

SECTION 5

Copy of Published Development Proposal

Appendix A

EDUCATION AUTHORITY

DEVELOPMENT PROPOSAL NO 683

ST ANNE'S PRIMARY SCHOOL, DONAGHADEE

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

St Anne's Primary School, Donaghadee will transform to Controlled Integrated Status with effect from 1 September 2023, or as soon as possible thereafter.

A copy of the Proposal and Case for Change may be inspected at the offices of the Education Authority located at Grahamsbridge Road, Dundonald, BT16 1HS, between the hours of 9.00 am and 4.30 pm and www.eani.org.uk/school-management/area-planning.

Any objections or support to this Proposal should be lodged with the Area Planning Policy Team, Department of Education, Rathgael House, Balloo Road, Bangor, Co Down, BT19 7PR or emailed to dps@education-ni.gov.uk within two months* of the date of publication of this notice (*extended to 14 October 2022). Any letters of objection or support may be published on the Department of Education's website, with appropriate redactions, if they are included in full in the submission on which the outcome of the proposal is decided.

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

Sara Long
Chief Executive

Case for Change and Supporting Information

The Case for Change



Submitted by the Board of Governors of:

St. Anne's Primary School

9 Millisle Rd,
Donaghadee
County Down
BT21 0HY



CASE for CHANGE – Supporting Information

SUMMARY/OVERVIEW

| | |
|------------------------|---|
| AREA PLANNING DISTRICT | Area planning Locality East: Ards and North Down Borough Council |
| DP NUMBER | DP 683 |
| PROPOSER | Contact: <i>Mr John Hennessy</i> <i>School telephone number Tel 028 88 3619</i> <i>Chair of the Board of Governors: Mrs Gillian McCollum</i> <i>(Note: DE will use these contact details for providing notification of the Minister's/Permanent Secretary's decision.)</i> |
| SCHOOL(S) NAME | St. Anne's Primary School |
| SCHOOL REFERENCE | 403-3008 |
| TYPE | Primary |
| MANAGEMENT | Maintained |

| | |
|---------------------|--|
| DP PUBLICATION DATE | Week commencing 13 June 2022 |
| PROPOSAL | The Board of Governors of St. Anne's Primary School proposes to transform to Controlled Integrated status from 1 st September 2023 or as soon as possible thereafter. |

STATUTORY CONSULTATION

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

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

EDUCATION AUTHORITY COMMENTARY ON PRE-PUBLICATION STATUTORY CONSULTATION

| | |
|---|--|
| <p>PROPOSER</p> <p>Provide detail of consultation with the BOGs, teachers and parents of the affected school(s) – dates of meetings/letters. Good practice suggests all staff (including nonteaching) should be consulted as well as pupils.</p> <p>Summary and assessment of views received – how were these taken into account before publication of the DP?</p> | <p>Detail about meetings and consultations that have taken place to date:</p> <p>The Principal had an initial telephone conversation with the Integrated Education Fund in October 2019. The onset of the pandemic delayed further considerations and the next time the school leadership and community considered this idea was in Autumn 2021. This was followed by a Governors' meeting with IEF on 13th October 2021.</p> <p>The Integrated Education Fund reported that the registration figure of parents of children at the school on the Integrate My School website reaching 100% during October 2021.</p> <p>Initial Information/ consultation session for parents with IEF on the morning of 18th October and the evening of 19th October 2021 to consider the parents' views and what it might mean to transform to become Integrated. Given that almost 100% of parents had registered their interest, the BoG took the decision to host a ballot of parents on the 19th October 2021.</p> <p>School Principal led whole school staff information and consultation morning on 1st November.</p> |
|---|--|

School Principal met with IEF and NICIE in school on 3rd November.

Information/ consultation session for parents and school staff with Integrated Education Fund and NICIE on – 23rd November 2021 via Zoom. IEF hosted parent drop-in sessions on 24th November and 29th November.

Parental ballot – from 23rd November to 7th December 2021: 82% turnout and 96% in favour.

IEF attended the school's open event on 11th December and NICIE attended the school's open event on 11th December.

Following his visit to two Integrated primary schools, the Principal disseminated his findings to all staff on November 26.

December 2021: Transformation Action Group set up within the school, consisting of parents, staff and governor representatives.

EA and NICIE met with school Principal following the parental ballot result 15th Dec 2021

School and wider community consultation processes have been ongoing since September 2021 in order to identify and assess parental demand in the area:


Expressions of Interest (EoIs) started to be collected on 30th October 2021. Used social media, online and paper forms. Parents and school staff, alongside NICIE and IEF staff engaged in a comprehensive community consultation process which has involved use of Facebook, Instagram, posters in local playgroups/private nurseries/local shops and amenities, eg library, and QR code given at community events such as Halloween Pumpkin Fair).




Collection of EoIs has also been done via direct house-to-house requests (Nov Dec Jan Feb), visits to SureStart, (Dec), and Community events held at school (Dec), open days, and at Donaghadee Christmas Market (Dec).

School staff participated in an in-person school development day workshop with EA sectoral support on 4th January 2022 (NICIE staff were unable to attend)

School Principal and two members of BoG attended NICIE case for change workshop on 26th Jan 2022

Information/consultation Session for Governors delivered by NICIE and EA staff online on the 1st Feb 2022.

| | |
|-------------------------------------|---|
| | <p>KS1 pupils were consulted on Feb 2 and 9, KS2 pupils and School Council were consulted on Feb 22 and March 8, by way of age-appropriate class activities.</p> |
| <p>CONFIRMATION BY THE PROPOSER</p> | <p>I confirm that the school(s) BOGs, Staff and Parents of pupils were consulted on and Equality Screening of the proposal has been carried out and the statutory requirements of the Rural Needs Act (NI) 2016 (where appropriate) have been considered.</p> <p>NAME: Gillian McCollum OFFICE HELD: Chairperson of BOG</p> <p>SIGNED:  DATE: 08/03/2022</p> |

| <p align="center">Case for Change: Statutory Consultation</p> | | | | | | | | | |
|--|---|-------|----------------|--------------|-----------------------|---------|--|-------|-------------|
| <p>EDUCATION AUTHORITY COMMENTARY ON PRE-PUBLICATION STATUTORY CONSULTATION <i>The following is to be completed and signed off by the EA.</i></p> | | | | | | | | | |
| <p>The Education Authority (EA)</p> | <p>I confirm that the schools which the Education Authority consider might be impacted by this proposal were consulted on 25 March 2022 with a return date of 6 May 2022.</p> <table border="1" data-bbox="624 1565 1428 1771"> <tr> <td>Name:</td> <td>Michele Corkey</td> </tr> <tr> <td>Office Held:</td> <td>Director of Education</td> </tr> <tr> <td>Signed:</td> <td></td> </tr> <tr> <td>Date:</td> <td>7 June 2022</td> </tr> </table> | Name: | Michele Corkey | Office Held: | Director of Education | Signed: |  | Date: | 7 June 2022 |
| Name: | Michele Corkey | | | | | | | | |
| Office Held: | Director of Education | | | | | | | | |
| Signed: |  | | | | | | | | |
| Date: | 7 June 2022 | | | | | | | | |
| <p>Provide detail of consultation with schools that may, in the EA's opinion, be affected by the proposal - list of schools,</p> | <p>In accordance with Article 14 of the Education and Libraries (Northern Ireland) Order 1986, a copy of the proposal was sent on 25 March 2022 to schools which, in the opinion of the Education Authority, might be affected by the proposal. A total of 42 local schools which might be affected by the proposal were forwarded correspondence. Comments were invited from Boards of</p> | | | | | | | | |

dates of letters issued to schools/meetings.

Summary of views received (number of responses, recurring themes, petitions, community support or opposition).

Responses/Assurances in respect of issues raised during consultation.

Dates of EA meetings eg Education Committee/ Board etc.

Details of issues raised by members of EA Board

Governors and Trustees, to be returned to the Education Authority by 6 May 2022.

Four responses were received – two from Boards of Governors, one from a principal and one from the Controlled Schools’ Support Council.

| Respondent | Agree | Disagree | Neither Agree nor Disagree | Total |
|-------------------------------------|----------|----------|----------------------------|----------|
| Donaghadee PS - Board of Governors | | 1 | | 1 |
| Ballyvester PS - Board of Governors | | 1 | | 1 |
| Grey Abbey PS - Principal | 1 | | | 1 |
| Controlled Schools’ Support Council | | | 1 | 1 |
| Total Responses | 1 | 2 | 1 | 4 |

The information below provides a summary of overall responses and emerging themes of responses received:

Do not support the proposal – summary comments

- Support St Anne’s PS as a maintained school as it offered choice to those desiring a faith school.
- Support St Anne’s PS as Ballyvester PS has a long-standing link with the school through the Shared Education Programme.
- Transfer to controlled school status is a concern as it is not evident from the figures supplied re: birth rate that Donaghadee requires 3 controlled schools within a 1 mile radius of its centre.
- Donaghadee PS and Ballyvester PS are community schools offering places to all applicants without reference to faith or culture – there are currently families from a Catholic, Protestant and other religious backgrounds, in addition to many declaring no faith.
- In favour of all schools being integrated but this needs to be carefully managed to ensure the quality of education is maintained and resources are not depleted.
- At a time of inadequate investment in education, there is a danger that other local schools suffer a decline in budget due to a decline in admission/enrolment numbers.

Support the proposal – summary comments

- Formal acknowledgement of the excellent work which the Principal and St Anne’s Primary School have done over the last number of years in providing for anyone and everyone irrespective of their culture or background.
- Area Planning has already more than set a precedent for this in that they granted Loughries Primary School to transform when there was a far, far weaker case and the main and overriding reason for them seeking Integrated status was purely to just stay open.


Controlled Schools' Support Council Comments

- Recognises the inclusive ethos of St Anne's Primary School, Donaghadee, which along with local controlled schools, welcomes children of all faiths and none and acknowledges the positive relationships and collaboration amongst the schools in the locality and the positive outcome of the parental ballot regarding Transformation.
- Is aware of concerns expressed by several controlled schools and asks that the Education Authority explores the full impact of the proposal on education provision within the area to ensure that the proposed Transformation will not impact on the sustainability of alternative controlled provision.

This development proposal was discussed by the Education Authority's Strategic Planning and Policy Committee at its meeting on 7 June 2022.

EDUCATION AUTHORITY COMMENTS

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

| | |
|--------------|---|
| Name: | Michele Corkey |
| Office Held: | Director of Education |
| Signed: |  |
| Date: | 7 June 2022 |

The Education Authority recognises its duty to encourage and facilitate integrated education under the Education Reform (Northern Ireland) Order 1989 and has, and will continue, to support the Board of Governors of St Anne's Primary School, Donaghadee through its proposal. However, the Education Authority is unable to support the proposal to transform St Anne's Primary School, Donaghadee from maintained to controlled integrated status. The Education Authority acknowledges the community background of the pupils in attendance at the school includes a mix of Protestant, Catholic and others, which is keeping with the demographics of the area. However, there are places available at alternative integrated primary schools within a reasonable travelling distance of Donaghadee. An additional controlled integrated primary school in the area could adversely impact established Controlled and Integrated provision.

The Education Authority further notes that St Anne's Primary School, Donaghadee, with a current enrolment of 50 pupils, falls considerably below the Sustainable Schools Policy threshold of 105 pupils for a rural school.

The Education Authority, in supporting the Council for Catholic Maintained Schools' proposal for the discontinuance of St Anne's Primary School, Donaghadee, Development Proposal 673, noted its concerns over the lack of suitable alternative provision in the area and encouraged the Council for Catholic Maintained Schools to engage, assuming the proposal was approved, with the parents of children in attendance at St Anne's Primary School, Donaghadee at the earliest opportunity in order to assist them in accessing suitable provision.

In consideration of the above, and the Case for Change, the Education Authority is proposing to publish Development Proposal 683 during the week beginning 13 June 2022.

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1. Background

1.1 Description of St. Anne's Primary School

St. Anne's Primary School is a co-educational maintained primary school, open to pupils of any religious denomination and of none, situated to the south of Donaghadee town centre. The school opened in January 1932 to cater for the educational needs of children in the area. Enrolment at the school includes children from a range of nationalities, religions and cultures, representing the growing and diversifying population surrounding Donaghadee.



Co. Down Spectator, and Chronicle newspapers, 17/02/2022

The current staffing is a Teaching Principal, and three Assistant Teachers. The support staff team consists of a part time School Secretary, Caretaker, a Classroom Assistant and a Supervisory Assistant. There are also four Special Educational Needs Assistants. This staff group represents 58% and 42% from a Protestant and Catholic background respectively.

The school's culture respects the beliefs, values and traditions of everyone and this is embedded in the school's ethos. The school community wants to strengthen, widen and deepen these values by working towards fully incorporating the four principles of Integrated Education: Equality, Faith and Values, Parental Involvement and Social Responsibility within our ethos. The Board of Governors, staff, and parents of the school have worked hard so that the school is welcoming to the whole community, particularly over the past few years as consideration was given to transformation to Controlled Integrated Status.

Transforming to Controlled Integrated Status would allow St. Anne's PS to publicly formalise these values, meet the need in the local area for Integrated primary provision, and build upon the inclusive practice that already exists.

1.2 Location, current accommodation, and site

St. Anne's Primary School is constructed on a spacious site as Figure 1 below shows. There are four viable classrooms; each with interactive whiteboards which can comfortably accommodate 30 pupils. The school building is well-maintained and is of high quality. Classroom furniture, doors, architraves, floors, walls, bathrooms and communal areas e.g. cloakrooms, library, assembly hall and kitchen, are all in good condition and maintained at a high standard. Minor improvements were carried out in 2016/17. These included a toilet refurbishment and installation of new LED lights throughout. The extensive grounds surrounding the school offer the potential for further extension/development (if required).

Figure 1: Google map view of St. Anne's Primary School, Donaghadee¹



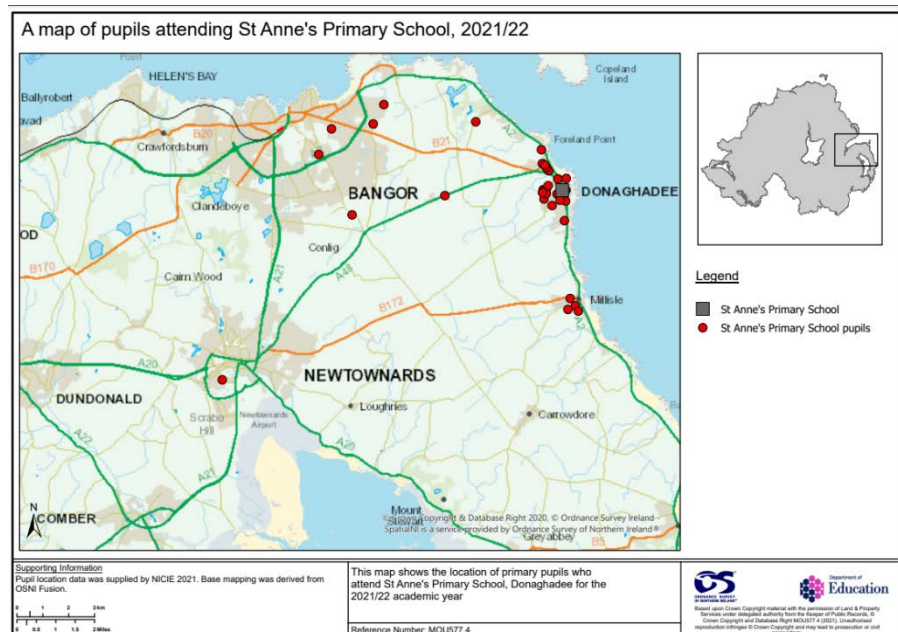
The school is located in Donaghadee South (Super Output Area), in the centre of the town, making it an accessible and central location for those families living in the town centre and in the housing areas surrounding Donaghadee, including the new housing development areas recently established and those housing developments on the outskirts of the town planned in the near future. The school is located 6.7 miles from Bangor and 8.2 miles from Newtownards, making the school accessible to families living in the more rural areas in between the nearest towns.

St. Anne's PS is within the "Parish of Bangor" and in Ards & North Down Borough Council. The majority of pupils come from Donaghadee, although some also travel from the

¹www.google.co.uk/maps accessed 2nd March 2022

neighbouring towns of Millisle, Groomspoint, Bangor and Newtownards. Figure 2 below indicates the location of the school and the pupil distribution (2020/21) within the area. It shows that most of our pupils live within a 1.5-mile radius of the school with a small number of pupils travelling further than 5 miles.

Figure 2: Location of pupils currently attending St. Anne's Primary School, Donaghadee²



The school is situated just off the Millisle Road, a 5-minute walk to the town centre. Donaghadee town centre has enjoyed an economic revival over the past 20 years, with a wide range of independent shops, cafes, and award-winning restaurants. The town's amenities include cricket, football, hockey, rugby pitches, library, health centre, recreation facilities, community centre and harbour area. A five-minute walk in the opposite direction is "The Commons", a local council-managed environmental/parkland area, including tennis courts, play areas, beaches and other recreational facilities.

1.3 Population in area

² supplied by DE, February 2022

Figure 3 below shows the population change of main towns in Ards and North Down between 1981 and 2011. It shows that Donaghadee had the highest growing population in the Borough in this period (this is based on census data, so 2011 is the most recent data available). Between 1981 and 2011, the population of Donaghadee increased by 77%, twice the rate of increase of the second biggest growing town (Newtownards). In the same period the population of Northern Ireland increased by only 17%.

Figure 3: Rate of Population Change % in Ards and North Down³

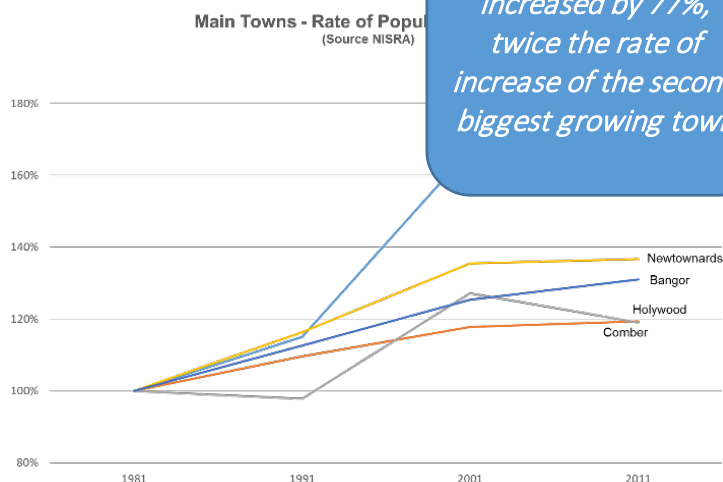


Table 1 shows live birth rates in each academic year for the current electoral wards (2014 geographies) in the period 2011-2019. These ward areas are where most pupils attending the school live.

Table 1: Live Birth Statistics by Academic Year and Electoral Ward⁴

| | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 |
|---------------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|
| Carrowdore | 44 | 36 | 60 | 43 | 40 | 40 | 37 | 39 | 23 |
| Donaghadee | 41 | 33 | 42 | 39 | 35 | 27 | 30 | 24 | 27 |
| Loughries | 29 | 35 | 37 | 47 | 43 | 45 | 47 | 36 | 48 |
| Warren | 43 | 30 | 44 | 31 | 33 | 34 | 41 | 47 | 46 |
| Total Births | 157 | 134 | 183 | 160 | 151 | 146 | 155 | 146 | 144 |

³ <https://www.nisra.gov.uk/statistics/population>

⁴ <https://www.ninis2.nisra.gov.uk/public/Theme.aspx?themeNumber=74&themeName=Population>

There has been a 15.3% increase in the number of children aged 0-15 in the Donaghadee South S.O.A. where St. Anne's is located.

However, the live births in the town are only one indicator of the population of children in the area. St Anne's is located in the Super Output Area (S.O.A.) of Donaghadee South and Table 2 below shows a 15.3% increase in the number of children aged 0-15 in S.O.A. Donaghadee South between 2010 and 2020 which is more than three times the figure for the whole of NI and twelve times that of the Local Government District (LGD) of Ards and North Down, indicating that the S.O.A. Donaghadee South is a

popular area where families have chosen to live. Although the birth number has declined slightly, the number of children in the vicinity of the school is increasing. With our local knowledge, the Board of Governors of St. Anne's PS understand that this anomaly is caused by the large population influx in the town. This is discussed more fully in this section and in section 1.4.

Table 2: Population Estimates for 0-15 years for the decade ending mid 2020⁵ at S.O.A., LGD and NI level

| Age | Mid-Year 2010 | Mid-Year 2020 | Decade Ending Mid-2020 Population Change | Decade Ending Mid-2020 % Population Change |
|--|----------------------|--|---|---|
| 0 – 15 yrs Donaghadee South 1 & 2 | 459 | 529 <small>(representing 18% of the Ward population)</small> | + 70 | 15.3 % increase |
| 0 -15yrs Ards & ND | 29, 600 | 30, 000 | + 400 | 1.2 % |
| 0 – 15 yrs NI | 137, 200 | 149, 000 | + 11, 700 | 4.2 % |

In considering the numbers of children living in the areas around our school, we believe that there is potential for there to be a lack of available spaces in the coming years in this area. Table 2 above shows that there are 529 children aged 0 to 15 living in Donaghadee South in 2020, representing 18% of that S.O.A.'s population. The same data source estimates there are 496 children aged 0 to 15 in Donaghadee North in mid-2020, representing 14% of that S.O.A.'s population. Taken together, these 1,025 children aged 0 to 15 represent 16% of the population in these Donaghadee locations.

⁵ <https://www.nisra.gov.uk/statistics/population/mid-year-population-estimates>

Table 16 below (DE census data) shows that 2020/21, there were 549 children (nursery to Year 7) enrolled in the three main primary schools servicing the Donaghadee area's population (St Anne's PS - 50 pupils, Donaghadee PS - 439 pupils, and Ballyvester PS - 111 pupils). Using this total actual enrolment (600) as an indicator, 58% of the children aged 0 to 15 are enrolled in the town's primary schools (600/1025).

It has been estimated that the town's population will grow to at least 8,000⁶ in the 2021 Census (current estimate is 7,890⁷) and is set to continue growing during the lifetime of the Town Centre Masterplan (2015-2035). Therefore, if 16% of the 8,000 population in 2021 are age 0-15 (i.e. 1,280 children) and 58% of these will attend one of the primary schools in Donaghadee, there could be a potential demand for 742 primary school places compared to the 600 children currently enrolled.

The figure above is using the actual enrolment number from DE Census 2020. As at September 2022, these three schools have an approved enrolment figure of 605: Donaghadee PS - 420; Ballyvester PS - 109; and St. Anne's PS - 76. If St. Anne's PS is discontinued, this figure is reduced to 529 – a potential shortfall of 213 (from demand calculated as above, at 742) places if demand follows a similar pattern to the last decade.

This pressure could further increase if the new housing developments attract an inward migration of more families than the current composition of the town's population. This has been the pattern in the town for the last two decades, as is shown by the data below (Figure 4).

Because of our local knowledge of the town, we know that there has been a significant influx of new households into the area and we believe that the 2021 census data, when available, will indicate a town that is attracting significant numbers of new residents. The previously-mentioned, vibrant town centre, the proximity to commuter linkages to Belfast and the relatively cheaper house prices have attracted young people, families, retirees, and newcomer families to the town.

Ards and North Down experienced the fourth largest population increase over 2019-20 out of the eleven Local Government Districts

⁶ Information submitted by the Chair of Donaghadee Community Development Association

⁷ <https://www.health-ni.gov.uk/topics/doh-statistics-and-research>

Ards and North Down experienced the fourth largest population increase over 2019-20 out of the eleven Local Government Districts, as shown at Figure 4 below.

Figure 4: Components of population change by Local Government District, mid-2019 to mid-2020 (ordered by population change)⁸

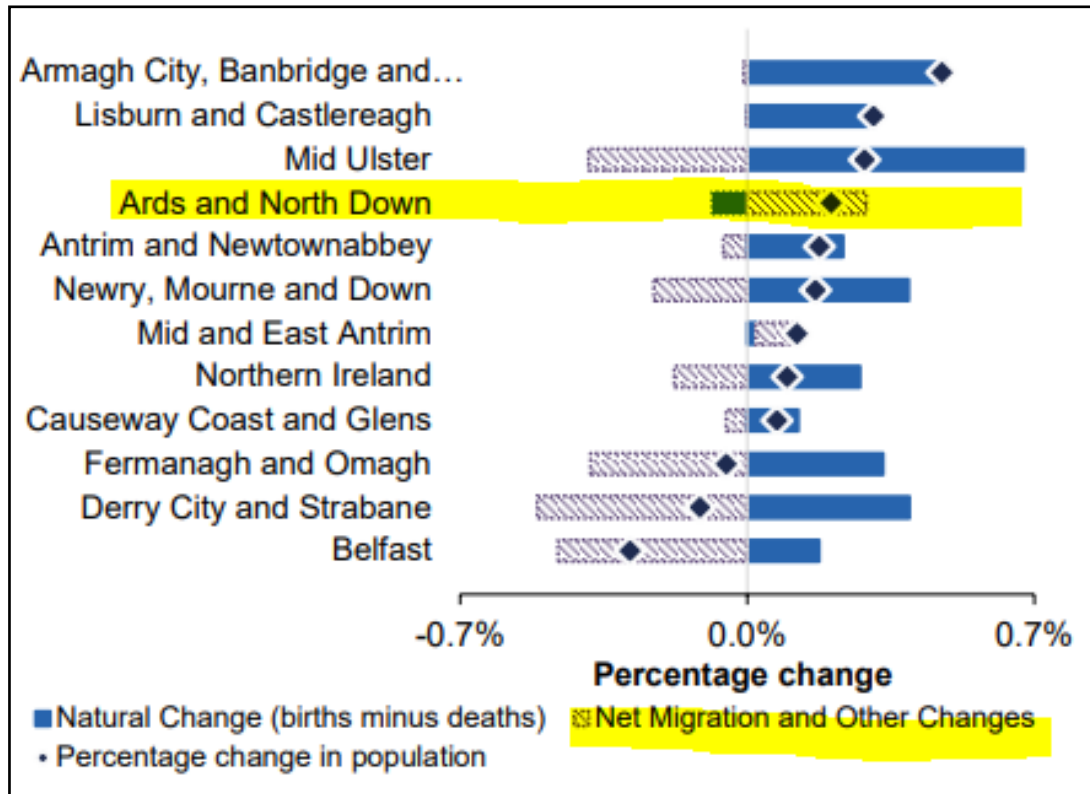


Figure 4 above shows that Ards & North Down LGD has seen the largest net inward

migration of any LGD in the decade ending 2019.

1.4 Housing and other Development in the area

As a result of this ongoing all-age population growth, in 2015 the Department for Social Development (since replaced by Department for Communities), in conjunction with Ards Borough Council, commissioned a Town Centre Masterplan⁹ for Donaghadee which aims “to promote and guide growth and development, with the aim of creating a vibrant, high quality and fully integrated settlement” over the next 15-20 years.

⁸ <https://www.nisra.gov.uk/sites/nisra.gov.uk/files/publications/MYE20-Bulletin.pdf> (page 15, accessed 2nd March 2022)

⁹ https://www.ardsandnorthdown.gov.uk/downloads/donaghadee_masterplan_1.pdf

“In 2030, Donaghadee will have re-emerged as a thriving seaside town. The redeveloped harbour has provided the catalyst for visitor and community services to return. The increase in tourism activity has also stimulated a vibrant waterfront stretching to the Commons, acting as a focus for leisure and recreation. The increasing popularity of the town has attracted local entrepreneurs and investment from further afield.”

“380 four-bed family homes with many buyers being younger adults coming from outside Donaghadee”

*Strand Homes
(Appendix D)*

Vision Statement developed by Masterplan Steering Group¹⁰

Since the Masterplan publication in 2015, there have been considerable Public Realm Scheme activities completed which enhance the quality of the environment for residents and visitors. These activities have included the creation of a new promenade, town Wi-Fi, a new suite of play parks, creation of Ireland’s only “*camera obscura*” at The Moat, creation of an Eco-park at Crommelin Woods, the revitalisation of historic buildings and shop fronts (Townscape Heritage Initiative), the introduction of annual Summer Sea festival, Opera in the Street, Christmas fireworks and seasonal markets - to name a few. The next phase will see the creation of a Sports hub, and the rejuvenation of The Commons Coastal Park to incorporate a heritage centre, a cycle greenway linking Donaghadee to Belfast (currently at public consultation stage, Feb. 2022).

The Donaghadee Masterplan and the Ards & Down Area Plan 2015¹¹ both highlighted that “1000 new housing units will be required in Donaghadee over the Plan period to fulfil its role as a small town.” The Northern Ireland Housing Executive (NIHE) and Housing Associations have cited Donaghadee as an area of relatively high demand for social housing, as well as an area of high demand for affordable housing¹².

¹⁰ https://www.ardsandnorthdown.gov.uk/downloads/donaghadee_masterplan_1.pdf

¹¹ https://wayback.archive-it.org/11112/20190702180338/https://www.planningni.gov.uk/index/policy/development_plans/devplans_az/ardsdown_2015.htm

¹² https://www.ardsandnorthdown.gov.uk/downloads/donaghadee_masterplan_1.pdf, Pg 15

Since 2018, the town has seen fifteen new housing developments, ranging in size up to 400 houses, which have begun or have already been completed. The largest current development, being built by Strand Homes, consists of 380 four-bed family homes with many buyers being younger adults coming from outside Donaghadee, according to communications to the school on this issue (attached as Appendix D).



Figure 5: Map outlining with area zoned for one of the new housing developments in next two years¹³

There is additional development ongoing and planned further to the north from the location in Figure 5, extending the current Rocklyn development (on the site of the old carpet factory). As shown by Table 3 below, 595 houses are remaining to be built, primarily on “greenfield” locations thus expanding the town further.

¹³ Planning document sourced from Ards and North Down Borough Council

Table 3: Housing Land Availability Study 2020-2021¹⁴ showing remaining potential in Donaghadee

| | Built in 2020-2021 | | Remaining Potential | | |
|-------------------|---------------------------------|-----------|--|-----------|-----------|
| | No. | Area (ha) | No. | Overall % | Area (ha) |
| Donaghadee | 51 (61% on greenfield sites) | 2.46 | 595 (421 on land already zoned for housing) | 7.43% | 31.9 |

When these development opportunities are realised, it is vital that an educational environment exists for primary education within the local community for all children. An educational establishment should exist in this expanding town where children can celebrate their identity: be prepared for sacraments within the Catholic faith; celebrate Protestant, British, Irish and other traditions, faiths and belief systems. We believe that St. Anne’s is well placed to provide this option.

With the new housing either approved or proposed, the Donaghadee Community Development Association¹⁵ predicts that the population will be at least 8,000 in the 2021 Census and is set to continue growing during the life-time of the Town Centre Masterplan (2015-2035). NISRA estimates and DOH¹⁶ data indicates that the current population of Donaghadee is 7,890.

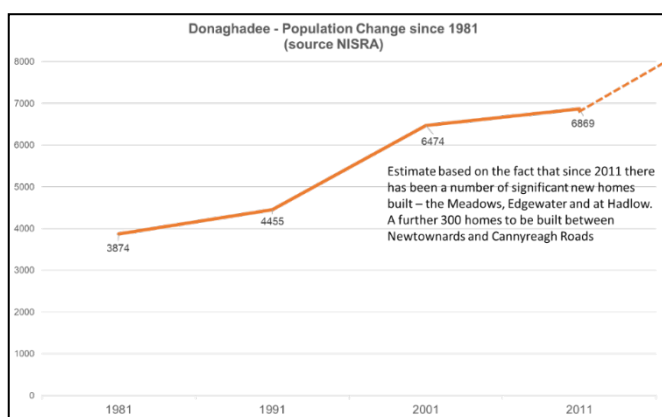


Figure 6: Population change in Donaghadee 1981 - 2021¹⁷

census data ———
 Dept. of Health currently puts population at 7890 - - - - -

It is worth noting that as these developments only began in 2018 and are ongoing, following the disruption of Covid-19 in 2020 and 2021; schools have yet to see the impact

¹⁴ Housing Land Availability Report 2021, Ards & North Down Borough Council, published 4 February 2022

¹⁵ Information submitted by the Chair of Donaghadee Community Development Association

¹⁶ <https://www.health-ni.gov.uk/topics/doh-statistics-and-research>

¹⁷ <https://www.nisra.gov.uk/statistics/population/national-population-projections>

on their enrolment. With young couples and families moving into the town, we expect to see an impact on demand for school places in Donaghadee in the next 2 – 3 years. We accept that population growth, per se, does not necessarily translate into additional enrolment numbers. However, consideration of variations in such data is helpful in predicting likely trends in future enrolments in a primary school.

1.5 Other information about the locality

The 2011 census data relating to Donaghadee settlement indicated that 6.39% belong to or were brought up in the Catholic religion and 82.84% belong to or were brought up in a 'Protestant and Other Christian (including Christian related)' religion. In addition, 76.58% indicated that they had a British national identity, 5.71% had an Irish national identity and 31.26% had a Northern Irish national identity. Respondents could indicate more than one identity.

The Donaghadee South 2 SOA (Super Output Area), where the school is situated, has a Multiple Deprivation Measure (2017) of 597 and an Education, Skills and Training deprivation measure of 385. The SOA rank for employment deprivation is 465. In total there are 890 SOAs in Northern Ireland where 1 is the most deprived score and 890 the least deprived. NISRA statistics show that 23.69% of households in the area do not have access to a car or van and therefore public transport would have to be relied on to take some children to primary school settings in the locality.

1.6 Summary of consultation and progress to date

The senior leadership of the school began to explore Integration during 2018 and 2019, when we had informal conversations with the Integrated Education Fund. Around this same time, some parents from our school registered their interest on the 'Integrate My School'¹⁸ website. The school has always had a close relationship with its parent body and it was with the full support of the parent body that the school began to explore the potential for transformation to Integrated status during 2021.

¹⁸ <https://www.integratemyschool.com/>

Since then the staff, Board of Governors and parent body have been engaged in detailed, open and honest conversations about what transformation to Controlled Integrated status would and could mean.

The details of the meetings held and on what dates are outlined on the table labelled 'Statutory consultation' at the start of this document.

On 19th October 2021, the Board of Governors decided to initiate a parental ballot and asked the following question:

Do you want St. Anne's Primary School, Donaghadee to become a Controlled Integrated Primary School with effect from 1 September, 2023 or as soon as possible thereafter?

The postal ballot was administrated by Civica Election Services and took place from 23rd November 2021 to 7th December 2021. The result of the ballot is outlined in Table 4 below:

Table 4: Result of Parental Ballot

| RESULT | No. votes | % of valid vote |
|---------------|------------------|------------------------|
| Yes | 48 | 96% |
| No | 2 | 4% |

| | | |
|---|-----------|------------|
| Number of eligible voters | | 61 |
| Votes cast by post: | 50 | |
| Total number of votes cast: | | 50 |
| Turnout: | | 82% |
| Number of votes found to be invalid: | | 0 |
| Total number of valid votes to be counted: | | 50 |

Alongside this unequivocal support from parents of children at our school, we have been pleased to note the overwhelmingly positive response that we have had from the local community. Local Councillors and MLAs from across political parties have been in touch. We have also featured in local newspapers several times and our social media feeds have been full of positive and supportive comments.

The school has been seeking expressions of interest in Integrated Education from local parents and has also used a general expression of support form to gather information about the views of the local community.

Further information about the ongoing community consultation process can be found at section 4.1, where we provide further evidence of unmet demand for Integrated Education in the area.

2. Sustainability Assessment

2.1 Quality Educational Experience

The school was inspected in September 2018. The Report of Inspection¹⁹ indicated that in terms of overall effectiveness, the school had a high level of capacity for sustained improvement. Outcomes for learners were recorded in the report as very good; quality of provision as very good; leadership and management as very good.

The school's financial plan will enable the employment of a fourth teacher within the lifetime of the current plan.

The ETI report highlighted:

- the broad and balanced curriculum is enriched by a wide range of additional opportunities;
- the very effective classroom management of differentiated learning;
- children talk enthusiastically about their caring and friendly teachers, their support for one another and their role in helping to create an inclusive and welcoming ethos for everyone.
- children are well settled and motivated in their learning through play both indoors and outdoors;
- the individual support provided to help children learn and the caring and approachable staff team;
- the well-embedded integration of ICT to support learning and teaching;
- the children carry out roles and responsibilities, such as "playground buddies" and as members of the School- and Eco-councils, with pride and have very positive attitudes towards their learning;

¹⁹ https://www.etini.gov.uk/sites/etini.gov.uk/files/publications/primary-inspection-st-annes-primary-school-donaghadee-county-down-403-3008_0.pdf

- The responses to the parental questionnaire...were very positive about all aspects of leadership, provision and outcomes for the children; in particular, the parents highlighted the individual support provided to help children learn and the caring and approachable staff team.

The DE Census 2021/22 shows that 29 pupils (58% compared to N.I. average of 29%²⁰) are entitled to free school meals. There are 14 pupils (28% compared to N.I. average of just under 20%²¹) with special educational needs.

The school is recognised by parents and the community as being a supportive environment for those children with additional needs. This mix of ability, alongside the school's religious diversity (in 2021, this is recorded in the DE census as being 20% Protestant, 26% Catholic and 54% other), places us in a good position to further develop our engagement with diversity, in keeping with the NICIE Statement of Principles and as outlined in the Transformation Action Plan (Appendix A).

The school is confident that transforming to Integrated status will meet demand for Integrated Education in Donaghadee and the surrounding areas and as a result, the school's enrolment will grow. This will enable the school to continue to provide a high-quality educational experience and supportive learning environment which also celebrates the religious identities of Catholics, Protestants and those of other and no religion, alongside expressing and celebrating British, Irish and other cultures and communities.

We believe that the evidence of parental demand for Integrated Education that we have gathered in a short time frame (Section 4.1) will enable the school to meet all of the sustainable schools' criteria within the next five to seven years.

2.2 Stable enrolment and admissions

The approved enrolment number for St Anne's PS is 76 and its approved admissions number is 11. Table 5 outlines pupil enrolment for the past decade. The pupil enrolment in the school was 29 in 2011/12 and is recorded as 50 on the school census data for in 2021/22.

²⁰ <https://www.education-ni.gov.uk/sites/default/files/publications/education/Annual%20enrolments%20at%20schools%20and%20in%20funded%20pre-school%20education%20in%20Northern%20Ireland%2C%202021-22.pdf>

²¹ <http://www.niassembly.gov.uk/globalassets/documents/committees/2017-2022/pac/reports/special-educational-needs/report-on-impact-review-on-special-educational-needs.pdf>

Table 5: 10-Year Enrolment Statistics for St. Anne's PS 2011 - 2021²²

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 | Total (Y1-Y7) |
|---------|--------|--------|--------|--------|--------|--------|--------|---------------|
| 2011/12 | 3 | 3 | 5 | 4 | 6 | 3 | 5 | 29 |
| 2012/13 | 13 | 8 | 5 | 4 | 4 | 4 | 3 | 41 |
| 2013/14 | 10 | 11 | 7 | 7 | 5 | 5 | 5 | 50 |
| 2014/15 | 5 | 8 | 13 | 6 | 6 | 6 | 5 | 49 |
| 2015/16 | 5 | 4 | 7 | 12 | 6 | 6 | 5 | 45 |
| 2016/17 | 10 | 4 | 2 | 8 | 10 | 3 | 4 | 41 |
| 2017/18 | 5 | 10 | 3 | 3 | 10 | 9 | 3 | 43 |
| 2018/19 | 9 | 4 | 15 | 2 | 2 | 11 | 7 | 50 |
| 2019/20 | 7 | 10 | 4 | 14 | 1 | 2 | 11 | 49 |
| 2020/21 | 13 | 5 | 9 | 4 | 14 | 1 | 3 | 49 |
| 2021/22 | 3 | 13 | 6 | 9 | 4 | 14 | 1 | 50 |

The consultation for discontinuation, understandably, had a negative impact on the Year 1 enrolment numbers in 2021/22. Since the news that the school is proposing to become Integrated became known in the community, the levels of interest in the school have increased substantially.

Table 6 (below) shows the total number of parents who named St. Anne's PS as one of their preferences during the Primary 1 applications process. This shows that since our parental ballot for transformation in December 2021, there was a 167% increase in Primary 1 preferences for 2022 – we received 45 (1st to 5th) preferences this year compared to 17 in 2021.

Table 6: Significant increase in all-preference applications recorded for St. Anne's at the close of applications each year

* Unlike for Post-Primary schools, this (all-preferences) data is not published by the E.A. for Primary schools, but is available on request from EA Admissions. This is not the same as Applications & Admissions data which only shows the total number of 1st preference applications plus any 2nd preferences which convert into P1 placements.

At the time of writing this proposal²³, the school has seven children accepted for P1 in September 2022 and a total enrolment of 52 children in school. We have had 5 applications for in-year growth since our proposal to become Integrated has been made public.

| Total number of families naming St. Anne's as one of their preferences for Primary 1 source: EA Admissions* | | | | |
|--|------|------|------|------|
| 2018 | 2019 | 2020 | 2021 | 2022 |
| 9 | 10 | 10 | 17 | 45 |

²² <https://www.education-ni.gov.uk/publications/school-enrolment-school-level-data-202122>

²³ As at 9th March 2022

Our open evening and morning in December 2021 saw a five-fold increase on previous year's attendance. There were 34 families in attendance at these open events. From survey information gathered at the time, this enormous increase in interest was solely a result of the proposed Transformation, confirming that transforming to Integrated status is a considerable attraction to the local community.

The school has received applications for 5 pupils transferring into other year groups as a direct result of Open Days in December 2021 - representing a 10% increase in enrolment

2.3 Strong Financial position

Table 7 below provides information from the school's 3-year financial plan 2021-24 (included in Appendix B). The plan indicates the school is living within budget and would be in surplus at the end of the 2023-24 financial year (11.5%). In fact, the school has such a strong financial plan that it is on track to move out of deficit by the end of this current financial year (ahead of the schedule planned in Appendix B).

On track to move out of deficit by the end of this current financial year - ahead of schedule

Table 7: Financial Position - School Financial Plan 2021-24

| | Year 2021 – 22 | 2022 - 23 | 2023 – 24 |
|---|----------------|-----------|-----------|
| Anticipated Enrolment (In Financial Plan) | 50 | 59 | 55* |
| Total Budget | £256,606 | £256,606 | £280,426 |
| Total Expenditure | £245,912 | £246,869 | £251,884 |
| Closing Balance | - £5,422* | £4,315 | £32,856 |
| % Deficit / Surplus | - 2.3%** | 1.7% | 11.5% |

* The school believes that this figure of 55, estimated in June 2021, will be surpassed following the increase in interest following the parental ballot in Dec. 2021

** At time of writing, 3/3/22, the school projects a 2021/22 end of year surplus of £15,000

2.4 Strong Leadership and Management by Board of Governors and Principal

The current Board of Governors has been constituted since 2017; its membership has remained consistent during that time and has always included ministers from the Catholic and Protestant churches among its membership.

This dedicated and long-serving Board of Governors are committed to continue to provide educational options for all children in the town of Donaghadee and its environs. We view the transformation of St. Anne’s to become an Integrated school as the most cost-effective and viable option for this community.

“Based on the evidence available at the time of inspection, the ETI’s evaluation is that there can be a high degree of confidence in the aspects of governance evaluated. The governors are well informed and understand their role in the school improvement process.” ETI Report, September 2018

‘The leadership and management promote a shared vision for high standards, excellent pastoral care and individualised support for every child within a caring and inclusive school environment. In addition, the very effective links and partnerships with other schools and the local community provide the leaders, staff and children of this smaller school with the benefits of being part of a larger community of learners.’²⁴ ETI Report, September 2018

²⁴ https://www.etini.gov.uk/sites/etini.gov.uk/files/publications/primary-inspection-st-annes-primary-school-donaghadee-county-down-403-3008_0.pdf

2.5 Accessibility

St. Anne's is situated in its own grounds just 50 metres off the Millisle Road, Donaghadee. This is a busy commuter route for people travelling up from the Ards Peninsula coastal towns to work in Bangor, Newtownards and Belfast. There is also a regular bus service. The buildings of St. Anne's are fit for purpose and are accessible for children with disabilities.

In addition, St. Anne's is part of an Extended Schools' Cluster with nearby Killard House Special School – as well as providing joint parent workshops (helping with ASD, positive behaviours, etc) St. Anne's also provides annual Sacramental preparation classes for First Penance, First Holy Communion and Confirmation for pupils from Killard House. The proximity of both schools means that pupils and staff can walk to these joint classes. Without this accessibility, pupils from Killard House Special School would have to travel to Bangor, Newtownards, Kircubbin and Portaferry for their Sacramental preparation.

2.6 Community Links

Since 1932, St. Anne's P.S. has been held in very high regard by, and is extremely active within, this close-knit community. As well as its strong relationships and collaboration with other local schools, St. Anne's P.S. has always enjoyed strong community links. The school has been involved in town festivals, historical ceremonies (including those organised by the Royal British Legion and by the Ulster Scots Agency each year), Christmas carol singing (at various locations and in various churches and homes for the elderly) environmental projects in collaboration with the Donaghadee Community Development Association, and intergenerational projects.

The school has enjoyed a close relationship with Ballyvester Primary School beginning in the mid-1980's, through various community relations initiatives, including the Education for Mutual Understanding programme. This collaboration has deepened with engagement in the Shared Education Signature Project since its inception in 2015. This partnership has seen an increase in joint pupil, staff, parent and governor activity. The ETI conducted monitoring visits in 2015 and 2017 when inspectors met both principals and observed joint pupil activities. The visiting inspector at the time commented that our partnership should be

used as an example of good practice. The ETI evaluations were contained in an ETI report in October 2018²⁵.

We attend other local churches each year and invite ministers from all denominations to regularly present at school assemblies. The transformation of our school will enable shared education to continue with more meaning in this area as we will be welcoming and expressing Protestant as well as Catholic and other identities as an Integrated school.

“The very effective links and partnerships with other schools and the local community provide the pupils” and staff with all the experiences and “benefits of being part of a larger community of learners”²⁶. These experiences include the activities outlined in Tables 8 and 9 below.

²⁵ <https://www.etini.gov.uk/sites/etini.gov.uk/files/publications/shared-education-signature-project-evaluation-report.pdf>

²⁶ https://www.etini.gov.uk/sites/etini.gov.uk/files/publications/primary-inspection-st-annes-primary-school-donaghadee-county-down-403-3008_0.pdf

Table 8: St. Anne's PS Community Linkages – schools and churches

| | |
|---|---|
| Ballyvester PS | 35 years of CRED/EMU/Shared Education WAU staff training; Joint iPad Training; Early Years cluster; Admin & BldgSprvsr staff collaboration; Termly opportunities for Staff Professional Development |
| Donaghadee PS | Pupil performances; St. Anne's. F.S. staff visit; Publicity for each other's events; Shared sports coaches for Health Week; Internet Safety performance PSNI joint KS2 workshop Joint Road Safety show |
| Killard House Special School | Hosting annual RNLI sports day; St. Anne's SEN CA staff visit x3; St Anne's hosting Swedish teachers via Killard, 2016,17,18; Use of Killard's sports ground & stage; Sacramental preparation at St. Anne's PS for Killard pupils |
| Millisle PS | Puppet festival; Ulster-Scots Agency workshop; |
| St. Finian's PS | Joint iPad training for staff, and joint ICT animation training for staff |
| Groomsport Playgroup | Joint Cinemagic & drama workshops at St. Anne's (Yr 3) Transitioning to P1 (staff visits & meetings) St. Anne's staff attend GP's parents' evening re: admissions Big Bedtime read collaboration Foundation teacher visits to GP to observe incoming pupils and to share good-practice |
| Links with local churches | Cardy Gospel Hall, half-termly assemblies Cardy Gospel Hall, annual Bible Exhibition for KS2 First Presbyterian (Rev. Browne on St. Anne's BoG) First Presbyterian, St. Anne's sing at community carol service Church of Ireland, annual visits by KS2 for various exhibitions and events (eg. Jan 2018, Princess Victoria disaster / Nov 2019, WW1) Donaghadee Methodist, carol singing |

Table 9: The additional opportunities created for St. Anne's PS pupils as a result of community links

| | |
|---|---|
| Providing extensive opportunities for St. Anne's pupils: | |
| <ul style="list-style-type: none"> • After-school provision | <ul style="list-style-type: none"> • Extensive range of clubs for all age groups run throughout the year (Breakfast Club, Homework Club, Football, hand-ball, basketball, tennis, Monkeynastix, music, drama, STEM, creative arts, play, etc) • Outside coaches regularly brought in for their expertise • Wrap Around Care available through The LookOut After-School Club, and Country Kids – imperative for parents with work commitments. |
| <ul style="list-style-type: none"> • Association with after-school providers & outdoor pursuits providers | <ul style="list-style-type: none"> • Todd's Leap (6 months of sports and team games) • Bangor Aurora Leisure Centre, swimming lessons 14 wks/yr • Rathgael Gym, Bangor, 6 weeks gymnastics for KS2 • Donaghadee sailing Club, taster course for P7s • Donaghadee Golf Club, taster course for KS2 • Donaghadee Bowling Club, taster course for KS2 • Donaghadee Rugby Club, 10wk course for KS1 & 2 |
| <ul style="list-style-type: none"> • Involvement in wider school events and team competitions | <ul style="list-style-type: none"> • Todd's Leap (2018/19, on-site sports training and off-site team competitions with local schools at Ards leisure centre. • Ards & North Down B.C. events: cross-country, rounders • St. Columbanus' schools events: cross-country • Strangford College schools' events: rounders & football • Ards small-schools group: football competitions • Bangor Speech & Drama festival, annual entries. |
| <ul style="list-style-type: none"> • Community events | <ul style="list-style-type: none"> • Choir in the community: Christmas cross-community service Donaghadee Garden Centre, Copeland Fold, Mullughbuoy Nursing Home, Northfield House, Christian-Connect fundraising afternoons. |
| <ul style="list-style-type: none"> • Partnerships in Donaghadee | <ul style="list-style-type: none"> • Donaghadee Community and Development Association: various planting schemes around town; Ulster-scots project; visit to Orange Order museum with Ballyvester PS; printing banners for display around town; history project involving teachers from 4 local schools; RNLI collaboration & visits; Marine Eco Project. • Donaghadee library: 8 visits per year across whole school. |
| <ul style="list-style-type: none"> • Intergenerational Projects (2012~) | <ul style="list-style-type: none"> • WW2 • The Philippines • Christmas card making • ICT (using iPads) • Knitting (Knit 'n' Natter group) |
| <ul style="list-style-type: none"> • Links with local businesses | <ul style="list-style-type: none"> • Annual Summer fair supported by 75% of local business people by way of prize donations and staffing, attracts upwards of 1000 visitors every June; • Annual Pumpkin Festival supported by schools and businesses, attracting 300 people each year; • Rotary Club of Donaghadee provide personnel every year to look after our summer bbq and raffle • In addition, Rotary members have helped with reading in school, supervising after-school clubs, additional supervision on school trips, and bringing Father Christmas to St. Anne's. |

3. Area Planning Impact

3.1 Population trends

Section 1.3 above has outlined data gathered in relation to the population demographics of the area. Whilst the population of the area is growing in the main due to our ageing population, it is important to note that:

- this LGD is experiencing the largest net migration,
- LGD birth rates have remained relatively stable over the past 5 years, and
- the Donaghadee South S.O.A in which St. Anne's PS is situated has seen a 15% increase in its 0 – 15 year-old population between 2010 and 2020.

3.2 Equality Impact and Rural Needs Assessment

Donaghadee is classified as an urban area and the school has therefore been described by DE census 21/22 as being in an urban area. In accordance with the 'Guide to the Rural Needs Act (Northern Ireland) 2016 for Public Authorities (Revised)'²⁷ is not eligible for special consideration.

The school's Board of Governors have used the EA's Equality and Human Rights screening tool and are of the view that a full Equality Impact Assessment is not required for this proposal. The equality screening process carried out by the Board of Governors indicates that this proposal is likely to have a positive impact on equality.

3.3 Potential Impact on other schools

Tables 10 and 11 below indicate that at both the three and five mile (distance and radius) the other schools in the area have experienced almost full and over-subscription for P1 places in the last 5 years, indicating that approval of this proposal would have minimal or no impact on other schools in the area. In the public consultation for DP 673²⁸, five local schools: Donaghadee PS; Ballyvester PS; Greyabbey PS; St. Finian's PS and St. Malachy's PS) responded that they did not support the closure. The impact on other schools is discussed further at section 4.3.

²⁷ <https://www.daera-ni.gov.uk/sites/default/files/publications/daera/17.18.249%20Guide%20to%20Rural%20Needs%20Act%20NI%20final%20v2.PDF>

²⁸ <https://www.eani.org.uk/school-management/area-planning/development-proposals/st-annes-primary-school-donaghadee>

Table 10: Distance by straight line and by road to schools in the vicinity of St. Anne's Primary School, Donaghadee²⁹ and available places³⁰

| School | Post code | By land | By Straight Line | 2021/22 Enrolment | Approved enrolment | Available places |
|---------------------------|-----------|---------|------------------|-------------------|--------------------|------------------|
| Donaghadee PS | BT21 0BD | 0.4 | 0.2 | 399 | 466* | 67 (21*) |
| Ballyvester PS | BT21 0NF | 1.7 | 1.5 | 110 | 109 | 0 |
| Millisle PS | BT22 2DD | 2.3 | 2.2 | 189 | 225 | 36 |
| Towerview PS | BT19 6AZ | 4.7 | 3.9 | 413 | 406 | 0 |
| Kilmaine PS | BT19 6EF | 4.6 | 4.1 | 613 | 610 | 0 |
| Ballymagee PS | BT19 6ZG | 4.8 | 4.2 | 403 | 406 | 3 |
| Carrowdore PS | BT22 2JJ | 5 | 4.3 | 165 | 194 | 29 |
| Ballyholme PS | BT20 5RG | 5.1 | 4.6 | 622 | 630 | 8 |
| Bloomfield Road PS | BT19 7NP | 5.4 | 4.7 | 411 | 408 | 0 |
| St Comgall's PS | BT20 3DS | 6.6 | 6.1 | 304 | 290 | 0 |
| St Malachy's PS | BT19 1AA | 7.1 | 6.3 | 359 | 437 | 78 |
| St Finian's PS | BT23 7AD | 8.6 | 7.1 | 160 | 233 | 73 |
| Bangor Central IPS | BT20 4TF | 6.5 | 5.5 | 534 | 618 | 84 |
| Glencraig IPS | BT18 0DJ | 11.1 | 9.5 | 212 | 210 | 0 |
| Loughries IPS | BT23 8SR | 6 | 7.3 | 102 | 102 | 10 |

* Donaghadee PS approved enrolment will be reduced to 420 from September 2022

In relation to Integrated school places, there are some available places at Bangor Central IPS (6.5 miles by road) and at Loughries IPS (6 miles by road). The mapping of pupil locations at Figure 7 below indicates that neither of these Integrated schools currently rely on the same catchment area as St. Anne's for their enrolments and consequently the transformation of St. Anne's to become an Integrated school would be unlikely to have impact in this regard.

²⁹ Measured using Google Maps January 2022

³⁰ DE census data 2021/22

Table 11: Application and admissions data for schools in the vicinity of St. Anne's Primary School (2017 – 2021)

| School | Adm No | 2017/18 | | | 2018/19 | | | 2019/20 | | | 2020/21 | | | 2021/22 | | |
|--------------------|--------|-----------|--------------|------|-----------|--------------|------|-----------|--------------|------|-----------|--------------|------|-----------|--------------|------|
| | | 1st Prefs | Total Prefs* | Adms | 1st Prefs | Total Prefs* | Adms | 1st Prefs | Total Prefs* | Adms | 1st Prefs | Total Prefs* | Adms | 1st Prefs | Total Prefs* | Adms |
| Ballyholme PS | 90 | 82 | 85 | 85 | 104 | 116 | 90 | 80 | 82 | 82 | 100 | 101 | 90 | 87 | 89 | 89 |
| Ballymagee PS | 58 | 64 | 64 | 57 | 63 | 69 | 58 | 59 | 60 | 58 | 75 | 78 | 58 | 62 | 66 | 58 |
| Ballyvester PS | 16 | 13 | 14 | 14 | 12 | 17 | 16 | 17 | 17 | 17 | 14 | 14 | 14 | 15 | 15 | 15 |
| Bloomfield Road PS | 58 | 57 | 58 | 58 | 50 | 51 | 51 | 56 | 56 | 56 | 58 | 61 | 60 | 58 | 58 | 58 |
| Carrowdore PS | 28 | 23 | 23 | 23 | 25 | 29 | 29 | 32 | 32 | 30 | 18 | 18 | 18 | 25 | 25 | 25 |
| Donaghadee PS | 60 | 53 | 53 | 53 | 64 | 65 | 60 | 50 | 50 | 50 | 55 | 55 | 55 | 52 | 53 | 53 |
| Kilmaine PS | 87 | 80 | 86 | 86 | 89 | 100 | 90 | 81 | 83 | 83 | 75 | 91 | 87 | 86 | 90 | 87 |
| Millisle PS | 30 | 28 | 28 | 28 | 39 | 39 | 33 | 24 | 25 | 25 | 29 | 29 | 29 | 28 | 28 | 28 |
| Towerview PS | 58 | 56 | 56 | 56 | 61 | 72 | 60 | 56 | 56 | 56 | 53 | 59 | 59 | 55 | 56 | 56 |
| St Comgall's PS | 41 | 46 | 47 | 41 | 40 | 42 | 41 | 45 | 46 | 41 | 58 | 60 | 41 | 47 | 48 | 45 |
| St Finian's PS | 30 | 22 | 22 | 22 | 24 | 25 | 25 | 21 | 21 | 21 | 26 | 26 | 26 | 18 | 18 | 18 |
| St Malachy's PS | 60 | 52 | 54 | 54 | 49 | 50 | 50 | 46 | 47 | 47 | 41 | 48 | 48 | 44 | 45 | 45 |
| Bangor Central IPS | 88 | 70 | 70 | 70 | 75 | 86 | 86 | 66 | 67 | 67 | 57 | 64 | 64 | 70 | 71 | 71 |
| Glencraig IPS | 30 | 45 | 46 | 30 | 40 | 40 | 30 | 45 | 46 | 31 | 43 | 44 | 30 | 35 | 39 | 30 |
| Loughries IPS | 15 | 8 | 8 | 8 | 4 | 5 | 5 | 13 | 14 | 14 | 16 | 16 | 16 | 10 | 10 | 10 |

Source: EA.

* "Total Preferences" refers only to total 1st preferences plus any 2nd/3rd Preferences that converted into actual P1 placements in that school. "Total Preferences" does not actually show how many families had nominated that school in any 1st to 5th preference.

NB: Figures reported at the conclusion of the Open Enrolment procedure (usually May/June each year) and do not include statemented children. Subject to change before September start. The 'all preferences' statistic may be different than at the closing of applications at the end of January in any given year as when children are allocated places, subsequent preferences are no longer present in the reported data.

4. Rationale

4.1 Unmet Demand for Integrated Education

DP 673, the proposal to discontinue St. Anne's PS was published on 20th January 2022 and states that, 'No integrated school options were available to address the sustainability challenges identified.'³² It is the view of the Board of Governors that neither they nor the parent body were informed that Transformation to Integrated status was an option that could be explored. Perhaps if the area planning processes had engaged with the school community, and particularly the parent body, some years ago about this possibility, we would not find ourselves in such a precarious position now in relation to the future provision of education for families in the town who identify as Catholic and wish to have their children prepared for sacraments at school.

'The concept of interfaces and contested spaces is by no means confined to housing estates, working class areas or rural locations. Over time, some town centres have become divided or contested and we acknowledge that this is a significant challenge to be addressed through this Strategy. We believe that there is an imperative on all of us to ensure that our towns and villages are truly open and shared spaces where everyone is comfortable, safe and welcomed.' (TBUC, p 55)

Without specific educational provision for Catholic children, Catholic families are less likely to move into Donaghadee and segregation is exacerbated, contrary to Government policy such as Together: Building a United Community³³.

Once the parents of St. Anne's PS began to understand their role in this process, they engaged with enthusiasm, with almost 100% of the parents of children at school³⁴ signing up to the Integrate My School website in Autumn 2021, to indicate their support for the school to explore transformation.

Following the Board of Governors' decision to initiate a ballot, the parents, school staff, the Transformation Action Group, and other supporters of the proposal engaged in a social media and publicity campaign to determine the level of unmet demand for

³²https://www.eani.org.uk/sites/default/files/202201/20%2001%2022%20St%20Anne%27s%20PS%20Donaghadee%20-%20Case%20for%20Change%20updated_0.pdf

³³ https://www.executiveoffice-ni.gov.uk/sites/default/files/publications/ofmdfm_dev/together-building-a-united-community-strategy.pdf#page=5&zoom=auto,-82,492

³⁴ Information provided by the IEF Integrate my School campaign, March 2022

Integrated Education in the area. They began to collect Expressions of Interest Forms on 30th October 2021. A copy of the form is attached at Appendix C. The collection process has been via Microsoft Forms and hard copy in-person collections. Our teams of volunteers and supporters placed forms and posters with local businesses, private nurseries, playgroups, local shops, library, etc. We attended the town’s bustling Christmas fair and spoke to families as Santa arrived on the lifeboat. We encountered huge levels of verbal and social media support and that has translated into a large number of Expressions of Interest, which are outlined at Table 12 below.

Table 12: Expressions of Interest in a place at St. Anne’s PS if it were to be an Integrated school

| | Currently in school P1~P7 | Starting school 2022/23 | Starting school 2023/24 | Starting school 2024/25 | Starting school 2025/26 | Starting school 2026/27 | Total |
|-------------------|---------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|------------|
| Catholic | 6 | 6 | 3 | 2 | 0 | 0 | 17 |
| Protestant | 13 | 14 | 5 | 3 | 5 | 0 | 40 |
| Other | 12 | 24 | 12 | 6 | 4 | 3 | 61 |
| Totals | 31 | 44 | 20 | 11 | 9 | 3 | 118 |

During these community engagement activities, we met hundreds of people who wanted to lend their support to the proposal but who were not parents of primary school aged children. These people/organisations/businesses were given the option of completing a Community Support Form (see Appendix C). The school has, to date, collected 167 of these support forms. In addition, 3

In a recent (2021) Northern Ireland-wide attitudinal poll³⁵, 71% of parents stated they were in favour of Integrated Education. This is further evidence of parental demand. When one looks at the breakdown by Local Government District, the same poll shows that in the Ards and North Down area, the figure is 87%³⁶.

³⁵ <https://view.publitas.com/integrated-education-fund/northern-ireland-attitudinal-poll/page/1>

³⁶ <https://www.ief.org.uk/lucid-talk-attitudinal-poll-regional-northern-ireland-wide/>

Table 13: First preference applications and admission to Strangford College (2016- 2021)³⁷

| Year | Admissions number | 1st pref applications | Yr 8 admissions |
|----------------|--------------------------|---|------------------------|
| 2016/17 | 110 | 146 | 120 |
| 2017/18 | 110 | 151 | 120 |
| 2018/19 | 110 | 166 | 150 |
| 2019/20 | 110 | 178 | 150 |
| 2020/21 | 110 | 190 | 130 |
| 2021/22 | 130 (DP622) | 159 | 130 |

Table 13 above provides further evidence that there is parental demand for Integrated Education in the Ards area. Strangford College is just under five miles from St Anne’s PS and is the closest Integrated post-primary school. In April 2021, the Department of Education approved DP 622 to increase admissions and enrolment numbers at Strangford College.



Priory Integrated College is the next closest post-primary school, almost 15 miles away from St. Anne’s PS. It has an enrolment of 706 pupils with an enrolment figure of 600. In 2021, the school received 159 first preference applications for 130 places at year 8³⁸.

The messages of support we have received include those from politicians, community activists, businesses and dozens of others who have one thing in common: they support the concept of Donaghadee having an Integrated primary school.

The parents of St. Anne’s PS and members of the local community have overwhelmingly shown their support for the transformation of St. Anne’s to Integrated Status. The school believes that DE now needs to facilitate that growth.

³⁷ Data supplied by EA admissions annually at the close of applications process – TVs granted to enable 150 admission in Sep 2018 and 2019

³⁸ Source – EA admissions data supplied to NICIE at close of applications process in summer 2021

4.2 Sustainability

Section 2 above outlines an assessment of the school's sustainability. It is our view that the unmet parental demand for Integrated Education that we have unearthed during this process to date will enable our school to become sustainable within a relatively short timeframe.

The most recent Area Planning tools³⁹ classify Donaghadee as an urban area, meaning that the target enrolment figure for the school is 140. Prior to 2021, the target figure for enrolment sustainability as 105⁴⁰. The result of the shifting of our schools' classification from rural to urban in 2021 means that we now have a higher enrolment figure to reach within a shorter period. Despite this challenge, we believe we can do this, due in large to that level of support that we have encountered. If 50% of those people who have completed an Expression of Interest Form (as outlined above at Table 12), for the next three years, we anticipate a growth of enrolment of approximately 10 -15 pupils per year. Since the school announced the result of the parental ballot, we have received applications for five pupils to transfer to our school. In conversation with those families, it is clear that our intention to become Integrated has formed a significant part of their decision to move to our school.

As previously stated at section 2.1, the school's current financial plan is to employ a fourth teacher in the school year commencing 2024. This will enable us to meet the Minister's priority with regard to composite classrooms and numbers of teachers. Table 14 outlines the planned class structure in 2024-25 academic year.

³⁹ <https://www.eani.org.uk/publications/consultations>

⁴⁰ <https://www.education-ni.gov.uk/publications/schools-future-policy-sustainable-schools>

Table 14: Projected class structure in 2024-25

| Classroom 2024/25 | Year Group | Number |
|------------------------------|-------------------|---------------|
| Classroom 1 | Year 1 | 20 |
| Classroom 2 | Year 2 | 13 |
| | Year 3 | 7 |
| Classroom 3 | Year 4 | 4 |
| | Year 5 | 13 |
| Classroom 4 | Year 6 | 7 |
| | Year 7 | 10 |
| Total | | 74 |

The experience of recently transformed schools has been a significant increase in enrolment figures. For example, Carrickfergus Central PS transformed to be Central Integrated PS in September 2021. Enrolment at the school increased from an enrolment figure of 77 in 2017, when the school began to consider becoming Integrated to 135 pupils (DE census figure 2021/22) and the school has reported an over-subscription for 2022 admissions. Given the substantial levels of interest and support that we have experienced in the months of developing this proposal, we anticipate that our school will also experience this growth. This support is evidenced by the data in Table 12 above and by the five-fold levels of attendance at our December 2021 open events. Table 15 below outlines our predictions and targets for increasing enrolment in our school. The Transformation Action Plan (Appendix A) will contribute to this growth.

Given that the school's current maximum enrolment number is 76, the school will require additional spaces in order to meet the parental demand for Integrated Education outlined above, the current accommodation in the school would be sufficient up to 2027. Beyond then, the school would require additional accommodation to be provided on our large site.

Table 15: Projected enrolment growth for St. Anne’s PS (as an Integrated school)

| School development plan | Admission number | Enrolment figure at start of plan | Enrolment figure at end of plan |
|--------------------------------|-------------------------|--|--|
| 2021 - 2024 | 11 | 50* | 59 |
| 2024 - 2027 | 20 | 72 | 95 |
| 2027- 2030 | 20 | 102 | 131 |

* actual enrolment in school, at 9th March 2022, was 52 following transfers from two families from Bangor Central PS and Donaghadee PS.

4.3 The Area Planning Context

Section 3 above outlines some of the area planning considerations and noted that the schools in the environs of St. Anne’s PS do not currently have the capacity and are not of a suitable type to intake all the pupils of St. Anne’s PS. The 50 pupils at St Anne’s include 14 with Special Educational Needs.

Creates an option in the locality for those parents wishing to have children prepared for sacraments within school and express their Catholic faith.

Table 16 below provides further information about available places and shows that, at DE census 2021/22, there are a total of 20 Primary school (P1 to 7) places available within 3 miles of St. Anne’s, all of which are controlled schools.

Donaghadee PS has reduced its enrolment number from 466 to 420 from September 2022, meaning that that school has no additional capacity in September 2022.

Ballyvester PS has the highest percentage of ‘mixing’, with 4.5% of pupils described as Catholic in the 2021 DE census. In Donaghadee PS, this figure is 2.9% and in Millisle PS it is undisclosed as the number is too small to report.

There are at present 50 pupils at St. Anne’s, 13 of whom have described themselves as Catholic. Four of these children celebrated the Sacrament of First Penance in April 2021. The nearest Catholic primary school is St. Comgall’s PS in Bangor, over six miles away and it is over-subscribed. The transformation of St. Anne’s PS to Integrated status creates an option in the locality for those parents wishing to have children prepared for sacraments within school and express their Catholic faith.

It is likely that the discontinuation of St. Anne's PS would create additional travel costs for a significant number of parents and/or the EA. It is also likely that those low-income families (NIMDM 2017 rank 552⁴¹) without a car (23.69% of households ⁴²) would find it very difficult to access a primary school place for their child that was both suitable and within a reasonable travelling distance.

Table 16: Availability of places in Primary schools within 3 miles (21/22 DE census data)

| School | Adm No | Approved Enrol No. | 2017/18 | | 2018/19 | | 2019/20 | | 2020/21 | | 2021/22 | |
|------------------------|--------|--------------------|------------|------------------|------------|------------------|------------|------------------|------------|------------------|------------|------------------|
| | | | Actual P1s | Actual Enrolment | Actual P1s | Actual Enrolment | Actual P1s | Actual Enrolment | Actual P1s | Actual Enrolment | Actual P1s | Actual Enrolment |
| St Anne's PS | 11 | 76 | 7* | 45 | 10* | 51 | 8* | 50 | 14* | 50 | 3 | 50/52*** |
| Ballyvester PS | 16 | 109 | 13 | 125 | 16 | 117 | 17 | 112 | 15 | 111 | 16 | 110 |
| Donaghadee PS** | 60 | 466/420~ | 54 | 448 | 60 | 446 | 49 | 437 | 55 | 439 | 50 | 451 |
| Millisle PS** | 30 | 225 | 29 | 233 | 34 | 230 | 24 | 226 | 30 | 218 | 25 | 219 |

Source: DE census as @ October each year. Figures do include stated children.

*includes Reception children

** Actual enrolment includes children in the Nursery Unit. Donaghadee NU 52 places, Millisle NU 26 places.

*** Actual enrolment, 9th March 2022 reported by School

~ Donaghadee PS enrolment figure from Sep 2022 is being reduced from 466 to 420.

The DE's vision in the Sustainable Schools Policy 2009⁴³ is for an educationally sustainable schools' estate planned on an area basis, with a focus on sharing and collaboration. The Board of Governors of St. Anne's PS believe that transformation to Integrated status will help to achieve this vision within the Donaghadee area.

If St. Anne's was to be discontinued, both the options for Catholic families and the educational options for cross-community sharing and collaboration would be diminished (as outlined by the affected schools' responses from Donaghadee PS and Ballyvester PS included in the case for change for DP 673⁴⁴, pp 4-6). The approval of this proposal would increase the options for cross-community sharing and

⁴¹ NIMDM 2017 – Donaghadee South ward economic deprivation rank out of 890

⁴² NISRA area profile – Donaghadee south ward only: % of households that have no access to a car or van

⁴³ <https://www.education-ni.gov.uk/articles/sustainable-schools>

⁴⁴ https://www.eani.org.uk/sites/default/files/2022-01/20%2001%2022%20St%20Anne%27s%20PS%20Donaghadee%20-%20Case%20for%20Change%20updated_0.pdf

collaboration and help to deliver the DE's statutory responsibility to promote, encourage and facilitate Shared Education.

Without a maintained or an Integrated school, the town will be less attractive, in particular, to families from a Catholic culture, tradition or community background. DP 673 states in the Equality Screening (p23) that 'there are no major impacts on the protected groups'. We contest that this is not the case, given the potential for a lack of accessible provision for Catholic families.

We think it is important that a growing town in Northern Ireland in the 21st Century retains an educational choice for Catholic families to send their children where their faith will be intentionally included and celebrated. We know of course that controlled schools are open to people of all faiths and none but the fact is that within this area, St. Anne's PS has historically enjoyed a unique level of religious mixing within the school population (at pupil, staff and Governor level) and we believe that this explains why St. Anne's PS is well placed to provide a cost-effective solution to meet the unmet demand for Integrated Education in the area that we have identified. We want to build on the mix we have historically enjoyed and work to create an intentional engagement with our diversity and, in so doing, fully embrace the NICIE Statement of Principles.

The nearest Integrated Primary School that is accessible with public transport is over six miles away and although it has spaces, Bangor Central IPS is moving to a new site outside the town centre, which will make it even less accessible to those without a private vehicle.

4.4 Religious Balance

Because of the character, the location, the school's strong community links and our reputation for diversity and inclusion, we have enjoyed religious diversity within our classrooms, staffroom and board of Governors for many years. The school has pupils from Protestant, Catholic and other backgrounds. This aspect of our identity in Donaghadee has been embraced, with the cultural and traditions of both of our main communities regularly celebrated. Table 17 below shows this religious diversity. Transformation to Integrated status may encourage those who at present designate as 'other' to be more open about their religious views and we want to encourage this

by communicating the Integrated ethos. More information on the school's plan to do this is outlined in the Transformation Action Plan, attached as Appendix A.

Table 17: Religious balance of pupils attending St. Anne's Primary school 2016 - 2021⁴⁵

| Year | Protestant | % P | Catholic | % C | Other | % O | Total |
|---------|------------|-------|----------|-------|-------|-------|-------|
| 2021/22 | 10 | 20% | 13 | 26% | 27 | 54% | 50 |
| 2020/21 | 11 | 22% | 13 | 26% | 26 | 52% | 50 |
| 2019/20 | 13 | 26.0% | 15 | 30.0% | 22 | 44.0% | 50 |
| 2018/19 | 11 | 21.6% | 16 | 31.4% | 24 | 47.1% | 51 |
| 2017/16 | 11 | 24.4% | 14 | 31.1% | 20 | 44.4% | 45 |
| 2016/17 | 8 | 18.6 | 13 | 30.2 | 22 | 51.2 | 43 |

As previously stated, the school has a higher-than-average percentage of children eligible for free school meals and a higher-than-average number of children with special educational needs. The school also celebrates the different ethnic backgrounds of our pupils as Newcomer families have traditionally been attracted to our school. The school has welcomed children from a range of different ethnic and cultural backgrounds, including The Philippines, Somalia, Latvia, Lithuania, Spain, Switzerland and India.

4.5 Planning and engagement in the Transformation process

The table (Statutory Consultation) at the beginning of this document as well as Section 1.6 above has outlined the consultation processes in which we have been engaged. These conversations and engagements constitute the initial exploration phase.

This includes planning and engagement activities that the school has had with EA Sectoral Support and with NICIE. EA Sectoral Support facilitated a staff development day on 4th January 2022 at which the school staff reviewed the Transformation Indicators developed by NICIE and EA Sectoral Support. Staff used this time to begin to build the Transformation Action Plan. NICIE and EA Sectoral Support met with the Board of Governors to further discuss what Integration would mean for the school.

⁴⁵ DE Census annually at October

This was well attended by members of the Board of Governors, with seven in attendance. It provided an opportunity for open and honest dialogue about what Integration would and could mean for the school and the community.

The school's Transformation Action Group was formed in December 2021 and they have also reviewed and contributed to the development of the Transformation Action Plan. We also took advice from EA Sectoral Support and NICIE, who reviewed the plan.

We were grateful to the Integrated Education Fund who have supported us with a small grant that enabled us to pay for the parental ballot (we were informed that The Department had no funds available for this) and further engage parents and the local community in our conversations.

5. Educational Impact

The educational impact of this proposal would create accessibility to Integrated Education within the town of Donaghadee. St. Anne's PS has always been welcoming to the whole community and its enrolment is more diverse than the simplistic descriptors of 'Protestant, Catholic or Other'.

Approval for Transformation to Controlled Integrated Status will also increase the potential for building on the successful shared education partnership that St. Anne's has enjoyed for over thirty-five years. Indeed, St. Anne's is currently the only non-Controlled sector school within 6.5 miles that enables Shared Education partnerships to exist for children and school staff in the Donaghadee area.

As the deprivation statistics indicate, St. Anne's PS is catering for pupils from a range of socio-economic backgrounds, cultures, communities and of different abilities. The local neighbourhood has the potential to become more diverse and the school believes strongly that an Integrated school in Donaghadee will be an enabler of more cohesive relationships.

There is a significant body of evidence which points to the value of children from different communities or cultures being educated together. Equally there are significant costs associated with the continuation of a school system with many sectors.

6. Implementation Plan

The implementation plan is attached at Appendix A – The Transformation Action Plan. This development of this plan has been led by the school Principal. The plan has been developed and reviewed in consultation with school staff, parents, the Transformation Action Group, NICIE and EA Sectoral Support. It is not a static plan and is subject to review by any or all of these parties during what we hope will be our Transformation journey.

7. Resource implications

There are no cost implications to this proposal at its implementation stage. Approval of this proposal is a cost effective method to discharge the Departmental duty under Article 64 of the Education Reform (NI) Order 1989, to encourage and facilitate Integrated Education.

Once the proposal is approved, and pupil enrolment increases as projected in Table 15 above, an additional modular classroom would be required by 2024/25 and then another by 2027/28. Fortunately, the school currently has ample space to accommodate these new modular classrooms.

8. Contribution to peace and reconciliation policy objectives

St. Anne's PS believes that by further developing our culture of respect and mutual understanding, promoting excellence and celebrating difference in the education of Catholics, Protestants, children from children from other beliefs, cultures and communities together every day in one school, the school can make a contribution to reconciliation and peace building in Donaghadee.

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

The Education Reform (Northern Ireland) Order 1989

Article 64 (1) – It shall be the duty of the Department to encourage and facilitate integrated education, that is to say the education together at school of Protestant and Roman Catholic pupils.

NI Programme for Government 2016- 2021:

We are a shared society that respects diversity

We are a confident, welcoming, outward-looking society

We have created a place where people want to live and work, to visit and invest

We connect people through our infrastructure

We give our children and young people the best start in life

Together, Building a United Community (published 2013)

The four key priorities each express a shared aim which all government departments are expected to contribute to:

Our Children and Young People

Shared Aim: To continue to improve attitudes amongst our young people and to build a community where they can play a full and active role in building good relations.

Our Shared Community

Shared Aim: to create a community where division does not restrict the life opportunities of individuals and where all areas are open and accessible to everyone.

Our Safe Community

Shared Aim: to create a community where everyone feels safe in moving around and where life choices are not inhibited by fears around safety.

Our Cultural Expression

Shared Aim: to create a community, which promotes mutual respect and understanding, is strengthened by its diversity and where cultural expression is celebrated and embraced.

Schools for The Future: A policy for sustainable schools (2009)

'DE has a clear duty... to respond positively to parental demand for integrated and Irish medium education' (page 16).

Every School a Good School (2008)

The characteristics of a successful school outlined in the policy are: Child-centred provision; High quality teaching and learning; Effective leadership; A school connected to its local community.

9. Conclusion

The approval of this proposal will enable the Department to meet the identified parental demand for Integrated Education at the Primary phase in the Donaghadee community.

Having an Integrated school in this community sends a clear message to any family planning to move to the area that families of all faiths and none have an educational space at Primary level where their faith will be celebrated and publicly identified.

There is already a religious mix within the Board of Governors, staff and pupils of St. Anne's PS and we want to be able to build on this to reflect the NICIE Statement of Principles.

The NICIE Statement of Principles is the key document providing guidance on ethos in the Integrated school. The four pillars of Equality, Faith and Values, Parental Involvement and Social Responsibility have clear read across to the direction of travel and high-level desired strategic outcomes of the NI Assembly for our people, communities and society.

The level of demand that we have gathered evidence of to date suggests to us that our school will substantially increase enrolment by the end of our current School Development Plan and that we could achieve an enrolment of 140 by 2030.

Appendices Appendix A Transformation Action Plan

St. Anne's Primary School, Donaghadee - Transformation Action Plan 2021-2024 Learner Centred (Year 1)

The Transformation Action Plan provides a roadmap for the way ahead for St. Anne's Primary School. It brings together the school's priorities and the main actions required to implement Transformation to Controlled Integrated Status, along with the key outcomes over an initial three-year period and the necessary resources to deliver these. The Plan is based on a comprehensive self-evaluation exercise conducted with stakeholders and aims to develop integrated education throughout the school's governance, curriculum, planning and learning & teaching.

| Baseline Position/Summary in September 2021 | Evaluation | | |
|--|---|--|--|
| <p>The pupils have curriculum access to a full range of diversity (e.g., a wide range of church representatives conduct assemblies and class visits; pupils participate in local events hosted by the Ulster Scots Agency, the Royal British Legion, St, Vincent de Paul Society etc; an annual <u>Multi-Cultural</u> night held in Community Centre; visits to all local churches.). Planned PDMU programme also progressively explores other cultures and beliefs.</p> <p>R.E. lessons largely follow the Grow-in-Love series, with additional material re: other world faiths and festivals provided by the teachers – this should be planned into the curriculum and made more intentional.</p> <p>We have a School Council, made up of 10 pupils from P3 to P7 who meet half-terminally to highlight pupil issues/concerns in a constructive and professional way, which could be consulted on the concept of Integration</p> <p>30-year Shared Education partnership with <u>Ballyvester PS</u> (frozen during pandemic) has provided opportunities for the entire school community (P1 to P7 pupils, all staff, <u>governors</u> and parents) to maximise pupil achievement, and to explore themes of reconciliation, diversity, identity, and faith. Examples include joint whole staff ethos & visioning workshops, shared literacy and numeracy lessons, collaborative staff training and pupil access to music and PE specialists. EA has provided support to re-establish these connections in 2021/22.</p> <p>We intend to fully inform parents, carers, local schools, and the wider community of our plans to become an integrated primary school.</p> <p>St. Anne's PS is celebrating 90 years since its formation in 1932 – this presents an opportunity to look back <u>and also to look ahead.</u></p> | <ul style="list-style-type: none"> • Pupils have excellent opportunities to explore diversity and inclusion through our long-established participation in Shared Education. We need to re-connect and re-build these relationships post-Covid. • Use existing PDMU materials to help pupils explore <u>integration, and</u> use the 90th anniversary of the school to both look back at our history and also create a shared vision of our school in the future. • Teachers have consistently identified “teachable moments” as they arise regarding diversity and sensitive issues, but this should be more formally included planning by teachers. • Our School Council is working well as a method of involving pupils in school decisions and will also be used to collect pupil opinions or concerns re: Integration. • We will need to ensure that all stakeholders are kept informed at each stage of our journey. | | |
| | <p>Year 1 (2021/22)</p> <p>See next section</p> | <p>Year 2 (2022/23)</p> <p>1)Through the curricular areas of PDMU/The Arts pupils will be encouraged to explore themes of similarity and difference.</p> <p>2)Explore the provision of PE to include the diversity of pupils' interests.</p> <p>3)Adapt the RE curriculum to <u>take into account</u> other Christian, world faiths and events.</p> | <p>Year 3 (2023/24)</p> <p>1)Expand curricular areas to focus on integration to extend RE and WAU provision with pupils encouraged to explore their local area from a wider perspective.</p> <p>2)Develop new schemes of work for curricular specific areas to reflect change of ethos.</p> <p>3) implement/develop new policies and practices to reflect the culture and ethos of integration.</p> |

| 2021/22 Target Learner Centred | Actions | Success Criteria (Quantitative & Qualitative) | Timescale | Resources | Monitoring & evaluation |
|---|--|--|---------------------|---|---|
| 1) To ensure all pupils are introduced to the concept of integration in an age – appropriate manner | <ul style="list-style-type: none"> Use of class discussion and group work to explore themes of similarity and difference. Discuss at assembly what being an integrated school means. Use 90th birthday celebrations to talk about the school of the future | <ul style="list-style-type: none"> Are pupils able to articulate an understanding of the proposed change in status? | Sept 21- June 22 | Class teachers. PDMU coordinator. School Council meetings. Interactive whiteboard. | Pupils' voice in class and at assembly. Minutes of School Council. |
| 2) To ensure that all pupils feel involved and aware of what it means to become an integrated school. | <ul style="list-style-type: none"> Appropriate class activities will be used to explore integration. School Council has 'Integrate St. Anne's' as an item on the agenda. School Council will gather feedback/concerns/questions from pupils re: integration. | <ul style="list-style-type: none"> Do pupils realise the importance of St. Anne's transformation to integrated status? Are the School Council confident in discussing Integration and can they articulate their hopes and <u>concerns</u>. | Oct 21- June 22 | Class activities. School Council meetings. | Minutes of School Council. Pupils' voice in class. |
| 3) To re-establish Shared Education links following pandemic | <ul style="list-style-type: none"> To host two online Zoom activities with KS2 classes in each school. To explore friendships and diversity through team activities | <ul style="list-style-type: none"> Have pupils had opportunities to reconnect and build relationships with partner school? | Sept 21- June 22 | 2 sub-cover days | Pupil diaries |

St. Anne's Primary School, Donaghadee - Transformation Action Plan 2021-2024 High Quality Teaching & Learning (Year 1)

The Transformation Action Plan provides a roadmap for the way ahead for St. Anne's Primary School. It brings together the school's priorities and the main actions required to implement Transformation, along with the key outcomes over an initial three-year period and the necessary resources to deliver these. The Plan is based on a comprehensive self-evaluation exercise conducted with stakeholders and aims to develop integrated education throughout the school's governance, curriculum, planning and learning & teaching.

| | | | |
|---|--|---|---|
| <p>Baseline Position/Summary in October 2021</p> <p>St. Anne's Primary School provides a full NI Curriculum which reflects both traditions in NI with respect to sport, music, WAU, literature and cultures:</p> <ul style="list-style-type: none"> • Library books and stories used in class reflect a diversity of pupils. • WAU topics are chosen to reflect the diversity of pupils, e.g., India, The Philippines, Latvia, Christmas around the World, World Festivals • School newsletters include important school dates and Christian holidays but do not include other religious holidays, nor other church events. <p>All staff have had opportunities to explore issues of identity and values jointly with staff from <u>Ballyvester PS</u> with support from Community Relations in Schools (C.R.I.S.) and The <u>Corrymeela Community</u>. This would need to be updated by 2024 to include new staff and to place focus on delivering the curriculum within the context of anti-bias, and religious and cultural diversity.</p> <p>Staff have identified a need for support in engaging with controversial and sensitive issues.</p> <p>In 2018 an Inspection report found that "The broad and balanced curriculum is enriched by the wide range of additional opportunities experienced through the Shared Education partnership and extra-curricular activities".</p> <p>30-year Shared Education partnership with <u>Ballyvester PS</u> (frozen during pandemic) has provided opportunities to maximise pupil achievement, and to explore themes of reconciliation, diversity, identity, and faith.</p> | <p>Evaluation</p> <p>Throughout the past twenty years, St. Anne's has benefitted from a rich and varied enrolment. This has helped to create an open, inclusive school which actively encourages acceptance of diversity in all its forms.</p> <p>The process of Transformation will help us identify any gaps in our provision, such as recognising various church holidays and the need to advertise all local church events.</p> <p>Staff are happy and confident using the CCEA materials for PDMU and have had some training in the delivery of identity and values; but they are much less confident teaching sensitive and (potentially) controversial issues.</p> | | |
| | <p>Year 1 (2021/22)</p> <p>See next section</p> | <p>Year 2 (2022/23)</p> <p>1) Adapt the curriculum to reflect transformation journey to integrated status.</p> <p>2) Pupils and staff re-engage with partner schools in Shared Education.</p> <p>3) Opportunity for all teachers to avail of study-visit to a transformed integrated primary school.</p> | <p>Year 3 (2023/24)</p> <p>1) Provide opportunity for staff /<u>BoG</u> to complete NICIE Anti-Bias training</p> <p>2) Review of WAU topics to ensure a planned, integrated focus.</p> <p>3) Engage with existing networks within integrated sector e.g., teachers' committee, SENCO committee, APTIS.</p> |

| 2021/22 Target High Quality Teaching & Learning | Actions | Success Criteria (Quantitative & Qualitative) | Timescale | Resources | Monitoring & evaluation |
|--|---|--|----------------------|---|--|
| 1) To ensure the curriculum reflects both main traditions in NI, and the diversity of pupils | <ul style="list-style-type: none"> Ensure a balanced representation of both traditions in teaching and learning Include other relevant holidays in school newsletters | <ul style="list-style-type: none"> Has teacher planning ensured Catholic and Protestant traditions are equally represented? Do the school newsletters reflect diversity of pupils and staff? | Sept 2021- June 2022 | Teaching plans Curriculum materials Staff meetings | Analysis of teacher planning Book scoops – looking at children’s learning. Wall displays |
| 2) Teacher Professional Learning priorities to include preparation for transformation | <ul style="list-style-type: none"> Opportunity for staff to participate in study visit (learning walk) to an already-Transformed school INSET session for teaching and non-teaching staff to explore impact of transforming to an integrated school | <ul style="list-style-type: none"> Teaching staff have greater understanding of the management and delivery of the curriculum in a formally integrated setting | Nov 21- March 22 | Principal/ coordinators NICIE IEF EA | Teacher reports |
| 3) To re-establish Shared Education staff links following pandemic | <ul style="list-style-type: none"> Shared Education Coordinators to meet half-termly. Shared Education Coordinators to complete online EA TPLs: Planning & Evaluating Shared Education through the Pupil Pathway; Teaching Sensitive & Controversial Issues | <ul style="list-style-type: none"> Does the Shared Education coordinator have a better understanding of “Pupil Pathway”? Do staff feel more confident teaching sensitive and controversial issues? | Oct 21- June 2022 | 5 sub-cover days Shared Education Coordinator & teaching staff | Completed “Reconnecting Leadership Journal”. Staff minutes Staff feedback |

St. Anne's Primary School, Donaghadee - Transformation Action Plan 2021-2024 Effective Leadership (Year 1)

The Transformation Action Plan provides a roadmap for the way ahead for St. Anne's PS. It brings together the school's priorities and the main actions required to implement Transformation, along with the key outcomes over an initial three-year period and the necessary resources to deliver these. The Plan is based on a comprehensive self-evaluation exercise conducted with stakeholders and aims to develop integrated education throughout the school's governance, curriculum, planning and learning & teaching.

| | | | |
|---|--|--|---|
| <p>Baseline Position/Summary in October 2021. (What?):</p> <p>The principal of St. Anne's PS has attended several courses run by NICIE and the IEF.</p> <p>The <u>Principal</u> met with other Principals who have completed the transformation process or are looking to transform.</p> <p>The <u>BoGs</u> offer a balance of religions (inc. minister from local Presbyterian church) and a wide range of professional expertise; they "are well informed and understand their role in the school improvement process" according to 2018 ETI report (the same group of governors have been in place since Sept. 2017).</p> <p>Staff have identified the need for further training opportunities which support the development of integrated education (see also Target 3 of previous section, High Quality T & L)</p> <p>The school's current vision and aims are included in our prospectus and other literature, as well as being on display around the school. The current School Development Plan includes significant reference to Shared Education but not yet to Transformation or Integration.</p> <p>We have good qualitative evidence of our balanced enrolment, but there is has not yet been detailed analysis to produce quantitative evidence of balance.</p> | <p>Evaluation</p> <ul style="list-style-type: none"> The Board of Governors and School Leadership Team are fully committed to <u>Transformation</u>, <u>and</u> recognise the need to extend their understanding and knowledge of Integration. The SDP will be reviewed to reflect our continuing commitment to Shared Education <u>and also</u> to incorporate Integration. In producing the Development Proposal for Transformation, we will research and collect quantitative data re: enrolment balance. | | |
| | <p>Year 1 (2021/2022)</p> <p>See next section</p> | <p>Year 2 (2022/23)</p> <ol style="list-style-type: none"> 1) Set a clear vision for integrated education within the school. 2) Establish through consultation with parents a new logo, school name, colours, and other branding. 3) Plan for the opening a new integrated primary school in <u>Donaghadee</u> on the St. Anne's site. | <p>Year 3 (2023/24)</p> <ol style="list-style-type: none"> 1 Engage with integrated principals' network and attend APTIS meetings. 2) Design and produce a new prospectus. 3) Establish a new Board of Governors. 4) Review existing Admissions Criteria |

| 2021/22 Target Effective Leadership | Actions | Success Criteria (Quantitative & Qualitative) | Timescale | Resources | Monitoring & evaluation |
|---|---|---|-------------------|--|---|
| 1) The school leadership will increase its knowledge & understanding of Integrated education and reflect this in the SDP. | <ul style="list-style-type: none"> Principal will organise study-walks to already-Integrated schools and disseminate learning to staff, <u>parents</u> and governors. Consultation with school stakeholders Drafting new SDP section which references integrated education | <ul style="list-style-type: none"> All stakeholders have had opportunity to participate in survey. Wording for section agreed with Board of Governors. Pupil version of integrated vision statement agreed with pupil council. | Oct 21 – Jun 22 | NICIE integration sessions. EA advice. Stakeholders' surveys | Evaluation carried out with staff. Stakeholder surveys and questionnaires. |
| 2) To ensure key stakeholders demonstrate commitment to the transformation journey. | <ul style="list-style-type: none"> Staff and the Board of Governors are involved in the drafting of the DP/CFC. A Transformation Sub-Committee (TSC) is established. Updates for parents and the community. Pupils updated on progress. | <ul style="list-style-type: none"> Have staff, pupils and <u>BoGs</u> members been involved in the drafting of the DP/CFC? Has a Transformation Action Plan been written? Has the TSC met? | Sept 21- March 22 | Template for DP/CFC. Historical documents e.g., previous enrolment figures. | Draft copies of DP/CFC. <u>BoGs</u> /NICIE meetings to evaluate DP/CFC. TSC minutes of meetings. |
| 3) To ensure there is a whole school approach to integration. | <ul style="list-style-type: none"> A Transformation Sub-Committee is set up to keep school (and wider) community informed of our plans to become an <u>Integrated</u> school. School Council has 'Integrate St. Anne's' as an item on the agenda. | <ul style="list-style-type: none"> Do pupils and staff realise the importance of St. Anne's transformation to integrated status? Do more prospective parents nominate St. Anne's as one of their P1 preferences (compared to previous years)? | Oct 21- June 22 | Staff meetings. Governor meetings Interactive whiteboard. Additional social media/internet promotions | Minutes of School Council. Minutes of staff meetings. Minutes of <u>BoG</u> meetings. Data from EA Admissions. |


St. Anne's Primary School, Donaghadee - Transformation Action Plan 2021-2024 Community Connections (Year 1)

The Transformation Action Plan provides a roadmap for the way ahead for St. Anne's PS. It brings together the school's priorities and the main actions required to implement Transformation, along with the key outcomes over an initial three-year period and the necessary resources to deliver these. The Plan is based on a comprehensive self-evaluation exercise conducted with stakeholders and aims to develop integrated education throughout the school's governance, curriculum, planning and learning & teaching.

| | | | |
|---|---|--|---|
| <p>Baseline Position/Summary in October 2021. (What?):</p> <p>St. Anne's PS has had a long history of excellent community connections with the local and wider community from all traditions and faiths; our school song is called "Together".</p> <p>The school has been a hub for a variety of community events including:</p> <ul style="list-style-type: none"> • Annual summer community fête (involving monetary and promotional support from town businesses) • Annual community Pumpkin Festival • Annual "International Night" in Community Centre (entertainment & food) • Joint carol services with <u>Ballyvester PS</u> at Presbyterian church • Fundraising for local and national charities: Food Bank, St. Vincent de Paul, Connect Counselling, Royal British Legion, <u>Trócaire</u> <p>Numerous yearly projects involving 4 local schools (<u>Donaghadee</u> history project, Beach Clean projects etc); Sharing resources with local schools (materials, staff expertise, joint PSNI & Fire Service talks, etc).</p> <p>Involvement of local Rotary Club for reading support, ICT support, and assistance with community events.</p> <p>Visits to, and from, all local churches but these are more happenstance and not "planned for".</p> <p>Collaboration with Linking Generations on WAU topics (e.g., WW2), "knit 'n' natter", iPad training for elderly, carols, craft, and after-school clubs.</p> | <p>Evaluation</p> <ul style="list-style-type: none"> • St. Anne's enjoys a strong relationship with the entire local community, and actively seeks opportunities to involve the whole community in school life. • This work should be identified and "planned for" in as much as that is possible, rather than left to happenstance. | | |
| | <p>Year 1 (2021/22)</p> <p>See next section</p> | <p>Year 2 (2022/23)</p> <p>1) Articulate a shared vision for integrated education within the wider community.</p> <p>2) Create a program for representatives from local religions to visit the school.</p> <p>3) Host at least one event to celebrate diversity to which parents and local community are invited.</p> | <p>Year 3 (2023/24)</p> <p>1) Celebration events to mark integration status.</p> <p>2) Celebrate religious diversity e.g., host religious speakers; visit local churches; celebrate Christian festivals in local places of worship.</p> <p>3) Host at least two whole school events to celebrate diversity to which parents and local community are invited.</p> |

| 2021/22 Target Community Connections | Actions | Success Criteria (Quantitative & Qualitative) | Timescale | Resources | Monitoring & evaluation |
|---|---|--|---------------------------|---|---|
| 1) Identify key bodies/individuals within the local community and ensure there is clear and accurate information about the proposed transformation. | <ul style="list-style-type: none"> Host an information evening with coffee/tea refreshments for all identified individuals/bodies to outline rationale, process, and vision for transformation. Establish a stronger social media presence to share information and news Invite Minister for Education to school to meet pupils, parents and governors | <ul style="list-style-type: none"> 40 families and elected reps. to attend information sessions At least 60 Expressions of Interest and 100 Expressions of Support gathered Is there evidence community engagement and take-up on social media? | Oct 2021 – June 2022 | Principal. Transformation Sub-Committee. NICIE. additional social media/internet promotions (already referenced in Section 1, <i>Learner Centred</i>) | Letters/statement of support. Online “comments” Attendance figures from information days. |
| 2) To invite representatives from local religions to the school. | <ul style="list-style-type: none"> Invite local clergy to celebrate assemblies (via Zoom if necessary) with pupils and their families. | <ul style="list-style-type: none"> A variety of assemblies throughout the year. Attendance by parents at assemblies. | September 2021- June 2022 | Themes for assemblies. Local clergy PowerPoint. | Feedback form pupils and parents. Feedback for local clergy. |
| 3) To explore ways to open the school up to the community. | <ul style="list-style-type: none"> Work with local <u>Donaghadee</u> Community Development Association and explore how the school can facilitate their needs. | <ul style="list-style-type: none"> Has a community project been identified with DCDA which involves St. Anne’s PS | October 21- May 2022 | School building and facilities. School diary. | Minutes of meetings. Facebook posts of events. |

Appendix B – Financial Plan

| SCHOOL FINANCIAL PLAN 2021 - 2024 | | | | | | |
|---|---|--|----------------------------------|--|--|----|
|  | | School: St Anne's Primary, Donaghadee | Cost Centre: 21101 | | | |
| | | EA Locality: East | | | | |
| ***Only complete cells in yellow*** | | | | | | |
| A Pupils and Teachers | | | YEAR 1 (2021-2022) | YEAR 2 (2022-2023) | YEAR 3 (2023-2024) | |
| | | | October 2021 | October 2022 | October 2023 | |
| 1 | Full Time Equivalent Enrolment (excluding Spec Unit pupils) | October 2020 60 | 60 | 68 | 66 | |
| 2 | Planned Teaching Complement <small>(after amendment to Variables as below)</small> | 3.20 | 3.20 | 3.20 | 3.40 | |
| 3 | Planned Pupil/Teacher Ratio (September) | 16.83 | 16.83 | 18.44 | 18.18 | |
| B Changes in Teaching Staff | | | YEAR 1 Change in Staff | Year 2 Change in Staff | Year 3 Change in Staff | |
| 4 | Increase in Teachers | | | | 0.20 | M3 |
| 5 | Decrease in Teachers (enter as positive figure) | | | | | |
| C Planned Expenditure | | | YEAR 1 (2021-2022) | YEAR 2¹ (2022-2023) | YEAR 3² (2023-2024) | |
| Expenditure Summary | | | £ % | £ % | £ % | |
| Staff Costs | | | | | | |
| 6 | - Teaching | | 205,746 83.7% | 206,579 83.7% | 206,579 83.5% | |
| 7 | - Non Teaching | | 25,854 10.5% | 26,113 10.6% | 26,371 10.7% | |
| 8 | - Other Costs | | 212 0.1% | 214 0.1% | 216 0.1% | |
| 9 | Premises, Fixed Plant and Grounds | | 6,475 2.6% | 6,605 2.7% | 6,737 2.7% | |
| 10 | Operating Costs | | 9,175 3.7% | 9,359 3.8% | 9,546 3.8% | |
| 11 | Non Capital Purchases | | 0.0% | 0.0% | 0.0% | |
| 12 | Capital Expenditure | | 2,500 1.0% | 0.0% | 0.0% | |
| 13 | Less income (enter as negative figure) | | -4,061 - | -2,000 - | -2,000 - | |
| 14 | Total Planned Expenditure | | 245,912 | 246,869 | 247,449 | |
| Estimated Savings (enter as a negative figure) | | | | | | |
| 15 | Reduction in Teaching Staff (as per Variables) | | | | | |
| 16 | Please specify | | | | | |
| 17 | Please specify | | | | | |
| Estimated Additional Expenditure (enter as a positive figure) | | | | | | |
| 18 | Increase in Teaching Staff (as per Variables) | | | | 4,435 | |
| 19 | Please specify | | | | | |
| 20 | Please specify | | | | | |
| 21 | Total Planned Expenditure after Savings and Additional Expenditure | | 246,912 | 248,888 | 251,884 | |
| <small>* Planning assumptions include Cost of Living Pay Award Estimate at 1% each year and estimated rate of inflation for Other Costs as 2% each year</small> | | | | | | |
| D Budget | | | | | | |
| 22 | Common Formula Funding (CFF) | | 256,606 | 256,606 | 280,426 | |
| 23 | Other funding - (Please specify) | | | | | |
| 24 | Other funding - (Please specify) | | | | | |
| 25 | Other funding - (Please specify) | | | | | |
| 26 | Total Budget | | 256,606 | 256,606 | 280,426 | |
| E In Year Movement | | | | | | |
| 27 | In Year Underspend / (Overspend) | | 10,695 | 9,737 | 28,541 | |
| Cumulative Surplus / Deficit | | | | | | |
| 28 | Carry-over from previous year | | -18,117 | -5,422 | 4,315 | |
| 29 | In Year Underspend / (Overspend) of delegated resources | | 10,695 | 9,737 | 28,541 | |
| 30 | Closing Cumulative Surplus/(Deficit) 31 March | | -5,422 | 4,315 | 32,856 | |
| 31 | % Carry Over | | -2.3% | 1.7% | 11.5% | |
| 0 | CATEGORY | | Category 3 | | | |

Appendix C: Expression of Interest Form and Community Support Form

INTEGRATED EDUCATION

EXPRESSION OF INTEREST FORM



This expression of interest form has been produced by St. Anne's PS to gather information on future parental demand for Integrated Primary Provision in our area.

By completing this form, you will enable us to determine the level of parental demand for integrated provision. If you would like to discuss this, please contact the school Principal, Mr. Hennessy (028 9188 3619)

Please note that this is NOT an enrolment application form.

Your data is subject to GDPR. The information supplied will be stored and used in accordance with the school's own GDPR policy.

We may be required to share an anonymised summary of the data with the Department of Education as part of our development proposal process.

We will retain your data until the DE has made a decision on our Development Proposal.

Please tick the box if you would like us to inform you of enrolment news, events and progress in the development of our school.

(If available)

Name of Child 1:

Male/Female: _____ Date(s) of Birth: _____

Name of Child 2:

Male/Female: _____ Date(s) of Birth: _____

Name(s) of Parent(s)/Guardian(s):

Address:

Email:

Postcode: _____ Tel: _____

Perceived community background:

For this purpose, the description is limited to: Protestant, Roman Catholic, or Other. Please tick one box only for each person:

| | | | | | | |
|------------------|------------|--------------------------|----------------|--------------------------|-------|--------------------------|
| Parent A: | Protestant | <input type="checkbox"/> | Roman Catholic | <input type="checkbox"/> | Other | <input type="checkbox"/> |
| Parent B: | Protestant | <input type="checkbox"/> | Roman Catholic | <input type="checkbox"/> | Other | <input type="checkbox"/> |
| Child: | Protestant | <input type="checkbox"/> | Roman Catholic | <input type="checkbox"/> | Other | <input type="checkbox"/> |

I/We wish to express our support for, and interest in, integrated primary school provision at St. Anne's Primary School.

Signature of parent(s)/guardians: _____

Date: _____

Please return to: St. Anne's PS, 9 Millisle Rd, Donaghadee, BT21 0HY, or email to info@stannesps.donaghadee.ni.sch.uk

For Office Use: Date received: _____

INTEGRATED EDUCATION

EXPRESSION OF SUPPORT FORM



This Expression of Support form has been produced by St. Anne's PS to gather information on community support for Integrated Primary Provision in our area.

By completing this form, you will enable us to determine the level of support for integrated provision. If you would like to discuss this, please contact the school Principal, Mr. Hennessy (028 9188 3619)

Please note that this is NOT an enrolment application form.

Your data is subject to GDPR. The information supplied will be stored and used in accordance with the school's own GDPR policy.

We may be required to share an anonymised summary of the data with the Department of Education as part of our development proposal process.

We will retain your data until the DE has made a decision on our Development Proposal.

Please tick the box if you would like us to inform you of news, events and progress | in the development of our school.

| |
|----------------------------|
| Name(s): _____ |
| Address: _____ |
| Postcode: _____ Tel: _____ |
| Email: _____ |

I/We wish to express our support for, and interest in, integrated primary school provision at St. Anne's Primary School.

Signature : _____ Date: _____

I/We understand that this is an expression of support only.

For Office Use: Date received: _____

Please return to: St. Anne's PS, 9 Millisle Rd, Donaghadee, BT21 0HY, or email to info@stannesps.donaghadee.ni.sch.uk

Appendix D: Letters from Developers about new homes



Strand Homes

24 Sandown Road
Belfast
BT5 6GY

www.strand-homes.co.uk

25th June 2021

Mr Philip Cunningham
CCMS
c/o St Anne's Primary School
Donaghadee

Dear Mr Cunningham,

Re: The Growth of Donaghadee

Strand Homes is a property development company, and we are currently developing a site at High Trees in Donaghadee of approximately 380 homes, which is a mixture of semi detached, detached, townhouses and apartments.

Due to the pandemic the first handovers were delayed, however our first home was handed over in December 2020 and we have completed 27 sales to date. We have the same number again booked.

Before purchasing the site, we did various market research in the area of Donaghadee. This confirmed our belief that Donaghadee was a popular location and demand for new builds in the location would be strong. We have found in the last year this demand has only got higher. Currently all plots in our development that have been released are booked and there is high demand for future releases.

We have seen strong demand for the 4-bedroom family homes, as well as younger buyers moving to the area to start their family life. Another pattern that has been evident is people moving to Donaghadee, with many of our buyers coming from outside Donaghadee.

The popularity of the site and location is very strong and the current demand for new homes is very much there. We believe that Donaghadee will continue to get more popular in the coming years and the population will continue to grow. Therefore, there is likely to be a bigger demand on the amenities and services within the town.

Kind regards



21st June 2021

To whom it may concern,

Donaghadee is a busy, growing town, currently undergoing major development within the centre and on the outskirts. There has been interest from buyers and investors in the local area, and with large scale new developments currently being built, the town will only continue to grow in popularity.

Three large developments within the town, High Trees, The Halt and Hadlow have provisions for another 422 units over the next number of years, with further planning applications submitted for 156 units off the High Bangor Road. These properties are made up of detached and semi-detached family homes.

Ulster Property Sales is the sole agent for both High Trees and The Halt, so we see first-hand the large demand for homes within the local area. There are currently over 600 applicants on our High Trees mailing list, and the most recent phase of 10 homes sold within 5 days of the release. Three units released in The Halt on Monday 14th June sold that same day. Our mailing list is made up of applicants largely from the Bangor and Newtownards areas, but we have buyers relocating from central Belfast Areas, further afield with Northern Ireland, UK mainland, Canada and South Africa. 67% of buyers within the Phase one High Trees development were in a 25-40 age demographic.

Northern Ireland's number one property website, Property Pal are predicting an increase of 12.8% in prices for semi-detached and detached homes within the Donaghadee area from 2016 to 2021. In quarter one of 2021, North Down and Ards Borough have seen an average price increase of 3.1%, with the Northern Ireland average being 1.9%, and further statistics confirm that 162 properties within the Bangor East and Donaghadee areas were 'sale agreed' within the first quarter of 2021, which features that area within the top 15 for house sales throughout Northern Ireland.

In the current market, evidence shows a large demand for substantial family homes and due to this, the developer at High Trees has resubmitted plans for a change in three-bedroom semi-detached homes to four bedroom detached homes.

Taking all this evidence into account, further provisions will need to be made to increase numbers for local services i.e. schools, health centres, which will be over subscribed. These services will see a strain on the service they will be able to provide unless additional support is provided.

Kind regards,



ULSTERPROPERTYSALES.CO.UK

ANDERSONSTOWN
028 9060 5200
BALLYHACKAMORE
028 9047 1515
BALLYMENA
028 2565 7700

BALLYNAHINCH
028 9756 1155
BANGOR
028 9127 1185
CARRICKFERGUS
028 9336 5085

CAUSEWAY COAST
0800 644 4432
CAVEHILL
028 9072 9270
DOWNPATRICK
028 4461 4101

FORESTSIDE
028 9064 1264
GLENGRIMLEY
028 9083 8295
MAYONE
028 9056 1123

NEWTOWARDS
028 9181 1444
RENTAL DIVISION
028 9047 1515



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1 of 1

Date: 7 Mar 2022 12:45

Subject: RE: Housing Development in Donaghadee

To Whom It May Concern,

Donaghadee is a growing coastal town in North Down.

Demand for housing is particularly strong among young families.

There is a significant amount of planned housing developments in the town.

The number of enquiries or Donaghadee property has grown by approx. 20% in the last 2 years.

We have numerous sales in the Donaghadee area with properties being agreed in less than 4 weeks on average.

The ongoing demand for resale properties and new developments will require proportionate growth of infrastructure including transport, schools etc.

Regards,



Bangor & North Down
125 Main Street
Bangor
BT20 4AE
T. 028 9147 9393
M. 073 7971 2703

Comber & Ards
7a The Square
Comber
BT23 5DX
T. 028 9140 4100

Richard Fannin
Senior Valuer
pinkertonsni.com

ESTAS **ESTAS** **ESTAS**

PRIS

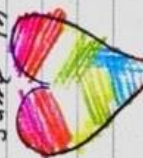
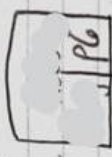
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Appendix E: Examples of pupils' views


Integrated! being **INTEGRATED** Means...

anyone can come to the school you accept any religion that means it doesn't matter about skin looks any thing wrong with you were all the **SAME!** in different ways

This is important because. It never we accept every religion, skin and looks when you come to a Integrated school we welcome everyone people in our school are not different if it's looks or what's wrong with your body were all the same in different ways


doesn't matter  about religion. 

By  p6

Integrated 





Being Integrated means we accept every body!


This is important and that means we can welcome more children to our wonderful school. It would make the world so much more peace full.



Integrated

Being Integrated is important so you accept every body. Be together. Listen to every body's opinions. Making friends. They will let you in being kind to every body from different countries. Listen to every body's religions. Learn new languages. I include every body in games.

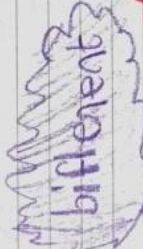


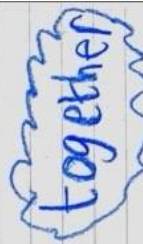
   

by  p5

Integrated

Being Integrated means for different people to come together.

This is important catholic and protestant people come to together even they are different people.

Integrated
Being Integrated means accepting people for who they are, no matter what their skin tone is, where they come from, or what they believe in, at the end of the day we are all people.
Being Integrated is Important because it helps people feel comfortable and not scared of what others think about them.

How do you want your school to look in the future?



Appendix F: Building Schedule

| ROOM NAME | ROOM NUMBER | ROOM AREA |
|----------------------------|--------------------|-------------------|
| CORRIDOR | 1 | 28.66 |
| DINING/CLASSROOM | 2 | 42.12 |
| FEMALE WC | 4 | 10.18 |
| OFFICE | 5 | 9.46 |
| STORE | 6 | 1.62 |
| MALE WC | 7 | 5.06 |
| CLEANERS | 8 | 1.92 |
| STAFF WC | 9 | 1.98 |
| CORRIDOR | 10 | 12.81 |
| DISABLED WC | 11 | 5.21 |
| CLOAKS | 12 | 9.21 |
| STORE | 13 | 11.28 |
| CLASSROOM | 14 | 35.81 |
| CLASSROOM | 15 | 45.51 |
| CLASSROOM | 16 | 36.72 |
| STORE | 17 | 9.45 |
| BOILER HOUSE | 18 | 7.44 |
| ROOF SPACE | 19 | |
| LOBBY | 20 | 4.02 |
| BOYS TOILET | 21 | 1.6 |
| GIRLS TOILET | 22 | 1.56 |
| CLASSROOM | 23 | 51.95 |
| STORE | 24 | 5.01 |
| GROUNDS | 25 | |
| | | |
| NET INTERNAL AREA | | 338.64 |
| | | |
| | | |
| SMA | ROOM NUMBER | ROOM AREA |
| KITCHEN | 3 | 10.07 |
| | | |
| NET SMA | | 10.07 |
| | | |
| | | |
| NAME | | ZONE A REA |
| Ground Floor | | 308.73 |
| SMA | | -10.07 |
| MOBILE | | 65.5 |
| GROSS INTERNAL AREA | | 364.16 |

a) FINANCE DIRECTORATE

403-3008 St Anne's Primary, Donaghadee

The school's **Provisional** Surplus position as at 31 March 2022 is £12,523.

The school's Deficit in the previous year, up to 31 March 2021 was (£16,117).

The school received a total delegated budget of £263,108 in the 2022-23 financial year for **50¹** FTE pupils, which generates a per capita of £5,262.

The average for all primary schools is £3,404.

The total Free School Meals Entitlement for the school is **29⁴⁶** pupils, which represents 58.00% of the total FTE, which places the school in Band 3 for funding purposes.

The school received £51,863 for Small Schools Support funding, which represents 100.00% of the maximum funding for this factor, within the Nursery & Primary funding stream.

The school also received £16,420 in respect of Primary Principals' Release Time.

All schools receive a delegated budget for the financial year on the basis of verified enrolments as at the October Census prior to the financial year. The figures below represent those figures estimated for the 2022-23 financial year.

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

⁴⁶ The school's funding allocation is based on the previous year's census data (e.g. the October 2021 census data was used to determine the 2022-23 CFF allocation). **The census data on the Schools+ database relates to an academic year, as opposed to the financial year.** In addition, differences between funded pupils and total pupils within the census count may occur for a number of reasons, including, but not limited to, zero rated pupils, some reception pupils, and over age pupils (paragraph 7 of Annex B to the Common Funding Scheme refers).

| Factor | 2022-23 £ | 2021-22 £ | 2020-21 £ |
|-------------------------------------|----------------------|----------------------|----------------------|
| Pupil AWPU | 127,269 | 128,079 | 119,249 |
| TSN – Social Deprivation | 23,756 | 20,374 | 15,519 |
| TSN – Additional Social Deprivation | 4,284 | 3,844 | 2,798 |
| Premises Area | 3,159 | 3,159 | 3,159 |
| Premises FTE | 4,271 | 4,250 | 4,224 |
| Small Schools Support | 51,863 | 49,807 | 47,726 |
| Primary Principals Release Time | 16,420 | 16,420 | 16,420 |
| Foundation Stage | 14,103 | 14,804 | 14,453 |
| Teachers Salary Protection | 13,270 | 11,127 | 11,459 |
| Children Looked After | 1,178 | 2,372 | 1,104 |
| Newcomer Children | 3,535 | 2,372 | 3,312 |

| | | | |
|-----------------------------|----------------|----------------|----------------|
| Total School Funding | 263,108 | 256,606 | 239,423 |
|-----------------------------|----------------|----------------|----------------|

| | | | |
|-----------------|--------|--------|--------|
| Pupil FTE (no.) | 50.00 | 50.00 | 50.00 |
| Per Capita | £5,262 | £5,132 | £4,788 |

b) TRANSPORT AND FOOD IN SCHOOLS DIRECTORATE

Given the numbers involved it would be anticipated the financial implications for the Transport budget or Food In Schools budget would not be significant.

c) SPECIAL EDUCATION TEAM

SET did not oppose previous DP 673 (4 February 2022), subject to any impact on pupils with Special Educational Needs (SEN) being considered and managed effectively.

It is noted that the EA does not support DP 683 and that the Case for Change (CfC) states that St Anne's Primary School (PS) is not presently considered a sustainable (rural) school. Attendance at a sustainable school underpins the fundamental principles of the special educational needs (SEN) Code of Practice⁴⁷, which focuses on a continuum of need and a continuum of provision, which may be made in a variety of forms. Children with SEN require the greatest possible access to a broad and balanced education, including the Northern Ireland Curriculum.

The CfC also states that if the development proposal is approved, there is the expectation that enrolment numbers will increase and the school will move towards being sustainable by 2027; noting 'that the unmet need of parental demand for Integrated Education that we have unearthed during this process to date will enable our school to become sustainable within a relatively short timeframe'.

The CfC also cites the experience of recently transformed schools of a significant increase in enrolment figures and provides evidence of a current and projected increase in population of the surrounding area.

There are presently 14 pupils with SEN which represents 28% of all pupils in the school (Northern Ireland average is just under 20%), the CfC notes this is a higher-than-average number of children with special educational needs. The CfC states that 'the school is recognised by parents and the community as being a supportive environment for those children with additional needs.'

The CfC also states that the present school buildings are fit for purpose and accessible for disabled children. There is current classroom space for 120 pupils and extensive grounds surrounding the school providing the potential for development. Given the present and potential future pressure on special school placements for pupils, it may

⁴⁷ <https://www.education-ni.gov.uk/articles/special-educational-needs-code-practice>

be worth exploring the effective use of the school to alleviate these pressures in the future with the addition of a specialist provision unit, or potentially accepting pupils who would in other circumstances, attend Killard School.

SET would not oppose this DP 683, subject to any impact on pupils with SEN being considered and managed effectively.

d) SHARED EDUCATION AND COMMUNITY RELATIONS TEAM

SECRET CONSIDERATION

The Case for Change

The proposer, St. Anne's Primary School Board of Governors, has acknowledged the successful Shared Education partnership that St. Anne's has enjoyed for over thirty-five years with its neighbouring controlled school, Ballyvester PS.

They have commented that this partnership has seen an increase in joint pupil, staff, parent and governor activity. They also stated that the transformation of the school would enable Shared Education to continue with more meaning in this area as they will be welcoming and expressing Protestant as well as Catholic and other identities as an integrated school.

EA have concerns about the transfer to controlled school status and have also acknowledged St. Anne's PS longstanding link with Ballyvester PS through the Shared Education Programme.

SECRET ASSESSMENT

(a) At this stage, there is insufficient evidence in the Development Proposal to suggest a positive or negative impact to Shared Education partnerships in the area

e) INVESTMENT AND INFRASTRUCTURE DIRECTORATE

Proposal

St Anne's Primary School, Donaghadee will transform to Controlled Integrated Status with effect from 1 September 2023, or as soon as possible thereafter.

Background

St. Anne's Primary School is a co-educational maintained primary school, open to pupils of any religious denomination and of none, situated to the south of Donaghadee town

centre. On 16 June 2022, the Education Authority published a Development Proposal DP 683 to transform the school to Controlled Integrated Status.

IID Comments

The school has an approved enrolment of 76 and a current approved admissions of 11. In 21/22, actual enrolment at the school was 50 pupils.

It should be noted that there is also a development proposal to discontinue St Anne's with effect from 31 August 2022. DP 673. This transformation proposal was subsequently submitted after the closure proposal and Area Planning have advised that a decision must be made on the transformation proposal first.

The transformation case for change advises that the school currently has 4 classrooms and it is predicated that this will meet the school's accommodation needs up to 2027. The case for change advises that given the parental demand for integrated education, the school will require additional accommodation to meet the predicated needs from 2027. The case for change predicts that in the period from 2027 - 2030, the school should have an enrolment of 131 pupils. If this is the case, then this would move the school into the 5 classroom bracket and they would require an additional classroom and associated toilets.

The cost of a single modular is currently in the region of £200k. This cost could increase considerably by 2027.

Lead in times for installation of mobile accommodation is in the region of 12 months from the submission of a minor works application to completion on site. Timescales will vary, dependant on ground conditions and planning considerations. IID is not aware of ground conditions of the proposed site for any new mobile – final costs can vary considerably dependant on ground conditions, access to services etc. This is an estimate of provision of accommodation as described in the case for change only. If the DP is approved the preferred option for delivery will not be known until a full feasibility report is undertaken by the EA.

Education and Training Inspectorate Comments

Appendix D

DP 683: St Anne's Primary School, Donaghadee, will transform to Controlled Integrated Status with effect from 1 September 2023, or as soon as possible thereafter.

Date of last ETI report: September 2018: St Anne's Primary School, Donaghadee 403-3008

Web link: [Primary Inspection - St Anne's Primary School, Donaghadee, County Down 403-3008 \(etini.gov.uk\)](https://www.etini.gov.uk/primary-inspection-st-anne-s-primary-school-donaghadee-county-down-403-3008)

Date⁴⁸: 21 July 2022

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

As referenced in the September 2018 report, the school's sustainability regarding the number of children enrolled was noted. The current enrolment number of 50 children is below the Sustainable Schools Policy threshold of 105 children for a rural school. There are four teaching staff comprising of a teaching principal and three assistant teachers as detailed in the case for change paper.

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

According to the case for change paper, there is available education at local primary schools; Millisle Primary School has 36 surplus places, Donaghadee Primary School has 21, Carrowdore Primary School has 29, St Malachy's Primary School has 78, St Finian's Primary School 73, Bangor Integrated Primary School has 84 and Loughery's Integrated Primary School has 10 surplus places.

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

In 2020/21, the key stage 2 composite class spanned more than two-year groups with only one child in year 7. This is a challenge for the teacher to ensure adequate progression in learning and planning to meet individual needs across a wider range of abilities and stages of development. It also limits opportunities for the children to develop socially and emotionally with those of a similar age and stage.

⁴⁸ This commentary paper is based on the information and evidence available to ETI on this date. Please check the ETI website www.etini.gov.uk for any new inspection reports that may have published after this date.

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

There is a potential value for money consideration regarding public expenditure involving the continued costs of maintaining accommodation and staffing if St Anne's Primary School remains open as a transformed integrated school when there are surplus places in local primary schools.

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

| Sustainable Schools Criterion | Indicator | Meets criterion | | |
|--------------------------------|---|-----------------|------------------------------|---|
| | | Yes | No (reason(s)) | Information not available |
| Quality Educational Experience | 1.1 Attainment levels of pupils, Key Stage tests pending development of new indicators for Primary Schools, GCSE results for Post-Primary Schools. | | | N/A - No additional information from 2018 |
| | 1.2 In primary, a single classroom contains no more than <u>two</u> year-groups in a composite class; for example, years 1 and 2. | No | Key Stage 2 spans 3 classes. | |
| | 1.3 A <u>minimum</u> of four teachers at a primary school. This recognises both the needs of pupils and the demands on teachers. | | | N/A |
| | 1.4 The ability of the school to cater for children with Special Educational Needs. | | | N/A |
| | 1.5 The ability at post-primary level to be able to provide suitable access to the entitlement framework including, where appropriate, linkages with other schools, the FE sector or other providers. | | | N/A |
| | 1.6 The standards and the quality of learning and teaching at the school. | | | N/A |

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

6. Summary of impact of the proposal

- With a current enrolment of 50 children, St Anne's Primary School falls considerably below the Sustainable Schools Policy threshold of 105 children for a rural school and there are places available in local schools, including two integrated primary schools.
- The ETI recognises the Department of Education's duty to encourage and facilitate integrated education under the Education Reform (Northern Ireland) Order 1989.

Appendix E

Representation received during the two month statutory objection period

Responses in Support of DP 683 – Emerging themes

Support/Benefits of Integrated Education

- Integration in the school system is the positive way forward for our children and Northern Ireland;
- It is extremely important for integrated education throughout Northern Ireland. We cannot and should not continue with our outdated apartheid structure of the education of our children;
- I believe that this is the only sensible way forward to educate our children and young people. It can only help with a greater understanding of different backgrounds and cultures;
- Coming from a mixed marriage, I think it is important for my children to experience an integrated education;
- My children are being raised Catholic, in a mixed religion household, and have been raised with an awareness of not just their parent's religions, but all religions. They know the importance of accepting everyone for who they are regardless of religion, skin colour or who they love. I believe that they deserve the opportunity to learn about all religions and celebrate the diversity in our world;
- Kids from Northern Ireland are generally segregated at an early age, into Protestant or Catholic schools, taught different religious beliefs & types of sports etc. This only strengthens a tribal up-bringing & encourages disconnection & suspicion of each other depending on the school they went to. Which in turn encourages a divide in the community and broader society;
- Integration doesn't mean a loss of identity, but an understanding & acceptance of other people's identity;
- I am a resident in Donaghadee and a strong supporter of the Integrated Education Bill. I strongly believe that children should be taught in a school which embraces all religions, not just the main religions within Northern Ireland. I believe that inclusion and integration at an early age can only benefit our communities and are country in the years to come;
- I support this move because of the Integrated schools' ethos of helping to prepare children for life after school where many are likely to work and socialise in a mixed environment whether in third level education or employment;
- I strongly believe that integration provides a very clear and well defined path for addressing the marginal needs of more diverse groups, particularly in smaller communities.

Benefits to Donaghadee

- Donaghadee is a blossoming town and St Annes is an integral part;
- It would be great for Donaghadee, a growing town, to have its own integrated school;
- With the majority of local schools being oversubscribed, I believe this would give parents great opportunity to have their children schooled within Donaghadee;

- Donaghadee is a growing town with several large developments of family housing. More houses mean more children. Many of these families come from areas outside of Northern Ireland where what we call “integrated” education is the norm;
- I am new to the area, and hopefully planning for future family to attend primary school in Donaghadee. It is really disappointing that there is no integrated school in the community and I feel the community would really benefit from this;
- I believe it is so important to have the choice in Donaghadee;
- Its location in Donaghadee will provide the local, poorer members of the community to avail of the benefits of an integrated education;
- It would break down barriers between children and families and develop our community greatly;
- The loss of this school would be detrimental to the young people and the local community;
- Having an integrated school in the growing and desirable town of Donaghadee will allow greater parental choice of how and where their children will be educated;
- The present closest integrated school is Loughries and in Bangor and are not close enough to satisfy needs of people in Donaghadee who wish for their children to attend an integrated school.

Quality of Education/Staff

- The staff and support staff go above and beyond their job description;
- My son was identified as having autism by the school and we received full support of St Anne’s to get him the extra help he needed;
- I am a grandparent of 2 children that attends St Anne's primary school in Donaghadee. One of my grandchildren has epilepsy, ADHD, and Autism. St Anne's has been brilliant with him since he started there;
- It is wonderful to see a progressive small community moving forward together and thinking of their children’s future as whole community at peace.
- Excellent quality of education and support and the community which the school has fostered;
- The existing informal integration at St. Anne’s provides an excellent education and pastoral care for children from various religious backgrounds and none. A number of pupils come from outside Northern Ireland, including children who have had to leave their country of birth and others who have specific additional needs relating to health problems;
- St Anne's is an excellent primary school and has already been recognised by the Education and Training Inspectorate as having 'the highest level of effectiveness';
- The present school which wishes to convert to an integrated school has an excellent, forward thinking headmaster, in charge of good staff and buildings;
- As a former MLA for North Down and member of the old South Eastern Education and Library Board, I am fully aware of the important role St Annes plays in the local community and its reputation for high education standards;
- We have no doubt that St Anne's is the best school for our son and on a daily basis we are impressed with the high-quality delivery of the curriculum alongside instilling qualities of respect for self and others and social responsibility.

School Ethos

- St Anne's, as a small village primary school has sought to reach out across the community, welcoming those from all or no faiths;
- St. Anne's Primary School has been integrated in all but name for its entire history, with pupils from all sides of the community attending the school from the outset;
- The ethos at St. Anne's is to foster involvement and integration within the community as well as within the school;
- As a family, we value the richness of diversity, equality for all, and we love the child-centred approach to education which involves parents and the wider community found in St Anne's Primary School. St Anne's has been so welcoming of our son's rich background and the move to Integration is a natural transition as the school is already in line with the underlying principles of Integrated Education.

Demand for Integrated Education

- We live locally, have primary school age children and would be very keen for them to attend an integrated school;
- An integrated primary would be my first choice for my children and a number of my friends & family would look to send their children to St Anne's too if it became integrated;
- We arrived in Donaghadee 32 years ago and would have sent our child to an integrated school had one been available in the town;
- In light of the increasing population of Donaghadee and the local demand for integrated education.(Strangford) There is a strong case for the proposed change
- Since the school has published its intention to transform the pupil numbers have increased across all year groups;
- I am positive that numbers enrolling in the school will continue increase as people opt for Integrated Schooling in line with their values.

Community Support

- The current school has strong support locally;
- The proposal for the integration is not only supported by pupils, parents, teachers and governors but also by the wider Donaghadee community and local politicians.

Mental Health/ Wellbeing of Children

- The pupils in the school have had a very difficult time with lockdowns and not approving our proposal to become integrated will have a devastating impact on their mental health and wellbeing;
- Please keep the community school open for the wide range of children who do not fit the mould of a large school;

- Many more parents are concerned with their children showing signs of anxiety. They feel safe and allowed to bloom in a smaller class;

Shared Education

- With approval to transform our School we can also maintain the long-established relationship it has with Ballyvester Primary School through the Shared Education Programme. We also have strong links with a local nurse group with many parents choosing St. Anne's as their choice of primary school from this group;

Oversubscription at neighbouring schools

- At present there are no school places for the pupils currently at St. Anne's in other local schools therefore they will need to travel to be educated in other towns. Of the two nearest schools to St Anne's, one is at full capacity and the other has had their numbers reduced by 50 places this year. Neither will be able to take our children;
- This too will ease the strain on the other Donaghadee Schools which is inevitable from the growing young population;

Integrated Education Act (Northern Ireland) 2022

- The Integrated Bill passed, the department is now obligated to support and actively assist the growth of Integrated education;

Other

- Benefits of smaller schools, some children can't cope in a larger class, it is the Department's obligation to provide for them;
- The opportunity to attend composite classes has been wonderful for my son, he learns with older children who help him and act as great role models, he also gets to work with younger children and gets the opportunity to help them, a huge benefit to his self esteem
- I have been a member of a steering group for an integrated post primary school in Antrim, and I have sat on the board of governors of Sixmile Integrated Primary School in XXX, for roughly X years. That school transformed from a controlled school to an integrated school and has gone from strength to strength since. The move to integrated status of St Anne's can only be seen as a positive one;
- With an Integrated college in the area (Strangford College in Carrowdore) it would seem sensible to have a number of integrated primary schools in the Ards Peninsula area to supply pupils and allow to allow a seamless transfer at age 11;
- Integration in education is a government commitment, an element of realising the ambitions of the Good Friday Agreement and supportive of transition to a 'post-troubles' society in Northern Ireland;

- Too often the balance of considerations in cases such as St. Anne's is purely financial, however this case clearly requires a full and transparent analysis of the benefits of transition to integration;
- Closing a Catholic school in a mainly protestant area is a disgrace. How are kids meant to be together and learn about different religions if they don't have that opportunity;
- Has to be noted that only 1 Catholic school has been allowed to become integrated;
- It would be a shame to see local children have to leave and travel to bigger schools further away;
- The closure of St Anne's would place current families in a difficult position of finding suitable schools for their children's need. Transformation to Integrated status would prevent this stress and also continue to meet the children's needs that would be neglected in a controlled primary school.

From: J HENNESSY <[REDACTED]>
Sent: 14 October 2022 13:05
To: Development Proposals <dps@education-ni.gov.uk>
Subject: DP683: St. Anne's Primary School

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Please ensure you can verify the sender's name and email address.
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To whom it may concern:

We would like to submit the following updated information to our DP683 and Case for Change for Transformation to Integrated Status.

Since starting the process of Transformation in 2018 with exploratory talks with the Integrated Education Fund, there has been an overwhelming expression of support for an Integrated primary school in Donaghadee.

This was evidenced in the first year of our Transformation Action Plan (evaluation attached):

- when we saw the number of pupils who expressed a preference in the Y1 admissions process increase to 45 from 17 in the previous year (and 10 preferences before that in 2020);
- 5 pupils transferred from neighbouring schools, citing the prospect of Transformation as their main incentive for doing so;
- overall increase in enrolment of 16% in 12 months to September 2022;
- 150 Expressions of Interest have been received from parents stating their interest in enrolling in St. Anne's PS should the Department of Education approve DP683 (see updated Case for Change: Table 12 below):

Updated Table 12 as of 22/9/2022:

| | Currently in school | Starting school | Starting school | Starting school | Starting school | Starting school | Total |
|--|---------------------|-----------------|-----------------|-----------------|-----------------|-----------------|-------|
|--|---------------------|-----------------|-----------------|-----------------|-----------------|-----------------|-------|

| | |
|-------------------|------------|
| Catholic | [REDACTED] |
| Protestant | |
| Other | |
| Totals | |

- the number of Expressions of Support forms has increased by 41 from 167 in March 2022, to 208 in September 2022.

We would also like to update the Department on our improving financial situation (summary 3-year plan approved by Seamus Wade, Director of Finance & ICT below, full 3-year plan attached). The Board of Governors has moved St. Anne's PS out from category 1a and into Category 5a over a period of 4 years (*"Schools living within the CFF allocation with a surplus balance at year end over 5% or 75k (whichever is the lesser)"*).

| | Year 2022 – 23 | 2023 - 24 | 2024 – 25 |
|---|----------------|-----------|-----------|
| Anticipated Enrolment (In Financial Plan) | 59 | 56 | 60 |
| Total Budget | £274, 446 | £298, 265 | £290, 325 |
| Total Expenditure | £268, 189 | £277, 085 | £281,431 |
| Closing Balance | £18, 779 | £39, 959 | £48,853 |
| % Deficit / Surplus | 6.5% | 12.6% | 14.8% |

And finally, we are attaching the evaluation from Year 1 of our Transformation Action Plan (monitored by NICIE, and EA SESS) and our current Year 2 Transformation Action Plan which provides strong, clear evidence of our genuine commitment to Transformation.

Regards from
 John Hennessy
 Principal
 St. Anne's Primary School

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| 1. Learner Centred (2021-22) | | | | | |
|---|---|---|------------------|---|---|
| Action Plan target | How have we achieved/measured the target? | Evaluation of target | Target complete? | | Impact on next year's plan |
| | | | ✓ | ✗ | |
| 1) To ensure all pupils are introduced to the concept of integration in an age – appropriate manner | Two whole-school assemblies; two meetings with School Council; 90 th Birthday activities included looking ahead to our ideal, integrated school | Pupils have been able to describe what it means for St. Anne's to become an Integrated school in an age-appropriate manner. | ✓ | | Continue to explore this concept with new pupils, and to embed it with existing pupils. |
| 2) To ensure that all pupils feel involved and aware of what it means to become an integrated school. | School council was involved in collecting pupil opinions or concerns re: Integration | Our School Council is working well as a method of involving pupils in school decisions | ✓ | | School Council will continue to play an important role in next year's plan |
| 3) To re-establish Shared Education links following pandemic | Pupils have excellent opportunities to explore diversity and inclusion through our long-established participation in Shared Education. We will continue to re-connect and re-build these relationships. | Partially completed. Pupil face-to-face contact limited to Term 3 residential. Pupil activity planned for 22-23 with a focus on PE which is also an identified priority for development within Transformation | | ✗ | Target to be carried into 22-23 |



| 2. High Quality Teaching & Learning (2021-22) | | | | | |
|--|---|--|------------------|---|--|
| Action Plan target | How have we achieved/measured the target? | Evaluation of target | Target complete? | | Impact on next year's plan |
| | | | ✓ | ✗ | |
| 1) To ensure the curriculum reflects both main traditions in NI, and the diversity of pupils | <p>Teachers have consistently identified "teachable moments" as they arise regarding diversity and sensitive issues</p> <p>In 2022, we saw the arrival of 5 new Ukrainian children (and their families).</p> <p>We created a wall-display celebrating Eid-al-Fitr in May 2022.</p> <p>We adapted our school newsletters to include not only important school dates and Christian holidays but also other religious holidays, and other church events.</p> | <p>There is a need to ensure that teachers have formal opportunities to plan for 'teachable moments'</p> | ✓ | | To be further developed within Target 1 Year 2 |
| 2) Teacher Professional Learning priorities to include preparation for transformation | <p>2 members of teaching staff visited Seaview IPS and Portaferry IPS.</p> <p>With help from NICIE, two SDD sessions in Oct '21 and Jan '22 for whole staff explored the impact of Transformation</p> | <p>Staff are happy and confident using the CCEA materials for PDMU</p> <p>Staff much less confident teaching sensitive and (potentially) controversial issues.</p> | ✓ | | To be developed further within Target 2 Year 2 |

St. Anne's PS Donaghadee 2021-2024 Transformation Plan - Year 1 Evaluation



| | | | | |
|---|---|--|----------|---|
| <p>3) To re-establish Shared Education staff links following pandemic</p> | <p>St. Anne's has availed of SE Transition Phase funding to reconnect with Ballyvester PS</p> <p>Effective leadership allowance and sub cover used to support staff in planning for pupil contact in 22-23</p> <p>SE TPL availed off through online modules</p> | <p>Effective reconnection has taken place and staff are looking forward to re-engaging in staff and pupil contact during 22-23</p> | <p>✓</p> | <p>To be developed further within Target 2 Year 2</p> |
|---|---|--|----------|---|



| 3. Effective Leadership (2021-22) | | | | | |
|---|---|---|------------------|---|--|
| Action Plan target | How have we achieved/measured the target? | Evaluation of target | Target complete? | | Impact on next year's plan |
| | | | ✓ | ✗ | |
| 1) The school leadership will increase its knowledge & understanding of Integrated education and reflect this in the SDP. | The principal of St. Anne's PS continued to attend several workshops run by NICIE and the IEF (Nov '21, Apr '22, Jun '22) and disseminate information to staff. | School leadership continues to expand its understanding of Integrated Education and the need to be intentional towards implementing an Integrated ethos. SDP will be reviewed to reflect our continuing commitment to Shared Education and to incorporate Integration. | ✓ | | To be further developed within Target 1 Year 2 |
| 2) To ensure key stakeholders demonstrate commitment to the transformation journey. | The BoG, (with considerable support from NICIE and EA SESS) produced DP683 and Case for Change in March 2022. | The research and collection of quantitative data re: enrolment balance helped to give a clearer picture of the opportunities and challenges ahead. | ✓ | | |
| 3) To ensure there is a whole school approach to integration. | An Action Group was established in January 2022 consisting of staff, parents and Governors; regular meetings took place between Jan and June 2022. 45 total preferences were made during the P1 admissions process, contrasted with 17 in 2020 and only 10 in 2019. | The Transformation Action Group was representative of the school community and worked effectively to promote Integration | ✓ | | To be further developed within Target 2 Year 2 |



| 4. Community Connections (2021-22) | | | | | |
|--|--|---|------------------|---|--|
| Action Plan target | How have we achieved/measured the target? | Evaluation of target | Target complete? | | Impact on next year's plan |
| | | | ✓ | ✗ | |
| 1) Identify key bodies/individuals within the local community and ensure there is clear and accurate information about the proposed transformation | Minister of Education visited St. Anne's twice (Dec and March) to plant a "Jubilee" tree, meet pupils, parents, staff & governors (as well as members of Alliance party). Community engagement throughout 2021/22 has collected 167 Expressions of Community Support and 150 Expressions of Interest in enrolment | St. Anne's continues to benefit from strong community connections. The level of support gained over the course of the year reflects the community desire to see St. Anne's successfully transform to integrated status. | ✓ | | |
| 2) To invite representatives from local religions to the school. | Initial contact has been made by the Principal with various church leaders with a view to reciprocal visits, and local ministers have been invited to present assemblies in 2022/23. | The Revd Ian Gamble (C of Ireland), Jonathan Rea (Bethel Hall), Fr Gunn (RC Parish of Bangor) all engaged with the pupils through assemblies, visits, and community activities. | ✓ | | To be further developed within Target 2 Year 2 |
| 3) To explore ways to open the school up to the community. | We used the 90 th anniversary of the school to both look back at our history and also create a shared vision of our school in the future. We involved the whole community in planned events (particularly in Jan/Feb 2022) | Very well supported by the wider community with past pupils and others sending in their memories and attending our "90 th birthday party", including the Minister of Education, Michelle McIlveen. | ✓ | | To be developed further in Target 3 Year 2 |



| 1. Learner Centred Year 2 (2022-23) | | | | | |
|---|--|---|-----------------|--|--|
| Learner Centred 2022/23 Target | Actions | Success Criteria (Quantitative & Qualitative) | Timescale | Resources | Monitoring & Evaluation |
| 1) Pupils will be encouraged to explore themes of similarity and difference. | <ul style="list-style-type: none"> Use of class discussion and group work to explore themes of similarity and difference. Presentations at termly assemblies re: similarities and differences Use "90th birthday-year" celebrations to continue talk about the school in the future Shared Education activities in KS2 based around themes of similarities & differences. | <ul style="list-style-type: none"> Are pupils able to articulate an understanding of the proposed change in status? Can pupils articulate what makes us similar and different, the benefits or disadvantages, and the need to respect difference. Are the School Council confident in discussing integration and can they articulate their hopes and concerns. | Sept 22-June 23 | Class teachers. School Council meetings. Interactive whiteboard. | Pupils' voice in class and at assembly. Minutes of School Council. |
| 2) Use existing SE links at KS2 to develop the provision of PE to include the diversity of pupils' interests. | <ul style="list-style-type: none"> Pupils to explore similarities and differences through sporting activities To engage ND&ABC Good Relations team in leading KS2 sporting and PDMU activities. | <ul style="list-style-type: none"> Have pupils had opportunities to reconnect and build relationships with partner school? Have children experienced a variety of sports (GAA, rugby, etc) and can they relate these experiences to | Oct 22-June 23 | Class activities. Donna Mackey, Good Relations (ND&ABC) Shared Education Action Plan | Pupil journals Shared Education evaluations Photos from activities |

St. Anne's PS, Donaghadee Year 2 Transformation Action Plan (2022-23)



| | | | | | |
|--|---|--|------------------------|--|---|
| | <ul style="list-style-type: none"> Pupils to have experience playing a new sport which they have never tried before | <p>themes of respect and understanding?</p> | | <p>Sub-cover days and transport</p> | |
| <p>3) Adapt the RE curriculum to take into account other Christian, world faiths and events.</p> | <ul style="list-style-type: none"> Staff meeting in August 2022 to draft calendar of religious events Create a Line of Progression detailing which events will be covered, how, when, and by which Year groups. | <ul style="list-style-type: none"> Is there a calendar of events from world faiths in place? Is there a line of progression in place, and is it being used to give the staff and pupils a greater understanding of world faiths? | <p>Sept 22-June 23</p> | <p>Staff Development Day</p> <p>Teacher meetings</p> | <p>Calendar of events.</p> <p>Line of progression</p> <p>Samples of pupils work</p> |

St. Anne's PS, Donaghadee Year 2 Transformation Action Plan (2022-23)



| 2. High Quality Teaching & Learning Year 2 (2022-23) | | | | | |
|---|---|---|----------------------|---|--|
| High Quality Teaching & Learning 2022/22 Target | Actions | Success Criteria (Quantitative & Qualitative) | Timescale | Resources | Monitoring & Evaluation |
| 1) Adapt the curriculum to reflect transformation journey to integrated status. | <ul style="list-style-type: none"> Ensure a balanced representation of both traditions in teaching and learning Teachers will identify opportunities in their teaching & learning to reflect transformation to integrated status ND&ABC to involve staff in developing and delivering KS2 and PDMU activities Arrange staff visit to Islamic Centre | <ul style="list-style-type: none"> Has teacher planning ensured Catholic and Protestant traditions are equally represented? Do the school newsletters reflect diversity of pupils and staff? Enhanced capacity of staff to support a more varied PE curriculum within an integrated setting Do staff feel more confident in delivering class activities on Islamic customs? | Sept 2022- June 2023 | Teaching plans Curriculum materials Staff meetings Staff Development Day | Analysis of teacher planning Book scoops – looking at children’s learning. Wall displays |
| 2) Pupils and staff re-engage with partner schools in Shared Education. | <ul style="list-style-type: none"> Shared Education Coordinators to meet half-termly. Shared Education Coordinators to complete online EA TPLs. | <ul style="list-style-type: none"> Does the Shared Education coordinator have a better understanding of “Pupil Pathway”? Do staff feel more confident teaching | Nov 22- March 23 | Principal/ coordinators NICIE IEF EA | Teacher reports. Teachers feedback to other staff following TPLs. |

St. Anne's PS, Donaghadee Year 2 Transformation Action Plan (2022-23)



| | Pupils to have 10 Shared Education sessions | sensitive and controversial issues? | | | |
|--|--|---|------------------|--|-------------------------------------|
| 3) Opportunity for all staff to increase their awareness of integrated schools | <ul style="list-style-type: none"> • Opportunity for staff to participate in study visit (learning walk) to an Integrated school • INSET session for teaching and non-teaching staff to explore impact of transforming to an integrated school • Invite a "integration coordinator" from Seaview PS to speak with staff | Teaching staff have greater understanding of the management and delivery of the curriculum in a formally integrated setting | Oct 22-June 2023 | 3 sub-cover days Shared Education Coordinator & teaching staff Staff Development Day | Staff minutes Staff feedback |



| 3. Effective Leadership Year 2 (2022-23) | | | | | |
|--|--|---|----------------|--|---|
| Effective Leadership 2022/23 Target | Actions | Success Criteria (Quantitative & Qualitative) | Timescale | Resources | Monitoring & Evaluation |
| 1) Work towards setting a clear vision for integrated education within the school | <ul style="list-style-type: none"> Principal will organise study-walks to Integrated schools and disseminate learning to staff, parents and governors. Consultation with school stakeholders Drafting new SDP section which references integrated education | <ul style="list-style-type: none"> All stakeholders have had opportunity to participate in survey. Wording for section agreed with Board of Governors. Pupil version of integrated vision statement agreed with pupil council | Oct 22-23 | NICIE integration sessions. EA advice. Stakeholders' surveys | Evaluation carried out with staff. Stakeholder surveys and questionnaires |
| 2) Plan for the opening a new integrated primary school in Donaghadee on the St. Anne's site | <ul style="list-style-type: none"> The Transformation Sub-Committee keeps school (and wider) community informed of our plans to become an Integrated school. School Council has 'Integrate St. Anne's' as an item on the agenda | <ul style="list-style-type: none"> Do pupils and staff realise the importance of St. Anne's transformation to integrated status? Do more prospective parents nominate St. Anne's as one of their P1 preferences (compared to previous years)? | Oct 22-June 23 | Staff meetings. Governor meetings Interactive whiteboard. Additional social media/internet promotions | Minutes of School Council. Minutes of staff meetings. Minutes of BoG meetings. Data from EA Admissions |



| 4. Community Connections Year 2 (2022-23) | | | | | |
|--|--|---|--------------------------|---|---|
| Community Connections 2022/23 Target | Actions | Success Criteria (Quantitative & Qualitative) | Timescale | Resources | Monitoring & Evaluation |
| 1) Articulate a shared vision for integrated education within the wider community. | <ul style="list-style-type: none"> Have a presence at community events (Summer festival, Christmas markets, etc. to outline rationale, process, and vision for transformation. Continue a strong social media presence to share information and news Principal to seek deputation to Ards & ND Council at Council meeting | <ul style="list-style-type: none"> Is there evidence community engagement and take-up on social media? At least 50 people will send emails of support to the DE Public Consultation | July 2022-June 2023 | Principal. Transformation Sub-Committee. NICIE. Additional social media/internet promotions (already referenced in Section 1, <i>Learner Centred</i>) | Emails of support. Online "comments" Attendance figures from information days |
| 2) Create a programme for representatives from local religions to visit the school | <ul style="list-style-type: none"> Invite local clergy to celebrate assemblies with pupils and their families | <ul style="list-style-type: none"> A variety of assemblies throughout the year. Attendance by parents at assemblies. | September 2022-June 2023 | Themes for assemblies Local clergy PowerPoint | Feedback from pupils and parents. Feedback from local clergy |

St. Anne's PS, Donaghadee Year 2 Transformation Action Plan (2022-23)



| | | | | | |
|--|--|--|-------------------|---|---|
| 3) Host at least one event to celebrate diversity to which parents and local community are invited | <ul style="list-style-type: none"> Arrange an "Family Night" at Donaghadee Community Centre with pupils singing "Songs from Around the World" | <ul style="list-style-type: none"> Has a community event been held to which the whole community has been invited? | April – June 2023 | Community Centre booking; Advertising; Staff preparation time | Facebook posts of events Photos from the event |
|--|--|--|-------------------|---|---|



Northern Ireland Assembly

Andrew Muir MLA

Alliance Party Member of the Northern Ireland Assembly for North Down

16 July 2022

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

FAO: Area Planning Policy Team

VIA EMAIL: dps@education-ni.gov.uk

RE: Letter of Support for Development Proposal NO 683 Application for transformation of St Anne's Primary School, Donaghadee to Controlled Integrated Status with effect from 1 September 2023

Dear Sir/Madam,

I write to you in order to lodge my strong support for the recently submitted Development Proposal around the transformation of St Anne's Primary School in Donaghadee to controlled Integrated Status.

Given the school's strong track record for inclusion, strong local support for Integrated Education provision and the large continuing increase in the local population I would urge the Department to support the school's application for transformation.

St Anne's is currently a co-educational maintained Primary School and is open to pupils of any religious background and those of none. Current enrolment of the school comprises of children from a wide range of nationalities, religious and cultural backgrounds. This diversity is also reflected in the current staff body and the school's strong ethos of inclusion and respect for the beliefs, values and traditions of everyone.

Northern Ireland Assembly, Room 45, Parliament Buildings, Ballymiscaw, Stormont, Belfast, BT4 3XX
North Down Constituency Office: 33 Church Road, Holywood, BT18 9BU
Telephone 028 9544 2944 | Email office@andrewmuir.net

Transformation to Controlled Integrated Status would afford the school the opportunity to publicly formalise these values and would meet the need for Integrated Primary provision in an increasingly diverse and populated area.

Parental and Community support for change

There has been an overwhelming level of support for the potential transformation to Integrated status from the parent body and wider community since the school began to explore the option in 2021.

A parental ballot was held on 19 October 2021 asking parents if they wished to see St Anne's become a controlled Integrated Primary School, out of a total of 50 votes, 48 were in favour, equating to 96% of the vote.

Following the results of the parental ballot an exercise was undertaken which resulted in a total of 118 Expression of Interest forms being returned re St Anne's for those that do have, or will have children of primary school age in coming years.

167 Community Support Forms were also received from those living in the area who support the move but do not have school aged children.

Need to increase provision in light of population growth and development in the area

Donaghadee has had the largest increase in population in the whole of the Ards and North Down Borough in the period between 1981 and 2011 with a 77% increase compared to an overall growth of 17% across Northern Ireland.

This trend is expected to continue with fifteen new housing developments started or completed since 2018 and potential for a further 595 homes to be built in the coming years.

This large increase in housing capacity in the area could lead to a lack of Primary School provision with many young families choosing to come and settle in the new housing developments in the vicinity.

There has been a 15.3% increase in the number of children ages 0 – 15 years old in the period 2011 – 2019 and the provision of an Integrated Primary School would be a welcome addition to families considering Donaghadee as an option for relocation.

The nearest provision of Integrated primary school places are at Bangor Central IPS and Loughries IPS. Neither of these rely on the same catchment area as St Anne's for their enrolments and as such would likely be unaffected if St Anne's was to become an Integrated Primary School.

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Unmet Demand for Integrated Provision

87% of Parents in Ards and North Down Borough stated they are in favour of Integrated Education in 2021. This is mirrored in the demand for places at local Integrated Post Primary schools at Priory Integrated College and Strangford Integrated College. Both schools receive more first preference applications than they can accommodate and demand has been steadily rising year on year.

This mirrors the broader trend within Northern Ireland with demand for Integrated school places significantly outstripping supply.


Along with the school and parent body I am confident that demand for places at the school and enrolment levels will increase year on year, reaching a sustainable level in a short period of time once parents are aware of the option of an Integrated School in the area.

More broadly I feel the Department has a duty to pro-actively support and encourage and facilitate the growth of Integrated Education within Donaghadee.

I believe St Anne's is ideally placed to provide an educational environment for all children in the community to celebrate their own identities, diverse backgrounds, faiths and culture and help promote a shared society within the local community.

Kind regards

Yours faithfully



Andrew Muir MLA

Northern Ireland Assembly, Room 45, Parliament Buildings, Ballymiscaw, Stormont, Belfast, BT4 3XX
North Down Constituency Office: 33 Church Road, Holywood, BT18 9BU
Telephone 028 9544 2944 | Email office@andrewmuir.net



Northern Ireland
Assembly

Connie Egan MLA

Alliance Party Member of the Northern Ireland Assembly for North Down

8th September 2022

RE: Letter of Support for Development Proposal NO 683 Application for transformation of St Anne's Primary School, Donaghadee to Controlled Integrated Status with effect from 1 September 2023

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

FAO: Area Planning Policy Team

VIA EMAIL: dps@education-ni.gov.uk

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Transformation to Controlled Integrated Status would afford the school the opportunity to publicly formalise these values and would meet the need for Integrated Primary provision in an increasingly diverse and populated area.

Northern Ireland Assembly, Room 366, Parliament Buildings, Ballymiscaw, Stormont, Belfast, BT4 3XX
Telephone 028 9052 0317 | Email connie.egan@mla.niassembly.gov.uk

Parental and Community support for change

There has been an overwhelming level of support for the potential transformation to Integrated status from the parent body and wider community since the school began to explore the option in 2021.

A parental ballot was held on 19 October 2021 asking parents if they wished to see St Anne's become a controlled Integrated Primary School, out of a total of 50 votes, 48 were in favour, equating to 96% of the vote.

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I believe St Anne's is ideally placed to provide an educational environment for all children in the community to celebrate their own identities, diverse backgrounds, faiths and culture and help promote a shared society within the local community.

Kind Regards,



Connie Egan MLA

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

14 SEP 2022
ACK 16/9/22

05 September 2022

Dear Minister

RE: Development Proposal No 683 – St. Anne’s Primary School, Donaghadee

The Integrated Education Fund (IEF) welcomes the opportunity to respond to the consultation on the Development Proposal relating to St. Anne’s Primary School, Donaghadee.

As you know the IEF is an independent charity supporting the growth and development of integrated education in Northern Ireland. It draws its mandate from the growing demand from parents, pupils and schools for inclusive, high quality integrated education.

This Development Proposal occurs at a time when the IEF is encouraged by the passing of the Integrated Education Act 2022, the continuing growth in support from parents for schools to transform to integrated status and a growing number of enquiries from schools interested in exploring Transformation. The commitments made in the New Decade, new Approach document - *“To help build a shared and integrated society, the Executive will support educating children and young people of different backgrounds together in the classroom”* and the publication by your Department *“Integration Works”* both represent a valuable resource in helping schools consider the benefits of transformation and also continue to encourage us in our work.

The IEF therefore welcomes the Development Proposal for Transformation of St. Anne’s Primary School, Donaghadee, approved for publication at the Strategic Planning and Policy Committee on 04 January 2022. This Proposal was submitted in response to parents at St. Anne’s Primary School, Donaghadee voting overwhelmingly by some 96% in favour to take the school on the path to transforming to integrated status.

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

St. Anne’s has already demonstrated an increase in enrolments following the initiation of this process and we believe this will continue in the years to come. There is also strong evidence of growing

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parental demand for integrated education in the local area, demonstrated through polling completed by the IEF in May 2019 (local area micro poll) and May 2021 (NI wide Attitudinal Poll).

The IEF would ask that the Department of Education (DE) also take this decision with regard to Section 3A of the 2022 Integrated Education Act NI to *“encourage, facilitate and support integrated education”* and Section 6 which outlines the Departments Duties relating to the Development of Integrated Education. This follows on from the previous commitments outlined in Article 64 of the 1989 Education Order and the statutory duty to *“encourage and facilitate the development of integrated education”* and which is underlined in the Good Friday/Belfast Agreement.

A positive decision will not only create more places in integrated education in the Donaghdee and wider Ards and North Down area, in response to the democratic wishes of parents, but will recognise this statutory duty.

We look forward to further supporting St. Anne’s as the school community explores the process of Transformation and works together to further develop and strengthen its welcoming and inclusive ethos. Alongside other Development Proposals for Transformation or growth of existing integrated schools, this will help to meet the growing parental demand for integrated education.

Yours faithfully



Tina Merron
Chief Executive



Dr Stephen Farry MP
Member of Parliament for North Down
Deputy Leader of the Alliance Party
stephen.farry.mp@parliament.uk

Area Planning Policy Team
Department of Education
Rathgael House
Balloo Road
Bangor
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FAO: Area Planning Policy Team
Via email: dps@education-ni.gov.uk

23 September 2022

Dear Sir/Madam,

RE: Letter of Support for Development Proposal NO 683 Application for transformation of St Anne's Primary School, Donaghadee to Controlled Integrated Status with effect from 1 September 2023

I am the Member of Parliament for the North Down constituency which includes the town of Donaghadee. I am writing to express my strong support for the proposed transformation of St Anne's Primary School Donaghadee to Controlled Integrated Status with effect from 1st September 2023.

The school is currently a co-educational maintained Primary School, and currently has a diverse range of children enrolled, and staff are drawn from a wide range of backgrounds. The school has strong inclusive values which transformation to integrated status would allow them to further embed in the school's ethos.

Donaghadee is growing apace, and recent housing developments have attracted a mix of new residents, including many young families. Young families are also being attracted to live in existing housing in the vibrant town. It is a major focal point for housing growth in the North Down and Ards area. Much of the new residents will be much more diverse than the pre-existing population of Donaghadee. There is already strong support for integrated education across Northern Ireland, including in the North Down and Ards area. This support will likely further intensify.

I am confident that as Donaghadee continues to grow quickly so will the demand for integrated primary school provision in the town, bringing children of all faiths and backgrounds together during these vital formative years. We should not miss this great opportunity to meet the needs of parents and children for integrated provision.

In October 2021 a ballot of parents of St Anne's existing pupils showed 48 out of 50 votes cast to be in favour of transformation to integrated status. It is clear that an integrated primary school is desired and needed in Donaghadee, the present provision at Loughries and Bangor Central not being close enough to satisfy need. Neither Loughries nor Bangor Central would be detrimentally affected by transformation at St Anne's.



Dr Stephen Farry MP
Member of Parliament for North Down
Deputy Leader of the Alliance Party
stephen.farry.mp@parliament.uk

Current and future demand for primary school places will require two schools in the town of Donaghadee. St Anne's becoming an integrated schools offers the most sustainable way forward to manage the current situation and to facilitate further growth.

I strongly encourage the approval of this Development Proposal.

Sincerely,

A handwritten signature in blue ink that reads "Stephen Farry".

Dr Stephen Farry MP

Availability of Existing Integrated Education

- There are two other integrated schools in the surrounding area. Neither school is oversubscribed. Primary 1 admissions numbers for September 2022 illustrates that Bangor Central Integrated Primary School had 28 available places in Primary 1 and Loughries Integrated Primary School had six available places in Primary 1;
- Historic enrolment statistics for Bangor Central Integrated Primary School demonstrate a decline from 614 pupils in 2017/18 to 534 pupils in 2021/22. Enrolment statistics for Loughries Integrated Primary School demonstrate an increase from 74 pupils in 2017/18 to 92 pupils in 2021/22;
- The upcoming relocation of Bangor Central Integrated Primary School provides a further integrated education option even closer to Donaghadee than ever before with a car journey from Bangor Central's new site to Bangor Rugby Club taking just 7 minutes;
- St Annes Primary School, Donaghadee has approximately 32/33 families whose children are enrolled and, 12 of those families, who do not live in Donaghadee, live equidistant to fully fledged 'integrated' schools and 'faith' schools all of which have spaces available.

Impact to Neighbouring Provision

- CSSC, after consultation with local controlled schools, is unable to support this proposal, which has the potential to have a detrimental impact on the wider network of schools in the area and in particular the sustainability of controlled schools;
- Our key concern is around the school's desire to grow to 140 pupils over the coming years. We firmly believe that this can only be achieved by attracting pupils from other primary school settings within the local area including ourselves at Millisle Primary School;
- We are a school who rely on a steady enrolment of pupils to remain financially viable;
- There are many potential alternative schools available where increased attendance would support local schools rather than the transformation of an unsustainable school having the opposite, damaging effect.

Suitability of alternative provision

- Our most recent ETI inspection report deemed Millisle PS as having a high capacity for sustained improvement;
- We believe we offer fantastic educational provision for the children of this locality;
- Within the school, we have children of all faiths and none. There are children who attend a variety of local Protestant and Catholic Churches and those who adhere to and practise Islamic traditions and customs;
- Integrated education makes perfect sense where there is a strong demographic argument for its implementation and sustainability. Within this part of North Down, multiple options for various forms of primary education are already in existence;

- Within the Integrated Education Act (Northern Ireland) 2022, it is made clear that there should be, “demand for integrated education within the context of area planning and the overall sustainability of the school estate.” We do not believe this proposal meets the criteria in terms of the demand for integrated education, given the existing integrated options available locally.

Sustainability

- The Department of Education’s Guidance on Transformation states that, “...an essential consideration for the Department is that the new integrated school will be viable and sustainable for the long term;
- Ministerial priorities required managing authorities and sectoral body representatives to scope and bring forward proposals to address the issue of primary pupils being taught in composite classes of more than two year groups. St Anne’s Primary School currently operates a composite class of three year groups at Key Stage 2;
- After careful consideration of evidence, the Council for Catholic Maintained Schools’ Education Provision Committee determined that due to the unsustainability of St Anne’s Primary School the proposal to discontinue was appropriate;
- Over the last four years the enrolment number has been stable at 49 or 50 pupils;
- To achieve the threshold of 140 pupils for sustainable schools within this time frame, St Anne’s Primary School will need to enrol an additional 13- 18 pupils each year over the next five to seven years. Taking account of the live birth figures by academic year for Carrowdore, Donaghadee, Loughries and Warren Wards since 2015, CSSC considers this aspiration to be unrealistic;
- St Anne’s Primary School, Donaghadee, has been providing integrated education for most part of a decade now and in all that time their numbers have rarely been above 50 pupils each year;
- St Annes PS appear to only have decided to become an integrated school in title, following application number DP673 by CCMS to permit its closure. St Annes Primary School made no application for integrated status prior to DP673 application by CCMS
- Becoming integrated in title will allow the school to remain open with a much lower headcount. And if the projections in their pre consultation document is accurate, this will remain the case for another 5 years or more.

Other

- CSSC is concerned that parental demand for integrated provision in this area is not sufficient to support three viable and sustainable integrated schools;
- Integrated education cannot be at any price or used as a loophole by small schools to circumnavigate closure;
- In this fiscally difficult time, with costs throughout the country increasing at an alarming rate for electricity, gas, oil, consumables, paper, books, food etc, not to mention staff costs, a serious recession imminent and more than half of all school in Northern Ireland in the ‘red’ how does allowing schools with less than the published 105 headcount schools prove best

value for the public purse. They are an additional drain on an already overstretched budget. Furthermore there could be an additional drain on the public purse if they will have to be rehoused dependant on the ownership of their grounds and premises;

- To accept this application is neither fair nor equal as it causes division by the double standards practised in its creation. In effect permitting integrated status, makes these small schools state funded preps.



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

26 September 2022

Dear Sir/Madam

Re: Development proposal 683 St Anne's Primary School

The Controlled Schools' Support Council (CSSC) was set up in September 2016 to represent and support the interests of the controlled sector in Northern Ireland. CSSC supports controlled schools, which are open to all faiths and none, in providing high quality education for children and young people to enable them to learn, develop and grow together, within the ethos of non-denominational Christian values and principles.

The diversity of the controlled sector is evident in the age range of pupils it serves, 3 to 19, as well as in the types and locations of the schools which it represents. CSSC celebrates the inclusion of Nursery, Primary, Special and Post-Primary schools within its wide-reaching community, which welcomes all young people, whoever they are and from wherever they come. The controlled sector is the largest education sector in Northern Ireland accounting for 49% of all schools and catering for over 147,000 pupils.

CSSC notes the request of the Board of Governors of St. Anne's Primary School to publish a development proposal for the school to transform to controlled integrated status, with effect from 1 September 2023, or as soon as possible thereafter. CSSC welcomes the opportunity to respond and has consulted with controlled schools in the area.

CSSC works with the Education Authority and other sectoral bodies in seeking to support controlled integrated schools and will support sustainable schools seeking to transform to controlled integrated status within the context of area planning and the overall sustainability of the school estate, taking account of local demographics and community support.

CSSC acknowledges the inclusive ethos of St Anne's Primary School, Donaghadee, which along with local controlled schools, welcomes children of all faiths and none, and acknowledges the positive relationships and collaboration amongst the schools in the locality. CSSC also recognises the aspiration of St Anne's Primary School to become a controlled integrated school and the work undertaken to this effect, as articulated in the case for change.

Controlled Schools' Support Council www.csscni.org.uk
Registered with The Charity Commission for Northern Ireland NIC107873

The case for change states that transforming to Integrated status will meet demand for Integrated Education in Donaghadee and the surrounding areas and as a result the school's enrolment will grow. Currently, there are two other integrated schools in the surrounding area. Neither school is oversubscribed. Primary 1 admissions numbers for September 2022 illustrates that Bangor Central Integrated Primary School had 28 available places in Primary 1 and Loughries Integrated Primary School had six available places in Primary 1. Historic enrolment statistics for Bangor Central Integrated Primary School demonstrate a decline from 614 pupils in 2017/18 to 534 pupils in 2021/22. Enrolment statistics for Loughries Integrated Primary School demonstrate an increase from 74 pupils in 2017/18 to 92 pupils in 2021/22. Whilst Loughries Integrated Primary School does not yet meet the Sustainable Schools' Policy minimum threshold enrolment number of pupils, CSSC recognises the growth and development that Loughries Integrated Primary School has worked hard to achieve. CSSC is concerned that parental demand for integrated provision in this area is not sufficient to support three viable and sustainable integrated schools.

The Department of Education's Guidance on Transformation¹ states that, "...an essential consideration for the Department is that the new integrated school will be viable and sustainable for the long term. CSSC is aware of Development Proposal 673, published on 20 January 2022, to discontinue St Anne's Primary School, with effect from 31 August 2022, or as soon as possible thereafter. Ministerial priorities required managing authorities and sectoral body representatives to scope and bring forward proposals to address the issue of primary pupils being taught in composite classes of more than two year groups. St Anne's Primary School currently operates a composite class of three year groups at Key Stage 2. CSSC notes that after careful consideration of evidence, the Council for Catholic Maintained Schools' Education Provision Committee determined that due to the unsustainability of St Anne's Primary School the proposal to discontinue was appropriate. CSSC also notes that following pre-publication consultation and careful consideration of evidence, the Education Authority's Strategic Planning and Policy Committee supported the Council for Catholic Maintained Schools in taking forward DP 673 to discontinue St Anne's Primary School. In bringing forward Development Proposal 683 to transform St Anne's Primary School to controlled integrated status, the Education Authority at pre-publication consultation stage confirmed that they were unable to support the proposal due to the current enrolment of 50 pupils falling considerably below the Sustainable Schools' Policy threshold. The Education Authority also cited the places available at alternative integrated primary schools within a reasonable travelling distance of Donaghadee and the potential for an additional controlled integrated primary school to adversely impact established controlled and integrated provision.

The case for change claims that the school will, "meet all of the sustainable schools' criteria within the next five to seven years". The case for change reports the enrolment numbers for each year group over the last 10 years. Over the last four years the enrolment number has been stable at 49 or 50 pupils. To achieve the threshold of 140 pupils for sustainable

¹ <https://www.education-ni.gov.uk/sites/default/files/publications/education/Integration%20Works%20-%20Transforming%20your%20School%20December%202017.pdf>



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schools within this time frame, St Anne's Primary School will need to enrol an additional 13-18 pupils each year over the next five to seven years. Taking account of the live birth figures by academic year for Carrowdore, Donaghadee, Loughries and Warren Wards since 2015, CSSSC considers this aspiration to be unrealistic.

CSSSC, after consultation with local controlled schools, is unable to support this proposal, which has the potential to have a detrimental impact on the wider network of schools in the area and in particular the sustainability of controlled schools. CSSSC is unconvinced by the need for the establishment of a third integrated primary school in this area where places continue to be available in the other two integrated schools. CSSSC is concerned at the historic and current nature of enrolments at St Anne's Primary School, which is significantly below the Sustainable Schools' Policy threshold, and necessitate children being taught in a composite class of three-year groups at Key Stage 2.

Yours faithfully

Mark Baker
Chief Executive

Controlled Schools' Support Council www.cscni.org.uk
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Additional Information received from the Principal in relation to the Integrated Education (NI) Act

Integrated Education Act 2022 and DP 683

St. Anne's Primary School Donaghadee Transformation Plan Update

Transformation represents a significant change for any school and St. Anne's recognises that Transformation is a process and not simply a destination. The school's commitment to Integration is such that it is currently in the second year of implementing its 3-year Transformation Plan despite the fact that a Ministerial decision on its proposal to assume formal Integrated status from September 2023 is outstanding. Through the delivery of its Transformation Plan the school is already demonstrating its responsibility towards Integrated Education by undertaking the necessary actions to ensure meaningful ethos and organisational change.

St. Anne's also recognises the important definitions that the new Integrated Education Act provides for transforming schools, specifically the definition of Integrated Education as the education together, in an integrated school of:

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

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

(c) those of different abilities. (Article 1(1))

and the definition of an Integrated school as 'a school which intentionally supports, protects and advances an ethos of diversity, respect and understanding between those of different cultures and religious beliefs and of none, between those of different socio-economic backgrounds and between those of different abilities'. Article 1 (2)

The original Case for Change submitted in March 2022, and the further information provided in this document demonstrate that St. Anne's already caters for children across all the categories identified in Article 1 (1) of the Integrated Act. Since the school announced its intention to apply for Integrated status it has experienced an increase in pupil numbers but the composition of the overall enrolment continues to reflect the community that the school serves and shows the same breadth of culture, religion, socio-economic background and ability. This pattern is expected to be maintained in the years ahead.

The Transformation Plan itself is a deliberate and intentional document. It is designed to not only demonstrate how the school will develop an Integrated ethos but also how it will realise the school improvement opportunities presented by the Transformation process. The Plan is structured around the characteristics of a successful school, adapted from those within the Every School a Good School policy but it is underpinned by the four pillars of Integrated Education as outlined in the NICIE Statement of Principles;

- (i) Equality
- (ii) Faith & Values
- (iii) Parental Involvement
- (iv) Social Responsibility

Presenting the Transformation Plan in this way gives St. Anne's the confidence of knowing that the changes currently being implemented in the school (and those proposed for the future) will result in enhanced educational outcomes for all pupils as well as the development of a setting with a recognisable Integrated ethos in the town of Donaghadee.

In addition, it provides reassurance to the Department of Education that the nature of the education to be delivered will be in keeping with the purpose of Integrated Education highlighted in Article 2 of the Act, namely;

- (a) to deliver educational benefits to children and young persons;*
- (b) to promote awareness and appreciation of human rights;*
- (c) to promote equality of opportunity;*
- (d) to promote good relations; and*
- (e) to promote respect for identity, diversity and community cohesion.*

To further demonstrate compliance with the new Act the table below aligns the Year 2 targets contained within Transformation Plan with the Integrated Education Act, Statement of Principles, and the characteristics of a successful school (ESaGS).

Transformation Plan Year 2 Targets 2022-23

| Target (2022-23) | Integrated Education Act 2022 | School Improvement characteristic (ESaGS) | Statement of Principles Pillar |
|--|---|---|--------------------------------|
| 1) Pupils will be encouraged to explore themes of similarity and difference | Article 1 (2) Article 2 | Learner centred | Social Responsibility |
| 2) Use existing SE links at KS2 to develop the provision of PE to include the diversity of pupils' interests | Article 1 (2) Article 2 | Learner centred | Social Responsibility |
| 3) Adapt the RE curriculum to take into account other Christian, world faiths and events | Article 1 (1) Article 1 (2) Article 2 | Learner centred | Faith & Values |
| 1) Adapt the curriculum to reflect transformation journey to integrated status | Article 1 (2) Article 2 | High Quality Teaching & Learning | Equality |
| 2) Pupils and staff re-engage with partner schools in Shared Education | Article 1 (2) Article 2 | High Quality Teaching & Learning | Social Responsibility |
| 3) Opportunity for all staff to increase their awareness of integrated schools | Article 1 (2) Article 2 | High Quality Teaching & Learning | Equality |

| | | | |
|--|---|-----------------------|---|
| 1) Work towards setting a clear vision for integrated education within the school | Article 1 (1) Article 1 (2) Article 2 | Effective Leadership | All |
| 2) Plan for the opening a new integrated primary school in Donaghadee on the St. Anne's site | Article 1 (1) Article 1 (2) Article 2 | Effective Leadership | All |
| 1) Articulate a shared vision for integrated education within the wider community | Article 1 (1) Article 1 (2) Article 2 | Community Connections | All |
| 2) Create a programme for representatives from local religions to visit the school | Article 1 (2) Article 2 | Community Connections | Faith & Values Social Responsibility |
| 3) Host at least one event to celebrate diversity to which parents and local community are invited | Article 2 | Community Connections | Parental Involvement Social Responsibility |

In relation to the Integrated Education Act (NI) 2022, the following appendices have been attached by way of additional evidence in support of DP683:

Section 1(1)(a) "educating together...of those of different cultures"

Appendix 1: A summary table of DE Census data showing all Newcomer pupils enrolled at St. Anne's since 2002 and the variety of countries from which they came, bringing with them a wealth of culture, language, festivals, and traditions to share with all our pupils, staff, parents and Governors.

Appendix 2: Extract from DP683 (Section 4.4, p44) on religious balance updated with 2022 data. Also includes a breakdown of religions, including "none", as of the 2022 DENI Census.

Appendix 3: Sample of our letters to parents which are translated into their home language. In addition, we have signage around the school in relevant languages, and collaborate with the EA Intercultural Education Service to provide translators.

Appendix 4: photos from a variety of multi-cultural events held in recent years at school, or in our local Community Centre

Section 1(1)(b) "educating together...of those who are experiencing socio-economic deprivation and those who are not."

Appendix 5: 1(1)(b) info on Free School Meals, Extended schools, PTA uniform program etc

Section 1(1)(c) "educating together...of those of different abilities."

Appendix 6: Data from Standardised tests showing a range of abilities catered for at St. Anne's PS

DP 683 St. Anne's Primary School

Evidence for Section 1(1)(a) "educating together...of those of different cultures"

Appendix 1

| Initials | Newcomer | Home language | Religion |
|----------|----------|------------------|--------------------|
| | True | Tagalog/Filipino | Roman Catholic |
| T | | Tagalog/Filipino | Roman Catholic |
| T | | Tagalog/Filipino | Roman Catholic |
| T | | Hindi | Roman Catholic |
| T | | Malayalam | Roman Catholic |
| T | | Tagalog/Filipino | Roman Catholic |
| T | | Hindi | Roman Catholic |
| T | | Hindi | Roman Catholic |
| T | | Hindi | Roman Catholic |
| T | | Hindi | Roman Catholic |
| T | | Tagalog/Filipino | Roman Catholic |
| T | | Hindi | Roman Catholic |
| T | | Tagalog/Filipino | Roman Catholic |
| T | | Tagalog/Filipino | Roman Catholic |
| T | | Tagalog/Filipino | Roman Catholic |
| T | | Tagalog/Filipino | Roman Catholic |
| T | | Tagalog/Filipino | Methodist |
| T | | Tagalog/Filipino | Roman Catholic |
| T | | Tagalog/Filipino | Roman Catholic |
| T | | Tagalog/Filipino | Roman Catholic |
| T | | Tagalog/Filipino | Roman Catholic |
| T | | Tagalog/Filipino | Roman Catholic |
| T | | Tagalog/Filipino | Roman Catholic |
| T | | Tagalog/Filipino | Roman Catholic |
| T | | Tagalog/Filipino | Roman Catholic |
| T | | Lativan | Roman Catholic |
| T | | Malayalam | Roman Catholic |
| T | | Italian | Roman Catholic |
| T | | Italian | Roman Catholic |
| T | | Hindi | Muslim |
| T | | Hindi | Muslim |
| T | | Hindi | Muslim |
| T | | Tagalog/Filipino | Methodist |
| T | | Hindi | Roman Catholic |
| T | | Lithuanian | Orthodox Christian |
| T | | Tagalog/Filipino | Roman Catholic |
| T | | Spanish | Roman Catholic |
| T | | Tagalog/Filipino | Roman Catholic |
| T | | Tagalog/Filipino | Roman Catholic |
| T | | German | none |
| T | | German | none |
| N | | English | Muslim |
| T | | Ukrainian | Orthodox Christian |
| T | | Ukrainian | Orthodox Christian |
| T | | Ukrainian | Orthodox Christian |
| T | | Ukrainian | Orthodox Christian |
| T | | Ukrainian | Orthodox Christian |

Appendix 2

Extracts from DP683, updated to include data from 2022 DENI Census and clearly showing an increasing enrolment:

Religious balance of pupils attending St. Anne's Primary school 2016 - 2022

| Year | Protestant | % P | Catholic | % C | Other | % O | Total |
|---------|------------|-------|----------|-------|-------|-------|-------|
| 2022/23 | 13 | 22.4% | 13 | 22.4% | 32 | 55.2% | 58 |
| 2021/22 | 10 | 20% | 13 | 26% | 27 | 54% | 50 |
| 2020/21 | 11 | 22% | 13 | 26% | 26 | 52% | 50 |
| 2019/20 | 13 | 26.0% | 15 | 30.0% | 22 | 44.0% | 50 |
| 2018/19 | 11 | 21.6% | 16 | 31.4% | 24 | 47.1% | 51 |
| 2017/16 | 11 | 24.4% | 14 | 31.1% | 20 | 44.4% | 45 |
| 2016/17 | 8 | 18.6 | 13 | 30.2 | 22 | 51.2 | 43 |

Breakdown of religion at St. Anne's PS as of 27/10/2022, including those who identify as "no religion":

| | F | M | Total |
|-------------------|---|---|-------|
| Roman Catholic | | | |
| Church of Ireland | | | |
| Presbyterian | | | |
| Other Protestant | | | |
| Other Christian | | | |
| Muslim | | | |
| Unclassified | | | |
| No religion | | | |
| | | | |
| Total | | | |

Appendix 3 (continued)



Examples of how multi-cultural events are celebrated and intentionally planned for throughout the school.

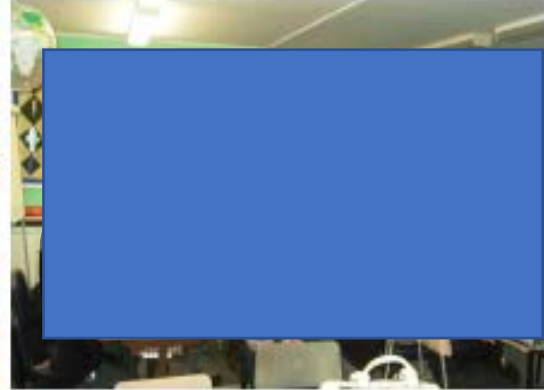


Below: our school library has a stock of books in various languages, as well as books celebrating diversity; signage and school policies are accessible in various languages, e.g. safeguarding information.

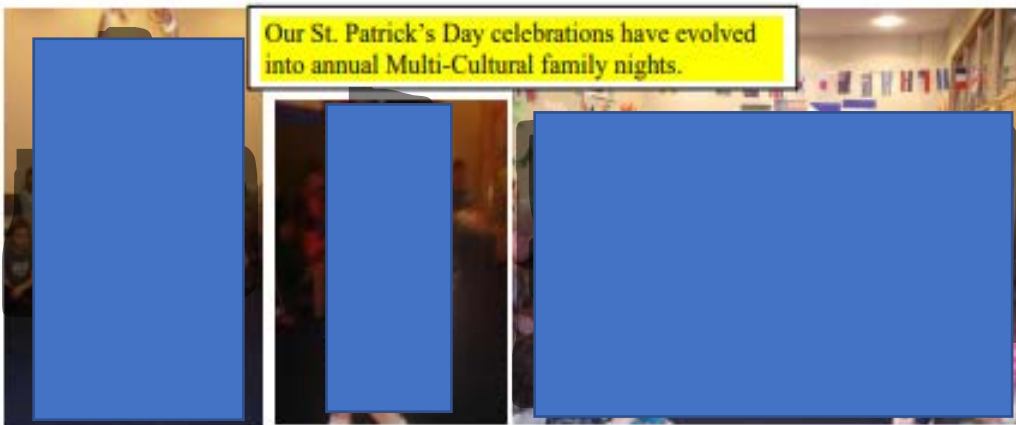
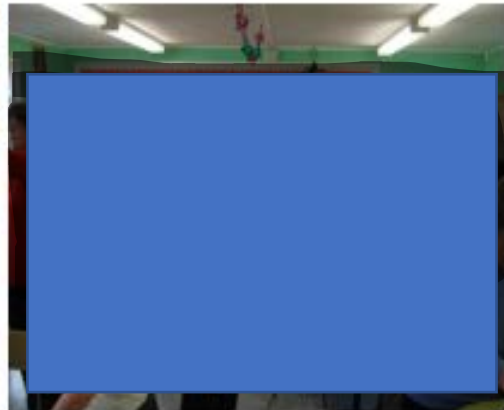
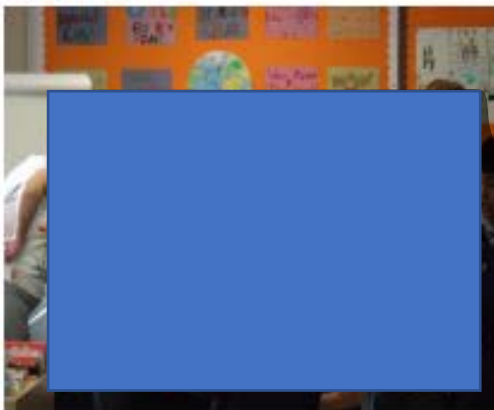


Appendix 4

We invite parents into class to talk about their traditions, their religion, and to share food and culture:



We work with Ards & North Down Council Good Relations and with Linking Generations each year to share skills with the elderly on projects inspired by the diversity of families at St. Anne's PS:



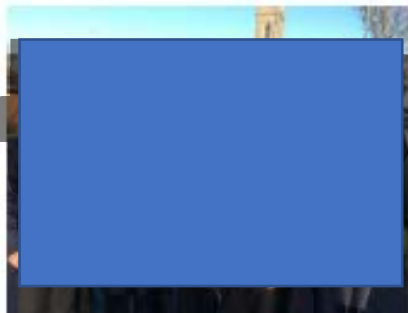
Appendix 4 (continued)



Each year, we use the European Day of Languages to celebrate diversity, and the importance of learning about people all around the world.



Each classroom makes planned visits to all of our local churches to learn about their traditions, and learn about their beliefs.



Appendix 5

Evidence to support Section 1(1)(b) "educating together...of those who are experiencing socio-economic deprivation and those who are not."

Data taken from DE Schools Plus showing the increasing number of pupils in receipt of Free School Meals:

| SECTION | 2017/18 | 2018/19 | 2019/20 | 2020/21 | 2021/22 | 2022/23 |
|---------------------------------|---------|---------|---------|---------|---------|---------------|
| Pupils taking free school meals | 21 | 22 | 22 | 26 | 29 | 31 (53.5%) |

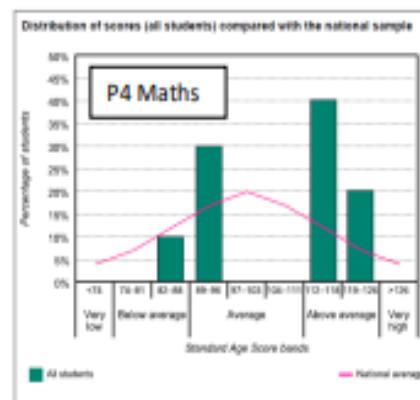
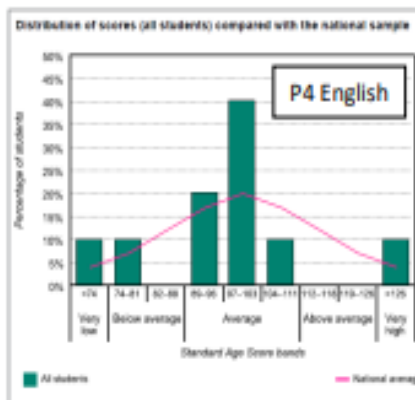
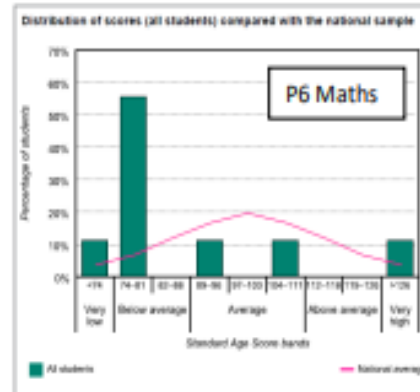
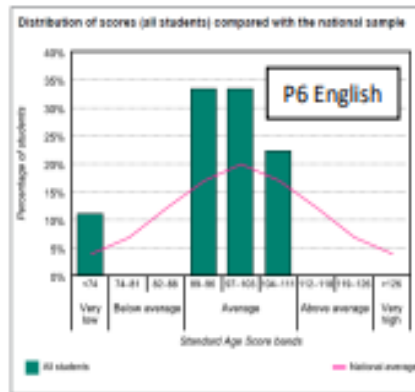
- Parents are encouraged in our monthly newsletters to check their eligibility for FSM
- Parents are supported in the completion of the FSM online application process, especially those families with literacy difficulties and/or limited access to technology/WiFi, etc.
- Unlike many primary schools, we do not ask parents for a "contribution" to school funds at any point during the year; all stationery supplies are provided free-of-charge.
- Our uniform policy ensures that it is affordable to all; we only have two "branded" pieces – a tie and v-neck sweater – all other pieces can be bought from any supplier including supermarkets.
- In addition, we run a uniform-recycling scheme, "Uni-Cycle", to help parents replenish outgrown pieces of uniform.
- All of our After-School clubs are set at an affordable 50p per session, with some clubs such as Homework Club offered free-of-charge.

St. Anne's Primary School has qualified for Extended Schools funding for 15 years. This in itself, is evidence that we are educating those families from a broad range of socio-economic needs. To be eligible, a school must meet the following requirements:

- 51% or more of their pupils living in either a Neighbourhood Renewal Area (NRA) or the 30% most deprived Super Output Areas (using both the MDM (2017) and Education Domain) and/or;
- 37% or more of pupils with a Free School Meal Entitlement (FSME). In the case of Nursery Schools, 37% or more of pupils with a FSME or parents in receipt of Income Support or Income Based Job Seekers Allowance.

Appendix 6:
Section 1(1)(c) "educating together...of those of different abilities."

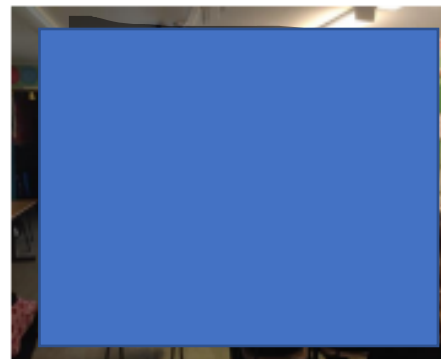
Extracts from our 2022 Standardised Tests (PtE/PtM) which show a range of abilities:



We have a programme of Special Needs support for those pupils whom we have identified as both low- and under-performing. Their progress is carefully monitored, and their support is continually assessed to ensure progression and development.

We support children with physical needs by incorporating suitable activities into our planning, making adjustments where necessary, and by inviting visitors to school to share their experiences with our pupils.

Right: Clare Bateson from the Hearing Impaired peripatetic service delivers an assembly.



Appendix G

Note of Meeting between Andrew Muir MLA the then Minister, Michelle McIlveen MLA, and school delegation to discuss the future of the school.



MINISTER'S PRE-BRIEF AND MEETING NOTE

PRE-BRIEF

MEETING

| | | | |
|--|--|--|---|
| DATE AND TIME OF MEETING: | | Tuesday 1 March from 9.15 - 10.00am | |
| TITLE/ORGANISATION: [Include INV number where possible and ensure title on re-brief and meeting notes are the same] | | ST ANNE'S PRIMARY SCHOOL – DONAGHADEE INV-0056-2022 | |
| VENUE: | <input type="checkbox"/> PB | <input type="checkbox"/> Rathgael | X OTHER: St Anne's Primary School, Donaghadee |
| LIST OF ATTENDEES: <i>(As follows)</i> | | | |
| <ul style="list-style-type: none"> • Principal - Mr John Hennessy • Chair of Governors: XXXXX • Andrew Muir MLA • Councillor Gavin Walker • Councillor Connie Egan • MLA Staff: XXXXX • Parent: XXXXX • Parent: XXXXX • Parent: XXXXX | | | |
| X Minister | X SpAd: | X Minister PS | <input type="checkbox"/> Minister APS |
| OFFICIALS: | XXXXXX (Sustainable Schools Policy and Planning Directorate) | | |
| OTHERS: [include PDF copies of any presentations delivered] | | | |

| | |
|---|--|
| | |
| KEY POINTS DISCUSSED: | |
| <ul style="list-style-type: none">• The enrolment breakdown (25%C/25%P/50%O) has been very mixed and balanced over the school's 90 years;• St. Anne's PS has a 35-year history of Shared Education and Transformation is the next logical step;• St Anne's successful collaboration with other local schools in the area, providing shared staff training and joint pupil experiences;• The cross-community links provided by the school, including Summer and Halloween fairs, Linking Generations, joint carol services, etc.• The demand for Integrated education in the area;• How parents and pupils have remained at the school, with some pupils transferring in;• How the integrated education route is important from primary through to post-primary;• The growth of Donaghadee. Whilst the Ards and North Down Local Government District shows a decline in 0-15 year olds, the Donaghadee South ward (where St Anne's is situated) actually shows an increase in 0-15 year olds; and• How Donaghadee has seen a lot more families moving in and high levels of "family"-sized housing in construction. No longer seen as a "retirement town". | |
| ISSUES AGREED: | |
| <ul style="list-style-type: none">• No applicable | |
| ACTION POINTS / OFFICIAL RESPONSIBLE: | |
| <ul style="list-style-type: none">• No action points arising | |

Completed Equality Screening Paper



Equality and Human Rights Screening Template

Equality and Human Rights Screening Template

PART 1 - POLICY INFORMATION

1.1. Policy Title

St. Anne's Primary School proposes to Transform to Controlled Integrated Status (DP683)

1.2. Description of policy or decision

This decision would allow for St. Anne's Primary School to become a Controlled Integrated School from 1st September 2023 (or as soon as possible thereafter). The Case for Change details the context, impact and strategic priorities moving forward, this also includes a 3-Year Transformation Action Plan.

1.3. Who are the main stakeholders impacted? (Internal and external as well as actual and potential)

Parents and pupils at St. Anne's Primary School
 Parents and children in the Donaghadee area (inc. Groomsport, Millisle, etc)
 Staff and Governors at St. Anne's Primary School

CCMS
 Education Authority
 NICIE
 Department of Education

1.4. Is the policy likely to impact people living in rural areas?

| | |
|-----|---|
| Yes | X |
| No | |

If yes, please complete the rural sections of the template

1.5. Other policies or decisions with a bearing on this policy or decision?

The Integrated Education Act 2022
 The Education Reform (Northern Ireland) Order 1989
 NI Program for Government 2016-2021
 Rural Needs Act Northern Ireland (2016)
 CCMS DP 673

PART 2 – EVIDENCE AND MITIGATION

2.1. What information did you use to inform this screening? E.g. census data, Equality Impact Assessments (EQIAs), consultation reports, service level data?

Population census data
 NISRA
 DE School Census Data
 Education Authority maps/data
 Ards & North Down Borough Council data including planning applications
 Parental (postal) ballot through Civica Election services
 Integrate My School
 ETI Publications
 Microsoft Forms to gather qualitative and quantitative data
 Google Maps relating to distance and travel times
 Focus groups held with stakeholders and community members: 18 & 19 Oct 2021; 1 Nov 2021; 24 & 25 Nov 2021; 11 Dec 2021; 2 & 22 Feb 2022.

The data used in making the decision is outlined in detail in the case for change

2.2. Quantitative Data

What is the profile of the people that are impacted by this policy or decision?

Please provide a statistic breakdown of the people impacted by this policy or decision. Note, if the policy or decision impacts both staff and service users, please provide data on both.

| Section 75 Group | Make up of affected groups? |
|-------------------------|---|
| Age | <p>Mainly young people (50 Pupils); <=11Years old (82%) 18-25 Years old; 0 26 - 65 Years old; 11 staff members = 18%</p> <p>All children within the Donaghadee area (inc. Millisle, Groomsport, etc), and their parents who do not currently have the option of an Integrated Primary School. Full details are contained within the Case for Change for DP683 (Transformation).</p> |
| Dependants | Pupils; <=11Years old (82%) |
| Disability | SEN: 14 pupils = 28%, including children with educational and medical needs. As a transformed Integrated primary school, we will be open to pupils (and their families), and staff of all abilities and needs |
| Religious Belief | St. Anne's PS welcomes families from all religious beliefs, and those with no religious beliefs. This will not only continue as an |

| | |
|---------------------------|---|
| | Integrated school, but it will be intentionally planned for through policies, community engagement, curriculum planning and strategic planning. Currently the religious balance of pupils at St. Anne's is: <i>Catholic: 13 (26%), Protestant: 10 (20%), Other and none: 27 (54%)</i> |
| Gender | <i>Male: 23 (38%) Female: 38 (62%)</i> |
| Marital Status | The school will not discriminate on this basis, and we do not believe this to be relevant to the policy. |
| Political Opinion | <i>Data unknown.</i> The Case for Change indicates there is a mix of religious beliefs at the school and in the community currently and we know that there are also different political opinions represented in school. |
| Ethnicity | The school aims to bring people of different ethnicity together. We have welcomed families from a wide variety of ethnic groups and will continue to do so as an Integrated school. |
| Sexual Orientation | Data unknown |
| Rural Impacts | With a population of well over 5,000 Donaghadee town is not considered "rural". However, as the townlands and communities surrounding Donaghadee are "rural" we would provide an additional option for families in those rural areas to choose an Integrated school. |

2.3. Qualitative Data

What are the needs and experiences of the groups that are impacted by this policy or decision?

Are there different needs and experiences for any of the equality groups and what equality issues emerge from this?

| Section 75 Group | What are the needs and experiences of the groups as they relate to the policy or decision? |
|-------------------|---|
| Age | There has been a 16% increase in children aged 0-15 in Donaghadee South & North Wards between 2010 and 2020. Large scale housing developments in Donaghadee are predicted to take the town's population above 8,000 in the 2021 NI Census. Approval of this DP683 will give families of school-age children the benefit of being able to choose an Integrated primary school within 6.5 miles which they do not currently have. |
| Dependants | As above, by providing the option of an Integrated primary school, families will no longer have to travel to Bangor or Newtownards to avail of this Integrated choice |
| Disability | Positive impact on meeting needs. |

| | |
|---------------------------|---|
| Religious Belief | <i>With over 137 Expressions of Interest in a place at St. Anne's over the next 5 years from a variety of religious beliefs and none, this Transformation will have a positive impact on the needs and experiences of these families.</i> |
| Gender | Positive impact on meeting needs. |
| Marital Status | Positive impact on meeting needs. |
| Political Opinion | <i>Not relevant to this DP683 as schools are not to be used to hold political meetings or any activity that might be seen to be electioneering.</i> |
| Ethnicity | Positive impact on meeting needs. Since 2001, St. Anne's has welcomed families from a wide variety of ethnicities, and will continue to actively do so as a Transformed Integrated school. |
| Sexual Orientation | Positive impact on meeting needs. |

What are the social and economic impacts of the policy of people living in rural areas?

Please consider positive and negative impacts around issues such as access to education or youth provision, transport, broadband accessibility and employment impacts

| | |
|----------------------|---|
| Rural Impacts | <p>With a population of well over 5,000 Donaghadee town is not considered "rural". However, as the townlands and communities surrounding Donaghadee are "rural" we would provide an additional option for families in those rural areas to choose an Integrated school. By providing the option of an Integrated primary school, families will no longer have to travel to Bangor or Newtownards to avail of this Integrated choice. NISRA statistics show that 23.69% of local households do not have access to a car, and therefore rely on public transport, or private taxis.</p> <p>St. Anne's PS is located in Donaghadee South Ward, in the centre of the town making it accessible to many families. This Super Output Area has a Multiple Deprivation Measure of 597, the school has 58% of pupils entitled to Free School Meals giving it access to essential Extended Schools funding to help families facing financial hardship.</p> <p>Having a centrally placed Integrated Primary School will have a huge positive impact to the people of the area.</p> |
|----------------------|---|

2.4. Policy / Decision changes

Based on the equality issues that have been identified, what changes (mitigation) can you make to the policy in order to better promote equality of opportunity?

We believe that the equality impacts of this proposal are only positive. Given that the Principles of Integrated Education are Equality, Faith and Values, Parental Involvement and Social Responsibility, we believe that we have approached this proposal and decision with these values and the ethos of our school placed centrally.

This proposal will bring families from all religious, cultural and ethnic backgrounds together within the local community, for the purpose of building peace and reconciliation through education.

Based on the rural impacts that you have identified, what changes (mitigation) can you make to the policy?

We believe that the rural impacts of this proposal are only positive, giving new access to Integrated education that did not previously exist locally.

PART 3 – GOOD RELATIONS

3.1. Are there any changes to the policy or decision that you would make to better promote good relations?

| GROUP | Impact on Good Relations | Policy / Decision Changes |
|-------------------|--|---------------------------|
| Religion | A positive impact on the opportunities available to build good relations | n/a |
| Ethnicity | A positive impact on the opportunities available to build good relations | n/a |
| Political Opinion | A positive impact on the opportunities available to build good relations | n/a |

PART 4 – SEC 75 EQUALITY SCREENING DECISION

This section is only relevant to the Section 75 Equality Duties

4.1. How would you categorise the impacts of the policy or decision?
Please refer to guidance notes on categorising impacts

Please select:

| | | |
|--------------|---|---|
| Major Impact | x | A positive impact on good relations in a rural area |
| Minor Impact | | |
| No Impact | | |

4.2. Does the policy or decision require a full Equality Impact Assessment?

Please select:

| | |
|-----|---|
| Yes | |
| No | X |

Please provide reasons for your decision

As outlined above and in the Case for Change, the Board of Governors of St. Anne's PS believe that the impact of Transforming to an Integrated Primary School will be entirely positive.

PART 5 – DISABILITY DUTIES

5.1. Does the policy or decision encourage the participation of disabled people in public life? Or is there anything you can do within the policy or decision to encourage participation of disabled people in public life?

| <i>How does the policy encourage the participation of disabled people in public life?</i> | <i>Is there anything further you can do to encourage the participation of disabled people in public life?</i> |
|---|---|
| <p>The Integrated Education Act (2022) stipulates that the Integrated school includes pupils of different abilities. The school will work to intentionally include pupils and family members of different abilities</p> | <p>As we work through the process of Transformation, we hope to be able to listen to the voices of people of different abilities, to enable us to include them further.</p> |

5.2. Does the policy or decision promote positive attitudes towards disabled people? Or is there anything you can do within the policy or decision to promote positive attitudes towards disabled people?

| <i>How does the policy promote positive attitudes towards disabled people?</i> | <i>Is there anything further you can do promote positive attitudes towards disabled?</i> |
|---|---|
| <p>St. Anne's Primary School will continue to be open and inclusive of all people, including disabled people. Becoming an Integrated School will allow us to promote our inclusivity and celebrate all abilities.</p> | <p>As we work through the process of transformation, we hope to be able to listen to the voices of people of different abilities, to enable us to promote positive attitudes in this regard</p> |

PART 6 – HUMAN RIGHTS
6.1. Are Human Rights Relevant?

| Article | | Relevant Yes/No |
|-----------------------|--|-----------------|
| Article 2: | Right to Life | NO |
| Article 3: | Right to freedom from torture, inhuman or degrading treatment or punishment | NO |
| Article 4: | Right to freedom from slavery, servitude & forced compulsory labour. | NO |
| Article 5: | Right to liberty and security of person. | NO |
| Article 6: | Right to a fair & public trial in a reasonable time | NO |
| Article 7: | Right to freedom from retrospective criminal law & no punishment without law | NO |
| Article 8: | Right to respect for private & family life, home & correspondence. | NO |
| Article 9: | Right to freedom of thought, conscience & religion. | NO |
| Article 10: | Right to freedom of expression. | NO |
| Article 11: | Right to freedom of assembly & association | NO |
| Article 12: | Right to marry & found a family. | NO |
| Article 14: | Prohibition of discrimination in the enjoyment of the convention rights | NO |
| Protocol 1, Article 1 | Right to a peaceful enjoyment of possessions & protection of property | NO |
| Protocol 1, Article 2 | Right of access to education | YES |

If you answered 'no' to all human rights considerations, please go to section 7 – monitoring

6.2. If you have answered yes to any of the Articles, does the policy or decision have a potential positive impact or does it potentially interfere with anyone's Human Rights?


| Article number | Positive impact or potential interference? | How? | Any legal issues arise? |
|-----------------------|--|---|-------------------------|
| Protocol 1, Article 2 | Positive impact | By giving parents the option to choose, and by providing access to, funded Integrated primary school education. | none |


PART 7 – MONITORING


7.1. What data will you collect to monitor the impact of the policy in terms of equality of opportunity, disability duties or human rights compliance?

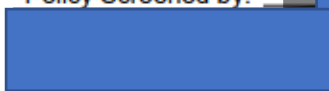
| Section 75 | Disability Duties | Human Rights |
|---|-------------------|--------------|
| DE census data is gathered by school routinely. We comply with required equality legislations, and we respond to all requests for data made by authorities. | | |

SIGN OFF

Approved Lead Officer: 



Policy Screened by: 



Date: 08/03/2022

Reviewed on 16/5/2023

Please note that the template **must be published** as part of the screening process. Please forward the completed template to equality.unit@eani.org.uk for publication