Catholic Education
For All

Northern Ireland Commission for Catholic Education
Post-primary Review
Strategic Regional Report
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Preface

Every generation is faced with important decisions that will help to shape the future. Sixty years ago, society was opening the doors to free post-primary education for at least some who could never have afforded it. The following decade saw heroic efforts by local communities to ensure that everyone could benefit from schooling up to 15 and then 16. Subsequent decades had to react to further changes in society and in the world of employment.

In the present generation we face a number of new challenges.

- How do we give all young people the opportunity to access excellence and wide and relevant curricular opportunities in modern schools that are sustainable?
- How do we develop a system that prioritises pupils' needs and avoids any processes that would allow existing institutional interests to dominate?

These unavoidable questions provided the context which gave rise to the Post-primary Review. And this document gives Trustees’ proposed responses to the questions.

It has not been a simple process. From the beginning Trustees – as those who together are the legal owners of all Catholic schools in NI - sought to engage all stakeholders. There were many concerns and interests at stake. Demographic decline and the new curriculum mean that there will be fewer schools in the future. But no-one wants to be seen to sacrifice their school – and no school leader wants to condemn a colleague’s school to closure. The issue of academic selection at 11 has been a particularly fraught issue. The discussions called for great wisdom and courage from local school leadership.

However, there has been a growing recognition that financial strictures and the changing economy make it impossible to continue with the present provision. Curricular options and educational processes need to respond to current and developing needs. Future generations cannot live on the answers to yesterday’s questions.

Despite all the discussions, we recognise that these proposals will be received with great enthusiasm by some – and seen by others as a negative comment on what they have achieved so far. There will be a need to proceed with sensitivity to recognise local needs but prioritise the wider common good. With these proposals, we believe that we can build on the best of the past and develop a system where all pupils gain.

We bring these proposals to the table of government. We know that other sectors will be presenting their view of the future as well. There will have to be a further reconciliation of these different proposals. Trustees remain committed to ensure that our education system helps both to heal the wounds of the past and to create a society where diversity is cherished and not feared.

The Catholic-managed school sector has shown its ability to offer effective and efficient educational opportunities to people from whatever cultural or faith background. We ask only that these proposals be judged on their own merits and that Catholic education be enabled to make its distinct contribution to the development of a healthy, hopeful, cohesive and creative society.

Bishop Donal McKeown
Chair, PPR Regional Programme Board
1. Introduction

The Northern Ireland Commission for Catholic Education (NICCE) represents the Catholic Bishops and leaders of the religious congregations in their role as trustees of the family of Catholic schools in Northern Ireland. The trustees of Catholic schools, as those entrusted with co-ordinating the provision of Catholic education, share a collective vision and a pedagogy which is based on the values of the Gospel of Jesus Christ. This involves the development of faith communities and the provision of education and pastoral support that allows all young people to reach their full potential in life.

It is NICCE’s belief that every child is made in the image and likeness of God. Catholic schools therefore are linked through a solemn bond of faith which is centred on building the Kingdom of God. All children - whatever their talents and challenges - are entitled to educational excellence so that their dignity is safeguarded. The family of Catholic schools will continue to work in a unified and cohesive way based on the values of justice, communion and collective responsibility which underpin Catholic education.

Catholic trustees seek only to make this educational option accessible within the public education framework to pupils of all faiths and none. Furthermore, Catholic schools will continue to work actively in building partnerships across the educational sectors in Northern Ireland in the interests of developing a shared society where diversity is cherished and celebrated.

Working within that agreed vision it is necessary that the Catholic sector responds to the significant challenges facing its schools in order to ensure that all children educated in Catholic schools receive the best and most appropriate education available. In planning for the future, NICCE is fully committed to working within their agreed vision with other education providers to overcome the challenges that all sectors in education face. In that spirit, we bring our proposals to the table as our contribution to the area planning process and in the service of the common good.

Today there are approximately 100 Catholic post-primary schools in Northern Ireland, educating 68,000 young people between the ages of 11 and 19. There are also 33 Catholic maintained nursery schools, 408 Catholic maintained primary schools and two Catholic maintained special schools educating 79,000 children.

2. The NICCE post-primary review process

In September 2006, NICCE launched a comprehensive review of Catholic managed post-primary education across Northern Ireland. The review was established in order to provide the trustees of the Catholic managed sector with a plan for the development of appropriate provision for the sector over the longer term period. The review, congruent with the core principles of Catholic education, was also to take account of issues such as the statutory curriculum requirements and other relevant government policies dealing with shared future and sustainability issues.

The process provided opportunities for input, reflection and comment on proposals for future development across all areas of Northern Ireland. The severe economic downturn during the review period (2006-2011) has impacted upon timescales for developments involving capital expenditure and has also highlighted the importance of the curriculum changes in facilitating and securing future employment for Northern Ireland’s young people. It has also moved the status of the proposals for educational providers to develop a collaborative culture, in order to maximise the efficient use of resources, from desirable to essential.

The review enabled post-primary principals, boards of governors and trustees to work together to identify the options for the future delivery of high quality post-primary Catholic education in each area. School leaders were challenged during the review process to look beyond the single institutional interests of their own school and to envision a future which would provide for all the young people in a particular project area. This was a challenge which proved more difficult for some, especially where the out workings of proposals would no longer see a future for their specific institution. Many were also concerned about the impact of such proposals on their local communities and on continuing employment opportunities for their staff.

This report is the result of several years of work across 16 project areas in Northern Ireland. Each of the five dioceses co-ordinated their respective projects and details of the processes involved and the outcomes of this work are given in sections 5 and 8 below respectively.
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The review, supported by the Department of Education, has been closely linked to work being developed with our other educational partners in the voluntary and state sectors.

### 3. The need and context for change

The challenges which led to a review of how post-primary education was delivered include:

- significant curriculum changes being implemented by the Department of Education in response to economic and social changes. These changes require increased access to a wider choice of subjects for all pupils through the Entitlement Framework policy. From 2013 this requires all post-primary schools to offer access to a minimum of 18 courses at key stage 4 and 21 courses at post-16 (in both cases at least one-third of the courses must be applied/vocational). The number of courses required then rises through a phased approach to 24 at KS4 and 27 at Post-16 by 2015;

- the phasing out of the transfer test presents a challenge to deliver a non-selective system of transfer at age 11 for our young people;

- falling pupil numbers in many areas leading to a changed intake profile, an increase in the number of surplus places and a significant reduction in funding for some schools;

- the Department of Education’s Sustainable Schools policy which indicates that post-primary schools should operate with a minimum number of 500 pupils at 11-16 and 100 at post-16; and

- the development of an area approach for the planning of education, which will involve all providers of education.

NICCE wishes to ensure that all pupils who are educated in Catholic schools receive the best and the most appropriate education available. At a time of significant demographic reduction and financial challenge it is essential that a strategic approach is applied to the planning of our schools in order to guarantee access to a Catholic education for all pupils, and parents, who wish to avail of our model of provision.
4. NICCE’s policy on the use of academic selection as a means of transfer to post-primary schools

In March 2009 NICCE set out very clearly their commitment to the transfer of children at age 11 by non-academic means. This policy statement is available at www.pprce.org. This policy identified the need to develop a phased approach to moving away from the use of academically selective admissions’ criterion and this remains a central tenet of their policy. NICCE believes that every pupil educated in a Catholic school is entitled to receive a quality education in modern, well equipped facilities. This cannot be delivered for all of our pupils without a significant shift in the way facilities are organised, managed and maintained.

A further issue has emerged since the launch of the policy in March 2009. It is now clear that, in the context of moving away from the use of academic selection as an admissions’ criterion, a formal development proposal is required. While the statutory consultation processes associated with a development proposal are clear and uncomplicated, any development proposal needs to be considered in a wider context of the impact on other schools and their communities, as well as a minimum timeframe for processing such proposals.

The recommendations contained in this report are in respect of the development of area-specific proposals for the medium to long-term re-organisation of post-primary provision. As a consequence NICCE continues to support a structured transition from academic selection at age 11 as a means of admission to any of their schools. This will allow the Catholic community of schools to move away from the use of academic selection in a planned way, consistent with a shared strategic vision for each area.

5. Process for development of proposals and options

From 2006 onwards, significant development work was undertaken to agree project and programme structures. This involved meetings with principals, governors and trustees and securing agreement on the composition of the various project schools groupings. Significant research activities were also carried out, for example, to benchmark curricular provision within schools, to identify demographic trends and patterns of enrolment and to identify alternative models of provision such as 4 - 14 schools and federations. In addition to this, consultation was completed on the core principles which governed the review (see www.pprce.org).

Throughout the period of the review a significant part of the work of the post-primary review team (PPRT) was engaged in supporting schools and other authorities in the development work of the Area Learning Communities. This work focused on developing collaboration across schools of all sectors in an area, to provide access to an enhanced curriculum for all pupils. This formed a central role in the working structures of each project.

The process for the development of the options was carefully constructed to ensure clarity of roles and responsibilities for all those involved in the review and that the recommendations for potential changes would be shaped and developed by practitioners on the ground in a bottom-up rather than a top-down model.

Five sets of core groups were involved:

(a) The Project Working Groups

These groups comprised the principals of the post-primary schools in each of the 16 project areas. Their role was to consider the data, challenges and policy context and to propose ways forward which would be consistent with the core principles and which would have the potential to create viable and sustainable schools for the future. These groups devoted significant time and energy to the process and their expertise has ensured that the proposals brought forward were developed with the input of highly experienced professional practitioners.
(b) The Quality Assurance Groups

These groups were made up of governor representatives for each school and their role was to consider and quality assure proposals or options developed by each project working group.

(c) The Project Boards

These boards were made up of trustees, or their representatives, and their role was to make recommendations as to the proposals or options to be brought forward for consultation and/or implementation in each project area.

(d) The Diocesan Programme Boards

These boards included representatives from all the trustee groupings who provide schools within each of the five Northern dioceses. They co-ordinated the planning at a diocesan level in accordance with the regionally agreed core principles and terms of reference. They exercised a significant reconciliation function for projects and proposals that would have the potential to impact on a number of areas. They agreed the options or proposals for consultation and the final recommendations for the project areas.

(e) The Regional Programme Board

NICCE fulfilled this role. Amongst other responsibilities it maintained an overview of the process and the programmes across the five Northern dioceses, facilitated coverage of all areas, ensured coherence in approach and adherence to the core principles and protocols which had been set and agreed by the trustees.

It also provided advice on the sequencing and prioritisation of inter-diocesan projects and acted as the quality assurance body to ensure consistency with the agreed core principles in respect of any proposals being brought forward by diocesan programme boards.
6. Consultation approach on initial project options and proposals

(a) Strategic regional approach

In March 2010, the senior trustees and NICCE launched the consultation for the whole of the sector with briefing documentation provided to all Catholic managed schools, both primary and post-primary, for distribution to governors and staff.

The document, Catholic Education for All, Shaping the future of Catholic Education, set out the challenges faced, the policy framework and the core principles of the review.

(b) Local area project consultations

A document was prepared for each of the local projects and distributed to schools for dissemination to staff, governors and parents of pupils. Copies were issued to public representatives and meetings were held with primary school principals.

The consultation documents did not provide recommended solutions but rather a set of options or proposals for consideration, seeking any alternative options or proposals that might be offered to deliver the strategic vision and to address the challenges. As broad a range of perspectives and views as possible were sought.

Responses to the consultation were made in a variety of ways, such as submitting the project response form either by post or online, or by responding by email or by post with individual comments. Respondents could also raise additional issues and concerns or provide alternative options.

The consultation elicited considerable interest and a wide range of responses from pupils, parents, school staffs, trustees, governors, teachers’ representatives, other educational bodies, parents’ groups and political representatives.

Following the closure of the consultation period, in order to ensure objectivity and independence, the responses received were analysed by a team who had no prior involvement in the development of the proposals or options. The consultation analysis reports had an important role to play in informing the recommendations for the next stage.

The consultation responses identified a number of issues and findings, including:

- a wide variety of views across many stakeholders;
- support for change but also support for the status quo, both in some areas in respect of the retention of academic selection but also in seeking the retention of a local school;
- support for managed change;
- concerns regarding the impact on others, both within the sector and on a cross-community basis;
- concerns about the delivery of special needs provision within the system;
- responses were very much individual and school-focused, with limited ownership of the concept of area planning; and
- support for changes for the common good.

The summary consultation analysis reports for the individual projects are available on the NICCE website at www.pprce.org.
7. Process for the development of trustee recommendations for each project

A report setting out the recommendations was produced for each of the 16 projects. These recommendations were based on the sum total of all work leading up to the publication of the consultation document as well as being informed by the content of the responses to that consultation document. The reports provide an objective analysis of all options and proposals, including any new options put forward during the consultation, and make recommendations on the way forward.

In addition to specific issues related to each of the projects, the recommendations have also been made while taking into account a number of key strategic issues and contexts which impact on all the projects. A commentary on these is set out below.

(a) Sustainable Schools policy

The Sustainable Schools policy, published by the Department of Education in 2009, sets out a number of criteria against which individual schools should be reviewed and which should also be used to test the appropriateness of any proposal to establish a new school. This policy has been applied objectively to test all proposals in the process. It is important to acknowledge that the policy is a criterion based one, setting out guidance on a range of criteria, so it is not an absolute requirement that every proposal adheres rigorously to each criterion set out. However, it is also evident that schools which sit considerably outside the criteria or fall down on a number of criteria will experience significant difficulty in offering high quality education and opportunities for the pupils they serve. In addition, the criteria have been applied to the future proposals and not the existing arrangements and, as a consequence, proposals for change have been recommended for existing schools which currently may fulfil the criteria of this policy. It is also important to note that, as recommendations being made are in respect of future provision, the post-primary review team approach did not test existing provision against the quality criteria of the policy.

One of the core principles of the review clearly sets out a fundamental aim of Catholic education when it indicates that any arrangements for post-primary education should “optimise high quality provision and excellence in outcomes for all children”. The Trustees of Catholic schools recognise that any structural changes to educational provision will only be successful if they are directly linked to a firm focus on promoting the highest standards of education in all schools. As a consequence the pursuit of educational excellence will be a key driver in the outworking of the project recommendations.
The trustees also recognise that improvement in educational standards is achieved through the synergy of a number of key factors:

- the importance of leaders of Catholic education who have a clear vision of what education in a Catholic school represents and can translate that vision into high quality pastoral and educational provision;
- a belief that school improvement and raised standards come from the professional work and dedication of committed and caring teachers and staff whose skills and competencies are fully recognised and respected; and
- a recognition that the collaborative link between the home community and the school is a key factor in assisting all children to learn and improve.

As a consequence, in developing the recommendations, the quality criteria for curriculum delivery in respect of capacity to deliver the Entitlement Framework have formed a central part of the consideration of proposals for the future.

(b) Demographic planning

When planning for the enrolments of schools there are a number of issues to consider.

The standard approach taken by the Department of Education relies heavily on the numbers of pupils in the system and the historical pattern of choices made by parents, to primary and transfer to post-primary schools. The strategic approach adopted by post-primary review mirrored this approach to some extent, with long-term enrolments projected upon actual enrolments in the schools and adjusted by comparison with movements in birth rate trends. The historical pattern of the impact of birth rate trends on Council for Catholic Maintained Schools (CCMS) primary school intakes has also been calculated and this figure has been extrapolated to project forward to 2018 as an indicator of likely enrolments in Catholic-managed post-primary schools.

The demographic planning information also took account of the latest figures published by the Northern Ireland Research and Statistics Agency (NIRSA) in respect of population trends in local government districts and the school census figures published by the Department of Education for the 2010/11 school year.

The projects are planned on an area basis and as a consequence, the options do not seek, in general, to identify specific enrolments and intakes for an individual school.

In arriving at a planning figure for an area, due account has also been taken of the pattern of significant movement of pupils across and between areas to access schools of choice.

In respect of demographic decline in the system, it must be borne in mind that the reduction in pupil numbers impacts almost exclusively on the non-selective sector. For many selective schools, while the total number of pupils enrolled is not reducing, there is a significant change in the academic profile of their pupils, with a much broader range of ability amongst the pupils being admitted. This is allied also to a change of the pupil profile within the non-selective sector with, for example, an increase in the proportion of learners with special educational needs being educated in mainstream schools. The declining enrolments in many non-selective schools means they have to manage these changes in the context of a significant reduction in the resources available to them as their total enrolment declines.

(c) Education and the economy – the challenge

Society faces many challenges, not least the constant changes in the skills required in the labour market. Often these challenges are driven by rapid technological change and global, rather than single country, economic activity. As the demands of working life and expectations of society change, students leaving school, college or university face challenges and choices that are, in many ways, very different from those faced by previous generations. All students will need to understand better how their individual programmes of learning in their different phases of learning connect, and how this relates to opportunities for them and their communities. More than ever before, students need to be fully equipped with the knowledge, skills, understanding, confidence and creativity needed for their future working lives, yet almost 21% of the working-age population in Northern Ireland has no qualifications. While education is much more than simply preparing pupils for work, it is increasingly important to ensure that there is a close link between the curriculum offered and promoted in schools and the opportunities and needs of the economy and business in the 21st century.
(d) Financial challenges facing the education sector

When the current review process started as a first step in the Clogher Diocese, the financial challenge was highlighted as an issue for that project but was not a particular issue or challenge for the majority of projects and schools. It is now a challenge for all.

It is evident from the budget settlement for education over the next four years, that managed and planned change has to happen to ensure continued delivery for the pupils who are at the centre of post-primary review. It is also clear from those budget proposals that a key strategy on the part of the Department of Education to manage the challenge will be through school reorganisations and closures. This applies both to primary and post-primary schools but, as a consequence of the demographic decline, has a particular impact on the post-primary sector. With a reduction in recurrent funding in real terms for the schools over the next few years, the ability of schools to fulfil their key function and offer a broad and balanced curriculum to their pupils within the resources available to them will be significantly compromised. As a consequence it is inevitable there will be a reduction in the number of schools. However, if properly planned, that reduction should then facilitate the availability of sufficient resources to ensure that the reduced number of schools will be viable and sustainable.

Budget proposals also envisage little funding for capital projects over the next four years. The condition of the schools’ estate is well documented with a need for high levels of spending on essential maintenance and investment to meet statutory requirements. There is also a significant requirement for investment in new or replacement school buildings.

In considering the recommendations within this report it is essential to remember that the proposals are for a strategic and long-term review. Major capital investment will be required in some instances to deliver the longer-term proposals but it can be prioritised and phased. There is also a significant level of high quality facilities and school buildings available which in many areas would only require modest extension or adjustment to realise the planned changes. In addition, a planned programme of upgrade and investment using the minor capital works approach could also be used to ensure that appropriate fit-for-purpose facilities can be provided to allow for changes in the short to medium-term.

In summary, lack of capital investment impacts on the timeframe and the implementation strategy for managing the required changes but it does not impact on the need for continued planning and implementation of change.

The key to securing the necessary changes will be;

(e) A Shared Future

NICCE is fully committed to engaging with the new realities and changes in education, along with leaders and teachers in Catholic educational institutions and have repeatedly shown their willingness to contribute to the creation of a 21st century education system that benefits all pupils. Catholic education operates within a clear and agreed vision and the Catholic trustees are open to finding ways of creating shared provision that protects the rights and desires of parents from all communities.

A concern reflected through the consultation responses was that the review was focused narrowly on the needs of the Catholic-managed sector alone and, as a consequence, would not be a positive contributor to the creation and development of a more cohesive and shared society in Northern Ireland.
The Catholic sector has many examples of schools proactively engaged in shared learning and collaborative delivery of the curriculum between sectors, particularly as a result of active participation within Area Learning Communities.

It is useful to set out clearly the ethos and context of Catholic schools. Catholic schools exist to meet the wishes of parents who want to send their child to a Catholic school. They welcome pupils from all backgrounds and respect for diversity is a core part of the Catholic ethos. Catholic education is not simply a model of education with religious education added on, but a system which sees our schools as being ideally placed to assist society to move beyond deeply engrained divisions into a new coherence and openness to the world at large. It is noteworthy that many Catholic schools continue to be the school of first choice for parents and communities.

In engaging with others in the consideration of cross-authority developments aimed at enhancing educational opportunities for all, and moving towards a more inclusive society, it is essential that all involved share an understanding of the context within which trustees carry forward this work. It will also be essential to have discussions about concepts such as integrating and sharing in education so that a shared understanding can be developed on the precise meaning of those terms.

(g) Area planning

The approach adopted by NICCE integrates curriculum and provision planning. In addition all recommendations have been informed and shaped by Department of Education policies such as Sustainable Schools and the Entitlement Framework, as well as demographic planning information.

Initial school planning should only be carried out by those responsible for a school or a sector. The first stage in area planning is for a sector to develop an informed initial view of their future provision. The post-primary review process did this on an area basis rather than through a single school approach.

Once an initial view was arrived at, and the post-primary review process did this through a high level of consultation with a wide range of stakeholders, the next stage is to share that initial planning with the other school authorities and sectors that have responsibility for the provision of schools or education within a given area. This will facilitate a reconciliation of proposals put forward by all authorities within a given area so as to maximise opportunities for all children within an area. The publication of this strategic report brings the Catholic managed sector to that stage in the process and NICCE is committed to engaging with the Department of Education and other relevant educational authorities, in a reconciliation process for the benefit of all.

(h) Irish-medium education

The Irish-medium sector responded to the consultation at both strategic and local project levels. NICCE has an agreed protocol with Comhairle na Gaelscolaíochta to facilitate the potential development of Irish-medium streams in Catholic-managed schools where appropriate. The trustees will continue to work closely with Comhairle na Gaelscolaíochta in the development of high quality Irish-medium education for those who desire it.

Where a local response was made, the input was considered in line with the processes as set out in section six above and the outcomes were taken forward within the individual project area’s recommendations.
8. Regional Programme Board recommendations

All of the above sets out the context within which the trustees made their recommendations.

These recommendations were then subject to a three-stage approval process:

1. Approval by the project board of trustee representatives for each individual project.

2. Approval by the diocesan programme board, taking account of potential impacts and developments in other projects within the diocese. As part of their role, in some cases, the board also made adjustments and amendments to recommendations brought forward by the individual project board.

3. Approval by the Regional Programme Board (NICCE) in order to ensure the production of a coherent strategic initial plan for the sector, consistent with the core principles of the review.

This document contains recommendations from each of the five Diocesan Programme Boards for all the projects.

(a) Armagh Diocesan Programme Board

The Board for the Arch-Diocese of Armagh supports a structured transition away from academic selection at age 11 in line with NICCE’s policy of moving away from the use of academic selection at age 11 as a means of transfer to any of our schools.

(i) Ballygawley project

The school in the project area is St. Ciaran’s College, Ballygawley (11-19, co-educational, maintained secondary).

The following proposal was published for consultation in 2010.

Proposal

One, 11–19, school in Ballygawley (St. Ciaran’s College). The key features of this proposal include:

- one, high-quality, sustainable school serving approximately 800 pupils in the Ballygawley area, providing high-quality education for all pupils from 11–19; and

- working with other schools within the Tyrone Central Learning Partnership and Cookstown Area Learning Community to ensure access for all pupils to the final requirements of the Department of Education’s Entitlement Framework curriculum of 24 subjects at key stage 4 and 27 subjects at post-16, one-third of which are applied and one-third general.

Recommendation

The trustees have made the following single recommendation for the future post-primary education in the Ballygawley area:

St. Ciaran’s College, Ballygawley, should continue to provide 11–19, post-primary education in the Ballygawley project area.

(ii) Greater Armagh City and district project

The schools in the project area are:

- Drumcree College, Portadown (11–16, co-educational, maintained secondary)
- St. Brigid’s High School, Armagh (11–16, boys’, maintained secondary)
- St. Catherine’s College, Armagh (11–19, girls’, maintained secondary)
- St. Patrick’s Grammar School, Armagh (11–19, boys’, voluntary grammar)
- St. Patrick’s High School, Keady (11–19, co-educational, maintained secondary).
The following options were published for consultation in 2010.

**Option 1**
- One 11–19, co-educational school in Keady.
- One 11–19, co-educational school in Armagh inclusive of Irish-medium education.
- One 11–19, co-educational school in Portadown.

**Option 2**
- One 11–19, co-educational school in Keady.
- Two, 11–19, single-sex schools in Armagh inclusive of Irish-medium education.
- One 11–16, co-educational school in Portadown.

**Option 3**
- One 11–19, co-educational school in Keady.
- Two 11–19, single-sex schools in Armagh inclusive of Irish-medium education.

**Option 4**
- One 11–19, co-educational school in Keady.
- One 11–19, co-educational school in Armagh.

**Recommendations**

The trustees have made the following recommendations for the future post-primary education in the Greater Armagh City and district area:

**Recommendation 1**
The trustees recommend that 11–19 co-educational provision is retained in Keady.

**Recommendation 2**
The trustees endorse the transition to two single-sex schools in Armagh inclusive of Irish medium education. The trustees request NICCE/CCMS to bring forward a business case to identify the most appropriate way to manage the transition to one boys’ school in Armagh. The business case will be completed by June 2012, with consultations to be held with the stakeholders as early as possible in the 2012/13 school year.

**Recommendation 3**
The trustees will initiate immediate discussions with CCMS with a view to consulting on the closure of Drumcree College in Portadown, subject to guaranteed access for current pupils to Catholic post-primary provision in the project area. This work is to be completed by June 2012.

**Recommendation 4**
The trustees, in principle, support the future possibility of co-educational provision in Armagh.

**Recommendation 5**
The trustees, in principle, support the current federated approach for the delivery of post-primary Irish-medium education.

(iii) Greater Dungannon area project

The schools in the project area are:
- Holy Trinity College, Cookstown (11-19, co-educational, maintained secondary)
- St. Joseph’s College, Coalisland (11-16, co-educational, maintained secondary)
- St. Joseph’s Grammar School, Donaghmore (11-19, co-educational, voluntary grammar)
- St. Patrick’s Academy Grammar School, Dungannon (11-19, co-educational, voluntary grammar)
- St. Patrick’s College, Dungannon (11-19, co-educational, maintained secondary).

The following options were published for consultation in 2010.

**Option 1**
- Four 11-16 schools and one sixth-form college.

**Option 2**
- Five 11–19 schools.

**Option 3**
- Four 11–19 schools in each of the geographic locations which are defined as Dungannon, Donaghmore, Coalisland and Cookstown.
Recommendations

The trustees have made the following recommendations for the future post-primary provision in the greater Dungannon area project -

Recommendation 1
The trustees recommend that an 11 – 19 co-educational post-primary school remains in Cookstown. The trustees request that a further analysis is carried out on the potential impact any increased enrolment in Holy Trinity College would have on other school enrolments in the project area.

Recommendation 2
The Trustees of St. Patrick’s Academy, an independent body, are constituted as the Tyrone Catholic Board of Education. St. Patrick’s Educational Trust constitutes the Diocesan Trustees of St. Patrick’s College Dungannon. Whilst the diocesan trustees of St. Patrick’s College and the Tyrone Catholic Board of Education have not yet jointly discussed the future provision of post-primary education in Dungannon, they each envisage the development of a shared educational campus, while retaining the identity and status of both schools. This could be achieved through further collaboration between St. Patrick’s Academy and St. Patrick’s College, thus providing access to a full range of high quality academic and vocational qualifications which meets the future career pathways of all pupils.

Recommendation 3
The Trustees recommend the retention of 11-19 co-educational provision in Donaghmore. The Trustees also recommend that NICCE/CCMS conduct a feasibility study to research and evaluate the potential of securing a formal partnership with St. Joseph’s Grammar School, Donaghmore, in order to secure full viability and sustainability of 11–19 provision for students of both areas. This study should also consider the possibility of a single governance arrangement. The study should be completed by June 2012 and the recommendations referred to the Diocesan Programme Board for further consideration.

Recommendation 4
The Trustees support the retention of educational provision in Coalisland. The Trustees also recommend that NICCE/CCMS conduct a feasibility study to research and evaluate the potential of securing a formal partnership with St. Joseph’s Grammar School, Donaghmore, in order to secure full viability and sustainability of 11–19 provision for students of both areas. This study should also consider the possibility of a single governance arrangement. The study should be completed by June 2012 and the recommendations referred to the Diocesan Programme Board for further consideration.

Recommendation 5
The Trustees support the continued development of the Irish medium stream in Donaghmore

(iv) Magherafelt project

The schools in the project area are:
- St. Mary’s Grammar School, Magherafelt (11–19, co-educational, voluntary grammar)
- St. Pius X College, Magherafelt (11–19, co-educational, maintained secondary).

The following single proposal was published for consultation in 2010.

Proposal

One 11–19, all-ability co-educational school on a split site arrangement in Magherafelt (the sites being the current St. Pius X College and St. Mary’s Grammar School sites) catering for approximately 1,800 – 1,900 pupils.

The proposed new school will incorporate the ethos, pastoral care and teaching expertise of the two current schools.

The new school will build upon the existing curricular and extra-curricular strengths of both schools and broaden the educational opportunities and pathways for young people.

The new school will provide a single educational community for pupils, parents/guardians and staff.
Recommendation

The trustees have made the following single recommendation for future post-primary education in the Magherafelt area -

The trustees continue to recommend that post-primary 11-19, co-educational provision is best provided through a single school using both sites. The potential for the retention of both schools as individual institutions, while working in partnership, is only deliverable while both schools can clearly demonstrate that they fulfil the requirements set out in the Sustainable Schools policy and the Entitlement Framework policy within the resources allocated to them.

However, the trustees fully support the collaborative work undertaken to date by both schools. As a consequence the trustees propose that St. Mary’s Grammar School and St. Pius X College will jointly collaborate in a three-year development plan for 2012–2015. This would build further effective and efficient links in the areas of curriculum, staffing, pastoral care, resources and funding, the implementation of further efficiencies and other joint issues contingent to the development of high quality post-primary education fit for all the young people in the Magherafelt area, so that they can develop their full uniqueness and potential. This work will be subject to a full review by the trustees, principals, and governors with a view to the implementation of an agreed solution in the Magherafelt project area.

(v) South Armagh project

The schools in the project area are:

- St. Paul’s High School, Bessbrook (11-19, co-educational, maintained secondary)
- St. Joseph’s High School, Crossmaglen (11-19, co-educational, maintained secondary).

The following proposal was published for consultation in 2010.

Proposal

One new build, 11-19, all-ability, co-educational school in Crossmaglen.

One 11-19, all-ability, co-educational school in Bessbrook.

Key features of this proposal include:

- expansion of long-term enrolment in Crossmaglen;
- a phased approach during which Crossmaglen will be in a position to provide extensive post-16 opportunities for pupils wishing to remain in post-16 education. Post-16 provision to be jointly managed through the two schools;
- St. Paul’s Bessbrook to provide the majority of post-16 provision in the early phase of the option and St. Joseph’s Crossmaglen gradually expanding provision as enrolment grows over the implementation period to ensure extensive post-16 provision for all pupils in the area;
- a requirement that suitable school premises, facilities and resources are obtained. This will require a new build school in Crossmaglen and appropriate adaptations and adjustments to the buildings in Bessbrook; and
- a parallel phased reduction in the long-term enrolment of the greater Newry and district project area, together with the introduction of agreed admissions criteria in both project areas.

Recommendation

The trustees have made the following single recommendation for future post-primary education in the South Armagh area -

The trustees recommend an 11-19, new build, co-educational, all-ability school in Crossmaglen. They also recommend the retention of an 11-19, all-ability, co-educational school in Bessbrook.

An appropriately constituted group representing both schools will be formed to implement management, curriculum and resourcing arrangements for post-16 provision for pupils in the project area by June 2012.
The Board for the Dioceses of Clogher and Kilmore supports a structured transition away from academic selection at age 11 in line with NICCE’s policy of moving away from the use of academic selection at age 11 as a means of transfer to any of our schools.

The schools in project area are:
- Mount Lourdes Grammar School, Enniskillen (11-19, girls’, voluntary grammar)
- St. Aidan’s High School, Derrylin (11-19, co-educational, maintained secondary)
- St. Comhghall’s College, Lisnaskea (11-19, co-educational, maintained secondary)
- St. Eugene’s College, Rosslea (11-19, co-educational, maintained secondary)
- St. Fanchea’s College, Enniskillen (11-19, girls’, maintained secondary)
- St. Joseph’s College, Enniskillen (11-16, boys’, maintained secondary)
- St. Mary’s College, Irvinestown (11-16, co-educational, maintained secondary)
- St. Mary’s High School, Brollagh (11-16, co-educational, maintained secondary)
- St. Michael’s College, Enniskillen (11-19, boys’, voluntary grammar).

The following proposal was published for consultation in 2010.

Proposal

We propose that there should be a maximum of three 11–19 schools located in Enniskillen together with one new 11–19 school in rural south east Fermanagh. This would be subject to each school meeting fully the requirements of the Entitlement Framework. We propose that these schools will be part of a formal collaborative and mutually supportive partnership of 11–19 schools which between them will provide an education for all 2,900 pupils.

We would also welcome proposals on any other alternative arrangements which might have the potential to secure education provision in other parts of the diocese, for example in Brollagh and Irvinestown.

Recommendations

The trustees have made the following recommendations for future post-primary education in the Clogher and Kilmore project area:

Recommendation 1

The trustees recommend the initial development of two large single-sex schools in Enniskillen. The two schools will work closely together in formal collaboration to maximise the curriculum opportunities for all pupils with the feasibility of gradually moving away in the longer term to co-educational provision.

Recommendation 2

The trustees request CCMS to initiate action procedures for the amalgamation of the existing three schools of St. Aidan’s High School, St. Comhghall’s College School, and St. Eugene’s High School into one new school with possible provision on more than one site.

Recommendation 3

The trustees request that CCMS/NICCE conduct a feasibility study to determine whether the proposal to develop an 11-19 Rural Academy for students residing in the Irvinestown/Dromore areas would meet the policy requirements of the Department of Education and NICCE. This should be completed by March 2012 and the recommendations referred to the Diocesan programme board for further consideration.

Recommendation 4

The trustees will initiate immediate discussions with CCMS with a view to consulting on the closure of St. Mary’s High School Brollagh.

Recommendation 5

The trustees recommend that in keeping with our vision for the future of Catholic schools, all our Catholic schools in the project area will be part of a formal collaborative and mutually supportive partnership of 11–19 schools which will each provide a curriculum.
that meets the needs of all pupils, the demands of the statutory curriculum and which will strengthen and develop the collaborative links that exist within the Area Learning Community.

(c) Derry Diocesan Programme Board

The Diocesan Programme Board has made the following overall recommendations for future post-primary education in the Derry Diocese.

(a) The Board supports a structured transition from academic selection at age 11 in line with NICCE’s policy of moving away from the use of academic selection as a means of admission to any of our schools.

(b) It will support viable and sustainable 16–19 provision which offers high quality educational and pastoral experience to pupils.

(c) The trustees will continue to work closely with Comhairle na Gaeilge in the development of high quality Irish-medium education for all those who desire it, with particular focus on Irish medium development in Derry City and South Derry Project areas.

(d) Trustees will work closely with all other education sectors to assist them in making viable and sustainable provision available in the project areas.

(i) Derry City project area

The schools in the project area are:

- Immaculate Conception College (11-19, co-educational)
- Lumen Christi College (11-19, co-educational)
- St. Brigid’s College (11-19, co-educational)
- St. Cecilia’s College (11-19, girls’)
- St. Columb’s College (11-19, boys’)
- St. Joseph’s Boys School (11-19, boys’)
- St. Mary’s College (11-19, girls’)
- St. Peter’s High School (11-19, boys’)
- Thornhill College (11-19, girls’).

The following proposal was published for consultation in 2010:

We propose to establish a Derry City Foundation. This Foundation will build upon the existing close relationships that have already developed between our schools. The Foundation schools will be strongly collaborative and mutually supportive, viable and sustainable 11-19 all-ability schools. Together they will provide for a long-term enrolment of up to 7,000 young people.

We will consult locally in the particular challenges of securing long term sustainable and viable education provision in St. Peter’s High School and Immaculate Conception College. The separate and parallel consultations in these schools will offer the local school communities: the opportunity to examine all potential options, including the possibility of closure against the context of transfer patterns, falling enrolments across the entire project area, long term sustainability, curriculum requirements, projected financial arrangements and area-based planning.

Recommendations

Recommendation 1

(a) The Trustees will publish in the coming weeks a Position Paper, setting out the vision for a partnership of Catholic Post-Primary Schools in the project area and indicating how such a partnership might evolve or develop over a period of five to 10 years.

(b) The published Position Paper will give examples of how schools working together may achieve an enhanced educational experience for all pupils.

(c) The Trustees will emphasise that development of such a partnership will not impose an additional tier of management which might interfere with the autonomy of school boards of governors.

Recommendation 2

(a) Building on the constructive feedback and suggestions offered during the consultation, the trustees will publish in the coming weeks a Position Paper containing a number of alternative models of post primary provision for consultation and analysis by June 2012.
Particular attention is given in this Position Paper to:
- a structured transition from academic selection at age 11;
- encouraging increased participation in viable, sustainable, and high quality post-16 education within the project area;
- suggestions for the development of admissions criteria across the project area; and
- encouraging a managed transition to co-education in all schools over a period of five to ten years.

The trustees wish to ensure that all pupils have access to high quality 11-19 education and that an examination of the viability of post 16 provision is carried out within each school and across the project area.

Recommendation 3

Trustees will initiate immediate discussions with CCMS with a view to consulting on the closure of post-primary education in St Peter’s High School, subject to guaranteed access for current pupils to Catholic post-primary provision in the project area. This work is to be completed by June 2012.

Recommendation 4

The trustees wish to support access to long term sustainable and viable educational provision for students residing in the Waterside east bank area. The trustees therefore request CCMS to conduct an immediate review of provision of post-primary education at Immaculate Conception College, in parallel with the consideration of future proposals for post-primary education in the North Derry area.

(ii) the North Derry project

The following proposal was published for consultation in 2010:
We propose a formal collaborative partnership of two 11–19 schools which between them will provide an education for up to 1,600 pupils. These schools should be located in Limavady and at a site to be determined, catering for the pupils in the Claudy and Dungiven areas. Both schools will require significant new capital investment.

Recommendation

(a) Building on the constructive feedback and suggestions offered during the consultation in both North Derry and Derry City project areas, the trustees request CCMS to develop this proposal further, taking account of the needs along the Dungiven, Claudy and Glendermott corridor, and working closely with other education sectors to ensure viable and sustainable provision in the area.

(b) Particular attention shall be given to future capital planning for post-primary provision in the Glendermott / North Derry area and to ways of encouraging increased participation in viable, sustainable, and high quality post – 16 education.

(iii) the South Derry project

The schools in the project area are:
- St. Colm’s High School, Draperstown (11–19, co-educational)
- St. Mary’s College, Clady (11–19, co-educational)
- St. Patrick’s College, Maghera (11–19, co-educational)
- St. Paul’s College, Kilrea (11–19, co-educational).

The following proposals were published for consultation in 2010:
We propose a formal collaborative partnership of three schools which between them shall provide for 2,300 pupils. Within this partnership, all three schools will collaborate and support each other to provide access to all-ability 11–19 education, subject to each school meeting fully the requirements of the Entitlement Framework.
We propose that two of these schools should be located in Maghera and Draperstown, and that a third school, to be located at a site still to be determined, should be created through a merger to cater for the pupils of the Kilrea and Clady areas. The three schools would require significant new capital investment.

Recommendations

Recommendation 1

Future capital planning for post-primary provision should be based on a three school model located in (i) Clady/Kilrea (ii) Draperstown and (iii) Maghera.

Recommendation 2

Trustees request CCMS to begin the process leading to consultation on the proposed amalgamation of St. Mary’s College Clady and St. Paul’s Kilrea by September 2013 or as soon as possible thereafter.

The new college would operate on the existing two sites pending a new capital development.

Recommendation 3

The trustees confirm their desire to ensure that appropriate 11-19 curriculum is provided for all students residing in the South Derry area, and will support a viable and sustainable 16-19 provision which will offer a high quality and pastoral post-16 experience to all pupils. To this end the trustees request that NICCE/CCMS conduct a review of alternative models for the efficient and sustainable post-16 provision for the South Derry area, taking into account proposed developments and the potential contribution of adjoining project areas e.g. Magherafelt, North Derry/Glendermott area.

(iv) the West Tyrone project

The schools in the project area are:

- Christian Brothers’ Grammar School Omagh (11 -19, boys)
- Dean Maguirc College Carrickmore (11 -19, co-educational)
- Loreto Grammar School Omagh (11 -19, girls)
- Holy Cross College Strabane (11 -19, co-educational)
- Sacred Heart College Omagh (11 -19, co-educational)
- St. Eugene’s High School Castlederg (11 -16, co-educational)
- St. John’s Business & Enterprise College Dromore (11 -16, co-educational).

The following proposals were published for consultation in 2010:

(a) We propose that there should be schools in Carrickmore, Omagh and Strabane. This would be supported with our plans for new school buildings in Carrickmore and Omagh.

(b) We propose to provide opportunities for the local school communities in Castlederg and Dromore to consider the particular challenges facing their schools and we would welcome all views as to how education provision might be secured in these areas.

(c) In keeping with the vision of the trustees of our Catholic schools, we propose a gradual move away from the continued use of academic selection at age 11 as a means of admission to any of our Catholic schools.

(d) We propose that all of our Catholic schools should be viable, sustainable and able to meet the minimum requirements of the Sustainable Schools policy.

(e) We propose that our Catholic schools in West Tyrone should form a mutually supportive and collaborative partnership of schools that will work together.

Recommendations

Recommendation 1

Future planning should be based upon post-primary school provision in Omagh, Strabane and Carrickmore. Trustees will fully support the development of new school buildings in Omagh and Carrickmore.

Recommendation 2

Trustees will develop and publish for consultation by April 2012, or as soon as possible thereafter a Position Statement on the future direction of Catholic education in the region.
Paper containing a number of alternative models of post primary provision in Omagh, taking into account the proposal for an Educational Campus in Lisanelly.

Particular attention will be given in this Position Paper to:
- a structured transition from academic selection at age 11;
- encouraging increased participation in viable, sustainable and high quality post-16 education;
- suggestions for admissions criteria across the project area; and
- the case for managed transition to co-education

The trustees wish to ensure that all pupils have access to high quality 11-19 education and that an examination of the viability of post-16 provision is carried out within each school and across the project area.

Recommendation 3

Trustees will initiate immediate discussions with CCMS with a view to consulting on the closure of post-primary education in St. Eugene’s High School, Castlederg.

Recommendation 4

Trustees request that NICCE/CCMS undertake a feasibility study to determine whether the proposal to develop an 11-19 Rural Academy to provide for students residing in the Dromore/Irvinestown areas would meet the requirements of the Department of Education and NICCE policies. This should be completed by March 2012 and the recommendations referred to the Diocesan Programme board for future consideration.

Recommendation 5

The trustees recommend that the project schools in West Tyrone should form a mutually supportive and collaborative partnership of schools to support and develop Catholic educational provision throughout the project area. The partnership will work to meet the requirements of the Sustainable Schools policy, and to enhance the work of the Area Learning Community in meeting the requirements of the Entitlement Framework.

Recommendation 6

The trustees fully support sustainable and viable 11-16 provision in Carrickmore. Development work on providing access to appropriate post 16 pathways for the students would be completed by June 2012.

(d) Down and Connor Diocesan Programme Board

The Down and Connor Diocesan Programme Board supports a structured transition away from academic selection at age 11 in line with NICCE’s policy of moving away from the use of academic selection at age 11 as a means of transfer to any of our schools in the Ballymoney, Coleraine and Portstewart project area.

(i) Ballymoney, Coleraine and Portstewart project

The schools in the project area are:
- Dominican College, Portstewart (11-19, co-educational, voluntary grammar)
- Loreto College, Coleraine (11-19, co-educational, voluntary grammar)
- Our Lady of Lourdes High School, Ballymoney (11-16, co-educational, maintained secondary)
- St Joseph’s College, Coleraine (11-19, co-educational, maintained secondary).

The following options were published for consultation in 2010.

Option 1
- One 11-16 school and two 11-19 schools

Option 2
- Two 11-16 schools and one sixth-form college

Option 3
- Three 11-16 schools and one sixth-form college

Option 4
- One 11-19 school

Option 5
- Two 11-19 schools
The trustees have made the following recommendation in respect to future post-primary education in the Ballymoney, Coleraine and Portstewart project area:

**Recommendation**

There should be two 11-19 schools, one in Coleraine and one in Portstewart.

In addition the trustees are aware, and supportive, of cross-sectoral work and developments with Our Lady of Lourdes High School and the Ballymoney Area Learning Community. They will continue to monitor and evaluate those alongside the work of developing the two school model. The trustees are aware of cross-sectoral proposals in the Coleraine area and will also monitor those developments.

The trustees have agreed that the Loreto Congregation, supported by the Down and Connor Diocese, would lead the development of the one school in Coleraine. The trustees have also agreed that the Dominican Congregation, supported by the Down and Connor Diocese, would lead the development of the one school in Portstewart. The consultation document identified that significantly above average numbers of pupils from the controlled and integrated sectors transfer into the project schools. The trustees wish to maintain this pattern, particularly in the case of their school in Portstewart, which has a very high intake from the controlled and integrated sectors.

It is anticipated that a high degree of cooperation and collaboration will exist between the two schools.

(ii) County Antrim project

The schools in project area are:

- Cross and Passion College, Ballycastle (11-19, co-educational, maintained secondary)
- St. Benedict’s College, Randalstown (11-16, co-educational, maintained secondary)
- St. Killian’s College, Carnlough (11-19, co-educational, maintained secondary)
- St. Louis’ Grammar School, Ballymena (11-19, co-educational, voluntary grammar)
- St. Patrick’s College, Ballymena (11-19, co-educational, maintained secondary)

The following options were published for consultation in 2010.

**Ballycastle area**

Proposal - Cross and Passion College remains as an 11-19 co-educational school to serve pupils from Ballycastle and the surrounding area.

**Glens and East Antrim area**

Proposal

St. Killian's College to be an 11-19 co-educational school to serve pupils from the Glens and East Antrim area.

**Antrim, Ballymena and Randalstown area**

Option 1

- St. Patrick’s College to be an 11-14 school, St. Benedict’s College to be an 11-14 school and St. Louis’ Grammar School to be a 14-19 school.

Option 2

- St. Patrick’s College to be an 11-14 school, St. Louis’ Grammar School to be a 14-19 school and St. Benedict’s College to be an 11-19 school.

**Recommendations**

**Ballycastle area**

Cross and Passion College will be retained as an 11-19 co-educational school to serve pupils from Ballycastle and the surrounding area. The trustees wish to work in close collaboration with the North Eastern Education and Library Board (NEELB) to support the continued development of the partnership between Cross and Passion College and Ballycastle High School to improve access to the curriculum for all pupils.

**Glens and East Antrim area**

St. Killian’s College will be retained as an 11-19 co-educational school to serve pupils from the Glens and East Antrim area.
Antrim, Ballymena and Randalstown area

The trustees recommend a partnership of the three schools in Ballymena and Randalstown, leading to the creation of one 11-19 school for the area, with provision being retained in both towns.

The three schools, supported by the post-primary review team, would establish this partnership in which they would work together on a staged progression leading to the creation of one 11-19 school for the area. The St. Louis’ Congregation, supported by the Down and Connor Diocese, would lead this development.

(iii) County Down project

The schools in the project area are:
- Assumption Grammar School, Ballynahinch (11-19, girls’, voluntary grammar)
- De La Salle High School, Downpatrick (11-19, boys’, maintained secondary)
- St. Colman’s High School, Ballynahinch (11-19, co-educational, maintained secondary)
- St. Colmcille’s High School, Crossgar (11-16, co-educational, maintained secondary)
- St. Columban’s College, Kilkeel (11-16, co-educational, maintained secondary)
- St. Louis’ Grammar School, Kilkeel (11-19, co-educational, voluntary grammar)
- St. Malachy’s High School, Castlewellan (11-19, co-educational)
- St. Mary’s High School, Downpatrick (11-19, girls’, maintained secondary)
- St. Patrick’s Grammar School, Downpatrick (11-19, boys’, voluntary grammar with a co-educational sixth-form).

The following options were published for consultation in 2010.

Castlewellan and the surrounding area

Proposal

St. Malachy’s High School remains as an 11-19 school serving pupils from Castlewellan and the surrounding area.

Kilkeel and the surrounding area

Option 1

St. Louis’ Grammar School and St. Columban’s College will work together in a partnership to serve pupils from Kilkeel and the surrounding area.

Option 2

One 11-19 co-educational school to serve pupils from Kilkeel and the surrounding area.

Ballynahinch, Crossgar, Downpatrick and Portaferry area

Option 1

Two 11-19 co-educational schools, one in Ballynahinch and one in Downpatrick. Portaferry would be an 11-14 site for the 11-19 school in Downpatrick.

Option 2

Three 11-19 co-educational schools, one in Ballynahinch, one in Crossgar and one in Downpatrick. Portaferry would be an 11-14 site for the school in Downpatrick.

Recommendations

Castlewellan and the surrounding area

St. Malachy’s High School will remain as an 11-19 school serving pupils from Castlewellan and the surrounding area.
Kilkeel and the surrounding area

The trustees recommend there should be one 11-19 school. Central to this recommendation is the requirement for a new build to expand St. Louis’ Grammar School to a suitable size for all pupils who wish to attend the school. NICCE/CCMS will complete a business case to support the establishment of the larger St. Louis by June 2012.

CCMS will complete a review, by June 2012, to determine how best the educational opportunities for pupils in St. Columban’s College may be achieved as part of the transition to a larger St. Louis. This should include consultation on the closure of the College and be subject to guaranteed access for current pupils to Catholic post-primary education in the area.

Ballynahinch, Crossgar, Downpatrick and Portaferry area

The trustees are recommending that there should be two areas for 11-19 provision, one in Ballynahinch and one in Downpatrick.

Downpatrick

The trustees are recommending that the three post-primary schools (De La Salle High School, St Patrick’s Grammar School and St Mary’s High School be supported to establish a partnership in which they would work together to create a model of co-educational 11-19 provision for the area. The development plan to support this work would be completed and consulted upon in the 2012/13 academic year, with agreed steps for change moving to implementation from September 2013 or as soon as possible thereafter. The development plan will seek to maximise the use of existing resources, including staff and buildings available to the sector.

The De La Salle congregation, supported by the Down and Connor Diocese, would lead this development.

Ballynahinch

Assumption Grammar and St Colman’s High School are located within the Diocese of Dromore.

The Diocesan Programme Board’s aim is to secure the continuation, and further development, of high quality 11-19 provision for all young people in Ballynahinch and the surrounding area.

The view of the Assumption trustees is that: Assumption Grammar School will remain as an 11-19 girls grammar school which will collaborate with St Colman’s High School and other schools in the area to develop education provision for 11-19 year olds.

The Diocesan Programme Board will work to support the development of a collaborative model to develop education provision for 11-19 year olds. Provision in St Colman’s High School will be closely monitored as part of those developments.

Crossgar

The trustees are recommending that provision in St Colmcille’s High School, Crossgar should be closely monitored alongside, and linked very closely to, any developments in Downpatrick and Ballynahinch. Any future changes to provision in St Colmcille’s will be managed in the context of any proposed changes in Downpatrick and Ballynahinch.

Portaferry

The trustees are recommending that St Columba’s College, Portaferry, should be reviewed to determine how best the educational opportunities for pupils currently provided by St Columba’s College may be achieved. This will include consideration of all potential viable and sustainable models of provision which can guarantee access for current and future pupils to Catholic post-primary education in the project area.

The development plan to support this work would be completed and consulted upon in the 2012/13 academic year, with agreed steps for change moving to implementation from September 2013 or as soon as possible thereafter.
(iv) Greater Belfast, Lisburn and North Down project

This project consists of three areas: North Belfast and Glengormley, South and West Belfast and Lisburn and South and East Belfast and North Down.

North Belfast and Glengormley

The schools in the area are:

- Dominican College (11-19, girls’, voluntary grammar)
- Edmund Rice College, Glengormley (11-19, boys’, maintained secondary)
- Little Flower Girls’ School (11-19, girls’, maintained secondary)
- Our Lady of Mercy Girls’ School (11-19, girls’, maintained secondary)
- St. Gemma’s High School (11-19, girls’, maintained secondary)
- St. Malachy’s College (11-19, boys, voluntary grammar)
- St. Patrick’s College (11-19, boys’, maintained secondary).

The following options were published for consultation for the area in 2010.

Option 1
Four 11-19 schools.

Option 2
Five 11-19 schools.

Recommendations

The trustees recommend that there should be four 11-19 schools to serve the area. In support of this the trustees are recommending the following specific actions.

At least two of those schools should be co-educational. The location of the co-educational schools will be determined following the completion of an in-depth review which will include consideration of demographics, current pattern of pupil transfers and travel distances, and the optimum model for delivery of an appropriate and balanced curriculum. This work will include engagement with the Flax Trust in respect of their proposals for the development of a new co-educational school in Ardoyne.

A detailed business case will also be completed to recommend the best model for the establishment of the co-educational schools to optimise opportunities for pupils currently within the existing schools and maximising opportunities for staff currently employed in the existing schools. This work will be completed by June 2012 with a view to consultation with stakeholders as early as possible in the 2012/13 school year.

As a preliminary step CCMS will progress a consultation on the closure of St Gemma’s High School by September 2012 subject to guaranteed access for current pupils to Catholic post-primary education in the project area.

The trustees will continue to keep the issue of co-education across all schools in the area under review.

South and West Belfast and Lisburn

The schools in the area are:

- Christian Brothers’ School (11-19, boys’, maintained secondary)
- Corpus Christi College (11-19, boys’, maintained secondary)
- De La Salle College (11-19, boys’, maintained secondary)
- Rathmore Grammar School (11-19, co-educational, voluntary grammar)
- St. Colm’s High School (11-19, co-educational, maintained secondary)
- St. Dominic’s Grammar School (11-19, girls’, voluntary grammar)
- St. Genevieve’s High School (11-19, girls’, maintained secondary)
- St. Louise’s Comprehensive College (11-19, girls’, maintained secondary)
- St. Mary’s Christian Brothers Grammar School (11-19, boys’, voluntary grammar)
- St. Patrick’s Academy, Lisburn (11-19, co-educational, maintained secondary)
- St Rose’s Dominican College (11-19, girls’, maintained secondary).
The following options were published for consultation for the area in 2010.

Option 1

Eight 11-19 educational sites to include a new school in Crumlin/Glenavy/Lisburn.

Option 2

Eight 11-19 educational sites with no school in Crumlin/Glenavy/Lisburn.

Recommendations

The trustees recommend that investigation of Option 1, eight, 11-19 schools to include a new school in Crumlin/Glenavy/Lisburn, should be carried out this year. In support of this, the trustees are recommending the following specific actions.

A business case to establish the need, location, delivery mechanism and support for a potential new co-educational school to meet the needs of children currently resident in the Crumlin/Glenavy/Lisburn areas will be completed by June 2012 with a view to consultation with stakeholders as early as possible in the 2012/13 school year. This business case will include engagement with the NEELB to ensure that any new provision can promote access to provision for all children in the area, if they so wish. The business case will also explore the most appropriate mechanism to maximize opportunities for staff currently employed in the existing schools in the project area.

A business case to establish the delivery mechanism for the phased development of St Louise’s Comprehensive College to a co-educational provision will be completed by June 2012 with a view to consultation with stakeholders as early as possible in the 2012/13 school year. As part of this business case a development plan for the establishment of pro-active expanded curricular collaboration between St Louise’s and Corpus Christi College will be completed with both schools by June 2012.

CCMS should carry out a review of provision in Corpus Christi College to establish how best to meet the needs of pupils currently served by the school. This review should be completed and consultations held with the school and its community by June 2012.

A business case and development plan to extend the partnership between De La Salle College and St. Genevieve’s High School, to include St Colm’s High School, will be completed by June 2012 with a view to full implementation by September 2013.

A business case and development plan to develop a collaborative partnership between St. Patrick’s Academy and Rathmore Grammar School will be completed by June 2012 with a view to full implementation by September 2013.

In respect of Dominican provision on the Falls Road, an 11-19 girls’ campus is to be created under a single governance model. A business case to establish the most appropriate model to deliver viable and sustainable provision for all pupils on the campus will be completed by June 2012 with consultation with stakeholders on the proposal as early as possible in the 2012/13 school year. The business case will clearly set out how all pupils can be provided with access to the full Entitlement Framework curriculum and extra-curricular activities as well as maximising opportunities for staff currently employed in St Dominic’s grammar School for girls and St Rose’s Dominican College.

In respect of Edmund Rice Provision on the Glen Road, a single provision for boys, 11-19, is to be created. A business case to establish the most appropriate model to deliver viable and sustainable provision for all pupils will be completed by June 2012 with consultation with stakeholders on the proposal as early as possible in the 2012/13 school year. The business case will clearly set out how all pupils can be provided with access to the full Entitlement Framework curriculum and extra-curricular activities.

South and East Belfast and North Down

The schools in the area are:

Aquinas Grammar School, Belfast (11-19, co-educational, voluntary grammar)

Our Lady and St. Patrick’s College, Belfast (11-19, co-educational, voluntary grammar)

St. Columbanus’ College, Bangor (11-19, co-educational, maintained secondary)

St. Joseph’s College, Belfast (11-19, co-educational, maintained secondary).
The following proposals were published for consultation for the area in 2010.

Proposal 1

Ravenhill Road - St. Joseph's College and Aquinas Grammar School would continue to operate as separate 11-19 schools but within a close partnership.

Proposal 2

Bangor and Knock - St. Columbanus' College, Bangor, and Our Lady and St. Patrick's College, Belfast, would continue to operate as separate 11-19 schools with increased collaborative links. Efforts will be made to expand overall enrolments at St. Columbanus' College and at post-16 in Our Lady and St. Patrick's College.

Recommendations

In respect of provision on the Ravenhill Road an 11-19 co-educational campus is to be created. A business case to establish the most appropriate model to deliver viable and sustainable provision for all pupils on the campus will be completed by June 2012, with consultation with stakeholders on the proposal as early as possible in the 2012/13 school year. The business case will fully explore the most appropriate governance model for managing provision on the campus, including potential for a long-term partnership between the two schools to deliver the required outcome. The business case will also clearly set out how all pupils can be provided with access to the full Entitlement Framework curriculum and extra-curricular activities as well as maximising opportunities for staff currently employed in Aquinas Diocesan Grammar School and St Joseph's College.

The business case will also explore the development of enhanced curricular collaboration with Our Lady and St Patrick's College, Knock.

A business case to support the continued development of St Columbanus College, Bangor, as a viable and sustainable 11-19 College will be completed by June 2012. The business case will explore fully the potential for maximising collaboration and support with the Area Learning Community as well as developing appropriate and effective collaboration on both curricular and ethos development areas with Our Lady and St Patrick’s College, Knock.

(e) Dromore Diocesan Programme Board

The Board for the Diocese of Dromore supports a structured transition away from academic selection at age 11 in line with NICCE’s policy of moving away from the use of academic selection at age 11 as a means of transfer to any of our schools.

(i) Greater Newry City and District project

The schools in the project area are:
- Abbey Grammar School, Newry (11-19, single-sex, boys’, voluntary grammar)
- Our Lady’s Grammar School, Newry (11-19, single-sex, girls’, voluntary grammar)
- St. Colman’s College, Newry (11-19, single-sex, boys’, voluntary grammar)
- St. Joseph’s High School, Newry (11-16, single-sex, boys’ maintained secondary)
- St. Mary’s High School, Newry (11-19, single-sex, girls’, maintained secondary)
- St. Mark’s High School, Warrenpoint (11-19, co-educational, maintained secondary)
- St. Patrick’s College, Banbridge (11-19, co-educational, maintained secondary)
- Sacred Heart Grammar School, Newry (11-19, single-sex, girls’, voluntary grammar).

The following options were published for consultation in 2010.

Option 1

One new build, 11-19, all-ability, co-educational school in Banbridge.
One new build, 11-19, all-ability, co-educational school in Warrenpoint.
Two 11-19, all-ability, co-educational schools in Newry with long-term enrolments of approximately 1800 each.

Option 2

One new build, 11-19, all-ability, co-educational school in Banbridge.
One new build, 11-19, all-ability, co-educational school in Warrenpoint.
Three 11-19, all-ability, co-educational schools in Newry with long-term enrolments of approximately 1200 each.
Option 3
One new build, 11-19, all-ability, co-educational school in Banbridge.
One new build, 11-19, all-ability, co-educational school in Warrenpoint.
Four 11-19, all-ability, co-educational schools in Newry with long-term enrolments of approximately 900 each.

Option 4
One new build 11-16, all-ability, co-educational school in Banbridge
One new build, 11-19, all-ability, co-educational school in Warrenpoint
Two three or four 11-19, all-ability, co-educational schools in Newry as described in the above options.
This option proposes an 11-16 school in Banbridge. Specific features of this option include;
- linking of the Banbridge school to a school or schools in Newry through a Federation model;
- automatic right of access to post-16 education in Newry for pupils in the Banbridge school; and
- the potential for the 11-16 school in Banbridge to convert to an 11-19 school in the future should this be viable in respect of curriculum delivery and demographics.

Option 5
Options 1-4 above are based on co-educational provision.
It is recognised that Newry currently offers single-sex provision only. It is also recognised that it is important to ascertain public opinion on this issue.
Therefore option 5 proposes that a combination of single-sex and co-educational provision is made through four 11-19 all-ability schools in Newry City. Provision in Warrenpoint and Banbridge to remain co-educational.

Recommendations
The trustees have made the following recommendations for future post-primary education in the greater Newry City and district project area -

Recommendation 1
The trustees will lead and establish an intensive review of post-primary provision in Newry City over the next two years. The review will analyse all data and information and will achieve the following outcomes:
- a process for managing the phased removal of academic selection;
- a decision on the required school estate and its configuration;
- admissions' criteria in line with NICCE and the Department of Education policies;
- appropriate collaborative arrangements for ensuring all pupils have access to the full requirements of the Entitlement Framework policy;
- full account will be taken of the needs of adjacent projects; and
- a decision on co-educational provision.

Recommendation 2
The trustees fully support sustainable and viable 11-16 provision in Banbridge. Development work on providing access to appropriate post-16 pathways for all students should be completed by June 2012.

Recommendation 3
The trustees fully support the continuity and strengthening of 11-19 provision in Warrenpoint. Arrangements for ensuring enhanced appropriate links with Newry City should be explored and introduced within two years.

Recommendation 4
The trustees will make the necessary representations to the Department of Education to secure the necessary capital finance required to implement the outcomes of recommendations 1–3 above.
Recommendation 5

The trustees, in pursuing the above objectives, recognise that parents are the first educators of their children in ways of faith. Thus parents in the project area will be fully informed about the review process and appropriately consulted on its direction.

(ii) Lurgan and Lismore project

The schools in the project area are:

- St. Mary’s High School, Lurgan (11-16, single-sex, girls’, maintained secondary)
- St. Michael’s Grammar School, Lurgan (14-18, co-educational, voluntary grammar)
- St. Paul’s Junior High School, Lurgan (11-16, single-sex, boys’, maintained secondary)
- Lismore Comprehensive School, Craigavon (11-18, all-ability, co-educational, maintained secondary).

The following options were published for consultation in 2010.

Option 1

Two separate schools in Lurgan and Lismore, with one school on each site catering for 11-19 provision.

Option 2

One 11-19 school at Lismore and one school unit in Lurgan catering for 11-14 and 14-19 provision in separately managed buildings on the same site.

Option 3

One 11-19 school at Lismore and one school in Lurgan catering for 11-14 and 14-19 provision in separately managed buildings on separate sites.

Recommendations

The trustees have made the following recommendations for future post-primary education in the Lurgan and Lismore project area:

An 11-19 co-educational, all-ability school on one site in Lismore.

An 11-19 co-educational, all-ability school on the current St. Michael’s site in Lurgan.

A business case will be made to the Department of Education to allow for the implementation of the recommendations for Lurgan in advance of a new school building.

Such early implementation should occur as soon as possible using the current education estate.
9. Implementing the recommendations

The trustee recommendations require the development of an implementation plan both with the relevant schools and other stakeholders. It is the intention of NICCE to develop the implementation strategy through a consultative process. The recommendations fall into a number of categories:

(a) review of school provision. It is clear that the number of schools will reduce but it is also clear that the vast majority of those reductions can only be managed in a strategic way as it will be a requirement for other schools in an area to evolve to provide for the communities and pupils currently served by those schools;

(b) continued work on the Entitlement Framework creating genuine access for pupils with ownership and accountability for the schools;

(c) building and developing further stronger forms of collaboration, new partnership arrangements between schools and new governance and management structures to support access for all pupils either within the sector or, for example, on a cross-community basis. We have defined three specific forms of partnership working and the definitions are set out below.

Curricular collaboration – where a school works with another school(s) or other providers to enhance the curricular offer for their pupils. There is no specific additional role for governors beyond their normal role in their own school.

Partnership – where a school links with another school(s) to work not only on curricular enhancement but on a range of other agreed areas. The role of governors is to help develop and support the strategic direction of the partnership. Designated governor(s) in each school act as a point of contact to communicate back to their board of governors as necessary.

Single governance model – under this model a governance structure is agreed between the partner schools in order to maximize efficient management and accountability. Single governance models could vary across a spectrum from a model which establishes governor involvement in, for example, the curriculum, or the development of agreed admissions criteria between schools. Other governance arrangements could set up a model which goes much further to, for example, joint management of the budgets available to the partner schools and joint decisions made in respect of the appointment of staff, staff development etc.

Each board of governors nominates an agreed number of governors to act as a formal sub-committee with delegated powers to make decisions on behalf of each school. However under this arrangement each school remains as a separate school, retains its individual governing body and is a separate legal entity in respect of budgets, admissions and performance etc. Each school is subject to separate inspection by the Education and Training Inspectorate.

This model is suggested in situations where there is a significant difference in the size of the partner schools and where one or more of the partner schools falls below the requirements for the Sustainable Schools policy. In those circumstances a high level of involvement of governors from each of the partner schools is required to support the management of any new arrangements/partnerships between the various schools. In certain areas, subject to agreement, the boards of governors de facto act as one Board, hence the terminology, single governance model.

(d) continued work on the review of the collective agreement to secure balanced protections for staff and, as a consequence, enhance provision for pupils as change takes place within the system;

(e) work on proposals to phase out provision, with the responsibility for future provision for a community served by a school being taken by a number of other schools;

(f) work on agreed admissions policies to secure agreement on a phased approach to new arrangements within an appropriate timeframe; and

(g) work on further developing closer cross-phase links between post-primary and primary schools in order to enhance transition for pupils.

For many of the project areas, the recommendations encompass one or more of the above. Where the recommendation is for the completion of a business case to progress the next stage, those business cases will include the development of a proposed implementation plan in consultation with key stakeholders within the schools.
10. Conclusion

This strategic report is the outcome of a significant body of work carried out on behalf of NICCE by many of our key stakeholders, trustees, school governors and principals.

The work was guided by the core principles and progressed within the context of addressing a number of major challenges facing education and in line with Department of Education policies. The report has also taken account of the significant response to a wide-ranging regional consultation which sought and received the views of a range of education stakeholders. The recommendations contained within take account of all three factors set out above.

The report sets out recommendations as to the next steps to be taken towards the delivery of our long-term vision for a modern, Catholic, post-primary education sector, firmly embedded as a partner within the education system. The recommendations do not follow a one-size fits all pattern and allow for appropriate local solutions and proposals and timeframes for delivery. All recommendations, however, have been tested for compatibility with the core policies and principles of the review and their capacity to meet the requirements of the core Department of Education policies that set the framework within which the review has been progressed.

It is evident, however, that there are a significant number of schools which, due to external factors, are very challenged in being able to continue to offer a high quality appropriate curriculum and education for their pupils and that planning for change needs to begin immediately. It is also evident that the level of resource and funding available, both recurrent and capital, is insufficient to allow all project areas to proceed simultaneously. Given the range of issues and challenges it will be essential to prioritise between those areas which require urgent action and attention and those which require continued development work.

Finally it is important to bear in mind that this report is not a final outcome but, rather, it maps out the next steps to be progressed on a journey towards the delivery of our vision.
Glossary Of Terms

Northern Ireland Commission for Catholic Education

This is the representative body for diocesan and religious Trustees of all Catholic schools in Northern Ireland. Trustees set the general policy for Catholic schools, especially where that policy touches on ethos, the definitive character of Catholic schools and planning for the whole Catholic sector. Website: www.catholiceducation-ni.com

Entitlement Framework

The Entitlement Framework is an integral part of young peoples’ education within the Revised Curriculum for ages 14–19. The target dates for phased implementation of the Entitlement Framework is September 2013 when schools are required to provide access to a minimum number of 18 courses at KS4 and 21 courses at Post 16. In both cases at least one-third of the courses must be general (academic), at least one-third of the courses must be applied (vocational, professional, technical) and the remaining one-third is at the discretion of the school. The numbers of subjects then rise to 24 at KS4 and 27 at Post-16 by 2015.

Area Learning Communities

Schools working with other schools and with further education colleges in the development of learning communities to plan and coordinate collaborative provision (particularly for 14-19 students). There are currently 29 area learning communities across Northern Ireland. Website: www.deni.gov.uk

Area Planning

Area based planning is about anticipating the future needs of an area and planning to meet those needs. Its central objective is to provide sufficient educational places through the appropriate mix of facilities of the right size, in the right locations. Area-based planning has a broader focus than just schools and colleges. It covers youth services, early years provision and can potentially include other community provision.

Sustainable Schools Policy

The Sustainable Schools Policy 2009 sets out six criteria and associated indicators that provide a framework for helping to consider issues of school sustainability. These are quality education experience; stable enrolment trends, which should be a minimum of 500 in an 11-16 school and 600 in an 11-19 school; sound financial position; strong leadership and management; accessibility and strong links with the community. Website: www.deni.gov.uk/a policy for sustainable schools