

## COPY OF DEVELOPMENT PROPOSAL SUBMISSION

### Cover Note

<b>DP No.</b>	<b>481</b>	
<b>School(s)</b>	<b>Integrated College, Dungannon (526-0286)</b>	
<b>Proposal</b>	<b>To extend the approved enrolment for Integrated College Dungannon from 500 to 740 students. This would permit the College to increase its admission number from 90 students to 120 students.</b>	
<b>Department's Decision</b>	<b>Approved with modifications.</b>	
<b>Date of Decision</b>	<b>4 July 2017</b>	
<b>Permanent Secretary's Comments</b>	<b>Having considered carefully the issues raised, I am content to approve the recommendations set out at paragraph 156 of the DP submission.</b>	
<b>Additional notes</b>	<p><b>The modifications are:-</b></p> <p><b>It is proposed to extend the approved enrolment for Integrated College Dungannon from 500 to 700 students. This would permit the College to increase its admission number from 90 students to 110 students with effect from 1 September 2018, or as soon as possible thereafter.</b></p>	
<b>Information redacted</b>	<b>Some information and personal data may have been removed in line with the principles of the Freedom of Information and Data Protection Act.</b>	
	<b>Key</b>	<b>Details</b>
	<b>....</b>	<b>Redaction</b>
	<b>*</b>	<b>refers to less than five cases where data is considered sensitive</b>
	<b>#</b>	<b>means figure has been suppressed to prevent disclosure of sensitive information under rules of disclosure</b>

**FROM: LORRAINE FINLAY**  
Area Planning Policy Team

**HPRM Ref: DE1/16/128797**

**DATE: 20 June 2017**

**To: Derek Baker**  
Permanent Secretary

**Copy distribution below**

**DEVELOPMENT PROPOSAL 481 – TO INCREASE APPROVED ENROLMENT AT INTEGRATED COLLEGE DUNGANNON FROM 500 TO 740 PUPILS.**

<b>Issue:</b>	<p>To decide on DP 481 to increase the approved enrolment at Integrated College Dungannon (College) from 500 to 740 students with effect from 1 September 2017, or as soon as possible thereafter.</p> <p>This would permit the College to increase its admission number from 90 to 120 students with effect from 1 September 2017, or as soon as possible thereafter.</p>
<b>Timescale:</b>	<p>Urgent – although the position for 2017/18 has been established, an early decision would provide clarity for parents.</p>
<b>Financial / Resource Implications</b>	<p><u><b>School's Recurrent budget</b></u></p> <p>The proposal would have minimal impact on the overall Aggregated Schools Budget, involving merely a redistribution of funding for registered pupils to relevant schools. Any in-year increase in admission <u>may</u> however attract assistance from the Department's GMI Centre (Contingency) funding for in-year growth.</p> <p>To implement the proposal an additional seven teachers would be required, as well as administrative and cleaning staff, which has been estimated at a total of £308,000 in recurrent expenditure. All additional staffing costs would be covered from the school's LMS budget.</p> <p><u><b>Capital investment</b></u></p> <p>Additional accommodation would be required which the Case for Change has estimated at a total cost of £2.5m over a five year period with just over £1.2m attributed to Year 1.</p>
<b>FOI Implications:</b>	<p>This submission is fully disclosable.</p>

<b>Statutory Duty Implications:</b>	<p>There is a statutory duty on the Department of Education (DE) under Article 64 of the Education Reform (Northern Ireland) 1989 Order, <i>to encourage and facilitate the development of integrated education.</i></p> <p>Shared Education Act (NI) 2016.</p>
<b>Presentational Issues:</b>	<p>Decisions on Development Proposals regularly attract media/political interest. If any queries arise Press Office will refer to this submission and liaise with officials on a response. (Cleared with Press Office.)</p>
<b>Recommendation</b>	<p>It is recommended that you:-</p> <ol style="list-style-type: none"> <li>1. Approve DP 481 but with modifications, as follows:  <i>It is proposed to extend the approved enrolment for Integrated College Dungannon from 500 to 700 students. This would permit the College to increase its admission number from 90 students to 110 students with effect from 1 September 2018, or as soon as possible thereafter.</i></li> <li>2. Agree that this submission (with any appropriate redactions) can be published on the Department's website once the school and the Education Authority (EA) have been informed of your decision.</li> <li>3. Note that officials are available to discuss the submission should you wish.</li> </ol>

## **CONTENTS**

	<b>Paragraph Number</b>
<b>Maps</b>	
<b>Introduction</b>	<b>1</b>
<b>Background</b>	<b>4</b>
<b>Special Considerations</b>	<b>33</b>
<b>Case for Change</b>	<b>44</b>
<b>Statutory DP Processes</b>	<b>46</b>
<b>Sustainability Assessment</b>	<b>66</b>
<b>Other Considerations</b>	<b>101</b>
<b>Analysis of Special Considerations</b>	<b>115</b>
<b>Options</b>	<b>129</b>
<b>Conclusion</b>	<b>152</b>
<b>Recommendation</b>	<b>156</b>

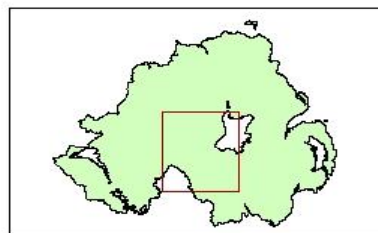
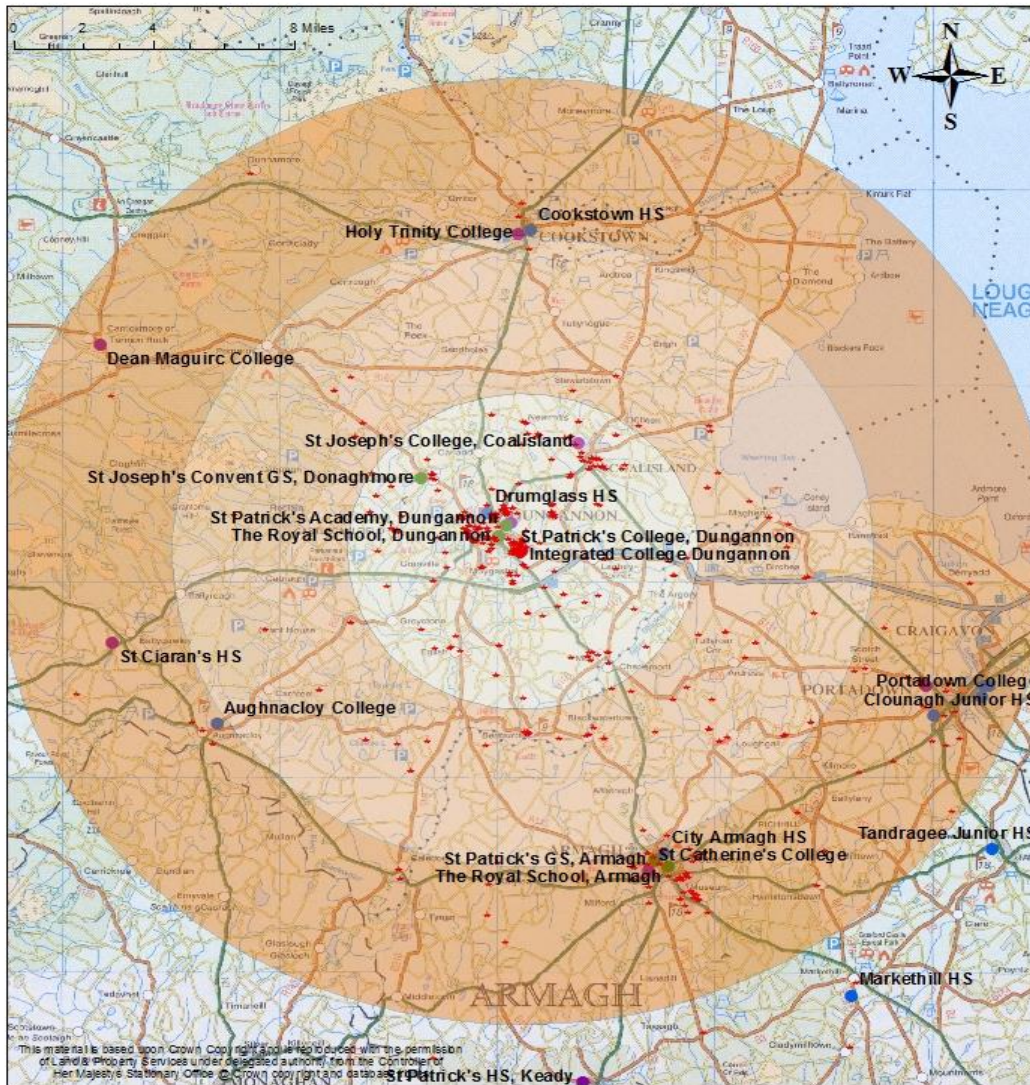
## **Attachments**

- Appendix A: Sustainable Schools Policy, Area Planning and DP Process**
- Appendix B: Copy of Published Development Proposal**
- Appendix C: Case for Change**
- Appendix D: CSSC Commentary**
- Appendix E: EA Comments**
- Appendix F: NICIE Commentary**
- Appendix G: ETI Comments**
- Appendix H: IFA's Northern Ireland Performance Schools Programme**
- Appendix I: DE Comments**
- Appendix J: Annual Area Profile**



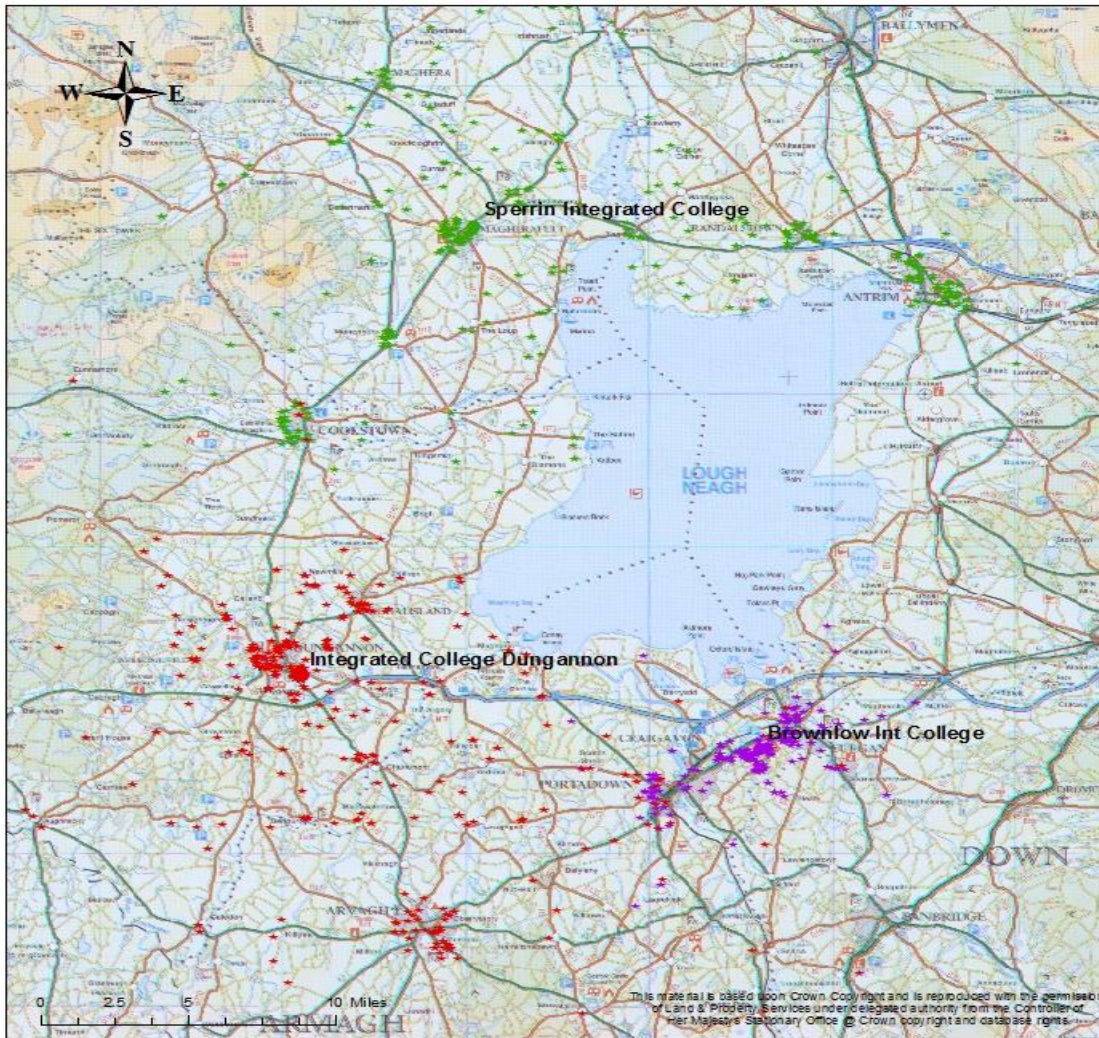
LOCATION OF INTEGRATED COLLEGE DUNGANNON AND PUPIL LOCATION

Integrated College, Dungannon



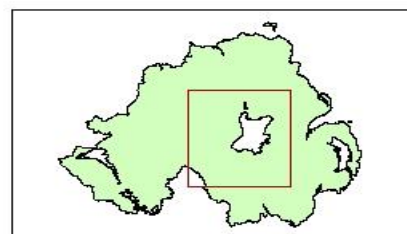


**Integrated College, Dungannon  
Alternative Integrated Provision & Pupil Location**



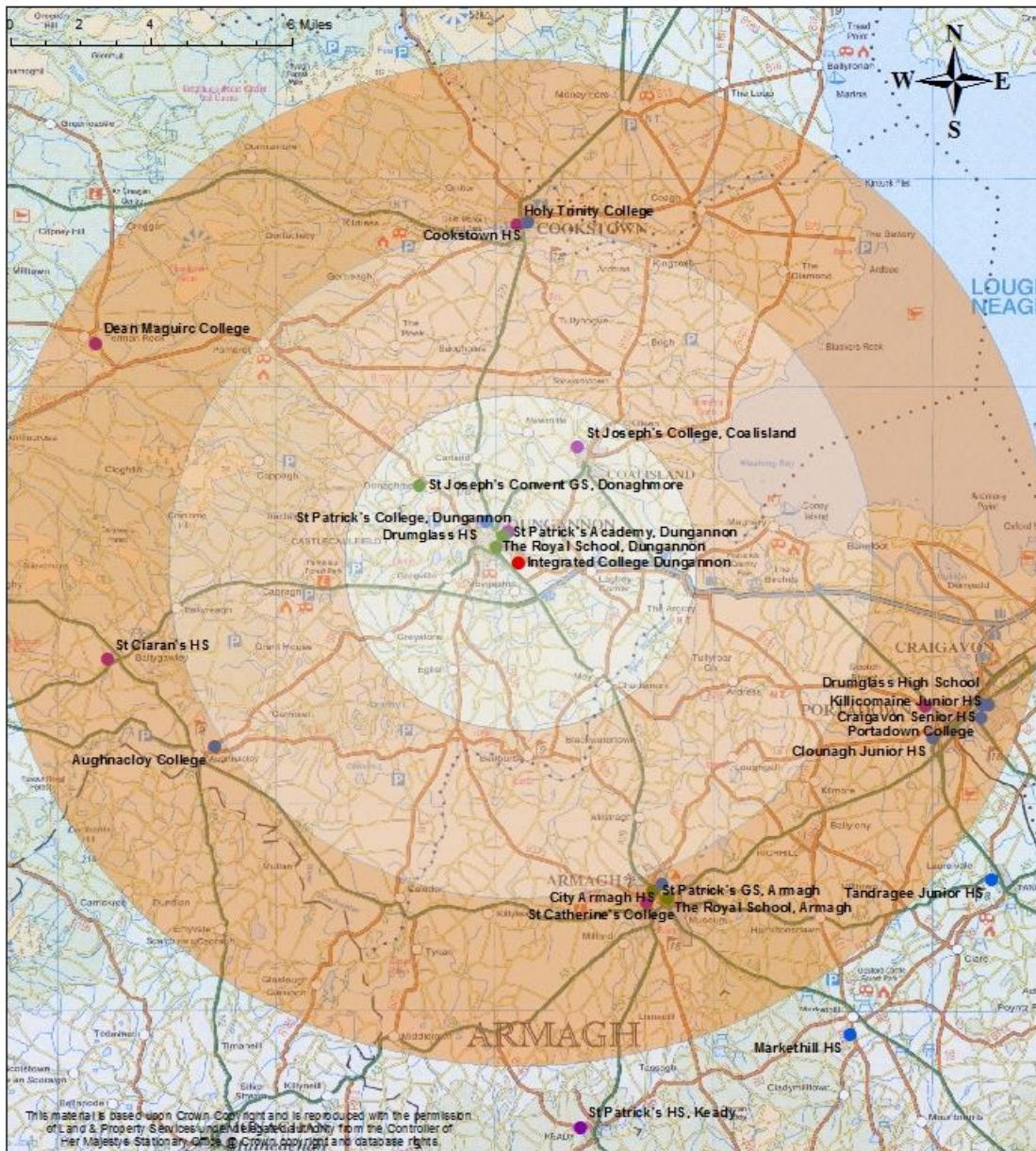
**Key**

- Integrated College
- ★ Pupil Location
- Brownlow Integrated College
- ★ Pupil Location
- Sperrin Integrated College
- ★ Pupil Location



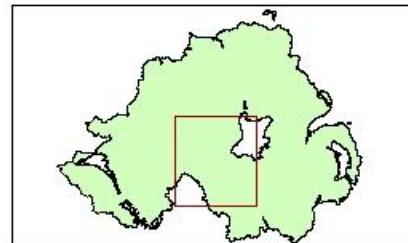


### Integrated College, Dungannon Alternative Post-Primary Provision



**Key**

- Integrated College
  - Controlled
  - Catholic Maintained
  - Other Maintained
  - Controlled Integrated
  - GMI
- Buffer Distance in Miles**
- 5.00
  - 10.00
  - 15.00



This material is based upon Crown Copyright and is reproduced with the permission of Land & Property Services under a Creative Commons Attribution from the Controller of Her Majesty's Stationary Office. © Crown copyright and database rights.

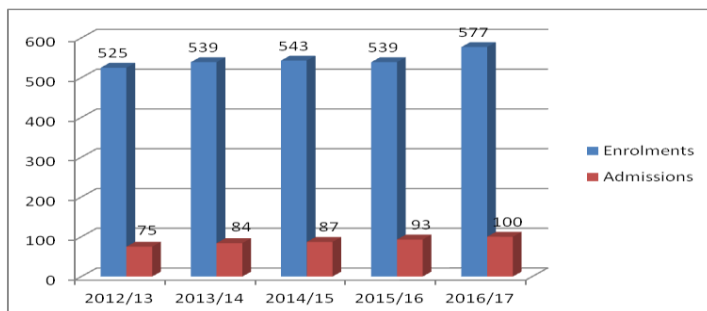
## **INTRODUCTION**

1. A Development Proposal (DP) is the statutory mechanism to bring about a change to a school to support the implementation of the Area Plan. **Appendix A** provides detailed background information on the Sustainable Schools Policy, Area Planning processes and structures and the DP process which will set the policy and process context for your consideration of this proposal.
2. On 3 January 2017, the Education Authority (EA) published DP 481 on behalf of the Board of Governors of Integrated College Dungannon (the College). The proposal aims to increase the approved enrolment at the College from 500 to 740 pupils with effect from 1 September 2017, or as soon as possible thereafter. This would permit the College to increase its admission number from 90 to 120 pupils.
3. The statutory two-month objection period ended on 3 March 2017. Copies of the published DP and the proposer's Case for Change are attached at **Appendices B** and **C** respectively.

## **BACKGROUND**

4. The College is a grant-maintained integrated 11-18 co-educational school which was opened under the name of Armagh and South Tyrone Integrated College in 1995.
5. The College is located on the outskirts of Dungannon and is situated on a 14-acre site comprising one core building and seven long-term temporary modular buildings. Its pupils are drawn from a large catchment area as shown on **Map 1** above which includes Dungannon, Coalisland, Cookstown, Armagh and Portadown.
6. The approved admission and enrolment numbers for the College are 90 and 500 respectively. In 2016/17 the actual admission to Year 8 was 100 pupils with an overall enrolment of 577 which includes 39 statemented pupils. The College has a sixth form with 114 pupils enrolled in 2016/17.
7. The historical admissions and enrolments for the College for the last five years are set out in **Chart 1** below. It shows that although admissions have been steadily increasing they did not reach their approved number of 90 until 2015/16. Enrolments are significantly above the approved number of 500 from 2012/13 onwards although these figures include statemented pupils.

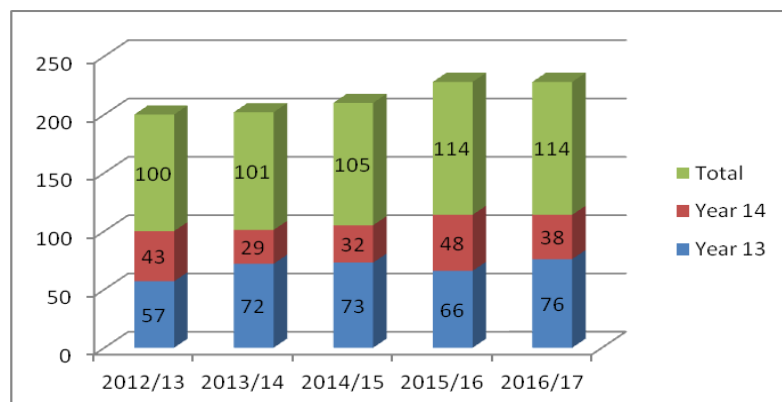
**Chart 1 – Historical Admissions and Enrolments at Integrated College Dungannon**



## Sixth Form Provision

8. The Sustainable Schools Policy recommends that sixth forms should have a minimum enrolment of 100 pupils and be self-sufficient financially. **Chart 2** below shows that the school has met the enrolment threshold for sixth form provision in the last five years with 114 pupils in 2016/17 (including \* stated pupils).

**Chart 2 – Historical Sixth Form Enrolments at Integrated College Dungannon**



## Free School Meals (FSM)

9. In 2016/17 the College has 213 pupils who are in receipt of FSM (almost 37%). This has steadily increased in the last three years.

## Grammar Provision

10. The admissions criteria for the College state that 29% of places are available for pupils wishing to apply for grammar entry.

11. It is noted, however, that the scores from the unregulated Transfer Tests are not used as entry into the grammar stream or listed in the criterion. If grammar entry is not stipulated on the Transfer Form the College pupils are considered for all-ability entry.

12. The admissions criteria also state that the College will strive for religious balance when selecting for the grammar stream and in the overall admission number.

## Area Profile

On the Northern Ireland Multiple Deprivation Measure 2010 the Coolhill area in which the College is situated is placed 635 out of 890 (1 being most deprived and 890 being least deprived).

## Providing Pathways –Strategic Area Plan for School Provision 2017-20

13. The EA's Area Plan published on 28 April 2017 includes the following age projection information for the Mid Ulster LGD:-

- The population in the age range 0-15 years is projected to increase by 8.0% by 2024.
- The population in the age range 16-19 years is projected to increase by 6.0% by 2024.

14. Key issues emerging from the analysis of existing provision include the potential for integrated school development and opportunities for shared education. The strategic priorities for action identified within the plan include addressing school provision where sustainability is an issue; equitable access to the EF and the development of proposals to encourage and facilitate sustainable integrated schools.

### **Alternative Integrated Provision**

15. The nearest alternative integrated post-primary provision is at Brownlow Integrated College, Craigavon, and Sperrin Integrated College, Magherafelt which are respectively 20 and 22 miles away by road. The schools are plotted on **Map 2** above together with their pupil locations.

#### **Brownlow Integrated College (IC)**

16. Brownlow IC is an all-ability 11-16 college which transformed to controlled integrated status in 1991. It has an approved admission of 90 and an approved enrolment of 450 pupils.

17. **Table 1** below sets out the historic admission and enrolment numbers for Brownlow IC and shows that in the last five years the school's enrolment has been well below its approved enrolment number with numbers falling steadily year on year. However, in 2016/17 although admissions to the college did increase to 57 pupils, the college's overall enrolment continued to decline to 259 pupils (including 27 statemented pupils) leaving 218 available places. The Sustainable Schools Policy recommends 500 as the minimum enrolment threshold for an 11-16 post-primary school with an annual average admission of 100 per year.

**Table 1 – Historical Admissions and Enrolments for Brownlow Integrated College**

	<b>2012/13</b>	<b>2013/14</b>	<b>2014/15</b>	<b>2015/16</b>	<b>2016/17</b>
Enrolments	345	331	312	270	259
Admissions	46	65	44	35	57

18. In 2017/18, Brownlow IC received 56 first preference applications against its approved admission of 90.

19. Brownlow IC features in the EA's Annual Action Plan published on 28 April 2017. The plan states that the key issue is to address school provision where sustainability is an issue and that the managing authority is to consult on options for future provision at Brownlow IC by March 2018.

20. A follow-up inspection in May 2012 assessed the quality of education at Brownlow IC as 'good'.

### Sperrin Integrated College (IC)

21. Sperrin IC is a co-educational 11-18 grant-maintained integrated college situated on the outskirts of Magherafelt. It has an approved admission of 80 and an approved enrolment of 500 pupils.

22. **Table 2** below sets out the historic admission and enrolment numbers for Sperrin IC which shows that from 2012/13-2013/14 and in 2015/16 the school did not achieve its approved enrolment number. However, since 2013/14, Sperrin IC has consistently admitted pupils over its admission number. In 2016/17 Sperrin IC had an actual admission of 105 pupils and an actual enrolment of 521 including 34 statemented pupils resulting in 13 available places.

**Table 2 – Historical Admissions and Enrolments for Sperrin Integrated College**

	2012/13	2013/14	2014/15	2015/16	2016/17
Enrolments	492	499	501	492	521
Admissions	79	88	89	87	105

23. Sperrin IC received 65 first preference applications in 2017/18 for its 80 places.

24. **Table 3** below sets out the enrolment in Sperrin IC's sixth form which shows that historically it has been significantly below the recommended threshold in the Sustainable Schools Policy of 100 pupils at Post-16. In 2016/17 there were a total of 83 pupils enrolled in the sixth form.

**Table 3 – Historical Enrolments for Sixth Form at Sperrin Integrated College**

	2012/13	2013/14	2014/15	2015/16	2016/17
Year 13	29	43	43	41	49
Year 14	48	32	36	30	34
Totals	77	75	79	71	83

25. An inspection of Sperrin IC took place in April 2015 in which the quality of education provided by the school was assessed as 'good'.

26. Sperrin IC also features in the EA's Annual Action Plan which states that the Managing Authority is to consult on an increase to admission and enrolment numbers by March 2018.

## First Preference Applications

27. **Table 4** below shows that both Brownlow and Sperrin Integrated Colleges were undersubscribed in their first preference applications from 2014/15-2016/17 with data for 2017/18 showing that this will still be the case. Integrated College Dungannon has been undersubscribed in the last three years but will reach their approved number in 2017/18 although this includes 16 enrolled on the Irish Football Association (IFA) Performance Sports Programme.

**Table 4 – Integrated Provision - First Preference Applications**

<b>Ref No</b>	<b>School</b>	<b>2014/15</b>	<b>2015/16</b>	<b>2016/17</b>	<b>2017/18</b>	<b>Approved Admission</b>
526-0286	Integrated College, Dungannon	77	74	72	100	90
525-0216	Brownlow Integrated College, Craigavon	32	49	51	56	90
326-0303	Sperrin Integrated College, Magherafelt	70	79	80	65	80

28. **Table 5** below provides a snapshot of the College and alternative integrated and post-primary provision in the wider area with key statistics. It shows that enrolments at the College, Brownlow IC and Sperrin IC have a combined approved enrolment of 1,450 with 231 available places in 2016/17.



**Table 5 - Snapshot of Integrated College Dungannon and Alternative Post-Primary Provision**

Ref No	School	Distance in Miles by Road	Approved Enrolment	2014/15 Enrolment Includes SEN	2015/16 Enrolment Includes SEN	2016/17 Enrolment includes SEN	Supernumery Pupils	Available Places 2016/17	Approved Admissions 2016/17	2016/17 Actual Year 8 Admissions	2016/17 First Pref Year 8 Applications	2016/17 Total Applications Accepted	Over/Under subscribed at First Preference	ETI Reports – Assessment Provision / Inspection
	<b>Integrated</b>													
526-0286	Integrated College Dungannon	-	500	543	539	577	39	0	90	100	72	92	U - 18	Good - Oct 2011
525-0216	Brownlow Integrated College	20.2	450	312	270	259	27	218	90	57	51	52	U - 39	Good - May 2012
326-0303	Sperrin Integrated College	22.0	500	501	492	521	34	13	80	105	80	96	O - 0	Good - April 2015
	<b>Sub-total</b>		<b>1450</b>	<b>1356</b>	<b>1301</b>	<b>1357</b>	<b>100</b>	<b>231</b>	<b>260</b>	<b>262</b>	<b>203</b>	<b>240</b>		
	<b>Controlled</b>													
521-0231	Drumglass High School	1.6	500	300	289	293	43	250	90	67	48	58	U - 42	Capacity to identify & bring at – June 2016
521-0153	Aughnacloy College	13.2	232	153	153	153	16	95	46	37	33	34	U - 13	Very Good - April 2013
521-0230	Cookstown High School	11.8	1100	808	787	787	31	344	180	129	113	121	U - 67	Very Good - June 2011
521-0043	Clounagh Junior High School	16.0	660	611	613	612	68	116	220	204	172	184	U - 48	Capacity to identify & bring at – March 2016
521-0282	Craigavon Senior High School	17.9	620	610	590	577	39	82	310	0	0	0		Good - Sept 2010
521-0054	Killicomaine Junior High School	17.8	680	449	475	503	7	184	227	166	162	165	U - 65	Good - April 2010
521-0121	City of Armagh High School	12.1	650	248	276	302	63	411	115	74	43	58	U - 72	Capacity to identify & bring at – Dec 2016
521-0097	Fivemiletown College	27.9	425	414	396	372	39	92	69	46	35	40	U - 34	Significant areas for improvement
	<b>Sub-total</b>		<b>4867</b>	<b>3593</b>	<b>3579</b>	<b>3599</b>	<b>306</b>	<b>1574</b>	<b>1257</b>	<b>723</b>	<b>606</b>	<b>660</b>		
	<b>Maintained</b>													
523-0192	St Joseph's College, Coalisland	5.3	680	311	308	336	64	408	135	92	46	78	U - 89	Good – Dec 2012
523-0293	St Patrick's College, Dungannon	1.4	575	631	623	597	26	5	100	108	83	100	U - 17	Very Good - May 2011
523-0278	Holy Trinity College, Cookstown	11.0	970	1002	1024	1017	46	0	170	162	128	153	U - 32	Capacity to identify & bring at – Feb 2016
223-0138	Dean Maguire College, Carrickmore	16.3	440	489	509	509	37	0	80	84	72	77	U - 8	Outstanding - March 2013
523-0152	St Ciaran's College, Ballygawley	15.1	760	800	803	789	49	20	125	131	113	125	U - 12	Monitoring Inspection – Jan 2016 identifying and bringing about improvements
523-0256	Drumcree College*	14.7	800	181	181	152	33	681	150	45	35	35	U - 115	Follow-up inspection – Jan 2016 Demonstrated some evidence of improvement
523-0218	St Catherine's College	12.2	1072	1164	1130	1139	32	0	155	178	138	142	O - 23	Outstanding - Nov 2013

Ref No	School	Distance in Miles by Road	Approved Enrolment	2014/15 Enrolment Includes SEN	2015/16 Enrolment Includes SEN	2016/17 Enrolment includes SEN	Supernumery Pupils	Available Places 2016/17	Approved Admissions 2016/17	2016/17 Actual Year 8 Admissions	2016/17 First Pref Year 8 Applications	2016/17 Total Applications Accepted	Over/Under subscribed at First Preference	ETI Reports – Assessment Provision / Inspection
	<b>Sub-total</b>		<b>5297</b>	<b>4578</b>	<b>4578</b>	<b>4539</b>	<b>287</b>	<b>1114</b>	<b>915</b>	<b>800</b>	<b>615</b>	<b>710</b>		
	<b>Voluntary Grammar</b>													
542-0073	St Joseph's Convent Grammar	5.2	<b>625</b>	678	707	709	18	0	<b>95</b>	104	104	73	O - 38	Areas for improvement - March 2014
542-0304	St Patrick's Academy	1.3	<b>1340</b>	1391	1368	1338	10	17	<b>189</b>	195	267	194	O - 78	Very Good – 2009; Feb 2017 unable to assess
542-0260	The Royal School Dungannon	1.0	<b>650</b>	660	650	652	7	*	<b>93</b>	94	113	93	O - 20	Good - March 2014
541-0067	Portadown College	16.4	<b>780</b>	791	788	778	7	9	<b>0</b>	0	0	0		Very Good - Feb 2014
542-0268	St Patrick's Grammar School, Armagh	11.6	<b>1240</b>	872	972	975	45	310	180	167	140	159	U - 40	Good - March 2012
542-0263	The Royal School Armagh	12.1	<b>650</b>	722	720	724	6	0	100	101	120	92	O - 20	Very Good - April 2014
	<b>Sub-total</b>		<b>5285</b>	<b>5114</b>	<b>5205</b>	<b>5176</b>	<b>93</b>	<b>341</b>	<b>657</b>	<b>661</b>	<b>773</b>	<b>641</b>		
	<b>Grand Total</b>		<b>16899</b>	<b>14641</b>	<b>14663</b>	<b>14671</b>	<b>786</b>	<b>3260</b>	<b>3089</b>	<b>2446</b>	<b>2197</b>	<b>2251</b>		

\*DP 428 was approved on 23 March 2016 for the closure of Drumcree College on a phased basis from 1 September 2016 subsequently deferred to September 2017.

DP429 was approved for a new KS3 school to open on 1 September 2016 or as soon as possible thereafter also deferred to September 2017.

## **Other Alternative Post-Primary Provision**

### Controlled Provision

29. There are seven controlled post-primary schools within an 18-mile distance by road as set out in the snapshot at **Table 5** above as well as Fivemiletown High School (HS) which, although over 27 miles away, is part of the same Area Learning Community. Each of these schools failed to reach their approved enrolment numbers in 2016/17. There were a combined total of 4,867 approved places with 1,574 available places. The highest number of available places were in City of Armagh High School (HS) (411), Cookstown High School (HS) (344) followed by Drumglass High School (HS) (250).

### Maintained Provision

30. In the maintained sector there are seven post-primary schools in the area with a combined total of 5,297 approved places and 1,114 available places. St Joseph's College, Coalisland, in particular, has a considerable number of available places at 408. The snapshot also shows Drumcree College as being substantially undersubscribed with 681 available places against an approved number of 800. However, DPs 428 and 429 for the closure of Drumcree College and the opening of a new Key Stage 3 school were approved on 23 March 2016. The implementation of the proposals has however been delayed to September 2017.

### Grammar Provision

31. The snapshot shows that there are six voluntary grammar schools within 17 miles distance by road. There is a combined total of 5,285 approved places with 341 available places. The majority of available places were at St Patrick's Grammar School (GS), Armagh at 310. St Joseph's Grammar School, and The Royal School, Armagh were both oversubscribed.

### Sixth Form

32. **Table 6** below provides a breakdown of enrolments at the College and alternative post-primary provision broken down for Years 8-12 and sixth form. The table shows that all sixth forms in the grammar schools are well above the SSP enrolment threshold of 100. Two of the maintained schools are below the threshold as is Fivemiletown College, City of Armagh High School and Sperrin Integrated College referred to above.

**Table 6 - Snapshot of Post-Primary Provision Years 8-12 and Sixth Form**

School Ref	School	2016/17 Approved Enrolment	2014/15			2015/16			2016/17			2016/17 Approved Admissions
			Yrs 8 - 12	6th Form	Total	Yrs 8 - 12	6th Form	Total	Yrs 8 - 12	6th Form	Total	
526-0286	Integrated College Dungannon	500	438	105	543	425	114	539	463	114	577	90
525-0216	Brownlow Integrated College	450	312	0	312	270	0	270	259	0	259	90
326-0303	Sperrin Integrated College	500	422	79	501	421	71	492	438	83	521	80
	<b>Total</b>	<b>1450</b>	<b>1172</b>	<b>184</b>	<b>1356</b>	<b>1116</b>	<b>185</b>	<b>1301</b>	<b>1160</b>	<b>197</b>	<b>1357</b>	<b>260</b>
521-0231	Drumglass High School	500	290	10	300	289	0	289	293	0	293	90
521-0153	Aughnacloy College	232	153	0	153	153	0	153	153	0	153	46
521-0230	Cookstown High School	1100	653	155	808	639	148	787	629	158	787	180
521-0043	Clounagh Junior High School	660	611	0	611	613	0	613	612	0	612	220
521-0282	Craigavon Senior High School	620	610	0	610	590	0	590	577	0	577	310
521-0054	Killicomaine Junior High School	680	449	0	449	475	0	475	503	0	503	227
521-0121	City of Armagh High School	650	235	13	248	263	13	276	296	6	302	115
521-0097	Fivemiletown College	425	340	74	414	330	66	396	305	67	372	69
	<b>Total</b>	<b>4867</b>	<b>3341</b>	<b>252</b>	<b>3593</b>	<b>3352</b>	<b>227</b>	<b>3579</b>	<b>3368</b>	<b>231</b>	<b>3599</b>	<b>1257</b>
523-0192	St Joseph's College, Coalisland	680	311	0	311	308	0	308	336	0	336	135
523-0293	St Patrick's College, Dungannon	575	528	103	631	496	127	623	503	94	597	100
523-0278	Holy Trinity College, Cookstown	970	803	199	1002	791	233	1024	807	210	1017	170
223-0138	Dean Maguirc College, Carrickmore	440	403	86	489	416	93	509	427	82	509	80
523-0152	St Ciaran's High School, Ballygawley	760	659	141	800	630	173	803	613	176	789	125
523-0256	Drumcree College	800	181	0	181	181	0	181	152	0	152	150
523-0218	St Catherine's College	1072	880	284	1164	853	277	1130	860	279	1139	155
	<b>Total</b>	<b>5297</b>	<b>3765</b>	<b>813</b>	<b>4578</b>	<b>3675</b>	<b>903</b>	<b>4578</b>	<b>3698</b>	<b>841</b>	<b>4539</b>	<b>915</b>
542-0073	St Joseph's Convent Grammar	625	495	183	678	513	194	707	513	196	709	95
542-0304	St Patrick's Academy	1340	989	402	1391	992	376	1368	977	361	1338	189
542-0260	The Royal School Dungannon	650	501	159	660	498	152	650	498	154	652	93
541-0067	Portadown College	780	400	391	791	407	381	788	415	363	778	210
542-0268	St Patrick's Grammar, Armagh	1240	665	207	872	742	230	972	750	225	975	180
542-0263	The Royal School Armagh	650	510	212	722	515	205	720	514	210	724	100
	<b>Total</b>	<b>5285</b>	<b>3560</b>	<b>1554</b>	<b>5114</b>	<b>3667</b>	<b>1538</b>	<b>5205</b>	<b>3667</b>	<b>1509</b>	<b>5176</b>	<b>867</b>
	<b>Grand Total</b>	<b>16899</b>	<b>11838</b>	<b>2803</b>	<b>14641</b>	<b>11810</b>	<b>2853</b>	<b>14663</b>	<b>11893</b>	<b>2778</b>	<b>14671</b>	<b>3299</b>

Shaded area =no sixth form

## **SPECIAL CONSIDERATIONS**

### **Duty to Encourage and Facilitate the Development of Integrated Education**

33. There is a statutory duty on the Department (DE) 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’.*

34. The Department also has a statutory duty under Article 44 of the Education and Libraries (Northern Ireland) Order 1986 (to educate in accordance with the wishes of parents as far as is compatible with the provision of effective teaching and learning and the avoidance of unreasonable public expenditure) and under Managing Public Money to ensure effective and efficient use of public funds.

35. In relation to consideration of this DP to expand the school due regard has been given to the statutory duty within the framework of ensuring effective planning to meet the future educational requirements for the area and alongside other relevant issues including the sustainability of the school in question; the ability of the school to deliver high quality education; the impact on other schools and the achievement of the area planning objectives to reduce duplication and ensure appropriate provision to meet future demand.

### **Participation in the Shared Education Programme**

36. The Shared Education Act (NI) 2016 Act makes legislative provision in relation to shared education. It provides a definition of Shared Education and confers a duty on the Department of Education to encourage, facilitate and promote Shared Education and a power on relevant arms-length bodies to encourage and facilitate Shared Education.

37. The Shared Education Act is underpinned by “*Sharing Works – A Policy for Shared Education*”, which describes how shared education is expected to work in practice. Together, the Act and the policy will provide a framework for the advancement of shared education.

38. Shared Education is defined as:-

- delivering educational benefits to children and young persons;
- promoting the efficient and effective use of resources;
- promoting equality of opportunity;
- promoting good relations; and
- promoting respect for identity, diversity and community cohesion.

39. The College is a participating school within a shared education partnership, with Drumglass High School and St Patrick’s College, Dungannon. The EA Shared Education Team has advised that this particular partnership has a strong relationship.

40. The Case for Change confirms that planning to deliver the practical aspects of the Shared Education Programme began in September 2016 with the appointment of a co-ordinator in each school.

### **The Northern Ireland Performance Schools Programme (NIPSP)**

41. The Case for Change advises that the College has been developing links with the Irish Football Association (IFA) who have asked the College to help deliver their NIPSP on the College campus from September 2017. Two other integrated schools have also been invited to join the programme namely Lagan College and Oakgrove Integrated College. This Programme will require the College to admit 15-25 students to Year 8. The Case for Change advises that this initiative requires the College to request an increase in its admission and enrolment numbers.

42. The aim of the NIPSP is to provide the best possible pathway for gifted and talented young players in NI, to nurture them and develop them to the required level to achieve their ambitions of becoming professional footballers. The long-term aim would be to build up to a total of 6 partner schools in order to provide the best geographical coverage of NI.

43. The IFA would provide the school with an Elite Performance Coaching Team comprising one Elite Performance Coach, two Assistant Coaches, one Goal Keeping Coach, one Strength and Conditioning Coach and one Physiotherapist. The IFA would also provide all equipment including personal kit for players and football coaching kit for delivery of training sessions and all necessary transport and accommodation arrangements needed to allow pupils to take up their place in the programme and any tournaments. Details of the IFA's NIPSP are included in **Appendix H**.

### **CASE FOR CHANGE**

44. The rationale for the proposal is set out in the Case for Change as follows:

- The College is not able to meet the demand for Year 8 admissions and operates waiting lists for entry into other year groups. The College has been oversubscribed and in receipt of temporary variations to the admission and enrolment numbers.
- The Case for Change states that in order to meet the demands of the Entitlement Framework and provide for the needs of all its learners, an increase in overall enrolment is necessary. To cater for all abilities, the College needs to offer three distinct pathways in terms of the curriculum and GCSE choices. An increase in enrolments will ensure viable numbers in all subjects in these pathways.
- An increase at sixth form would ensure it is financially viable to offer more subjects and in turn this would help support the Area Learning Community.

- The Case for Change confirms that the DP supports DE’s statutory duty to encourage and facilitate the development of integrated education as well as the promotion of a culture of tolerance as set out in the Belfast Agreement. The school also believes that by increasing the approved numbers it will adhering to the general principle in Article 44 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”.
- In the Case for Change the BOGs state that it wishes to meet the needs of greater numbers of young people whose parents want them to be educated in an integrated environment. It also stipulates that it is the aim of the College in the long term to realise a religious balance of 45/45/10.
- The Case for Change states that the BOGs wish to cater for an increase in post-primary age population projections. It refers to the Area Plan for Post- Primary Provision January 2015 in which it is noted there will be an additional need of 119 integrated places in the Dungannon area by 2025. The College believes that due to it already exceeding its predictions for growth that this figure will be much higher.
- The BOGs wish to address the deterrent effect on applications created as a consequence of the current approved admission number. Prospective parents do not name an oversubscribed school as their first choice out of fear of being unsuccessful in achieving a place for their child.
- The College states that it promotes social inclusion and by removing barriers which may hinder students from developing to their full potential enables them to achieve based on their skills and aptitude by providing pathways for all. The Case for Change states that the College was recognised as a Queen’s Academy School in September 2016 for its role in widening participation in third level education.
- The College hopes that by increasing their pupil numbers and equipping them with the requisite skills to support local industry that they can contribute to economic growth.
- The Case for Change states in order to become sustainable, as set out in Bain’s recommendations, by increasing its enrolment numbers, it will meet the Department’s sustainability threshold of 500 pupils in Years 8-12 and 100 at Post-16.
- The proposal will address the increasing demands on the College from the community for integrated sixth form provision.
- The proposal will facilitate a request from the Irish Football Association (IFA) for the College to accept Year 8 students each year to participate in the NI Performance Schools Programme (NIPSP).

- The College's BOG are confident that there will not be any negative educational impact on the needs of its learners by the proposed increase in its enrolment numbers.
- The Case for Change also sets out how the College will achieve the Department's vision '*to ensure every learner achieves his or her full potential at each stage of development*' through the implementation of the proposal.

45. The Case for Change for DP 481 is included in full at **Appendix C**.

## **STATUTORY DP PROCESSES**

### **Pre-Publication Consultation**

46. The Case for Change confirms that the College carried out the necessary consultation with the Board of Governors (BOGs), staff and parents, as well as with pupils and feeder primary schools. The EA has confirmed that formal consultation took place with BOGs and Trustees of schools likely to be affected by the proposal.

47. During the pre-publication consultation, the EA received three responses from Aughnacloy College, Drumglass High School, Dungannon and The Royal School, Dungannon, all of whom objected to the proposal. The main issue cited was that there was no evidence to justify an increase in enrolment of this scale.

### **Two-Month Objection Period**

48. The EA published DP 481 on 3 January 2017. The statutory two-month objection period ended on 3 March 2017.

49. The Department received one letter of objection which was from the Controlled Schools' Support Council (CSSC). The following are the key points made in their objection:-

#### **Rational for the Proposal**

- The scale of the proposed increase has the potential to detrimentally affect other Controlled schools in the area.
- There are sufficient available places at local post-primary schools to meet projected population increases.
- There is insufficient evidence of real demand for additional post-primary places and the College's proposed increase is driven by the introduction of the NIPSP rather than actual area need.

#### **Area Planning Impact**

50. The CSSC state that they have concerns about the sustainability of Controlled schools within a 28 mile catchment area of the College which are already



experiencing under-subscription and also highlight the possible implications for existing sixth form provision.

### Resource Implications

51. CSSC notes that there would be significant resource implications with recurrent expenditure and the capital cost of providing additional accommodation at the College. CSSC state that the approval of the DP would impact on the available funding for the Controlled sector in which many of the schools require considerable maintenance or renovation.

52. In conclusion, CSSC believe that the DP does not adhere to the specific aims and objectives of area planning. They state that approval of the proposal would detrimentally impact on the Controlled sector and threaten the sustainability of other post-primary schools in close proximity.

53. The full detailed commentary from CSSC is attached at **Appendix D**.

### Education Authority (EA) Views

54. The EA in their view of the proposal identified the following issues:-

55. The College is the sole provider of post-primary integrated provision within the Dungannon and Armagh area and is currently oversubscribed. The nearest integrated provision is approximately 20 miles away.

56. Due to the scale of the proposed increase in the approved enrolment number for the College, there is concern about the significant number of unfilled places in the nearby Drumglass High School and at St Joseph's College, Coalisland although neither of these schools have sixth form provision.

57. Action has been approved in the EA's Action Plan for December 2015-March 2017 - 'the Managing Authority is currently engaging with the BOGs at the Integrated College Dungannon to increase the school's admission and enrolment numbers by March 2017'.

58. In summary the EA supports the proposal but has reservations about the scale of the proposed increase in the approved enrolment and admission numbers at the College. The full EA commentary is attached at **Appendix E**.

### Northern Ireland Council for Integrated Education (NICIE) Comments

59. NICIE in providing a commentary in support of DP 481 states that the proposal supports the Department's statutory duty and the Stormont House and Fresh Start Agreements to 'encourage and facilitate integrated education'.

60. The main points of the commentary are set out below:-

### Sustainability Schools Policy

- The proposal would enable the College to meet the enrolment threshold for an 11-19 school and have a financially viable sixth form. It has been oversubscribed and has been in receipt of TVs.
- It would meet the BOG's obligations to parents in the area seeking an integrated education.
- The former SELB's Post-Primary Area Plan in January 2015 reaffirmed the viability of the school and its role as a provider of integrated education.

### Catchment Area

- The College covers a wide catchment area with pupils travelling in excess of 10 miles. The College embraces pupils from a wide diversity of religious and socio-economic backgrounds.

### Irish Football Association (IFA) Northern Ireland Performance Schools Programme (NIPSP)

- The IFA wants to deliver its NIPSP through integrated schools as the programme will attract pupils from both the Protestant and Catholic communities.

### Religious Balance

- The religious balance at the College compares favourably to the breakdown within the former Dungannon Local Government District (LGD).

### Academic Achievement and Special Needs

- Education achievement has continued to improve taking into consideration the high proportion of SEN pupils enrolled at the College.

### Social Deprivation: Free School Meals and Multiple Deprivation Measures

- Pupils are coming from deprived wards. There has been a steady increase of pupils entitled to Free School Meals (FSM).

### Area- Based Planning and Impact on Other Schools

- Mid Ulster LGD has a predicted population growth for both 0-15 year olds and 16-19 year olds.
- The impact of the expansion of the College will be spread across a wide catchment area.

### Impact on Other Integrated Colleges

- Nearest integrated provision is over 20 miles away and is oversubscribed.

61. NICIE's detailed commentary of DP 481 is attached at **Appendix F**.

### Education and Training Inspectorate Comments

62. In providing their view of the proposal,

63. ETI state that the College is the only provider of integrated education in the Dungannon area and is currently oversubscribed although they share the EA's reservations about the size of the proposed increase in the enrolment number with the resultant implications on resourcing and accommodation requirements. ETI also state that the DP would have an adverse impact on the longer term sustainability of other schools in the Dungannon area, some of which already have a significant number of unfilled places. They did point out that the College provides sixth form provision which is not accessible at some of the other schools in the locality.

64. ETI concludes that it does not support the proposal and further consideration needs to be given to the number of unfilled places in the Dungannon area; the adverse impact that the increased enrolment would have on other schools/providers and the cost and extent of capital work required at the College to support the increased provision.

65. The full ETI commentary of the proposal is attached at **Appendix G**.

## **SUSTAINABILITY ASSESSMENT**

### Quality Education Experience

66. The College was last inspected in October 2011 by the Education and Training Inspectorate (ETI) who assessed the quality of education provided by the school as 'good'. The inspection did identify an area for improvement which the school had the capacity to address which was to:-

*'improve the consistency in the quality of the learning and teaching across the school to meet more effectively the needs of all of the pupils'*.

67. ETI also noted the need for the school to improve the provision for English, mathematics and for those pupils who need additional support with their learning. ETI concluded that it would monitor the school's progress in addressing this area for improvement.

### Examination Outcomes – GCSE Performance

68. **Table 7** below shows that in 2015/16, the GCSE outcomes were above the NI non-grammar school average for pupils achieving 5+ GCSEs or equivalent at grades A\*-C (74% compared to 73%) but below the NI non-grammar average for

pupils achieving 5+ GCSE A\*-C including GCSE English and GCSE mathematics (39.5% compared to 47%).

69. The proportion of Year 12 pupils achieving 5+ GCSEs or equivalent at grades A\*-C has shown an upward trend in recent years increasing from 58% in 2011/12 to 74% in 2013/14 and again in 2015/16, though it dipped to 64% in 2014/15. The proportion of pupils achieving 5+ GCSE A\*-C including GCSE English and GCSE mathematics increased during the period 2011/12 to 2013/14 from 38% to 49% but has decreased in each of the last two years - to 45% in 2014/15 down to 39.5% in 2015/16 as set out in **Table 7** below.

**Table 7 - GCSE Performance from 2011/12 to 2015/16 at Integrated College Dungannon**

Examination Outcomes – GCE ‘A’ Level Performance

	2011/12	2012/13	2013/14	2014/15	2015/16
No. of eligible pupils included in SAER return	64	69	72	95	76
<b>Proportion achieving 5+ GCSEs or equivalent at Grades A*- C</b>					
Integrated College Dungannon	58%	65%	74%	64%	74%
NI Non-grammar Average	64%	67%	71%	72%	73%
<b>Proportion achieving 5+ GCSEs or equivalent at Grades A*- C including GCSE English and GCSE mathematics</b>					
Integrated College Dungannon	38%	38%	49%	45%	39.5%
Non-grammar Average	36%	38%	44%	47%	47%

School Performance at GCE A-level

70. **Table 8** below shows that the proportion of pupils achieving 2+ A-levels or equivalent at grades A\*-E has remained steady in recent years but, as with GCSE performance, declined in 2014/15. In 2015/16, 98% of Year 14 pupils achieved at this level which was above the NI non-grammar average of 96%. In the years (2011/12 to 2013/14) all Year 14 pupils had achieved at this level.

71. The proportion of Year 14 pupils achieving 3+ A-levels or equivalent at grades A\*-C has declined in recent years. In 2012/13, 50% of pupils achieved at this level (21 out of 42 pupils) however in 2015/16 this had fallen to 33% (14 out of 42 pupils). This is at odds with the statement in the Case for Change paper where it states *“It should be noted that the College continues to demonstrate an upward trend in achievement at Year 12 and Year 14.....”*. The 2015/16 figure is below the NI non-grammar average of 52%. It should be noted that the number of pupils included in the statistics at Year 14 is relatively small therefore a small reduction/increase in the number of pupils achieving at the expected level will have a more significant impact on the percentages.

**Table 8 - GCE A-Level or equivalent qualifications between 2011/12 and 2015/16 for Integrated College Dungannon**

	2011/12	2012/13	2013/14	2014/15	2015/16
No. of eligible pupils included in SAER return	27	42	25	28	42
<b>Proportion achieving 2+ A-levels or equivalent at Grades A*- E</b>					
Integrated College Dungannon	100%	100%	100%	93%	98%
NI Non-grammar Average	96%	96%	95%	96%	96%
<b>Proportion achieving 3+ A-levels or equivalent at Grades A*- C</b>					
Integrated College Dungannon	48%	50%	44%	29%	33%
NI Non-grammar Average	45%	45%	48%	48%	52%

### Entitlement Framework (EF)

72. In order to meet the statutory requirements of the EF, schools are currently required to provide access to a minimum number of 24 courses at KS4 and 27 courses at Post-16. At least one third of the required offer must be *general* and at least one third *applied* courses. These can be delivered by schools individually or in collaboration with other schools or Further Education Colleges.

73. As from September 2017, changes to the EF will result in a reduction of the specified number of qualifying courses to 21 at Key Stage 4 and 24 at Post-16. Schools will still be required to offer courses of at least one third *general* and one third *applied* as this is set out in primary legislation.

74. **Table 9** below sets out the College's curriculum offers for the 2016/17 academic year and shows that at Key Stage 4 the College offered access to 36 courses. Eight of the 21 applied courses were delivered through collaboration, four with Drumglass High, two with a Further Education College, one with St Patrick's College and one with another provider. Five of the 15 general courses were delivered through collaboration, two with St Patrick's College, Dungannon and three with another provider.

**Table 9 – Curriculum Offers Provided by Integrated College Dungannon for 2016/17**

	Key Stage 4 (Year 11)	Post-16 (Year 13)
Applied courses	21	14
General courses	15	12
<b>Total</b>	<b>36</b>	<b>26</b>

*Green* indicates that the school met these requirements

*Red* indicates that the school did not meet these requirements

75. At Post-16 the College offered access to 26 courses; four of the 14 applied courses were delivered collaboratively, two with St Patrick's College Dungannon, one with St Patrick's Academy and one with St. Joseph's Grammar School

Donaghmore and the Royal School, Dungannon. Five of the 12 general courses were delivered through collaboration, three with St Patrick's College Dungannon and two with St Joseph's Grammar School, Donaghmore.

76. **Table 9** above shows that in 2016/17 the College was fully compliant in meeting its statutory EF requirements at Key Stage 4. The College was unable to meet the curriculum requirements at Post-16. However, with the reduced requirement from September 2017, this would not be the case.

#### Extended School

77. The College became an Extended School in April 2016. In the Case for Change it states that the College is working with Windmill Integrated Primary School and Dungannon Primary School on the collaborative aspects of being an Extended School.

#### Pastoral Care

78. The ETI inspection report recognised that the College had an important strength in its pastoral provision. The report states that pupils are extensively involved in pastoral activities and make a meaningful contribution to the work of the school. The Case for Change states that the Head of Pastoral Care is also Head of Assessment and therefore has a measure of the whole student.

#### SEN Provision

79. The ETI inspection report states that the quality of provision for SEN was considered satisfactory although it did note that the targets in the individual education plans were too general to enable the teachers to plan to meet effectively the identified needs of individual pupils.

#### Extra-Curricular Activities

80. The ETI inspection report also states that pupils are involved in a wide range of learning experiences and extra-curricular activities which enhances their learning and reflects their interest.

#### **Stable Enrolment Trends**

81. Integrated College Dungannon has an approved admission number of 90 and an approved enrolment of 500. **Table 10** below shows the total enrolments for Years 8-12 and sixth form provision. In 2016/17 there were 577 pupils enrolled which included 39 statemented pupils.

**Table 10 – Integrated College Dungannon – Historical Enrolments – Years 8-12 and Sixth Form Provision**

<b>2012/13</b>	<b>2013/14</b>	<b>2014/15</b>	<b>2015/16</b>	<b>2016/17</b>
525	539	543	539	577

82. **Table 11** below sets out the historical admissions for the College in the last five years. It shows that although admissions have been steadily increasing they did not reach the school's approved number of 90 until 2015/16.

**Table 11 - Integrated College Dungannon – Historical Admissions (2016/17 - 90 Approved)**

2012/13	2013/14	2014/15	2015/16	2016/17
75 *(4)	84 *(6)	87 *(9)	93 *(3)	100 *(8)

\*( ) No of SEN pupils as part of overall admission total

#### First Preference Applications

83. **Table 12** below shows that the College's first preference Year 8 applications have been well below the admissions number of 90 from 2014/15-2016/17. In 2017/18 the table shows that there is marked increase to 100 first preference applications.

**Table 12 - Integrated College Dungannon – Historical Breakdown of First Preference and All Applications for Admissions to Year 8**

Applications and Admissions to Year 8				
Year	Admissions no.	First Preferences	Total Applications All Preferences	Total Admissions
2014/15	90	77	84	87
2015/16	90	74	97	93
2016/17	90	74	96	94
2017/18	90	100	115	104

#### Temporary Variations (TV)

84. **Table 13** below shows that in the last five years the College has only had TVs granted for 2015/16 and 2016/17, as set out below:

**Table 13 - Integrated College Dungannon – Temporary Variations**

School Year	Approved Admissions Number	Approved Enrolment Number	Temporary Variations Approved (To a total of)*	
			Admissions	Enrolment
2016/17	90	500	92	538
2015/16	90	500	96	507
2014/15	90	500	-	509
2013/14	90	500	-	501
2012/13	90	500	-	-

\*Numbers exclude stated children (all year groups) and those admitted on appeal or by the ECB (year of admission only)

85. The College requested TVs to admit a total of 14 pupils into Year 8 in September 2017. The TVs were subsequently approved.

86. The SSP specifies a minimum enrolment of 500 for Years 8-12 and **Table 14** below shows that with an overall approved enrolment of 500 (to include the sixth form), in these year groups, the College has had enrolments which are below the minimum enrolment threshold for a sustainable post-primary school.

**Table 14 - Integrated College Dungannon – Years 8-12**

2012/13	2013/14	2014/15	2015/16	2016/17
425	436	434	424	463

87. **Table 15** below shows Years 8-12 enrolment at the College in 2016/17. Each of the year groups met the approved enrolment number of 90 except Year 12 which was undersubscribed with 79 pupils.

**Table 15 – Integrated College, Dungannon – Enrolment by Year Group – 2016/17**

Y8	Y9	Y10	Y11	Y12	Total
100	98	90	96	79	463

(Includes 33 Special Educational Need (SEN) pupils)

Sixth Form Provision

88. The SSP recommends a minimum enrolment of 100 pupils for sixth form provision and states that it should be self-sufficient financially to be sustainable. **Table 16** below shows that the College has been able to meet this enrolment threshold in the last five years and that numbers have been steadily increasing.

**Table 16 – Historical Enrolments for Sixth Form Provision at Integrated College Dungannon**

	2012/13	2013/14	2014/15	2015/16	2016/17
Year 13	57	72	73	66	76
Year 14	43	29	32	48	38
<b>Total</b>	<b>100</b>	<b>101</b>	<b>105</b>	<b>114</b>	<b>114</b>

The College’s Post-16 enrolment figures for Year 13 in the last five years average an intake of 69 as evidenced in Table 17 below.



**Table 17 – Integrated College – Post 16**

	<b>Year 12 pupils in the year prior</b>	<b>Year 13 pupils</b>
2016/17	81	76
2015/16	112	66
2014/15	86	73
2013/14	83	72
2012/13	71	57

### **Sound Financial Position**

89. The Department has no immediate financial concerns about the College.

### **Strong Leadership and Management by Boards of Governors and Principals**

90. The ETI inspection report of October 2011 assessed the quality of leadership and management at the College as good. The report states that the governors are well informed about the life and work of the school and work effectively with the Principal to ensure effective management of the school. The report notes that the Principal provides very good leadership with the Vice Principal giving effective support. The middle management team provide good leadership and management for their areas of responsibility.

91. The Case for Change states that the College has a Student Council who also nominate Student Governors and they contribute to the work of the school through representation on the BOGs.

92. The Report confirms that the College meets the statutory requirement to have a School Development Plan.

### **Accessibility**

93. **Map 1** above shows the location of the pupils. The case for change confirms that the majority of pupils live within a ten mile radius of the College and that approximately 20% of the pupils travel in excess of ten miles.

94. The Case for Change states that the College is the provider of integrated education for a wide catchment area, including Cookstown and Armagh, and is located in Dungannon which enables it to be accessible to effective public transport. The College is also close to the main arterial routes which enables pupils to commute within the travelling time of 45 minutes as set out in the SSP.

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

95. The October 2011 ETI Inspection Report states that there is a strong ethos of community, integration and inclusion at the College.

96. The Case for Change sets out the College’s involvement with various organisations, initiatives and educational programmes with other schools.

### **Sustainability Summary**

97. The ETI report confirms that the quality of education at the College is ‘good’. However, in 2015/16 the school’s attainment was below the NI non-grammar average for pupils achieving 5+ GCSE A\*-C including GCSE English and GCSE mathematics (39.5% compared to 47%) and for 3+ A-levels or equivalent at grades A\*-C. The College was unable to meet the curriculum requirements at Post-16 however, the reduced EF requirement from September 2017 means the college will be able to meet the minimum requirements.

98. Although the College has met its approved admission of 90 since 2015/16 historically, having an approved enrolment number of 500 (to include the sixth form), means it has failed to reach the SSP minimum threshold of 500 for Years 8-12. However, sixth form provision has shown to be sustainable with an intake of more than 100 pupils in the last five years.

99. There are no concerns with the College’s financial position and the leadership and management of the school has been assessed as good. The school is accessible to its pupils and has close links with the community and with other schools in the Area Learning Community.

100. In conclusion, the College currently does not meet all of the Sustainable Schools criteria.

### **OTHER CONSIDERATIONS**

#### **Newcomer Children**

101. A ‘Newcomer’ is defined as ‘a child or young person who has enrolled in a school but does not have satisfactory language skills to participate fully in the school curriculum and does not have a language in common with the teacher’.

102. The College’s enrolment includes a significant number of Newcomer children with the highest number in the last five years being admitted in 2016/17 as shown in **Table 18** below.

**Table 18 - Integrated College Dungannon – Newcomer Children**

<b>2012/13</b>	<b>2013/14</b>	<b>2014/15</b>	<b>2015/16</b>	<b>2016/17</b>
52	60	54	63	95

103. Schools receive an additional factor (around £1,000) for each Newcomer pupil on their register for the first 3 years. The EA funds the Inclusion and Diversity Service to help Newcomer children make the transition to school. This includes support from a regional network of co-ordinators, multi-lingual information for parents, training and resource for schools, translation and interpreting service and

the provision of an aid for assessment of proficiency (after three years). Estimates suggest an upward trend and that there are currently around 14,000 newcomer children here.

104. The ETI has confirmed that the College caters well for the significant number of newcomer pupils through additional support and a tailored curriculum to meet individual needs. The integration of newcomers and the celebration of diversity have done much to enrich the school’s provision. The ETI Inspection Report (October 2011) states that ‘those pupils with English as an additional language are well integrated into the life of the school and are very well supported to make good progress’.

### **Religious Balance**

105. Integrated schools should achieve a minimum of 30% of the school’s enrolment from the minority tradition (Protestant or Roman Catholic). **Table 19** below shows that in the last five years the College has failed to achieve this threshold with 23% of pupils in 2016/17 from the minority Protestant community although the level has been consistently above 20%.

**Table 19 – Integrated College Dungannon - Religious Breakdown**

Year	Protestant		Catholic		Other religions / religion not known
	Nos	%	Nos	%	
2016/17	134	23	353	61	90
2015/16	131	24	317	59	91
2014/15	133	25	326	60	84
2013/14	140	26	313	58	86
2012/13	135	26	318	60	72
2011/12	146	30	288	58	58

### **Neighbourhood Renewal**

106. The Case for Changes advises that due to the numbers of the College pupils living in areas of deprivation, the College receives additional funding from Neighbourhood Renewal to cater for the needs of these children. The College works collaboratively with St Joseph’s, Coalisland, St Joseph’s Grammar, Donaghmore, St Patrick’s Academy, Dungannon and St Patrick’s College, Dungannon to employ an Area Learning Mentor. This is resourced by the schools pooling the funds they each receive from the Department for Communities and this enables the mentor to spend one day per week in each school, working with vulnerable students identified by the Heads of Pastoral Care in each school.

### **Financial Implications**

107. If the DP were to be approved a high level estimate of funding (using 2016/17 CFF values) has been calculated as follows:-

$$\text{AWPU Factor} \qquad 30 \times 1.68 \times \text{£}2,067.9758 \qquad = \qquad \text{£}104,226$$

Premises Factor - Pupil (FTE)	30*£85.67	=	£2,570
Funding			
GMI Admin Costs	30*£120	=	£3,600
<b>TOTAL (Full Year)</b>		=	<b>£110,396</b>
<b>TOTAL (Part-Year)</b>	110,396*7/12	=	<b>£64,398</b>

Note \*= multiply

108. This shows £110k (full year) and £64k (in-year). The funding, therefore, over 8 phased years would be £880k (full year 2018-19 and 2025-26) and £512k (in-year 2017-18 and 2024-25). The funding requirement may be increased by other allocations, such as the TSN Factor and Premises Factor (Floor Area element), which cannot be estimated at present as relevant data are not available. This demonstrates the projected impact on the school's budget.

109. While the College could expect to receive a budget increase of this scale as part of the outworking of the CFF, it would not be an additional pressure on the Aggregated Schools Budget but rather a redistribution of funding as funding follows the destination of pupils, whichever school they attend. Any additional recurrent costs would be a charge against the school's budget.

#### Capital Works

110. The Case for Change states that improved accommodation can be achieved through minor works applications in the short term, with a view to securing a new school through monies made available in the Fresh Start Agreement and/ or in stages through the School Enhancement Programme (SEP). It also states that the additional accommodation necessary to meet the requirements of the Department of Education Building Handbook for Post Primary Schools has been estimated at a cost of £2.5m over a five year period with approximately £1.2m attributed to Year 1.

111. As this cost exceeds the Minor Works limit of £500k per scheme for construction cost the SEP would be an ideal vehicle for delivery of the additional accommodation required by the College. The school is already benefitting through this programme with a purpose built sports hall and flood lit 3G pitch at a total cost of £3.5m which was officially opened by former Minister Peter Weir on 12 December 2016.

#### Teaching and Non-Teaching Costs

112. The Case for Change states that the implementation of the proposal would require the employment of a further seven teachers at an estimated cost of £318,038. This includes an additional teacher for the expansion of the sixth form.

113. Due to a miscalculation in teaching costs in the Case for Change in which the top end of the salary scale was used NICIE have confirmed that they are content with the revised figure of £267,000 for teaching costs plus £41,000 for non-teaching costs giving a total of £308,000 for teaching and non-teaching costs. All additional staffing costs would be met from within the school's LMS budget allocation.

#### Achievability of Implementation Date

114. DP 481 was published by the EA on 3 January 2017 with the statutory two month objection period ending on 3 March 2017. Further clarification was then sought from the IFA in relation to the NIPSP which resulted in an updated PSP being developed and provided. Details of meetings held in relation to the

programme together with the updated PSP are included in **Appendix H** below. Due to the close proximity of the end of the current academic year and the requirement for additional accommodation to be provided, the achievability of the proposed implementation date of 1 September 2017 must be given significant consideration.

## **ANALYSIS OF SPECIAL CONSIDERATIONS**

### **Statutory Duty to Integrated Education**

115. In assessing this proposal, DE's statutory duty to encourage and facilitate the development of integrated education must be given due consideration. However, DE must also 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.

#### **Demand**

##### **Integrated**

116. Taking account of the statutory duty to integrated education, consideration must be given to the level of unmet demand in the area for integrated education.

117. The nearest alternative integrated provision is located more than 20 miles away at Sperrin IC, Magherafelt and Brownlow IC, Craigavon. The first preference applications for all three integrated schools detailed in Table 4 above show that ICD, Brownlow and Sperrin ICs have all been undersubscribed at first preference stage between 2014/15 and 2016/17. There are 231 available places at the alternative integrated schools, the majority of which are at Brownlow IC. There is therefore surplus capacity at other alternative integrated post-primary settings, although they are some distance away. This would indicate that the demand for integrated education in the wider area is currently being met.

##### **Overall**

118. Population projections for the wider area of the Mid-Ulster Local Government District predict an 8% increase in the 0-15 age range by 2024 and 6% in the 16-19 age range. At present, within 18 miles of the College, there are a significant number of available places in both the controlled and maintained schools – 1,574 in the controlled schools and 1,114 in the maintained. There are also 341 places available in the alternative grammar schools. These figures show that there is significant spare capacity at alternative local post-primary schools.

##### **Integrated College Dungannon**

119. With an approved enrolment of 500 to include sixth form, the College has been unable to reach the required threshold of 500 for years 8-12 only, as set out in the SSP. However, it has been able to meet the sixth form enrolment threshold in the last five years and indeed numbers have been increasing from 100 in 2012/13 to 114 in 2016/17.

120. Although admissions to the College at Year 8 have also increased in each of the past five years it has only exceeded its current approved admissions number of 90 since 2015/16.

121. The Case for Change states that the College has been at its maximum capacity since 2013, has been oversubscribed at year 8, has been operating waiting lists for other year groups and the increased enrolment at the College has reflected parental choice for integrated education.

122. However, first preference applications to the College (shown in **Table 12** above) for its 90 places, ranged from 74-77 in 2014/15 to 2016/17 and have only exceeded the College's admissions number for 2017/18. Total applications have exceeded its admissions number since 2015/16.

123. Temporary variations have been granted in the last two years to meet parental demand but these have been small increases with six in 2015/16 and 2 in 2016/17. For 2017/18 the College has received approval for a total of 14 temporary variations to its admission number on the basis that the College can safely accommodate the additional pupils. This shows that demand for places at the College is increasing but the level of demand has been modest.

#### Other Factors Influencing Demand

124. The demand for places at the College is also influenced by other factors including an increase in the number of newcomer pupils. Dungannon has a diverse population with many families coming from the EU for work opportunities. The Case for Change states that the demand for places for newcomer children has increased year on year with a significant increase in 2016/17 to 95 pupils.

125. Another factor from September 2017 will be the impact on the school's enrolment from the IFA's programme which it has been developing with the College. The Case for Change and the programme information included at **Appendix H** both confirm that the annual intake to the College due to the programme will be between 15 and 25 pupils. Sixteen pupils have identified the College as their first preference for September 2017.

126. While there is evidence that demand has increased at the College, the size of the increase which the Board of Governors has requested from 90 to 120 at Year 8 is not evidenced by the number of historical first preference and total applications to the College. Between 2014/15 and 2016/17, first preference Year 8 applications have been below the school's admissions number. In addition, the total applications have only been slightly above the school's number in the last two years. First preference applications for September 2017 of 100 are still below the proposed number and these include the additional pupils from the IFA's programme.

#### Shared Education

127. As stated above, the College is involved in a Shared Education Partnership with Drumglass HS and St Patrick's College, Dungannon.

128. A proposal requesting an increase in enrolment by one partner (especially an integrated school drawing from both communities) could be cause for concern to its partner schools with the potential to damage established relationships. However,

the EA Shared Education Team has advised that this particular partnership has a strong relationship and it is therefore not likely to be an issue.

## **OPTIONS**

129. While the evidence does not conclusively support an approval or a rejection the Department has the discretion to consider a modification of the proposal. The aim of a modification is not to create a significantly different proposal but to make a minor amendment that takes account of the current context and the comments received during the consultation. Taking account of the evidence outlined above, there are a number of options available to consider in making your decision on the proposal.

### **Reject the Proposal**

130. While there is evidence that demand has increased at the College, there is insufficient demand for the scale of the increase proposed. This view is supported by the EA, the ETI, the CSSC and respondents to the EA's pre-publication consultation. However, to reject the proposal outright would not take account of the demonstrated increase in enrolment at the College particularly for 2017/18 which shows a significant increase including the additional pupils joining the school through the IFA's football programme.

131. To maintain the school's enrolment at 500 for years 8-14 would prevent the school from achieving the minimum enrolment thresholds of the SSP by ignoring the increased demand at the school. It would not facilitate the IFA programme or allow any flexibility for the school to accommodate newcomer pupils.

132. It would also not be in line with the Department's statutory duty to encourage and facilitate the development of integrated education.

133. This is therefore not the preferred option.

### **Approve the Proposal**

134. The Northern Ireland Council for Integrated Education (NICIE) supports the proposal. NICIE believes that the provision of additional places would enhance the school's ability to deal with the demands placed upon it and more readily meet the needs of those parents and children who have made the choice for integrated education.

135. The EA supports the proposal but has reservations about the scale of the proposed increase in the approved enrolment and admission numbers. The ETI also share the EA's reservations about the size of the proposed increase and do not support the proposal. They recommend that further consideration needs to be given to the number of unfilled places in the Dungannon area; the adverse impact that the increased enrolment would have on other schools/providers and the cost and extent of capital work required at the College to support the increased provision. (The Case for Change has estimated that the additional accommodation required would cost £2,490,000 over a five year period with £1,220,000 in Year 1.)

136. During the pre-publication consultation, the EA received three responses from schools in the area objecting to the proposal. The main issue cited was that there was no evidence to justify an increase in enrolment of this scale.

137. The information presented above shows that there is insufficient evidence of historical oversubscription and demand for the level proposed. The most significant increase in the school's first preference applications has been for 2017/18 which includes the IFA pupils but this figure at 100 pupils is still significantly below the 120 proposed. To approve the proposal, as published, could have a detrimental impact on other schools in the area. This was raised by the CSSC who were particularly concerned about the impact on the alternative controlled post-primary schools.

138. To approve an increase of this level would also have the potential to increase the number of surplus places, particularly if the numbers anticipated by the IFA programme are not realized.

139. This is therefore not the preferred option.

### **Modify the Proposal**

140. As stated above, there is evidence of increasing demand for places at the College although this is not significant enough to warrant the extent of the increase proposed by the Board of Governors.

141. The College's current approved admission number of 90 places per year when factored up for five year groups for years 8-12 totals 450 places. This, together with an approved enrolment of 500 to include sixth form, does not enable the school to achieve the sustainability thresholds as set out in the SSP. The Case for Change advises that 'the College is prevented from meeting Bain's recommendations for viable enrolment since its enrolment number is capped at 500.

142. In the Case for Change the school states that:

*"This College believes that the Department of Education has a duty to support schools that are making a positive step to become sustainable so that new relationships, that have been founded, can be strengthened amongst schools and colleges based on strong successful and sustainable institutions that are well funded and well equipped. It is only when institutions feel secure and equally resourced that competition will diminish and sharing will flourish. Approval of this Development Proposal, approval to make another school in the Community sustainable, in term of enrolment, will be a positive step in that direction".*

143. Temporary Variations have been approved for the College for 2017/18 for 104 pupils. This would indicate that a figure around this level would be more in keeping with the evidenced demand. To allow the College an admissions number of 110 would seem reasonable as this would take account of the increase in numbers demonstrated for 2017/18 and would allow additional flexibility for the school to accommodate any further increase in numbers from the IFA programme plus any rise in newcomer pupils. When factored up for the five year groups, this would result in an overall enrolment of 550 for Years 8-12.



144. In 2016/17, the College has 114 pupils in its sixth form with 76 pupils in Year 13 and 38 in Year 14. The College's Post-16 enrolment figures for Year 13 in the last five years average an intake of 69 as evidenced in Table 17 above. The figures reflect pupils already enrolled in the school and transferring from Year 12 and pupils from other schools in the area enrolling in ICD for the first time at year 13. An increase in admissions to 110 pupils per year group can reasonably be expected to increase demand for Year 13 places. Based on this evidence it would be reasonable to expect that a sixth form of 150 would be achievable by the school.

145. It is therefore proposed that an overall approved enrolment number of 700 (550 + 150) would be a more appropriate figure for the College.

146. Should a modification be made to the proposal to enable the school to achieve these thresholds, this would reduce concern about the perceived impact on other schools in the area while supporting the development of integrated education in line with the Department's statutory duty.

147. The school's application for TVs for September 2017 of 104 pupils has been approved by the Department with the result that the Year 8 admission for 2017/18 has been settled and the pressure to implement the proposal from September 2017 has been eased. Should it be necessary for the school to request a TV for sixth form places for September 2017, the application will be dealt with in the normal manner. It is therefore being suggested that the proposal implementation date is delayed until September 2018.

148. A delay in the implementation date of the proposal would enable further time for the provision of the required additional accommodation; it would provide clarity for parents and allow time to properly prepare for the admissions process for September 2018.

149. It is therefore proposed that DP 481 should be modified to reflect an overall approved enrolment figure of 700 for the College with an implementation date to 1 September 2018.

150. As required by legislation, should the Department wish to modify a proposal it must first contact the proposer to ensure that the changes are manageable and acceptable to the proposer if approved. The outworkings of this are if the proposer agrees then it is modified, approved and implemented. If the proposer disagrees then they have the option to withdraw the proposal or the Department rejects the proposal as published. These suggested modifications to the proposal were discussed with NICIE and the school who have agreed that it would be manageable to implement the modified proposal.

151. This is therefore the preferred option.

## **CONCLUSION**

152. The information presented above shows that the proposed increase to the College's enrolment is greater than the evidenced demand. The suggested modifications will enable the school's enrolment to increase significantly while

minimising the impact on existing alternative post-primary schools and ensuring that there are no barriers to the development of integrated education in line with the Department's duty. The revised implementation date will facilitate all necessary preparations for the provision of accommodation and the admissions process.

153. Should the modifications suggested above be approved, the new admissions number of 110 would apply from 1 September 2018, or as soon as possible thereafter and the Department's School Admissions Team would then phase in increases to the enrolment number annually in consultation with the school. The aim will be to manage the growth of the school on a phased increase basis from the increases at Year 8 working through until the school achieves its approved enrolment number of 700.

154. This will require the Board of Governors to work with the Department to ensure that growth is managed in line with the securing of the necessary approvals for any additional accommodation required and that the health and safety of the pupils will be the primary consideration.

155. Should demand for the College increase further, thus enabling it to provide additional incontrovertible evidence of the need for further growth, the Board of Governors would then be in a position to bring a DP forward for an additional increase in enrolment in the context of the Area Plan.

## **RECOMMENDATION**

156. Considering all of the evidence presented and balancing this against the Department's statutory duty to encourage and facilitate the development of integrated education, it is recommended that you:

1. Approve DP 481 but with modifications, as follows:

***It is proposed to extend the approved enrolment for Integrated College Dungannon from 500 to 700 students. This would permit the College to increase its admission number from 90 students to 110 students with effect from 1 September 2018, or as soon as possible thereafter.***

2. Agree that this submission (with any appropriate redactions) can be published on the Department's website once the school and the Education Authority (EA) have been informed of your decision
3. Note that officials are available to discuss the submission should you wish.

Attached for your consideration are the following:-

- Appendix A - Sustainable Schools Policy, Area Planning and DP Process**
- Appendix B - Copy of Published Development Proposal**
- Appendix C - Case for Change**
- Appendix D - CSSC Commentary**
- Appendix E - EA Comments**
- Appendix F - NICIE Commentary**

- Appendix G - ETI Comments
- Appendix H - IFA's Northern Ireland Performance Schools Programme
- Appendix I - DE Comments
- Appendix J - Annual Area Profile



**Lorraine Finlay**

**Ext. 59995**

Email: [lorraine.finlay@deni.gov.uk](mailto:lorraine.finlay@deni.gov.uk)

*Cc (by e-mail)*

Fiona Hepper

Tommy O'Reilly

Noelle Buick

John Smith

Jacqui Durkin

Dorina Edgar

Philip Irwin

Faustina Graham

Clare Baxter

APPT Correspondence

Press Office

## APPENDIX A

### SUSTAINABLE SCHOOLS POLICY, AREA PLANNING AND DEVELOPMENT PROPOSAL PROCESSES

*The purpose of this Appendix is to provide detailed background information on the policies and processes relating to Area Planning that have been in place up to the current time. These set the context within which Development Proposals for any significant change to a school are brought forward for consideration and decision.*

#### Content

- 1) Departmental Vision
- 2) Sustainable Schools Policy
- 3) Area Planning Process
- 4) Development Proposal Process
- 5) Glossary

## **1. Departmental Vision**

1.1 The Department of Education (DE) has a vision for the education sector which is to see: *“Every young person achieving to his or her full potential at each stage of his or her development.”* This aligns with the commitment in the draft Programme for Government which identifies a number of key indicators for education. Although the work of the Department extends across many of the 14 outcomes its key focus lies with Outcome 14 namely that - *“We give our children and young people the best start in life”*.

1.2 All Department policies and processes are focussed on achieving its aim. “Schools for the Future: A Policy for Sustainable Schools” (SSP) plays a key role in delivering this vision as it aims to establish a network of sustainable schools offering high quality educational experiences and outcomes for all pupils, while making the best use of available resources. The process for implementing this policy is Area Planning. The SSP can be found on the Department’s website at the following link: <https://www.education-ni.gov.uk/publications/policy-sustainable-schools>

1.3 The SSP does not apply to pre-school or Special Education provision these are taken forward under other relevant policies. However, Area Planning applies to primary, post-primary and special schools and ensures that provision is planned strategically to deliver sustainable, high quality education to all pupils.

1.4 Responsibility for Area Planning sits with DE’s Area Planning Policy Team (APPT) within the Area Planning, Admissions and Shared Campuses Directorate (APASCD).

## **2. Sustainable Schools Policy**

2.1 The SSP focuses on the longer-term viability of schools provision and its primary objective is to ensure that all children get a first class education in fit for purpose facilities, regardless of background or where they live, making best use of the resources available for education. This policy drives the Area Planning process to ensure there is a network of strong viable schools to meet the educational needs of children and young people.

2.2 The SSP sets out six criteria to be considered in assessing a school’s viability:-

- Quality Educational Experience
- Stable Enrolment Trends
- Sound Financial Position
- Strong Leadership and Management
- Accessibility
- Strong Links with the Community.

2.3 The policy also sets out the enrolment thresholds as follows:-

School Type	Pupil Numbers
Rural Primary	105
Urban Primary**	140
Post-Primary*	500
Sixth Form	100

*\*excluding 6<sup>th</sup> form provision*

*\*\* Urban is currently defined in the SSP as “Belfast and Derry City Council areas”.*

2.4 It is the SSP’s intention that all those involved with schools, including Boards of Governors (BoG), teachers and the local community use these criteria to assess the sustainability of education provision at a school and to help determine whether early intervention is required in an aspect of the school’s operation. The SSP is not intended to be used mechanistically but simply as a benchmark against which a school can be considered taking account of local circumstances on a case by case basis. The over-riding priority must be the quality of education provided for children and young people, with the focus on pupils and not institutions.

### **3. Area Planning Process**

3.1 Area Planning is the process designed to implement the Sustainable Schools Policy (SSP) It has been primarily developed to support the strategic planning of primary and post-primary education provision and is central to achieving the Departmental vision for education. The SSP aims to ensure that all pupils have access to a broad and balanced curriculum that meets their educational needs in a school that is educationally and financially viable and takes account of the expressed preference of parents for a diverse education system. It also takes account of the strategic planning for Special Education provision in line with the Review of Special Education.

3.2 Area Planning is a complex process and there are a number of key contributors with differing statutory and non-statutory roles, summarised as follows:

**DE:** The effective implementation of the SSP and embedding of the Area Planning process have been key priorities for the Department. DE responsibilities include: setting and reviewing policy and area planning support frameworks and ensuring planning operates within them; providing advice and guidance to the planning authorities and sectoral support bodies; and scrutinizing and challenging Area Plans and Annual Action Plans. DE requires that the Education Authority (EA) produces a three-year strategic regional Area Plan covering the primary, post-primary and special schools sectors, supported by an Annual Action Plan (further details at paragraphs 3.4 to 3.7 below).

- DE has a duty under Article 64 of the Education Reform (NI) Order 1989 to encourage and facilitate Integrated education and a duty under Article 89 of the

Education and Libraries (NI) Order 1998 to encourage and facilitate Irish medium education.

- The Shared Education Act (Northern Ireland) 2016 also places a duty on the Department of Education to encourage, facilitate and promote Shared Education. It also places a duty on DE, EA and CCMS to consider Shared Education when:
  - (a) developing, adopting, implementing or revising policies, strategies and plans: and
  - (b) designing and delivering public services.

**Education Authority (EA):** has overall operational responsibility for planning of provision within the policy and strategic framework set by DE as it has statutory duties to ensure that efficient primary and secondary education provision is available to meet the needs of all pupils and that schools, sufficient in number, character and equipment are available. In addition it also has a statutory duty to plan for controlled schools. It therefore plays a central role in the Area Planning process. Its activities include the production and publishing of Annual Area Profiles, Area Plans and Annual Action Plans in line with the Area Planning cycle, having represented and reflected the interests of all other school sectors.

**Council for Catholic Maintained Schools (CCMS):** has a statutory duty to promote and co-ordinate, in consultation with the Trustees, the planning of effective provision of Catholic maintained schools. For the purposes of Area Planning, CCMS provides input for and represents the interests of the Catholic maintained sector. Its responsibilities also include engagement with the EA and other sectors in identifying innovative, creative and shared solutions for sustainable provision. The subsidiary planning role of CCMS was unaffected by the formation of the EA in 2015.

**Sectoral Support Bodies:** within the Area Planning structures, other sectoral support bodies namely, the Northern Ireland Council for Integrated Education (NICIE), Comhairle na Gaelscolaíocht (CnaG), the Controlled Sector Support Council (CSSC), the Governing Bodies Association (GBA) and the Catholic Schools Trustees Service (CSTS) reflect the views of their respective sectors. While not planning authorities these bodies are charged and funded by the Department with providing support to the sectors they represent in matters relating to Area Planning.

**Other Participants:** the Education and Training Inspectorate (ETI), and the Department for the Economy (DfE) also have roles, the former as Professional Education Advisors and the latter in advising on compatibility with its plans for Further Education (FE).

**3.3** The following Area Planning structures have been put in place by DE and the EA to provide strategic direction, operational consistency and opportunity to actively engage with key stakeholder bodies.

- **Area Planning Steering Group (APSG):** was established to support the Department as it takes forward work to establish the implementation process for Area Planning. It also provides a forum for Chief Executives and senior officials to discuss and agree a common approach to issues which arise in relation to Area Planning. Previously, the Education Minister chaired two of four quarterly annual meetings.
- **Area Planning Working Group (APWG):** was established to bring together representatives of the planning authorities and sectoral bodies involved in operational aspects of Area Planning. Its purpose is to provide a regular forum for discussing cross-district/cross-sectoral issues and concerns, agreeing solutions to be applied by all relevant bodies or, where necessary, raising them to the APSG for consideration and resolution.
- **Area Planning Local Groups (APLGs):** are geographically determined groups set up by the EA to bring together local stakeholders including planning authorities, sectoral bodies, voluntary grammar school representatives and any other relevant interests, including Further Education (FE). They contribute to any review or revision of an existing Area Plan and assist with the implementation process for Area Plans before they are sent to the EA for approval.

3.4 The **Area Planning Cycle** is the timetable which underpins the Area Planning process. An Area Plan will cover three financial years (April to March), with the current planning period commencing in April 2017, aligning with the start of the Community Planning cycle. The Strategic Area Plan (“Providing Pathways”) covers the period April 2017 to March 2020 is to be published shortly and will be accompanied by an Annual Action Plan for 2017/18.. In addition to this Annual Area Profiles for each primary and post-primary school are published by the Education Authority around May/June each year.

3.5 The **Area Plan** is a single strategic regional plan covering the whole of Northern Ireland which sets out a series of key strategic themes and priorities for action at system level, applied locally to the 11 Local Government Districts (LGD). It has a three year life span which covers all primary and post-primary schools of all management types and all special schools.

3.6 The **Annual Action Plan** which supports the implementation of the Area Plan is a work programme for the schools managing authorities. It outlining actions to address the strategic issues and will contain details of specific proposals for action to determine the shape of education provision in Local Government Districts. These actions will include details of Development Proposals (DPs) for named schools to give effect to the proposed changes. The Action Plan will be monitored to assess the progress on the delivery of the Area Plan.

3.7 The **Annual Area Profile** provides a statistical snapshot of every grant-aided primary and post-primary school. Its purpose is to provide the public with a clear picture of the shape of education provision in their area and to encourage informed local involvement in the area planning process. The Annual Area Profiles are published on the EA website and contain a range of information in a common



and accessible format. For all primary and post-primary schools, the information will include details about admissions and enrolments, first preference applications and budgets. Details on performance outcomes and compliance with the Entitlement Framework are provided for post-primary schools only.

3.8 **Population Trends** inform plans for future overall provision. The EA liaises directly with the Northern Ireland Statistics and Research Agency (NISRA) to obtain information regarding population projection trends which it will use to inform Area Planning and to deliver a sufficient number of school places to meet projected demand in all sectors.

#### **4. Development Proposal Process**

4.1 A copy of DE Circular 2014/21 'Publication of a Development Proposal' can be found at the following link on the Department's website: <https://www.education-ni.gov.uk/sites/default/files/publications/de/2014-21-publication-of-a-development-proposal.pdf>

4.2 Any significant change to be made to a school can only be made through the publication of a DP as required by Article 14 (as amended) of the Education and Libraries (NI) Order 1986. DPs are therefore the means by which any significant changes required to a school, identified through the Area Planning process, are made to reshape provision in an area to deliver the strategic vision outlined in the area plan.

4.3 DE seeks to ensure that, regardless of the reason for the proposal, all DPs are considered in the wider context of the Department's statutory duties and policies and that all proposals support the implementation of the Area Plan.

4.4 DPs are brought forward by a 'Proposer'. The Proposer is the relevant school managing authority which includes the EA (for Controlled schools), the CCMS (for Catholic maintained schools) as well as individual BoGs of voluntary maintained schools, VGSs and GMI schools. Owners of independent schools may also bring forward a proposal to seek grant-aided status subject to meeting all the statutory requirements of a grant-aided school.

4.5 A key role of the Proposer is the development of a detailed Case for Change to support the proposal. This will include the rationale for the proposal together with supporting robust and verifiable evidence which clearly demonstrates that the proposal aligns to the Area Plan and is policy compliant.

4.6 The four main stages in the DP process are:-

(i) **Identification of need** in the Area Planning context: getting a proposal right at this stage will impact positively on the success of the proposal. The focus should be on educational benefits and provision of high quality education that meets the needs of children and young people and takes account of parental preference.

(ii) **Statutory pre-publication consultations**: the proposer must consult with the BoG, staff and parents of registered pupils of the affected school. On receipt

of a DP, the EA (which publishes all DPs irrespective of sector) must consult with schools likely to be affected by it.

(iii) **Publication of a DP:** the EA publishes DPs on behalf of a proposer in newspapers.

(iv) **Statutory 2month objection period:** this is triggered at the date of publication and during this period anyone interested in or affected by a DP can submit their views (for or against a proposal) directly to DE. The public can request a meeting with Departmental Officials or the Minister at this stage of the process and these requests are normally facilitated, diaries permitting. At the end of the two month period, DE compiles and assesses all relevant information before making a recommendation on a DP to the decision maker. This decision is final and concludes the DP process.

4.7 All DPs are considered on a case by case basis within the general DP policy framework. In the case of Integrated and Irish-medium proposals full account must be taken of DE's duty to encourage and facilitate in accordance with the relevant legislation. A DP will be approved or not approved, although in some instances approval of a DP can be subject to modification in line with Article 14(7) of the 1986 Order.

4.8 DE's power to impose conditions on DPs is limited. The Education Orders provide that the only DPs to which specific conditions can be attached are those for the establishment of GMI and voluntary Irish medium schools). Other conditions (imposed when schools are opening or transforming) will relate to Department policies and not the approval itself.

4.9 A DP approved by the Department must be implemented in full. Further changes can only be made through the publication of another DP. Following approval, proposers may seek the Department's approval to defer implementation of the DP.

4.10 Although legislation does not provide for appeal, the Department's decision can be challenged through an application for judicial review (JR).

## **Glossary**

<b>ALB</b>	Arms Length Body
<b>APASCD</b>	Area Planning, Admissions and Shared Campuses Directorate
<b>APLG</b>	Area Planning Local Group
<b>APPT</b>	Area Planning Policy Team
<b>APSG</b>	Area Planning Steering Group
<b>APWG</b>	Area Planning Working Group
<b>BoG</b>	Board of Governors
<b>CCMS</b>	Council for Catholic Maintained Schools
<b>CnaG</b>	Comhairle na Gaelscolaíochta
<b>CSSC</b>	Controlled Schools Support Council
<b>CSTS</b>	Catholic Schools Trustees Service
<b>DE</b>	Department of Education
<b>DfE</b>	Department for the Economy
<b>DP</b>	Development Proposal
<b>EA</b>	Education Authority
<b>ETI</b>	Education and Training Inspectorate
<b>FE</b>	Further Education
<b>GBA</b>	Governing Bodies Association
<b>GMI</b>	Grant Maintained Integrated
<b>IM</b>	Irish Medium
<b>JR</b>	Judicial Review
<b>NICIE</b>	Northern Ireland Council for Integrated Education
<b>NISRA</b>	Northern Ireland Statistics and Research Agency
<b>SSP</b>	Sustainable Schools Policy
<b>VGS</b>	Voluntary Grammar School

**Published Development Proposal**

**EDUCATION AUTHORITY**

**DEVELOPMENT PROPOSAL No 481**

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

**It is proposed to extend the approved enrolment for Integrated College Dungannon from 500 to 740 students. This would permit the College to increase its admission number from 90 students to 120 students with effect from 1 September 2017, or as soon as possible thereafter.**

A copy of the Proposal may be inspected at offices of the Education Authority, 3 Charlemont Place, The Mall, ARMAGH, BT61 9AX and on the internet [www.eani.org.uk](http://www.eani.org.uk) (under schools).

Any objections 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@deni.gov.uk](mailto:dps@deni.gov.uk) within two months of the date of publication of this notice.

**NOTE:** 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 to 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**

# INTEGRATED COLLEGE DUNGANNON



## DEVELOPMENT PROPOSAL & CASE FOR CHANGE

OCTOBER 2016

## Contents:

<b>Section 1:</b>	<b>The Summary</b>	Page 3
<b>Section 2:</b>	<b>Background Summary</b>	Page 4
	<ul style="list-style-type: none"><li>• School Description</li><li>• Location</li><li>• Neighbouring Schools' Locations</li><li>• Current Accommodation and Finances</li><li>• The Sustainable School Policy</li></ul>	
<b>Section 3:</b>	<b>Rationale for the Proposal</b>	Page 16
	<ul style="list-style-type: none"><li>• The Reasons for change</li><li>• The Objectives and Desired Outcomes</li><li>• The Area Planning Impact</li><li>• Rationale for an Enrolment Number of 740</li></ul>	
<b>Section 4:</b>	<b>Educational Impact</b>	Page 29
<b>Section 5:</b>	<b>Statistical Information</b>	Page 34
<b>Section 6:</b>	<b>Impact of the Proposal</b>	Page 37
	<ul style="list-style-type: none"><li>• Impact on Other Schools</li><li>• Impact on Other Integrated Schools</li></ul>	
<b>Section 7:</b>	<b>Resource Implications</b>	Page 39
	<ul style="list-style-type: none"><li>• Recurrent Expenditure</li><li>• Capital Expenditure</li><li>• Transport</li></ul>	
<b>Section 8:</b>	<b>Statutory Consultation</b>	Page 41
	<ul style="list-style-type: none"><li>• Governors</li><li>• Staff</li><li>• Parents</li><li>• Students</li></ul>	

**Section 1:**

**The Summary:**

<b>Education Authority</b>	Armagh Office	
<b>DP Number</b>	481	
<b>Proposer</b>	Chair of Board of Governors Contact: Mrs Ann Tate 028 8772 4401	Principal of Integrated College Dungannon Contact: Mr Andrew Sleeth 028 8772 4401 Email: <a href="mailto:asleeth813@c2kni.net">asleeth813@c2kni.net</a> Mobile: 07540419631
<b>School's Name</b>	Integrated College Dungannon	
<b>School Reference</b>	5260286	
<b>Type</b>	Post Primary (11-19)	
<b>Management</b>	Grant Maintained Integrated College	
<b>DP Publication Date</b>		
<b>Proposal</b>	It is proposed to extend the approved enrolment for Integrated College Dungannon from 500 to 740 students. This would permit the College to increase its admission number from 90 students to 120 students with effect from 1 September 2017, or as soon as possible thereafter.	

**Statutory Consultation:**

<b>By the proposer</b>	I confirm that the school's Board of Governors, Staff, Parents and Students were consulted on the proposal. Details are provided in the 'Statutory Consultation' section.  Signed: <i>Andrew Sleeth</i>  Office Held: Principal      Date: Tuesday 27 September 2016
<b>By the Education Authority</b>	I confirm that the schools which the Authority consider might be impacted by this proposal were consulted on:  <i>Maureen Hegarty</i>  SIGNED:  DATE: 11/10/2016

## Section 2:

### Background Summary:

#### School Description:

Integrated College Dungannon opened under the name Armagh and South Tyrone Integrated College in 1995 as it was founded by a group of parents from Armagh and Dungannon. These parents wanted a child-centred, all-ability, post-primary integrated education for their children.

At Integrated College Dungannon, we are committed to educating our students within a safe, happy and inclusive environment. Open to all, we ensure that our core Christian values embrace all cultures and traditions, and foster an atmosphere of mutual respect.

Through our student centred approach and by embracing the principles of integrated education, we:

- Welcome children of all faiths or none;
- Raise self-esteem;
- Practise the Christian values of empathy, integrity, kindness and acceptance;
- Promote positive relationships within a restorative environment.

Through the delivery of high quality education for students of all abilities, we:

- Maximise students' potential;
- Offer academic and vocational pathways;
- Provide opportunities for our students to become responsible, employable citizens with transferable life skills.

Through involvement in a range of activities in and beyond the classroom, our students:

- Are given the opportunity to have an enjoyable college experience;
- Develop personal pride, confidence and self-respect;
- Engage with other members of the college community to enhance social skills;
- Realise the importance of a healthy work-life balance;
- Value the opportunities which integration has given them to become effective contributors to society.

Through the promotion of a peaceful and democratic college community, we:

- Enhance links with the local and global community;
- Provide opportunities for parental and family involvement;
- Endeavour to reflect the diversity within our society;
- Empower our students to take an active role in college life.

In partnership with parents, we seek to offer opportunities for individual success while promoting excellence in education for all. We believe that every child can be successful in Learning. Our vision is best summed up by the College motto, "Learning Together".



The Student Support Team, chaired by the Head of Pastoral Care, plan, co-ordinate, deliver and review all aspects of students' support. The Head of Pastoral Care is also Head of Assessment and so has a measure of the whole student. Daily restorative practices and specific intervention help students regulate their learning and interact effectively with others. This is to ensure that provision is open and accessible to all students, regardless of identity and background and in a manner that takes account of their abilities. From the College's most recent inspection report, "The quality of the care, guidance and support of pupils is very good."

Student voice is listened to at the highest level through a very active Student Council who also nominate Student Governors, a process unique to Integrated College Dungannon. The Principal and Vice-Principal hold annual discussions with groups of students focusing on teaching and learning and what we could do better. From our most recent inspection, "There is a strong ethos of community, integration and inclusion. The pupils are extensively involved in pastoral activities and make a meaningful contribution to the work of the school through, for example, being represented on the Board of Governors."

Highest quality Teaching for Learning is a central focus of Integrated College Dungannon. Provision at Integrated College Dungannon was rated "Good" in our most recent inspection. We maintain our focus on Teaching for Learning through our Teaching for Learning Cycle, from which priorities are selected for our College Development Plan on an annual basis.

The College admits the full range of students, from those with special educational needs to those who are gifted academically, and an increase in our Enrolment Number will provide opportunity for more students in the College's wide catchment area, regardless of religion, academic background or additional education need. Teaching strategies employed are designed to best meet the needs of the learners. Our strength in this area is evidenced by the fact that our numbers have continued to grow despite the downturn in demographics. We continue to be committed to ensuring that staff are developed professionally as practitioners. We are proud to be an Integrated College. We are committed to maintaining a balance of 45% Protestant, 45% Roman Catholic and 10% others. Our stakeholders agree that the Integrated Ethos is an integral part of Integrated College Dungannon and permeates all aspects of the College.

Integrated College Dungannon has established an excellent reputation for catering for children with Special Educational Needs. To ensure that we are seen to be catering for the full-ability range, the College has developed a grammar stream. Consultation with the primary schools has revealed that there is a desire for an integrated grammar option amongst the parents of those schools, particularly from parents of integrated primary schools. In all the feeder primary schools consulted, principals felt that the development of a grammar stream at Integrated College Dungannon would mean the College would become the first preference for a significant number of students planning to transfer to grammar schools in the area. The future plans for the expansion of Integrated College Dungannon, and for further school improvement, will benefit children and young people in the overall area. The desire and ability of the College to contribute more to the Entitlement Framework and to share best practice, through working groups, across the Community will benefit the schools in the overall area.

We are committed to developing partnerships with parents, other schools, outside agencies, community groups, representatives and the business community. We believe these partnerships enhance the learning experiences and opportunities for College students and the wider community.

## Location:

Integrated College is located on the outskirts of Dungannon, classified as a Medium Town with a population of 57,852 (NISRA Census 2011). It is significant that the schools in Dungannon draw students from a much wider area. This migration is recognised in The Area Plan for Post-Primary Provision, Southern Education and Library Board, January 2015 - see Figure 1. The table below indicates that there is a net inflow of 904 pupils to Dungannon and South Tyrone Council Area from other district council areas mainly Cookstown, Omagh, Fermanagh, Craigavon and Armagh. Whilst these figures refer to the old district council areas, the pattern is still revealing.

Figure 1

Cross Boundary Flow Analysis for Dungannon and South Tyrone District Council Area	ARMAGH	BANBRIDGE	BELFAST	COOKSTOWN	CRAIGAVON	FERMANAGH	NEWTOWNABBEY	MAGHERAFELT	NEWRY & MOURNE	OMAGH	TOTAL IN MIGRATION
Net Migration	51	#	-#	380	107	151	#	-#	-#	219	904

# Denotes a value less than or equal to 5. Suppressed to prevent identification of individuals.

Source: The Area Plan for Post-Primary Provision Southern Education and Library Board, January 2015, page 70

In 2014, Dungannon was estimated to have a population of 60,084 (NISRA 2014). The Area Plan works on the assumption that the 10 post-primary schools located within the Dungannon Area serve the population of this area. While this is correct, it underestimates the size of the catchment area of the schools.

The breadth of the catchment area is evidenced by the analysis of the postcodes of the students to reveal the 57 wards from which the students travel – see Figure 14.

Generally, schools in Dungannon have a wide catchment area. Integrated College Dungannon has one of the widest. Its location within Dungannon is an excellent one for the college, allowing effective transport access for our students, who come not only from Dungannon town itself, but also from as far away as Ardboe, Cookstown, Pomeroy, Ballygawley, Aughnacloy, Caledon, Keady, Armagh, Markethill, Hamiltonsbawn, Portadown and Maghera directions. The distance travelled by our current students is shown in Figure 15. A significant number of our students; over 20%, travel a distance in excess of 10 miles. The students enrolled at the

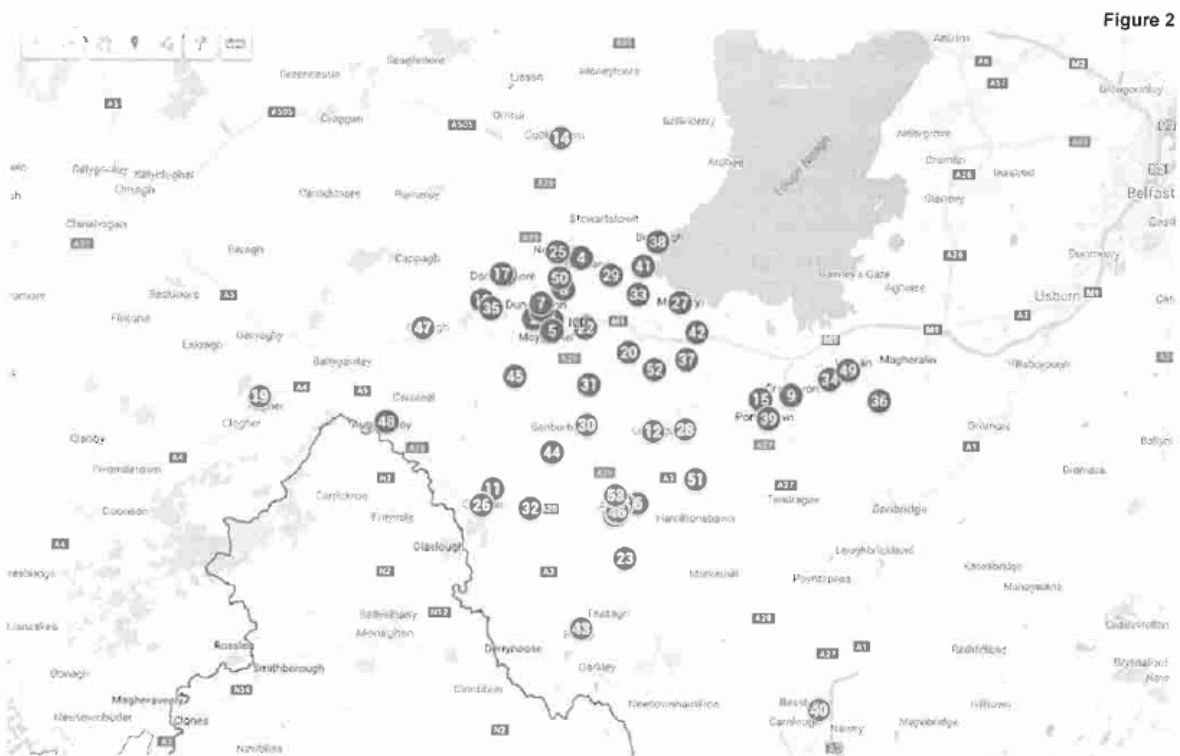
college currently have transferred from 63 different feeder primary schools – not all of these schools are in Northern Ireland.

Figure 2 shows the position of the College's feeder primary schools in June 2016 which helps to illustrate the size of our catchment area.

The size of the catchment area of both Integrated College Dungannon and other Dungannon schools is important when considering the proposed increase in enrolment.

The impact of an increased enrolment for any one of the post-primary schools will be spread over an extremely large area and therefore will have minimal adverse impact on any one school or area.

The Area Plan for Post-Primary Provision, Southern Education and Library Board (SELB), January 2015, page 70, highlights the significant inflow of cross boundary flow to Dungannon – see Figure 1. There may always be an inflow of students into Dungannon because it draws people from a wider area for its jobs and services as well as schools. This inflow, into Dungannon schools, reflects parental preferences and/or family circumstances as well as a desire for integrated education.



The Area Plan for Post-Primary Provision, SELB, January 2015, page 81, recognises the inflow in the search of integrated education:

“The Board reaffirms the viability of the school (Integrated College Dungannon) and its role as a provider of integrated education for children in the Dungannon, Cookstown and Armagh areas. The Board is committed to supporting the school in this role and to the development of collaborative relationships between the College and all partners to extend and secure high quality educational provision for young people.”

Integrated College Dungannon’s Development Proposal is therefore made in light of these locational facts. These being: the size of the catchment area and the inflow of students into Dungannon as a consequence of parents seeking a particular type of education.

## **Neighbouring Schools’ Locations:**

As outlined above, whilst Integrated College Dungannon is located within the town of Dungannon, its catchment area is considerably larger. It is therefore important to consider the location of all the post-primary schools that are within that catchment area. Post-primary education in the catchment area of the college is delivered across a total of 16 mainstream post-primary schools.

In the Dungannon Area:

- Aughnacloy College;
- Drumglass High School;
- Fivemiletown College;
- Royal School Dungannon;
- St Ciaran’s College, Ballygawley;
- St Joseph’s College, Coalisland;
- St Patrick’s College, Dungannon;
- St Joseph’s Grammar School, Donaghmore;
- St Patrick’s Academy, Dungannon;
- Integrated College Dungannon.

In the Cookstown Area:

- Cookstown High School;
- Holy Trinity College, Cookstown.

In the Armagh Area:

- Royal School Armagh;
- St Catherine’s College, Armagh;
- The City of Armagh High School;
- St Patrick’s Grammar School, Armagh.

The location of these schools, with respect to the College, is shown in Figure 3.

Map showing location of Post-Primary Schools within the College's catchment area - Figure 3



Students seeking an integrated education tend to travel further. This case for change therefore examines provision in the wider area and the locality of Integrated College Dungannon, in order to establish its impact, and in order to determine the level of need. Students currently attending Integrated College Dungannon, come from the following areas mainly: Dungannon, Coalisland, Cookstown and Armagh. Integrated College Dungannon attracts applicants from controlled, maintained, Irish-medium and integrated primary schools. Integrated College Dungannon's student population (June 2016) resided in the wards shown in Figure 14. All of the students, bar one, live within a 45 minute travelling distance from the college.

### Current accommodation and finances:

Integrated College Dungannon is situated on a 14 acre site, on the outskirts of Dungannon, south-east of the town centre. It is located close to the A29 and M1, providing excellent access for the College's students who are drawn from the wide catchment area.

The site comprises of 1 core building, and 7 long term temporary modular buildings.

The College has two tennis courts. A programme to build a purpose-built sports hall and flood lit 3G pitch began in July 2016 and will be completed by May 2017 – funded through the School Enhancement Programme. There is also a canteen – extended by 60 seats for

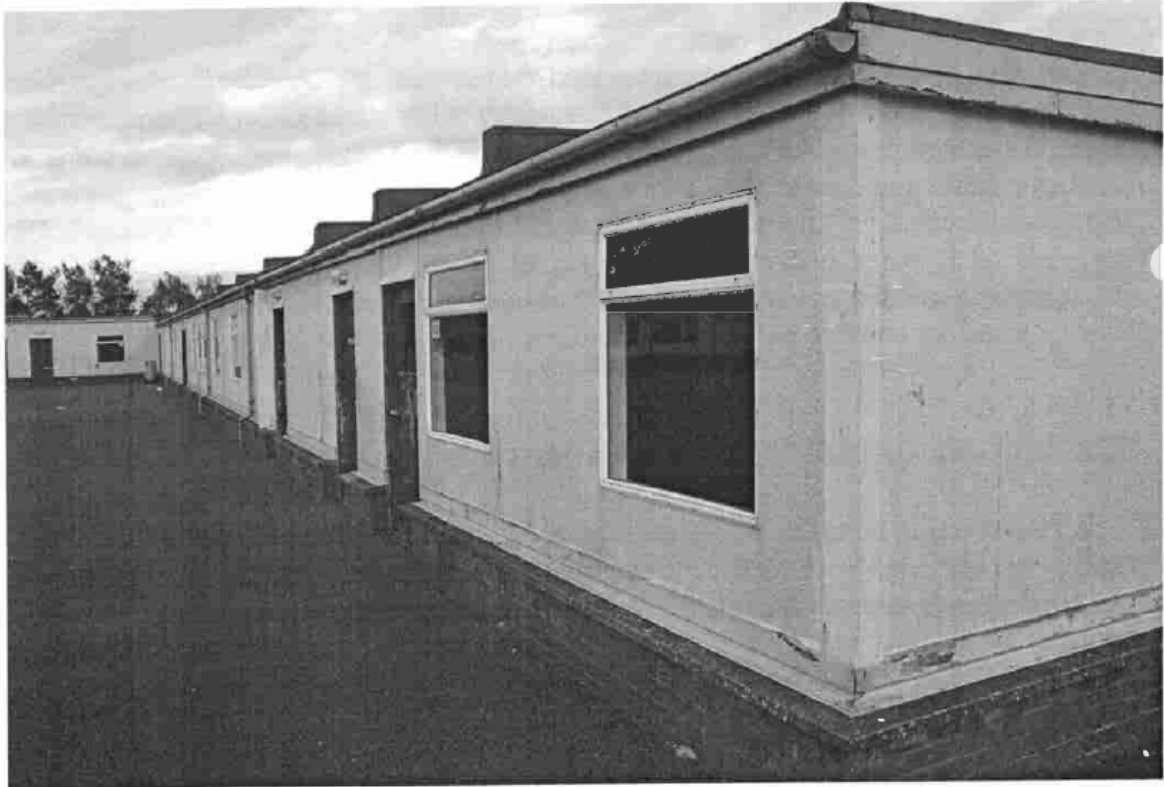
September 2015, after a minor works application. The main students' toilet block was totally refurbished for September 2016 through minor works. There is flexibility for growth in, or extension of, buildings within the existing campus.

The College has submitted a minor works application to improve vehicular and pedestrian access to the campus; this needs urgent attention due to the increasing number of buses required to transport our students.

Of the College classrooms, 86% are housed in temporary accommodation, the majority of these buildings are coming to an end of their useful life – some are in situ for 17 years. 25% of these classrooms were moved from our initial site on The Old Eglisk Road, Dungannon, so they have been in use for 20 years. (See Figure 4) The buildings require extensive remedial work, on a yearly basis, to ensure they remain fit for purpose. Substantial renovation work is already necessary, in respect of maintenance; a cost that may well exceed a new build cost.

The College operates within Department of Education recommended guidelines on financial reserves. The College recognises the potential short-term funding gap between extra students coming into the College and the associated Age Weighted Pupil Unit (AWPU) funding paid retrospectively. It is the College's intention to work within its Local Management of Schools (LMS) funding to manage the process. There would be a requirement for additional accommodation and a staff increase, which is outlined in this case for change.

Figure 4



## In The Sustainable School Policy:

The College currently fulfils all but the enrolment criterion of the six criteria set out within the Sustainable School Policy. The reason for this Development Proposal is to enable Integrated College Dungannon to fulfil the single remaining criterion, based on an increase in the long term enrolment.

**Quality Educational Experience** – The College has been able to provide a broad and balanced educational experience and has further improved and sustained high standards of educational attainment since our last inspection. The Education Authority’s Post-Primary School Annual Area Profile 2016, page 200, records that the College is Entitlement Framework (EF) Compliant at Key Stage 4 and Post-16, enabling students to have a full set of option choices and to pursue their chosen subjects to the highest level. In the most recent inspection of the College, the Education and Training Inspectorate found that “The school has important strengths in most of its educational and pastoral provision. The standards achieved by the pupils are good. The quality of provision for learning is good. The quality of the care, guidance and support of pupils is very good.” The Board of Governors of the College is committed to ensuring that Integrated College Dungannon provides the best in integrated education for the local and wider communities.

**Stable Enrolment Trends** – The College enrolment has been at its maximum capacity since 2013 (See Figure 11) with requested temporary variations to the Admissions and/or Enrolment Number being granted by the Department Education since then, on an annual basis. (See Figure 13) The enrolment of the College has been an upward trend since 2007 even against the demographic downturn across the wide catchment area. In the period since 2007, the enrolment of the College has grown by 30%. Recent enrolment data of the schools, within the College’s catchment area, is shown in Figure 18. In the last three years, including September 2016, Integrated College Dungannon has been oversubscribed – see Figure 11. This oversubscription is projected to increase further in September 2017, and beyond, due to:

1. The upturn in demographics across the wide catchment area of the college;
2. The agreement of the College to collaborate with The Irish Football Association (IFA) in delivering their Northern Ireland Elite Performance Schools Programme (NIEPSP) – a copy of the IFA Proposal accompanied this document to the EA; and
3. The increasing demands on the College, from the community, to provide integrated sixth form provision.

**Sound Financial Position** – Integrated College Dungannon has managed the resources entrusted to it for the education of its students in a way that provides value for money. College accounts are audited externally each year and all financial reports are shared with DE. There are sound financial practices established, the two most recent Internal Audits, carried out for the Department of Education, found no areas of weakness. The Area Plan for Post-Primary Provision, SELB, January 2015, page 81, states “The Board reaffirms the viability of the school and its role as a provider of integrated education for children in the Dungannon, Cookstown and Armagh areas.” Despite reductions in the value of the AWPU and increases in employer’s costs during the year 2015/16, Integrated College Dungannon has continued to

operate within the financial limits set by the Department of Education. We are operating in a surplus, currently.

**Strong Leadership and Management by Boards of Governors and Principals** – The College is characterised by its strong leadership and effective management. This directly influences the standards of attainment, the quality of the teaching, academic achievement, the student attendance (2015/16 = 92.8%), student behaviour and motivation of the staff. In the most recent inspection of the College, the Education and Training Inspectorate report stated that “The governors are well informed about the life and work of the school and work effectively with the Principal to ensure effective management of the school. The Principal provides very good leadership, is highly committed to the school and provides realistic direction for its development and improvement. “

**Accessibility** –The distance that students travel to the College is reasonable and is in line with the times suggested by the Department of Education. Integrated College Dungannon’s location close to the A29 and M1, provide excellent access for students who are drawn from a wide catchment area. This is evidenced by the fact that students’ postcodes areas are within the “Home to school transport travel times of less than 45 minutes for post-primary pupils i.e. 1.5 hours per day in total.” (Schools for the Future: A Policy for Sustainable Schools, January 2009, page 49). See Figure 5 for a map showing a 20 mile radius around Integrated College Dungannon. It is assumed all places within this circle will be within the recommended 45 minute travel times.

Map showing places within a 20 mile radius of Integrated College – Figure 5





**Strong Links with the Community** - The College has excellent links with the Community.

There is a close link with local primary schools. Joint projects; cross-phase discussion groups for Literacy and special education needs; visits by subject specialists; and sixth form work experience placements are key features of these. Eg The College sends subject specialists to deliver six week programmes in local primary schools to share best practice with subject coordinators in the primary schools. The Principal has been guest speaker at primary school Prize Days. The Special Educational Needs Coordinator (SENCo) observes pupils, transferring to the College with Statements of Educational Needs, in their Primary 7 classes. English teachers and the Literacy Coordinator from the College are engaged in The Literacy & Numeracy Key Stage 2 & 3 Continuous Professional Development (CPD) Project with teachers from Saints and Scholars Integrated Primary School, Armagh, and Windmill Integrated Primary School, Dungannon, currently.

The College maintains close links with the local residents association. Eg Cunningham's Lane Residents' Association uses the College facilities for some of their larger functions. The College hosts this association for their Christmas Dinner which is prepared and served by College staff.

Close links have been established with local churches; clergy from Church of Ireland, Baptist, Methodist and the Catholic faith contribute to assemblies regularly and take the lead in religious festivals. Clergy from two local churches collaborate to deliver a bespoke programme in the College, akin to Scripture Union, for senior students. Another church organises lunch time clubs for junior students.

The College is a fully active member of the Dungannon and Cookstown Learning Community, and collaborates to deliver courses with six other local schools – four for A' Level and 7 for GCSE courses. The college is involved in working groups across the Learning Community, established to share best practice in Careers Education Information Advice and Guidance (CEIAG), Literacy, Numeracy and Special Educational Needs (SEN).

The College is engaged in the Shared Education Programme with Drumglass High School, Dungannon, and St Patricks College, Dungannon. The Education and Training Inspectorate (ETI) have completed their base-lining inspection. Planning, to deliver the practical aspects of the programme, began in September 2016, with the appointment of a Shared Education Coordinator in each school.

The College became an Extended School in April 2016. The uptake of free school meals, as demonstrated by Figure 17, has increased substantially in recent years to 36.7% at the October Census 2015. The inclusion of the Department of Education's suggested free school meals criterion in the selection criteria for Year 8 has also contributed to this. This extra funding permits the College to put the following programmes in place:

1. Cognitive Behaviour Therapy Counselling as there is a greater need for counselling than can be provided by the service funded by The Department for all schools;

2. Duke of Edinburgh's Award Scheme – the philosophy of this scheme fits with the College's ethos and that of the Extended Schools Programme;
3. After Schools Programme to support Year 12 students to achieve a grade C in their Mathematics and English Language – to replace the Signature Project funded by the Department of Education;
4. Initiation of the work of an Antibullying Ambassadors group and the creation of a Nurture Garden from which the group will operate.

The College is working with Windmill Integrated Primary School, Dungannon and Dungannon Primary School on the collaborative aspects of being an Extended School.

Due to the numbers of College students living in areas of deprivation, the College receives additional funding from Neighbourhood Renewal to cater for the needs of these children. The College works collaboratively with St Joseph's College, Coalisland, St Joseph's Grammar School, Donaghmore, St Patrick's Academy, Dungannon, and St Patrick's College, Dungannon to employ an Area Learning Mentor. This initiative is resourced by pooling the funds each of the schools receives from the Department for Communities, through the Coalisland and Dungannon Neighbourhood Renewal Area. The Area Learning Mentor is able to spend one day per week in each school, working with groups of vulnerable students identified by the Heads of Pastoral Care in each school.

The College premises are rented out by local community groups 3 evenings every week. The new sports facilities will be rented out to local sporting groups on completion of the School Enhancement Programme in May 2017.

The College has been developing links with The IFA. They have asked the College to work with them to enable them to deliver their NIEPSP which will operate on the College campus from September 2017. This Programme will be for 11 to 19 year olds, in the Mid-Ulster Region, and will be seen to be open to all sides of the community. Their commitment to this programme has been confirmed during the summer holiday period of 2016. This Programme will require the College to admit an extra 15-25 students to Year 8. The geographical area that this Programme covers is much wider even than the current catchment area of the College. The current Admissions Number will not accommodate these children.

The College has established links with the local council. Each year the Mayor/Chairperson is invited to functions at the college. Each Councillor has been impressed with the work done by The College and has always promised their support if we need it. We provide free parking facilities for patrons of community events run in Dungannon Park by the council. We have involved the council in our planning to contribute to the availability of sports facilities for the local community. The College has engaged with other schools to meet local MLAs to lobby for solutions to issues regarding transport for collaboration. The College has representation on the Mid-Ulster Council Community Planning Group.

The College has developed strong links with a local company, Greiner Packaging. The College is benefiting from engaging with Greiner in an innovative scheme called 'Project SCool'. This scheme enables the College to use the waste produced by Greiner to provide

free heat. This operation was unique to the United Kingdom and Ireland, at the time of its launch, and was one of only ten similar heating systems in the world. The then Education Minister, John O'Dowd and the then Enterprise Minister, Arlene Foster, visited the College for the official launch of this energy saving scheme in May 2013.

The then Education Minister, John O'Dowd, stated, "My Department is responsible for incorporating sustainable development in the curriculum and also for providing modern, sustainable accommodation for educational establishments. Due to the novel nature of the scheme, 'Project SCool' can serve as an educational tool for students who are interested in engineering and environmental sciences and I believe this scheme will assist the staff of the college as they seek to promote sustainable thinking with current and future students. 'Project SCool' is a practical example of innovative thinking and investment that will also lead to shared financial benefits and environmental benefits for both Integrated College Dungannon and Greiner Packaging."

The then Enterprise Minister, Arlene Foster, added, "Greiner is an innovative company which has invested repeatedly in R&D (Research and Development) with support from Invest Northern Ireland and the EU to develop advanced new products and processes. 'Project SCool' is an example of this commitment to innovation. Not only is Greiner meeting its own energy efficiency needs and reducing its carbon footprint, but Integrated College Dungannon is benefiting from a highly efficient heat supply that has reduced the school's operating costs. I welcome this partnership between local industry and the community, and the clear benefits that will continue to be delivered to all."

Integrated College Dungannon worked with Lurgan Junior High, St Ciaran's College, Ballygawley, and St Mary's High School, Newry in the SELB's Welcoming Schools Project. The Project was organised and funded by the Southern Education and Library Board in conjunction with the International Fund for Ireland. The Welcoming Schools Project aims to develop, within schools, a welcoming ethos and atmosphere built on the principles of inclusivity, respect for others and an embracing of diversity within their own school culture. Each of the schools shared and learnt from each other's best practice, in this regard, to attain the SELB's Welcoming Schools Award in 2013. The Welcoming Schools Report stated, "This is an example of a school which is very committed to the Welcoming Schools aims and objectives and the positive atmosphere around the school was evident. It is clear that this school will continue to strive to be a Welcoming School."

## Section 3:

### Rationale for the proposal:

#### The reasons for change.

The Board of Governors of Integrated College Dungannon believes that the current Admissions Number of 90 does not meet the demand for post-primary integrated school places in the Mid Ulster and Armagh Areas. The College has become the school of choice for many parents and students across Dungannon, Cookstown and Armagh the surrounding rural areas.

The need for growth has been recognised by the Board of Governors as they are aware of the upward trend in children seeking places in Year 8; our oversubscription; temporary variation applications and approvals; waiting lists; our actual Enrolment Number; the demand from the community for integrated sixth form provision, and have embraced the request from the Irish Football Association (IFA) to help them to deliver their Northern Ireland Elite Performance Schools Programme (NIEPSP).

Integrated College Dungannon stakeholders also believe that this Development Proposal is in line with the strategic vision of Area Planning to increase education opportunities for every child in our community.

The Board of Governors is proposing the increase in enrolment due to the following reasons:

- a) **The College is oversubscribed** at Year 8 and has operated waiting lists for students wishing to gain access to other year groups since 2013 – this is without considering additional numbers of students with a statement for special education needs. Integrated College Dungannon's enrolment has increased steadily during a period of demographic downturn to the point that we have been oversubscribed for the last two years and in receipt of temporary variations to the Admissions Number and Enrolment Number. The Total Application All Preferences Number for 2016 was 93 at the transfer date. However, the College received 3 additional transfer forms after that date and 4 more applications to year 8, received using Education Authority AP1 Forms, were placed on the College's Waiting List. This raises our oversubscription for 2016/17 to 11.1% – comparable data for other schools is not available for 2016 yet. The College offered Year 8 places to 101 students for September 2016 – 90 admissions + 3 temporary variations + 8 students with SEN. The temporary variations sought by the College and granted by the Department of Education since September 2013 can be seen in Figure 13.

The demand for places increases over the summer holidays due to the arrival of children for whom English is an Additional Language.

Increasingly, each year the Total Application All Preferences Number does not account for the students who apply and are accepted via temporary variations outside of the of the transfer process. As a consequence, the Education Authority enrolment data does not reflect the actual numbers of Year 8 students accepted to the college.

Integrated College Dungannon can accommodate up to 100 students in each intake currently. The College wishes to accept all students, who apply to year 8. With special educational needs admissions taking place much earlier in the academic year, and the popularity of the College with children who have special educational needs, this then reduces the opportunity for children to be accepted during the rest of the transfer process. If the College wishes to accept more than 90 children to Year 8, permission must be granted by the Department of Education first.

The current enrolment capacity does not cater for the demands of parents and their children. This demonstrates the demand for increased provision at Integrated College Dungannon – See Figure 11

- b) To meet the demands of the Entitlement Framework (EF),** and provide for the breadth of ability in Integrated College Dungannon, an increase in overall enrolment is necessary. The Education Authority's Post-Primary School Annual Area Profile 2016, page 200, records that the College is EF Compliant at Key Stage 4 and Post-16. The College is open to all abilities and, to meet the needs of all learners, it is necessary to offer three distinct pathways in terms of the curriculum and GCSE choices. An increase in enrolment will ensure that all subjects in these pathways operate with viable numbers. Integrated College Dungannon has begun to admit 29% of its intake through Grammar Entry. The remainder of each cohort is admitted through All-Ability Entry. The net effect of the first year of this selection method has been to broaden the academic ability of our intake. To continue to meet the needs of all of our learners it is essential that we continue to offer our different GCSE Pathways. It is the desire of the College to develop more vocational and academic subjects at Sixth Form to widen accessibility to more students. An increased enrolment to account for an expansion of Sixth Form will ensure it is financially viable to offer more subjects. As a consequence of an increased enrolment, the College will also be able to offer a greater number of subjects and pathways to the schools within our Area Learning Community.
- c) This Development Proposal will support the Department of Education's statutory duty to encourage and facilitate the development of integrated education.** This is outlined under Article 64 of the Education Reform (NI) Order, 'to encourage and facilitate the development of integrated education, that is to say the education together at a school of Protestant and Roman Catholic pupils'. Similarly, within the Belfast Agreement; '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.'

d) **Integrated College Dungannon already provides an educational environment where Protestant and Roman Catholic pupils are educated together in a balanced and mixed environment. The Board of Governors wish to meet the needs of greater numbers of young people whose parents desire this type of environment for their children.** All integrated schools must maintain a religious balance within their school population. Under the 1989 NI Education Order, schools have to maintain a “reasonable” number of both Protestant and Catholic pupils. In reality the Department of Education view a ratio of 70/30 (30% coming from the minority community in the area), a suitable mix. Integrated College Dungannon is aiming for a long ratio term ratio of 45/45/10 (10% being made up of other religion / no religion / unclassified).

Based on data gathered by the College from transfer forms, the religious balance of students transferring into Integrated College Dungannon is shown below, in Figure 6.

Figure 6

Religion	Percentage of students in Year 8				
	2012/13	2013/14	2014/15	2015/16	2016/17*
Protestant	29.4	30.1	29.5	29.1	40.0
Roman Catholic	59.3	58.1	60.0	58.6	49.0
Other	11.3	11.8	10.5	12.3	11.0

Source: College October Census

\* College Data gathered from EA Forms during the Transfer Process

As of September 2016, the total figures for the College are 28.5% Protestant, 60.9% Catholic and 10.6% Other and No religion. This compares favourably with the 2011 Census which shows the Dungannon Local Government District to have the following population breakdown: 64.11% Catholic, 33.30% Protestant. Thus, the College is maintaining a reasonable religious balance, as indicated under the 1989 Education Order.

e) **To cater for an increase in post-primary age population projections.** The Post-Primary Age Population Projections across the Dungannon, Cookstown and Armagh Areas are increasing. This will increase the over subscription and put further pressure on Integrated College Dungannon’s admissions process. The Area Plan for Post-Primary Provision, SELB, January 2015, Page 75, states that an additional 119 places in the integrated sector in the Dungannon Area. Integrated College Dungannon is the only post-primary integrated school in this area. As the overall growth of the college has exceeded predictions, the College would anticipate this figure will be substantially higher, perhaps closer to 190.

In addition to the places required in Dungannon to contribute to the need identified in the Area Plan, on page 81 of Area Plan for Post-Primary Provision, SELB, January 2015, “The Board reaffirms the viability of the school and its role as a provider of integrated education for the children in the Dungannon, Cookstown and Armagh areas. The Board is committed to supporting the school in this role...”

The numbers do not take account of the migration from Cookstown and Armagh areas. The catchment area of the College has been referenced elsewhere in this document and includes all these areas. It is clear that since these areas will experience a demographic upturn this would need to be reflected in the growth figures for Integrated College Dungannon.

- f) To address the deterrent effect on applications, created as a consequence of the current approved Admission Number, 90.** The Board of Governors is aware that many perspective parents in other schools which have been oversubscribed for a long time do not name that school as their 1st choice school out of fear of being unsuccessful in achieving a place for their child. Having reached our Enrolment Number in September 2013, rather than deterring potential applicants, Integrated College Dungannon wishes to expand its enrolment so that we can respond positively to the desire for integrated education in our area. This will support the Department of Education and Education Authority in the exercise, and performance of their duties under Article 44 of the Education and Libraries (NI) Order 1986; that sets out 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”.
- g) To extend, to more young people, the positive impact of the College’s contribution to social mobility.** Research has shown that disadvantaged children are more likely to rely upon their school curriculum to provide the support they need to be able to advance to higher education, an apprenticeship, or a rewarding career. Integrated College Dungannon’s emphasis on pathways for all, allows the College to support students who would otherwise be in danger of becoming Neither in Education, Employment or Training (NEETS) or those who, although they are capable of going onto Higher Education, would not have sufficient support from home to aspire to particular courses/career pathways which are dominated by specific socio-economic groups. The College promotes social inclusion by developing students’ full potential, regardless of background, so each student can achieve based on their skills and aptitudes not their family income. The College has been recognised as a Queen’s Academy School in September 2016 for its role in widening participation in third level education. This recognises the College’s commitment to supporting all learners to aspire to their very best and to help to remove the barriers which may hinder them from achieving their full potential. If the College is permitted to have access to more young people, then the greater this impact will be.
- h) To extend to more young people the opportunity to contribute to economic growth.** Integrated College Dungannon is situated within the Engineering Belt of NI and through our innovative links to a local industry and emphasis on developing students who are adaptable to the needs of industry we aim to contribute to and meet the demands of economic growth in the area. The College is acutely aware of the skills shortage in key areas which slow the growth of the Northern Ireland economy and the College targets careers guidance and industry links to inspire and motivate students

towards career pathways which will enhance their future prospects and contribute to economic growth. If the College is permitted to have access to more young people, then the greater this impact will be.

- i) **The need for Integrated College Dungannon to meet the Department of Education's sustainability threshold of at least 500 students in Years 8-12, and 100+ at Post 16.** The College is prevented from meeting Bain's recommendations for viable enrolment since its Enrolment Number is capped at 500. This includes Year 8 to Year 12 and Sixth Form.
- j) **The increasing demands on the College from the community to provide integrated sixth form provision.** Additional places in sixth form will enable the College to fulfil its role in relation to sixth form provision within the Dungannon and Cookstown Learning Community, and in turn, to the Area Plan.
- k) **In response to a request for assistance from the Irish Football Association (IFA), to accept more students into Year 8 each year.** The IFA wish to run a Northern Ireland Elite Performance Schools Programme (NIEPSP) based at the College. They select 16 boys in P7 each year, from the Mid-Ulster Area. To take part in the Programme these boys must enrol at one school in year 8. The IFA insists that these boys must not neglect their academic studies and must make excellent academic progress. The IFA runs such programmes currently but not in conjunction with schools. None of the boys enrolled in the programme for September 2016 opted to enrol at Integrated College Dungannon and many are from outside the College's normal catchment area. To introduce this initiative from September 2017 requires the College to request an increase in the Admissions and Enrolment Numbers. The IFA has committed to selecting an additional 15-25 boys into this programme each year. In the future, they plan to extend the programme to admit girls. They have selected Integrated College Dungannon to service the Mid-Ulster Area because it is accepted by the community that we are truly open to all – an ethos that the IFA Directors wish to illustrate exists within their organisation.

## **The objectives and desired outcomes.**

The overall vision of the Department of Education is to see 'every young person achieving his or her full potential at each stage of his or her development. (Department of Education Northern Ireland: Corporate Plan 2012 - 2015). In the document 'Schools for the Future: A Policy for Sustainable Schools' (Jan 2009), the Department of Education outlines a number of desired objectives that will enable schools to advance this vision. (Section 1.8, Pages 4-5). These are broadly Integrated College Dungannon's objectives and desired outcomes for this Development Proposal, they have been reworked below:



1. **'To ensure that the excellent quality of education available to some young people is made available to all, in both urban and rural settings, in accessible, modern, fit-for-purpose accommodation.'** This will be achieved by increasing the Admissions Number of the College and by increasing the Enrolment Number to account for growth in Sixth Form. This will enable more students to access the quality education provided by Integrated College Dungannon. The improved accommodation can be achieved through minor works applications, in the short term, with a view to securing a new build through the monies made available in the Fresh Start Agreement and/or, in stages, through the School Enhancement Programme.
2. **'To improve outcomes for all but, in particular, to provide additional support to those who require it, including those children with Special Educational Needs, to realise their full potential.'**

Figure 7

School	14/15 Enrolment	% SEN Stage 1-4	% SEN Stage 5	% FSME	% Newcomer
<b>Dungannon Schools</b>					
Aughnacloy College	153	20.9	15.7	22.9	0.0
Drumglass High School	300	20.7	12.7	30.3	11.0
Fivemiletown College	414	22.9	8.9	19.3	1.2
Royal School Dungannon	660	5.5	1.2	8.8	1.1
St Ciaran's College	795	20.5	7.3	26.2	4.2
St Joseph's College	311	10.6	16.7	56.3	5.1
St Patrick's College	631	14.6	4.6	37.9	23.3
St Joseph's Grammar	678	5.0	2.1	22.9	0.0
St Patrick's Academy	1391	1.9	0.7	17.3	<0.4
Integrated College Dungannon	543	24.1	6.3	34.4	9.9
<b>Cookstown Schools</b>					
Cookstown High School	808	12.3	4.3	19.7	1.6
Holy Trinity College	1002	11.7	4.5	46.6	7.1
<b>Armagh Schools</b>					
Royal School Armagh	722	2.4	1.4	6.8	<0.7
St Catherine's College	1164	12.3	3.4	28.3	6.4
St Patrick's Grammar	872	8.8	3.8	23.4	3.3
City of Armagh High School	248	21.4	17.7	38.3	10.1

Source: <https://www.education-ni.gov.uk/services/schools-plus>

The College includes the Department's suggested criterion for free school meals in the admissions criteria. As a result, the percentage of students entitled to free school meals had risen to 36.7% by the 2015 Census from 25.6% at the 2013 Census – sufficiently high enough to become an Extended School.

Integrated College Dungannon has high percentages of students with additional education needs within our catchment area – as can be seen from Figure 7. This shows that the College is open to all and is contributing to meeting the needs of students with SEN, and other needs. The College makes provision to include all learners as exemplified by the attainment of SELB's Welcoming Schools Award in October 2013. The College believes that an increased Enrolment Number will help to enhance the provision for all students through a more tailored curriculum. The additional places at Year 8 will enable Integrated College Dungannon to have 5 classes in each year group

instead of 4. The increased Enrolment Number will also assist the College maintain an all ability nature by helping to redress the balance between the numbers of students with SEN and other Additional Educational Needs and those without.

3. **‘To encourage schools to co-operate in sharing best practice to support children with Special Educational Needs and those with other barriers to learning.’** The College is involved in working groups, across the Learning Community, established to share good practice in CEIAG, Literacy, Numeracy and SEN. The College is involved in a working group with two feeder primary schools through the Key Stage 2 & 3 CPD Transition Project in Literacy and Numeracy, funded by the Department of Education. The College is working with two local primary schools in the Extended Schools Programme and two local secondary schools to deliver a Shared Education Programme. Each of these programmes is based on sharing best practice to support children in our community. Approval of this Development Proposal will enable us to continue to make such contributions.

4. **‘To sustain strong, successful and viable schools, well led by their Governors representing local stakeholders, principals and their staff, to be the centre of the education system, supported by effective administrative and strategic direction.’**

This Development Proposal seeks to build upon the Leadership and Management within the College as last described by the ETI: “The governors are well informed about the life and work of the school and work effectively with the Principal to ensure effective management of the school. The Principal provides very good leadership, is highly committed to the school and provides realistic direction for its development and improvement.” The objective is that this Development Proposal will enable us to extend the influence of the leadership and governance to a wider section of the local community and its young people.

5. **‘To encourage schools to become closely integrated with their wider community, with much better links to early years’ provision and to informal educational opportunities beyond the school.’** This development proposal will enable the College to extend the number of subjects it offer to the Dungannon and Cookstown Learning Community and as the College grows in a controlled way, the economy of scale will make it more viable for the College to increase its support to local primary schools. The ETI have already found that: “The pupils participate in and benefit from a wide range of learning experiences and extra-curricular activities, which enhance and extend their learning and reflect their interests.” As with primary school links, as the College grows, then there can be more informal educational opportunities offered beyond the College.

6. **‘To implement a revised curriculum offering fresh opportunities, particularly to those for whom education is currently not working well enough.’** After their most recent visit, the ETI noted that:

“At all stages throughout the school, the curriculum provided is suitably broad and balanced, with very good progression routes, at Key Stage 4 and post-16, to further/higher education and to employment.

The school is fully committed to the Entitlement Framework, is a prominent member of the Dungannon Learning Partnership. During the inspection, the pupils from local schools accessing courses at the college were welcomed and fully integrated into the school.

The planning and provision for Careers Education Information Advice and Guidance is good; the pupils benefit from a coherent, taught careers programme throughout the school. They have good opportunities to engage in work-related learning through planned work experience both at Key Stage 4 and post 16."

Integrated College Dungannon believes that an increased Enrolment Number will enable us to better meet the needs of our students. An increase at Key Stage 4 and Post 16 will enable us increase further the number of suitable courses on offer, both academic and vocational. The aim of the College is to replicate the width of the offer for its GCSE pathways to Post 16 students, so that Sixth Form too can truly be open to all. This is currently a challenge with the College when limited to an Enrolment Number of 500. Additionally, this will enable the College to contribute further to social mobility by providing progression routes suitable to all students' needs and abilities.

7. **'To move away from the division of academic and vocational education to ensuring access to a broader educational experience for all young people, supported by better quality careers advice, signposting the appropriate pathways to the future.'** Integrated College Dungannon is a college that is open to all abilities. In a move to widen this ability range further, the College introduced a Grammar Entry to Year 8 recently. This method of selection is creative and does not use academic selection. As a consequence of the College's full ability intake, it addresses the division of academic and vocational education and aims to offer a broad educational experience that is appropriate to all. The college's curriculum offers access to both academic and vocational training which is then reflected in the diverse career pathways pursued by students. Effective use of data identifies students who need earlier and more tailored careers guidance, assisting them to identify pathways appropriate to their skills and interests.

Approval of this Development Proposal will enable Integrated College Dungannon to be accessible to a greater number of young people. Approval of this Development Proposal may enable the College to access funds, from the Fresh Start Agreement, to address the inadequacies found by the Education and Training Inspectorate, for example: "The quality of the accommodation for careers education is inadequate."

8. **'To ensure that each school or set of schools can sustain the ethos which it values and has upheld for many years.'** The vision of Integrated College Dungannon can be summarised by the College's motto, "Learning Together". The outworking of this motto and our vision rely heavily on the restorative practices that permeate all that we do. The then Education Minister, John O'Dowd, visited the College in December 2013 to learn more about these practices. At the conclusion of his visit he stated: "This school is certainly way ahead of other schools in relation to their restorative practices

and I would recommend to any other school that they should pay a visit to this college. This college has reinforced the importance of giving the students the ownership of their learning, their behaviour and the contributions they can make. Students are aware of what the school expects the staff to do with them and vice versa – this is a quiet revolution and in a style that I have not witnessed in other schools... This school thinks outside the box and I am very impressed.”

The College is committed to the creation of an inclusive environment that welcomes and encourages diversity. It is committed to the principles of integrated education and to the aims of the Community Relations Equality and Diversity (CRED) Policy; reflected in the work of our CRED Team and in the commitment of staff and students to live the vision through policies, procedures and learning experiences.

Approval of this Development Proposal would be a further endorsement by the Department of Education and permit the College to widen its restorative and inclusive influence in the local community.

**9. ‘To create a new set of relationships amongst schools and colleges, based on strong, successful and sustainable institutions, well funded and equipped but building on the expertise of the different sectors.’** The College has exemplified, in this Development Proposal, its commitment to the local community and to sharing best practice with other schools and colleges. The work begun, across the Dungannon and Cookstown area to meet the Entitlement Framework has morphed into a set of supportive networks across the Learning Community. This College believes that there is a place and a need for all types of schools across the Community. This College believes that the Department of Education has a duty to support schools that are making a positive move to become sustainable so that new relationships, that have been founded, can be strengthened amongst schools and colleges based on strong successful and sustainable institutions that are well funded and well equipped. It is only when all institutions feel secure and equally resourced that competition will diminish and sharing will flourish. Approval of this Development Proposal, approval to make another school in the Community sustainable, in terms of enrolment, will be a positive step in that direction.

**10. ‘To sustain the quality, morale, health and well-being of the teaching workforce, youth workers and other educational professionals and support staff, helping them to prepare and implement the major education reforms and deal with the range of social challenges affecting young people, particularly in an increasingly diverse population.’** The College has been a recipient of the Health Action Award at Gold and Silver Level for the last three academic years. The award is based on examples of how students, parents, non-teaching staff and local community organisations are encouraged to contribute to the life of the college and a whole college approach to health promotion.

Integrated College Dungannon invests in the professional development of staff to fuel professional dialogue to raise standards for all of its students. Staff whose Continuous Professional Development is invested in; feel more valued and more able to sustain continuous improvement in the best interests of the young people in their care. Training is based on pedagogy shown to have been effective in raising standards and is personalised to meet the needs of the learners and practitioners. If the college is able to grow, more young people will be able to benefit from the College's commitment to high quality teaching and learning, based on knowing and understanding the needs of our learners and planning to meet them.

11. **'To uphold an education system that plays a powerful and positive role in the normalising of society, helping to make it sustainable and vibrant, with greater sharing amongst communities.'** A key objective of this Development Proposal is encapsulated within this statement. Integrated College Dungannon believes that an education system which defines and celebrates difference plays a powerful role in the normalising of a society which is post conflict and increasingly diverse. The College is strongly committed to widening the provision and influence of Integrated Education and its commitment to inclusion and diversity. If this Development Proposal is approved, Integrated College Dungannon can play a more powerful role in this normalisation of learning together in a sustainable and vibrant community that increases understanding and sharing amongst communities.

## **The Area Planning Impact.**

By increasing the College's admission and enrolment numbers, the College can contribute to the Area Based Planning solution. The College believes that approving this development proposal will help to address issues raised in the Area Plan for Post-Primary Provision, SELB, January 2015.

**Meeting parental demand** – as referenced earlier, the Area Plan for Post-Primary Provision, SELB, January 2015, demonstrated the increased need for places across all sectors in the Dungannon Area, to cater for the demand in that area and beyond. The Area Plan identified upward enrolment trends from 2016. Integrated College Dungannon is keen to meet the already identified oversubscription and, in turn, help to address the shortage of places identified in this Area Plan.

### **Offer a choice of integrated education for children in the Cookstown and Armagh Areas**

In the Area Plan for Post-Primary Provision, SELB, January 2015, page 81, "The Board reaffirms the viability of the school and its role as a provider of integrated education for children in the Dungannon, Cookstown and Armagh areas. The Board is committed to supporting the school in this role..." The increase in demographics in the Cookstown area, 4% (See page 50) and the Armagh area, 20% (See page 27) and consequently an increase in the number of children seeking admission to the College from these areas can be catered

for. Integrated College Dungannon in the only choice for integrated education in the Dungannon Area and it serves the Cookstown and Armagh Areas as well.

**Offer a choice of Sixth Form education to students from other schools where none is available** - In light of a decrease in the number of schools and colleges offering sixth form provision in the area, Integrated College Dungannon is keen to continue to work with other schools and colleges that do not have a sixth form. The aim is to ease transition for their Year 12 pupils to Integrated College Dungannon, and in turn benefit from the programmes such as those mentioned above, should they opt to continue to third level education at the College.

**Deliver the Entitlement Framework** – In the Area Plan for Post-Primary Provision, SELB, January 2015, page 81 “The SELB ..... recognises the engagement of the College in collaboration with other schools and partners in the area through the Area Learning Community.....The Board is committed to supporting ..... the development of collaborative relationships between the College and all partners to extend and secure high quality educational provision for young people.”

Within the capacity of our own staff, and the Dungannon and Cookstown Learning Community, ~~Integrated College Dungannon is capable of delivering the Entitlement Framework. However,~~ in any given year, not all subjects may be selected. Given the scale of provision required by the EF, and the breadth of student ability, Integrated College Dungannon will be better able to always provide the full EF with the increased student numbers proposed. As we have increased the offer of new A Level courses at Integrated College Dungannon, applications to Sixth Form have risen accordingly. Currently, Sixth formers from Royal School Dungannon, St Joseph’s Grammar School, Donaghmore and St Patrick’s College Dungannon also access post 16 courses at Integrated College Dungannon. In addition we accommodate GCSE students from Drumglass High School and St Patrick’s College, Dungannon. With an increase to our Admission and Enrolment Numbers we will be able to maintain and broaden this provision for our own students, as well as for students from other partner schools.

In addition to the contribution that Integrated College Dungannon makes to the Area Based Plan, the College would ask that the following points be considered.

**Address the over subscription** - Integrated College Dungannon has experienced an upward trend in its admissions during a period of demographic downturn. The College has applied for temporary variations since 2013. The College is oversubscribed currently. The upward trend will continue and the College will be unable to meet the demand for first preference places. This upward trend, in admissions, will be positively affected further by the introduction of the IFA’s NIEPSP in September 2017. The College needs to increase its Admissions and Enrolment Numbers even without this Programme.

**Integrated College Dungannon’s location** – The College is located centrally in its wide catchment area and the modest expansion proposed will make little impact on any one other sector, or any one other post-primary school within that catchment area. Please see Figure 16 for further detail.

**Cost effectiveness** – The potential costs of the development proposal are outlined in the resource implications. The financial implications of continuing to operate below Bain Thresholds are well documented. The numbers proposed in each year group (See Figure 8) will accommodate the most cost effective way of operating, as class sizes will be at the optimum number.

## Rationale for an Enrolment Number of 740.

This Development Proposal is being submitted for the following reasons:

1. To increase Integrated College Dungannon's Year 8 Admission Number from 90 to 120, commencing September 2017;
2. To increase Integrated College Dungannon's Long Term Enrolment Number from 500 to 740 over a period of 5 years; and
3. To receive funding for additional accommodation, at Integrated College Dungannon, in proportion to the annual increase in students' enrolment whilst working to secure new buildings which are 'modern, fit-for-purpose.' (Schools for the Future: A Policy for Sustainable Schools').

Figure 8

Sept	Ad No.	Yr 9	Yr 10	Yr 11	Yr 12	6 <sup>th</sup> Form	Enr No.	Increase
2016	90	90	90	90	90	86	500*	N/A
2017	120	90	90	90	90	120	600	+100
2018	120	120	90	90	90	125	635	+35
2019	120	120	120	90	90	130	670	+35
2020	120	120	120	120	90	135	705	+35
2021	120	120	120	120	120	140	740	+35

\* Temporary variation received to extend the Enrolment Number to 536 for the year 2016/17

**Key Stage 3 class sizes** - Integrated College Dungannon splits the current intake into 4 classes except for practical classes where the split is 5 ways. Class sizes are 22 or 23 and practical class sizes 20 as per direction from the Department of Education. The planned intake of 120 would be split into 5, and 6 ways for practical classes. Leaving class sizes of 24, and 20 for practical classes. 8 students with Statements of Special Educational Need can still be accepted, all class sizes will still remain within the regulations of the most recent DE Circular 2016/11, and class sizes will be more financially viable. The average class size will remain reasonable and ensure the College can still deliver a curriculum that is more tailored to the needs of the individual. This is particularly important given the ability range that the College caters for.

**Key Stage 4 Curriculum** - When the increase on the Admission Number impact upon numbers in Key Stage 4, this will enable the College to increase its curriculum offer, further enhance the curriculum pathways and open these to the Area Learning Community. Again, this will help the College to meet the challenge of offering a curriculum to suits the needs of the wide ability range within each year group.

**Sixth Form Curriculum** - The initial uplift in the Enrolment Number will cater for the number of temporary variations granted to the College due to the demand for sixth form places. The further gradual increase will accommodate more students coming through as the increase in

the Admission Number reaches year 12. The additional places will permit the College to accept students from other local schools and colleges that do not have a Sixth Form, will enable the College to have class sizes that are more sustainable and to offer more subjects at Post 16 suited to a College, open to all, wishing to extend this inclusive concept to sixth form provision.

The existing management and governing structure would be sufficient to implement and manage this modest expansion of the college.



## Section 4: Educational Impact:

This proposal would allow more students to access an integrated 11-19 post-primary school, within the Dungannon, Armagh and Cookstown areas. Integrated College Dungannon is a school which can demonstrate significant improvements in academic performance along with an expanding curriculum at Key Stage 4 and Sixth Form. Expansion of student numbers would allow the College to **enhance the quality of provision** to better **meet the needs of young people in the College, and in the Area Learning Community** by contributing more towards the full delivery of the EF in our Community.

The College is engaged in the **Shared Education Programme**, the **Extended Schools Programme**, employs a **collaborative Area Learning Mentor** and is **fully engaged in collaboration** at A' Level and GCSE with six local schools from within the Dungannon and Cookstown Learning Community. As part of this Community, the college is involved in working groups established to **share best practice in CEIAG, Literacy, Numeracy and SEN**. In all of these ways, the College has demonstrated the capacity and desire to help, and to share best practice with, other schools.

The College will be able to accept students to be involved in the IFA's NIEPSP. This programme requires high academic achievement from students. These students will serve to **promote academic excellence** to others and raise the educational outcomes of the College further.

### **Enhancing the quality of provision and raising standards:**

**The College's most recent report, from the ETI, states,** *"The school has important strengths in most of its educational and pastoral provision. The inspection has identified an area for improvement in teaching and learning which the school has demonstrated the capacity to address."*

The College was proud of the inspection report received and that the report confirmed the area for development already identified by the college.

The College has developed an **excellent reputation for its pastoral care** which is based on restorative practices. The logic applied is that if the College caters for the needs of each student, they will feel welcome, safe and happy, entering the classroom environment ready to learn together, able to portray a positive image of themselves and the College community.

The work and provision in these areas demonstrates that **the College is committed to raising standards and provision** across the College. The working partnerships forged with other schools shows **the College is eager to share best practice with partner schools**.

The College is significantly improving attainment trends in key examination results.  
**Tables of Examination Performance for the Past 4 Years**

Figure 9

GCSE RESULTS	2012	2013	2014	2015
% of Year 12 taking GCSE & Equivalents in at least 5 subjects	100	97.1	97.2	96.8
% of Year 12 obtaining Grades C or above in at least 7 subjects	32.8	36.2	47.2	43.2
% of Year 12 obtaining Grades C or above in at least 7 subjects including GCSE English and Mathematics	31.3	30.4	40.3	40.0
% of Year 12 obtaining Grades C or above in at least 5 subjects	57.8	65.2	73.6	64.2
<i>The NI average for similar schools in the same free school meals category</i>	57.8#	62.9	71.6	71.0
% of Year 12 obtaining Grades C or above in at least 5 subjects including GCSE English and Mathematics	37.5	37.5	48.6	45.2
<i>The NI average for similar schools in the same free school meals category</i>	31.8#	35.6	45.1	45.2
% Free School Meals Entitlement (FSME) at the October Census date	26.6	28.0	25.6	36.4+
% of Year 12 with FSME obtaining Grades C or above in at least 5 subjects including GCSE English and Mathematics	23.5	22.7	42.3	46.3
<i>The NI average for similar schools in the same free school meals category</i>	24.6*	23.8*	28.9*	34.9*

# median for similar schools in same free school meals category

\* for all similar schools, not those in the same free school meals band

+ FSME not yet finalised by EA

Figure 10

A LEVEL RESULTS	2012	2013	2014	2015
% of Year 14 taking A2 levels & Equivalentents in at least 3 subjects	92.6	93	84	67.9
% of Year 14 obtaining Grades C or above in at least 3 subjects	48.1	50	44	28.6
<i>The NI average for similar schools in the same free school meals category</i>	44.9*	44	49	47.1
% of Year 14 with FSME obtaining Grades C or above in at least 3 subjects	20	20	50	50
<i>The NI average for similar schools in the same free school meals category</i>	Not available	39.9*	43.1*	41.3*
% of Year 14 taking A2 levels & Equivalentents in at least 2 subjects	100	100	100	96.4
% of Year 14 obtaining Grades E or above in at least 2 subjects	100	100	100	92.9
<i>The NI average for similar schools in the same free school meals category</i>	95.9*	97.4	96.9	96.7
% Free School Meals Entitlement (FSME) at the October Census date	26.6	28.0	25.6	36.4+
% of Year 14 with FSME obtaining Grades E or above in at least 2 subjects	100	100	100	87.5
<i>The NI average for similar schools in the same free school meals category</i>	Not available	93.3	93.4*	92.7*

\* for all similar schools, not those in the same free school meals band  
+ FSME not yet finalised by EA

It should be noted that the College continues to demonstrate an upward trend in achievement at Year 12 and Year 14 whilst the Free School Meals Entitlement (FSME) percentage is growing in the College – see Figures 9 & 10. The 2016 are still being analysed; however, the GCSE results continue in an upward trend for both 5+ and 7+ subjects. At A' Level, whilst an increasing number of students are taking 2 subjects through to A' Level, the results for 2+ grades A\*-E have returned to 100%.

**Comments from the College's most recent ETI Report are included below and a brief commentary of actions taken by the College has been given.**

*"The standards achieved by the pupils are good. Over the past three years the attainment of the pupils at GCSE level has improved and now compares favourably with similar non-selective schools. The pupils' attainment, in particular at Key Stage 4, benefits from a coherent*

*system for tracking their attainment, and from a range of intervention strategies throughout the school.*

*The outcomes for the relatively small number of pupils entered for examinations at A level are very good; over the past three years the percentage of pupils attaining three grades A\*-C has been above the NI average for non-selective schools.”* – Standards have risen further since the inspection, the examination results, given in figures 9 & 10, are an example of this.

#### *“PROVISION FOR LEARNING*

*The quality of provision for learning is good. The quality of the provision in science is good; in English and mathematics it is satisfactory.”* – These departments have followed post-inspection advice. All departments have been involved in the formulation and application of the College’s Teaching for Learning Cycle. This Cycle is based on best practice identified by the ETI in another integrated college. The educational outcomes have improved across these departments.

*“The quality of provision for SEN is satisfactory.”* – A new SENCo was appointed and she has learned from best practice, identified by the ETI, in another school. Schools and colleges in the Dungannon and Cookstown Learning Community benefit from the working group of SENCos who share best practice under the guidance of the Principal of the local special school.

*“The quality of the care, guidance and support of pupils is very good.”* – This has been endorsed again by the achievement of the SELB’s Welcoming Schools Award in October 2013 and by the then Education Minister, after his visit to the College to see how restorative processes were embedded across the College, in December 2013.

*“The curricular provision for the pupils is good.”* – Improvements have been made in this area as the College has expanded the offer to students to meet the Entitlement Framework. Pathways have been devised at Key Stage 4 to meet the needs of all learners better.

*“The Principal provides very good leadership is highly committed to the school and provides realistic direction for its development and improvement. He promotes a strong sense of collegiality amongst all the staff and a very inclusive ethos, through clear and open channels of communication, involving pupils, parents, staff and governors.”*

*“The middle management team provide good leadership and management for their areas of responsibility.”* – This has improved further through the process of using Performance Review and Staff Development (PRSD) to monitor, evaluate and review different elements of the College’s Teaching for Learning Cycle annually. More rigorous self-evaluation processes are embedded at this level.

*“The governors are well informed about the life and work of the school and work effectively with the Principal to ensure effective management of the school.”* – The Board of Governors has taken responsibility to use the Together Towards Improvement Quality Indicators for Governors to self evaluate and to strengthen their role as critical friends.

*“The school has very good, comprehensive arrangements in place for safeguarding children which reflect the guidance issued by the Department of Education.”* – The membership of the Safeguarding Team has been extended to include more members of the Senior Leadership Team. All child protection requirements are adhered to rigorously.

*“In the areas inspected, the quality of education provided by the school is good. The school has important strengths in most of its educational and pastoral provision. The inspection has identified an area for improvement in teaching and learning which the school has demonstrated the capacity to address.”* – The College has proven it had the capacity to address the area for improvement in teaching and learning. The College benefited from best practice, identified by the Education and Training Inspectorate in another integrated college, in the development of a **Teaching for Learning Cycle**. Elements of this Cycle are reviewed, amended and evaluated using the vehicle of PRSD each year. This ensures that Teaching for Learning is being further developed each year. This ensures that teachers, at the College, know and understand the needs of their learners; have been trained to meet the needs of their learners; enter the learning environment ready to teach; and are continually developing their skills to manage the learners and their learning restoratively.

The Board of Governors are confident that the increase in enrolment will not have a negative educational impact. Rather, it will enable Integrated College Dungannon to offer an education that more fully meets the needs of all its learners.

## Section: 5 Statistical Information

Figure 11

Year	Enrolment	SEN Numbers Included	Total Enrolment
2011/12	462	30	492
2012/13	493	32	525
2013/14	505	34	539
2014/15	509	34	543
2015/16	503	33	539
2016/17	536*	39*	575*

Source: College data attached to DE Circular 2016/14

\* Data not yet collected by DE

Figure 11 shows the enrolments within Integrated College Dungannon since 2011. The College is an integrated, co-educational, non-selective, grant-maintained post-primary school and caters for students aged 11-19. The College has enjoyed sustained growth against a downturn in demographics, as can be seen in Figure 11. The existing Enrolment Number is below the sustainability threshold for an 11-19 school and does not reflect the success of Integrated College Dungannon or the demand for places within it. There has been over-subscription for many years and the present admissions number of 80 means that many young people are disappointed every year when they fail to gain admission to the college. The temporary variations in 2014, 2015 and 2016 have ameliorated this somewhat but young people are still being denied integrated education.

Figure 12

Applications and Admissions to Year 8				
Year	Admissions No	Total Applications All Preferences	Total Admissions	+SEN
2014/2015	90	84	87	9
2015/2016	90	97	91	3
2016/2017	90	93*	93*	8*

Source: Admission to Post-Primary Education Transfer 2016 A Guide for Parents

\* College Data

For the past four years, since 2013, the college has exceeded its Enrolment Number owing to pressure across the college year groups. Temporary variations were sought to meet this demand for places. Since 2015, temporary variations to the Admissions Numbers have been sought and granted to partially meet demand for places in year 8. Unfortunately the College was restricted to taking only 101 students into Year 8 because of accommodation limitations.

Temporary Variation Requests – Figure 13

Academic Year	Approved Admissions Number	Approved Enrolment Number	Temporary Variations approved to Admissions Number	Yr SEN Intake	Temporary Variations approved to Enrolment Number
2016/17	90	500	93	8	536
2015/16	90	500	96	3	507
2014/15	90	500	-	9	509
2013/14	90	90	-	5	505

Source: Schools Access Team & College Data

Figure 14

Ward	Deprivation	% Catholic	% Protestant	Total Students In Ward
Coalisland South	30	92.52	5.79	18
Callan Bridge	49	85.8	8.27	6
Drumgor	63	60.98	29.07	1
Corcrain	71	79.64	13.46	2
Taghnevan	84	90.72	5.93	1
Ballybay	85	10.3	81.53	2
Ballysaggart	87	81.17	14.32	39
Tavanagh	90	14	78.07	1
Coalisland North	91	93.17	5.69	9
Pomeroy	115	80.47	18.23	3
Drumglass	127	84.81	11.67	37
Killymoon	149	54.38	41.38	1
Dunnamore	151	91.98	7.21	1
Stewartstown	158	45.61	53.36	2
Gilford	162	39.33	54.56	1
Downs	163	90.88	7.1	5
Ballyoran	183	79.8	17.62	4
Newbuildings	195	41.24	53.09	3
Washing Bay	201	95.24	4.25	5
Abbey Park	214	87.72	9.77	5
Altmore	219	80.52	18.02	7
Mullaghmore	225	86.13	10.25	25
Ballygawley	226	72.29	26.24	1
Woodville	228	92.27	5.41	1
The Mall	232	22.87	70.75	9
C'land W & Newmills	241	72.67	25.44	24
Clogher	253	63.45	35.12	2
Markethill	254	15.07	80.14	3
Annagh	255	25.9	64.86	2
Aughnacloy	278	38.82	58.85	6
Poyntzpass	299	34.93	61.36	1
Derrynoose	311	81.12	17.58	1
Caledon	313	51.91	44.74	18
Ballymartrim	317	70.02	28.37	5
Killylea	326	52.06	45.68	5
Charlemont	346	65.39	31.65	21
Killeen	352	47.58	50.09	2
Moygashel	353	28.87	66.83	11
Loughgall	357	39.1	57.42	17
Observatory	367	51.49	43.72	3
Donaghmore	369	70.36	27.2	15
Killyman	381	20.85	75.55	8
Castlecaulfield	384	56.91	40.21	15
Brownstown	387	12.66	80.13	2
The Birches	389	34.15	61.93	10
Benburb	396	58.99	37.83	22
Laurelvale	427	10.31	83.62	1
Killymeal	430	54.69	40.78	37
Derrytrasna	431	88.27	10.16	1
Bannside	437	37.58	58.12	1
Coolhill	439	41.27	51.73	58
Moy	445	62.31	34.43	21
Demesne	462	55.55	40.35	20
Richhill	482	6.71	88.01	1
Hamiltonsbawn	497	8.86	86.49	4
Hockley	503	19.32	76.68	5
Waringstown	531	8.75	84.28	3
Unknown				3

Source: [www.ninis2.nisra.gov.uk/public/AreaProfile](http://www.ninis2.nisra.gov.uk/public/AreaProfile)

The students come from 57 wards which are diverse in social and religious mix. Over 25% of the students come from the top 200 of the 582 wards for deprivation in Northern Ireland. As demonstrated by Figure 14. The wards represented vary between being more that 95%

Catholic (Washing Bay) to being over 88% Protestant (Richhill). This demonstrates the range of different backgrounds that the College is appealing to and catering for.

Figure 15

Distance from Home to College	% Students travelling that distance
<1 mile	17.7
1 to 5 miles	46.2
5 to 10 miles	16.0
>10 miles	20.1

Source: College data

Many of the children are travelling considerable distances to the College, see Figure 15, and this demonstrates the breadth of the catchment area and gives an indication of the alternative schools that children, who travel to the College, could potentially chose.

Figure 16

School	Total Applications All Preferences* 2 year Average (14/15 & 15/16)	Approved Admissions Number 2015/16*	Percentage Oversubscribed On 2 yr Average	Actual Year 8 Admissions 2015/16#
<b>Dungannon Area Schools</b>				
Aughnacloy College	27	46	- 41.3	38
Drumglass High School	49	90	- 45.6	69
Fivemiletown College	64	69	- 7.2	65
Royal School Dungannon	116	93	24.7	94
St Ciaran's College	104	125	- 16.8	116
St Joseph's College	53	135	- 60.7	81
St Patrick's College	101	100	1	100
St Joseph's Grammar	137	105	30.5	110
St Patrick's Academy	261	189	38.1	196
Integrated College Dungannon	91	90	1.1	93
<b>Cookstown Schools</b>				
Cookstown High School	115	180	- 36.1	136
Holy Trinity College	176	160	10	166
<b>Armagh School</b>				
Royal School Armagh	135	100	35	100
City of Armagh High School	42	115	- 63.5	53
St Catherine's College	162	155	4.5	162
St Patrick's Grammar	136	150	- 9.3	132

Source: \* <http://www.eani.org.uk> Admission Criteria

# EA Post-Primary Schools Annual Area Profile (June 2016)

Figure 17

October Census	Free School Meal Uptake
2011/12	26.6%
2012/13	28.0%
2013/14	25.6%
2014/15	34.2%
2015/16	36.7%
2016/17	36.4%*

Source: October Census data,

\* Entitlement not finalised by EA



## Section 6: Impact of the proposal:

### Impact on Other Schools

Due to the size of Integrated College Dungannon's catchment area, as demonstrated by Figures 14 & 15, the impact of increasing the enrolment, by 30 at Year 8, will be spread across at least 16 different post-primary schools, including Integrated College Dungannon. (See Figure 16). Of these 16 schools, 8 are undersubscribed and 8, including Integrated College Dungannon, are oversubscribed; 3 of these by over 30%.

In addition, at least half of the number of students required to account for this increase will be selected because of their involvement in the IFA's NIEPSP. The catchment area for children selected for this programme is wider again – this area stretches half way to Belfast and half way to Londonderry.

This will mean the impact on any one school, within the catchment area of the College, is likely to be very small – on average, approximately one student per school per year.

Figure 18

School	Enrolment Number 2016	Actual Enrolment 2015/16
<b>Dungannon Schools</b>		
Aughnacloy College	232	153
Drumglass High School	500	289
Fivemiletown College	425	396
Royal School Dungannon	650	650
St Ciaran's College	760	803
St Joseph's College	680	308
St Patrick's College	575	623
St Joseph's Grammar	625	707
St Patrick's Academy	1340	1368
Integrated College Dungannon	500	539
<b>Cookstown Schools</b>		
Cookstown High School	1100	787
Holy Trinity College	970	1024
<b>Armagh Schools</b>		
Royal School Armagh	650	720
City of Armagh High School	650	276
St Catherine's College	1072	1130
St Patrick's Grammar	1020	972

Source: EA Post-Primary Schools Annual Area Profile (June 2016)

## Impact on other integrated schools

Students, who are unsuccessful in gaining a place at Integrated College Dungannon currently, may have the choice of other integrated, post-primary colleges, depending on where they live. As an alternative, it is possible that they could have the option to choose Brownlow Integrated College, Drumragh Integrated College, Newbridge Integrated College or Sperrin Integrated College.

Brownlow is 17 miles away from the college, Drumragh 29 miles, Newbridge 26 miles and Sperrin 21 miles. It is most likely that these distances would prove too far for many students to travel.

Drumragh, Newbridge and Sperrin are consistently oversubscribed and thus an increase in the long term enrolment for Integrated College Dungannon is unlikely to impact on them, given the distance between these schools and the College.

Brownlow is an 11-16 school and is undersubscribed. It is located in an area where the Dickson Plan operates. It is difficult to be precise about the impact because students transfer at three stages out of the Dickson Plan to integrated College Dungannon; Year 8, Year 11 and Year 13. The overall impact of this small amount of growth is unlikely to be significant to Brownlow's total enrolment figures.

## Section 7: Resource Implications:

The College currently operates within DE recommended guidelines on financial reserves. The College recognises the potential funding gap between students coming into the College and the associated AWPU funding, paid retrospectively. It is the College's intention to work within its LMS funding to manage the process of expansion.

### Recurrent Expenditure

The college currently has a Principal; Vice Principal and 35 full time equivalent teachers.

If the development proposal is approved, we would need a further 7 teachers. The implementation of the proposal would introduce another class per year group, annually, which would equate to an additional 1.142 teachers per annum for 5 years plus an additional teacher for the expansion of sixth form. Based on an average cost per teacher of £39,785, this would increase teaching costs by £45,434. Total teaching costs, £318,038.

Non teaching costs would increase over the 5 year period to include additional part time cleaning and administrative staff. Another full time administrative staff member would be required, cost £26,000. With an additional 14 rooms, as detailed below, an extra 2.7 cleaners would be required, cost £15,000.

**Total increase in recurrent expenditure: £349,000**

### Capital Expenditure

In terms of capital cost the additional accommodation required would be:

- 1 additional Science lab (£140,000.00 approx)
- 1 additional Music Room (£100,000.00 approx)
- 5 general classrooms (£500,000 approx)
- 2 Business Information Systems/Information Technology Room (£280,000 approx)
- 1 additional changing area and a fitness suite activity area (£400,000 approx)
- 2 additional toilet facilities for students (£200,000)
- 6th Form Study and Common Room (£250,000 approx)
- Careers Suite with a display, an office and interview rooms
- An additional grass pitch
- Two tennis courts
- Additional parking: 1 space per teacher & administrative staff member (52), 2 spaces for every 3 members of ancillary staff ( $2/3$  of  $34=23$ ), 1 for every 10 students aged 17+ ( $1/10$  of 70 in Upper Sixth = 7), visitors spaces 30% of  $52+34$  ( $3/10$  of 86 =26). An additional 28 parking spaces will be required to give 108 spaces in total.

Year	Enrolment	Requirement	Costs	Cost for the Year
1	600	1 general classrooms 1 science laboratory 1 business/ICT classroom Sixth form accommodation Careers suite 1 grass pitch 2 tennis courts	£100,000 £140,000 £140,000 £250,000 £140,000 £300,000 £150,000	£1,220,000
2	635	1 PE changing area & 1 fitness suite 1 general classroom 1 music room	£400,000 £100,000 £100,000	£600,000
3	670	1 general classroom 1 business/ICT classroom Additional toilet blocks	£100,000 £140,000 £200,000	£440,000
4	705	1 general classroom	£100,000	£100,000
5	740	1 general classroom 28 additional parking spaces	£100,000 £30,000	£130,000
<b>Total Capital Cost of Expansion</b>				<b>£2,490,000</b>

In terms of sixth form and careers, the College understands that it is currently under provided, so action on this would be needed as a priority. In terms of sports facilities, the College would be entitled to another grass pitch and two tennis courts when the Enrolment Number reaches 550.

The College has plenty of space for modular buildings to be added as and when required.  
Accommodation Expenditure:

## Transport

The majority of students travel to Integrated College Dungannon by bus, and are in receipt of a bus pass. We believe that overall transport costs are likely to fall as a result of Integrated College Dungannon's modest expansion, as more students will be able to access their closest integrated post-primary school.

## Section 8: Statutory Consultation:

Consultation on the development of Integrated College Dungannon began with stakeholders early in 2013. It was accepted then that the College would need to grow. At that point, it was envisaged that the College would soon reach its Enrolment Number and that future planning needed to be considered. As a result of consultation with parents, families, staff and the Board of Governors, a decision was made to try to secure funds to enhance the accommodation and to monitor the numbers of students entering the college more closely. Further consultation with Governors and parents led to an application to enhance the provision for sports. The College submitted a bid to secure funding from the School Enhancement Programme for a purpose built sports hall and floodlit 3G pitch. Approval for this project was received in March 2014; building would begin when funding became available. This work on this £3.6 million project began in July 2016.

In the meantime, the College principal submitted bids through minor works to address other issues identified at this initial consultation stage:

1. To extend the College canteen;
2. To replace rotten floors in corridors;
3. To refurbish the main student toilet blocks;
4. To replace unsafe tarmac surfaces;
5. To extend the bus lanes.

All of these bids, except the one for the extension of the bus lane have been approved and the work has been completed.

A final agreement from this consultation was to monitor admission and enrolment trends and submit a development proposal when the time was right. The Development Proposal was placed on the Board of Governors' agenda, as a set item to be discussed at each meeting, since March 2015.

### **Governors**

In June 2016, after months of deliberation, the Governors agreed that the Admission and Enrolment Numbers at Integrated College Dungannon would have to increase if it was to meet the future demand for places. The Governors are fully supportive of the Irish Football Association's Northern Ireland Elite Performance Schools Programme and accommodating children in our sixth form from other schools that do not offer a sixth form. The Governors are aware of the upturn in demographics from 2017 and the need to contribute to the Area Plan to meet this need. They realise that the College is not sustainable unless student numbers increase and that it is more likely the College will continue to meet the Entitlement Framework, in the current economic climate, if more students are enrolled at the College. In principle they agreed that the Admissions Number could be set at 120, the Enrolment Number set at 740, to allow for sixth form - in the knowledge that, including students with statements of Special Educational Needs, the actual number of students would be around 800. They accepted that this would result in Integrated College Dungannon being deemed to be more sustainable. The

41

Governors instructed the Principal to consult with stakeholders to develop this proposal, to seek approval on the reasons presented in the case for change and ask for other reasons. This document was modified at each stage to take account of the comments from each of the constituencies, as applicable. The Governors asked the Principal to return the final draft development proposal to them for final approval in September 2016. At an extraordinary meeting on Thursday 22 September 2016, the Board of Governors of Integrated College Dungannon approved this document for submission to the Education Authority and the Department of Education.

## **Staff**

In June 2016, feedback from all staff assisted the Governors decision to submit a development proposal to be allowed to increase admission and enrolment numbers from September 2017. In turn, all staff were then made aware of the rationale behind the Governors decision. They were asked for more feedback which was addressed in a further consultation meeting in August. In August 2016, all staff, both teaching and non-teaching, were consulted by the Principal, through presentations followed by question and answer sessions. The outcome was that 100% of staff supported the vision of Integrated College Dungannon developing as a larger school that would meet the needs of students in the Dungannon, Cookstown and Armagh areas. They felt that this would help meet the demand for integrated education in the area. They agreed that a significant reason for enrolment expansion would be to ensure that the Entitlement Framework could be delivered on site, with less reliance on courses needing to be accessed in other schools. The staff believed that the College must grow, particularly at Key Stages 3 and 4, in order to be seen as a sustainable school. These, and other ideas, were to be included as reasons in the case for change to be put forward to the Education Authority and the Department of Education. Further consultations were arranged for all staff to attend during the week beginning Monday 12 September, one at lunch time and one after College. The staff considered the development proposal put forward by the Board of Governors and the case for change collated so far as a result of consultation. 100% of staff agreed with the proposal and the case for change and they were given until Thursday 22 September 2016 to make any further representations to the Principal.

## **Parents**

In June 2016, the Principal wrote a message to the homes of all students and their parents to outline the need for the development proposal. This was followed up with a letter giving more details of the development proposal, explaining the educational benefits and the case for change. Included, with this letter, was a proforma asking for feedback about the proposal and the case for change. In addition to being sent to the homes of students enrolled in June 2016, this consultation document was also sent to the homes of those enrolled to join Year 8 in September 2016 and to those who have registered for information updates whilst intending to join the College in future years. Positive feedback was received. All parents were invited for further consultation on the evening of Thursday 15 September 2016. The parents who attended were in favour of the development proposal and the case for change presented. Whilst the parents agreed to the reasons presented in the case for change, their key interest was in the expansion of the curricular offer at Integrated College Dungannon and a concern

about having more traffic on the site in light of growth. Parents were given until Thursday 22 September 2016 to make any further representations to the Principal.

## **Students**

In June 2016, groups of students from each year group were consulted about a development proposal to grow the numbers at the College, during the annual round of self-evaluations with the Principal and Vice-Principal. All students were in favour of growing the College. Students were keen that course provision was as broad as possible, and understood that an increase in numbers would be very helpful in achieving this. They had some concern at the lack of facilities in the College, particularly sporting facilities and the canteen. During the first student assembly of the 2016/17 academic year, the principal spoke to students again about the development proposal for growth. The Principal presented the development proposal and reasons for the case for change to a stratified group of 10% of the students on Wednesday 14 September 2016. The Student Council was represented in this group. Again there was a clear line of opinion that the enrolment at Integrated College Dungannon would benefit from increase, as this would increase the level of subject provision at the College. Again the main focus of their concern was about lack of accommodation for growth in numbers. The students present suggested that a summary of the future plans for the College should be presented in full College assemblies. This was carried during the week beginning Monday 19<sup>th</sup> September 2016. Students were reminded that they had until Thursday 22 September 2016 to make any further representations to the Principal and that the Student Council would be involved in any decisions taken as the College develops in size.

## **Feeder Primary Schools**

Over the academic year 2015/2016, the Principal visited eight feeder primary schools. The future direction of the College and the prospect of an increase in enrolment were discussed with primary principals, and they were supportive of this.

## **Wider Consultation**

Over the past six months, the Principal has consulted with Education Authority Officers and NICIE personnel with regards to plans for the development of Integrated College Dungannon.

## **Education Authority Comments**

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

SIGNED:

POSITION:

DATE:

## CONTROLLED SCHOOLS' SUPPORT COUNCIL

Response to Development Proposal No 481

Proposer: Board of Governors, Integrated College Dungannon

Sector: Post Primary, Grant Maintained Integrated

Summary of Proposal: The Governors propose to extend the approved enrolment from 500 to 740 students. This would permit the College to increase its admission number from 90 students to 120 students with effect from 1 September 2017, or as soon as possible thereafter.

The Controlled Schools' Support Council (CSSC) has consulted with schools in the Controlled Sector in respect of Development Proposal 481. The CSSC recognises the potential for this proposal to impact on the sustainability of Controlled schools in the area and welcomes the opportunity to make comment in this context.

### Background

The CSSC notes the Board of Governors' proposal to extend the approved enrolment of Integrated College Dungannon from 500 to 740 students over a period of five years and that should this proposal be granted the school will seek to access funding for additional accommodation in proportion to the annual increase in student enrolment.

### Rationale for Proposal

The Case for Change justifies the proposed increase in enrolment numbers by referring to an upward trend in the number of children seeking places in Year 8, increasing demands on the College, from the community, to provide integrated sixth form provision and the post primary age population projections for the area (as outlined in the former Southern Education and Library Board's (SELB) Area Plan for Post-Primary Provision (2015), Also emphasised in the rationale is the agreement of the College to collaborate with the Irish Football Association in delivering their Northern Ireland Elite Performance Schools Programme (NIEPSP). The Case for Change states that this commitment *'requires the College to request an increase in the Admissions and Enrolment Numbers'*

The Case for Change describes the proposal as representing a *'modest expansion,'* however, the proposed change in admissions to Year 8 represents an increase of 33% with the overall increase in enrolment



from 500 to 740 over a period of five years representing a 48% increase. The CSSC believes that this has the potential to detrimentally affect Controlled schools in this area. The CSSC is also of the opinion that Controlled schools in the area will be able to respond to the area's projected population increase and, on the basis of post-primary places available in the area, there is insufficient evidence of real demand for the additional post-primary places which would be created by increasing the admission number for Integrated College Dungannon.

#### Area Planning Impact

There are a number of Controlled schools in the area which may be affected by Development Proposal 481 and they include the following: (distance from Integrated College Dungannon is shown in brackets)

- Drumglass High School (1.59 miles)
- The City of Armagh High School (13.0 miles)
- Aughnacloy College (13.4 miles)
- Cookstown High School (13.97 miles)
- Markethill High School (19.9 miles)
- Fivemiletown College (27.76 miles)

**Some of these schools are experiencing low enrolment numbers which have raised concerns about their future sustainability.**

School	Approved enrolment number <b>2015/2016</b>	Actual enrolment number <b>2015/2016</b>	Sixth form provision <b>2015/16</b> numbers
Drumglass High School	500	289	No
City of Armagh High School	650	248	Yes (17)
Aughnacloy College	232	153	No
Cookstown High School	1100	787	Yes (148)
Markethill High School	465	495	No
Fivemiletown	425	396	Yes (66)

975 "available" post-primary places.

A number of schools identified above are undersubscribed and are particularly concerned about their enrolment figures. Moreover, Drumglass High School's proximity to Integrated College Dungannon means that it is particularly threatened by this proposal, and, as the only controlled post-primary school in Dungannon town its loss would be acutely felt.

## Educational Impact

The former SELB in its Area Plan (2015) has acknowledged that the current inequity in access to sixth form provision for pupils within the Controlled Sector in the Armagh City and District Council Area needs to be addressed. Integrated College Dungannon's Development Proposal claims that there are increasing demands on the College from the community to provide integrated sixth form provision and additional places in its sixth form would enable the College *'to fulfil its role in relation to sixth form provision within the Dungannon and Cookstown Learning Community, and in turn, to the Area Plan'*. The CSSC would emphasise, however, that this would exacerbate the inequity in sixth form provision in the Controlled Sector. Controlled schools in the area are facing a situation where the number of subjects they are able to offer at this level may be reduced because of financial limitations. Drumglass High School has already lost its sixth form and the viability of sixth form provision at City of Armagh High School has also been questioned with the former SELB Area Plan for 2015 stating that post-16 provision at the City of Armagh High School is not considered viable.

The CSSC notes that in the former SELB Area Plan for 2015, Markethill High School was described as a *'successful well subscribed school'* and stated the Board's intention to consider a forthcoming proposal from the school to extend the approved enrolment to 525 pupils and to offer sixth form provision *'within the context of the proposals for Controlled education provision in the Armagh area.'* This statement emphasises the importance of addressing the nature of sixth form provision in the Controlled Sector. A reduction in enrolment numbers for the Controlled Sector schools which may result from approving an increase in admissions at Integrated College Dungannon makes this even more critical as reduced funding would further exacerbate the inequity in sixth form provision in the Controlled Sector with schools potentially unable to fund the full programme of study associated with the Entitlement Framework (21 subjects at Key Stage Four and post-16) and therefore unable to retain existing students and attract new students.

The potential for Integrated College Dungannon's proposal to lead to reduced numbers in the Controlled Sector would also impact on the ability of schools to deliver the Entitlement Framework at Key Stage 4. Schools in the Controlled Sector facing restricted budgets as a consequence of reduced enrolment numbers would find it difficult to deliver the full programme of study which would then affect the ability of these Controlled schools to retain and attract new students who may be drawn to study at other schools which offer a fuller programme of study. The Key Stage 4 and post-16 provision available at these schools influence the decisions that parents make regarding their child's post-primary education and so the numbers choosing to enrol their children at these schools in Year 8 would inevitably decline.

The CSSC supports the Dungannon & Cookstown Area Learning Community and endorses the partnership between Drumglass High School, Integrated College Dungannon, and the local Maintained school in the Shared Education Programme. The positive relationships which characterise this partnership are to be commended, however, this does not negate the detrimental impact that approving this proposal would have on the sustainability of Drumglass High School and other Controlled schools in the area. DE Circular, 2014/21 'Publication of a Development Proposal' states that any significant change to an existing school must be considered in the wider context of the network of schools and must be in line with the overall proposed pattern of provision outlined in the area plan. The circular stresses the importance of understanding the local context and that this understanding should extend to all the school sectors within an area and not just focus on any single sector. The CSSC is of the belief that the Development Proposal seeks to present the expansion of Integrated College Dungannon as the only solution to the educational needs of the area.

The Case for Change presented by Integrated College Dungannon, appears to be very much influenced by the school's links with the Irish Football Association (IFA) and its Northern Ireland Elite Performance Schools Programme (NIEPSP) which will be based at the College. The Programme will involve the IFA selecting 16 boys in P7 from the Mid-Ulster area. The Case for Change states that *'To introduce this initiative from September 2017 requires the College to request an increase in the Admissions and Enrolment Numbers. The IFA has committed to selecting an additional 15-25 boys into this programme each year. In the future they plan to extend the programme to admit girls.* The CSSC is concerned about the equality impact of this programme. While the IFA has stated its intention to extend the programme to admit girls, this intention appears relatively vague and lacks any detail. Provision for boys is the focus of the NIEPSP which means that girls are being denied access to this opportunity. Furthermore, in its acknowledgement that *'this initiative ...requires the College to request an increase in the Admissions and Enrolment Numbers,'* the ultimate figure of 25 boys that the IFA have committed to admit into the programme every year represents 83% of the total increase in Year 8 admissions (from 90 to 120) that the College has requested which further emphasises the CSSC's concern that this proposal is driven by involvement with the IFA programme rather than any actual area need.

### **Statistical Information**

Integrated College Dungannon has emphasised in its Case for Change that the school is oversubscribed and that there is an upward trend in the number of children seeking places in Year 8 which has been accommodated by temporary variation applications and approvals. The 2016 Annual Area Profile for the school states that the Year 8, 2015/2016 pupil admission number was 90, plus 3 admitted as temporary variations and 8

Special Educational Needs (SEN) students. According to the Case for Change this accounted to an oversubscription rate of 11.1% (101), however, the 8 SEN pupils should not be considered in this overall statistic as these 8 SEN places are super-numerary. The use of the super-numerary SEN statistics has inflated their oversubscription rate which, more accurately, is 3%. The Annual Area Profile for 2015 demonstrates that oversubscription has not characterised every year and the Year 8, 2014/2015 pupil admission number was 87. To propose increasing admissions at Year 8 from 90 to 120, which constitutes an increase of 33%, appears to be a somewhat excessive response to an oversubscription rate of 3%. The CSSC does not believe that this represents a modest expansion and notes that over the proposed five year period of expansion the increase in enrolment numbers from 500 to 740 will represent an increase of 48%.

The Case for Change states that 20% of students attending Integrated College Dungannon travel a distance in excess of 10 miles. The Case for Change includes a map which illustrates the areas from which some of these students travel and this depicts a 20 mile radius. In claiming that the proposal is in response to demand from parents who desire an Integrated Education the Case for Change has failed to identify that there is available integrated post primary provision within the identified catchment area, at Brownlow Integrated College in Craigavon, (20.3 miles from ICD) and Sperrin Integrated College in Magherafelt, (23.1 miles from ICD). Brownlow Integrated College has an approved enrolment number of 450 but the actual enrolment for 2015/16 is 270. It therefore appears that there are available places within the integrated sector which could cater for the demand for Integrated Education referred to in the Case for Change.

In terms of the religious balance of Integrated College Dungannon, the Case for Change states that the College is aiming for a long term ratio of 45/45/10 (10% being made up of other religions/no religion/unclassified). The College's ratio, as of September 2016, is 28.5% Protestant, 60.9% Catholic and 10.6% other religions/no religion/unclassified. Although the Case for Change does not explicitly outline how the Board of Governors intend to achieve this ratio the CSSC is concerned that by increasing the number of Protestant admissions to 45% Integrated College Dungannon will draw from what can be seen as a substantial part of the Controlled Sector's admissions base. Furthermore, the CSSC is concerned the IFA collaboration in the context of the NIEPSP is linked to the aspiration to increase the intake of pupils from the Protestant community. While the IFA programme would be an attractive proposition for members of every community, it is a concern that those who participate in the programme could be pupils who may otherwise have chosen to be educated within the Controlled Sector, particularly Protestant working class boys. This would have a very detrimental impact on Controlled schools in the area.

The CSSC notes that Integrated College Dungannon is committed to an admissions policy that welcomes applications from all religions. The CSSC would highlight that this is also true of schools in the Controlled Sector, which are non-denominational, open to all faiths and none, and practice a welcoming and inclusive ethos.

The former SELB Area Plan, 2015 for the Dungannon and South Tyrone Council area acknowledged that, whilst this is an area which has seen a decline in the school age population in recent years, it is also an area where there is likely to be an increase which will require an additional 28.83% of places by 2025: - *'This is an area where there has been some decline in enrolments due to the downturn in birth rates, but this has been partially buffered by a considerable rise in the number of newcomers' from across the European Union'* As a number of the Controlled schools in the area are undersubscribed they have the capacity to respond to this increase. As many of the schools in the area do rely on 'newcomers' it is important to pay attention to what will be the long term impact of the UK's decision to withdraw from the European Union. In its Area Plan for 2015, the former SELB emphasised the importance of taking into account *'the potential impact of the current economic situation on the retention of the "newcomers" and the subsequent impact on the need for places. This is particularly the case in Dungannon town.'* The CSSC would emphasise that the UK's decision to leave the EU makes this even more of a necessity and it would be prudent to revisit the projections made in 2015 as the current political climate may affect the retention of newcomer families to a greater extent.

### Implementation Plan

It is noted that Integrated College Dungannon received £3.1 million from the School Enhancement Programme (January 2016) which was used to build a sports hall and a flood lit 3G pitch. However, in approving an increase in enrolment from 500 to 740 this would necessitate further investment in accommodation which is acknowledged in the Case for Change.

The CSSC notes that to implement the proposal additional teaching staff and cleaning staff will be required.

The Education Minister, Peter Weir acknowledged the pressure on the education budget and highlighted (January 2017) that schools need an extra £240 million over the next three years to maintain spending at 2015/16 levels. The Minister also added that there would have to be redundancies and savings in the sector. The CSSC is concerned that this proposal will require a significant building programme to increase facilities.

### Resource Implications

The CSSC notes that the Development Proposal would have significant resource implications. Recurrent expenditure would amount to £349,000 per annum whilst the capital cost of additional accommodation would amount to £2,490,000.

The CSSC notes that a number of Controlled schools are in buildings which require considerable maintenance or renovation and 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 that Integrated College Dungannon initiated a consultation process as detailed in the Case for Change, however, no precise figures are provided regarding the numbers who contributed to this consultation process and issues raised.

The CSSC notes that Aughnacloy College and Drumglass High School provided responses during the pre-consultation stage and request that the concerns raised are given due consideration.

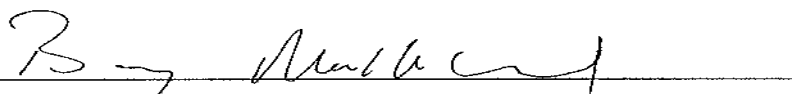
### Conclusion

**In summary, the CSSC believes that positive outcomes for pupils must be central to the area planning process. The CSSC believes that Development Proposal 481 is contrary to a number of the specific aims/objectives of area planning, namely to:**

- i. ensure a network of sustainable schools, within reasonable travelling distance for pupils and capable of delivering effectively the revised curriculum and the entitlement framework;
- ii. identify and meet the needs of all children and young people in the area;
- iii. reduce the number of unfilled places;
- iv. reduce duplication of provision;
- v. identify realistic, innovative and creative solutions to address need, including opportunities for shared schooling on a cross sectoral basis;

The CSSC wishes to raise an objection to Development Proposal 481 as the proposal has the potential to have a detrimental impact on a number of Controlled schools and in particular to threaten the viability of Drumglass High School.

Signed: \_\_\_\_\_



Chief Executive



Údarás Oideachais  
Lear Owerance

Chief Executive Gavin Boyd

15 December 2016

Area Planning Policy Team  
Department of Education  
Rathgael House  
43 Balloo Road  
Bangor  
BT19 7PR

Dear Sir

Re: Development Proposal 481 – It is proposed to extend the approved enrolment for Integrated College Dungannon from 500 to 740 students. This would permit the College to increase its admission number from 90 students to 120 students with effect from 1 September 2017 or as soon as possible thereafter.

**In accordance with Article 14 of the Education and Libraries (Northern Ireland) Order 1986 the Education Authority undertook formal consultation with the Board of Governors and Trustees of schools which might be affected by the proposal. The consultation closed on 16 November 2016. During the consultation period three responses were received from Aughnacloy College, Drumglass High School, Dungannon and The Royal School, Dungannon. The responses were all in objection to the proposal with the main points being there was no evidence to justify a need of this scale.**

**In accordance with relevant Education Orders I write to inform you of the Education Authorities view of this proposal. The Education Authority supports the Proposal although the following points should be taken into consideration:**

#### Area Planning

Integrated College Dungannon is the sole provider of post primary education within the Dungannon and Armagh area with the closest integrated post primary school being Brownlow College in Craigavon approximately 20 miles from Dungannon. Similarly Sperrin Integrated College, Magherafelt is approximately 22 miles from Dungannon. As Integrated College Dungannon is currently oversubscribed there are no integrated post primary places currently available in the Dungannon area.

There are a significant number of places available in the nearby controlled provision in Drumglass High School and within maintained provision in St Joseph's College, Coalisland, although neither of these schools have sixth form provision. Due to the number of unfilled places the Education Authority has reservations about the scale of the increase in the approved enrolment number and the admission number proposed by Integrated College Dungannon.

**The Action Plan for December 2015 – March 2017 produced by the Education Authority includes an action which states “the Managing Authority is currently engaging with the Board of**

Governors at the Integrated College Dungannon to increase the school's admission and enrolment numbers by March 2017'. This Action Plan was agreed and approved by the Education Authority.

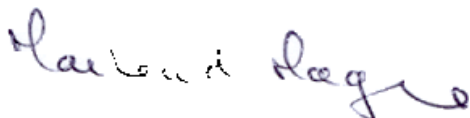
Accommodation

The Education Authority notes from the Case for Change that if the development proposal is approved the College would require approximately £2,490,000 in capital expenditure to provide accommodation in order to meet the requirements of the Department of Education Building Handbook for Post Primary Schools. As a grant maintained integrated school the responsibility for any capital work is with the Department of Education.

Summary

In conclusion and as stated previously the Education Authority supports the proposal but has reservations about the scale of the proposed increase in approved enrolment and admission number at Integrated College Dungannon.

Yours sincerely



**Mairead Maguire**  
**Head of Admissions & Area Planning**

Tel No:

028 3751 2411

Email:

mairead.maguire@eani.org.uk



**NICIE Commentary on Development Proposal No. 481  
Integrated College Dungannon**

**Proposal**

The Board of Governors of the Integrated College Dungannon proposes that the school Admission numbers will increase from 90 to 120 students and the sixth form will increase to 140 students with effect from 1 September 2017 or as soon as possible thereafter.

**1. Introduction**

This proposal to increase the size of Integrated College Dungannon (IC) is set against a changing educational and demographic landscape in which Northern Ireland still remains a divided society. It should be considered within the context of the Department of Education's (DE) duty under the 1989 Education Reform Order (NI) to *'encourage and facilitate integrated education'* and the 2014 judicial review of Drumragh Integrated College vs DE in respect thereof. In addition, any decision regarding the proposal must also take into consideration the Stormont House and Fresh Start Agreements which serve as a reminder of the previous commitments made within the Belfast Agreement, *'to promote a culture of tolerance, mutual respect and mutual understanding at every level of society, including initiatives to facilitate and encourage shared and integrated education'*.

Under Area Based Planning the then Minister of Education called for a network of sustainable schools delivering a high quality education to all pupils and also made it clear that the area plans *'should allow for popular, oversubscribed schools to grow further'*. Integrated College Dungannon represents one such school and its proven track record at challenging religious and educational division has established it as the integrated school of choice for the Dungannon and surrounding area of Mid-Ulster.

**2. Background**

Mid Ulster is one of the 11 new district council areas in Northern Ireland. NISRA states that between 2005 and 2015 the population of Mid Ulster Local Government District increased by 19,117 people or 15.3% which is more than twice the NI figure of 7.2%.

The population is made up of approximately 63.77% Catholic and 33.46% Protestant. The 2011 Census shows that the former Dungannon LGD has the third highest number of people born in other EU countries after Belfast and Craigavon. In fact, Dungannon has almost 10% of the total NI population of people born in EU countries yet Dungannon represents only 3.2% of the total population.

Integrated College Dungannon opened under the name Armagh and South Tyrone Integrated College in 1995 as it was founded by a group of parents from Armagh and Dungannon. These parents wanted a child-centred, all-ability, post-primary integrated education for their children.

Integrated College Dungannon, is committed to educating its students within a safe, happy and inclusive environment. Open to all, the school ensures that their core

Christian values embrace all cultures and traditions, and foster an atmosphere of mutual respect.

Table 1 shows the enrolments within Integrated College Dungannon since 1995. The school is an integrated, co-educational, non-selective, grant-maintained post-primary school and caters for students aged 11-19. Growth of the school has been rapid with the current enrolment number standing at 500 with 539 pupils enrolled. The existing enrolment number is below the sustainability threshold for an 11-19 school and does not reflect the success of ICD or the demand for places within it. There has been over-subscription for several years and the present admissions number of 90 means that young people are disappointed every year when they fail to gain admission to the college. The temporary variations in recent years have ameliorated this somewhat but many young people are still being denied integrated education.

**Table 1 Enrolments at IC Dungannon**

Year	Enrolment
1995	60
1996	140
1997	262
1998	306
1999	401
2000	433
2001	468
2002	460
2003	489
2004	483
2005	467
2006	462
2007	467
2008	430
2009	458
2010	484
2011	492
2012	528
2013	537*
2014	541*
2015	539*
2016	539*

Sources NICIE

### 3. Sustainable Schools Policy

The Sustainable Schools Policy was published in 2009 and stated under the Stable Enrolment Trends criterion that for post-primary: The minimum (not optimal) enrolment for newly established schools or existing schools should be 500 pupils

for an 11-16 school, i.e. an annual average intake of 100 per year. The sixth form should be self-sufficient financially and have a minimum of 100 pupils.

Thus, under the Sustainable Schools Policy an 11-19 post primary school should have a minimum of 600 pupils; therefore, this development proposal will allow for recognition of Integrated College Dungannon's position as a sustainable school within the Department's own criteria. It will also help to fulfil the Board of Governor's obligations to those parents in this part of Mid-Ulster who are seeking integrated education for their children.

The former SELB Post-Primary plan in January 2015 noted that the school was operating beyond capacity and predicted growth to 2025 of 27.89% (619) against the 2014 figure of 484. This was to match the predicted population growth. The Board reaffirmed 'the viability of the school and its role as a provider of integrated education for children in the Dungannon, Cookstown and Armagh areas.'

#### **4. Catchment Area**

The catchment of the college covers not only Dungannon itself but also students come from as far away as Ardboe, Cookstown, Pomeroy, Ballygawley, Aughnacloy, Caledon, Keady, Armagh, Markethill, Hamiltonsbawn, Portadown and Maghery. Over 20% of the students travel a distance in excess of 10 miles. The students come from 57 wards (Figure 14 of the Case for Change document) and the wards in the catchment demonstrate that the school is drawing from a wide diversity of religious and socio-economic backgrounds. Many of the wards in the former Armagh District Council Area are predominately Protestant whilst several of those in the former Dungannon District Council Area are predominately Catholic. The range of deprivation is marked with nine of the wards being in the top 17% of most deprived Wards (100 out of 582) in Northern Ireland. The children from these wards contribute over 14.7% of the College's students.

Dungannon schools in general draw children from other areas indeed the former SELB Post-Primary plan in January 2015 discussed the Cross Boundary Flows and stated that there is a net inflow of 904 pupils to Dungannon and South Tyrone Council Area from other district council areas mainly Cookstown, Omagh, Fermanagh, Craigavon and Armagh. This means that the impact of any growth in enrolments in ICD will be dissipated over a very wide area.

#### **5. Applications and Admissions**

Figures 11,12 and 13 in the Case for Change discuss the enrolment patterns over recent years in ICD. There has been oversubscription in the year applications since 2015/16. Temporary variations have been granted to deal with this and pressure across the later year groups. This means that the College has exceeded its enrolment number since 2013/14 and from 2012/13, if SEN numbers were included.

#### **Irish Football Association (IFA) Northern Ireland Elite Performance Schools Programme (NIEPSP)**

The College has been developing links with the IFA. They have asked the College to work with them to enable them to deliver their NIEPSP which will operate on the College campus from September 2017. This programme will be for 11 to 19 year

olds, in the Mid-Ulster Region, and will be seen to be open to all sides of the community. Their commitment to this programme has been confirmed during the summer holiday period of 2016. This programme will require the College to admit an extra 15-25 students to Year 8. The geographical area that this programme covers is much wider even than the current catchment area of the College. The current Admissions Number will not accommodate these children. Table 2 is an analysis of where the 16 children who have enrolled for the programme at ICD.

This programme, which attracts students from both Catholic and Protestant backgrounds, is particularly suited to being developed in an integrated school setting because the children will get access to soccer. In other post-primary schools, the sports played reflect the tradition of the schools e.g. GAA sports or rugby.

**Table 2 Analysis of the pre-enrolment forms from IFA Northern Ireland Elite Performance Schools Programme (NIEPSP) students**

<b>Town</b>	<b>Postcode</b>
Lisburn	BT28 2
Draperstown	BT45 7
Portadown	BT62 3
Portadown	BT63 5
Lurgan	BT66 6
Lurgan	BT66 7
Lurgan	BT66 8
Lurgan	BT67 9
Dungannon	BT70 3
Dungannon	BT71 4
Dungannon	BT71 7
Coalisland	BT71 4
Omagh	BT78 1
Drumquin	BT78 4
Omagh	BT79 0
Omagh	BT79 9

It is interesting to note that of the 16 children enrolled with the IFA Academy who have chosen ICD, only 4 live in Dungannon and the rest are from other areas, many of which are outside the normal, yet wide catchment for ICD. This will further dissipate the impact of the growth contained in the proposal across even more schools.

## **6. Religious Balance**

Figure 6 in the Case for Change document shows the religious balance in Integrated College over recent years. Table 3 below shows the DE census statistics for 2016/17 include SEN pupils and are calculated across the total enrolment of 577.

**Table 3 Religious Balance 2016/17, Source DE**

<b>Protestant</b>	<b>% P</b>	<b>Catholic</b>	<b>%C</b>	<b>Other Christian / non-Christian / no religion / unknown</b>	<b>%O</b>	<b>Total Enrolment</b>
134	23.2	353	61.2	90	15.6	577

Given that this breakdown is for the total enrolment including 39 SEN children for whom admissions criteria do not apply, the balance compares favourably with that of the old LGD of Dungannon which in the 2011 Census was 62.8% Catholic and 34.2% Protestant and Other Christian (including Christian related).

This also shows that it is difficult to make comparisons with the Census figures as NISRA is counting Other Christians as part of the Protestant numbers whereas DE places Other Christians with non-Christians and those who have designated as no religion or unknown.

The status of IC Dungannon as a grant maintained integrated school offers reassurance to Catholic and Protestant parents that their children's religious and cultural background will be provided for and ICD is recognised as a place where identity can be celebrated in a safe and welcoming environment. Equally, the college also provides for young people of other faiths and none as well as those of mixed Catholic/Protestant background whose parents seek a school which can reflect the identities of both 'sides' of the family.

It important to note that a significant proportion of the school's Year 8 intake is not subject to the religious balance aspects of the admissions criteria, i.e. those children who are admitted with a statement of special educational needs, (see Figure 13 of the Case for Change). The number of SEN pupils over the last 4 years added almost 7% to the enrolment on average. The inclusive nature of ICD means that it is happy to provide places for these pupils but the college cannot control its religious balance within this category of enrolments.

As was noted in the NI Census 2011, an increasing number of people are not designating as one of main two traditions or as another religion. NICIE has asked the Department to consider the addition of 'mixed religion' to the religious designations as is used by the NIHE to help to establish Shared Housing areas.

## **7. Academic achievement and special needs**

Academic performance in IC Dungannon has improved in recent years, in 2015, 64.2% of pupils achieved 5 A\*-C grades at GCSE. Results at GCE for children with FSME are higher than other schools with a similar level of FSM. As stated above, the college attracts a relatively high proportion of children with special needs each year and this makes the educational achievement of the school all the more significant.

## **8. Social Deprivation: Free school Meals and Multiple Deprivation Measures**

Figure 14 from the Case for Change which uses the home postcodes of the students to obtain the Wards that the children come from shows that whilst some

children come from the more prosperous wards in NI, many of the pupils (79) are coming from the top 100 (total 582 wards) most deprived wards (NINIS Multiple Deprivation Measures) in NI.

Figure 17 from the Case for Change shows that the Free School Meals uptake has steadily increased from 26.6% in 2011/12 to 36.4% in 2016/17. This is higher than the overall percentage of children in NI entitled to FSM of 30.7% (2016/17 figures).

## **9. Area Based Planning and impact on other schools**

IC Dungannon's plan to seek an expansion was notified in the Dec 2015- Mar2017 Area Planning Action Plan.

The EA Providing Pathways document shows that Mid-Ulster LGD has the second highest prediction for population growth for 0-15 year olds from 2014 to 2024 at 8%. This is more than twice the figure for NI of 3.9%. The predicted change for 16-19 year olds is 6.0% whilst the figure for NI as a whole is only 0.2%.

The Providing Pathways document in Table 21 shows that there are 1490 available places in Post-Primary school across the whole of Mid Ulster. The bulk of these places are in the five controlled schools which have 850 available places and in the eight Catholic schools which have 585 available places. There are also five voluntary Grammar schools in the area which only have 17 places available.

This situation is reflective of the whole Northern Ireland situation, demonstrated in the recent Statistical Bulletin 2/2017 which showed that, whilst the number of pupils in post-primary schools has declined to 140,413, the lowest level in 30 years, the proportion of post-primary pupils attending grammar remains at its highest level (44.9% in 2016/17 compared to 37.2% in 1986/87).

IC Dungannon is seeking an expansion of 30 pupils, the impact of which will be spread

over at least the 15 other schools listed in Figure 16 of the Case for Change document. In addition, the bulk of the children who have completed expressions of interest for the IFA programme come from outside Dungannon, some from Lisburn and some from Omagh. This increases the numbers of schools involved and dilutes the impact even further (see Table 2 above). Thus, the final impact on any one school is not likely to be significant.

## **10. Impact on other integrated colleges**

There are three other integrated colleges in the wider area, all at 20 or more miles away. They are Sperrin IC in Magherafelt, (23 miles), Drumragh IC in Omagh (29 miles) and Brownlow CIC in Craigavon (20 miles). As both Drumragh and Sperrin are over-subscribed, it is unlikely that any expansion at IC Dungannon will have an impact on them. Brownlow is under-subscribed but its numbers have increased recently. Again, the small number of children involved would be unlikely to make any great difference to Brownlow.

## **11. Concluding Remarks**

In common with many of the Grant Maintained Integrated post-primary schools, Integrated College Dungannon's size and structure has been something of a legacy

of the Viability Criteria which were in force at the time the College was established (1995).

Both the numbers of applications and admissions and the total preference figures show clearly that there is a demand for more places in IC Dungannon. The cross-boundary flows and the ward figures demonstrate that the college is addressing parental demand for integrated places across a wide catchment area including some of the most religiously divided parts of the country. The educational results at GCSE and GCE and the number of children coming to the school with Statements of Special Educational Need indicate the capability of the school to deliver good quality education across the spectrum of ability.

NICIE believes that the provision of additional places would enhance this school's ability to deal with the demands placed upon it and more readily meet the needs of those parents and children who have made the choice for integrated education.

NICIE sees the approval of this proposal as an opportunity for the Minister to further publicly demonstrate the Department's duty, not only '*encourage and facilitate integrated education*' (Article 64), but also '*to plan and invest to meet the needs of our children, not the demand of the institutions we have inherited*' (Sep 2011). It is furthermore an opportunity for public endorsement of the Assembly's recent commitments to integrated education made in the Stormont House Agreement of December 2014 and in the Fresh Start Agreement in November 2015.

**Lorna McAlpine**  
**Senior Development Officer**  
**3rd March 2017**

On 28 April 2017 NICIE confirmed that they were content with the revised calculations as set out below:

$1.142 \text{ teachers per annum} \times 5(\text{teachers}) = 5.71$

$£39,785.00(\text{average cost}) \times 5.71 = £227,172.35$

$£227,172.35 + £39,785(\text{sixth form teacher}) = £266,957.35$  – total teaching costs

$£266,957.35 + £41,000(\text{non-teaching costs}) = £307,957.35$

Total Recurrent Expenditure £307,957.35 - rounded up £308K

## ETI Comments

**EDUCATION AND TRAINING INSPECTORATE RESPONSE TO DEVELOPMENT PROPOSAL (DP) 481**
**EDUCATIONAL PROVISION**

Integrated College Dungannon (ICD) was last inspected in October 2011

Overall findings of the inspection

- In the areas inspected, the quality of education provided by the school is **good**

The area for improvement is:

- to improve the consistency in the quality of the learning and teaching across the school to meet more effectively the needs of all of the pupils.

The ETI also noted the need for the school to improve the provision for English, mathematics and for those pupils who need additional support with their learning.

**ETI KNOWLEDGE**

- The 2011 inspection report commented that the ICD is *'fully committed to the Entitlement Framework'* and is *'a prominent member of the Dungannon Learning Partnership.'* This continues to be the case; the schools within the DLP collaborate and share resources successfully to meet the needs of the pupils within the DLP, as part of the Dungannon and Cookstown Area Learning Community.
- Following the discontinuation of sixth form provision in Drumglass High School, ICD and Drumglass HS worked together in relation to transition from Drumglass High School into sixth form at ICD.
- ICD caters well for the significant number of newcomer pupils through additional support and a tailored curriculum to meet individual needs. The integration of newcomers and the celebration of diversity has done much to enrich the school's provision.
- ICD manages the accommodation well; however, there are short comings and ongoing issues in relation to the temporary nature of much of the accommodation. The 2011 inspection report commented; *'the quality of the accommodation for careers education is inadequate.'*
- Some of the more recent attainment outcomes in public examinations (for example in 2015 – the most recent available in the documentation) require attention by the school, especially at GCE A level or equivalent.

**RATIONALE FROM THE PERSPECTIVE OF ETI EVIDENCE**

ICD is the only provider of integrated education in the Dungannon area and is currently oversubscribed. However, there are a significant number of unfilled places in schools in the Dungannon area; most notably, Drumglass High School and St Joseph's College Coalisland.



ETI notes and shares the Education Authority's reservations about the scale of the increase, particularly the adverse impact this will have on the longer term sustainability of other schools, and the extent of resourcing/accommodation needed to cater for the proposed extension.

ICD does give access to sixth form provision to pupils from other schools where there is no sixth form provision thereby giving them access to wider learning experiences and a wider range of specialist teachers. However, the following needs to be taken into consideration:

- St Joseph's College, Coalisland was unsuccessful in its development proposal to establish post-16 provision.
- The Drumglass High School inspection report (April 2011) stated; *'It will be important that the employing authority, school governors and the staff plan for, and manage, issues in relation to the sustainability of the sixth form provision in particular, in order to address the current and future needs of the pupils and the staff.'* This was referred to again in the Follow-up Inspection report (September 2014) when there were no pupils in year 13 and only 10 in year 14. The sixth form provision in Drumglass High School has since been discontinued.

### **MATTERS ARISING OR FURTHER QUERIES BY ETI**

It is clear that there is an over-supply of post-primary places in the Greater Dungannon area; the solution to this problem does not rest with substantively increasing enrolment in one school, albeit an integrated school, rather this highlights the urgency of the need to review the provision across the area. The adverse impact of this could be extremely serious for some of the other schools. It also needs to be highlighted that the area is served very well by a high performing further education college (South West College) which has close links with employers and can provide a curriculum to young people with high employment and progression potential.

### **CONCLUSION/RECOMMENDATION**

Inspection evidence and ETI knowledge does not support the proposal to extend the approved enrolment for Integrated College Dungannon from 500 to 740 students. This would permit the College to increase its admission number from 90 students to 120 students with effect from 1 September 2017 or as soon as possible thereafter.

DE/CCMS/relevant ELB/Employing Authority need to consider and address:

- the need for such an extension in enrolment given the number of unfilled places in other schools in the Dungannon area
- the adverse impact of the proposed extension on other schools/providers in the Dungannon area, particularly those with unfilled places; and
- the cost and extent of accommodation/resource requirements to cater for the proposed extension.

### **Irish Football Association (IFA) – NI Performance Schools Programme**

On 1 November 2016, the former Minister Peter Weir facilitated a meeting with the IFA at which the IFA were informed that any increase in a school's admission number and total enrolment would require a DP and that any increase in the number of pupils attending a school would require extra teachers and also impact on already stretched school budgets.

A further meeting then took place on 22 November between the former Minister's Special Advisor (SPAD) and the IFA. At this meeting the SPAD advised that the Programme needed further developing particularly in relation to working with the Area Learning Community. The IFA provided an update on the programme on 18 January and this was subsequently followed up by a meeting with officials on 15 March 2017.

#### IFA Meeting with DE on 15 March 2017

The IFA confirmed that a pilot PSP would be implemented and developed initially at the College in September 2017 with the long-term aim of it being rolled out to a further six partner schools. The IFA envisage that a minimum annual intake of 15 up to a maximum of 25 pupils would be enrolled year on year. The IFA stated that the PSP would not exclude pupils from other schools and that it was their intention to eventually open up the programme to girls and the PSP had been revised to reflect this.

The IFA stated that 39 pupils had been found suitable for enrolment on the PSP in September 2017 and 16 of these pupils had put the College as their first preference. IFA confirmed that half of them would be travelling more than 20 miles away to attend the school. The remainder were content to attend the programme in the evenings.

A copy of the updated PSP is attached below together with a map showing the location of the 16 pupils who intend to enrol at the College to access the sports programme. The updated PSP states that the IFA will commence the programme with the College in September 2017 and will focus their attention on working with this first partner school for two years to allow the programme to develop and then commence with additional partner schools and ultimately rolling the programme out to six partner schools.



**Irish Football Association**

**Northern Ireland Performance Schools  
Programme**

**Contents:**

**1.0 Introduction**

1.1 Background

1.2 The Need for Performance Schools

1.3 Strategic Context

1.4 Objectives

1.5 21<sup>st</sup> Century Skills Development

**2.0 PARTNER SCHOOL**

**3.0 PROJECT PLAN**

3.1 Process

3.2 Resources

3.2.1 Personnel

3.2.2 Project Supervision

3.2.3 Materials

3.2.3 Transportation

3.2.4 Specific Requirements

3.3 Proposed Schedule

**4.0 FUTURE DEVELOPMENT**

## **1.0 INTRODUCTION**

This is an exciting time for the Irish FA. Having recently competed in our first major international tournament in over 30 years, in the Euros 2016, we have seen the positive effect of this nationwide: we are now looking to what the future holds for football in Northern Ireland. As the national association our dream is to inspire every child in Northern Ireland to be part of our football family and to dream of wearing the green jersey. We believe that our success in football will build pride in being from Northern Ireland. We believe in creating and sustaining an inspirational peak performing national team who will always play with pride and we believe in creating additional pathways to convince high potential athletes to choose and commit to a career in football.

The development of Irish FA Performance Schools will play an integral role in the future success of the Northern Ireland Football team and we are delighted to be working in partnership with Integrated College Dungannon to see the establishment of our first performance school commencing in September 2017. The development of Performance Schools is a clear target in our new Let Them Play Irish FA Youth Strategy 2015-2025 and is a long-term commitment from the Irish FA.

The aim of our Performance Schools Programme is to provide the best possible pathway for talented young players in NI so we can nurture them and develop them to the required level to achieve their ambitions of becoming professional footballers. The end goal is to see our young people coming up through the programme go on to sign for professional clubs and ultimately play for the NI senior international team. As such, performance schools are an integral part of the Irish FA's long term strategy to help build, grow and sustain a pool of high-quality footballers to choose from to give our national team the best possible chance of qualifying for major international tournaments in the future.

Through the implementation of our first performance school at Integrated College Dungannon we will be able to provide a route whereby our most talented young players will have the opportunity to develop their potential as best as possible. Our aim is to commence the programme with the first intake of pupils entering in September 2017. The annual intake will be a minimum of 15 and a maximum of 25 students.

The ethos of our performance schools programme mirrors the goals of *Every School A Good School Policy* whereby the needs of students lies at the heart of everything that we do as we work to nurture and build their aspirations and high performance potential in a way that will allow them to reach their full potential. The programme also supports DENI's vision to ensure that every learner fulfils his full potential at each stage of his development.

### **1.1 BACKGROUND**

During 2014 and 2015, the Irish FA's Elite Performance Programme was established from a zero baseline and, under the intensive direction of the Elite Performance Director (Jim Magilton), the programme has delivered significant improvements in player, team and squad performance at every level of international game. The programme forms a key part of the Irish FA's Player Development pathway providing an opportunity for talented young football players to be identified and to have this talent developed and nurtured as they progress through the programme.

The programme adopts a child-centred, holistic approach and is built around 4 core strands

- i) a robust football model around the 4 Pillar Model – technical, tactical, physical and psychological/social development;
- ii) a Games Programme which maximises the experience at International Level at all age groups;
- iii) a strong Player Welfare Service which supports our young players through the key development years of their lives;
- iv) a robust educational pathway for talented players which ensures that they develop the skills they need for life - the Northern Ireland Elite Performance School Programme (NIEPSP) following tested models already in place.

Delivery of all Elite Performance programme activity is guided by a dedicated curriculum linked to the Irish FA youth education certificate; periodisation planning (equivalent to a scheme of work); and sessions plans (equivalent to lesson plans). Regular monitoring and evaluation of all players is undertaken with the provision of detailed end of year reports on individual performance. Technical reports are also prepared on all elements of our games programme.

As players progress through the pathway both the intensity of the programme and competition for places increases as shown in Figure 1 below.

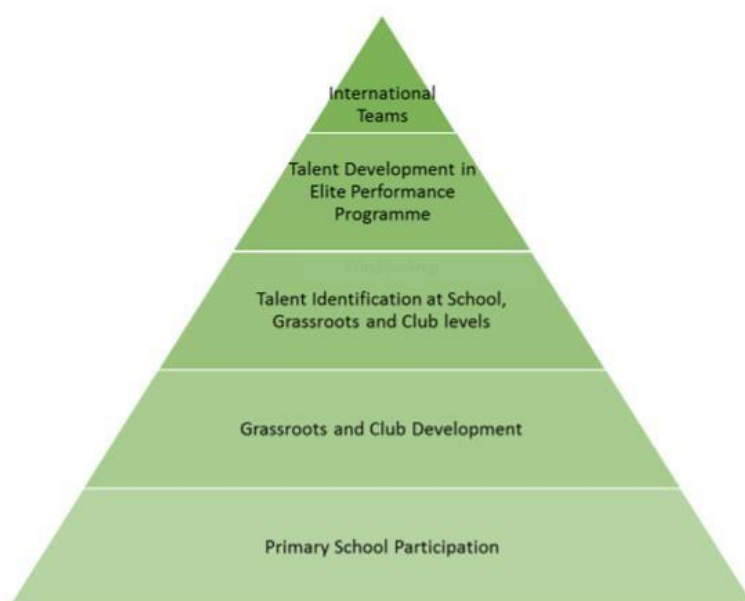


Figure 1. The Irish FA Player Development Pathway

Talent identification starts at grassroots, club and primary school level whereby the best young players are invited to join the Elite Performance programme. The Schools District Player Development Programme (SDPDP), which is a key component of Let Them Play, the Irish FA Youth Strategy, engages with over 450 schools nationwide across 16 regions. It helps young players to develop technical competence, tactical understanding and physical improvements and provides opportunities for players to participate in Regional and National Festivals. The SDPDP delivers UK Sport Award Winning Irish FA Coaches in to the schools where they work with over 3,000 players to identify the top 360 young people to be considered for the Elite Performance Programme. The SDPDP will play an

important part in helping to identify the most talented young players to be invited in to the NIEPSP and attend one of the three partner schools.

The players who have been selected to enter into the programme at Integrated College Dungannon currently attend two evening training sessions per week in either our southern or western regional centres (we have four regional centres N,S,E,W). With the current set up these players would normally progress in to our performance centres at Mid Ulster Sports Arena, Cookstown and then University of Ulster, Jordanstown. Given players come from across all parts of Northern Ireland the current set is extremely demanding on our young people due to the travel required and in terms of developing young footballers provides very limited contact time. The new performance schools pathway has been identified by the IFA as a long-term plan to reduce the demands on young players to travel across NI for evening sessions by implementing training sessions immediately after school hours and working with partner schools to help us provide the best all round support and welfare provision.

## **1.2 THE NEED FOR THE NIEPSP**

The Irish FA have identified the need for the establishment of performance schools to help address the organisation's greatest challenge of building a sustainable system to encourage qualification and peak performance in all tournaments. There is no denying that a career in football is of highly competitive nature with only 0.01% of people making it at professional level. However, in NI our young players are at a distinct disadvantage compared to their counterparts in the rest of the UK where performance academies are the norm. We see the impact of this in earlier years with a high dropout rate of young players as they struggle to meet the demands of balancing school life and their football ambitions. In later years, a staggering 90% of young players who are offered professional contracts with clubs in England dropout and return home within 2 years as a result of being ill-prepared for the demands of playing at this level.

The establishment of dedicated Irish FA Performance Schools is crucial to address these issues and we believe it is the right way forward to ensure talented young players in NI are provided with same opportunities as their counterparts in the rest of the UK. The performance school model will provide the best possible preparation to maintain their education as they build on their talent to succeed in their future careers.

## **1.3 STRATEGIC CONTEXT**

The Irish FA Strategic Plan 2013-2018 We're Not Brazil...We're Northern Ireland outlines its vision to promote, foster and develop football for all in Northern Ireland and our belief that football gives joy to our fans and can bring our communities together. The Elite Performance programme is key to performance enhancement and delivering high performance coaching to better develop our players to compete in the international game. One of our core objectives to help achieve this is the establishment of performance schools that will allow the brightest stars of the future to focus on their performance both academically and on the pitch.

The programme also forms an integral part of the Irish FA Youth Development Strategy Let Them Play 2015-2025 to help address our youth vision 'to promote, foster and develop youth football for all in Northern Ireland, creating a fun, safe and inclusive culture which inspires a lifelong love of the game. Creating opportunities, inspiring change and helping young people fulfil their potential on and off the pitch while serving the community through football and education'.

## 1.4 OBJECTIVES

The performance school pathway will provide a long-term strategy designed to advance player development. It has six fundamental objectives:

- i) increase the number and quality of home grown players gaining professional contracts in clubs and playing first-team football at the highest level;
- ii) improve coaching provision;
- iii) implement a system of effective measurement and quality assurance – 4 pillar model (UEFA/FIFA);
- iv) positively influence strategic investment into the NIEPSP System;
- v) implement significant gains in every aspect of long term player development;
- vi) educational excellence.

## 1.5 21<sup>ST</sup> CENTURY SKILLS DEVELOPMENT

The performance schools programme supports the delivery of the key elements, thinking skills and personal capabilities outlined in the Key Stage 3 Curriculum. The key 21<sup>st</sup> Century Skills of creator, collaborator, communicator and critical thinker are also developed as children progress through the programme. Modern football players depend not only on the physical, technical and tactical aspect, but more importantly on good understanding and reading of the game and better decision making: Game Intelligence. This consists of 4 phases which must be trained from the earliest ages: Perception; Understanding; Decision Making and Execution.

The child-centred approach to the programme aims to engage and develop the player as a whole person through the promotion of our key value 'Personal Responsibility in Delivering Excellence' (PRIDE), which underpins all aspects of programme delivery. Our young players are supported to develop both their technical football skills as well as the characteristics needed, not only of a successful footballer, but to become the responsible citizens of tomorrow as shown in figure 2 below.



Figure 2. Personal Characteristics promoted



## **2.0 PARTNER SCHOOL**

The IFA will commence the programme in Sep 2017 working in partnership with Integrated College Dungannon. We will focus our attention on working with this first partner school for two years to allow the programme to develop and we will then work to commence with additional partner schools.

The long-term aim of the Irish FA would be build up to a total of 6 partner schools involved in order to provide good geographical coverage for players across NI.

## **3.0 RESOURCES**

The IFA will be committing the resources needed to provide an Elite Quality programme as follows:

### **3.2.1 Personnel**

The programme will be delivered by Irish FA staff, who will co-ordinate activities, create materials, provide sessions and a games programme and reporting. Each performance school will have a dedicated coaching team consisting of: 1 x Elite Performance Coach, 2x Assistant Coaches, 1 x Goal Keeping Coach; 1xStrength and Conditioning Coach and 1 x Physio.

### **3.2.2 Project Supervision**

The Elite Performance Director and Elite Performance Operations Manager will manage all aspects of the programme delivery including staff and project activities and will monitor the programme's progress to ensure its successful delivery. They will coordinate the steering group and provide regular reports to key stakeholders showing detailed progress of the project.

### **3.2.3 Materials**

All kit and coaching equipment needed will be provided by the Irish FA.

### **3.2.4 Transport**

The Irish FA will provide transport if required and will organise all transport needed for participation in tournaments.

## **3.3 PROPOSED SCHEDULE**

- Players will train approx. 3 times mid-week after school hours learning technical skills;
- On the weekend, players will play for their registered club;
- Players could have up to 10 football matches in any 1 year;
- Players will be given all-round assistance from the coaching staff;
- Players are trained specifically in all areas of the 4 pillar model i.e. technical, tactical, physical and psychological/social development;
- Players are given practical homework e.g. training drills that can be practised outside of training hours

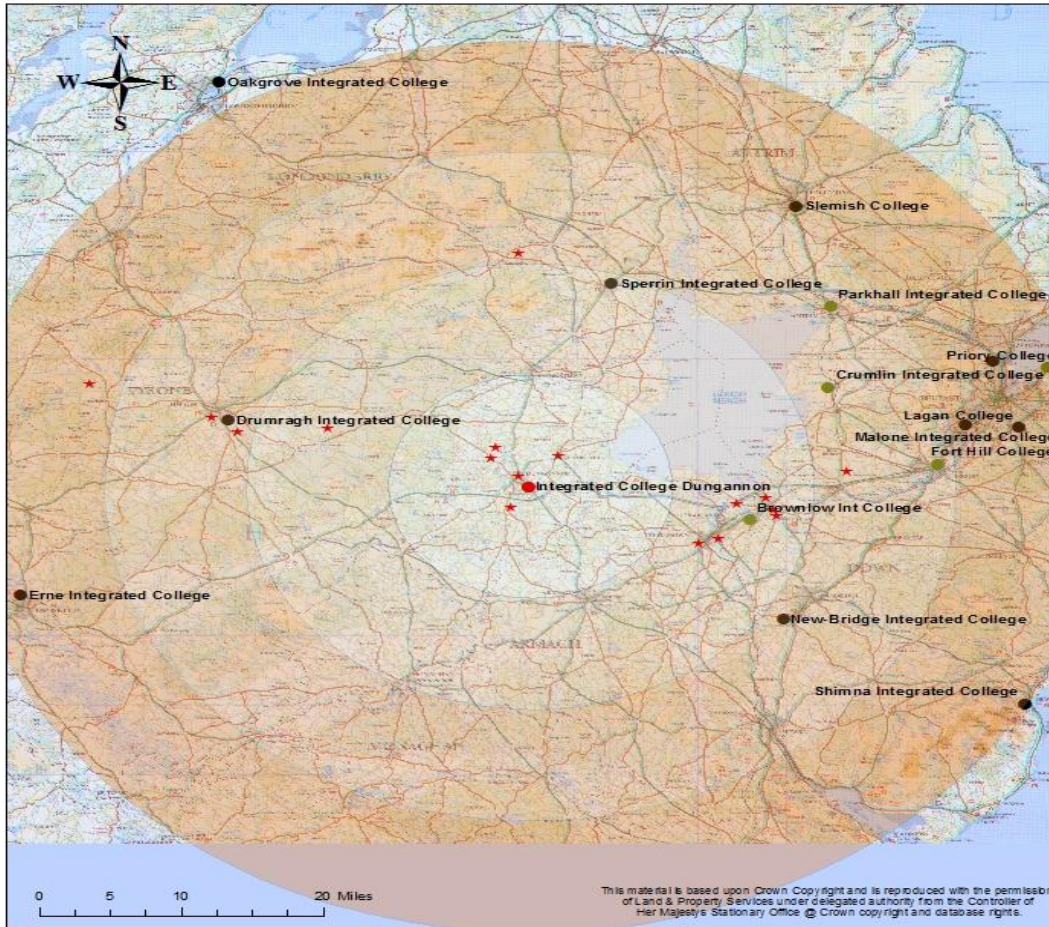
- Parents are given training on nutrition and mental preparation and will be provided with an reports on their child's performance.
- Irish FA staff will communicate directly with the school and players' local clubs to request any additional participation required e.g. tournaments.

#### **4.0 FUTURE DEVELOPMENT**

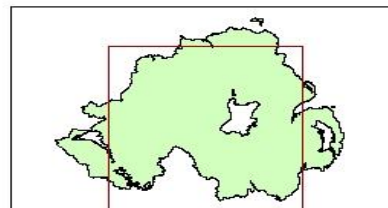
With the establishment of the Performance School Pathway we believe that we are moving in the right direction to achieve our long-term aim of developing our talented young people to be the future senior international players of tomorrow. We would be delighted to have the support from DENI as we embark on this exciting journey and recognise that embedding the programme into our partner schools will require not only the active involvement of schools, teachers and pupils, but also the bodies that support them. Much learning will take place in the setting up of our first ever school which will enable us to develop the programme and for more rapid implementation for growth into additional partner schools in the future. We will also develop the programme to include girls football. The Irish FA will continue to monitor the outcomes of the programme and seek to extend influence of the programme for the wider benefit of NI as a whole.

# Map showing the Location of the IFA Pupils

## Integrated College, Dungannon Alternative Integrated Provision



- Key**
- Integrated College
  - ★ Performance School Players Location
- Buffer Distance in Miles**
- 0.00 - 10.00
  - 10.00 - 20.00
  - 20.00 - 30.00
  - 30.00 - 40.00
- Controlled Integrated
  - GMI



### DE COMMENTARY

#### **Access, Inclusion and Wellbeing Directorate Comments on DP481**

From a special educational needs (SEN) policy perspective, we would not have any objection to this DP subject to assurances being sought that any impact on pupils with SEN will be considered and managed effectively; and that all the young people with SEN will receive assistance, as required, in managing any change.

#### **Investment and Infrastructure Directorate Comments on DP 481**

##### **Accommodation**

The Education Authority notes from the Case for Change that if the development proposal is approved the College would require approximately £2,490,000.00 in capital expenditure to provide accommodation in order to meet the requirements of the Department of Education Building Handbook for Post Primary Schools. In the DP, the accommodation required has been stated without an analysis of 'as is' provision versus entitlement. IID is therefore unable to confirm the actual investment required should the DP be granted. The comments made below are based on accepting the figures presented in the DP. As a grant maintained integrated school the responsibility for any capital work is with the Department of Education. We have briefly considered the assumed entitlement given the short deadline and confirm it is correct and that the costs are reasonable.

As this cost exceeds the Minor Works limit of £500k per scheme for construction cost the current SEP call would be an ideal vehicle for delivery of the additional accommodation required by the College.

##### **Ongoing SEP Scheme**

In February 2016 Integrated College Dungannon was approved to proceed to the construction stage of their project under DE's School Enhancement Programme (SEP). The project is being managed by the Education Authority on behalf of the department and involves the construction of a new 2 storey sports hall with ancillary accommodation including a fitness room, Drama/Dance suite and a floodlit synthetic pitch.

The SEP Project has a Financial Director approved total cost of £3.5m to include professional fees, statutory charges, F&E and VAT. Construction costs were approved at £2.26m.

Work commenced on site in July 2016. The main contractor is Woodvale Construction.

## Curriculum, Qualifications and Standards Directorate Comments on DP 481

### School Performance at GCSE-level

1. In 2015/16, the GCSE outcomes were above the NI non-grammar school average for pupils achieving 5+ GCSEs or equivalent at grades A\*-C (74% compared to 73%) but below the NI non-grammar average for pupils achieving 5+ GCSE A\*-C including GCSE English and GCSE mathematics (39.5% compared to 47%).
2. The proportion of Year 12 pupils achieving 5+ GCSEs or equivalent at grades A\*-C has shown an upward trend in recent years increasing from 58% in 2011/12 to 74% in 2013/14 and again in 2015/16, though it dipped to 64% in 2014/15. The proportion of pupils achieving 5+ GCSE A\*-C including GCSE English and GCSE mathematics increased during the period 2011/12 to 2013/14 from 38% to 49% but has decreased in each of the last two years - to 45% in 2014/15 down to 39.5% in 2015/16. It should be noted that ICD describes itself as an all-ability school and enrolls up to 29% of Year 8 pupils based on academic ability (through a 'grammar entry') based on standardised test results available from the pupils' primary school relating to Key Stage 2, a school report which reflects high academic ability or equivalent supporting evidence.
3. The table below shows the GCSE outcomes in the period 2011/12 to 2015/16.

	2011/12	2012/13	2013/14	2014/15	2015/16
No. of eligible pupils included in SAER return	64	69	72	95	76
<b>Proportion achieving 5+ GCSEs or equivalent at Grades A* - C</b>					
Integrated College Dungannon	58%	65%	74%	64%	74%
NI Non-grammar Average	64%	67%	71%	72%	73%
<b>Proportion achieving 5+ GCSEs or equivalent at Grades A* - C including GCSE English and GCSE mathematics</b>					
Integrated College Dungannon	38%	38%	49%	45%	39.5%
Non-grammar Average	36%	38%	44%	47%	47%

### School Performance at GCE A-level

4. The proportion of pupils achieving 2+ A-levels or equivalent at grades A\*-E has remained steady in recent years but, as with GCSE performance, declined in 2014/15. In 2015/16, 98% of Year 14 pupils achieved at this level which was above the NI non-grammar average of 96%. In the years (2011/12 to 2013/14) all Year 14 pupils had achieved at this level.

5. The proportion of Year 14 pupils achieving 3+ A-levels or equivalent at grades A\*-C has declined in recent years. In 2012/13, 50% of pupils achieved at this level (21 out of 42 pupils) however in 2015/16 this had fallen to 33% (14 out of 42 pupils). This is at odds with the statement in the Case for Change paper (page 31) where it states *“It should be noted that the College continues to demonstrate an upward trend in achievement at Year 12 and Year 14.....”*. The 2015/16 figure is below the NI non-grammar average of 52%. It should be noted that the number of pupils included in the statistics at Year 14 is relatively small therefore a small reduction/increase in the number of pupils achieving at the expected level will have a more significant impact on the percentages.
6. Outcomes at GCE A-Level or equivalent qualifications between 2011/12 and 2015/16 are detailed in the table below.

	2011/12	2012/13	2013/14	2014/15	2015/16
No. of eligible pupils included in SAER return	27	42	25	28	42
<b>Proportion achieving 2+ A-levels or equivalent at Grades A*- E</b>					
Integrated College Dungannon	100%	100%	100%	93%	98%
NI Non-grammar Average	96%	96%	95%	96%	96%
<b>Proportion achieving 3+ A-levels or equivalent at Grades A*- C</b>					
Integrated College Dungannon	48%	50%	44%	29%	33%
NI Non-grammar Average	45%	45%	48%	48%	52%

### Curricular Offer

7. In order to meet the statutory requirements of the Entitlement Framework (EF) schools are currently required to provide access to a minimum of 24 courses at Key Stage 4 (KS4) and 27 courses at Post-16; of which at least one third must be general and one third applied (but see also para. 14 below).
8. The table below sets out the data for academic year **2015/16**. Compliance rates for the current academic year will not be available until February 2017. **Green indicates that the school met these requirements and Red indicates the school did not meet the requirements.**

**Integrated College, Dungannon, provided access to the following courses at KS4 and Post-16.**

	Key Stage 4 (Year 11)	Post-16 (Year 13)
Applied courses	20	15
General courses	14	13
<b>Total</b>	<b>34</b>	<b>28</b>

9. At KS4 **ICD** offered access to 34 courses, three of the 20 applied courses were delivered through collaboration, one with Drumglass High and two with FE. One of the 14 general courses was delivered through collaboration with St Patrick's College, Dungannon.
10. At Post-16 **ICD** offered access to 28 courses; five of the 15 applied courses were delivered collaboratively with St Patrick's College Dungannon, St. Joseph's Grammar Donaghmore and the Royal School, Dungannon. Two of the 13 general courses were delivered through collaboration with St Patrick's College Dungannon and St Joseph's Grammar, Donaghmore.
11. It is worth noting that **from September 2017, the number of qualifying courses schools will be required to offer will be reduced to 21 at both KS4 and post-16.** Schools will still be required to offer at least one third general and one third applied courses as this is set out in primary legislation. Schools were informed of the Minister's decision on 16 January 2017.
12. The case for change states that in order to meet the demands of the EF and provide for the breadth of ability in ICD an increase in the overall enrolment is necessary; CET notes that in 2015/16 ICD was fully EF compliant at KS4 and Post-16 and indeed offered well in excess of the statutory requirement at KS4.
13. The proposal states that ICD wants to develop more vocational and academic subjects at sixth form to widen accessibility to more students. An increase in the admissions/enrolment number would in effect increase its potential sixth form cohort. This could increase the funding available to the school as post-16 provision attracts a higher level of funding per pupil and this might enable ICD to increase its offer at post-16.
14. The proposal also states that ICD is an active member of the Dungannon and Cookstown Area Learning Community (ALC) and that an increased enrolment would enable it to offer a greater number of subjects and pathways to schools within the ALC. CET notes that in 2015/16 nine courses were delivered in collaboration with other schools within the ALC.
15. As it stands, ICD's offer would be well in excess of the reduced EF statutory requirement of 21 courses (at KS4 and post-16) that will take effect from September 2017.

#### Demand for Places

16. It is noted that ICD's actual enrolment has exceeded 500 in each academic year since 2012/13 and has increased year-on-year since then; the 2016/17 enrolment is 577. However, while the school's Year 8 intake increased in each of the past five years it has only exceeded the current approved admissions number (90) in the past two years (93 in 2015/16 and 100 in 2016/17). The main reason for ICD exceeding

its approved enrolment (500) is due to the number of 6<sup>th</sup> form places being provided; the size of the 6<sup>th</sup> has increased from 87 in 2011/12 to 114 in 2016/17.

17. An increase of 30 in the admissions number appears excessive at this stage as there is no evidence to suggest this level of increase is achievable and there is surplus capacity at alternative local post-primary schools albeit none of them is 'Integrated'. However, the governors also advise that ICD has been selected by the IFA to participate in its Northern Ireland Elite Performance Schools Programme (NIEPSP) from September 2017 which potentially would require the school to admit between 15 and 25 additional pupils at Year 8 (see paragraphs 23-28 below).
18. As regards post-16 provision, ICD's current 6<sup>th</sup> form enrolment is 114 (76 in Year 13 and 38 in Year 14). The current approved admission/enrolment numbers only provide for a 6<sup>th</sup> form of 50 however the school has demonstrated that this does not meet the school's requirements in providing the Entitlement Framework nor does it allow the school to facilitate the level of demand for places (currently 114 pupils). However, the Governors have not provided any evidence to show how the figure of 140 places was determined or whether this is sustainable. It should be noted that if the proposal is approved, there would be places available for circa 58% of Year 12 pupils wishing to progress to Year 13 (120 places in Year 12 and 70 in Year 13). This would be above the NI non-grammar average for Year 12 pupils staying on to Year 13 (48.4% in 2016/17 – provisional figure<sup>1</sup>).
19. It is noted that the EA supports the proposal however they have reservations about the scale of the proposed increases in the approved admission and enrolment numbers.

#### Irish Football Association's NI Elite Performance Schools Programme (NIEPSP)

20. ICD advise that they have been asked by the Irish Football Association (IFA) to work with them to help deliver their NIEPSP from September 2017. The aim of the NIEPSP is to provide "*the best pathway for gifted and talented young players in NI to nurture them and develop them to the required level to achieve their ambitions of becoming professional footballers.*" ICD was advised of their selection as a partner school in September 2016 and that involvement in the NIEPSP would require the school to admit an extra 15 to 25 pupils to Year 8 each year.
21. On 1 November 2016, Kieron Moore, former Head of Curriculum Team (DE), supported the Minister for Education at a meeting held with the IFA to discuss its proposal to introduce the NIEPSP with effect from September 2017. A note of the meeting is provided as a separate document. In follow up to a number of issues raised at the meeting, the IFA was advised that they needed to do a bit more work on developing the programme and they should work with the Area Learning Communities to do so.

---

<sup>1</sup> Pupils that enter Year 13 only to repeat GCSEs are **not** counted as 'staying on'.



22. To inform CQSD's input to this Development Proposal an update was requested from the IFA (received 19 January 2017). The IFA has advised that each of the three selected partner schools (ICD, Lagan College and Oakgrove Integrated College) confirmed that they were all open to having pupils from other schools participate in the programme on their respective sites so the IFA will be moving forward to ensure that the programme allows pupils from all types of schools to be included. The IFA's proposal to the three schools is being updated to clarify that the programme is not only for pupils enrolled at each of the three selected schools but is also open for identified pupils from other schools.
23. The original proposal presented to ICD by the IFA was that the programme would involve between 15 and 25 pupils and that these pupils would have to be enrolled at ICD from Year 8. The IFA's review of its original proposal will likely reduce the number of pupils ICD would be required to enrol at Year 8 which in turn would impact on the level of increase in the school's admission and enrolment numbers put forward in this DP.
24. It should be noted that the NIEPSP is an IFA initiative funded entirely by the IFA. It has not been formally endorsed by DE and is not linked to the Curriculum Sports Programme which is delivered by the IFA and GAA on behalf of DE.

### **Conclusion and Recommendation**

25. Whilst CQSD is content to support an increase in ICD's approved admissions and enrolment numbers, the level of increase proposed needs to be reviewed once the IFA has clarified how many Year 8 pupils selected to participate in the NIEPSP would be required to enrol at ICD.
26. ICD cited participation in the NIEPSP as one of the reasons why it was requesting an increase in its admissions number. The IFA review is likely to mean ICD will not be required to enrol as many (NIEPSP) pupils as originally anticipated, i.e. 15 to 25 pupils per academic year, which may result in the admissions and enrolment numbers currently proposed having to be modified downwards.
27. CQSD would be happy to comment on any revised proposal if required.

## **Collaborative Education and Practice Directorate Comments on DP 481**

1. This Development Proposal (DP) refers to the proposed increase in the approved enrolment number at IC Dungannon up to 740 from September 2017, or as soon as possible thereafter. This would permit the school to increase its admissions number from 90 to 120 pupils.

### ***Unmet Demand for integrated education***

2. In assessing this proposal DE's statutory duty to encourage and facilitate the development of integrated education should be given due consideration, particularly. Consequently, the key issue in assessing this proposal is the level of unmet demand in the area for integrated education.

3. The nearest alternative integrated provision is located some considerable distance away. Brownlow Integrated College, Craigavon and Sperrin Integrated College, Magherafelt, are 20 and 22 miles distant respectively. The key issue of unmet demand for integrated provision in the area must, therefore, be evidenced from applications to IC Dugannon.

4. The approved admissions and enrolment numbers at the school are 90 and 500. As set out in Table below, the school's first preference Year 8 applications have been below its admissions number in each of the last three years. In addition, the total applications from **all** preferences have only been slightly above the school's admission number in the last two years.

### **IC Dungannon - Applications**

<b>Applications and Admissions to Year 8</b>				
<b>Year</b>	<b>Admissions no.</b>	<b>First Preferences</b>	<b>Total Applications All Preferences</b>	<b>Total Admissions</b>
<b>2014/15</b>	90	77	84	87
<b>2015/16</b>	90	74	97	93
<b>2016/17</b>	90	72	94	92

5. Consequently, there is no strong historic evidence to support the proposed increase in admissions to 120. There is no significant evidence of unmet demand for integrated education in the area, as demonstrated in the level applications to Dungannon IC.

### ***Irish Football Association (IFA)***

6. The Case for Change advises that IC Dungannon has been developing links with the IFA who have asked the College to help deliver their Northern Ireland Elite

Performance Schools Programme on the College campus from September 2017. The Case for Change advises that this initiative requires the College to request an increase in its admission and enrolment numbers to admit an additional 15-25 students from the programme into Year 8.

7. However, the latest update from the IFA following a meeting with the SPAD is that the programme is not only for pupils at the site school but is also open for identified pupils from other schools. Consequently, it would be premature and perhaps unnecessary to agree an increase in admission to facilitate a programme which is to be open to selected pupils from all schools in the area.

### ***Sustainability: Integrated College Dungannon***

8. The current approved enrolment at IC Dungannon (500 including sixth form) is slightly below the minimum level set out for a sustainable post-primary primary school. In light of the DE's statutory duty to encourage and facilitate integrated education, IMIE Team would argue it is reasonable to consider a small increase in admission numbers to 100 and total enrolment to 600 allow the school to grow to the minimum size for a sustainable post primary school at both Years 8-12 and ensure the sixth form also remains viable as the rest of the school grows. It is necessary, therefore, to consider a number of other key sustainability indicators.

### ***Quality Educational Experience***

9. At the time of the last inspection in October 2011, the ETI reported that the quality of education at the school was good. The quality of leadership and management was also good. IMIE would of course be content to be guided by any current views of the ETI in this regard.

10. At GCSE level, the performance of Year 12 pupils at Integrated College Dungannon has improved over the past four years. The percentage of pupils achieving 5+ GCSEs at grades A\*-C (or equivalent) including GCSEs in English and maths has increased from 38% in 2011/12 to 45% in 2014/15. This is very slightly below the Northern Ireland average for non-grammar schools (46.8% in 2014/15) but not a major concern.

11. In 2015/16, IC Dungannon was fully compliant with the Entitlement Framework at Key Stage 4 and post-16.

### ***Financial Position***

12. As a grant-maintained integrated school, IC Dungannon cannot operate with a deficit of public funds.

### ***Religious Balance***

13. As set out in the Table below, the school enrolment is slightly below the desirable 30% of enrolments from the minority (Protestant) community. However, enrolments from the minority community have consistently been above 20% and the recent slight

decrease in the percentage of Protestant pupils has been accompanied by an increase in pupils from other religions, which has been seen in many schools.

**IC Dungannon - Religious Breakdown by %**

<b>Year</b>	<b>Protestant</b>	<b>Catholic</b>	<b>Other religions / religion not known</b>
2015/16	24	59	17
2014/15	25	60	15
2013/14	26	58	16
2012/13	26	60	14
2011/12	30	58	12

14. Overall, there do not appear to be any particular concerns regarding the appropriateness of further extending the school and its capacity to appropriately manage growth.

***Conclusion and Recommendation***

15. There is no strong historic evidence to support the proposed increase in admissions at IC Dungannon to 120 and approval enrolment to 740. In regard to the proposed IFA programme, it seems unnecessary to agree an increase in admissions to facilitate a programme which is now to be open to selected pupils from all schools in the area.

16. However, in line with the statutory duty to encourage and facilitate integrated education, IMIE would recommend that the proposal should be modified to allow the school to increase to the minimum enrolment levels set out in DE’s Sustainable Schools Policy. This would increase enrolments at the school to a viable, sustainable level. Notably, there is no other integrated option in the immediate area. This small increase may not require capital investment.

17. Whilst the proposed modification may have an impact on admissions to other non-integrated schools in the area, DE’s statutory duty to encourage and facilitate the development of integrated education should be given due consideration, particularly in light of the conclusions of the Drumragh judgment that DE must continue to have regard to the Article 64 obligations when taking decisions on an area planning basis.

## **Shared Education & Community Relations Team Comments on DP 481**

Shared Education is not a standalone sector, but an approach to delivery of education services.

Integrated College, Dungannon is a participating school within a shared education partnership, along with Drumglass High School and St Patrick's College, Dungannon. Any increase in admission number is unlikely to impact on the Shared Education work which is being taken forward within its partnership. While there would be potential for an imbalance in the religious breakdown, the numbers involved (increase in admission numbers of 30 pupils) and the fact that as an integrated school, there would be potential to attract from both main religious communities, means that any impact is likely to be negligible.

Whilst the impact would be negligible a Development Proposal requesting an increase in enrolment by one partner (especially an Integrated school drawing from both communities) could be cause for concern to its partner schools and with the potential to damage established relationships. It is not clear if the proposal was discussed in advance with the partner schools. The EA Shared Education team has advised that this particular partnership has a strong relationship and it is therefore it is not likely to be an issue.

From a Shared Education policy perspective, the impact of any increase in admission numbers on neighbouring schools is also likely to be negligible. Of those listed, only two are not currently engaged in a shared education partnership (Aughnacloy College & St Joseph's College, Coalisland), with the remaining schools being involved in one of four separate partnerships as follows:

Partnership 1 – Fivemiletown College; St Ciaran's College, Ballygawley;  
Partnership 2 – Royal School Dungannon; St Patrick's Academy, Dungannon;  
Partnership 3 – Cookstown High School; Holy Trinity College, Cookstown;  
Partnership 4 – Royal School Armagh; St Catherine's College, Armagh; The City of Armagh High School; St Patrick's Grammar School, Armagh.

While there would be potential for admissions from other schools to be impacted, the additional numbers involved and potential as a integrated schools to draw from both main religious communities, is unlikely to have any significant impact on the other partnerships ability to delivery shared education.

Admissions which may draw from the two schools not currently involved in Shared Education would lead to an increase in the number of pupils in the area that have an opportunity to participate in shared education. However, without any clear assessment of where pupils availing of the additional places may be drawn from, it is not possible to fully assess such impact. The reason for the non-participation of the two schools is not known, but may result from ineligibility to the DSC Shared Education Signature project; if so, the two school would be eligible to apply as part of a partnership to the forthcoming Peace IV shared education programme.

Consequently there are no issues or cause for concern that have been identified from a Shared Education perspective that would need to be considered in respect of Development Proposal 481.

### **SAT input to DP481 Integrated College Dungannon**

Integrated College Dungannon has approved admission and enrolment numbers of 90 and 500 respectively. DP481 proposes to increase the admission and enrolment numbers to 120 and 740 respectively, with effect from 1 September 2017 or as soon as possible thereafter. As a guide figure, with an annual intake of 120 pupils, this would potentially equate to 600 across Years 8 – 12 (i.e. 120 x 5), leaving 140 places available for Sixth Form pupils. A school has however, only one overall approved enrolment and accordingly the Department does not set a separate Sixth Form enrolment number.

### **Accommodation**

Page 9 of the Case for Change (Cfc) notes that the school site is comprised of one core building and seven 'long term temporary' modular buildings. Page 10 of the CfC further elaborates that 86% of classrooms are housed in temporary accommodation and "the majority of these buildings are coming to an end of their useful life." In addition, it is remarked that "Substantial renovation work is already necessary, in respect of maintenance; a cost that may well exceed a new build cost."

In the event that DP 481 is approved, SAT would intend to annually phase the current enrolment number upwards until the figure of 740 is reached, however, before annually increasing numbers, SAT will take account of all factors including any accommodation issues before agreeing approved numbers.

### **School Admissions**

The table below shows that applications to the school have exceeded the approved admissions number in each of the last two years.

<b>Applications and Admissions to Year 8</b>			
<b>Year</b>	<b>Admissions no.</b>	<b>Total Applications All Preferences</b>	<b>Total Admissions</b>
<b>2014/15</b>	90	84	87
<b>2015/16</b>	90	97	91
<b>2016/17</b>	90	94	92

If a school receives more applications for admission than it has places available it can request a Temporary Variation (TV) of its admissions and/or 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.

The Department will generally approve a TV to a school's numbers for children who otherwise do not have a post-primary school of the same type, with places, available to them within a reasonable travelling distance of the child's home address. For the purposes of post-primary school TV requests the Department defines 'reasonable travelling distance' as a journey that can be completed by public transport in one hour or less and is not further than 15 miles travelling distance 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.

For the last five years Integrated College Dungannon has had TVs granted as follows:

School Year	Approved Admissions Number	Approved Enrolment Number	Temporary Variations Approved (To a total of)*	
			Admissions	Enrolment
2016/17	90	500	92	538
2015/16	90	500	96	507
2014/15	90	500	-	509
2013/14	90	500	-	501
2012/13	90	500	-	-

\*Numbers exclude statemented children (all year groups) and those admitted on appeal or by the ECB (year of admission only)

### Long Term

The long term need for places in particular areas is for the area planning process to consider. SAT does not hold data on future demand for places and is unable to make a recommendation on whether the DP should be approved.

## Post-Primary School Annual Area Profile 2016

DE Ref No:	School Name:	Status:	Council Area:
5260286	Integrated College Dungannon	GMI	MID ULSTER

Annual Census Information				
Year	Total pupils Y8-Y12	6 <sup>th</sup> Form	Total Enrolment	Pupils in IMU
2012/13	425	100	525	0
2013/14	438	101	539	0
2014/15	438	105	543	0
2015/16	425	114	539	0
Approved Enrolment Number				500
Approved Admissions Number				90
Year 8 Pupils 2015/16				93
First Preference Applications 2015/16				77
% FMSE				36.7

Educational Achievements				
Year	5+ GCSE A*-C % of year 12 pupils achieving 5+ GCSEs grades A*-C (including equivalents)	5+ GCSE A*-C incl English & Maths % of year 12 pupils achieving 5+ GCSEs grades A*-C (including equivalents) including English and Maths	3+ A-levels A*-C % of pupils achieving 3+ A Levels grades A*-C (including equivalents)	2+ A-levels A*-E % of pupils achieving 2+ A Levels grades A*-E (including equivalents)
2012/13	65.2	37.7	50.0	100.0
2013/14	73.6	48.6	44.0	100.0
2014/15	64.2	45.3	28.6	92.9
In formal intervention any period 1 April 2014 – 31 March 2015				

EF Compliant	
Key Stage 4 compliant	Y
Post-16 compliant	Y

Budgets			
Year	Available Delegated Resources £	Surplus/Deficit £	Surplus/Deficit %
2012/13			
2013/14			
2014/15			

KEY TO SYMBOLS & TEXT USED IN DATA ABOVE	
Symbol / Text	Definition
*	Relates to fewer than 5 cases.
#	Means that a figure greater than or equal to 5 had been treated to prevent disclosure of a small number elsewhere
-	School not open in the relevant academic year
n/a	not applicable, no pupils in the final year of an A level (or equivalent) course of study
JH	Junior High School, no year 12 or post 16 pupils

Note: Sixth forms total may include some pupils studying level 2 subjects only.



