,152 to 1,096 children in the pre-school cohort born between 2014 and 2015.
- Population projections¹ for three year olds for the Lisburn & Castlereagh Local Government District (LGD) and Armagh City, Banbridge & Craigavon LGD predict an increase in population in the areas of 4.3% between 2018 and 2039 (4,787 to 4,993).

(Note: These figures can, however, only be indicators of the future pre-school population and do not fully take into account population migration and other factors. On that basis they are not an exact predictor of demand.)

Strategic Area Plan: “Providing Pathways” for 2017-2020

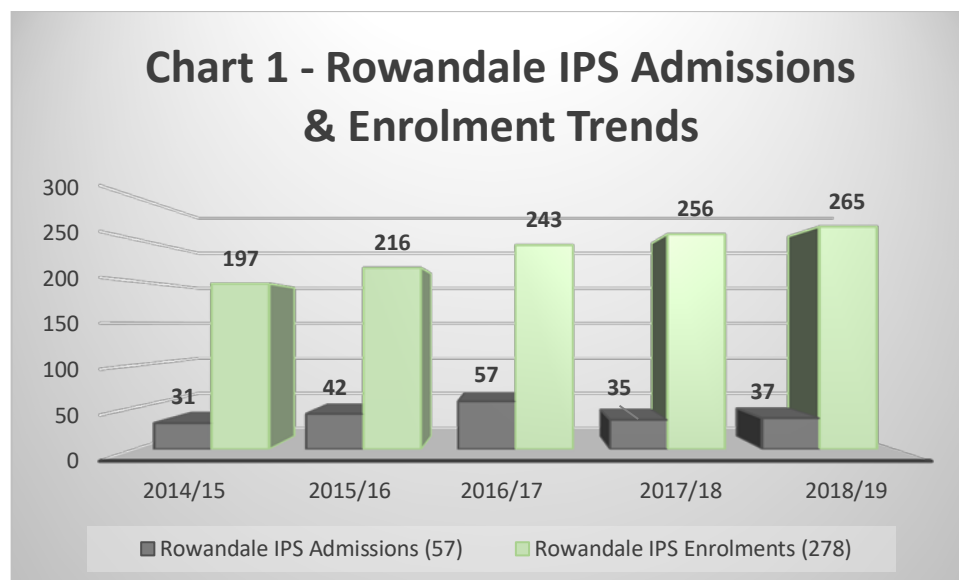
11. The EA’s Area Plan was published on 28 April 2017 and includes population projections provided by NISRA for the all LGDs.
12. Rowandale IPS is situated within Lisburn and Castlereagh LGD. By 2024 the population in the age range 0-15 in the Lisburn and Castlereagh LGD area is projected to increase by 7.9%.
13. The Strategic Area Plan 2017 – 2020 identifies a number of key emerging issues from analysis of current provision in the Castlereagh LGD area. Issues relevant to Rowandale IPS are as follows:
 - Ensure that school places are located as required; and
 - Encourage and facilitate the development of sustainable Irish-medium (IM) and Integrated schools.
14. The school featured in the EA’s 2017/18 Annual Action Plan with an action attributed to the school’s BoGs requiring consultation on options for future pre-school provision.

Admissions and Enrolment

15. For the 2018/19 school year Rowandale IPS had approved admissions and enrolment numbers of 57 and 278 respectively. The school’s enrolment number is being phased upwards to a maximum of 399 by 1 September 2020 following the approval of DP 255 in November 2014.
16. In 2018/19 overall enrolment had risen to 265 children including 37 Year 1 (Y1) pupils and nine pupils with Statements of Special Educational Needs (SEN).

¹ Due to Rowandale IPS being located near to the boundary lines of two local government districts, population projections for both have been included.

17. Chart 1 illustrates an increase in admissions from 2014/15 to 2016/17 followed by a decline in 2017/18 and a small increase in 2018/19, while enrolments have steadily increased over a five year period. The school exceeds the minimum recommended enrolment of 105 pupils for a sustainable rural primary under the Department's Sustainable Schools Policy². The total admissions and enrolment numbers include pupils with Statements of SEN.



Source: Annual School Census

Rowandale Community Playgroup

18. The community playgroup on site caters for children in their pre-school year and also pre-pre-school year, offering 24 places to parents on a fee paying basis. The playgroup has previously requested Department of Education (DE) funded places through the Pre-School Education Group (PEG) but without success.
19. The provision on offer is described in the following terms on the Rowandale IPS website – At Rowandale Community Playgroup, we believe in and understand the importance of play. Play behaviour is a way in which a child can acquire social, intellectual, creative and physical developmental skills. Through play children can practice skills and come to understand the world around them. To fully learn through play, the activities must be age and developmentally appropriate. There are six identified areas of learning and the curriculum we work with has been expertly designed to develop each of these areas.
- Physical Activity
 - Language Development
 - Early Maths
 - The World Around Us

² Sustainable enrolment thresholds are identified as 105 for a rural primary school and 140 for an urban primary school, geographically referenced under the SSP (2009) to the former Belfast and Derry City Council areas.

- The Arts
- Personal, Social & Emotional

20. If DP 535 is approved, in addition to establishing a new 26 place nursery unit targeting pre-school age children, it is envisaged that the community playgroup would continue to offer provision for pre-pre-school age children. The ETI have stated that *'this would also secure the employment of the existing playgroup staff, who provide ongoing high-quality learning experiences for the children (as evidenced by HSCT reports)'*.
21. The ETI have further stated that *"The onsite playgroup currently operates at full capacity on most days and benefits from very effective and professional links with the primary school."* Full ETI commentary can be found at Appendix D.

Alternative Pre-school Provision at Integrated Settings

22. Map 2 illustrates alternative pre-school provision at Integrated settings within a ten mile (mapping) radius of Rowandale IPS, with further detail provided in Table 1.

TABLE 1 - Pre-School Provision at Integrated settings within a 10 mile radius of Rowandale IPS****

DE REF.	School / Pre-School	Distance - Google Maps	2014/15		2015/16		2016/17		2017/18		2018/19		Approved
			T	F	T	F	T	F	T	F	T	F	
406-6682	Rowandale Integrated PS. Vol pre-school on the same site. No PEG funded places.	BT24 8DX	-	-	-	-	-	-	-	-	-	-	
Integrated provision within a 10 mile radius													
405-3308	Fort Hill Integrated PS & Nursery Unit	10.2 Miles	26	26	26	26	26	26	26	26	26	26	26 FT
	Fort Hill IPS Underage Pupils		0		0		0		0		0		
305-0859	Crumlin Controlled Integrated PS & Vol Pre-School	10.8 Miles	24	24	24	24	16	16	16	16	16	16	*n/a
406-6611 4BB-0473 **	Oakwood Integrated PS Community playgroup on the same site - Oakwood Integrated Children's Centre	10.9 Miles	30	30	30	30	24	24	24	24	24	24	26 PT from 2019/20
506-6553	Portadown Integrated PS & Nursery Unit	12.2 Miles	54	54	55	55	53	53	52	52	52	52	52 PT
	Portadown IPS Underage Pupils		0		0		0		0		0		
506-6540 ***	Bridge Integrated PS - No pre-school provision	12.7 Miles											
TOTAL PRE-SCHOOL WITHIN A 10 MILE RADIUS			134	134	135	135	119	119	118	118	118	118	

Distance as per Google Map

PT = Part-Time

FT = Full-Time

T = Total Pupils Enrolled

F = Funded Pupils

* There is no approved places figure for a non-statutory pre-school setting

**** DP 518 - Oakwood IPS, to establish a new nursery unit with 26 PT places, was approved on 29.5.2018. This approval was to take effect from September 2018 or as soon as possible thereafter. However, the school continued to run their community playgroup for the 2018/19 school year. The new statutory nursery unit will open from September 2019.**

***** DP 563 - Bridge IPS, to establish a new nursery unit with 26 PT places, was published on 18.9.2018 and is currently under consideration. If approved, the proposed start date is from September 2019 or as soon as possible thereafter.**

****** Information taken from Annual School Census**

23. Table 1 identifies four alternative Integrated settings offering pre-school provision, with Fort Hill IPS, the nearest, around ten miles away. At the conclusion of the pre-school applications process for 2018/19 the nursery unit at Fort Hill IPS was over-subscribed with 53 applications (all preferences) for 26 places, and accepted a total of 26 target aged pupils.
24. In 2018/19 there were a total of 118 pupils availing of pre-school places at these Integrated settings. In the past five years there have been no underage pupils enrolled at the listed statutory settings.
25. In addition to the schools listed as alternatives a DP has been published proposing the establishment of a statutory NU at Bridge IPS from September 2019. This school appears at the periphery of the ten mile radius used for Map 2, but is over 12 miles distant by road from Rowandale IPS.

Alternative Pre-School Provision at Non-Integrated Settings

26. Map 1 illustrates alternative pre-school provision at non-Integrated statutory and non-statutory settings within a five mile (mapping) radius of Rowandale IPS, with further detail provided in Tables 2 and 3.
27. Table 2 shows ten statutory non-Integrated pre-school alternatives, two of which offer both full-time and part-time places. In 2018/19 there were a total of 493 pupils enrolled at these settings.

TABLE 2 - Statutory Pre-school Provision within a five mile radius of Rowandale IPS**

DE REF.	School / Pre-School	Postcode/ Distance - Google Maps	2014/15		2015/16		2016/17		2017/18		2018/19		Approved
			T	F	T	F	T	F	T	F	T	F	
406-6682	Rowandale Integrated PS. Vol pre-school on the same site. No PEG funded places.	BT24 8DX	-	-	-	-	-	-	-	-	-	-	
Primary Schools with Nursery Units													
401-6104	Moira PS & Nursery Unit	BT67 0LJ 0.8 Miles	26	26	26	26	26	26	26	26	26	26	26 FT
	Moira NU Underage Pupils		0	0	0	0	0	0	0	0	0	0	
501-1687	Maralin Village PS & Nursery Unit	BT67 0QZ 2.6 Miles	26	26	26	26	26	26	26	26	26	26	26 FT
	Maralin Village NU Underage Pupils		0	0	0	0	0	0	0	0	0	0	
401-6417	Maghaberry PS & Nursery Unit	BT67 0JE 3 Miles	52	52	52	52	52	52	52	52	49	49	52 PT
	Maghaberry NU Underage Pupils		*	*	*	*	*	*	0	0	0	0	

501-1124	King's Park PS & Nursery Unit	BT66 7BB 4.9 Miles	78	78	78	78	78	78	79	79	78	78	78 FT
	King's Park NU Underage Pupils		0	0	0	0	0	0	0	0	0	0	
501-1598	Waringstown PS	BT66 7QH 5.7 Miles	26	26	29	29	27	27	27	27	26	26	26 PT
	Waringstown NU Underage Pupils		0	0	*	0	0	0	0	0	0	0	
501-0992	Lurgan Model PS & Nursery Unit	BT67 9AT 5.9 Miles	26	26	27	27	26	26	27	27	26	26	26 FT
	Lurgan Model NU Underage Pupils		*	0	0	0	0	0	0	0	0	0	
501-6178	Donacloney PS & Nursery Unit	BT66 7LP 6.1 Miles	26	26	26	26	26	26	26	26	26	26	26 FT
	Donacloney NU Underage Pupils		0	0	0	0	0	0	0	0	6	6	
TOTAL PRIMARY SCHOOLS WITH NURSERY UNITS			260	260	264	264	261	261	263	263	257	257	
Statutory Nursery School Provision													
511-6190	Harrison NS	BT66 8SU 5.4 Miles	53	53	53	53	53	53	53	53	52	52	52 FT
	Harrison NS Underage Pupils		0	0	0	0	0	0	0	0	0	0	
513-6631	Drumnamoe NS	BT67 9EU 5.8 Miles	55	55	53	53	54	54	55	55	53	53	53 FT
	Drumnamoe NS		52	52	52	52	52	52	52	52	52	52	
	Drumnamoe NS Underage Pupils		9	10	18	7	9						52 PT
511-6625	Dromore NS	BT25 1NB 6.2 Miles	26	26	27	27	29	29	27	27	27	27	27 FT
	Dromore NS		52	52	52	52	52	52	52	52	52	52	
	Dromore NS Underage Pupils		*	6	0	14	0						52 PT
TOTAL NURSERY SCHOOL PROVISION			238	238	237	237	240	240	239	239	236	236	

Distance as per Google Maps.

PT = Part-Time FT = Full-Time T = Total Pupils Enrolled F = Funded Pupils

**Information taken from Annual School Census

28. The table above highlights that there has been a maximum of 29 underage pupils enrolled in these settings in any one year, over the past five years.

29. Table 3 below shows eight non-statutory pre-school alternatives at non-Integrated settings. In 2018/19 there were 183 pupils enrolled at these settings, with 168 of those places funded.

TABLE 3 – Non-Statutory Pre-school Provision within a five mile radius of Rowandale IPS**

Non Statutory Pre-school Provision													
DE REF.	School / Pre-School	Postcode/ Distance - Google Maps	2014/15		2015/16		2016/17		2017/18		2018/19		
			T	F	T	F	T	F	T	F	T	F	
4CA-0613	Little Ray's Day Nursery.	BT67 0LE 0.9 Miles	11	11	12	12	12	12	12	12	18	18	
4AB-0441	Rainbow Corner Playgroup	BT67 0LE 0.9 Miles	22	17	29	22	23	23	22	12	20	16	
5CA-0520	Trinity Park Pre-School	BT67 9ND 4 Miles	24	24	52	34	41	23	24	24	19	19	

4AB-0508	Busy Bees Playgroup, Hillsborough	BT26 6DY 4.5 Miles	44	44	65	45	66	45	54	43	45	45
5BB-0202	Aghagallon Pre-School	BT67 0AR 5.4 Miles	24	20	28	20	23	18	25	21	27	17
5CA-0501	The Old Station Playgroup	BT25 1AA 5.7 Miles	19	19	21	19	20	19	20	20	22	21
5AB-0194	Rainbow Playschool Playgroup	BT25 1AA 5.7	19	19	22	19	21	18	17	15	18	18
5CA-0195	Jolly Jesters Day Nursery	BT25 1AF 6.1 Miles	21	21	27	19	18	16	14	14	14	14
TOTAL NON-STATUTORY PRE-SCHOOL PROVISION			184	175	256	190	224	174	188	161	183	168

Distance as per Google Maps.

PT = Part-Time FT = Full-Time T = Total Pupils F = Funded Places

**Information taken from Annual School Census

SPECIAL CONSIDERATIONS

Duty to Encourage and Facilitate the Development of Integrated Education

30. There is a statutory duty on the Department under Article 64 of the Education Reform (Northern Ireland) 1989 Order, 'to encourage and facilitate the development of integrated education, that is to say the education together at school of Protestant and Roman Catholic pupils'.

Effective and Efficient Use of Public Funds

31. DE must be mindful of its duty under Article 44 of the Education and Libraries (NI) 1986 Order and under Managing Public Money to ensure effective and efficient use of public funds.

Policy Context – Early Years

32. The Department aims to ensure that at least one year of pre-school education is available for every target age child whose family wants it. It is also the Department's practice, where possible, not to displace good quality pre-school education provision already in existence with pre-school education provision in an alternative setting.
33. The Department's Learning to Learn Policy (*A Framework for Early Years Education and Learning – 2013*) among its key actions, placed a moratorium on any new or additional full-time provision or conversion from part-time to full-time (defined as over 4.5 hours) in advance of a review of the current levels of full-time provision, existing research and the needs of children being served by it.

Rural Considerations

34. Rural proofing has been a requirement for all Government Departments in Northern Ireland since 2002 and has been an integral part of the policy development process. In 2016 the commitment to rural proofing was strengthened with the introduction of the Rural Needs Act (NI) 2016. The act

places a duty on Government Departments to have due regard to rural needs when developing, adopting, implementing or revising policies, strategies and plans and when designing and delivering public services. It came into operation for Government Departments and District Councils on 1 June 2017 and applies to public authorities from 1 June 2018. Rowandale IPS is defined as rural under the SSP.

CASE FOR CHANGE

35. The supporting CfC is reproduced in full at Appendix B with some key points included below.

It is asserted within the CfC that:

- Rowandale IPS was established ten years ago and there is an accelerating demand for what it is providing – an Integrated school delivering high standards of education and promoting the development of a shared and inclusive experience in the Moira area;
- Demographically the Moira area has seen rapid growth over the last decade and has a large proportion of young families seeking high standards of educational provision and aspiring to participate in a shared future.
- The two primary schools within Moira itself, and some of those within a five mile radius, have recently experienced over-subscription and this poses challenges for the overall planning of provision in the area;
- There is currently no formally Integrated pre-school provision in the Moira or wider Moira area while there are a number of Controlled and Maintained NUs and schools. Rowandale IPS does not have any statutory nursery provision and the Fresh Start Agreement (FSA) offers a real opportunity for this to be achieved and with the current housing developments in the area being developed, it would ensure that the Moira area has sufficient free pre-school places for the future;
- The desire for Integrated pre-school provision by the school community led to the establishment of a community playgroup in September 2012 which generates its own funding;
- Approval for statutory nursery provision would support parents in being able to access integrated pre-school provision from the age of three to eleven years in the Moira and wider Moira area;
- In May 2017 the school received 115 responses of which 115 were in favour of this proposal being put forward as well as overwhelming demand from the parents for a NU as part of the school; and
- Rowandale IPS has historically enjoyed a diverse enrolment, and will contribute to meeting the needs of every pre-school aged child in the area by providing a viable alternative for those parents who would prefer an Integrated education for their children.

STATUTORY DP PROCESSES

Pre-publication consultation

36. The CfC states that the school carried out a consultation exercise with parents of pupils, staff and governors and an equality screening of the proposal. It is reported that 100% of parents who responded to the letter issued by Rowandale IPS were supportive of the proposal.
37. During pre-publication consultation the EA received three objections from Moira PS, The Rt. Hon. Sir Jeffrey Donaldson MP, and the Controlled Schools Support Council (CSSC). Objections distil to a number of key points:
- There is sufficient pre-school provision within the area to cope with demand;
 - Approval of this DP risks displacement of existing provision and consequential impact on the sustainability of alternative settings in the area; and
 - If there is no additional demand for pre-school education in the area then scarce resources should not be wasted on establishing new provision.

Pre-publication comments are reproduced in full at Appendix B within the CfC.

PEG Comments

38. Within the CfC it is stated that the PEG *“is not in a position to support this proposal as it is felt that displacement of existing provision would occur.”*
39. That position was arrived at prior to guidance³ issued by DE, and in response to a request for a re-assessed view the PEG offered its support for the DP on the basis of demonstrated parental demand, which is evidenced by the non-funded playgroup on the school grounds; and the overall enrolment trends for the school and the Y1 intake over a number of years, which would suggest that a 26 place nursery unit would be sustainable.
40. However, the PEG also expressed strong concerns in regard to the potential impact of this additional provision, including:
- a. Potential displacement of existing funded pre-school provision in the area as some non-statutory settings are operating with already low numbers and additional provision may affect their sustainability;

³ The Department wrote to the statutory planning authorities on 31 October 2017 reminding them of the need to support DE in the fulfilment of the statutory duty to encourage and facilitate the development of Integrated and Irish-medium education, highlighting the role that the Pre-School Education Group (PEG) should play in striving to meet demonstrated parental demand in an area for pre-school education located at Integrated primary schools.

- b. Potential for increased uptake of younger children into statutory nursery settings and the consequent increased cost on public funds; and
- c. The impact on existing cross-community provision in respect of the duty to promote, encourage and facilitate Shared Education.

41. The PEG's re-assessed view is reproduced at Appendix F.

EA Comments

42. Within the CfC the EA states that it does not support this proposal, expressing the view that existing provision is adequate to meet current and projected pre-school demand in this area. That position was arrived at prior to the 31 October 2017 guidance issued by DE, and in response to a request for a re-assessed view the EA indicated that it was unable to reach a consensus view. The EA's re-assessed view is reproduced at Appendix F.

Two month statutory objection period

43. During the two month objection period from 16 November 2017 to 16 January 2018 the Department received three objections from a Principal of a neighbouring school, Governors of a neighbouring school and the CSSC. The Department received 18 expressions of support, 17 from individuals and one from the Northern Ireland Council for Integrated Education (NICIE). These are summarised below, with comments reproduced in full at Appendix E.

Objections

- There is no demonstrated area need for the establishment of a 26 part-time place NU at Rowandale IPS;
- There is already sufficient pre-school provision in the area, with some underage children admitted to funded places;
- There is potential to displace existing good quality pre-school education provision in the area;
- Existing pre-school provision in the area caters for all faiths and none; and
- There is a lack of funding to sustain current provision and therefore consideration should be given to increase current funded pre-school places in the area rather than creating new provision.

CSSC Comments

44. CSSC objects to this proposal, making the following points:

- The CSSC objects to this DP 535 on the basis that there is no demonstrated area need for the establishment of a 26 place part-time NU at Rowandale IPS. If approved, this proposal has the potential to displace existing quality pre-school education provision in the area and maximise the potential for

underage children to be enrolled at existing nursery settings. The CSSC is concerned at the resource implications of the proposal, particularly given the serious financial challenges facing education in Northern Ireland at this time.

The CSSC commentary is reproduced in full at Appendix E.

Support

- Rowandale IPS has grown significantly with the capacity to attract families interested in integrated pre-school education for their children;
- There are new housing developments in the area, and therefore a requirement for more funded places;
- An Integrated nursery setting in the area would be beneficial for children from age three to post-primary;
- Currently pre-school provision available in the area is attended on a largely traditional basis and the majority of families who wish to send their children to Rowandale IPS have to accept a pre-school experience from one or other sector;
- This proposal will address the ongoing demand for pre-school and P1 provision at Rowandale IPS, which in turn will help address the increasing demand for provision in the Moira area; and
- The Department must comply with its duty to “encourage and facilitate Integrated education.”

NICIE Comments

- The Maghaberry Ward where Rowandale is located has experienced a 27.5% level of growth between 2005 and 2015, a very high level of growth;
- It is asserted that the approval of a NU at Rowandale IPS will allow the school to maintain a positive balance of admissions while tackling the under provision of Integrated pre-schools for children from mixed background or from those families that would prefer to provide to their children an early years education experience in a mixed and Integrated environment;
- This proposal is the outcome of consultation with parents from the school who expressed overwhelmingly the need and their desire to have a NU for 26 children as part of the school;
- There is currently no formally Integrated pre-school provision in the Moira or wider Moira area whilst there are a number of Controlled and Maintained NUs and schools. Rowandale IPS does not have any statutory nursery provision;
- It is asserted that the establishment of a NU would support the school in delivering improved outcomes for children, and help a strong school to continue to be sustainable into the future;

- There is significant parental demand for Integrated pre-school nursery provision at Rowandale IPS based on Expressions of Interest received by NICIE;
- Children with special needs and their families would benefit from simpler and timelier access to the systems for assessment and support; and
- The numbers of parents who have completed Expression of Interest forms for admission to the proposed nursery unit in 2018 and subsequent years demonstrates parental demand for this integrated pre-school provision.

The NICIE commentary is reproduced in full at Appendix E.

SUSTAINABILITY ASSESSMENT

45. The SSP does not apply to pre-school provision. However, it is important when considering the establishment of statutory pre-school provision that the host school is assessed.
46. The Department's SSP sets out six criteria which provide the framework for considering a school's long-term sustainability. The primary objective of this policy is to ensure that all children and young people receive a high quality education in schools that are educationally and financially viable in the longer term.
47. An assessment of Rowandale IPS against the six SSP criteria and their associated indicators is set out below:

Criteria 1 - Quality Education Experience

48. Rowandale IPS was most recently inspected by the ETI in February 2015 and the inspection focused on the children's achievements and standards in literacy and numeracy, in particular, how the school is addressing low attainment and underachievement where applicable; the quality of provision for literacy and numeracy in the school; and the quality of leadership and management.
49. In the areas inspected, the quality of education provided by this school is "very good." The school is meeting very effectively the educational and pastoral needs of the children; and has demonstrated its capacity for sustained self-improvement.

Special Educational Needs

50. In 2018/19 Rowandale IPS had nine pupils at SEN Stage five. The ETI Inspection Report stated that "*The children with additional needs benefit from the close collaboration of the class teacher, classroom assistants and the teacher in charge of additional needs, all of whom track carefully the children's progress in their learning, share assessment information and discuss and disseminate effective practice for learning.*"

Criteria 2 - Stable Enrolment Trends

51. The tables below show admissions and enrolment trends for Rowandale IPS.

The evidence shows that:

- First preference applications, and overall admissions, have risen slightly over a five year period, with a noticeable spike in 2016/17, and overall enrolment has risen steadily year on year.

Rowandale IPS - Enrolment

Table 4:

Approved Admissions – 57 Approved Enrolment – 278

Section	2014/15	2015/16	2016/17	2017/18	2018/19
Number of pupils in year 1	31	42	57	35	37
Number of pupils in year 2	32	29	41	60	35
Number of pupils in year 3	32	33	27	42	60
Number of pupils in year 4	26	32	31	30	41
Number of pupils in year 5	29	23	32	31	30
Number of pupils in year 6	28	28	27	32	30
Number of pupils in year 7	19	29	28	26	32
Total pupils (Y1 to Y7) (including SEN)	197	216	243	256	265

Source: Figures shown are recorded as per the Annual Census return

Rowandale IPS - Intakes information

Table 5:

School Year	2014/15	2015/16	2016/17	2017/18	2018/19
Total 1st Pref. Applications	35	36	60	37	39
Total applications	35	37	60	37	39
Total Accepted	32	37	60	37	39

(as per the EA at the conclusion of the admissions process)

The school has received 47 1st Preferences for the 2019/20 school year (as per the EA, 12.3.2019)

Temporary Variations

52. If a school receives more applications for admission than it has places available it can request a Temporary Variation (TV) of its admissions and/enrolment number from the Department. The Department may approve TVs to a school's numbers to respond to particular demographic pressures in an area in a particular year.
53. When considering a TV request from a school the Department will look at the availability of places in that sector in the area within a reasonable travelling distance of each pupil's home address. For primary schools, in relation to TV requests, the Department defines 'reasonable travelling distance' as a distance of two miles from a child's home.
54. It should be noted that a TV is granted on the condition that no additional accommodation will be involved. TVs are not granted to address anticipation of

demand, nor a long term desire to increase the size of a school within an area. In the last five years Rowandale IPS has had TVs approved as follows:

Table 6:

School Year	Approved Admissions Number	Approved Enrolment Number	Temporary Variations Approved (To total of)*	
			Admissions	Enrolment
2017/18	57	278	-	-
2016/17	57	250	-	-
2015/16	57	231	-	-
2014/15	29	203	31	-
2013/14	25	190	31	-

*Figures do not include children with Statements of SEN (all year groups) or any children who may have been admitted on appeal (year of admission only).

Criteria 3 - Sound Financial Position

55. The CfC asserts that ‘The school is currently operating with an acceptable budget surplus which exceeds the required level for sustainable schools.’
56. The school received a total delegated budget of £710,602 in the 2018/19 financial year for 256 FTE pupils, which generates a per capita of £2,776. The average for all primary schools is £2,978.
57. As a Grant Maintained Integrated (GMI) school, the accounting arrangements differ from those of Controlled or Maintained schools and there is no available data on the school’s carry-forward as at 31 March 2018.
58. Details of the school’s funding position under the Common Funding Formula (CFF) across a three year period is provided at Appendix F.

Criteria 4 - Strong Leadership and Management

59. The ETI’s inspection report (2015) refers to the quality of the leadership and management at Rowandale IPS as ‘good’. The report highlights that the senior leadership and management of the school has managed effectively a number of significant changes in key personnel over recent years.
60. It further states that “*Based on the evidence presented at the time of inspection, the ETI’s evaluation is that there can be confidence in the aspects of governance evaluated. The governors are actively involved in the school development planning process and provide a challenge function in relation to achievements and standards, finance and the curriculum. There is an aspect of governance to review, namely, to ensure that the school development planning processes are informed by more rigorous self-evaluation at all levels.*”

Criteria 5 – Accessibility

61. Map 1 illustrates the school’s catchment area, showing a broad distribution of pupil locations. While some pupils may be travelling further than is typical to access primary provision, it is likely that most will be travelling less than 30 minutes (one hour per day) consistent with the SSP.
62. The closest alternative pre-school provision at an Integrated setting is located at Fort Hill IPS, approximately ten miles away by road.

Criteria 6 - Strong Links with the Community

63. The ETI Inspection Report (2015) states that ‘The school has valuable links with the community it serves and it places a high value on its working relationships with parents, involving them in their children’s education through, for example, informative newsletters, curricular evenings, providing practical written guidance on how parents can support their children’s learning at home, and by creating clear and accessible communication channels between parents and teachers.’

Sustainability Summary

64. The overall assessment against the six criteria confirms that Rowandale IPS is a popular, viable and sustainable school, providing a very good education to its pupils, meeting the educational and pastoral needs of the children; and has demonstrated its capacity for sustained self-improvement; despite a drop in admissions between 2016/17 and 2017/18, enrolments are steadily growing; there are no budgetary concerns; the quality of leadership and management has been identified as ‘good’; there are no accessibility issues identified; and there is evidence of strong engagement with the local community.

ASSESSMENT OF SPECIAL CONSIDERATIONS

Statutory Duties

Integrated Education

65. The Department has written to the statutory planning authorities⁴ reminding them of the need to support DE in the fulfilment of the duty to encourage and facilitate the development of integrated education, highlighting the role that the PEG should play in striving to meet demonstrated parental demand in an area for pre-school education at integrated primary schools.

⁴The Department’s letter of 31 October 2017 referred to in footnote 3 was further clarified in the Department’s letter of 15 January 2018 to the EA that the Department and its NDPBs should ensure that the duty to encourage and facilitate has been thoroughly and explicitly addressed in all aspects of the decision making process.

66. The Department's letter of 31 October 2017 to the statutory planning authorities stressed the importance of supporting the Department in fulfilling its statutory duty '*by striving to meet demonstrated parental demand for pre-school education at GMI and controlled integrated primary schools*'. It specified that it is essential that the Department '*does not inadvertently constrain the development of integrated education*'.
67. Further clarification was set out in the Department's letter of 15 January 2018 that Justice Treacy concluded that the statutory duty applies only to integrated education as a standalone concept as defined in Part VI of the 1989 Education Reform Order rather than religiously mixed provision more generally. It further states that '*we should encourage and facilitate the development of integrated (and Irish-medium) education in ways we need not for other education provision by taking positive steps, or removing obstacles which inhibit the statutory duty*'. However, the letter also states that '*the implications of these statutory duties must be considered on a case by case basis, analysed and balanced alongside other relevant statutory and policy requirements to reach a reasoned conclusion*'.
68. Local interest in Integrated pre-school provision led to the establishment of a community playgroup in September 2012 with the support of the IEF, and later in this submission (under the heading of Other Considerations) we examine this, and other, evidence of demand that might support the establishment of statutory provision.

Effective and Efficient use of Public Funds

69. In discharging its duties, the Department must seek to avoid unreasonable public expenditure and to make the best use of the resources available to it. In light of this, it aims to maximise available pre-school places for target age children, avoiding over provision and the resulting enrolment of children younger than three years and two months (underage children) in statutory settings.
70. Within the last four years up to 29 underage children have been enrolled at pre-school settings within a five mile radius, with 15 underage children offered a funded pre-school education place at statutory settings within a five mile radius for the 2018/19 academic year.
71. The level of underage enrolments in the area suggests that any increase in pre-school education places in the area may further increase the number of underage children accessing statutory pre-school places in the area.

Policy Context - Early Years

72. All funded pre-school education settings regardless of location and management type are accessible to children from all backgrounds and are subject to the same inspection standards. All pre-school education settings follow the same curricular guidance, the broad framework of which ensures equality of

opportunity, pointing to staff acknowledging and respecting the culture, beliefs and lifestyles of the families of all children. However, it is acknowledged that parents state preferences for pre-school education provision taking into account a wide range of factors, and in some cases parents may have a preference for pre-school education in schools with a particular management type, including an Integrated management type.

73. There are no funded Integrated pre-school education settings within the immediate area and there are no IPSs within a five mile radius of Rowandale IPS as illustrated in Map 2 and Table 1. The closest IPSs with pre-school provision are Fort Hill IPS, Oakwood IPS, Crumlin IPS and Portadown IPS, all of which are over 10 miles distant from Rowandale IPS.
74. The CfC states that a number of the pupils attending the school travel more than four miles from their home location. This, along with the stated popularity of the school's playgroup, suggests that parents in the area may have a preference for Integrated education in all its forms and are willing to travel in order to access provision of this type.

Displacement

75. It is the Department's practice, where possible, not to displace good quality pre-school education provision already in existence with pre-school education provision in an alternative setting.
76. The CfC states that if the school receives approval for a NU, it would be the intention to retain Rowandale Community Playgroup to serve the needs of younger (below target age) children and their families.
77. The EA has confirmed that Rowandale Community Playgroup sought to be included in the Pre-school Education Programme (PSEP) in both 2013 and 2017. However both applications were turned down on the basis of PEG advice that sufficient pre-school provision existed within the area to address current demand, with spare capacity still available within current funded provision. To illustrate the point, Poppins Day Nursery in this area voluntarily withdrew from the PSEP in February 2017 due to lack of numbers.
78. The CfC asserts that if DP 535 is approved there would be "no impact on existing nursery schools and units in the area" based on an analysis that eight of 11 were oversubscribed in April 2017. It further asserts that "*playgroups in the near vicinity of Rowandale have filled up and the impact of the proposed nursery unit would not be significant*".
79. Early Years Team (EYT) colleagues within the Department advise as follows – "*Approving the proposal will result in an additional 26 statutory pre-school education places in the area which could displace existing pre-school provision in other settings in the area and/or increase the number of underage children accessing statutory pre-school places.*"

Rural Considerations

80. The Rural Development Council's (RDC) Striking the Balance report highlights the importance of rural proofing so that regard is given to the impact of a particular policy on rural populations (in comparison to those living in urban areas) and to help identify adjustments which might be made to reflect rural needs and ensure that services are accessible to rural communities on a fair basis. A central concern is the quality of education provided to pupils.
81. The SSP policy was assessed against the RDC rural proofing checklist (Striking the Balance, Annex 1) and no adverse impact was identified. The SSP recognises the needs of rural communities and this is reflected in the lower enrolment threshold for rural primary schools, the accessibility criterion which provides guidance on home to school travel times and the criterion strong links with the community also recognises the central place a school has for many communities (rural and urban).
82. The Government's commitment to rural proofing was strengthened with the introduction of the Rural Needs Act (NI) 2016 ("The Act"). The Act requires public authorities to have 'due regard' to consciously consider the needs of people in rural areas when developing policies, strategies and plans and when designing and delivering public services. It defines 'rural needs' as "the social and economic needs of rural areas".
83. This proposal is in relation to the establishment of a 26 part-time NU at Rowandale IPS, which would allow families who wish their child to be educated at an Integrated setting, to attend their local Integrated school and keep to a minimum home to school travel times and any associated costs either with attending the current playgroup at Rowandale IPS, for which there is a charge to attend, or travel costs to attend an alternative pre-school provider.

OTHER CONSIDERATIONS

OTHER PUBLISHED DPs

Rowandale IPS – DP 255

84. Rowandale IPS had a DP approved on 13 November 2014 for an increase in the school's admissions and enrolment numbers to 57 and 399 respectively. This approval was subject to conditions being met over a two year period, with approval confirmed in October 2016.
85. Since DP 255 was approved, overall enrolment at the school has increased from 216 to 265.

Bridge IPS – DP 563

86. Bridge IPS published a DP on 18 September 2018 to establish a new NU at the school with effect from 1 September 2019, or as soon as possible thereafter. The two month objection period ended on 19 November 2018, with a decision still to be made. Although located within a ten mile mapping radius, Bridge IPS is over 12 miles distant by road.

Religious Balance

87. DE policy is that Integrated school settings should aim to attract at least 30 percent of pupils from the minority community within the school's enrolment, however, it is recognised that this can present challenges for individual schools, dependant on the local area, and also due to the increasing number of pupils designating as 'other' or 'no religion'.
88. In 2018/19 there were approximately 31.7% of pupils from the Protestant tradition; 42.3% Roman Catholic and 26% Other (or religion unknown). Table 7 provides a three year picture of religious balance at Rowandale IPS.

Rowandale IPS - Religious Breakdown

Table 7:

School Year	Protestant	%	Catholic	%	Other / Not known	%	Total pupils
2016/17	82	34	109	45	52	21	243
2017/18	83	32	107	42	66	26	256
2018/19	84	32	112	42	69	26	265

Source: Figures shown are recorded as per the Annual School Census.

% is rounded to nearest whole number

89. Evidence of religious balance at pre-school providers within five miles of Rowandale IPS is provided in Table 8.

TABLE 8 – Rowandale IPS - 2018/19 School Year - Religious Balance, as per the annual Census returns (5 mile radius) -

DE Ref	Pre-School Provision	Protestant	%	Catholic	%	Other / Not known	%	Total pupils
Nursery Units								
401-6104	Moirá PS	15	56	*	*	9	36	#
501-1687	Maralín Village PS	14	54	5	20	7	26	26
401-6417	Maghaberry PS	29	60	*	*	17	34	#
501-1124	Kings Park PS, Lurgan	43	55	5	7	30	38	78
501-1598	Waringstown PS	16	60	2	8	8	32	26
501-0992	Lurgan Model PS	0	0	19	74	7	26	26
501-6178	Donacloney PS	20	77	*	*	5	19	#
Nursery Schools								
511-6190	Harrison NS, Lurgan	42	80	9	18	*	*	#
513-6631	Drumnamoe NS	0	0	105	100	0	0	105
511-6625	Dromore NS	43	54	10	13	26	33	79

Pre-schools (PEG funded places only)								
4CA-0613	Little Ray's Day Nursery, Moira	*	*	6	33	8	44	#
4AB-0441	Rainbow Corner PG, Moira	5	31	5	31	6	38	16
5CA-0520	Trinity Park Pre-School Dollingstown	0	0	0	0	19	100	19
4AB-0508	Busy Bees PG, Hillsborough	34	76	*	*	10	22	#
5BB-0202	Aghagallon Pre-School	0	0	17	100	0	0	17
5CA-0501	The Old Station PG Dromore	19	90	*	*	*	*	#
5AB-0194	Rainbow Playschool PG Dromore	16	90	*	*	*	*	#
5CA-0195	Jolly Jesters Day Nursery Dromore	12	86	*	*	0	0	#

Source: Figures shown are recorded as per the Annual School Census. % is rounded to nearest whole number

90. NICIE does not accept the premise that all pre-school provision is non-sectoral. A comparison of Tables 7 and 8 shows that the majority of pre-school providers in the area have a less religiously balanced enrolment than Rowandale IPS.

EPPNI Research

91. NICIE, in its commentary on DP 535, states that the outcomes for children within nursery units have been shown to be a higher quality than those within playgroups. Effective Pre-School Provision in NI (EPPNI) Research from 2006 states that *“there are significant differences between pre-school settings and their impact on children. Nursery schools/classes have the best overall outcomes.”*

Financial implications

92. Any new provision (including new NUs) opening during the year are a pressure on the Department's "New Schools & Units" fund. A new 26 part-time NU is estimated to create a funding need of c. **£32k** – based on past costs for such units opening during the financial year – for the period from the unit opening to the end of that financial year. Full year costs to the Aggregated Schools Budget (ASB) are estimated to be c. **£55k**.

Staffing costs

93. There is a requirement for one part-time teacher (established after clarifying with NICIE a reference to full-time that erroneously appears within the CfC), and a part-time classroom assistant at an annual cost of approximately £48,000.

Accommodation

94. The CfC indicates that a modular classroom and toilets would need to be provided and furnished, along with external works to provide suitable play areas and appropriate fencing around the building.
95. Rowandale IPS is an 11 class-based grant maintained integrated (GMI) primary school with an approved enrolment 2017/18 of 278. It operates from temporary accommodation on a 1.26 hectare site.
96. The Department's Investment and Infrastructure Directorate (IID) advises that the final "A Fresh Start – Stormont Agreement and Implementation Plan" which was published in November 2015 included provision of a contribution of up to £500 million over a ten year period of new capital funding to support shared and Integrated education subject to individual projects being agreed between the Executive and the UK Government. A major capital investment project to improve/replace accommodation at Rowandale IPS was one of the projects included to be taken forward in planning in March 2016. The Business Case was approved in March 2018, with construction costs estimated at c. £5m with an estimated twelve month construction period once statutory approvals are received.
97. The Department is designing a 14 class base new build for Rowandale IPS under the Fresh Start programme. There is scope within the design to allow for a NU if the DP is approved. In the event the DP is approved, the NU could be incorporated into the new build project and subject to the availability of budget cover and the necessary approvals, the Department would consider meeting the additional cost from within its Capital Budget. It is anticipated additional costs to upgrade the scheme to include a nursery are in the region of £300k. Timing can be reviewed should the DP be approved.
98. IID advice is reproduced in full at Appendix C and Appendix F.

Assessed need for Pre-school provision in the area

99. In determining the need for pre-school education provision, the Department generally assumes a level of provision at 95% of target age children, predicated on the application rate for pre-school education places, which is c. 92%, however the level of provision within local areas may be higher or lower, based on historic patterns of demand and assessment of ongoing need.
100. The current level of pre-school education provision within both a two mile and five mile radius of the school is used as an indicator of current capacity to meet the need for pre-school education provision and is considered alongside other factors such as population projections, to determine the likely future need for additional pre-school education provision in the area.

Provision in the area

101. The number of pre-school education places and associated percentages are measured against the Y1 enrolments for the 2016/17 and 2017/18 academic years using school census data, together with provisional⁵ 2018/19 data provided by the EA.
102. As the existing Community Playgroup at Rowandale IPS is not PSEP provision, it is not included in the tables below, either before or after the proposed change, but it is taken into account in the analysis of those tables.
103. The statistical information available in relation to the level of funded pre-school education provision is as follows:-

Level of Provision – two mile radius of Rowandale Integrated Primary School

Table 9: Year	Statutory pre-school places	Non-statutory PSEP pre-school places	Reception places	Total pre-school provision	P1 places	Level of pre-school provision (%age of P1 places)	Underage children in statutory places
2016/17	104	35	0	139	181	76.8%	*
2017/18	104	24	0	128	162	79.0%	8
2018/19*	104	36	0	140	155	90.3%	*
Proposed	130	36	0	166	155	107.1%	-

* Source: EA PEG

104. The level of provision within the two mile radius has been lower than the planning figure of 95% in each of the last three academic years, suggesting there could be under provision in the area. However, underage children have been admitted to funded pre-school education places each year and the EA has advised that in 2017 and 2018, all children within the five mile radius whose parents stayed with the admissions process received the offer of a pre-school place, and in 2016, all but ██████ received the offer of a pre-school education place. In all three years, capacity remained within existing provision to accommodate additional children in the area, had their parents wished it, indicating that sufficient pre-school education provision exists to meet demand for places in the area. The EA has also advised that there remains capacity within existing providers in the area to increase provision if necessary.

105. The community playgroup on the site of Rowandale IPS is not included in the table above. The CfC states that up to 15 children who attend this provision are of target age, with NICIE clarifying that some children do not attend the playgroup

⁵ Advice from the Department's Early Years Team, which draws upon provisional figures supplied by the EA, was produced and received prior to verification of 2018/19 census data.

every day. A total of 40 children are registered to attend the playgroup, but it can only accommodate up to 24 children at a time.

106. Additional information provided by NICIE (Appendix E of EYT advice in Appendix C) indicates that in 2018/19, 10 of the 15 children referred to above also attended the playgroup in the previous year.

107. This evidence indicates there may be an additional element of demand for pre-school education provision in the area that is not reflected in the figures above, and is not currently being met by the PSEP, although the level of this additional demand does not appear in itself to be sufficient to sustain a 26 place statutory pre-school class.

Level of provision – five mile radius of Rowandale Integrated Primary School

Table 10: Year	Statutory places	Non-statutory places	Reception places	Total pre-school provision	P1 places	Level of pre-school provision (%age of P1 places)	Underage children in statutory places
2016/17	494	158	2	652	607	107.4%	21
2017/18	494	147	2	641	561	114.3%	29
2018/19*	494	159	2	653	535	122.0%	14
Proposed	520	159	0	679	535	126.9%	-

* Source: EA PEG

108. The level of provision within the five mile radius has been above the planning figure in each of the last three academic years. If approved, this additional statutory provision would result in a further increase to 126.9%. In addition, in each of the last three years significant numbers of underage children were admitted to funded pre-school education places. This would suggest that there is currently some over provision in the wider area.

109. As noted above, the EA has advised that all children in the area whose parents stayed with the admissions process to the end received a funded place in each of the last two years, and capacity exists within existing provision to increase the number of places available if necessary.

110. It is noted that the CfC suggests a shortfall in provision within the five mile radius. However, the CfC appears to omit some settings, such as Harrison Nursery School, Lurgan Model NU and Rainbow Pre-School Playgroup, which together provided 93 pre-school places in the 2018/19 academic year. It also includes settings that are outside the five mile radius (St Aloysius NU and Jolly Jesters are within the six mile radius), or which are not part of the PSEP programme

(Poppins Day Nursery ceased to participate from 2017/18 due to the setting receiving insufficient applications).

111. It is noted that the CfC compares the total number of applications rather than first preferences to the number of children admitted in order to conclude there is a shortfall in provision. However, this overestimates demand, as it does not account for children whose parents list more than one preference on their application.

Quality of Education at Alternative Pre-school Providers within a 5 mile radius

112. The table below details the quality of education at alternative non-Integrated pre-school settings as assessed by the ETI, which confirms that in all settings, the quality of education being provided has been assessed in the range ‘good’ to ‘outstanding’.

Table 11 – Rowandale IPS alternative provision

DE Ref	Setting	ETI Assessment (Overall Effectiveness)
Primary Schools with Nursery Units		
401-6104	Moirra PS	Oct. 2015 - Demonstrates capacity to identify & bring about improvement
501-1687	Maralin Village PS	May 2017 - High level of capacity for sustained improvement
401-6417	Maghaberry PS	May 2016 - Demonstrates capacity to identify & bring about improvement
501-1124	Kings Park PS, Lurgan	Oct. 2013 - Very Good
501-1598	Waringstown PS	May 2018 - High level of capacity for sustained improvement
501-0992	Lurgan Model PS	June 2016 - Demonstrates capacity to identify & bring about improvement
501-6178	Donacloney PS	June 2018 - High level of capacity for sustained improvement
Nursery Schools		
511-6190	Harrison NS	Jan. 2015 – Outstanding
513-6631	Drumnamoe NS	Jan. 2017 - High level of capacity for sustained improvement
511-6625	Dromore NS	April 2017 - High level of capacity for sustained improvement
Pre-Schools (with PEG funded places)		
4CA-0613	Little Ray's Day Nursery	Nov. 2015 - Demonstrates capacity to identify & bring about improvement
4AB-0441	Rainbow Corner PG	June 2016 - Demonstrates capacity to identify & bring about improvement
5CA-0520	Trinity Park Pre-School	Dec. 2017 - Needs to address important areas for improvement
4AB-0508	Busy Bees PG, Hillsborough	Jan. 2013 - Outstanding
5BB-0202	Aghagallon Pre-School	Jan. 2017 - High level of capacity for sustained improvement
5CA-0501	The Old Station PG	Feb. 2018 - High level of capacity for sustained improvement
5AB-0194	Rainbow Playschool PG, Dromore	Oct.2018 - Demonstrates capacity to identify & bring about improvement
5CA-0195	Jolly Jesters Day Nursery, Dromore	Jan.2018 - Demonstrates capacity to identify & bring about improvement

Temporary Flexibility

113. In the 2017/18 academic year three schools within a five mile radius of Rowandale IPS submitted Temporary Flexibility requests, however, none of these requests were approved because additional pre-school places were not required to meet a shortfall in the area.

114. No Temporary Flexibility requests have been submitted in the five mile radius for the 2018/19 academic year.

Demand for Integrated Pre-school Provision in the Area

115. It is important that the Department strives to meet demonstrated parental preference in an area for pre-school education at Grant-Maintained and Controlled Integrated primary schools⁶.
116. The desire for Integrated pre-school provision by the school community lead to the establishment of a non-funded community playgroup in September 2012. Figures provided by NICIE in relation to Rowandale Community Playgroup highlight that there were nine target aged children attending the playgroup in 2017/18, with 15 enrolled for 2018/19. While these numbers fall below the 26 places proposed for the new statutory NU, account should be taken of the fact that parents are paying to enrol their children at this setting.
117. The CfC states that parents have been enquiring for a number of years regarding pre-school provision at Rowandale IPS. In May 2017, and on foot of a parental consultation meeting at the school, 115 responses were received, all of which supported this proposal.
118. Evidence provided by NICIE (Appendix F) indicates that the majority of the nine target age children attending the playgroup in 2017/18 did not apply to any other pre-school provider, prioritising attendance at the playgroup. Evidence for 2018/19 indicates of the 15 target aged children attending the playgroup, 10 transferred from attendance in their penultimate pre-school year, with an additional five target age children newly enrolled for 2018/19. Evidence has been provided that the majority of children did not apply to alternative providers in the area, opting instead to attend the playgroup.
119. The CfC references a postcode analysis showing that 47.6% of children attending Rowandale IPS live within a two mile radius of the school and 76.2% of the pupils reside within a four mile radius. While Rowandale IPS represents a local school at the heart of its community 23.8% of children travel more than four miles to attend the school. This, along with evidenced demand for provision at the playgroup, indicates that parents in the area may have a preference for education provision at a school of an Integrated management type and are willing to travel in order to access provision of this type.

⁶ This is an extract from the Department's letter of 31 October 2017 referred to previously, and it was also repeated in the letter of 15 January 2018.

Demand for non-Integrated pre-school provision in the area

120. Table 12 below shows first preference applications to all other pre-school settings in the area within a three mile radius. The table differentiates between pupils in their immediate pre-school year and those who are underage.
121. The evidence shows that there were 104 statutory pre-school places available in each of the five school years, totalling 520 places. There were 571 first preference applications received over these five years, indicating a shortfall in statutory places in the immediate area. However, there are two voluntary providers in this area offering PEG funded places, the number of which can be adjusted in order to meet any shortfall.
122. While there have been underage children admitted to pre-school settings in the area across a five year period, numbers have been relatively low, peaking at six in 2017/18.

EA Pre-School Intakes Information (Stage 1 concludes end of April. Stage 2/total process concludes early/mid June)
Table 12: Pre-Schools within 3 miles of Rowandale IPS

DE Ref No	Funded Provider	2014/15 Approved Number	Total 1 st Pref Apps			Total Accepted for Adm			2015/16 Approved Number			Total 1 st Pref Apps			Total Accepted for Adm			2016/17 Approved Number			Total 1 st Pref Apps			Total Accepted for Adm			2017/18 Approved Number			Total 1 st Pref Apps			Total Accepted for Adm			2018/19 Approved Number			Total 1 st Pref Apps			Total Accepted for Adm		
			Tar. Age	Tar. Age	Under Age	Tar. Age	Under Age	Tar. Age	Under Age	Tar. Age	Under Age	Tar. Age	Under Age	Tar. Age	Under Age	Tar. Age	Under Age	Tar. Age	Under Age	Tar. Age	Under Age	Tar. Age	Under Age	Tar. Age	Under Age	Tar. Age	Under Age	Tar. Age	Under Age	Tar. Age	Under Age	Tar. Age	Under Age	Tar. Age	Under Age	Tar. Age	Under Age	Tar. Age	Under Age					
401-6104	Moira PS & NU	26 FT	32	36	8	26	0	26 FT	43	55	2	26	0	26 FT	32	37	2	26	0	26 FT	32	34	5	26	0	26 FT	40	43	7	26	0													
501-1687	Maralin Village PS & NU	26 -FT	39	44	0	26	0	26 FT	35	46	1	26	0	26 FT	34	36	0	26	0	26 FT	27	30	1	26	0	26 FT	31	33	2	26	0													
401-6417	Maghberry PS & NU	52 PT	46	49	22	49	*	52 PT	40	54	17	52	0	52 PT	48	53	15	52	0	52 PT	44	47	11	46	6	52 PT	48	54	13	52	*													
Subtotal		104	117	129	30	101	#	104	118	155	20	104	0	104	114	126	17	104	0	104	103	111	17	98	6	104	119	130	22	104	#													
4CA-0613	Little Rays Day Nursery, Moira		13	14	-	12	-		15	30	-	12	-		16	20	-	12	-		16	16	-	12	-		13	18	-	18	-													
4AB-0441	Rainbow Corner PG, Moira		7	15	-	15	-		12	28	-	20	-		9	24	-	24	-		5	13	-	13	-		11	19	-	17	-													
Subtotal			20	29	-	27	-		27	58	-	32	-		25	44	-	36	-		21	29	-	25	-		24	37		35														
TOTALS			137	158	30	128	#		145	213	20	136	0		139	170	17	140	0		124	140	17	123	6		143	167	22	139	#													

Impact

123. In considering DPs for statutory provision, careful consideration is given to the impact of any new statutory provision on existing good quality voluntary/private pre-school education providers. The PSEP is a partnership between statutory and voluntary/private pre-school education providers and both sectors are equally valued for their contribution to the education of pre-school pupils.
124. The CfC asserts that *“Approval of this proposal for Rowandale IPS would support EA and DE in meeting the demand for Integrated pre-school provision and would have no impact on existing nursery schools and units in the area as eight of the 11 were over-subscribed as at April 2017. There are a number of Controlled and Maintained NUs and schools in the area; however there is no statutory Integrated nursery provision and there is a significant demand for statutory provision.”*
125. If this DP is approved, it is not considered likely to impact on existing Integrated pre-school provision at Fort Hill IPS, Crumlin IPS, Portadown IPS or Oakwood IPS given their respective distances from Rowandale IPS.
126. The ETI has commented that *“it is considered that voluntary playgroups in the area would not be significantly impacted by the creation of a NU.”*
127. The EA has advised that there are sufficient places in the area to accommodate every child whose parents want a place for them, and capacity to further increase provision within existing providers if needed. A non-statutory pre-school education provider which provided pre-school education places within the five mile radius of Rowandale IPS left the PSEP in June 2018 as it received fewer than the minimum number of pre-school applications in the 2018/19 admissions process. If 26 additional pre-school places are created in the area, it is possible that other good quality providers in the area could be similarly affected.
128. Objectors to DP 535 assert there is no demonstrated need for the establishment of a 26 place part-time nursery unit at Rowandale IPS, and there is potential to displace existing good quality pre-school education provision in the area, as there is already sufficient pre-school provision available. Objectors also assert that there is a lack of funding to sustain current provision and therefore consideration should be given to increase current funded pre-school places in the area rather than creating new provision.

Reception Provision

129. St Patrick’s PS, Magheralin, which is within the five mile radius of Rowandale IPS, is the only setting in the area which provides reception places. It provided reception places for two children in each of the last three years; it does not provide funded pre-school education provision.
130. Given the small number of places involved and the geographical distance between the settings, any change to pre-school education provision at

Rowandale IPS is considered unlikely to significantly affect reception provision at St Patrick's PS.

SUMMARY

131. The Department must balance a number of statutory duties to Integrated education, Shared Education, rurality and its duty to ensure effective and efficient use of public funds.

132. There is a conflicted evidence base in relation to this DP:

- The PEG offers qualified support for the proposal in the context of the Article 64 statutory duty and demonstrated parental demand, but expresses concern about displacement in the area;
- The EA was unable to reach a consensus view, noting that existing provision is adequate to meet current and projected pre-school demand in this area, and that approval of the DP would result in increased costs⁷;
- The Department's Early Years Team was unable to conclude that the proposed additional provision is reasonable at this time; and
- Three letters of objection were received during the statutory two month objection period and 18 letters of support.

133. This is a finely balanced consideration where the evidence can appear compelling in favour of either potential decision.

Considerations that do not lend support to an approval decision

134. Although the level of pre-school provision within a two mile radius has been lower than the planning figure in each of the last three years, it would increase to 107.1% if DP 535 is approved, while the level within a five mile radius has been consistently above the planning figure.

135. While historic application trends for the host school suggest that it may be able to fill the requested places with target age children, it is possible that the creation of additional provision at the setting could have a detrimental effect on other providers across a five mile radius, potentially displacing good quality provision and/or leading to an increase in the number of two year old children accessing provision in statutory settings, which would not represent an efficient use of public funds. In the past five years up to 18 underage pupils have occupied statutory pre-school places within a five mile radius of Rowandale IPS as evidenced in Table 2. There is a risk that the PSEP will have reduced flexibility to respond to demographic blips and changes in preference.

⁷ The EA responded to the Department on 20 June 2018, regarding the request for further consideration to Rowandale IPS commentary in light of the letter issued by the Department on 31 October 2017. In its response, the EA highlighted that it was unable to reach a consensus regarding the DPs in question (Drumlins IPS & Rowandale IPS). Furthermore the Board remained concerned that implementation of this proposal would result in increased costs for pre-school provision which is already in excess of demand in both areas.

136. A non-statutory pre-school education provider which provided pre-school education places within the five mile radius of Rowandale IPS left the PSEP in June 2018 as it received fewer than the minimum number of pre-school applications in the 2018/19 admissions process. If 26 additional pre-school places are created in the area, it is possible that other good quality providers in the area could be similarly affected. Furthermore, Rowandale Community Playgroup has applied twice to be considered for PEG funding, but was refused on both occasions due to there being enough provision in the area to cater for demand.
137. The number of target aged children attending the current playgroup at Rowandale IPS is below the requested 26 part-time places, and evidence provided by NICIE suggests that most do not attend every day.
138. There are both capital and resource costs associated with the proposal, and objectors to DP 535 have highlighted current pressures on the education budget as a reason not to approve this DP.

Considerations that lend support to an approval decision

139. Rowandale IPS is a popular, viable, and sustainable school providing a very good education to its pupils. The school meets all six criteria of the SSP and there are no concerns about its capacity to manage the proposed NU and deliver quality pre-school provision, based on existing primary school provision. It is considered an educationally sound proposal in terms of transition of children into the host primary school.
140. Due to parental demand, a playgroup was established on the grounds of Rowandale IPS to cater for parents who wish to commence their children's education journey at an Integrated setting. In recent years, the number of target aged children accessing this provision has increased, and parents have shown that they are prepared to pay for this provision.
141. The establishment of a statutory NU has the potential to encourage even more parents to enrol their children for pre-school education at Rowandale IPS, and in turn this may support an increase in applications for Y1 places (with room for growth available within the school's existing admissions number) which would be consistent with the Article 64 duty.
142. There is no accessible alternative pre-school education provision at an Integrated school. The closest alternatives are over 10 miles away, and are popular schools with no history of accepting underage pupils as demonstrated in Table 1, indicating the popularity of Integrated NU settings.
143. The ETI states that *"the addition of a NU would benefit the children from a continuous educational programme from pre-school into primary in the ethos of Integrated education and would allow parents who send their children to the playgroup at 2yrs 10mths to continue with Integrated education through to their*

children's pre-school year. A large number of parents are committed to Integrated education in the Moira area, given the continuing rise in numbers in the school, and in the interest of parity, nursery provision should be available to parents who chose Integrated education for their children."

CONCLUSION

144. The Department has issued guidance which requires, in this context, the demonstration of parental demand for additional pre-school education at a school of an Integrated management type.
145. Due to parental demand, a playgroup was established on the grounds of Rowandale IPS in 2012 to cater for pupils whose parents wish to have an Integrated education for their children. While the number of target aged children attending the current playgroup is below the requested 26 part-time places, it is noted that these are places which parents are paying for, which may act as a constraint on expressed preference.
146. While there is over-supply of pre-school education provision generally in the wider area, it is considered that there is insufficient provision to meet demonstrated parental demand (after factoring in NICIE evidence of parental expressions of interest) for pre-school education provision at a school of an Integrated management type.
147. Furthermore, the CfC references evidence of housing growth in the wider council area, sourced from publically available information, but also asserts more specifically (citing 'local investigation' as a source, the reliability of which cannot be verified) that "there are over 765 houses either newly built or in the building or planning process within a three mile radius of Rowandale IPS". It is suggested that building on this scale is likely to attract families who will add to the demand for pre-school and primary provision within the Moira area and its environs, with some of that demand likely to be for Integrated provision.
148. There is however a risk of good quality established provision being displaced, and although NICIE argues that this would be a dispersed displacement, this could materially impact on the sustainability of established providers, but that risk is one that may need to be embraced if the Department is to uphold its Article 64 duty.
149. Objectors understandably point to the costs associated with implementing this proposal at a time when the education budget is under pressure.
150. DE guidance, informed by legal advice and case law, has confirmed that the Department's Article 64 statutory duty applies equally to pre-school education and that pre-school provision at an Integrated setting is distinct from other forms of pre-school provision. The implications of the Article 64 duty must be considered on a case by case basis, analysed and balanced alongside other statutory and policy requirements to reach a balanced conclusion. There are no

evidential areas of concern in relation to obligations under the Rural Needs Act or Shared Education.

151. The extent of overprovision in the wider area is a concern, as are the attendant cost implications, but with the nearest alternative pre-school provision at an Integrated (and fully subscribed with no history of underage children) setting located around ten miles away, the evidence appears sufficiently compelling in favour of responding positively to evidenced parental demand for more pre-school provision at an Integrated setting in support of the Article 64 duty.
152. Colleagues in the Department's Integrated and Irish-medium (IMIE) Team have advised that they are content that the Article 64 duty has been considered in the submission and it takes account of Departmental advice issued to the Education Authority which outlined the implications of the statutory duty for integrated education in relation to pre-school provision at integrated primary schools. That advice further highlights the importance of DE fulfilling its duty by striving to meet demonstrated parental demand in an area (which is asserted in this case) for pre-school education at GMI and controlled integrated primary schools; and taking positive steps or removing obstacles which inhibit the statutory duty. These aspects of the guidance have been taken into account. IMIE Team concurs with the recommendation to approve DP 535 in light of the evidence and information presented in the draft submission.
153. The proposed implementation date for DP 535 has lapsed, thereby requiring a modification if approved. It is proposed that the implementation date for DP 535 is modified to 1 September 2019, or as soon as possible thereafter. The pre-school admissions process for September 2018 has concluded and the revised date would facilitate the admissions process for September 2019. Implementing an approval decision at any other date risks in-year disruption to other pre-school settings and more importantly to pupils whose pre-school education only lasts for one year.

RECOMMENDATION

154. On the basis of the evidence set out above and taking into consideration relevant statutory duties, it is recommended that you:

- Approve DP 535 with a modification to the implementation date (as the proposed date has now lapsed):

A statutory nursery unit will be established at Rowandale IPS to provide 26 part-time nursery places with effect from 1 September 2019 or as soon as possible thereafter.

- Agree that this submission (with appropriate redactions) can be made available on the Department's website once the school and the Education Authority have been notified.



BILL STEVENSON
Area Planning Policy Team

cc (by email)
Lianne Patterson
Fiona Hepper
Noelle Buick
John Smith
Janis Scallon
Philip Irwin
Alison Chambers
Eamonn Broderick
Scott Harbinson
APPT Correspondence
Press Office

EDUCATION AUTHORITY

DEVELOPMENT PROPOSAL No 535

ROWANDALE INTEGRATED PRIMARY SCHOOL

Notice is hereby given that a proposal, under Article 79 of the Education Reform (NI) Order 1989, has been submitted to the Education Authority by the Board of Governors of Rowandale Integrated Primary School to the effect that:

A statutory nursery unit will be established at Rowandale Integrated Primary School to provide 26 part-time nursery places with effect from 1 September 2018 or as soon as possible thereafter.

A copy of the Proposal and Case for Change may be inspected at offices of the Education Authority, Grahamsbridge Road, Dundonald, Belfast, BT16 2HS between the hours of 9.00 am and 4.30 pm and www.eani.org.uk (Schools).

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

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

Gavin Boyd
Chief Executive

CASE FOR CHANGE – Supporting Information**SUMMARY / OVERVIEW**

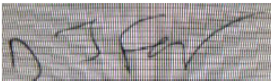
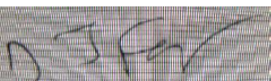
AREA PLANNING DISTRICT	Lisburn City & Castlereagh Council
DP NUMBER	DP 535
PROPOSER	Board of Governors of Rowandale Integrated Primary School Contact: Frances Hughes, Principal E mail : fhughes982@c2kni.net
SCHOOL(S) NAME	Rowandale Integrated Primary School
SCHOOL REFERENCE	406 6682
TYPE	Primary
MANAGEMENT	Grant Maintained Integrated
DP PUBLICATION DATE	Date: W/C 13 November 2017 <i>(Note: Proof of publication should be submitted without delay)</i>
PROPOSAL	The Board of Governors of Rowandale Integrated Primary School proposes to establish a 26 place part time nursery unit with effect from the 1 st September 2018 or as soon as possible thereafter.

STATUTORY CONSULTATION

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

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

EDUCATION AUTHORITY COMMENTARY ON PRE PUBLICATION STATUTORY CONSULTATION


<p>PROPOSER</p> <p>Provide detail of consultation with the Board of Governors, teachers and parents of the affected school(s) – dates of meetings / letters. Good practice suggests all staff (including non-teaching) should be consulted as well as pupils.</p> <p>Summary and assessment of views received – how were these taken into account before publication of the DP?</p>	<p>I confirm that the school(s) Board of Governors, were consulted with on 31Oct 2016, 12 Dec 2016, 30 Jan 2017 and 20 Mar 2017, 4 May 2017 and 19 June 2017.</p> <p>Staff and Parents of Pupils were consulted on May 3rd & 4th 2017 & 28th May 2017</p> <p>The views of the Governors, Staff and parents are detailed within the document and were unanimously in favour taking forward a Development Proposal for a Nursery Unit.</p> <p style="text-align: center;">  SIGNED: _____ DATE: 31.06.17 </p>
<p>CONFIRMATION BY THE PROPOSER</p>	<p>I confirm that the school(s) Board of Governors, Staff and Parents of Pupils were consulted on and Equality Screening of the proposal has been carried out.</p> <p>NAME: Dave Foster OFFICE HELD: Chair of BOG</p> <p>SIGNED:</p> <p style="text-align: center;">  DATE: 31.06.17 </p>

ASSOCIATED PROPOSALS

<p>DP</p> <p>Published DD/MM/YY</p>	<p>None</p>
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The following is to be completed by the EA and signed off by it.

EDUCATION AUTHORITY COMMENTARY ON PRE PUBLICATION STATUTORY CONSULTATION

<p>THE EDUCATION AUTHORITY</p>	<p>I confirm that the schools which the EA consider might be impacted by this proposal were consulted on 1st September 2017 which ran to the 2nd October 2017.</p> <p>NAME: OFFICE HELD:</p> <p>John Collings Director of Education</p> <p>SIGNED: DATE:</p> <p> 10 November 2017</p>
<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>Any schools that may be impacted by the proposal were asked for their views. This consultation took place from the 1st September 2017 and ended 2nd October 2017. A total of 129 schools were forwarded the draft proposal. There were three responses to this proposal.</p> <p>The comments were as follows:</p>
<p>Responses/Assurances in respect of issues raised during consultation.</p>	<p><u>Controlled Schools' Support Council</u></p>
<p>Dates of EA meetings e.g. Education Committee/ Board etc</p>	<ul style="list-style-type: none"> • The Council does have some concerns regarding the potential impact of this proposal and believes that a fuller analysis of local need is required from the Education Authority's Pre School Group to allow for a more informed response. • The CSSC is also concerned at the emphasis placed within the case for change on the creation of formal integrated statutory pre-school provision and believes this to be contrary to the non-sectoral nature of pre-school education which is provided in a range of voluntary, private and statutory settings serving local communities. • The financial implications for the Development Proposal are also of concern to the CSSC at a time of substantial pressures on the Education budget. If a need for additional pre-school provision is identified by the planning authority a comprehensive review of all options is required to identify the most cost effective solution.
<p><u>Details of issues raised by members of EA Board</u></p>	

Moira Primary School

- Approval of this latest Development Proposal put forward by the Governors of Rowandale Integrated Primary School will result in the sustainability of Moira Primary School, a dynamic school within the heart of the community, being further jeopardised.
- If a shortfall of pre-school places was ever to arise within the Moira ward we at Moira Primary School would be very keen to have our current 26 full time placements converted to a 52 part time place facility. Having the 52 part time place facility would help counteract the negative impact upon Moira Primary School of the then Education Minister's decision in 2014 to allow Rowandale Integrated Primary School to increase its P1 admissions from 29 to 57.
- We are aware that Rainbow Corner, another pre-school provider in the area, has this year had their PEAG funded places cut from 24 to 12. Under no circumstances would we wish to disadvantage another local setting and therefore would only request a 52 part-time facility should a shortage of places ever arise within the Moira ward.
- Moira Primary School's Nursery Unit is centrally located within Moira providing ease of access to pre-schoolers and their families who may wish to use this facility. Rowandale Integrated Primary School is located on the outskirts of the village and is located on a dangerous section of the Clarehill Road.
- All primary schools would ideally like funded pre-school places however within the Moira ward the capacity within current provision to cope with additional demands for funded pre-school places is already in existence as stated by the former SEELB. Why should Rowandale IPS be given preferential treatment to other schools in the area who would like similar facilities?

- NICIE have stated that the provision of a Nursery Unit at Rowandale IPS will support the aims of Area Planning to create a network of sustainable schools. We are presuming they mean Integrated Schools only as Moira Primary School's sustainability is currently being adversely affected by decisions that have been taken to support the ongoing development of Rowandale Integrated Primary School. Does Area Planning not take cognisance of all school sectors and therefore make decisions that will secure the sustainability of high outcomes for all children within our communities?
- NICIE are claiming that the impact of a new Nursery Unit at Rowandale Integrated Primary School upon other providers will be minimized due to it being spread very widely over the 14 settings that children entering P1 come from. The majority of these children come from the Moira ward therefore it will be the pre-school providers and schools within this ward that will be impacted upon most greatly.
- Having carefully considered the supporting information with the Case for Change for DP 535, the Board of Governors at Moira Primary School are totally opposed to it.

RT HON Sir J Donaldson MP

- I would wish to place on record my strong opposition to this development proposal.
- I do not believe that the Board of Governors have established that there is a need for the provision of additional pre-school places in the Moira area and indeed, I am convinced that if approval were granted for this development proposal, the establishment of such a nursery unit would displace existing provision within the Moira area and cause significant harm to Moira Primary School where there is an existing nursery unit.

- It should also be noted that Rowandale Integrated Primary School has previously applied to the Pre-School Education Advisory Group for funding of pre-school places at the school. They were unsuccessful with these applications and the then South Eastern Education and Library Board stated that “the capacity within existing provision would be able to accommodate addition additional demands in the event of a future shortfall of pre-school places within the area”. There is no evidence at this stage that there is a shortfall of pre-school places within the Moira area but should a shortfall arise, it can easily be met by the existing provision, both at the nursery unit in Moira Primary School and within the pre-school facilities offered elsewhere in the village.
- Having all of these facts in mind, I could not support the Department of Education or the Education Authority in approving the expenditure of scarce public funds on expanding the pre-school provision in Moira Village when there is no established need for such additional provision and it would be harmful to existing funded provision within the village and its environs.
- With school budgets already under severe pressure, it is absolutely crucial that the Education Authority and Department of Education ensure that there is no further wastage of public funds on making provision that is unnecessary and merely duplicates existing provision. For all of these reasons, I wish to place on record my strong objection to the development proposal.

EDUCATION AUTHORITY COMMENTS

In the context of planning on an area basis - what is the EA's view of the proposal, taking into account any pre-publication consultation. Does the EA support the proposal?

PRINT NAME: John Collings

SIGNATURE:



POSITION: Director of Education

DATE: 10 November 2017

The Education Authority undertook formal written consultation with schools that may be affected by the proposal. This consultation phase closed on the 2nd October 2017. The comments received have been included within the Case for Change document.

In keeping with established procedure the Authority requested the Pre-School Education Group's assessment on the proposal to establish a new nursery. The Group has reported that they are unable to support DP 535 as

- it would have a negative impact on the current provision,
- that there is sufficient provision in the area to meet demand, and
- the existing providers have the potential to increase their provision if required.

The PEG report is included within the Case for Change paper.

The Authority is in agreement with the PEG assessment that the provision presently available is sufficient to meet the current, and projected, pre-school demand for the area and there is no need for additional pre-school places. On this basis the Authority is unable to support DP535 and would recommend that the Minister not approve the proposal.

EDUCATION AUTHORITY

PRE-SCHOOL EDUCATION PROGRAMME 2017-18

DEVELOPMENT PROPOSAL TO

PEG Comments

School	Rowandale Integrated Primary School
Address	18 Clarehill Rd, Moira, Craigavon BT67 0PB
Does PEG support the proposal?	The PEG is not in a position to support this proposal as it is felt that the numbers would not sustain a 26 place nursery unit and displacement of existing provision would occur.
What is the potential impact if the proposal is/ is not approved? (alternatives for meeting demand/ potential for over provision)	Statistics for the Lagan and surrounding ward areas within Moira have been reviewed (see attached). A total of 148 funded places are available with 138 first preference applications received. These figures are based on the new ward boundaries. Maghaberry Nursery Unit has admitted 6 younger children in September 2017. The figures would suggest sufficient provision already exists to cater for demand.
What is the PEG assessment of need for pre-school provision for the area? Is this need currently met?	The Case of Change (Table 12)) indicates the following numbers for the admission of pre-school children at Rowandale Community Playgroup: 2014/15 7 children 2015-16 14 children 2016/17 15 children These numbers would not support a nursery unit with 26 places. At least 7 children did not apply to a funded pre-school setting in 2015-16 and 2016-17. With other children being allocated places in funded settings but declining the place.
How many 1 st preference applications were received by the setting? (usually 2 years figures but this depends on the timing of the development proposal)	This is a request for new provision therefore, statistics on 1 st preference applications does not exist.
Are there current or anticipated pressures in placing pre-school children in the area?	The projected live births for the former ward areas of Maghaberry and Moira are as follows:- 2017 admissions 109 2018 admissions 140 2019 admissions 115
Have children been unplaced at the end of the process in previous years?	2017 – 0 children unplaced 2016 – 1 child unplaced
Has demand been increasing over time but the number of places has not? Is the level of need or provision changing significantly? Eg new housing development, provider leaving PSEP	
Can existing voluntary/private providers	Existing voluntary/private providers are not

expand to help meet demand? Is there potential for new providers to come on to the programme?	currently funded to their maximum registration number and could be increased to cater for possible demand in the future.
What is the potential impact on existing good quality provision (displacement)?	If a new funded provider was established, it is likely that displacement of existing provision would occur and the admission of younger children into nursery settings would increase.
If there are other development proposals in the area, how might they impact? (eg if proposal A were to be approved, would B still be required?)	None that PEG is aware of.
Other comments	

1. BACKGROUND

1.1 Description and Location of School

A steering group of local parents came together in 2005 with the aspiration and commitment to develop an integrated primary school in the area. They wanted access to and the choice of an integrated educational experience for their children in Moira and the surrounding area. They worked tirelessly until finally in 2007, at the second attempt, they obtained approval from the Department of Education for the school to be opened in September 2007 with 18 children. At that point the school consisted of a single mobile and no other facilities whatsoever.

Rowandale Integrated Primary School can be found in the picturesque village of Moira, County Down. It is sited within a farmyard where the noises of cows and chickens have been replaced by the chattering and laughter of children. The school's current accommodation is on a spacious site of approximately 3.3 acres and with additional available land for growth if required.

The school is now in its tenth academic year and the total enrolment has risen to 247 children. In 2014 the Minister of Education, Mr O'Dowd approved the school's development proposal to grow from a 7 class base school to a 14 base school. There is a total staffing of 34 to service the school on a daily basis and the school has successfully established and embedded itself within the local community.

The school consists entirely of mobiles which have been added each year as admissions have increased. The Department of Education have provided the school with nine classroom teaching spaces, one PE/Dining Hall, one resource mobile, one multi-purpose building comprising of a wet room, medical room, general office, principal's office and staff room. During the development of the school the Integrated Education Fund (IEF) secured sponsorship for one additional mobile which has facilitated a range of different and richly enhancing provision. For September 2012 a further new modular playgroup building has been provided by the IEF to allow for the opening of the schools new Rowandale Community Playgroup. It is accommodated in this very impressive open plan, modern and spacious building.

The school was vested by the Department of Education in November 2011, confirming its status as a viable school.

The first tranche of potential capital projects under the Stormont House and Fresh Start Agreements was announced on 23 March 2016 and Rowandale Integrated Primary School was included in this announcement.

Thus, since December 2016, the school has been working in collaboration with the Department of Education and Hamilton Architects to bring to fruition a ‘brick build’ school for Rowandale. This will be achieved by the academic year 2019/20 or as soon as possible thereafter.

The plans for the new 14 class base school are such that there would be sufficient room to allow for the potential of a nursery unit, for further development. This would be the best possible opportunity to plan for a nursery building as it can be included in the Fresh Start investment in Integrated and Shared Education.

It should be noted that whilst the 1989 Education Reform Order enabled the grant aiding of integrated schools, integrated nurseries were excluded from this and this aspect was only repealed in 1998. Thus many integrated schools were established in those early years and were not permitted to have funded nursery units.

In the past, controlled and maintained schools which were being built or rebuilt would have been considered for a nursery unit. In 2006 the Department of Education published:

Outcomes from the review of pre-school education in Northern Ireland and reframed the policy thus:

‘Decision: The wider issue about children having access to high-quality provision in a suitable environment in all early years settings will be considered further, taking account of:

- The more integrated arrangements in support of early years that have recently been announced; and
- the strategic development and use of the schools’ estate.

Meanwhile, the current arrangements, based on a policy of non-sectoral provision, will remain. It is therefore unlikely that there will be new building in the statutory sector other than:

- Units at replacement primary schools (i.e. existing units whose parent schools are being rebuilt) where they are necessary to meet demand in their areas;
- Replacement nursery schools that have reached the end of their useful life but which are still required to maintain pre-school provision levels in their area;
- New schools/units where amalgamations and rationalisations of primary schools offer the potential for (needed) centralised nursery provision; and
- New schools/units in areas where demographic change has resulted in a need to provide more pre-school places and where it is decided that statutory rather than voluntary/private provision is required.’

NICIE has argued that this particular policy did not take account of need to allow for the growth of integrated provision. In particular, as Rowandale IPS only opened in 2007 and the Pre-school Education Expansion Programme had been operating from 1998, the growth of Rowandale within Moira has thus not been catered for in connection with pre-school provision.

Rowandale IPS is well placed to make a significant contribution to the Moira area and provides a shared space for an educational provision which is very much in demand. Planned educational developments in the Moira area must incorporate and harness the potential offered by Rowandale and the Fresh Start investment.

Supporting Statistics

Enrolments

As can be seen in Table 1 and 2 the school has grown steadily since its opening in 2007 and a Development Proposal was approved in November 2014 to allow the school to grow to an admissions number of 57 from September 2015 and in subsequent years.

The school’s overall enrolment number is 399 with a current enrolment of 247. The school currently has 2 Year 1 classes, 2 Year 2 classes and this September the school will have 2 Year 3 classes.

Table 1: Enrolment Growth since the opening of the school in 2007

Academic Year	Enrolments
2007/08	18
2008/9	34
2009/10	64
2010/11	102
2011/12	133
2012/13	154
2013/14	181
2014/15	195
2015/16	216
2016/17	243

Source: NICIE and DE statistics

Table 2: Pattern of Applications and Admissions at Rowandale IPS

	No. of applications received	No. of pupils admitted
2007/08	12	12
2008/09	13	13
2009/10	21	21
2010/11	23	23
2011/12	30	30
2012/13	48	31
2013/14	33	32
2014/15	32	32
2015/16	42	42
2016/17	60	58

Source: NICIE and EA

Catchment

Table 3: Distance travelled by pupils attending Rowandale IPS from post code data

Based on 210 children attending Rowandale

up to 2 miles	100 children
2 to 4 miles	60 children
4 to 6 miles	38 children
over 6 miles	12 children

Postcode analysis shows that 47.6% of children attending Rowandale IPS live within a two mile radius of the school and 76.2% of the pupils reside within a 4 mile radius. Whilst Rowandale IPS represents a local school at the heart of its community 23.8% of the children travel more than 4 miles to attend the school. The approval for additional integrated pre-school provision through the establishment of additional nursery places will further support the school in assisting DE and EA in alleviating any shortfall within the Moira town area for pre-school provision. It will also meet parental demand for statutory integrated pre-school provision and address the unmet and the demand which is unknown to the PEG system as some parents are enrolling their

children for the Rowandale Community Playgroup and not applying to PEG funded settings.

Table 12 later in the document shows that in the last two years 7 children attending the playgroup did not apply for places in the PEG funded settings.

Figure 1: Rowandale IPS Year 1-Year 7 pupil location

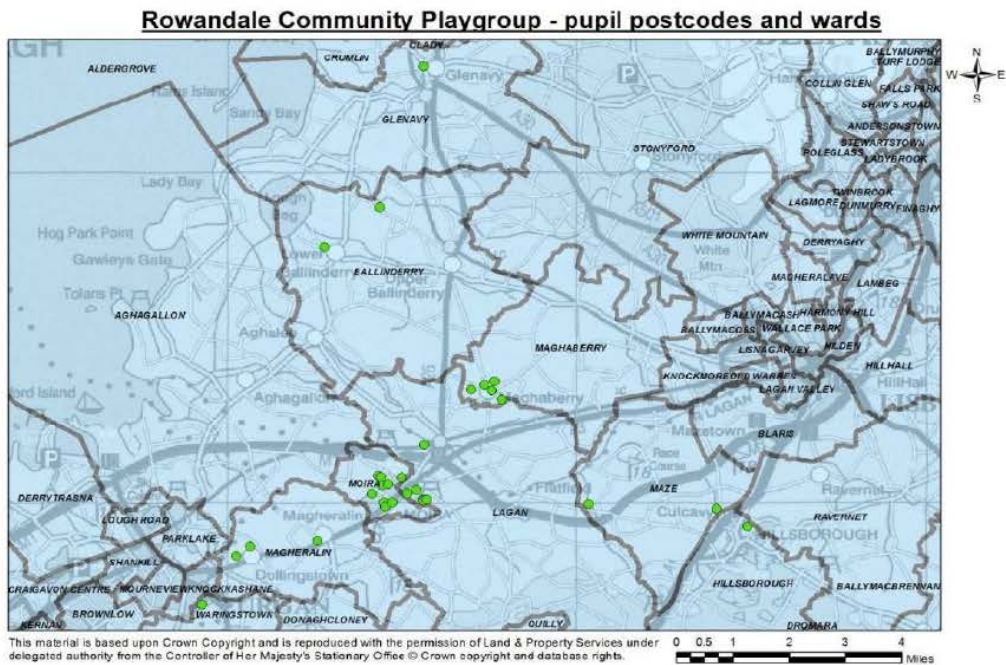
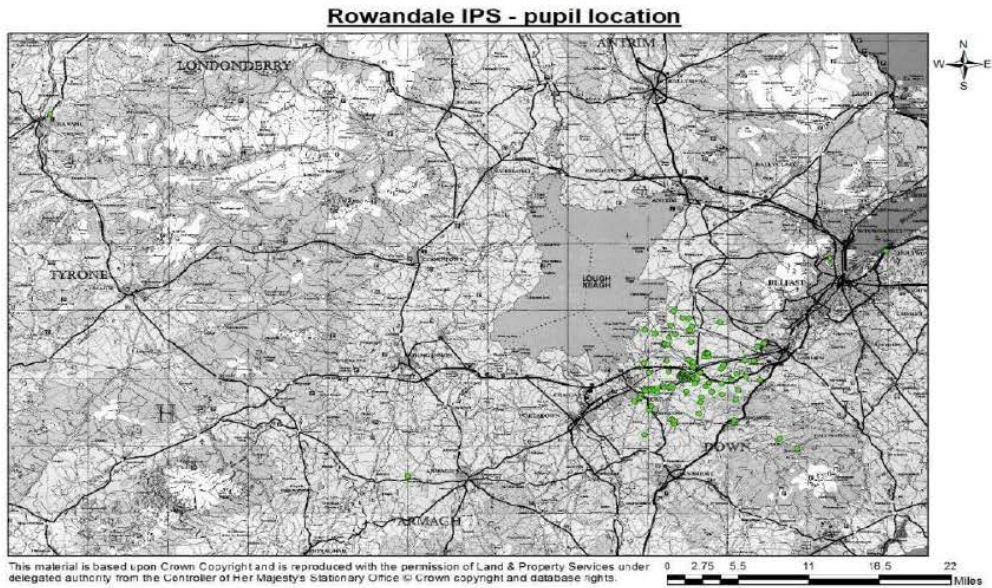


Figure 2: Rowandale Community Playgroup – pupil location

Source of Figure 2 : mapping by DE Statistics Team

Table 4: Rowandale IPS 2016/17 Pupil distribution by Ward showing the religious breakdown of the ward and the deprivation level

Ward	No. of Pupils	% Catholic	% Protestant	Deprivation
Aghagallon	12	84.02	12.07	401
Ballinderry	19	21.7	70.75	496
Ballymacoss	2	19.11	70.14	395
Ballymartrim	2	70.02	28.37	317
Chichester Park	1	74.34	17.2	119
Donaghcloney	4	9.28	83.28	498
Dromara	3	12.62	80.16	506
Dromore North	2	18.3	73.9	334
Glenavy	3	59.96	35.39	456
Hillsborough	6	10.72	83.4	556
Hollywood Demesne	1	27.82	56.94	474
Knocknashane	3	6.21	86.42	504
Maghaberry	23	11.05	80.96	521
Magheralin	26	24.07	69.56	530
Maze	5	8.73	81.97	522
Moira	92	19.5	71.67	547
North	1	88.33	10.35	98
Parklake	1	54.13	39.64	247
Quilly	2	14.43	80.06	475
Waringstown	2	8.75	84.28	531

The school is located in Maghaberry Ward and the school draws most of its children from the Moira, Magheralin, Maghaberry, Ballinderry and Aghagallon wards. However the children attending Rowandale IPS (Year 1-7) come from 20 of the 582 wards in Northern Ireland. The 20 wards are very diverse in their religious makeup, ranging from those which are only 6.21% (Knocknashane) Catholic to those which are only 12.07% Protestant (Aghagallon). Despite the contributing wards being so religiously separated, the balance within the school is good with some 44.9% of pupils coming from a Roman Catholic background, 33.7% from a Protestant background and 26.2% from other or no religious backgrounds. The level of Free School Meals and newcomers in the school is in keeping with the other schools in the Moira area.

The level of children with statements of special educational needs is 5.8% which is slightly higher than the figure of 5.0% across NI (Statistical Bulletin 2/2017).

Table 5: Rowandale Community Playgroup 2016/17 pupils distribution by ward

Ward	No of Pupils
Ballinderry	5
Glenavy	1
Hillsborough	3
Knocknashane	1
Maghaberry	5
Magheralin	3
Maze	1
Moira	18
Parklake	1
Not found	2

As can be seen from the pupil distribution map, Figure 2 above and Table 5, the 40 children in the playgroup, (which includes some part-time attendances by children in their Pre-pre-school year) are from a smaller area than the Primary School, which is not unexpected. However, four of the same five wards contribute most pupils, with almost half of the pupils coming from Moira ward.

SUSTAINABILITY ASSESSMENT

The Board of Governors of Rowandale Integrated PS believes that the proposed and existing provision at the school, in conjunction with the proposed future development highlighted in this development proposal will ensure compliance with the Department of Education's Sustainable Schools Policy.

1) *Quality Educational Experience*

The most recent School Inspection in April 2015 highlighted;

- Across the key stages, they engage very well in the learning activities set for them by their teachers and develop effectively their thinking skills and personal capabilities.
- The school's performance data shows that most of the children, including those who require additional support with their learning, make very good progress in English and mathematics in line with their ability or above expectation.
- In mathematics, the children apply appropriately their thinking skills to make choices about their mathematical learning and to explain the calculation

strategies they are using.

- The whole-school programme for numeracy is comprehensive, provides for a broad and balanced coverage across the areas of mathematics, and ensures clear progression through the school.
- In Literacy, the children plan, draft and edit their work to a high standard and write purposefully in a variety of genres for different audiences. The quality of the presentation of the children's written work and, in particular, their handwriting, is a key strength throughout all key stages.
- The learning and teaching in literacy is guided well by whole-school and yearly overviews that ensure continuity and progression for all of the children. The teachers' individual short-term planners guide effectively the learning and teaching in their classes and ensure the effective and seamless integration of literacy across all learning areas.
- The children are confident and competent in using a wide range of information and communication technology (ICT) resources to support their learning. They develop their ICT skills progressively across the curriculum, including skills in desktop publishing, working with images and animation.
- The quality of pastoral care in the school is outstanding. This is characterised by the very inclusive, welcoming and supportive ethos of the whole school community and in the day- to- day engagement of the staff with the children.
- The children enjoy taking on roles of responsibility, such as anti-bullying ambassadors, peer-mediators, the eco-council and school council.
- The school supports both parents and children effectively to ensure the children's smooth transitions throughout their education journey from pre-school to primary and on to the next stage of their education.
- The staff give very good attention to healthy eating and physical activity. They promote healthy breaks and lunches and offer the children a wide range of opportunities to engage in regular, energetic physical activity through the physical education programme, the well-equipped and attractive outdoor environment and the after-school sporting clubs, thereby encouraging the children to adopt healthy lifestyles.
- The senior leadership team demonstrate a shared strategic vision for school improvement that is underpinned by the child-centred, all-inclusive integrated

ethos which permeates the work in the school.

- A comprehensive school development plan (SDP) and the associated action plans are informed appropriately by the school's internal performance data, the professional opinions of the teachers and effective consultation with the parents, staff and governors.
- The school has valuable links with the community it serves and it places a high value on its working relationships with parents, involving them in their children's education.
- The school is meeting very effectively the educational and pastoral needs of the children; and has demonstrated its capacity for sustained self-improvement.

A parental survey carried out in May 2014 showed high levels of satisfaction regarding the learning and pastoral experiences and behaviour of the children.

Parents

- 96% of parents felt that their children were making good progress
- 92% of parents believed that staff have high expectations of the children
- 99% of parents said that the school helps them to support their child's learning
- 94% said that they would feel comfortable about approaching the school with questions or a problem
- 100% of parents agreed that the school respects diversity and welcomes members from all communities

Children

- 92% believed that they learnt a lot at school
- 91% said that adults explain how to improve my learning
- 94% said that the adults care about me and how well I behave
- 96% of pupils said that there is an adult to talk to if you are worried about something

Teachers

- 100% of teachers believe in the quality of teaching is good or better
- 100% of teachers stated that they support children who have SEN
- 100% of teachers stated that they have a positive relationship with the children in their class

2) *Stable Enrolment Trends*

Table 6: APPLICATIONS AND ADMISSIONS TO YEAR 1 at Rowandale Integrated Primary School (Source EA)

Year	Total Applications	Admissions number	Total Admissions
2011/2012	30	17	30
2012/2013	48	21	31
2013/2014	33	25	32
2014/2015	33	29	30
2015/2016	36	57	36
2016/2017	60	57	60

Enrolments have grown in the last few years and a Development Proposal was approved in 2014 to enable the school to take in 57 pupils per year.

Parents have been enquiring for a number of years regarding pre-school provision at Rowandale Integrated PS. The Board of Governors believe that Ministerial approval for a nursery unit to be established at Rowandale Integrated PS would be a welcome addition to the provision available in the area. Rowandale school is one of the few schools in the area which does not have a statutory Nursery Unit at present.

3) *Sound Financial Position*

The school is currently operating with an acceptable budget surplus which exceeds the required level for sustainable schools.

4) Strong Leadership and Management

Rowandale Integrated PS has a strong leadership team led by the Principal, Frances Hughes and Vice Principal Aine Duffy. This was acknowledged in an ETI inspection of the school in April 2015.

This commitment is now being brought to bear in this proposal to provide integrated pre-school provision at Rowandale IPS and the principal and staff have engaged whole heartedly in the process to bring this forward. The quality of education at Rowandale IPS is 'very good', as outlined in the most recent ETI inspection report carried out in April 2015.

5) Easy Access

Rowandale Integrated PS's central location within Moira itself provides ease of access for all its present pupils. It is also easily accessible to future pupils travelling from areas outside the current immediate catchment area.

6) Community Links

As evidenced by ETI in April 2015, Rowandale Integrated PS has strong links with the local community.

- School operates breakfast club from 7.30 and afterschool's provision until 6.15pm daily
- The school employs expertise in sports, music and drama from the local community to enhance the children's experiences
- The school has been involved with Moira Primary School in a Community Relations Equality and Diversity in Education (CRED) project for the last 5 years which aims at creating cohesion in the community through developing Section 75
- Roots of Empathy in conjunction with Queen's University and the South Eastern Health Trust
- The children visit our local churches and world religion places of worship in Belfast on an annual basis to develop the school's ethos of mutual

understanding

- The school provides an after school programme of study for all children in the community who are preparing to receive their First Holy Communion or Confirmation
- The school continues to contribute to community events e.g. the switching on the Christmas lights, events in local churches and in the Moira Demesne
- The school endeavours to use local business to help them with areas of study such as the Estate Agents, the fruit and veg store, the post – office
- The school fund-raises for local and global organisations on an annual basis
- The school employ local business to provide the school with catering: school dinners, daily snack – fresh fruit and veg
- The school is hired by local groups throughout the week

93% of parents said that the links between school and the community are good.

AREA PLANNING IMPACT

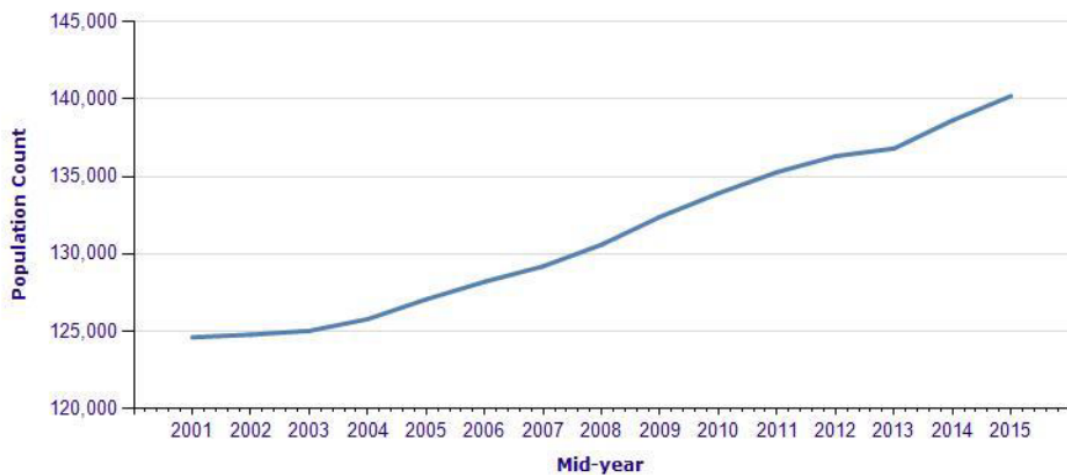
NICIE have included this Development Proposal on the current Area Planning Action Plan 2017-18. One of the stated aims of Area Planning is to create a network of sustainable schools, the addition of a nursery unit would support the continued sustainability of Rowandale IPS as a sustainable school going into the future.

Rowandale IPS is located in Lisburn and Castlereagh Local Government District, The NINIS website has this diagram below for population growth in Lisburn and Castlereagh since 2001. The NINIS website also says that

Between 2005 and 2015 the population of Lisburn and Castlereagh Local Government District increased by **13,162** people or **10.4%**.'

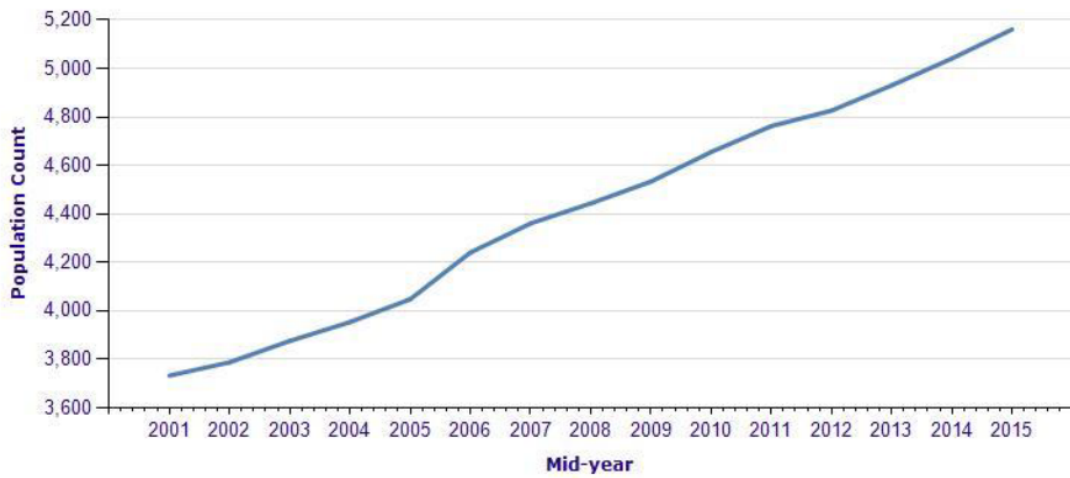
Lisburn and Castlereagh LGD Level growth (NINIS website)

Figure 2: Population Trend, 2001 - 2015 (non-zero axis)



Population growth in Maghaberry Ward where the school is located (NINIS website)

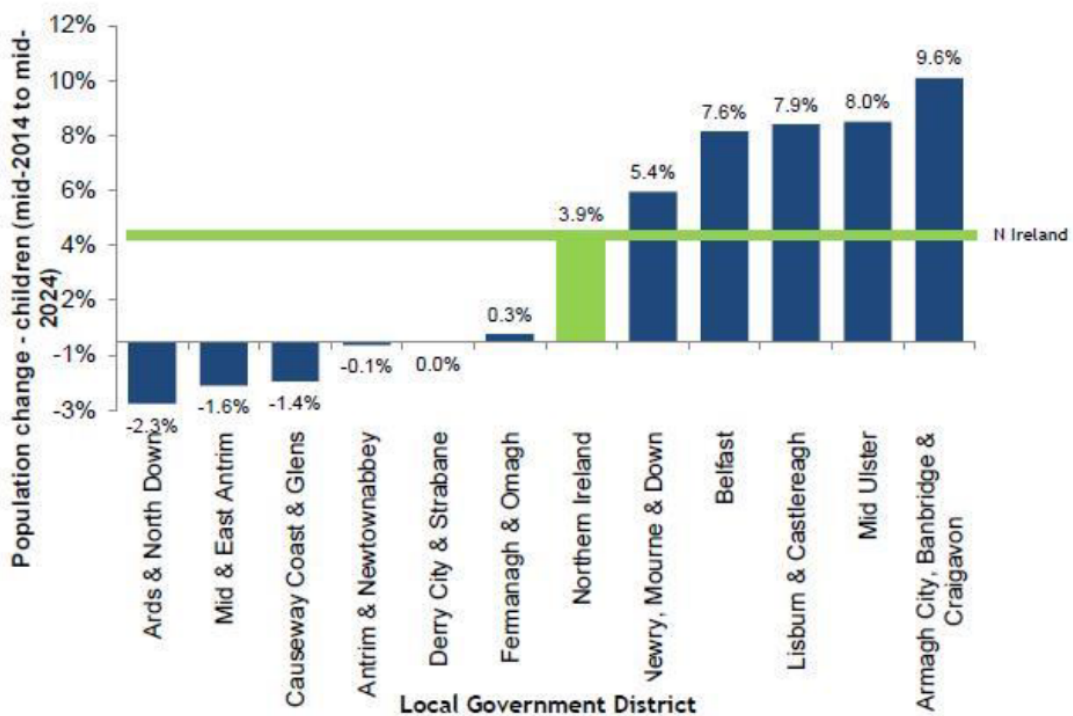
Figure 2: Population Trend, 2001 - 2015 (non-zero axis)



Between 2005 and 2015 the population of Maghaberry Ward increased by 1,114 people or 27.5%. This is a very high level of growth and far exceeds that in Lisburn and Castlereagh as a whole, which is higher than the Northern Ireland average.

Looking to the future, the Providing Pathways (EANI) document has this diagram.

Figure 6 Population Change 0-15 Year Olds



Source : Providing Pathways EANI

It is important to note that the population growth as show in the figure above is predicted to be 7.9% for Lisburn and Castlereagh LGD during the next 10 years which is well above the Northern Ireland average of 3.9%.

Lisburn and Castlereagh LGD has prepared a Preferred Options paper which describes the Spatial Context of the LGD and provides information about Population and Housing

https://www.lisburncastlereagh.gov.uk/uploads/files/LCCC_LDP_POP_Main_for_web.pdf

Population:

‘In 2015 the population of the Lisburn & Castlereagh City Council Area was estimated at 140,205 (Mid-2015 Population Estimates, published 31st August 2016 for Northern Ireland). 68,728 (49.0%) were male and 71,477 (51.0%) were female. This was made up of:

- 28,053 children aged 0-15 years;
- 41,571 people aged 16-39 years;
- 46,942 people aged 40-64 years; and
- 23,639 people 65 years and older

From NISRA-based population projections, (published 25 May 2016) it is estimated that the population of the Council area is expected to grow from 140,205 in 2015 to 158,618 in 2030, which is a projected population increase of 18,413 or a growth rate of 13.1%. The Council area is made up of 7 District Electoral areas (DEAs)

The population is made up of approximately 85% within settlements (i.e. Lisburn & Castlereagh City and the Greater Urban Areas of Lisburn and Castlereagh, followed by the towns of Carryduff, Hillsborough and Moira, the 13 villages and the remaining 33 small settlements); and a population figure of approximately 15% outside settlements, which further supports the economic vitality and viability of the settlements. (Source NISRA Headcount & Household Estimates for Settlements, published March 2015, based on 2011 Census) ‘

Quoting again from the Lisburn and Castlereagh Preferred Options paper:

‘Housing:

The new Lisburn & Castlereagh City Council’s Local Development Plan will run to 2030. Based on the figures from 2015, provided from Central Government through Housing Growth Indicators, it is estimated that an allocation of 13,300 dwellings will be required over the plan period.

Whilst household size is expected to decrease over the Plan period, the total number of households is predicted to increase by 18%, an increase of approximately 9,500 on the 2012 total of approximately 53,000 households.

Housing need in the Council area remained high between 2010 -2015. In 2016 there were 2,247 applicants on the waiting list for housing with 1,183 in housing stress. The projected social housing need for the district from 2015-2020 is for 800 units. Housing land is distributed among the settlement hierarchy. An element of single housing in the countryside is also provided outside settlements subject to meeting policy requirements.’

It is clear that there will be population and housing growth in the area and this proposal would address parental demand for Integrated Pre-School Education in the area. It should be noted that whilst there are number of statutory controlled and maintained providers in the area, there is no integrated statutory provision available.

Local investigation has determined that there are over **765** houses either newly built or in the building or planning process, within a 3 mile radius of Rowandale IPS.

This is a very high level of development which is likely to bring new families to the Moira area and its environs. It is probable that this level of housing growth will in turn lead to a high demand for pre-school and primary education.

IMPACT

Examining the preschool experience of the Year 1 children, in Tables 7 and 8 enables the impact of the proposal to be addressed.

Table 7: Pre-school experience of Rowandale IPS children 2016/17

Pre School Provider	Number of Children from setting	Funded Y/N	Protestant %	Catholic %	Other %	Total numbers
Rowandale Community Playgroup	11	N	43.4	21.7	34.8	23
Litte Acorns Gawleys Gate Craigavon	1	Y	0	77.3	22.7	22
Little Rays Moira	8 Note 1	Y				
Busy Bees Moira Road Hillsborough	7	Y	60	0	40	45
Busy Bees Bleary	2	N				
Poppins Moira	7 Note 1	Y				
Trinity Park Lurgan	1	Y	65.2	34.8	0	23
St Therese Nursery Dunmurray	1	Y	0	100	0	52
Jolly Pirates Lisburn	1	N				
Rainbow Corner Moira	12	Y	47.8	21.7	30.4	23
Harrison Nursery School	2	Y	90.6	*	*	53
TLC Belfast	1	Y	45	55	0	20
Jolly Jesters Dromore	1	Y	0	0	100	16
Maghaberry Nursery Unit	1	Y	63.5	*	#	52
No preschool experience	1					
TOTAL	57					
	14 not funded or no experience					

Figures correct as of 1/09/2016. Two further children joined during the year, both of whom attended pre-school outside of Northern Ireland

Note 1 no religious balance figures could be located on the DE website

Table 8: Pre-school experience of Rowandale IPS children 2015/16

Pre School Provider	Number of Children from setting	Funded Y/N	Protestant %	Catholic %	Other %	Total numbers
Rowandale Community Playgroup	5	N	33.3	51.8	14.8	27
Kidzone	1	Y	*	#	0.0	24
Little Rays Moira	3 Note 1	Y				
Busy Bees Moira Road Hillsborough	1	Y	86.7	*	*	45
Dromore Nursery	2	Y	72.2	7.6	20.3	79
Poppins Moira	5	Y	0	0	100	12
Trinity Park Lurgan	1	Y	38.2	35.3	26.5	34
Sunshine Community Ballinderry	1	Y	76.9	*	*	26
Tullygally PS and Nursery Unit	1	Y	#	67.3	#	52
Rainbow Corner Moira	6	Y	45.5	27.3	27.3	22
Harrison Nursery School	2	Y	90.6	9.4	0.0	53
Maralin Village PS and Nursery Unit	1	Y	69.2	0	30.8	26
Pond Park NS Lisburn	1	Y	54.4	10.1	35.4	79
Donacloney PS and Nursery Unit	1	Y	73.1	*	#	26
Moira PS and Nursery Unit	1	y	46.2	23.1	30.8	26
Holly House Day Nursery	1	N				
Carrick PS and Nursery Unit	1	y	40.4	34.6	25.0	52
No preschool experience	2					
TOTAL	36					
	8 not funded or no experience					

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

means figure has been suppressed under rules of disclosure.

Table 9: Pre-school experience of Rowandale IPS children 2016/17

Pre-school Provider	Number of children from this setting	Distance from Rowandale
Rowandale Community Playgroup	11	0 mile
Rainbow Corner, Moira	12	1.2 mile
Little Rays, Moira	8	1.2 mile
Poppins, Moira	7	2.1 mile
Maghaberry Nursery Unit	1	3.3 mile
Trinity Park, Lurgan	1	4.4 mile
Harrison Nursery School	2	5.6 mile
Jolly Jesters, Dromore	1	5.8 mile
Little Acorns, Gawley's Gate	1	8.3 mile
Busy Bees, Hillsborough	7	4.8 mile
Jolly Pirates, Lisburn	1	9.4 mile
St Therese	1	15.5 mile
TLC, Belfast	1	20.6 mile
No preschool experience	1	n/a
Total	57	

Several points arise from examining these tables:

1. The number of children that did not access a funded place or have any preschool experience.

In 2015/16, 8 of the 36 children in P1 at Rowandale IPS i.e. 22.2% did not have a funded place or had no pre-school experience. In 2016/17 the figure was greater at 24.6%. Given that the DE and PEG target for funded pre-school provision is 95% of those whose parents apply for a place and the current achievement level is 92% (Statistics Bulletin 2/2017) then this level of less than 80% provision in the children attending Rowandale seems to demonstrate that there is a lack of funded provision in the catchment area. This may a result of the very high level of population growth in the area, discussed above or because the funded settings do not feel comfortable for the families.

2. Religious balance of the settings

The Department has asserted that pre-school is non-sectoral. However referring to the 2016/17 statistics and using the value of 20% to 79.9% Catholic as denoting a setting which both of the main traditions can attend comfortably, i.e. truly non-sectoral:

- Twenty-nine out of the 95 nursery schools have between 20% and 79.9% Catholic, this is total of 30.5%.
- Ninety-one playgroups out of a total of 399 have a balance of between 20% and 79.9% Catholic, i.e. 22.8% and out of those 8 are the PEG funded integrated playgroups, 8.8%.
- Thirty-nine out of 238 nursery units, 16.8% have between 20% and 79.9% Catholics and out of those 18 are integrated nursery units, 46.2%.

Looking at the Rowandale case, in 2016/17, only three of the 10 settings, (for which figures are available) including Rowandale Community Playgroup, would fit into this parameter. This factor has been referred to in earlier Case for Change decisions and discussed recently with DE. It is difficult then to state that pre-school is in reality non-sectoral.

3. The number of preschool settings that the children are coming from

Table 7 shows that the 57 children in this year's Year 1 class have had their experience across 14 settings, many of which are over-subscribed. Thus the impact of a new nursery unit in Rowandale would be spread very widely. However, the Department looks at provision in a 2 mile radius and in a 5 mile radius to assess the case for change.

4. Impact on other Pre-school Providers

Table 10 and Table 11 (below) outline the pattern of admissions and enrolments for statutory and voluntary pre-school providers within a five mile radius of Rowandale IPS. Approval of this proposal for Rowandale IPS would support EA and DE in meeting the demand for integrated pre-school provision and would have no impact on existing nursery schools and units in the area as eight of the 11 were over-subscribed as at April 2017. There are a number of controlled and maintained nursery units and schools in the area; however there is no statutory integrated nursery provision and there is a significant demand for statutory provision.

Table 10: Admissions and Enrolments of Statutory Providers in in a 5 mile radius of Rowandale IPS for 2017/18 (list from EA website) figures from EA offices

School Name (Statutory provision)	No of Places Available	Total No of Applications 2016/17	Total No Admitted	Shortfall (-) /places remaining (+)
Moira PS Nursery Unit	26	34 (32 first pref)	26	-8
Maghaberry PS NU	52	47 (45 first pref)	46	+6
Maralin Village PS NU	26	30 (27 first pref)	26	-4
Dromore NS Full-time	26	67(62 first pref)	26	-41
Dromore NS Part-time	52	44(4 first pref)	44	+8
Donacloney PS NU	26	29 (27 first pref)	26	-2
St Aloyius NU	26	37 (32 first pref)	26	-11
Kings Park PS NU	78	96 (84 first pref)	78	-18
Waringstown PS NU	26	37 (33 first pref)	26	-11
Drumnamoe NS Full-time	52	107 (98 first pref)	52	-55
Drumnamoe NS Part-time	52	49 (38 first pref)	47	+ 5
Total oversubscription				-150/ +19 = -131

Table 11: Admissions and Enrolments of Voluntary and Private Providers in a 5 mile radius of Rowandale IPS for 2017/18 as at 27 April 2017

Voluntary and private daycare provision	Final Allocations 2016/17	Total No of Applications 2016/17	Total No Admitted	Full or spaces
Rainbow Corner	26	21 (19 first pref)	21	3
Little Rays Moira	12	16 (16 first pref)	12	full
Poppins Day Nursery	Figures not available from EA			
Busy Bees Playgroup	45	42 (41 first pref)	42	3
The Old Station Day Care	19	22 (22 first pref)	19	full
Jolly Jesters	16	12	12	4
Trinity Park PG	26	20 (18 first)	20	6
Aghagallon PG	21	21	21	full

At 9 June 2017 the EA list showed the only places available in Lisburn and Castlereagh LDC in the 5 miles radius of Rowandale list were in Busy Bees in Hillsborough and in Armagh City, Banbridge and Craigavon area, only Jolly Jesters in Dromore had places.

Hillsborough is over 4 miles away and Dromore is over 6 miles away.

This would indicate that the playgroups in the near vicinity of Rowandale have filled up and the impact of the proposed nursery unit would not be significant.

5. Nearest integrated Pre-School Provision

The nearest integrated schools in the area are Fort Hill Controlled Integrated Primary School in Lisburn at 11 miles, Portadown Integrated Primary School at 12 miles and therefore approval for the development proposal for Rowandale IPS will not in any way impact on these schools, rather it would provide a statutory integrated option in the Rowandale area for those parents and children who desire integrated provision.

RATIONALE FOR CHANGE

The rationale which supports this case is based on five fundamental premises which are:

- (a) Rowandale was established 10 years ago and there is an accelerating demand for what it is providing – an integrated school which is delivering high standards of education and promoting the development of a shared and inclusive experience in the Moira area.

- (b) Demographically the Moira area has seen rapid growth over the last decade and has a large proportion of young families seeking high standards of educational provision and aspiring to participate in a shared future.

- (c) The two primary schools within Moira itself, and some of those within a 5 mile radius, have recently experienced over-subscription and this poses challenges for the overall planning of provision in the area.

- (d) Specifically, over its 10 years existence Rowandale has proved that it is a dynamic school capable of driving and managing rapid growth, embedding and integrating itself into the fabric of its community, delivering high standards of educational provision and fulfilling the needs and aspirations of parents in the local community.

- (e) Rowandale is confident that its growth and future potential are rooted in the highest standards of governance and management which are delivered, catalysed and enriched by an ethos which will ensure sustainability in the future.

Rowandale Integrated PS has historically enjoyed a diverse enrolment. At the present time some 44.9% of pupils are from a Roman Catholic background, 33.7% from a Protestant background and 26.2% from other or no religious backgrounds.

In addition;

- There is currently no formally integrated pre-school provision in the Moira or wider Moira area whilst there are a number of controlled and maintained nursery units and schools. Rowandale Integrated PS does not have any statutory nursery provision. It is a strong sustainable school which is oversubscribed. There has always been an interest in developing statutory nursery provision at Rowandale IPS. The Fresh Start Agreement offers a real opportunity for this to be achieved and with the current housing developments in the area being developed it would ensure that the Moira area had sufficient free pre-school places for the future.
- The desire for integrated pre-school provision by the school community led to the establishment of a community playgroup in September 2012. The Playgroup, which generates its own funding, employs three full-time members of staff and operates daily from 9am – 12pm, providing sessional care for pre-school and pre pre-school children. The school previously applied for PEAG funded places but narrowly missed out on these due to a delay in building works. As a result new places were allocated instead to a private setting. NICIE is aware that parents using the Community Playgroup, who may be eligible to take up a PEAG/PEG place in a setting elsewhere, have in fact chosen to reject this place and attend the Community Playgroup at their own cost in order to access an integrated setting. See Table 12 below. When the Pre School Education Expansion Programme was introduced in 1998, Rowandale IPS did not exist. This one fact has severely limited the school in its efforts to achieve funding for its pre-school provision since it has to wait for a ‘shortfall’ in places to emerge before another approach can be made to PEAG. NICIE has disputed the Department’s assertion that all pre-school is non-sectoral in nature and believes strongly that parents in every area should be able to have their child in a formal integrated setting from the age of three.

Table 12: Application History for Rowandale Community Playgroup as regards funded places

2014/15		
Total number of children in their pre – school year	7	<ul style="list-style-type: none"> • 5 didn't apply for a funded place • 1 didn't receive a place • 1 got offered but declined
2015/16		
Total number of children in their pre – school year	14	<ul style="list-style-type: none"> • 7 didn't apply for a funded place • 2 didn't get offered their places of choice • 5 got offered funded places but declined them
2016/17		
Total number of children in their pre – school year	15	<ul style="list-style-type: none"> • 7 didn't apply for a funded place • 1 got offered a funded afternoon session • 4 applied and didn't get into their place of choice • 1 applied but declined • 1 moved from England to Rowandale • 1 unknown

Approval for statutory nursery provision in our school would support parents in being able to access integrated pre-school provision which is in high demand, in the integrated school environment to complement the integrated primary experience from the age of 3 to 11 years in the Moira and wider Moira area. It would be the intention of the Rowandale Community Playgroup to continue in existence to serve the needs

of younger children and their families. So if the school were awarded a nursery unit, it would meet the needs of children in the pre-school, therefore there would be no displacement/ replacement issue.

- In May 2017 we received 115 responses of which 115 were in favour of this proposal being put forward as well as an overwhelming demand from our parents for a Nursery Unit as part of the school.

'Moira desperately needs a purpose built nursery environment that can accommodate an integrated ethos fully. This is lacking in the local area despite much demand.'

- The staff and the Governors recognise that the principles that underpin Nursery Education mirror those of Integrated Education – inclusive, child-centred and cross community in nature.
- Those involved in Rowandale Integrated PS would like to play a role in moving towards a shared future for all.
- Rowandale IPS will contribute to meeting the needs of every pre-school aged child in the area by providing a viable alternative for those parents who would prefer an Integrated Education for their children. This will assist the Department of Education in meeting its duty to encourage and facilitate integrated education, as outlined in Article 64 of the Education Reform Order Northern Ireland 1989

The staff and the Governors recognise the desirability of educating children from all backgrounds together in a culture of respect and mutual understanding, promoting excellence and celebrating difference. Integrated education is an ethos that permeates all aspects of school life in an environment underpinned by the 'Statement of Principles of Integrated Education'.

EDUCATIONAL IMPACT

Approval for the establishment of a nursery unit at Rowandale IPS will meet the current shortfall in provision in the Moira and wider Moira area. The positive educational impact of this proposal would be significant for the school and area as it would provide an integrated pre-school education option within a school setting, something that the parents in the area desire, as evidenced by the oversubscription of Rowandale IPS and the recognition of this by DE to allow it to grow over time to

an enrolment of 399.

Approval for the establishment of a nursery unit at Rowandale IPS will increase the potential for shared education links in the area as Rowandale IPS already enjoys good working relationships with Little Rays , Poppins, Moira PS, Rainbow Corner, and Trinity Park.

IMPLEMENTATION PLAN (IF THE PROPOSAL IS APPROVED)

The proposal has an effective date of 31 August 2018 or delay the implementation of the plan until the new school is built with a purpose built nursery facility as part of the Fresh Start in approximately 2019/20.

There will be capital requirements if the development proposal is approved but these can be included in the overall Fresh Start plans and financial support for the new school. There is sufficient space on the current site to accommodate a nursery unit.

RESOURCE IMPLICATIONS

The most significant resources required will be accommodation and staffing which the school would like the DE to factor into the planning and development of the New School Build with the financial arrangement arising from the Fresh Start Agreement allocation.

If approved, implementation for the Development Proposal to establish a new 26 place nursery unit at Rowandale IPS will take effect from 1September 2018 or as soon as possible thereafter.

ACCOMMODATION

In relation to the Development Proposal, a modular classroom and toilets would need to be provided and furnished to provide suitable accommodation for a single class nursery unit and external works would be required to provide suitable play areas and appropriate fencing around the building. It is anticipated that the cost of this would be in the region of £300,000 which it is envisaged would be part for the Fresh Start Finance.

STAFFING

One full time teacher and one part- time classroom assistant would be required at an annual cost of approximately £48,000.

APPENDIX – CONSULTATION DETAILS

CONSULTATION WITH GOVERNORS AND PARENTS

NICIE Development officers have had on-going consultation and discussion with the Board of Governors over a number of years. More recently officers have met with school personnel including the Principal with regard to developing pre-school provision at Rowandale. NICIE has fully supported the school in developing this proposal.

The governors have discussed this on a number of occasions, most recently at meetings on 31 Oct 2016, 12 Dec 2016, 30 Jan 2017 and 20 Mar 2017, 4 May 2017 and 19 June 2017.

Staff and Parents of Pupils were consulted on May 3rd & 4th 2017 & 28th May 2017

PARENTAL CONSULTATION

On Wed 3rd May 2017, the school held a consultation meeting at the school and further encouraged parents to email their views on the this proposal. The school received 115 responses to the proposal all of which were favourable.

Points raised:

- *Much welcomed by many families such as ours for whom multiple school trips twice a day in a dispersed rural context can be extremely challenging!*
- *Well needed in this area with growing numbers of young families*
- *Clear demand for such provision and that would provide choice for all parents in this area*
- *As a parent I found looking for suitable Nursery provision very difficult in the Moira area. I would have liked to have had the option to apply for a funded place.*

As is demonstrated above, a significant level of consultation has taken place in respect of this development proposal. The Board of Governors have discussed this with NICIE in the past and owing to no shortfall in the area, were unable to take a development proposal forward before now as DE would have considered there to be adequate provision existing in the area prior to this. Governors and the Principal have met with NICIE over many years and in particular in the last two academic years to discuss this development.

Following the decision to go forward by the Board of Governors, a steering group has been established, comprising representatives of the governing body, parents and staff. This group has been charged with taking forward the development proposal for the establishment of a nursery unit.

ROWANDALE IPS

DEPARTMENT (POLICY TEAM) INPUTS**EQUALITY**

The second duty on the Department under S75 of the Northern Ireland Act is, “to have regard to the desirability of promoting good relations between persons of different religious belief, political opinion or racial group” This should be taken into consideration when making any decision.

FINANCIAL MONITORING TEAM

As a GMI school, the accounting arrangements differ from those of controlled or maintained schools and there is no available data on the school’s carry-forward as 31 March 2017

The school received a total delegated budget of £683,551 in the 2017-18 financial year for 243 primary pupils (per capita £2,813*) which compares to an average for all primary schools of £3,001. Details of budget allocation in 2017-18 to the school shown in the table below.

** the school’s delegated budget included £46,500 for Landlord Maintenance and Administrative costs factor funding, not applicable for controlled or maintained schools.*

All schools receive a delegated budget for the financial year (Apr17 to Mar18) on the basis of verified enrolments as at the October Census prior to the financial year.

Any new provision (including new Nursery units) opening during the year are a pressure for the Department’s “New Schools & Units” fund.

A new 26 P/T Nursery Unit is likely to create a funding need of **around £32k** – based on past costs for such units opening during the financial year – for the period from Opening to the end of that financial year. Full year costs to the Aggregated Schools Budget are likely to be c. £55k (for new provision, not previously funded).

406-6682		Rowandale Integrated Primary	
GMI Primary School			
School Profile		2017-18 Funding Formula (Nursery & Primary Schools)	
Primary - Reception		Total Pupil AWPU's	262.44
Primary - Year 1	57	Floor Area - Sqm	1,180.00
Primary - Year 2	41	Number of Teachers	10.46
Primary - Year 3	27	Total Annual Salary Bill	£484,398
Primary - Year 4	31	Average Salary for School	£46,310
Primary - Year 5	32	Average Salary for Phase	£51,368
Primary - Year 6	27	Total Service Personnel Pupils	
Primary - Year 7	28	Total Traveller Children	
Primary - Special Unit Years 1-7		Total Looked After Children	1
Total FTE Pupils	243.0	Total Newcomer Pupils	7
		Total Free School Meals	13
		Total FSM %	5.35%
		Free School Meals Band	1
Formula Funding Allocations 2017-18			
Pupil AWPU	£526,117	Primary Principals' Release Time	£4,680
TSN - Social Deprivation	£7,977	Foundation Stage - School	£42,840
Social Deprivation - Add. Funding	£334	Traveller Children	
Premises Area	£10,167	Looked After Children	£1,002
Premises FTE	£20,579	Newcomer Pupils	£7,016
Primary Small Schools Funding	£12,879	Landlord Maintenance	£15,340
Teachers Salary Protection		Administrative Costs	£31,160
Total Formula Allocation for 2017-18		£680,091	
Total Transitional Funding		£3,460	
Total Funding Allocation for 2017-18		£683,551	Per Capita £2,813
2017-18 Average Per Capita for :		Primary School	£3,001
Funding Authority:	GMI	Parliamentary Constituency:	Lagan Valley
School Type:	GMIP	District Council:	Lisburn and Castlereagh
School Location Type :	Rural	Ward:	Lagan

EDUCATION WORKFORCE DIRECTORATE

TITLE & Proposal	Rowandale Integrated Primary School – Establish a new nursery unit
Ref Number:	DP 535
Education Authority (EA) Recommendation:	<p>In keeping with established procedure the EA requested the Pre-School Education Group's (PEG) assessment on the proposal to establish a new nursery. The Group has reported that they are unable to support DP 535 as:</p> <ul style="list-style-type: none"> • it would have a negative impact on the current provision, • that there is sufficient provision in the area to meet demand and • the existing providers have the potential to increase their provision if required. <p>The EA is in agreement with the PEG assessment that the provision presently available is sufficient to meet the current, and projected, pre-school demand for the area and there is no need for additional pre-school places. On this basis the EA is unable to support DP535 and would recommend that the Minister not approve the proposal.</p>

EWD INPUT:

There is potential impact on staffing levels at schools in the surrounding area, which could result in redundancy.

Relevant redundancy policies are:-

- **TNC 2013/2** – School Reorganisation Agreement and DE Circular 2013/7 – School Reorganisation Allowances: a teacher who suffers a reduction in pay as a result of staff reorganisation or redeployment may be eligible to apply for a school reorganisation allowance.
- **TNC 2010/1** – Procedure for Handling Teacher Redundancy: will apply where a teacher is considered, or wishes to be considered, for redundancy.
- **JNC 224** – Collective Agreement for School Reorganisations – Employment protection for Support Staff will apply where the Case for Change may impact on the terms and conditions of non-teaching staff.

INVESTMENT & INFRASTRUCTURE DIRECTORATE (IID)

Estate Operations input

Proposal

Rowandale IPS establish a 26 part time place nursery unit with effect from 1 September 2018, or as soon as possible thereafter.

Current Position

The school currently has a pre-school non-statutory playgroup, housed in a large mobile, funded by the Integrated Education Fund (IEF).

Additional Accommodation Requirements- This information should be taken from the Case for Change

The case for change advises that an additional modular classroom suitable for nursery accommodation with toilets and external works etc. is required. The case for change advised that the site would be able to accommodate a separate nursery unit.

	Year 1	Year 2	Year
Requirements	One double mobile suitable for nursery school accommodation		
Cost	£300k (financed via Fresh Start)		

Costs and Timescales

A new-build school is currently being designed for Rowandale IPS under the Fresh Start programme. The business case for this project has been produced and is currently with DOF for approval. The project does not currently include for a nursery unit but has been designed in such a way to ensure one can be included if the DP is approved. In the event the DP is approved, the nursery unit could be incorporated into the new-build school project and funded through Fresh Start, subject to approval of a suitable business case addendum.

There may however be a timing issue in that the new build would not be available in September 2018. Timing can be reviewed should the DP be approved.

Should approval to include the nursery in the Fresh Start project not be forthcoming, the additional accommodation would be provided in the form of modular accommodation. Average cost of a single class modular nursery unit is approximately £300-£350k so the cost assumptions in the Case for change are broadly accurate. Costs will vary depending on ground conditions at the school.

Lead in times for installation of mobile accommodation is in the region of 12 months from the submission of a minor works application to completion on site. Timescales will vary, dependant on ground conditions and planning considerations.

This is an estimate of provision of accommodation as described in the case for change only. If the DP is approved the preferred option for delivery will not be known until a full feasibility report is undertaken by the EA.

Funding position – any approved capital minor works will be 100% grant funded by the DE.

SCHOOL ADMISSIONS TEAM (SAT) INPUT

DP 535 Rowandale Integrated PS - establish a new nursery unit

For the current 2017/18 school year Rowandale Integrated PS has approved enrolment and admissions numbers of 278 and 57 (to a maximum of 60 provided the enrolment number is not exceeded) respectively. For the 2018/19 school year the enrolment number has been phased up to 318. The school's enrolment number is being phased up per DP 255 which was approved in November 2014 to increase the enrolment number to a maximum of 399 by 1 September 2020.

Temporary Variations

If a school receives more applications for admission than it has places available it can request a Temporary Variation (TV) of its admissions and/enrolment number from the Department. The Department may approve TVs to a school's numbers to respond to particular demographic pressures in an area in a particular year.

When considering a TV request from a school the Department will look at the availability of places in that sector in the area within a reasonable travelling distance of each pupil's home address. For primary schools, in relation to TV requests, DE defines 'reasonable travelling distance' as a distance of two miles from a child's home.

It should be noted that a TV is granted on the condition that no additional accommodation will be involved. TVs are not granted to address anticipation of demand, nor a long term desire to increase the size of a school within an area. In the last five years Rowandale Integrated PS has had TVs approved as follows:

School Year	Approved Admissions Number	Approved Enrolment Number	Temporary Variations Approved (To total of)*	
			Admissions	Enrolment
2017/18	57	278	-	-
2016/17	57	250	-	-
2015/16	57	231	-	-
2014/15	29	203	31	-
2013/14	25	190	31	-

*Figures do not include statemented children (all year groups) or any children who may have been admitted by appeal (year of admission only).

INPUT FROM EARLY YEARS TEAM ON DEVELOPMENT PROPOSAL No 535

A STATUTORY NURSERY UNIT WILL BE ESTABLISHED AT ROWANDALE INTEGRATED PRIMARY SCHOOL TO PROVIDE 26 PART-TIME NURSERY PLACES WITH EFFECT FROM 1 SEPTEMBER 2018 OR AS SOON AS POSSIBLE THEREAFTER

1. INTRODUCTION

At the request of the Board of Governors of Rowandale Integrated Primary School, the Education Authority (EA) has published Development Proposal Number 535 proposing a new 26-place part time statutory nursery unit be established at their grant maintained integrated primary school, from 1 September 2018 or as soon as possible thereafter.

Rowandale IPS does not currently have a statutory nursery unit.

The Case for Change (CfC) advises that in September 2012, a new modular playgroup building was provided by the Integrated Education Fund (IEF) on the primary school site to allow for the opening of Rowandale Community Playgroup. This playgroup is not a participant within the Pre-school Education Programme (PSEP) and therefore does not receive any funded pre-school education places. The CfC indicates that it caters for children in their immediate pre-school year, and their penultimate pre-school year. In 2016/17, the CfC advises 40 children were registered at the playgroup, 15 of whom were in their immediate pre-school year.

It is not clear from the CfC how many places the playgroup is registered for, what the pattern of attendance is, or whether any of the children attending the playgroup also attend PSEP provision. The Department sought this additional information in order to aid its consideration of the proposal, and this is recorded below as appropriate.

BACKGROUND

Rowandale Integrated Primary School opened in September 2007. The school accommodation consists of mobiles which have been added as the enrolment has increased. In 2015, the then Minister of Education approved a Development Proposal to permit the school to grow to a 14 classbase school, with the overall enrolment in 2017/18 being 257 pupils.

The CfC advises that Rowandale IPS was included in the first tranche of potential capital projects announced under the Fresh Start Agreement on 23 March 2016 and states that the school has been working with the Department to bring to fruition a “brick build” which the CfC states it hopes will complete by the academic year 2019/20. The CfC indicates that the timing of the DP is intended to facilitate the inclusion of a nursery unit within the planned building project.

Relevant Policies, Practices and Duties

The main policies, practices and duties relevant to this proposal are:

<p>The aim of the Pre-school Education Programme is to provide a funded pre-school education place for every target age child whose family want it.</p>	<p>The CfC focuses on a parental preference for pre-school places with an integrated management type, rather than unmet demand for pre-school education provision generally.</p> <p>The EA has advised that sufficient provision exists to meet current and projected demand for pre-school places in the area. This is considered in more detail below.</p>
<p>Learning to Learn – A Framework for Early Years Education and Learning</p>	<p>Published on 7 October 2013, among its key actions is a moratorium on any new or additional full-time provision or conversion from part-time to full-time (defined as over 4.5 hours) in advance of a review of the current levels of full-time provision, existing research and the needs of children being served by it. This proposal is in line with the current moratorium.</p>
<p>Encourage and facilitate the development of integrated education</p>	<p>Under Article 64 of the Education Reform (NI) Order 1989 (integrated education), the Department of Education (DE) has a statutory duty to ‘encourage and facilitate the development of integrated education, that is to say the education together at school of Protestant and Roman Catholic pupils’. This duty is considered in more detail below.</p>
<p>Displacement of good quality pre-school education provision already in existence</p>	<p>It is the Department’s practice, where possible, not to displace good quality pre-school education provision already in existence with pre-school education provision in an alternative setting. As this DP is for pre-school provision at a grant maintained integrated primary school, it is considered in the context of DE’s statutory duty. The potential impact of this proposal on existing provision is considered in more detail below.</p>
<p>Ensuring the best use of public resources</p>	<p>In discharging its duties, the Department must seek to avoid unreasonable public expenditure and to make the best use of the resources available to it. In light of this, it aims to fill available pre-school education provision as far as possible with target age children, avoiding over provision and the resulting enrolment of children under 3 years and 2 months (underage children) in statutory settings. This is considered in more detail below.</p>
<p>Reception provision</p>	<p>A key action under the Learning to Learning framework is the removal of reception provision. Rowandale IPS does not have reception provision. In 2017/18 there was one setting within the five mile radius which provided reception places. This is considered in more detail below.</p>

2. LEVEL OF NEED FOR PRE-SCHOOL PROVISION

In determining the need for pre-school education provision, the Department generally assumes a level of provision at 95% of target age children, predicated on the application rate for pre-school education places, which is c.92%, however the level of provision within local areas may be higher or lower, based on historic patterns of demand and assessment of ongoing need.

The current level of pre-school education provision within both a two-mile and five-mile radius of the school is used as an indicator of current capacity to meet need for pre-school education provision and is considered alongside other factors such as population projections to determine the likely future need for additional pre-school education provision in the area.

The number of pre-school education places and associated percentages are measured against the Year One enrolments for the 2016/17 and 2017/18 academic years using school census data, together with provisional 2018/19 data provided by the EA.

As the existing Community Playgroup at Rowandale IPS is not PSEP provision, it is not included in the tables below, either before or after the proposed change, but it is taken into account in the analysis of those tables.

The statistical information available in relation to the level of funded pre-school education provision is as follows:-

Level of Provision – two mile radius of Rowandale Integrated Primary School

Year	Statutory pre-school places	Non-statutory PSEP pre-school places	Reception places	Total pre-school provision	P1 places	Level of pre-school provision (%age of P1 places)	Underage children in statutory places
2016/17	104	35	0	139	181	76.8%	*
2017/18	104	24	0	128	162	79.0%	8
2018/19*	104	36	0	140	155	90.3%	*
Proposed	130	36	0	166	155	107.1%	-

* Source: EA PEG

The level of provision within the two mile radius has been lower than the planning figure of 95% in each of the last three academic years, suggesting there could be under provision in the area. However, underage children have been admitted to funded pre-school education places each year and the EA has advised that in 2017 and 2018, all children within the five mile radius whose parents stayed with the admissions process received the offer of a pre-school place, and in 2016, all but ██████ received the offer of a pre-school education place. In all three years, capacity remained within existing provision to accommodate additional children in the area,

had their parents wished it, indicating that sufficient pre-school education provision exists to meet demand for places in the area. The EA has also advised that there remains capacity within existing providers in the area to increase provision if necessary.

The community playgroup on the site of Rowandale IPS is not included in the table above. The CfC advises that up to 15 children who attend this provision are PSEP target age. It is unclear whether these children attend every day, as NICIE has advised that some children do not attend the playgroup every day (a total of 40 children are registered at the playgroup, which can accommodate up to 24 children at a time).

Additional information provided by NICIE (Annex E) indicates that in 2018/19, 10 of the 15 target age children had also attended the playgroup in the previous year. The Education Authority has advised that three of the 15 children applied for a PSEP funded place and all were offered a place in their first preference setting. [REDACTED]

This information suggests that there may be an additional element of demand for pre-school education provision in the area that is not reflected in the figures above, and is not currently being met by the PSEP, although the level of this demand does not appear to be sufficient to sustain a 26 place statutory pre-school education class.

Level of provision – five mile radius of Rowandale Integrated Primary School

Year	Statutory places	Non-statutory places	Reception places	Total pre-school provision	P1 places	Level of pre-school provision (%age of P1 places)	Underage children in statutory places
2016/17	494	158	2	652	607	107.4%	21
2017/18	494	147	2	641	561	114.3%	29
2018/19*	494	159	2	653	535	122.0%	14
Proposed	520	159	0	679	535	126.9%	-

* Source: EA PEG

The level of provision within the five mile radius has been above the planning figure in each of the last three academic years. If approved, the additional statutory provision would result in a further increase to 126.9%. In addition, in each of the last three years significant numbers of underage children were admitted to funded pre-school education places. This would suggest that there is currently some over provision in the wider area.

As noted above, the EA has advised that all children in the area whose parents stayed with the admissions process to the end received a funded place in each of

the last 2 years, and capacity exists within existing provision to increase the number of places available if necessary.

It is noted that the CfC suggests a shortfall in provision within the five mile radius. However, the CfC appears to omit some settings, such as Harrison Nursery School, Lurgan Model Nursery Unit and Rainbow Pre-School Playgroup⁸, which together provided 93 pre-school places in the 2018/19 academic year. It also includes settings that are outside the 5 mile radius (St Aloysius NU and Jolly Jesters are within the 6 mile radius), or which are not part of the PSEP programme (Poppins Day Nursery ceased to participate from 2017/18 due to the setting receiving insufficient applications).

In addition, EYT note that the CfC compares the total number of applications rather than first preferences to the number of children admitted in order to conclude there is a shortfall in provision. However, this overestimates demand, as it does not account for children whose parents list more than one preference on their application.

A list of the providers in the two and five mile radii is attached at Annex A.

3. INTEGRATED EDUCATION

Context

Under Article 64 of the Education Reform (NI) Order 1989, the Department has a statutory duty to 'encourage and facilitate the development of integrated education'. The duty under the 1989 Order must be considered alongside the duty under Article 44 of the Education and Libraries (NI) Order 1986 (the Department and boards shall have regard to the general principle that, so far as is compatible with the provision of efficient instruction and training and the avoidance of unreasonable public expenditure, pupils shall be educated in accordance with the wishes of their parents). It is important that the Department strives to meet demonstrated parental preference in an area for pre-school education at grant-maintained and controlled integrated primary schools. In discharging these duties it is essential that the Department does not inadvertently constrain the development of integrated education.

All funded pre-school education settings regardless of location and management type are accessible to children from all backgrounds and are subject to the same inspection standards. All pre-school education settings follow the same curricular guidance the broad framework of which ensures equality of opportunity, pointing to staff acknowledging and respecting the culture, beliefs and lifestyles of the families of all children. However, it is acknowledged that parents state preferences for pre-school education provision taking into account a wide range of factors, and in some cases parents may have a preference for pre-school education in schools with a particular management type, including an integrated management type, and this is taken into account in the EYT advice.

⁸ DE Ref 5AB0194 a different provider to Rainbow Corner (4AB0441) which is correctly included in the CfC.

Integrated Education in the area

There are no pre-school education settings with an integrated management type within the local area and there are no other integrated primary schools within a five mile radius of Rowandale IPS.

The closest integrated primary schools are Fort Hill IPS, Portadown IPS and Oakwood IPS which are all approximately 9 miles from Rowandale IPS. Both Fort Hill IPS and Portadown IPS have statutory nursery units which provide 26 and 52 part-time pre-school education places respectively, and both have been fully subscribed in each of the last 5 years.

A development proposal (DP 518) was approved in May 2018 for the provision of a 26 part-time place statutory nursery unit at Oakwood IPS which will replace a non-statutory playgroup which currently provides 24 funded pre-school education places at the school.

If the DP in respect of Rowandale IPS is approved it is not expected that it would impact on current pre-school provision at Fort Hill IPS, Portadown IPS or Oakwood IPS.

The CfC sets out application and admissions information for Year One at Rowandale IPS for the last ten years (pages 8 and 14), and appears to show that it has been oversubscribed in three of those years, by up to 17 applications. However, EYT note that the figures on page 8 and page 14 differ and also differ from the data held by DE as set out in the table in Section 8 below, which shows that the setting has been oversubscribed by up to 15 first preference applications in four of the last six years, but that it has also been undersubscribed by first preference applications, in two of the last three years, by 21 and 20 applications.

The CfC states that a number of the pupils attending the school travel more than 4 miles to attend (CfC page 8). This, along with the stated popularity of the school's playgroup session, suggests that parents in the area may have a preference for education provision with an integrated management type and are willing to travel a greater distance to access this provision, as suggested by the case for change.

4. RECENT CHANGES IN PROVISION

A non-statutory pre-school education provider which provided pre-school education places within the five mile radius of Rowandale IPS in 2017/18, left the PSEP in June 2015 as it received fewer than the minimum number of pre-school due to the high level of provision in the area. This has been taken into account in the statistical information presented above.

5. TEMPORARY FLEXIBILITY

In the 2015/16 and 2016/17 academic years there were no additional pre-school places approved in a five mile radius of Rowandale IPS through Temporary Flexibility.

In the 2017/18 academic year three schools within a five mile radius of Rowandale IPS submitted Temporary Flexibility requests, however, none of these requests were approved because additional pre-school places were not required to meet a shortfall in the area.

No Temporary Flexibility requests have been submitted in the five mile radius for the 2018/19 academic year.

A list of the Temporary Flexibility requests in the area is attached at Annex D.

6. RECEPTION PROVISION

St Patrick's PS, Magheralin, which is within the five mile radius of Rowandale IPS, is the only setting in the area which provides reception places. It provided reception places for two children in each of the last three years; it does not provide funded pre-school education provision.

Given the small number of places involved and the geographical distance between the settings, EYT considers that any change to pre-school education provision at Rowandale IPS would be unlikely to significantly affect reception provision at St Patrick's PS, nor would the cessation of reception provision in the area significantly affect the proposed provision at Rowandale IPS.

7. IMPACT ON VOLUNTARY AND PRIVATE SECTOR PROVIDERS

The PSEP is a partnership between statutory and voluntary/private pre-school education providers and both sectors are equally valued for their contribution to the education of pre-school children. Both sectors adhere to the same curricular guidelines and are inspected to the same educational standards.

In considering DPs for statutory provision, careful consideration is given to the impact of any new statutory provision on existing good quality voluntary/private providers in PSEP.

Following approval of Development Proposal No 255 in November 2014, Rowandale IPS now offers 57 places for Year One. Since DP No 255 was approved, the intake for Year One at the school increased in 2015/16 and 2016/17 with an intake of 42 and 57 pupils respectively.

Year 1 admissions and total enrolment in Rowandale IPS are set out below.

	Number year 1 places available	Number first preference applications to year 1	Number of pupils admitted to year 1	Total enrolment
2012/13	29	44	31	154
2013/14	29	34	32	181
2014/15	29	35	31	197
2015/16	57	36	42	216
2016/17	57	60	57	243
2017/18	57	37	35	256

Source: DE Census and School Access Team

While this shows growth in total enrolment, it is noted that in two of the last three years the P1 intake was undersubscribed at first preference by 21 and 20 places.

This suggests that statutory pre-school education provision at the setting could be sustainable, although the historical enrolments to year one could suggest that the setting may not fill all the proposed additional places with target age children.

With 13 of the 15 children currently attending the community playgroup who are PSEP target age not attending any PSEP provision, it would appear that part of the potential impact of the establishment of an additional pre-school class at the school could be mitigated, with up to 13 of the 26 additional places potentially being filled by children who would otherwise not avail of PSEP provision.

However, it is clear that the proposed change, if approved, would be likely to impact on other provision. The EA has advised that there are sufficient places in the area to accommodate every child whose parents want a place for them, and capacity to further increase provision within existing providers if needed. A non-statutory pre-school education provider which provided pre-school education places within the five mile radius of Rowandale IPS left the PSEP in June 2018 as it received fewer than the minimum number of pre-school applications in the 2018/19 admissions process. If 26 additional pre-school places are created in the area, it is possible that other good quality providers in the area could be similarly affected.

8. ENSURING THE BEST USE OF PUBLIC RESOURCES

In discharging its duties, the Department must seek to avoid unreasonable public expenditure and to make the best use of the resources available to it. In light of this, it aims to maximise available pre-school places for target age children, avoiding over provision and the resulting enrolment of children under 3 years and 2 months (underage children) in statutory settings. There have been up to 29 underage children attending pre-school settings within the five mile radius in each of the last four years. The EA has also advised that 14 underage children have been offered a funded pre-school education place at statutory settings within the five mile radius for the 2018/19 academic year.

It would appear that, while part of the potential impact of the establishment of an additional pre-school class at the school could be partially mitigated, the high level of underage enrolments in the area suggests that any increase in pre-school education places in the area may further increase the number of underage children accessing statutory pre-school places in the area.

9. CONSULTATION RESPONSES

The CfC advises that the school's Board of Governors were consulted on various dates between October 2016 and June 2017 and that staff and parents were consulted during May 2017. Information about the responses is contained within the CfC and it is reported that all were in favour of taking forward a Development Proposal for a Nursery Unit.

A pre-publication statutory consultation exercise was also carried out with schools that could be impacted by the proposal between 1 September and 2 October 2017. The EA has advised in the CfC that there were three responses received to this consultation (one from Moira PS; one from the Controlled Schools Support Council; and one from a local Member of Parliament). All objected to the establishment of a statutory nursery unit at Rowandale IPS, stating it could impact on other settings in the area.

10. EA COMMENTS

The EA advised by letter on 20 June 2018⁹ that Board members were unable to reach a consensus on DP 535 and advised of concerns that implementation of this proposal could result in increased costs for pre-school provision which it stated is already in excess of demand.

EA PEG considered the DP from Rowandale IPS for comment in line with guidance provided by DE regarding pre-school education and the statutory duty to encourage and facilitate Integrated and Irish-Medium education.

EA PEG advised¹⁰ that in this context, it supports the DP on the basis of demonstrated parental demand as evidenced by:

- the school currently has a non-funded playgroup on the school grounds.
- overall enrolment trends for the school and the P1 intake over a number of years, which would suggest that a 26 place nursery unit would be sustainable.

EA PEG advised, however, of strong concerns in regard to the potential impact of this additional provision, including:-

⁹ ED1/18/214602

¹⁰ ED1/18/214602

- Potential displacement of existing funded pre-school provision in the area. Some non-statutory settings are operating with already low numbers and additional provision may affect their sustainability.
- Potential for increased uptake of younger children into statutory nursery settings and the consequent increased cost on public funds.
- Impact on existing cross-community provision in respect of the duty to promote, encourage and facilitate Shared Education.

EA PEG also commented that existing non-statutory providers are not currently funded to their maximum registration number and could be increased to cater for possible demand in the future. If a new funded provider was established, it claimed it is likely that displacement of existing provision would occur and the admission of younger children into nursery settings could increase.

11. SUMMARY OF KEY POINTS

The following summarises the key points taken into consideration:

- The current level of pre-school provision within a two mile radius has been lower than the planning figure in each of the last three years, while the level within a five mile radius has been consistently above the planning;
- Underage children accessed pre-school places within both the two and five mile radii each year, with up to 29 underage children offered a place;
- Approving the proposal will result in an additional 26 statutory pre-school education places in the area which could displace existing pre-school provision in other settings in the area and/or increase the number of underage children accessing statutory pre-school places;
- Under Article 64 of the 1989 Education Reform (NI) Order, the Department of Education (DE) has a statutory duty to 'encourage and facilitate the development of integrated education' which must be considered with the duty under Article 44 of the Education and Libraries (NI) Order 1986 ;
- NISRA population projections suggest an increase in the pre-school cohort in the wider area over time;
- There are no integrated nursery schools or units within a five mile radius of Rowandale IPS;
- The enrolment in Year 1 of the integrated primary school has been consistently higher than 26 pupils (i.e. the proposed nursery unit intake) in each of the last six years, however it is noted that the school was undersubscribed at first preference by up to 21 places in two of the last three years;
- Rowandale IPS operates a non-PSEP pre-school session which has been attended by 7, 14, and 15 target-age children respectively each of the last

three years. These figures are significantly lower than the 26 statutory pre-school places proposed.

- In 2018, 13 target age children attended the non-PSEP sessions and did not avail of PSEP provision;
- EA PEG supports the DP in the context of the statutory duty, however raises strong concerns in regard to the potential impact on other provision.

12. CONCLUSION

Enrolment in the non-PSEP funded pre-school setting located on the grounds of Rowandale IPS indicates some preference for pre-school education provision with an integrated management type. However, the level of uptake amongst PSEP target age children has been lower than necessary to sustain a statutory 26 place nursery unit. Should it be approved, the evidence available suggests that the additional provision requested could be sustainable, although it could also lead to displacement and/or increase to the number of underage children accessing funded pre-school places as well as affecting other existing good quality provision in the area.

The additional information sought and provided demonstrates that 13 target age children attend non-PSEP provision at the setting and do not attend PSEP provision. This appears to suggest that some parents' demand for provision in a setting with an integrated management type is such that they have chosen to access provision outside the PSEP, even where there is good quality, undersubscribed pre-school education provision of another management type nearby.

Based on the information available, and taking into account the statutory duties placed upon the Department, there appears to be some preference for pre-school education provision of an integrated management type in the area. The level of evidenced demand is however below the requested 26 part time nursery class places. Additional statutory provision in the area, if approved, is likely to lead to over provision, which may have the potential to result in displacement of existing places at other pre-school settings and/or increase the number of underage children attending statutory pre-school settings in the area.

On the basis of the information presented and currently available, and taking into account the statutory duties, EYT is unable to conclude that the proposed additional provision would be reasonable at this time.

The team notes that, at the time of writing, both stage one and two of the pre-school admissions process for the 2018/19 academic year have now concluded and the new academic year has started.

**Early Years (Pre-School) Team
November 2018**

LIST OF PROVIDERS

2 MILE

Vol/Priv

4AB0441 Rainbow Corner Playgroup, Moira
 4CA0613 Little Rays Day Nursery, Moira

Primary with No NU

4066682 Rowandale IPS

Primary with NU

4016104 Moira PS
 4016417 Maghaberry PS
 5011687 Maralin Village PS

5 MILE

Nursery Schools

5116190 Harrison NS
 5116625 Dromore NS
 5136631 Drumnamoe NS

Vol/Priv

4AB0508 Busy Bees Playgroup Hillsborough
 5AB0194 Rainbow Pre-school Playgroup, Dromore
 5BB0202 Aghagallon Pre-School
 5CA0501 The Old Station Playgroup
 5CA0520 Trinity Park Pre-School

Primary with NU

5010992 Lurgan Model PS
 5011124 Kings Park PS
 5011598 Waringstown PS
 5016178 Donacloney PS

Primary with no NU

4016636 Meadow Bridge PS
 5031103 Tannaghmore PS
 5031160 St Teresa's PS
 5031667 St Patrick's PS
 5033324 St Patrick's PS
 5036000 St Colman's PS

List of the wards considered

Aghagallon
Ballinderry
Blaris
Dromore
Donaghcloney
Hillsborough
Knockashane
Knockmore
Lagan
Lough Road
Maghaberry
Magheralin
Maze
Moirá
Mourneview
Park Lake
Quilly
Shankill
Stonyford
Waringstown

NISRA local birth rates and population predictions

EYT have considered NISRA local birth rates and population predictions to identify potential future population trends in the area.

- Birth statistics by academic year for all wards which fall at least partially within a five mile radius of Rowandale IPS decreased by approximately 4.9% from 1152 to 1096 children in the pre-school cohort born between 2014 and 2015.
- Population projections¹ for 3 year olds for the Lisburn & Castlereagh Local Government District and Armagh City, Banbridge & Craigavon Local Government District predict an increase in population in the areas of 4.3% between 2018 and 2039 (4787 to 4993).

These figures can, however, only be indicators of the future pre-school population and do not fully take into account population migration and other factors. On that basis they are not an exact predictor of demand.

¹ Due to Rowandale IPS being located near to the boundary lines of two local government districts, population projections for both have been included.

Temporary Flexibility**Temporary Flexibility requests not approved within a five mile radius of Rowandale IPS**

For 2017/18 the following three schools submitted Temporary Flexibility requests. None of the requests were approved.

	<u>Places Requested</u>	<u>Places Approved</u>
Lurgan Model PS NU	4	0
Kings Park PS NU	6	0
Waringstown PS NU	1	0

No Temporary Flexibility requests were submitted from schools in the five mile radius for the 2018/19 academic year.

EA Information Re Target Age Children Attending Rowandale Playgroup**Target Age 2017/18 - 9 children who were Target Age**

Child	Info re Applications for PEG places
Child 1	No Application
Child 2	1 st Pref. Little Rays - 2 nd Pref. St Joseph's PS NU - Allocated
Child 3	No Application
Child 4	No Application
Child 5	1 st Pref. Maralin Village PS NU – Not allocated. No further preferences
Child 6	1 st Pref. Harrison NS – Allocated, Refused by parent
Child 7	No Application
Child 8	1 st Pref. Busy Bees - No longer required - withdrawn
Child 9	No Application

Target Age for 2018/19

- 15 children who are in the Target Age Group for 2018/19.
- 10 of the 15 children in the Target Age Group have transferred from the Penultimate Pre-School Year and an additional 5 target age children have newly enrolled for 2018/19.

Child	Info re Applications for PEG places
Child 1	No Application
Child 2	No Application
Child 3	No Application
Child 4	No Application
Child 5	No Application
Child 6	No Application
Child 7	No Application
Child 8	1 st Pref. Dromore NS – Allocated, Refused by parent
Child 9	No Application
Child 10	No Application
Child 11	1 st Pref. Maghaberry PS NU - Allocated
Child 12	No Application
Child 13	No Application
Child 14	1 st Pref. Rainbow Corner Playgroup - Allocated
Child 15	No Application

PROMOTING COLLABORATION, TACKLING DISADVANTAGE DIRECTORATE

SECRT COMMENTS ON DEVELOPMENT PROPOSAL

DP 535 – Rowandale IPS 406-6682 – Establish New Nursery Unit

The proposer, the Board of Governors of Rowandale IPS, has stated in the Case for Change that, “*Approval for the establishment of a nursery unit at Rowandale IPS will increase the potential for shared education links in the area as Rowandale IPS already enjoys good working relationships with Little Rays , Poppins, Moira PS, Rainbow Corner, and Trinity Park*”.

Of local pre-school providers, only Drumnacree NS and Dromore NS are engaged in Shared Education. No responses to the consultation made reference to Shared Education. Hence no evidence has been presented to indicate that the proposal would be either beneficial or detrimental to progressing Shared Education.

ETI Development Proposal Commentary Paper

Rowandale IPS 535

406-6682

New Nursery Unit - 26 p-t places

Date of last ETI report: February 2015

Web link: [Primary Inspection - Rowandale Integrated Primary School, Moira, Co Down | Education Training Inspectorate](#)

Each DP for changes to Primary and Post Primary Schools is assessed against the Sustainable Schools Policy. DPs for Early Years provision are assessed within the context of the “Learning to Learn” policy and those for changes to special education provision are assessed against the Special Education Review.

The key focus for the ETI is on the quality of the educational experience and the educational impact on the pupils enrolled in the schools at which the change is proposed and the potential impact on pupils in other schools in the local area.

The ETI is therefore asked to put forward views on:

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

The enrolment continues to increase, year-on-year, and currently stands at 257 children. The number of children with special educational needs has also increased and now stands at 40, which has prompted the school to continue to improve its provision for children with SEN and to improve further its partnerships with parents. The onsite playgroup currently operates at full capacity on most days and benefits from very effective and professional links with the primary school.

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

Voluntary playgroups in the area would not be significantly impacted by the creation of a nursery unit.

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

Given the addition of a nursery unit, the children would benefit from a continuous educational programme from pre-school into primary in the ethos of integrated education. This would also allow for those parents who choose to send their children to the playgroup at 2yrs10mths to continue with integrated education through to their children’s pre-school year.

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

The primary school is currently awaiting financial approval regarding a proposal for a new school build. It would be the desire of the school to include plans for a nursery unit in the new build and to maintain the current playgroup accommodation for pre-pre provision. This would also secure the employment of the existing playgroup staff, who provide ongoing high-quality learning experiences for the children (as evidence by HSCT reports).

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 (include reason(s))	Information not available
Quality Educational Experience	1.1 Attainment levels of pupils ¹¹ , Key Stage tests pending development of new indicators for Primary Schools, GCSE results for Post-Primary Schools.			
	1.2 No more than <u>two</u> composite year groups in a single classroom at primary school level.			
	1.3 A <u>minimum</u> of four teachers ¹² 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 FE sector or other providers.			
	1.6 The standards and the quality of learning			

¹¹ Given the importance of factors such as the background of the children, the socio-economic conditions in the community and levels of parental support in pupils' attainment levels, the Department is working towards a contextualised 'value-added' approach.

¹² Where a small school is retained the teaching principal post will remain.

	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 ¹³ .			

¹³ Including reception, IME/LSC/ASC unit, etc.

6. Overall conclusion of impact of the proposal

The leadership in the school has demonstrated high capacity to provide high quality educational experiences for the children. There is evidently a large number of parents who are committed to integrated education in the Moira area, given the continuing rise in numbers in the school, and in the interest of parity, nursery provision should be available to parents who chose integrated education for their children given the NI Executive's policy commitment to integrated education.

RESPONSES RECEIVED DURING THE TWO MONTH STATUTORY OBJECTION PERIOD

NAME / ORGANISATION	COMMENTS
SUPPORT	
NICIE	<p>NICIE Commentary on Development Proposal No 535 – Rowandale Integrated Primary School – To establish a 26 places nursery unit</p> <p>1. Background to nursery units within the integrated sector</p> <p>Introduction and background to nursery units within the integrated sector</p> <p>In most cases when an integrated primary school was established, parents then began to work towards the setting up of a pre-school facility. These were often staffed by the nursery teacher and assistant(s), however owing to the prohibition under the 1989 Education Reform Order; no integrated nursery could receive government funding. The facilities were then funded from charitable grants and parental subscription. This represented a substantial sacrifice with regard to continuous fund raising and extra work and commitment on behalf of the whole school community including the Board of Governors (BoG). When European Peace and Reconciliation funding became available, some groups were able to access this but had to register with the DHSS as playgroups even though they had nursery teachers and staff. The first tranches of Pre-school Education Advisory Group (PEAG) funding were also only available if the facility were registered as a playgroup.</p> <p>The 1998 Education Order removed the prohibition on integrated schools having integrated nursery units. At the same time the Pre-school Education Expansion Plan was making significant capital available to the statutory sector to provide nursery units. The integrated sector already had several pre-school settings, so the capital required to bring them up to DE Handbook standards was much less than that required to develop entirely new buildings. The policy within the Department of Education and conveyed to NICIE by senior officials was that if a playgroup had a substantial number of PEAG funded places it could then be transferred across to nursery status units using the normal development proposal and economic appraisal process.</p> <p>From September 1999 onwards a dozen pre-schools were transferred to nursery status as the funded places grew in each setting. The capital from the Pre-school Education Expansion Plan was used to provide, in the main, small alterations to most settings. This represented an inexpensive way for the Department of Education to reach its target of 50% of places in the statutory sector and 50% in the voluntary sector. As of January 2018, a total of 16 Grant Maintained Integrated primary schools have nursery units. Of the Controlled Integrated Primary Schools, four have nursery units. Currently there are 6 integrated playgroups in GMI schools. Of the Controlled Integrated Primary Schools, there are 6 playgroups co-located within the grounds of the schools.</p> <p>The integrated sector has never been able to have a pre-school nursery unit established alongside a new school. In the past, PEAGs have not been able to consider newly established schools until they have a track record of Primary 1 children, as these children were used as a proxy for pre-school children. This route of building up funded pre-school places within a setting has been the only route to nursery</p>

unit establishment within the integrated sector until ministerial approval for the establishment of a GMI nursery unit at Phoenix IPS in 2014.

It should be noted that only four of the GMI settings have achieved full-time places. The first of these is Saints and Scholars, where the reception class was converted to full-time places. In 2009, the first of the nursery units transformed from playgroups, were granted a change in pattern of attendance from part-time to full-time provision (Windmill IPS, Hazelwood IPS and Mill Strand IPS). The remainder of settings only have part-time places. This disadvantages those settings located in areas where the nursery schools and units surrounding them have, through application to DE's open enrolment section, rationalised their two part-time sessions to one full-time session. This creates an uneven playing field for the integrated schools which can only offer part-time places compared to the other sectors' full-time provision. We are aware that there is a moratorium on full-time provision currently.

Integrated primary schools attract a higher percentage of children with special needs and historically access to assessment and support has been much more difficult to obtain in a playgroup setting than in an established nursery.

NICIE has raised the matter of the assertion that Pre-school provision being non-sectoral with senior officials in the Department of Education.

Referring to the 2016/17 statistics and using the value of 20% to 79.9% Catholic as denoting a setting which both of the main traditions can attend comfortably, i.e. truly non-sectoral:

- Eighteen out of the 95 nursery schools have between 20% and 79.9% Catholic, this is a total of 18.9%.
- Ninety-one playgroups out of a total of 399 have a balance of between 20% and 79.9% Catholic, i.e. 22.8% and out of those 8 are the PEG funded integrated playgroups, 8.8%.
- Thirty-nine out of 238 nursery units, 16.8% have between 20% and 79.9% Catholics and out of those 18 are integrated nursery units, 46.2%.

It is very difficult then to see how pre-school provision can be described as being non-sectoral in reality. The outcomes for children within nursery units have been shown to be a higher quality than those within playgroups (EPPNI). The importance of early intervention has been underlined in the Chief Inspector's Report 2012-2014. The more recent Chief Inspector's Report 2014-16 highlighted the continuing need to improve transitions between the different phases of education and stated that *"Greater collaboration is required, within and across the sectors (particularly for transition to the foundation stage) to share best practice and build effectively upon the progress in learning that the children have already made."* The report also stated that *"Staff, as a whole, need better opportunities for ongoing training and professional development and especially for the sharing of best practice across the whole pre-school statutory and private and voluntary sector."* NICIE would argue that transition and continuing professional development are both more easily achieved in a nursery unit setting than a voluntary playgroup.

The importance of a sustainable pre-school service has been highlighted by the Chief Inspector's Report in 2012-2014. Within a nursery unit, staffing and finance (through LMS) is more easily managed by the BoG and Principal of the primary school than when operating as a separate BoG committee with its own distinct PEG funding stream for a playgroup.

NICIE submitted a paper to DE officials in July 2017 outlining the implications of pre-school policy on the development of integrated pre-school provision. Subsequently, DE wrote to EA and CCMS on 31st October 2017 to point out, *“It is important the Education Authority and the Pre-School Education Group (PEG) support the department in fulfilling its statutory duty by striving to meet **demonstrated parental demand** in an area for pre-school education at grant-maintained and controlled integrated primary schools, as well as parental demand for Irish-medium pre-school education.”*

In a more recent letter on 15th January 2018, DE wrote to EA to clarify some matters and stated that whilst *“The Department and the Pre-school Education Group (PEG) continue to make every effort to avoid displacement, where possible, however this needs to be balanced in the context of statutory obligations.”*

Despite the many problems that managing playgroups have presented to Boards of Governors and Principals, they have remained committed to the provision of integrated pre-school because they are aware of the importance of children having positive experiences of Protestants, Catholics and others from different backgrounds from as early an age as possible and Professor Paul Connolly’s research supports this.

2. Introduction

Description of the school

Rowandale IPS opened in 2007 in Moira and since then the school has grown from 18 pupils to its current enrolment of 247 pupils (January 2018). The school has been characterised by its diverse enrolment where 44.9% are from the Roman Catholic background, 33.7% from a Protestant background and 21.4% from other or no religious background (source DE statistics 2016/17).

Of these 243 pupils (2016/17) 14(5.8%) have Statements of Special Educational Needs and 20 others are on the SEN register giving a total of 24.3%. These percentages are above the average figures for the year 2016/17, Source DE.

The school is entirely in mobile accommodation at present but has been placed on the Fresh Start Agreement programme and it is hoped that a permanent build will be progressed in the next few years. Rowandale IPS’ enrolment is also in a state of growth following approval of DP 255 on 13 November 2014 to an admission number of 57 and an overall enrolment of 399. In 2016/17 Rowandale IPS was oversubscribed at Year 1 receiving 60 first preference Year 1 applications for 57 places. Table 1 below sets out the school’s historical admission and enrolment numbers.

Table 1 – Historical Admissions and Enrolments for Rowandale

	2012/13	2013/14	2014/15	2015/16	2016/17
Admissions	31	32	31	42	57
Enrolments	154	181	197	216	243

(Source DE)

Rowandale Community Playgroup was established at the school in September 2012 through support from the Integrated Education Fund. This case for change is not intended to replace the existing playgroup as there is a large number of children in their penultimate pre-school year using the centre which, the school anticipates, will continue.

Since the school was established it has welcomed children from all faiths and none and has always promoted the core principles of Integrated Education: Equality, Social Responsibility, Faith and Values and Parental Involvement.

The growth in the school over the 10 year period since its opening suggests that a nursery provision in the school would be viable and would help the school to be sustainable in the future and financially sound.

Characteristics of the area

Council Area

Whilst the school is located in the Lisburn and Castlereagh area, it also serves Armagh, Banbridge and Craigavon (ABC) District Council area. The pupil distribution by ward in Table 4 of the Case for Change shows that Magheralin ward is the ward with the second largest number of pupils attending Rowandale. Magheralin is in ABC council area which is ranked 4th behind Belfast, Derry City and Strabane and Newry, Mourne and Down LGDs for multiple deprivation measures (2017).

Lisburn and Castlereagh Local District Council Area

The NISRA website states that on Census Day (27 March 2011), the usually resident population of Lisburn and Castlereagh Local Government District (2014) was 134,841 accounting for 7.45% of the NI total. This represents an 8.48% increase since the 2001 Census.

On Census Day 27th March 2011, in Lisburn and Castlereagh Local Government District (2014), considering the resident population, 23.95% belong to or were brought up in the Catholic religion and 66.90% belong to or were brought up in a 'Protestant and Other Christian (including Christian related)' religion.

Statistics used in the EA NI Providing Pathways document show that the population growth is predicted to be 7.9% for Lisburn and Castlereagh LGD during the next 10 years which is well above the Northern Ireland average of 3.9%. The Providing Pathways plan makes reference to dealing with the increase in population through encouraging and facilitating sustainable integrated schools, and a nursery unit at Rowandale IPS will contribute to meeting the demand of pre-school provision as a result of the expected population growth.

Armagh, Banbridge and Craigavon Local District Council Area

The estimated population of Armagh City, Banbridge and Craigavon Local Government District at 30 June 2016 was 210,260, of which 104,323 (49.6%) were male and 105,937 (50.4%) were female.

This was made up of:

- 46,804 children aged 0-15 years;
- 65,612 people aged 16-39 years;
- 66,161 people aged 40-64 years; and
- 31,683 people 65 years and older.

Between 2006 and 2016 the population of Armagh City, Banbridge and Craigavon Local Government District increased by 23,064 people or 12.3%.

On Census Day 27th March 2011, in Armagh, Banbridge and Craigavon Local Government District (2014), considering the resident population, 45.9% belong to or were brought up in the Catholic religion and 48.04% belong to or were brought up in a 'Protestant and Other Christian (including Christian related)' religion.

The Providing Pathways report indicates that the population change in a 10 year period from 2014 is projected to increase by 9.6% in the Armagh City, Banbridge and Craigavon, the highest growth in Northern Ireland.

Approval of a nursery unit at Rowandale IPS will allow the school to maintain a positive balance of admissions while tackling the under provision of integrated pre-schools for children from mixed background or from those families that would prefer to provide to their children an early years education experience in a mixed and integrated environment.

Community Planning

The Lisburn and Castlereagh Community Plan notes the importance of early years provision as a “key factor in determining life chances.”

The Armagh, Banbridge and Craigavon Community Plan highlights that “the total population in the Armagh City, Banbridge and Craigavon areas is projected to increase by 15% by 2030 which is more than double that projected for Northern Ireland as a whole (7%). This region is also expected to have a significant increase in the number of children, with the largest percentage growth in Northern Ireland of the number of children aged 0-15 (8% by 2030).”

Ward

More locally, the Maghaberry Ward where Rowandale is located has experienced a 27.5% level of growth between 2005 and 2015, a very high level of growth.

“On Census Day 27th March 2011, in the **Maghaberry** Ward, considering the resident population:

- **99.70%** were from the white (including Irish Traveller) ethnic group;
- **11.05%** belong to or were brought up in the Catholic religion and **80.96%** belong to or were brought up in a 'Protestant and Other Christian (including Christian related)' religion; and
- **74.81%** indicated that they had a British national identity, **7.40%** had an Irish national identity and **33.18%** had a Northern Irish national identity*.”

Source: NINIS

As Table 4 in the Case for Change shows, the school draws most of its children from the Moira, Magheralin, Maghaberry, Ballinderry and Aghagallon wards. However the children attending Rowandale IPS (Year 1-7) come from 20 of the 582 wards in Northern Ireland. The 20 wards are very diverse in their religious makeup, ranging from those which are only 6.21% (Knocknashane) Catholic to those which are only 12.07% Protestant (Aghagallon). The fact that the religious balance is sound with some 44.9% of pupils coming from a Roman Catholic background, 33.7% from a Protestant background and 21.4% from other or no religious backgrounds is a tribute to the school and the desire for integrated education in the area.

2.1. Rationale behind the current Development Proposal to establish a nursery unit.

Recently a development proposal for the establishment of a nursery unit at Rowandale Integrated Primary School was submitted by the school's Board of Governors to the Department of Education. This proposal is the outcome of consultation with parents from the school who expressed overwhelmingly the need and their desire to have a Nursery Unit for 26 children as part of the school.

Since parents established Rowandale IPS in 2007, it has grown and developed into a strong and vibrant two-form entry school. During this period, parents also worked alongside the school to establish independent pre-school provision. Despite applications every year to PEAG to enter the funded programme, the school has never received any funded places. NICIE believes that the level of provision offered by the independent playgroup has masked the true demand for pre-school places in the growing Moira area. In the case of integrated schools, they would have had to wait for a shortfall to emerge which would allow them to bring forward a proposal. This one fact has severely limited the school in its efforts to achieve funding for its pre-school provision. NICIE has disputed the Department's assertion that all pre-school is non-sectoral in nature and believes strongly that parents in every area should be able to have their child in a formal integrated setting from the age of three.

In addition, in the '**Outcomes from Review of Pre-school Education in Northern Ireland**' published in 2006, the decision to prioritise certain capital projects in statutory provision made no mention of the duty under Article 64 to encourage and facilitate the growth of integrated education or the establishment of integrated nursery units (or for that matter Irish Medium). This decision thus did not allow for any growth in integrated provision.

There is currently no formally integrated pre-school provision in the Moira or wider Moira area whilst there are a number of controlled and maintained nursery units and schools. Rowandale Integrated PS does not have any statutory nursery provision. It is a strong sustainable school. There has always been an interest in developing statutory nursery provision at Rowandale IPS. The Fresh Start Agreement funding, which was announced for Rowandale IPS in March 2016, offers a real opportunity for this to be achieved and with the current housing developments in the area being developed it would ensure that the Moira area had sufficient free pre-school places for the future.

The establishment of a nursery unit would support the school in delivering improved outcomes for children, and help a strong school to continue to be sustainable into the future. In considering the proposal for a nursery unit at Rowandale IPS, it is worth noting the Chief Inspector's Report of 2012-2014. This highlights at paragraph 133, "The lack of coherent area-based planning for pre-school provision across Northern Ireland can lead to settings being established with small numbers of funded children, thus limiting the children's opportunities to develop socially and emotionally. In addition, fluctuations in enrolments result in a small number of private and voluntary settings becoming unviable. To ensure the needs of all children are met effectively, the employing authorities and the Pre-school Education Advisory Group should consider how best to provide a high quality service that is sustainable and effective within an area-based model. To effect this improvement, there needs to be more coherent strategic planning and co-operation between government departments and across sectors to ensure that all children receive a good quality pre-school education."

Following receipt of the letter from Department of Education dated 31st October 2017 and entitled “Pre-School Education and the Statutory Duty to Encourage and Facilitate the Growth of Integrated and Irish-Medium Education”, Rowandale IPS began to collect Expression of Interest forms from those parents who wished their child to be able to attend an integrated pre-school nursery unit provision in Moira.

Table 2 - Expressions of Interest – Rowandale Integrated Primary School – Nursery Unit

Year	Protestant	Catholic	Other	Unknown	Total
2018-19	8	7	6	5	26
2019-20	6	7	10	*	27
2020-21	*	*	*	*	11
2021-22	*	*	*	*	6

Source: Rowandale IPS Expression of Interest forms

As Table 2 shows there is significant parental demand for integrated pre-school nursery provision at Rowandale IPS. This NICIE believes fulfils the requirement to demonstrate parental demand as stated in the letter from DE on 31st October 2017.

Unfortunately, the Pre-school Education Group (PEG) committee meeting at which the development proposal /case for change for Rowandale IPS was discussed took place on 25th October 2017, which was before the letter was received from the Department of Education. Therefore, the PEG made its recommendation based on the pre-existing policy and not the guidance contained in the letter dated 31st October from DE. This recommendation would have been carried forward to the EA Education Committee on 9th November 2017.

The establishment of a nursery unit would support the school in delivering improved outcomes for children, and help a strong school to continue to be sustainable into the future. This will assist the Department of Education in meeting its duty to encourage and facilitate integrated education, as outlined in Article 64 of the Education Reform Order Northern Ireland 1989.

2.2. Additional reasons to approve this proposal include:

The Belfast Agreement (1998) stated “An essential aspect of the reconciliation process is the promotion of a culture of tolerance at every level of society, including initiatives to facilitate and encourage integrated education and mixed housing.” Whilst the population mix of Lisburn and Castlereagh LGD is predominantly Protestant, the growth in Armagh, Banbridge and Craigavon LGD is resulting in a more balanced community of Protestants and Catholics. This suggests that an integrated nursery unit will be welcomed and may indeed be a preferred option for those families that have chosen shared and integrated housing in the area.

2.3. From a parent and child point of view, approval would mean that:

Parents and children will enjoy a more seamless approach to education with an easier transition to primary education. The Chief Inspector's Report 2012-2014 highlighted the importance of transition by stressing "the need for a reliable form of assessment that is rigorously and externally moderated and linked closely with the statements of what the child knows, understands and can do."

Children with special needs and their families would benefit from simpler and timelier access to the systems for assessment and support. Children in playgroups still do not have access to assessment for SEN, except through medical referrals. This is of a particular importance considering that the level of children with statements of special educational needs in Rowandale IPS is 5.8% which is slightly higher than the figure of 5.0% across NI (DE Statistical Bulletin 2/2017).

3. Impact on other settings

Table 3

Admissions and Enrolments of Statutory Providers in a 5 mile radius of Rowandale IPS for 2017/18 (list from EA website) figures from EA offices October 2017

Provider	Distance from Rowandale IPS (BT67 OPB)	Admissions no. or allocation	No of 1 st preference applications	Total Applications	Admitted	Over - /under + subscription
Moira PS Nursery Unit	1.7	26	34	37	26	-11
Maghaberry PS NU	3.3	52	55	58	52	-6
Maralin Village PS NU	3.1	26	27	31	26	-5
Dromore NS Full-time	5.5	26	65	72	26	-46
Dromore NS Part-time	5.5	52	29	76	52	-24
Donacloney PS NU	5.6	26	28	32	26	-6
St Aloysius NU	8.3	26	33	45	26	-19
Kings Park PS NU	5.2	78	86	101	78	-23
Waringstown PS NU	7.6	26	33	38	26	-12
Drumnamoe NS Full-time	6.2	52	105	118	52	-66
Drumnamoe NS Part-time	6.2	52	20	74	52	-22
Total oversubscription						-240

Table 4

Admissions and Enrolments of Voluntary and Private Providers in a 5 mile radius of Rowandale IPS for 2017/18 figures from EA offices October 2017

Provider	Distance from Rowandale IPS (BT67 0PB)	Admissions no. or allocation	No of 1 st preference applications	Total Applications	Admitted	Over - /under + subscription
Rainbow Corner	1.2	13	6	14	12	-2
Little Rays Moira	11	12	16	16	12	-4
Poppins Day Nursery	Figures not available from EA					
Busy Bees Playgroup	4.7	45	41	42	42	0
The Old Station Day Care	5.6	19	22	23	19	-4
Jolly Jesters	5.8	16	12	13	13	0
Trinity Park PG	4.4	24	18	27	24	-3
Aghagallon PG	3.5	21	21	21	21	0
Total oversubscription						-13

Tables 3 and 4 which are an update of Tables 10 and 11 from the Rowandale IPS Case for Change using the updated statistics obtained from the EA in October 2017, show that there is significant oversubscription of 240 places (counting all preferences) in the statutory sector and 13 places (all preferences) in the non-statutory sector. First preference applications still result in a shortfall of 73 places in the statutory settings and 7 in voluntary pre-schools. It is important to note that Rowandale IPS has been operating an independent community playgroup since 2012, in response to parental demand. The parents have chosen to pay for and this provision therefore is likely to have masked some of the actual need in the area for pre-school provision. These tables also indicates that since there is oversubscription at all these settings except three of the non-statutory settings and thus the impact of this proposal would very limited. Combined with the parental demand as demonstrated in Table 2 (Expressions of Interest forms), this indicates that the nursery unit provision in Moira area is significantly oversubscribed and this additional unit would be addressing under provision in the statutory sector.

Tables 7 and 8 in the Rowandale IPS Case for Change shows that the children in Rowandale IPS attended a number of pre-school settings, and over the two years listed, many children have either had no pre-school experience or have accessed unfunded provision. The September 2017 intake into P1 has continued the pattern. The children coming to P1 in Rowandale IPS have pre-school experience in perhaps 15 or more settings across the area. Since many of these settings are oversubscribed, thus there would be limited impact on the providers within the area and thus no displacement of other provision would occur. In particular, as the full time provision is very heavily oversubscribed, the impact on their numbers is likely to be minimal. The provision of the pre-school unit in Rowandale IPS would create a level playing field as of the six schools, in a three mile radius of Rowandale, three of them have nursery units, one is operating a reception and the other gives preference in P1 applications to those

children who have attended a nearby funded playgroup. That leaves Rowandale IPS as the only school in the three mile radius that is not benefitting from funded pre-school provision.

Schools have less flexibility in responding to shortfall and pressure within the necessary timescales for that year as the process for statutory provision involves a Case for Change process whereas a playgroup can respond immediately. This does put statutory providers at somewhat of a disadvantage. In the case of integrated schools, they would have had to wait for a shortfall to emerge which would allow them to bring forward a proposal. In addition, in the '**Outcomes from Review of Pre-school Education in Northern Ireland**' published in 2006, the decision to prioritise certain capital projects in statutory provision made no mention of the duty under Article 64 to encourage and facilitate the growth of integrated education or the establishment of integrated nursery units (or for that matter Irish Medium). This decision thus did not allow for any growth in integrated provision.

3.1. Impact on other integrated provision

Approval for the establishment of an integrated nurse unit at Rowandale IPS will not have any impact on any other integrated schools as they are located at a considerable distance from the school; instead it would provide a statutory integrated option in the Moira area for those parents and children who desire integrated provision. The nearest integrated schools in the area are Oakwood IPS in Derraghly at 11miles, Fort Hill Controlled Integrated Primary School in Lisburn at 11 miles also, Portadown Integrated Primary School at 12 miles and therefore approval for the development proposal for Rowandale IPS will not in any way impact on these schools. In addition, the pre-school provision at all three schools is significantly oversubscribed.

The Department of Education uses a 2 mile radius as the catchment area to assess over/under provision in an urban area and a 5 mile radius in a rural area, yet integrated schools generally draw from a much wider area than this, with some schools demonstrating double these distances.

4. Religious Balance

The school has demonstrated a healthy balance in applicants from the major faith tradition backgrounds as well as being highly sought after by those with other faiths or none. This demonstrates the capacity of the school to attract parents and families from both Catholic and Protestant and other denominations, providing proof of the strong integrated nature of the school.

Table 3: Religious balance at Rowandale IPS for 243 children

Year	Protestants	Catholics	Other
2016-2017	33.7	44.9	21.4

Source: DE School Level Data

In the introduction to this commentary, it was noted that NICIE does not accept the premise that all pre-school provision is non-sectoral. This is borne out in the Department's own statistics which regularly demonstrate that few Catholics are attending Controlled pre-school provision and that even fewer Protestants are attending Maintained pre-school provision. It is essential that integrated pre-school provision, which is genuinely non-sectoral, is allowed to expand in accordance with parents own preferences, as evidenced by the demand for places in integrated settings.

Tables 7 and 8 in the Case for Change for Rowandale IPS clearly illustrates the sectoral nature of non-integrated pre-school provision. Although it can be argued that these pre-school settings welcome children from all denominations, cultures, and faiths, only a few settings, including Rowandale's Community Playgroup, demonstrate a level of mixing at 20% or more.

Concluding Remarks

The Board of Governors of Rowandale Integrated Primary School has submitted this proposal for the establishment of a nursery unit under The Education Reform Order (1989) which places an obligation on the Department of Education to "encourage and facilitate the development of integrated education that is the education together of Catholic and Protestant children". In addition, the Belfast Agreement (1998) applies as it states:

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

Rowandale Integrated Primary School has been grown significantly with a current enrolment in 2016/17 of 243. This clearly indicates the capacity of the school to attract families interested in an integrated school provision for their children. It is argued that this success and that of the unfunded playgroup would be easily replicated if an integrated nursery unit is established as part of the school. The numbers of parents who have completed Expression of Interest forms for admission to the proposed nursery unit in 2018 and subsequent years, demonstrates the parental demand that this integrated pre-school provision would command.

The data presented in this commentary clearly shows that currently pre-school provision available in the area is attended on a largely traditional basis with one pre-school exception and that the majority of families that chose to send their children to Rowandale Integrated PS had to accept a pre-school experience from one or other sector. The evidence suggests that an integrated pre-school provision would be viable if parents are given the choice in the Moira area.

Equity of pre-school provision requires the availability of a wide range of choices, enabling parents to choose the type of early years education they want for their children. Currently, although there are a number of maintained and controlled nursery units at schools in the Moira and district area, there is no formally integrated pre-school provision. Rowandale IPS is the only statutory provision in the 3 mile radius around the area not to benefit from funded pre-school provision.

The population growth predicted for the two LGD areas that the school serves indicates the need to allocate more resources to meet the demand for school places and housing. The Community Plan has highlighted the importance of increasing pre-school access and places in order to meet the needs of the community.

DE has a duty to encourage and facilitate the growth of integrated education and in this case to support a sustainable, integrated school into the future. The lack of flexibility for statutory provision to respond to demand within a relevant timeframe has inhibited the establishment of statutory integrated provision at Rowandale IPS. NICIE believe that it would be important to support this proposal to address the ongoing demand for Pre-School and Primary 1 provision at Rowandale IPS, which in turn will help to address the increasing demand for provision in the Moira area.

	<p>Finally NICIE urges the Department to support this proposal in recognition of the Department's duty within the Education Reform Order (1989) to "encourage and facilitate integrated education". This duty was amplified in the letters from DE dated 31st October 2017 and 15th January 2018 in relation to "Pre-School Education and the Statutory Duty to Encourage and Facilitate the Growth of Integrated and Irish-Medium Education."</p> <p>Lorna McAlpine Senior Development Officer, 16th January 2018</p> <p>References: www.ninis.nisra.gov.uk www.eani.org.uk www.armaghbanbridgecraigavon.gov.uk www.lisburncastlereagh.gov.uk www.education-ni.gov.uk</p>
<p>17 members of the public (4 from parents of pupils enrolled and 1 from grandparents of a pupil enrolled in Rowandale IPS)</p>	<p>1. Dear Sir/Madam Re: A statutory nursery unit will be established at Rowandale Integrated Primary School to provide 26 part-time nursery places with effect from 1 September 2018 or as soon as possible thereafter. I wish to add my support to this development proposal as a statutory nursery would bring Rowandale into line with other Primary Schools in the area and provide integrated education for children in their preschool year. At present parents are being disadvantaged in this respect. They have to go elsewhere for preschool and then return to Rowandale for primary school.</p> <p>2. Development Proposal Number: 535 School Name: Rowandale Integrated Primary School School Reference Number: 4066682</p> <p>To whom it may concern,</p> <p>I write in support of the nursery school provision application for Rowandale IPS.</p> <p>This provision would bring the choice to attend integrated school, from nursery age, to Moira and its surrounding area and cement the place in the community that Rowandale IPS has so far successfully developed.</p> <p>Please consider this proposal favourably.</p> <p>3. I wish to indicate my full support for the development proposal below. Development Proposal Number: 535 School Name: Rowandale Integrated Primary School School Reference Number: 4066682</p> <p>4. Development Proposal Number 535 School Name: Rowandale Integrated Primary School School Reference Number: 4066682</p> <p>I would like to support the school proposal for a fully funded Integrated Nursery. I have one child who transferred to Rowandale from another school in P6. This benefitted her enormously. The school ethos of integration has stayed with her and influenced her post-primary school choice. I also have another daughter at the school who continues to benefit from the all inclusive and supported learning environment. If the nursery had been available for my children I definitely would have used it.</p> <p>I fully back this proposal which will benefit the local community who urgently need this vital service for our children.</p> <p>5. I very much support the application for a nursery unit for the above school.</p>

6. Dear Sir,

We are writing in support of Rowandale Integrated Primary School Development Proposal No 535.

Having read through the paperwork and the objections as to the suitability of another nursery unit in the area we have noted the following arguments against the proposal.

1)- CSSC

- Is concerned at the emphasis placed within the case for change on the creation of formal integrated statutory pre-school provision and believes this to be contrary to the non-sectoral nature of pre-school education which is provided in a range of voluntary, private and statutory settings serving local communities.

2)- Moira Primary School

- Is afraid its sustainability will be 'further' jeopardised
- Would like its 26 placement facility to be increased to 52 should there be a need of a shortfall of places. It also states it would not wish to disadvantage another local setting and would only request an increase should a shortage arise on Moira area.
- Moira PS seems to feel that Rowandale IPS threatens the sustainability of Moira PS and cites location and demand as its main attributes and also asks why Rowandale IPS should be given 'preferential treatment over other schools in the area'. It questions NICIE which stated that the provision of a Nursery Unit at Rowandale IPS will support the aims of Area Planning to create a network of sustainable integrated schools and stated that Moira PS is currently being adversely affected by decisions that have been taken to support the ongoing development of Rowandale Integrated Primary School. Moira PS also challenges the NICIE claim that the impact of a new nursery unit at Rowandale Integrated Primary School upon other providers will be minimized due to it being spread very widely over the 14 settings that children entering P1 come from, stating the majority of these children come from the Moira ward therefore it will be the pre-school providers and schools within this ward that will be impacted upon most greatly.

3)- RT HON Sir J Donaldson MP

- Says he does not believe that the Board of Governors have established that there is a need for the provision of additional pre-school places in the Moira area and the establishment of such a nursery unit would displace existing provision within the Moira area and cause significant harm to Moira Primary School where there is an existing nursery unit.
- Also feels there is no evidence at this stage that there is a shortfall of pre-school places within the Moira area but should a shortfall arise, it can easily be met by the existing provision, both at the nursery unit in Moira Primary School and within the pre-school facilities offered elsewhere in the village.
He concludes with the statement that he could not support the Department of Education of the Education Authority in approving the expenditure of scarce public funds on expanding the pre-school provision in Moira Village when there is no established need for such additional provision and it would be harmful to existing funded provision within the village and its environs, along with comments such as 'with school budgets already under severe pressure, it is absolutely crucial that the Education Authority and Department of Education ensure that there is no further wastage of public funds on making provision that is unnecessary and merely duplicates existing provision.'

4)- The Education Authority

After reviewing all of the above information, the Education Authority requested the Pre-School Education Group's assessment on the proposal to establish a new nursery. This group reported that they are unable to support DP 535 because:

- It would have a negative impact on the current provision,
- That there is sufficient provision in the area to meet demand, and
- The existing providers have the potential to increase their provision if required.

We also have taken into account the following information taken from BBC NI Learning

'Primary and secondary school education in Northern Ireland is segregated. Ninety-five per cent of the school-age population attend either a Protestant or a Catholic school. The link between religious and community identity and school is so strong that knowing which school a pupil attends is a good indicator of the religious denominations of the child. Protestant children attend state or controlled schools while Catholic children attend maintained schools.

When the new Northern Ireland Minister for Education, Martin McGuinness was appointed in December 1999 he indicated his support for integrated education and in January 2000 his department announced conditional approval for two more integrated schools. A Belfast Telegraph opinion poll in March 2000 showed that 85 per cent of people between the ages of 25 and 44 wanted integrated schools for their children.

The Good Friday Agreement contains a specific pledge "to facilitate and encourage integrated education and mixed housing" as an essential element in the process of reconciliation and the creation of "a culture of tolerance at every level of society".

Bearing in mind all of the above information we feel the objectors do not actually address the need for an **integrated** nursery unit. They all seem to be fixated on the main points as raised by PEG as its inability to support the application and in fact, Moira PS seems to have completely taken against Rowandale IPS as another educational provider and views it a direct adversary rather than supporting it as 'sister' educational establishment, which is very disappointing and only encourages breeding of animosity.

Regarding CSSC comments that is believes the proposal 'contrary to the non-sectoral nature of pre-school education', we feel this is quite incorrect as people rightly or wrongly already feel and make a judgement that they have to send their child towards one religious sector or the other, rather than in a direction they feel is truly integrated.

In our opinion, the question is not whether or not there is sufficient provision in the area to meet demand, rather it should be whether or not there is sufficient **suitable, integrated** provision in the area to meet parental demand. Existing provisions may indeed have the potential to increase provision of required but this is not **suitable, integrated** provision which will meet parental requirement. And, as for a new nursery unit having a negative impact on current provision, this may very well indeed happen but the number of families who might take up such integrated provision would very quickly prove the necessity of the proposal for such a nursery unit and would also indicate especially how much we in NI are in need of this type of education from the very earliest years.

Despite small increases, there remains very little integrated nursery provision in NI. Rowandale IPS has grown from strength to strength since its inception and now there are a substantial number of nursery age children who are siblings of those attending Rowandale IPS. These children have no recourse to integrated nursery education and it should be accepted and acknowledged that many families from some considerable distance outside Moira also wish to avail of an integrated nursery unit.

In our own circumstances there is no longer any religious affiliation in either family and having lived through 'The Troubles' firsthand we understand and support the need for integrated education from the cradle to the grave if our society is to improve and become more tolerant.

Our [REDACTED] attends Rowandale IPS but unfortunately our [REDACTED] will not be able to attend an integrated nursery. She may attend a paying Community Playgroup on the Rowandale site but may not avail of a free nursery placement at the same establishment. To avail of a free placement she will have to attend either a perceived Catholic or Protestant nursery school. Given the non religious affiliations in our family and feelings we hold about integration, this is quite unacceptable to us but other then paying to attend the Community Playgroup there is at the minute no alternative.

We would greatly welcome a 26 place nursery unit based as per development proposal and are writing in support of Rowandale Integrated Primary School Development Proposal No 535 for a 26 place nursery unit to be opened in September 2018.

7. I hereby support the proposal below:

Development Proposal Number: 535

School Name: Rowandale Integrated Primary School

School Reference Number: 4066682

8. I support this proposal
Development Proposal Number: 535
School Name: Rowandale Integrated Primary School
School Reference Number: 4066682

9. I support the proposal of a nursery unit in RIPS
Development Proposal Number: 535
School Name: Rowandale Integrated Primary School
School Reference Number: 4066682

10. To whom it may concern
I am writing this email to express my interest in the following school development proposal:
Development Proposal Number: 535
School Name: Rowandale Integrated Primary School
School Reference Number: 4066682
Regarding DP 535 - Rowandale Integrated Primary School, I can confirm that I support this proposal.

11. In relation to **Development Proposal Number: 535**
School Name: Rowandale Integrated Primary School
School Reference Number: 4066682

I would strongly support Rowandale in their proposal to provide much needed funded places.

12. To whom it may concern,

I wish to register my support for a funded nursery unit at Rowandale IPS, Moira.

13. Dear sir/madam,

I would like to register my support for the proposed funded nursery unit at Rowandale Integrated Primary School in Moira.

I note with the increased housing developments popping up in moira and the surrounding areas, funded nursery places are like gold dust meaning that many of us have been forced to either pay for a place our child is entitled to or forgo the pre school year.

My older children currently attend Rowandale IPS and playgroup however as the parent of [REDACTED] (who will be eligible for a pre school place in 2020) I would be keen to see the school open a funded nursery unit.

Many thanks

14. I wish to express my support for the proposed development of a nursery unit at Rowandale Integrated Primary School in Moira. As strong believers in the value of integrated education, my husband and I were extremely keen to send our children to Rowandale to ensure they had the opportunity to mix with children of all faiths and none from as early an age as possible.

My eldest daughter attended Rowandale playgroup from the age of 2 years 10 months and as a family we were extremely happy and impressed with the quality of care and varied curriculum she received during her time there. We would very much have welcomed the opportunity to keep her on for her pre-school year but we simply couldn't afford to pay the fees with only one of us working. Consequently, we reluctantly moved her to another provider for her pre-school year and she has since returned to Rowandale for her Primary 1 year. It was a shame that we had to interrupt the continuity of care in her early years and go through the settling in process again in another establishment.

I understand the concerns of other pre-school providers in the area around the potential for their allocation of places being lost to Rowandale, however, with the continuous building of new homes in Moira, including two sizeable developments in Dillon Green and Limestone

	<p>Meadows, both in close proximity to Rowandale, it seems likely that demand for pre-school places is only going to increase in the coming years. It also, surely, makes sense to give priority for places to units that are attached to primary schools since this makes for a smoother transition for the children between pre-school and primary education.</p> <p>I very much hope that Rowandale have this application approved, both from a personal perspective, as my youngest child may have the opportunity to attend the unit, but also as an encouraging step along the road to a more integrated, inclusive education system.</p> <p>15. Dear sir/madam,</p> <p>I wish to support the following application for an integrated nursery school as I have a child in the local area that I would wish to attend if available many thanks.</p> <p>The relevant application details are</p> <p>Development Proposal Number: 535 School Name: Rowandale Integrated Primary School School Reference Number: 4066682</p> <p>Thanks</p> <p>16. To whom it may concern,</p> <p>I would like to show my support for the development proposal for a nursery unit at Rowandale Integrated Primary School.</p> <p>Kind Regards,</p> <p>17. Development Proposal Number : 535 School : Rowandale Integrated Primary School School Reference : 4066682</p> <p>Dear Sir/Madam,</p> <p>I write to you in support for a fully funded Integrated Nursery to be provided at Rowandale Integrated Primary School.</p> <p>Our sons attend Rowandale and are in Years ██████. When I looked for Nursery places years ago, there was very little provision available in a school setting, without having to look outside the village. I would have applied for a Nursery place at Rowandale, if it was available at the time. I strongly feel that parents in the community should have access to funded Nursery places in an integrated setting.</p> <p>Our sons are thriving and cherished at Rowandale whilst receiving high quality education with the integrated ethos.</p> <p>Thank you for considering my views.</p>
<p>TOTAL SUPPORT - 18</p>	
<p>OBJECTIONS</p>	
<p>Ms Napier, Principal of Maralin Village Primary School</p>	<p>The Board of Governors of Maralin Village Primary School does not support the Development Proposal 535 Rowandale Integrated Primary School, for the following reasons:</p> <ul style="list-style-type: none"> • In the present financial climate, when we are told that there is not enough money to sustain the current provision, the question must be asked as to why additional provision is being proposed for the Integrated sector when Controlled, Maintained and Private sector funding is being reduced? • As far as we can ascertain there is no evidence that the Moira, Magheralin Areas are under provided in pre-school places. Over the past number of years with the provision of pre-school Community Playgroup at Rowandale, we have seen our first place oversubscription

	<p>applications declining from being oversubscribed by 12 in 2014/15 to 1 in 2017/18. As Magheralin continues to 'mature' as a village the demographics will inevitably change as there are fewer young families. There is every possibility that in the very near future we will then see overprovision in the area with Moira PS, Maralin Village PS, St Patrick's PS, Rowandale, Little Rays, Rainbow Corner, Trinity Park all competing for applications.</p>
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Given these reasons we cannot support the Development Proposals 535 as we believe the extended provision to be unnecessary and that it will have consequences for the wider area and not just Moira.



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03 January 2018

Dear Sir/Madam

Re: Development proposal 535 Rowandale Integrated Primary School

The Controlled Schools' Support Council (CSSC) has consulted with schools in the controlled sector in respect of development proposal 535. The CSSC recognises the potential for this proposal to impact on controlled schools in the area and welcomes the opportunity to make comment in this context.

Rationale for proposal/statistical information

The case for change argues that Rowandale is one of the few schools in the area which does not have a statutory Nursery Unit at present. CSSC recognises that pre-school education funded by the Department of Education is provided by both statutory and voluntary/private settings which are equally valued for their contribution to the education of children. As a consequence of this partnership approach not every primary school can expect to have a statutory nursery unit.

The case for change references how in 2015/16, 8 of the 36 children in P1 at Rowandale IPS 'did not have a funded place or had no pre-school experience' and suggests that this may be 'because the funded settings do not feel comfortable for the families.' The suggestion is unsubstantiated. The CSSC endorses the inclusive nature of controlled schools which are open to all faiths and none and committed to providing high quality education. All funded pre-school settings follow common curricular guidelines and are subject to inspection standards. The 'Curricular Guidance for Pre-School Education' emphasises the importance of young children being 'helped to understand that we see the world in many different ways depending on our cultural, social and religious viewpoints.' The CSSC also notes that pre-school education is non-statutory and parents are free to choose whether to avail of a pre-school education or not. To suggest other reasons for what may be a matter of parental choice is disrespectful to quality pre-school providers in the area.

The case for change argues that 'the two primary schools within Moira itself, and some of those within a 5 mile radius, have recently experienced over-subscription and this poses challenges for the overall planning of provision in the area.' The CSSC contends that the proposal has significant potential to undermine provision at Moira Primary School which has experienced a downward enrolment trend since the approval of development proposal 255 in November 2014. The number of pupils in year groups P1 to P3 (children enrolled since September 2015) is approximately 150 pupils in comparison to 174 enrolled in year groups

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P4 to P6. This has had financial implications for the school and this development proposal for the establishment of a part-time nursery at Rowandale has the potential to compound the difficulties that Moira Primary School has experienced since the approval of development proposal 255 and perpetuate the downward enrolment trend.

The case for change argues that approval for the establishment of a nursery unit at Rowandale IPS will meet the current shortfall in provision in the Moira and wider Moira area. The Education Authority pre-school education group's (PEG) assessment of need in the area does not indicate that there is a shortfall. Statistics for the Lagan and surrounding ward areas within Moira demonstrate that first preference pre-school applications for 2017/18 numbered 138 and there were a total of 148 funded places. Furthermore Maghaberry Nursery Unit admitted six younger children in September 2017 leading PEG to conclude that sufficient provision already exists to cater for demand.

The PEG has highlighted that approval of the proposal would lead to the displacement of existing provision and the admission of younger children into nursery settings would increase. One of the outcomes of the Department of Education's review of pre-school arrangements in January 2012 was that 'the Department determined that only children in their final pre-school year should be able to access statutory nursery'. The change to existing legislation required to implement this has not yet been progressed. It does, however, serve as an acknowledgement of the additional pressures placed on pre-school settings where penultimate age children are admitted. The review acknowledged that 'some settings have had to supplement the advised staff ratios with additional adults to better meet the needs of all children.' In the current economic climate schools are finding it increasingly difficult to augment staffing. CSSC is very conscious of the pressures associated with meeting the additional needs of penultimate age children and believes this has the potential to negatively impact on the well-being of both children and staff. The CSSC acknowledges that the Education Authority seeks to ensure optimum use of existing provision to minimise the potential for underage children to be enrolled.

The case for change references that the projected population change in the Lisburn and Castlereagh LGD during the period 2014 to 2024 shall be 7.9% which is above the Northern Ireland average of 3.9%. CSSC acknowledges this projected increase, however, would urge caution in assuming that this will apply uniformly to all wards in the Lisburn and Castlereagh LGD. The only reference in the case for change to the area surrounding Rowandale IPS is to the local investigation that has 'determined that there are over 765 houses either newly built or in the building or planning process'. The case for change makes the assumption that such developments are likely to 'lead to a high demand for pre-school and primary education.' This is a simplistic assessment which does not consider adequately the components of population change if this is the basis upon which an argument is being made to increase pre-school provision in the area.

Implementation plan/resource implications.

Controlled schools in the area and indeed schools throughout Northern Ireland are keenly feeling the effects of reduced budgets and many of these schools are in dire need of refurbishment. The CSSC notes that capital development is planned for Rowandale

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Integrated Primary School and also notes the significant additional resource requirements should this proposal be approved. While the case for change asserts that the capital requirements can be included in the overall Fresh Start plans and financial support for the new school it is unclear if this in fact would be the case. The CSSC requests that due consideration be given to how approving this proposal will impact on the funding available to other schools which require significant improvements to their estates.

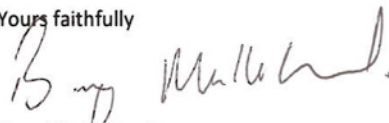
Statutory consultation

The CSSC notes the objections to the proposal at pre-publication stage and the pre-school education group's assessment that the provision presently available is sufficient to meet the current, and projected pre-school demand for the area and there is no need for additional pre-school places. The CSSC urges the Department to take account of these objections.

Conclusion

The CSSC objects to development proposal 535 on the basis that there is no demonstrated area need for the establishment of a 26 place part time nursery unit at Rowandale Integrated Primary School. If approved this proposal has the potential to displace existing quality pre-school education provision in the area and maximise the potential for underage children to be enrolled at existing nursery settings. The CSSC is concerned at the resource implications of the proposal, particularly given the serious financial challenges facing education in Northern Ireland at this time.

Yours faithfully



Barry Mulholland
Chief Executive

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Objection to Development Proposal 535 – to establish a 26 place part-time Nursery Unit, at Rowandale Integrated Primary School, with effect from 1st September 2018, or as soon as possible thereafter.

BACKGROUND

In July 2003 the SEELB published Development Proposal (165) for the establishment of a Nursery Unit for Moira Primary School catering for 26 part-time pupils (1 session per day). It went on to state that the accommodation provided would allow for the enrolment to increase, when required, to 52 part-time pupils (2 sessions per day). DE put a hold on the proposal pending completion of its review of pre-school provision in NI. The review confirmed a short fall in pre-school provision within the Moira ward and a further Development Proposal (176) for a Nursery Unit to accommodate 26 full-time pupils was put forward. The school requested that Development Proposal 165 be implemented to support the sustainable development of Moira Primary School but this was refused. The Nursery Unit was finally opened in 2010. Oversubscription for places in the Nursery Unit following its opening resulted in the Governors at Moira Primary School contacting SEELB and PEAG requesting that consideration be given to converting the facility from a 26 full-time placement to 52 part-time places (2 sessions per day), as per the proposals set out in Development Proposal 165. Again, this request was turned down as other providers within the area could accommodate the demands for PEAG funded places. Many parents, having looked at Moira Nursery Unit's admissions criteria are reluctant to apply for a place as they are aware it has always been oversubscribed.

Rowandale Integrated Primary School has also previously unsuccessfully applied for Pre-school Education Advisory Group (PEAG) funding through the SEELB. The SEELB stated that **the capacity within existing provision** would be able to accommodate additional demands in the event of a future shortfall of pre-school places within the area.

Development Proposal 255 and its Area Planning Impact

Rowandale's Integrated Primary School's Development Proposal to increase from 29 to 57 in September 2015 was **on the condition** that the school would achieve an admissions number of 57 from September 2015 and in subsequent years. Based on the admission numbers to the school since 2015 (see table below) this condition has not been met:

Year	Total Applications	Total Admissions
2015/16	36	36
2016/17	60	58
2017/18	37	37

When approving Development Proposal 255 the then Minister of Education stated 'should the school fail to achieve the approved admission number of 57 I expect the BOG to bring forward a **further Development Proposal to adjust the admissions and enrolment number from September 2017** to reflect the position at the school'. Despite the fact that the school has only achieved its admissions number once in the last three years, a further Development Proposal to adjust the admissions and enrolment number from September 2017 was not requested by DE.

In addition to Rowandale Integrated Primary School failing to achieve its conditionally approved P1 admissions number, the school's overall enrolment (P1 – P7) year on year since 2007/08 has increased **very modestly** as demonstrated by the table below. This information would also indicate the need for a reconsideration of the admissions number to this school.

Academic Year	Enrolments	Increase in Pupil Numbers
2007/08	18	
2008/09	34	+16
2009/10	64	+30
2010/11	102	+38
2011/12	133	+31
2012/13	154	+21
2013/14	181	+27

Mr C Ford,
Secretary to the
BOG's of Moira
Primary School

2014/15	195	+14
2015/16	216	+21
2016/17	243	+27
2017/18	?	?

Moira Primary School has been negatively impacted as a result of the conditional approval for Rowandale Integrated Primary School to increase its admissions criteria for Primary 1 from 29 to 57. At Moira Primary School the number of children in year groups P1 – P3 (children enrolled since September 2015) stands at 150 pupils compared to 174 in year groups P4 – P6 (children enrolled prior to September 2015). The impact of the then Minister of Education's decision in 2014 to allow Rowandale Integrated Primary School to increase its enrolment from September 2015 onwards has, as demonstrated, resulted in a downward enrolment trend here at Moira Primary School. Financially this has resulted in a shortfall of £48113.10 this year alone (£2,004.7126 x 24 based on this year's AWPU Cash Value) and £49457.10 (£2060.71 x 24 – based on last year's AWPU Cash Value). The leadership within Moira Primary School has taken significant measures, this year, to try and negate the negative impact upon the school as a result of the huge financial cut from our budget. On an annual basis further measures will need to be taken to enable the school to live within its decreasing budget as a result of a falling enrolment and province wide budget cuts being implemented by the Department of Education. A move to composite classes may be required, however, as stated within Lorraine Finlay's report of 13th October 2014 (Area Planning Policy Team) to the then Minister of Education when recommending that he should not approve Rowandale Integrated Primary School's Development Proposal, **'composite classes may have a negative impact upon the school in terms of manageability, parental perception and may not lead to the best outcome for the pupils involved'**.

At Moira Primary School we firmly believe that the then Minister of Education's decision was ill-considered and did not take cognisance of the recommendations provided within Lorraine Finlay's report, produced on behalf of the Area Planning Policy Team, having considered the representations of a wide body of relevant stakeholders. As pointed out by Lorraine Finlay, approving the proposal would not only have a negative impact upon local schools within the area, like Moira Primary School, but would also limit the possibility of finding an optimum solution for integrated education between Portadown, Lurgan and Moira.

Despite there being sufficient places (967 unfilled places) to meet demand in the 5 nearest controlled and maintained schools, when Development Proposal 255 was being considered, approval was still granted. Significant concerns were raised at the time by all schools in the area as part of the SEELB's pre-publication consultation on the impact approval of the proposal would have on their enrolments.

Within the SEELB area plan for Primary Schools dated 20th June 2014 it stated that 'the current level of integrated provision meets the current and forecasted needs for Lisburn City Council – no action required'. SEELB was unable to support the proposed increase of primary provision at Rowandale IPS as the proposed increase was in excess of the Primary Area Plan. The SEELB considered that to warrant a doubling of the admission number at Rowandale Integrated Primary School, the school should be attracting 50 plus first preferences over a number of years. Prior to the development proposal being submitted the school had modest oversubscription not uncommon in popular oversubscribed schools across all sectors.

The Education and Training Inspectorate did not support the development proposal either stating that the school's enrolment pattern indicated a stable intake for a one-class entry at year 1.

Moira Primary School over the past number of years, following guidance from NICIE, classifies itself as a 'naturally integrated primary school' where children from all religious and ethnic backgrounds are developed intellectually, socially, morally and spiritually. We are therefore actively supporting the Department's statutory duty to encourage and facilitate integrated education and as a result will continue to be the school of preference for many local families.

Despite the population within Moira ward being approximately 72% Protestant, 62% of the children enrolled at Moira P. S. are identified as Protestant and 38% from all other traditions. The Naturally Integrated profile of the school is increasing year-on-year as demonstrated by the statistical information held within the school. The leadership within the school has actively taken measures, this year, to build upon the Naturally Integrated Ethos by actively recruiting a teacher who holds a recognised 'Catholic Religious Education' certificate. This will enable us to further improve provision for those children from the Roman Catholic Tradition within Moira Primary School. This year the school will also for the first time celebrate St Patrick's Day by inviting parents to the school's St Patrick's themed Super Learning Day.

As the school moves forward under a new leadership team it will actively build upon the already established ethos of ensuring that all pupils are equally cherished, nurtured and respected, without discrimination based on sex, religion, ethnic origin, class or ability. We pride ourselves in taking opportunities on a daily basis to celebrate what we have in common, learn together without any division and to grow in understanding of difference. Our school aims to encourage all pupils to explore and value their own particular tradition. By educating all children together, they are introduced to various beliefs, cultures and traditions.

The leadership with Moira Primary School has a deep commitment to providing our young people with a child-centred education in the context of a school where everyone is driven by the values of the promotion of equality and good community relations. In light of this commitment Moira Primary School will therefore continue to accommodate young families seeking high standards of educational provision and aspiring to participate in a shared future.

Resource Implications

With budget cuts as they are, it is hard to understand how the first tranche of potential capital projects under the Stormont House and Fresh Start Agreements identified Rowandale Integrated Primary School as needing a new build 14 base 'brick build' school when they have only achieved their year 1 admission number of 57 in 2016/17 only. Surely a sustained admissions number over a period of years would be required to identify the need for such an expensive project?

The decisions made following requests by the governors of Rowandale Integrated Primary School over recent years appear to have a complete disregard to the needs of Moira Primary School, a well-established school with the area. It would appear to be the case that DE's duty to encourage and facilitate 'formal' integrated education, as outlined in Article 64 of the Education Reform Order Northern Ireland 1989, supersede its responsibility for ensuring the sustainability of excellent schools within the Controlled and Maintained sectors.

PROPOSAL

Approval of this latest Development Proposal put forward by the Governor's of Rowandale Integrated Primary School will result in the sustainability of Moira Primary School, a dynamic school within the heart of the community, being further jeopardised. We therefore would ask that the following points be considered:

Implement Development Proposal 165 - If a shortfall of Pre-School places was ever to arise within the Moira ward we at Moira Primary School would be very keen to have our current 26 full-time placements converted to a 52 part-time place facility. Having the 52 part-time place facility would help counteract the negative impact upon Moira Primary School of the-then Education Minister's decision in 2014 to allow Rowandale Integrated Primary School to increase its P1 admissions from 29 to 57.

We are aware that Rainbow Corner, another Pre-School provider in the area, has this year had their PEAG funded places cut from 24 to 12. Under no circumstances would we wish to disadvantage another local setting and therefore would only request a 52 part-time facility should a shortage of places ever arise within the Moira ward.

Easy Access - Moira Primary School's Nursery Unit is centrally located within Moira providing ease of access to pre-schoolers and their families who may wish to use this facility. Rowandale Integrated Primary School is located on the outskirts of the village and is located on a dangerous section of the Clarehill Road.

Quality Educational Experience at Moira Nursery Unit – The ETI in October 2015 stated the following:

- The strategic leadership provided by the principal and SLT is effective and includes clear lines of communication and regular monitoring and evaluation of the nursery unit's work.
- Quality resources support the development of an appropriate play programme; the staff enhance further the learning opportunities for the children through the use of real and authentic items to progress the children's learning, both indoors and outdoors.
- Daily routines ensure all time is used effectively to promote learning.
- The development of the planning gives more focus to the learning inherent in the activities, and the children's responses to the play programme is used to inform future planning.
- The quality of learning and teaching evaluated during the follow-up process was of a good standard.
- The Nursery Unit has demonstrated the capacity to identify and bring about improvement in the interest of all the learners.

	<p>A setting where both of the main traditions can attend comfortably - This year 19.2% of children attending our Nursery Unit are from the Catholic Tradition, 42.3% from the Protestant Tradition and 38.5% from all other religious backgrounds.</p> <p>NICIE (page 25 of the Case For Change) are surmising that approximately 20% of Rowandale's children entering P1 did not have funded pre-school places because of a high level of population growth or because funded settings do not feel comfortable for families. This is in our opinion a very presumptuous statement. This year 18.5% of children admitted to our Primary 1 classes here at Moira P.S. have not had funded pre-school places (3 of whom came from Rowandale Community Playgroup). To ascertain why this was the case would require the Board of Governors to ask the parents of these children rather than make presumptions.</p> <p>In our opinion there will be many reasons as to why parents may not choose to opt for funded pre-school provision. With regards to Rowandale Integrated Primary School, Pre-Pre School provision may result in parents wanting to sustain continuity in the provision enjoyed by their children and hence the reason for enrolling their children to Rowandale Community Playgroup. Parents who have taken the decision for their children to attend Rowandale Integrated Primary School may also select Rowandale Community Playgroup as a preferred option, as they perceive this will provide continuity in provision as the children move from the pre-school setting into P1 in the Primary School. The number of parents enrolling their children for none funded places, as a first preference, within Rowandale Community Playgroup is very small. Funded places, albeit not first preferences, were offered to the other children who have attended Rowandale Community Playgroup over the past 3 years, but parents chose not to send their children to these providers on account of children being placed within settings that were not 1st preferences for parents. Is there really a shortage of places?</p> <p>All primary schools would ideally like funded pre-school places however within the Moira ward the capacity within current provision to cope with additional demands for funded pre-school places is already in existence as stated by the former SEELB. Why should Rowandale IPS be given preferential treatment to other schools in the area who would like similar facilities?</p> <p>Creating a network of sustainable schools - NICIE have stated that the provision of a Nursery Unit at Rowandale IPS will support the aims of Area Planning to create a network of sustainable schools. We are presuming they mean Integrated Schools only as Moira Primary School's sustainability is currently being adversely affected by decisions that have been taken to support the ongoing development of Rowandale Integrated Primary School. Does Area Planning not take cognisance of all school sectors and therefore make decisions that will secure the sustainability of high outcomes for all children within our communities?</p> <p>NICIE (page 26 of the Case For Change) are claiming that the impact of a new Nursery Unit at Rowandale Integrated Primary School upon other providers will be minimised due to it being spread very widely over the 14 settings that children entering P1 come from. The majority of these children (approx. 79%) come from the Moira ward therefore it will be the Pre-School providers and Schools within this ward that will be impacted upon most greatly.</p> <p>Cost Saving - Page 33 of the Case For Change states that it will cost approximately £300 000 to establish a new Nursery Unit at Rowandale Integrated Primary School. In addition to this, staffing at the Nursery Unit will result in an annual cost of approximately £48 000. Facilitating the implementation of Development Proposal 165, should a shortage of places arise within the Moira ward, will result in no additional cost to ensure adequate provision is available within our area.</p> <p>CONCLUSION Having carefully considered the supporting information with the Case for Change for DP 535, the Board of Governors at Moira Primary School are totally opposed to it for the reasons outlined above.</p>
<p>TOTAL OBJECTIONS - 3</p>	

SUPPLEMENTARY INFORMATION

EA SUPPLEMENTARY INFORMATION

██████████

I have looked through information I have available to me for the former SE area regarding Rowandale CPG. The setting opened in September 2012 and requested to be included in PSEP in January 2013. PEAG considered them in early 2013 but they weren't included as a provider at that stage. They were also considered by EA PEG in May 2017 and at that stage were not included in PSEP as sufficient pre-school provision exists within the area to address current demand with spare capacity still available within current funded provision. Poppins Day Nursery in that same area voluntarily withdrew from PSEP in February 2017 due to lack of numbers.

I don't have information on the number of children attending Rowandale CPG. This information is not captured by EA for non-PEG settings.

I hope this is helpful, however, if you require any further information, please do not hesitate to contact me.

Regards.

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██
██



NICIE SUPPLEMENTARY INFORMATION

Hi Lorna,

I wonder can you help me please? Would it be possible to receive further information in relation to Rowandale Community Playgroup?

Can you please clarify the length of the session/s (hours) and whether more than one session is run?

If possible, could you also confirm the number of children attending the session/s, how many are PSEP target age and whether any target age children also attend PSEP provision elsewhere?

I would be grateful if you could provide the names, addresses and dates of birth of the pupils in the sessions in 2017/18 and if possible historically.

If you have any queries please contact me.

Many thanks,

██████████

Dear [REDACTED]

Thank you for your email. NICIE has followed up with the school in answer to your queries. Here is the information which I have been able to gather so far relating to pupil intake and in answer to your questions. It's quite difficult to get in touch with school's over the summer period as you will appreciate and this accounts for the delay.

In addition to providing the information requested by you, which the school has now sent through, I thought it might be helpful to provide a bit of background information relating to the setting up of Rowandale IPS Pre-School Playgroup to set a context for the historical intake of children which has included both target age children and children in their pre-pre-school year age ranges.

In September 2010, Rowandale IPS wrote to the PEAG to notify of their intention to set up a Pre-School Playgroup for the academic year 2011-12. In November 2011, Rowandale IPS wrote to PEAG to update on the progress being made with the Playgroup as well as to make another request for inclusion in the PEAG funded programme. PEAG members were notified of this at the PEAG meeting on 9th November 2011. At this time, there were a number of children in the Moira area who had remained unplaced at the conclusion of the admissions process and a number of them had not obtained a place anywhere, therefore there was a shortfall in provision.

In January 2012, PEAG was advised that Rowandale IPS would have the playgroup open for September 2012. PEAG decided to wait until the setting was registered before proceeding further. At this same meeting in January 2012, a PEAG member notified the meeting that a private day-care setting in Moira had expressed an interest in applying for PEAG places.

This was probably the closest Rowandale IPS ever came to getting funded places. At this stage, Rowandale IPS had completed the PEAG application pack as well as notifying the PEAG on a number of occasions about the school's intention to set up a pre-school provision to support parental demand for integrated provision. The new Playgroup being established at Rowandale IPS had also been discussed at a number of PEAG meetings since September 2010. However because another private provider came forward before Rowandale had managed to get the registration of their setting completed, this setting was then allocated the PEAG places in Spring 2012 owing to the shortfall in the area.

Rowandale has applied for PEAG places in successive years since the playgroup opened in 2011 and has been unsuccessful. NICIE notes that in the same timeframe (2011) an Irish Medium setting, Naiscoil Chill Locha, had applied to join the PEAG funded programme, however PEAG turned the request down. Following the PEAG decision not to fund this group, the then Minister, Caitriona Ruane, wrote to PEAG highlighting the duty to Irish Medium education and the PEAG then offered funded places to this setting.

This prompts NICIE to question if the understanding that now exists regarding the duty to encourage and facilitate integrated education, which extends to pre-school, had been in place when the integrated pre-school provision at Rowandale IPS was being established, would this situation with Rowandale IPS have persisted for so long?

Rowandale IPS has struggled to provide integrated pre-school provision to meet parental demand, as in being able to provide free pre-school provision. The playgroup currently provides this but has to charge for the service and this has no doubt impacted on the uptake of places due to parents having to go elsewhere to be able to avail of free pre-school provision for target age children.

In relation to your queries as follows:

Can you please clarify the length of the session/s (hours) and whether more than one session is run?

The school confirmed that only one session operated during the 2017/18 academic year (ie, 9am -12noon) and the intention is to offer the same provision from 9am – 12 noon again for September 2018-19 intake.

If possible, could you also confirm the number of children attending the session/s, how many are PSEP target age and whether any target age children also attend PSEP provision elsewhere?

For the 2017/18 academic year, there were a maximum of 24 children attending each session with a total of 39 children on the register. 9 of these children were target age. As far as the school is aware, one child attended Rowandale IPS Playgroup one day per week and also attended PSEP provision elsewhere in the afternoon.

For 2018/19 academic year, Rowandale IPS will be offering 24 places with 15 of these being filled by target aged children.

I trust that this will answer your queries in the meantime. If you do have any further questions that we can help you with, please do not hesitate to get in touch.

Kind regards

[Redacted signature]

[Redacted signature]

Thank you very much for this information. Can I please clarify that when you say that there is a total of 39 children on the register but a max of 24 children each session, that some children don't attend every day? And when you say each session you are referring to only one session per day?

Also, in relation to the attachment, the last child on the list's date of birth states that she was born in 2018 – I assume this is a typo? Can you please confirm the correct DOB please, if possible?

Any queries please give me a shout.

Many Thanks,

[Redacted signature]

Good morning [Redacted signature]

Thank you for your email.

Some children do not attend every day which accounts for the school having 39 children on the register. I can confirm that there is one session per day from 9am to 12 noon.

With reference to the error regarding date of birth for one child, I have contacted the school to check this when requesting the same information for children enrolled for 2018-19. I will forward all of this information on to you as soon as possible.

Best wishes



Target Age 2017/18 - 9 children who were Target Age

Child's Name	Info re Applications for PEG places
Child 1	No Application
Child 2	1 st Pref. Little Rays - Refused by school 2 nd Pref. St Joseph's PS NU - Allocated
Child 3	No Application
Child 4	No Application
Child 5	1 st Pref. Maralin Village PS NU - Refused by school
Child 6	1 st Pref. Harrison NS - Refused by parent
Child 7	No Application
Child 8	1 st Pref. Busy Bees - No longer required
Child 9	No Application

Target Age for 2018/19

- 15 children who are in the Target Age Group for 2018/19.
- 10 of the 15 children in the Target Age Group have transferred from the Penultimate Pre-School Year and an additional 5 target age children have newly enrolled for 2018/19.
- It should be noted that pre-school at Rowandale IPS Pre-School is paid for by the parents in contrast to pre-school provision funded through the PEG programme. Thus parents are essentially making a financial sacrifice to ensure that their child has the opportunity of attending an integrated pre-school setting.

Child's Name	Info re Applications for PEG places
Child 1	No Application
Child 2	No Application
Child 3	No Application
Child 4	No Application
Child 5	No Application
Child 6	No Application
Child 7	No Application

Child 8	1 st Pref. Dromore NS - Refused by parent
Child 9	No Application
Child 10	No Application
Child 11	1 st Pref. Maghaberry PS NU - Allocated
Child 12	No Application
Child 13	No Application
Child 14	1 st Pref. Rainbow Corner Playgroup - Allocated
Child 15	No Application

**EDUCATION AUTHORITY
 PRE-SCHOOL EDUCATION PROGRAMME 2018-19
 DEVELOPMENT PROPOSAL TO 26 PART-TIME NURSERY UNIT AT ROWANDALE INTEGRATED PRIMARY SCHOOL WITH EFFECT FROM 1ST
 SEPTEMBER 2018 OR AS SOON AS POSSIBLE THEREAFTER.**

PEG Comments

School	Rowandale Integrated Primary School
Address	18 Clarehill Rd, Moira, Craigavon BT67 0PB
Does PEG support the proposal?	<p>PEG considered the DP from Rowandale IPS for comment in line with guidance provided by DE regarding pre-school education and the statutory duty to encourage and facilitate Integrated and Irish-Medium education as follows:</p> <p>"It is important the Education Authority and the PEG support the Department in fulfilling its statutory duty by striving to meet demonstrated parental demand in an area for pre-school education at grant-maintained and controlled integrated primary schools, as well as parental demand for Irish-medium pre-school education"</p> <p>In this context, PEG supports the DP on the basis of demonstrated parental demand as evidenced by:</p> <ul style="list-style-type: none"> • the school currently has a non-funded playgroup on the school grounds. • overall enrolment trends for the school and the P1 intake over a number of years, which would suggest that a 26 place nursery unit would be sustainable. <p>However, PEG would have strong concerns in regard to the potential impact of this additional provision, including:-</p> <ul style="list-style-type: none"> • Potential displacement of existing funded pre-school provision in the area. Some non-statutory settings are

	<p>operating with already low numbers and additional provision may affect their sustainability.</p> <ul style="list-style-type: none"> • Potential for increased uptake of younger children into statutory nursery settings and the consequent increased cost on public funds (Maghaberry Nursery Unit has admitted 6 younger children in September 2017). • Impact on existing cross-community provision in respect of the duty to promote, encourage and facilitate Shared Education. 															
<p>What is the potential impact if the proposal is/ is not approved? (alternatives for meeting demand/ potential for over provision)</p>	<p>Statistics for the Maghaberry & Moira wards have been reviewed (see attached). A total of 114 funded places are available with 109 first preference applications received. Maghaberry Nursery Unit has admitted 6 younger children in September 2017. Existing non-statutory providers are not currently funded to their maximum registration number and could be increased to cater for additional demand.</p>															
<p>What is the PEG assessment of need for pre-school provision for the area? Is this need currently met?</p>	<p>The Case of Change (pg31) indicates the following numbers for the admission of pre-school children at Rowandale Community Playgroup:</p> <p>2014/15 7 children 2015-16 14 children 2016/17 15 children</p> <p>Rowandale IPS school overview:-</p> <table border="1" data-bbox="972 1062 1402 1313"> <thead> <tr> <th></th> <th>Year 1</th> <th>Total Enrolment</th> </tr> </thead> <tbody> <tr> <td>2017-18</td> <td>37*</td> <td></td> </tr> <tr> <td>2016-17</td> <td>57</td> <td>243</td> </tr> <tr> <td>2015-16</td> <td>42</td> <td>216</td> </tr> <tr> <td>2014-15</td> <td>31</td> <td>197</td> </tr> </tbody> </table> <p>*P1 number from Admissions office – census 2017-18 not available.</p>		Year 1	Total Enrolment	2017-18	37*		2016-17	57	243	2015-16	42	216	2014-15	31	197
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2017-18	37*															
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2014-15	31	197														

How many 1 st preference applications were received by the setting? (usually 2 years figures but this depends on the timing of the development proposal)	This is a request for new provision therefore, statistics on 1 st preference applications does not exist.
Are there current or anticipated pressures in placing pre-school children in the area?	The projected live births for the former ward areas of Maghaberry and Moira are as follows:- 2017 admissions 109 2018 admissions 140 (109 1 st preference applications) 2019 admissions 115
Have children been unplaced at the end of the process in previous years?	2017 – 0 children unplaced 2016 – 1 child unplaced
Has demand been increasing over time but the number of places has not? Is the level of need or provision changing significantly? Eg new housing development, provider leaving PSEP	
Can existing voluntary/private providers expand to help meet demand? Is there potential for new providers to come on to the programme?	Existing non-statutory providers are not currently funded to their maximum registration number and could be increased to cater for possible demand in the future.
What is the potential impact on existing good quality provision (displacement)?	If a new funded provider was established, it is likely that displacement of existing provision would occur and the admission of younger children into nursery settings would increase.
If there are other development proposals in the area, how might they impact? (eg if proposal A were to be approved, would B still be required?)	None that PEG is aware of.
Other comments	

Ms J Durkin
Director
Area Planning, Admissions and Shared Campuses Directorate
Department of Education
Rathgael House
Balloo Road
BANGOR
Co Down
BT19 7PR

20 June 2018

Dear Jacqui

**Re: DRUMLINS INTEGRATED PRIMARY SCHOOL AND ROWANDALE INTEGRATED PRIMARY SCHOOL
DEVELOPMENT PROPOSALS**

I refer to Dorina Edgar's letter of 1st December 2017 requesting the Education Authority to give further consideration to the above proposals in the context of the updated Department of Education advice on pre-school education and the application of the statutory duties to encourage and facilitate integrated and Irish-medium education. I can confirm that the EA Board reconsidered its comments on development proposals 523 and 535 at its meeting on 31 May 2018.

As you are aware these development proposals were previously considered at a meeting of the EA Education Committee in November 2017. At that meeting Board members agreed with the PEG view not to support both DPs as the establishment of nursery units would displace existing provision. This was based on the established key principle of the avoidance of displacement of existing pre-school places. Members were therefore concerned by the correspondence from the Deputy Permanent Secretary dated October 31st 2017 and reports from the subsequent PEG meeting with DE officials both of which signalled a departure from this established principle. The application of this principle has ensured that a full year of pre-school education has been available for every child whose parents want it, with places being determined on a non-sectoral basis and in a flexible and cost effective manner. This approach has been supported by DE over a number of years.

While members wish to emphasise that they remain committed to supporting integrated education, and to supporting DE with regard to the statutory duty, they considered that this intervention from the Department appeared to apply additional criteria to the decision making process regarding pre-school provision. The extract from the PEG minutes dated 29th January 2018 refers:

'DE officials clarified that displacement should be avoided, where possible, but that statutory duty would take precedence...statutory duty applies only to controlled integrated and grant-maintained integrated primary schools and not to other settings'. Furthermore by ensuring that statutory duty would take precedence where there is demonstrated parental demand, members are concerned that this may inadvertently impact on voluntary and community provision.

Education Authority

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Having reconsidered the issue the EA members were unable to reach a consensus regarding the DPs in question. Furthermore the Board remains concerned that the implementation of this proposal will result in increased costs for pre-school provision which is already in excess of demand in both areas.

The members request that a review of the area planning process as it applies to pre-school provision is carried out in preparation for the next three year strategic plan, to identify a model which is robust, fair and legally compliant; and that in undertaking this review, DE will engage with EA officials, CCMS and sectoral support bodies.

The members of the Authority would welcome a meeting with DE officials on this matter.

Yours sincerely



John Collings
Director of Education

DE FINANCE DIRECTORATE SUPPLEMENTARY INFORMATION

The input from Financial Monitoring Team is as follows:

5 October 2018

406-6682 Rowandale Integrated Primary

As a GMI school, the accounting arrangements differ from those of controlled or maintained schools and there is no available data on the school's carry-forward as 31 March 2018

The school received a total delegated budget of £710,602 in the 2018-19 financial year for 256 FTE pupils. This generates a per capita of £2,776* which compares to an average for all primary schools of £2,978.

** the school's delegated budget included £17,805 & £32,720 for Landlord Maintenance and Administrative costs factor funding respectively, not applicable for controlled or maintained schools.*

All schools receive a delegated budget for the financial year (Apr18 to Mar19) on the basis of verified enrolments as at the October Census prior to the financial year (October 17).

Any new provision (including new Nursery units) opening during the year are a pressure for the Department's "New Schools & Units" fund. A new 26 P/T Nursery Unit is likely to create a funding need of **around £32k** – based on past costs for such units opening during the financial year – for the period from Opening to the end of that financial year. Full year costs to the Aggregated Schools Budget are likely to be c. **£55k** (for new provision, not previously funded).

1 March 2019

Please see Financial Monitoring Teams' comments on DP 535: 'Proposed establishment of a 26 Part-time place Nursery Unit at the school'.

406-6682 Rowandale Integrated Primary

The school received a total delegated budget of £710,602 in the 2018-19 financial year for **256*** FTE pupils, which generates a per capita of £2,776. The average for all primary schools is £2,978.

The total Free School Meals Entitlement for the school is **11¹⁴** pupils, which represents 4.30% of the total FTE, which places the school in Band 1 for funding purposes.

¹⁴ The school's funding allocation is based on the previous year's census data (e.g. the October 2017 census data was used to determine the 2018-19 CFF allocation). **The census data on the Schools+ database relates to an academic year, as opposed to the financial year.** In addition, differences

The school received £9,940 for Small Schools Support funding, within the Nursery & Primary funding stream.

The school also received £3,612 in respect of Primary Principals' Release Time.

Any new provision (including new Nursery units) opening during the year are a pressure for the Department's "New Schools & Units" fund.

A new 26 P/T Nursery Unit is likely to create a funding need of **around £32k** – based on past costs for such units opening during the financial year – for the period from Opening to the end of that financial year. Full year costs to the Aggregated Schools Budget are likely to be c. **£55k** (for new provision, not previously funded).

As a GMI school, the accounting arrangements differ from those of controlled or maintained schools and there is no available data on the school's carry-forward as 31 March 2018.

The school's delegated budget includes a total of £50,525 for Landlord Maintenance and Administrative costs factor funding, not applicable for controlled or maintained schools.

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

Factor	2018-19 £	2017-18 £	2016-17 £
Pupil AWPU	552,432	526,117	480,840
TSN – Social Deprivation	6,750	7,977	9,818
TSN – Additional Social Deprivation	290	334	436
TSN – Educational Attainment			
Premises Area	11,800	10,167	8,530
Premises FTE	21,457	20,579	18,505
Primary Principals Release Time	3,612	4,680	6,896
Foundation Stage	41,788	42,840	33,377
Small Schools Support	9,940	12,879	18,405

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).

Teachers Salary Protection			
Service Personnel Pupils			
Traveller Children			
Looked After Children	1,998	1,002	1,031
Newcomer Children	9,990	7,016	7,214
IM – Curricular Support			
IM Units – Administrative Support			
Special Units			
Landlord Maintenance	17,805	15,340	12,870
Administration Costs	32,720	31,160	27,920
Transitional Funding		3,460	3,460
Budget Addition Funding			

Total School Funding	710,602	683,551	629,302
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Pupil FTE (no.)	256.00	243.00	216.00
Per Capita	£2,776	£2,813	£2,913

IID – FRESH START TEAM SUPPLEMENTARY INFORMATION

Current Position

Rowandale IPS (Rowandale) is an 11 class-based grant maintained integrated (GMI) primary school in Moira with an approved enrolment 2017/18 of 278. Opened in 2007/08, the school operates from a temporary accommodation on a 1.26 hectare site. The final “A Fresh Start – Stormont Agreement and Implementation Plan” which was published in November 2015 included provision of a contribution of up to £500 million over a ten year period of new capital funding to support shared and integrated education subject to individual projects being agreed between the Executive and the UK Government. A major capital investment project to improve/replace the accommodation at Rowandale Integrated Primary School, Moira was one of the projects included to be taken forward in planning in March 2016. The Business Case was approved in March 2018, current estimated construction costs are circa £5M with an estimated 12 Month Construction period once the statutory approvals are received.

Costs and Timescales

The Department proposes to build a 14 class base school, the new-build school is currently being designed for Rowandale IPS under the Fresh Start programme. There is sufficient area within the design to allow for a nursery unit if the DP is approved. In the event the DP is approved, the nursery unit could be incorporated into the new-build school project and subject to the availability of budget cover and the necessary approvals the Department will consider meeting the additional cost from within DE’s Capital Budget. It is anticipated the additional costs to upgrade the scheme to include a nursery are in the region of £300k

Timing can be reviewed should the DP be approved.