

COPY OF DEVELOPMENT PROPOSAL SUBMISSION

Cover Note

DP No.	DP 718	
School	Lurgan Model Primary School	
	<i>Lurgan Model Primary School will transform to Controlled Integrated status with effect from 1 September 2024, or as soon as possible thereafter.</i>	
Minister's Decision	Approved	
Date of Decision	15/04/24	
Minister's Comments	Significant work will be required to increase the number of children attending from the Protestant community given the current very low levels.	
Additional notes		
Information redacted	Some information and personal data may have been removed in line with the principles of the Freedom of Information and Data Protection Act.	
	Key	Details
	■	redaction
	*	refers to less than five cases where data is considered sensitive
	#	means figure has been suppressed to prevent disclosure of sensitive information under rules of disclosure

ELAINE ARMSTRONG
Area Planning Policy Team (South-West Region)

(Cleared by Eamonn Broderick - 27 February 2024)

Date: 05 March 2024

To: Paul Givan MLA
Minster of Education

Copy distribution below

**DEVELOPMENT PROPOSAL (DP) 718 – LURGAN MODEL PRIMARY SCHOOL
TRANSFORMATION TO CONTROLLED INTEGRATED STATUS**

Issue: To decide on Development Proposal (DP) 718, that proposes:

***Lurgan Model Primary School will transform to
Controlled Integrated status with effect from 1
September 2024, or as soon as possible thereafter.***

Timescale: Routine.

**Financial /
Resource
Implications:** There are no financial implications related to this proposal.

FOI Implications: The content of this submission is likely to be fully disclosable.

**Statutory Duty
Implications:** Article 64 of the Education Reform (NI) Order 1989, to encourage, facilitate and support the development of Integrated education

Integrated Education Act 2022

Article 44 of the Education and Libraries (Northern Ireland) Order 1986

Shared Education Act (NI) 2016

**Presentational
Issues:** It is likely that there will be local media interest in your decision. In the event of any queries the Press Office can refer to this submission and liaise with officials.

(Cleared with the Press Office)

Recommendation:

It is recommended that you:

- (i) Approve DP 718 that:

Lurgan Model Primary School will transform to Controlled Integrated status with effect from 1 September 2024, or as soon as possible thereafter.

- (ii) Agree that this submission (with appropriate redactions) can be published on the Department's website once the school and the Education Authority (EA) have been notified of your decision.

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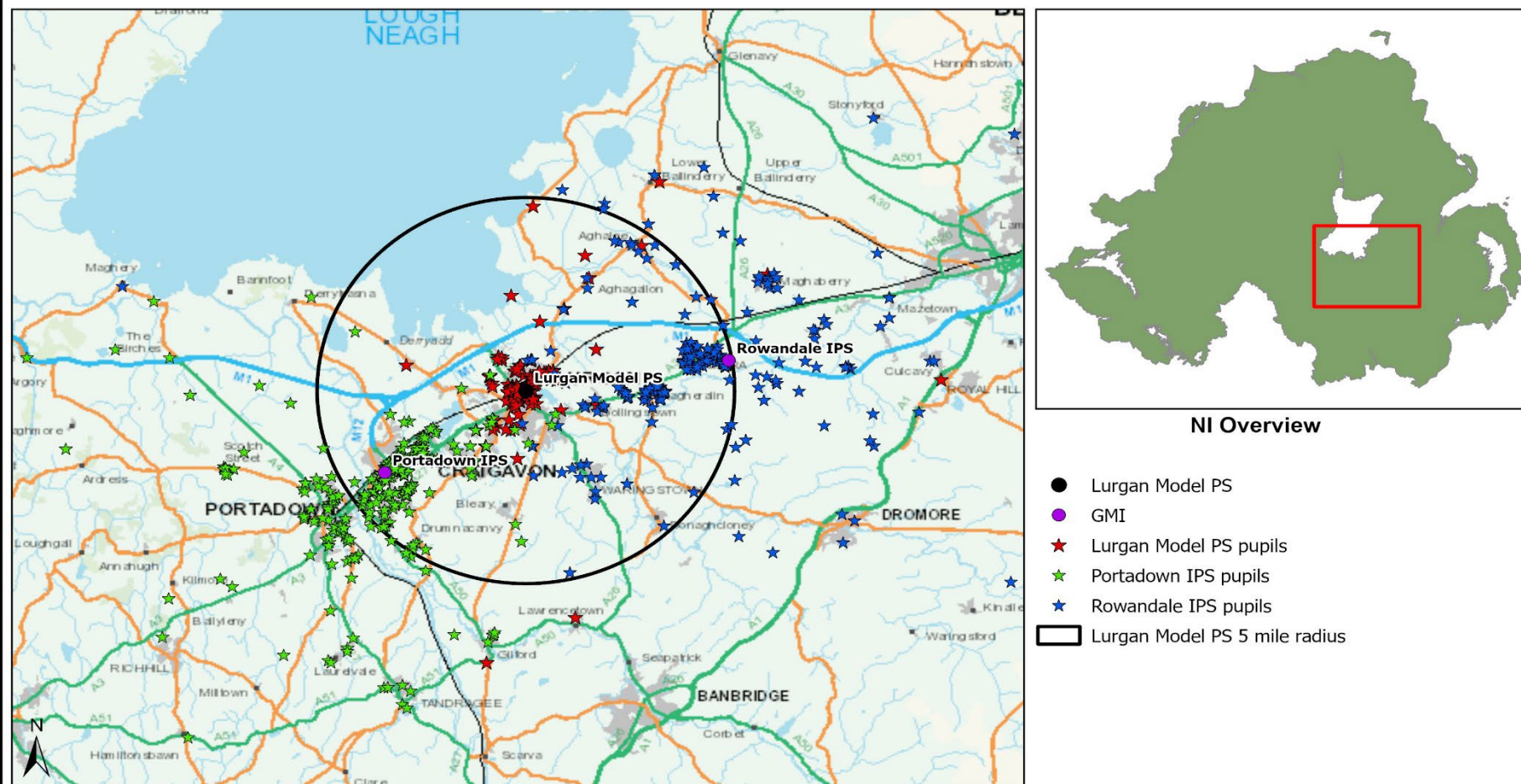
Appendices

Appendix A:	Copy of Published DP 718
Appendix B:	Case for Change – DP 718
Appendix C:	Northern Ireland Council for Integrated Education Response to DP 718
Appendix D:	Controlled Schools Support Council Response to DP 718
Appendix E:	Integrated Education Fund Response to DP 718
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Appendix G:	Department of Education (Policy Team) Comments - DP 718
Appendix H:	Lurgan Model Primary School Equality Screening Document

Appendix I: Integrated Education Act (NI) 2022 – Additional Supplementary Information

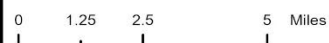
- (i) NICIE Commentary**
- (ii) CSSC Commentary**

Lurgan Model PS - Integrated Provision & Pupil Location - 5 Mile Radius



Supporting Information

Base mapping was derived from OSNI Fusion, NISRA/DENI School Census Datasets 22/23

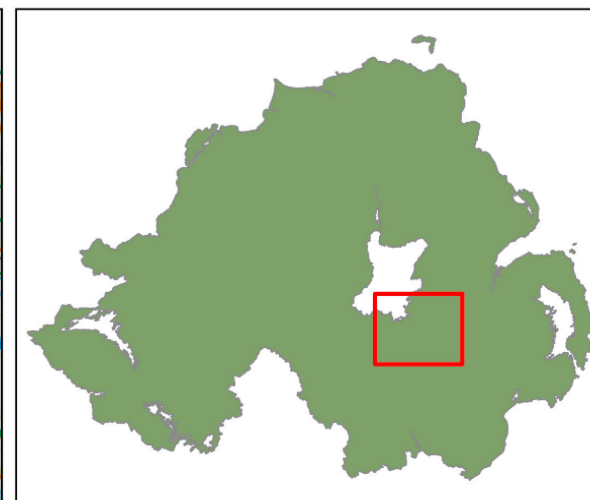
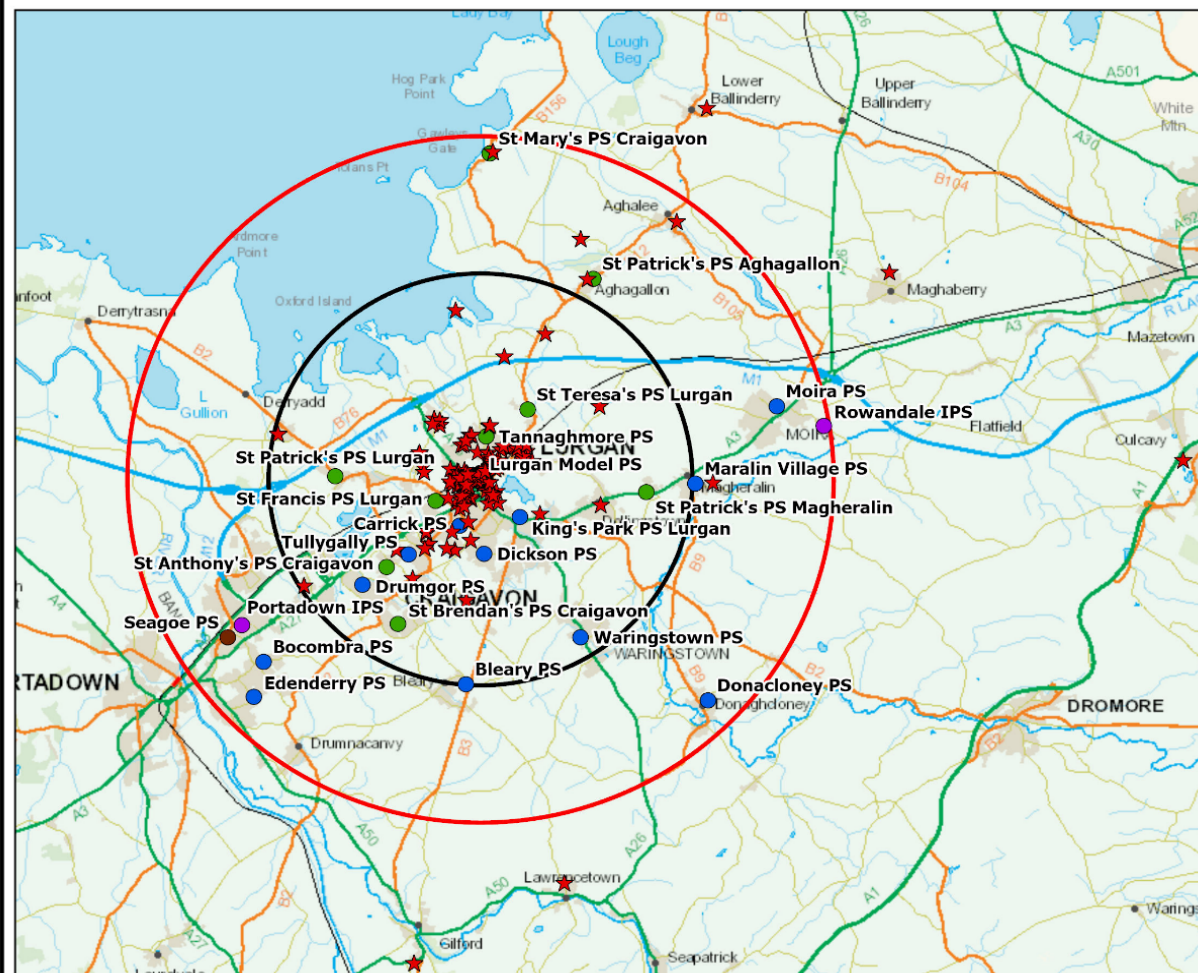


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Lurgan Model PS - Alternative Primary Provision & Pupil Location

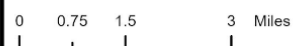


NI Overview

- Lurgan Model PS
- ★ Lurgan Model PS pupils
- Controlled
- Catholic Maintained
- GMI
- Other Maintained
- Lurgan Model PS 3 mile radius
- Lurgan Model PS 5 mile radius

Supporting Information

Base mapping was derived from OSNI Fusion, NISRA/DENI School Census Datasets 22/23

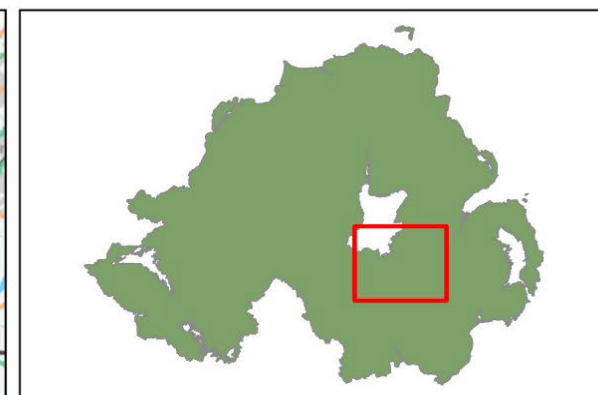
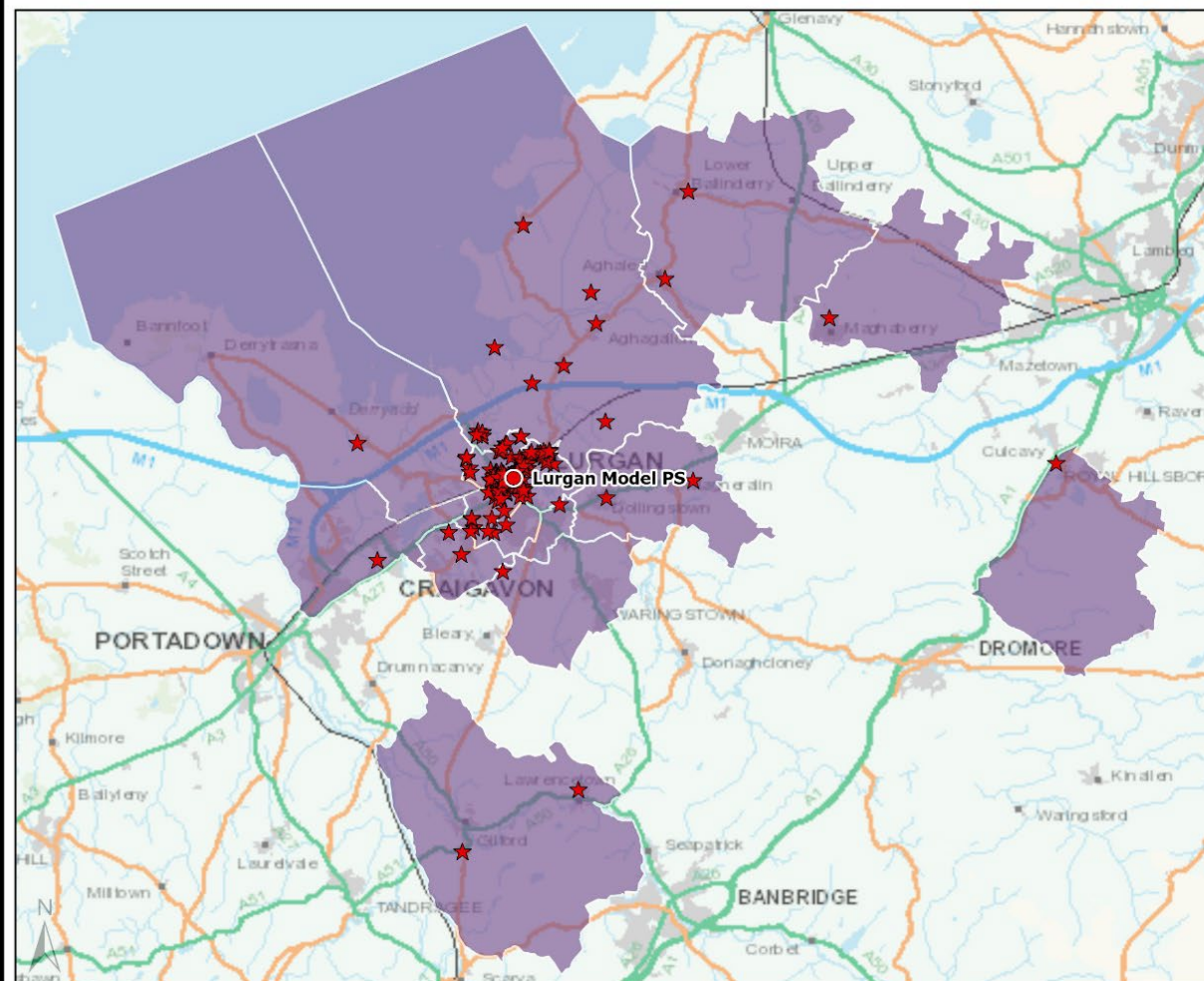


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Lurgan Model PS and pupil location - Wards



NI Overview

- Lurgan Model PS
- ★ Lurgan Model PS pupils
- Wards that intersect Lurgan Model PS pupils

WARDNAME

Aghagallon
Brownlow
Craigavon Centre
Derrytrasna
Gilford
Knocknashane
Lough Road
Magheralin

WARDNAME

Mourneview
Parklake
Shankill
Waringstown
Ballinderry
Hillsborough
Maghaberry

Supporting Information

Base mapping was derived from OSNI Fusion. NISRA/DENI School Census Datasets 22/23

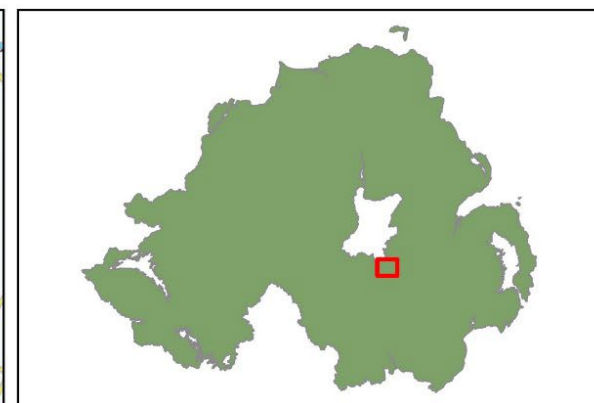
0 1.25 2.5 5 Miles

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Lurgan Model PS - Housing Developments from Case for Change



NI Overview

- Lurgan Model PS
- Catholic Maintained
- Controlled
- ▲ Housing Developments from CFC

Supporting Information

Base mapping was derived from OSNI Fusion, NISRA/DENI School Census Datasets 22/23



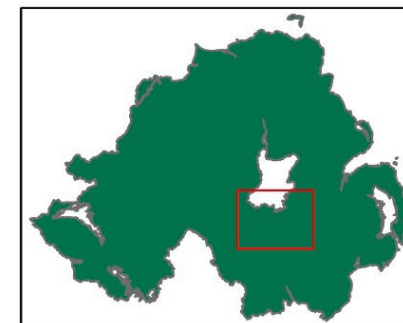
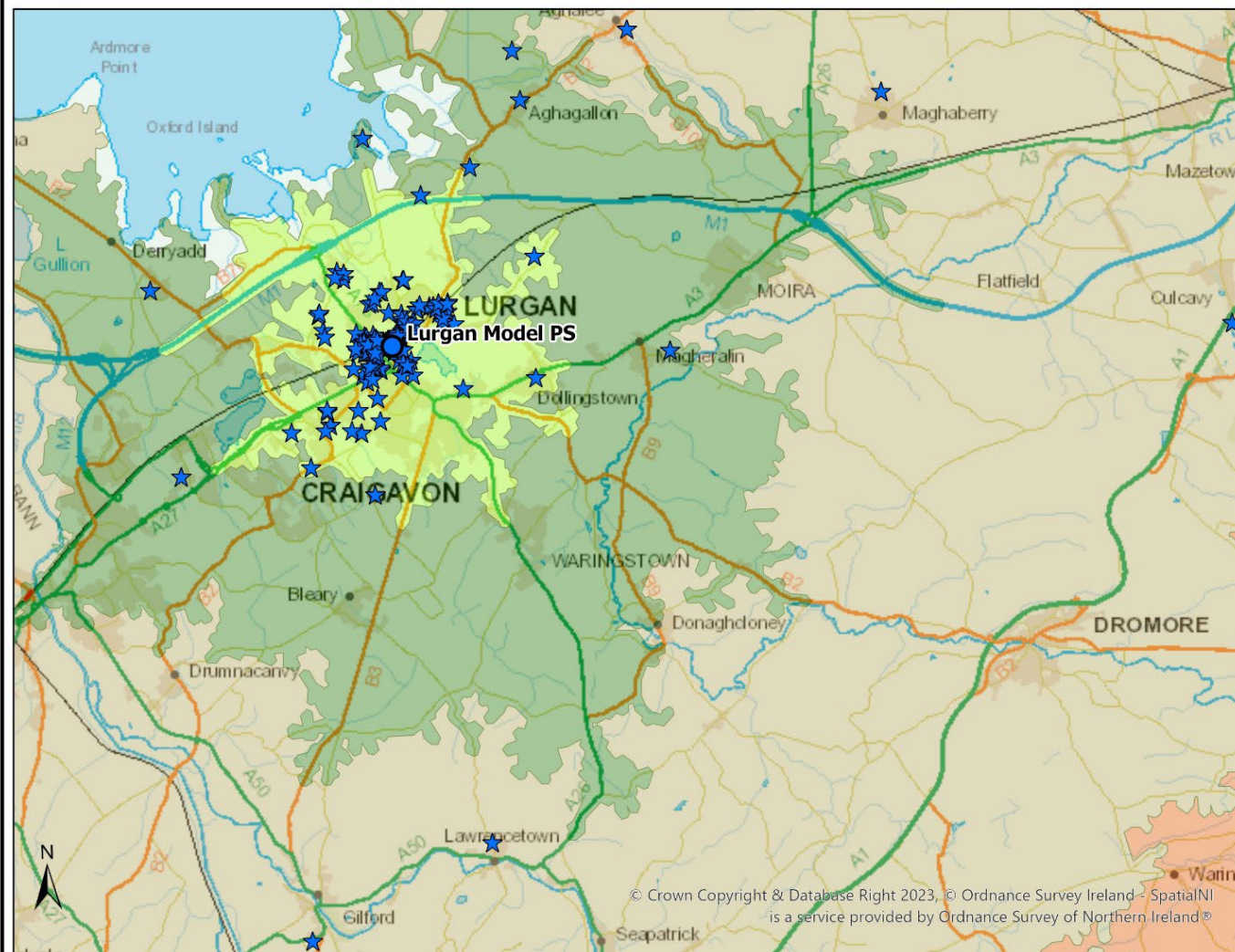
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Map 5

Lurgan Model PS and pupil locations with a 30 minute drive time buffer.



Legend

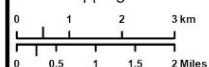
- Lurgan Model PS
- ★ Lurgan Model PS Pupils

Drive time buffer

- 0-5 minutes
- 5-10 minutes
- 10-20 minutes
- 20-30 minutes

Supporting Information

Pupil location data was supplied by Department of Education 2023.
Base mapping was derived from OSNI Fusion.



This map shows the location of Lurgan Model PS and its pupils with a 30 minute drive time buffer.

The dataset used in this analysis has been derived from OSNI Fusion. Drive times are approximations estimated using Road Classification and settlement limits and do not use actual speed limits. Local variations regarding Speed Limits can exist within the terms of the Road Traffic (Speed Limits) Bill 2015

Reference Number: MOU577.4



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INTRODUCTION

1. On 14 September 2023, the Education Authority (EA) published Development Proposal (DP) 718 on behalf of the Board of Governors (BOG) of Lurgan Model Primary School (PS) proposing that:-

Lurgan Model Primary School will transform to Controlled Integrated status with effect from 1 September 2024, or as soon as possible thereafter.

2. The statutory two-month objection period ended on 21 November 2023. A copy of the published proposal and the proposer's supporting Case for Change (CfC) for DP 718 are reproduced respectively at Appendices A and B.

Transformation to Controlled Integrated Status

3. Lurgan Model PS held a ballot on 30 June 2022 to transform to Controlled Integrated Status from September 2024. With a turnout of 54.5% (157), 99.4% (156) voted in favour of Transformation.
4. The legal process for Transformation is defined and described in the Education Reform (NI) Order 1989. The Department published guidance in relation to Transformation on 6 December 2017, '*Integration Works, Transforming Your School*' to support schools that wish to consider Transformation. The guidance can be accessed on the Department's website at: <https://www.education-ni.gov.uk/sites/default/files/publications/education/Integration%20Works%20-%20Transforming%20your%20School%20December%202017.pdf>
5. The guidance includes advice on the timing of proposals and determines that a DP should be published at least 18 months before the proposed 1 September implementation date to ensure that a school has sufficient time to:
 - provide clarity to parents and the wider community on its new identity as an Integrated school;
 - produce information on the transformed school's ethos and admissions arrangements; and
 - attract pupils from the minority community.
6. The guidance advises that '*experience has shown that if the time between approval of the DP and the effective date of Transformation is too short, the school can experience difficulties attracting pupils from the minority community*'.
7. It also gives schools greater opportunity to embed a range of operational and cultural changes before the proposed implementation date, in particular to submit revised admissions criteria for the following September to the EA for publication.
8. The guidance also sets out criteria which the Department will consider in assessing proposals for Transformation. DP 718 will be assessed in this

submission against the criteria outlined in the guidance. Schools wishing to transform should explicitly demonstrate in the CfC how they meet these criteria:

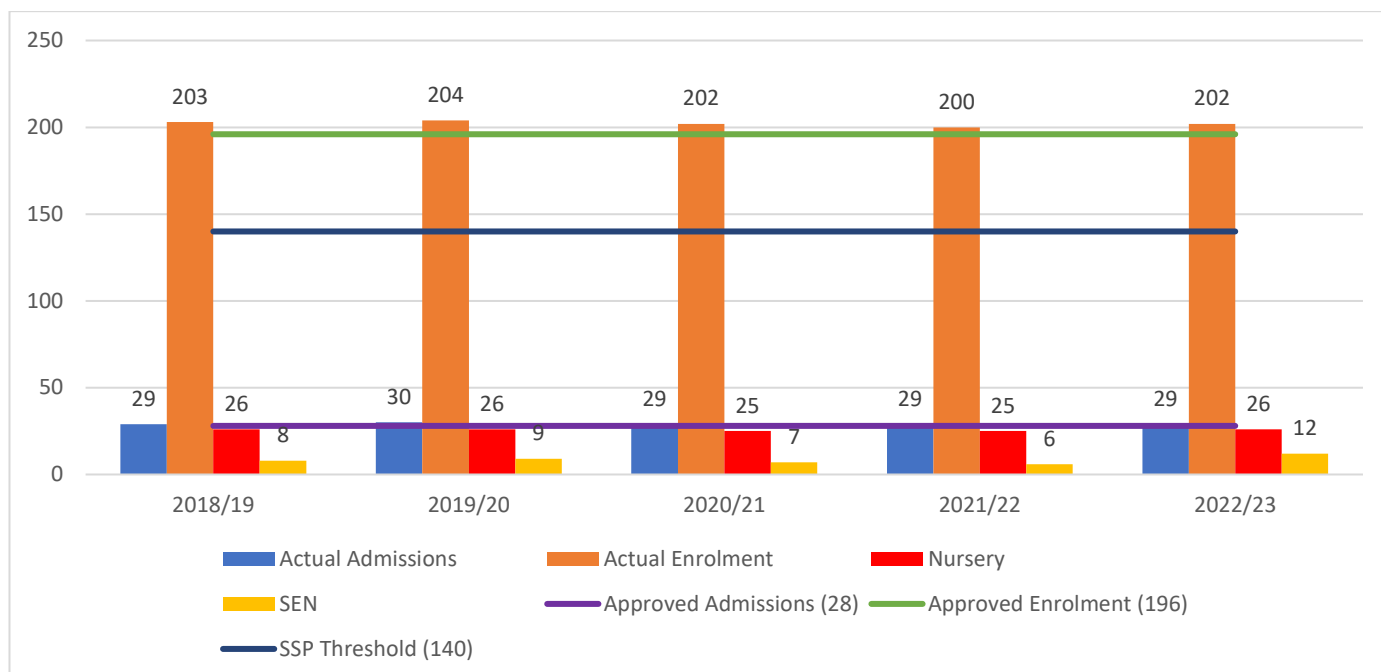
- **Unmet demand for Integrated education** – including:
 - the degree of support within the school for the proposal as demonstrated in the ballot;
 - the availability of Integrated education in the local area including oversubscription at local Integrated schools; and
 - any other expressions of interest or support.
- **Sustainability** – an essential consideration for the Department is that the new Integrated school will be viable and sustainable for the long term. Schools should be able to demonstrate how they meet the six key criteria of the SSP. Schools should explicitly demonstrate that they have the capacity to ensure a high quality educational experience and that they can identify and bring about improvement in the interest of all pupils.
- **The Area Planning Context** – Area Planning aims to have schools of the right size and type in the right place through assessing the current and projected level of demand in an area and shaping provision to meet that demand. All DPs for Transformation must consider the wider context of the network of schools.
- **Religious Balance** – Article 92 (6) of the Education Reform (NI) Order 1989 states that the Department will not approve a proposal unless it appears to the Department that the school is likely to provide integrated education. Integrated education is defined in the Integrated Education Act (Northern Ireland) 2022 as: the education together in an integrated school of those of different cultures, religious beliefs, none, including reasonable numbers of both Protestant and Roman Catholic children or young persons; those experiencing socio-economic deprivation and those not; and, those of different abilities. The Department will look for evidence that this can be achieved such as:
 - the historic and current nature of enrolments at the school;
 - expressions of interest from members of the minority community; and
 - the demographics of the local area.
- **Planning and Engagement in the Transformation Process** – the Department will want to be satisfied about the school's commitment to Integrated education and its potential to make a successful Transformation. The interests of pupils rather than institutions must be at the centre of a school's approach. As part of the CfC, schools are required to provide the Department with:-
 - A report on the initial exploration phase.
 - A copy of the Transformation Plan.
 - Details of cultural and operational changes, as well as any training completed, to date.

BACKGROUND

Lurgan Model Primary School (PS)

9. Lurgan Model PS is a co-educational Controlled primary school with a nursery unit (NU), situated adjacent to Lurgan town centre, as illustrated on Map 1.
10. Lurgan Model PS currently has approved admissions and enrolment numbers of 28 and 196 respectively. In 2022/23, there were 202 pupils enrolled at the school in P1-P7, including an intake of 29 Year 1 pupils at school census date. Lurgan Model PS had six available places that could be applied for through the competitive admissions process. These figures include twelve pupils with a statement of Special Educational Needs (SEN). A further 26 pupils were enrolled in the school's NU which offers 26 full-time places.
11. Chart 1 below illustrates Lurgan Model PS' actual admissions and enrolment trends over the last five years and shows that the school's enrolment has been consistent and has ranged between 200 and 204 pupils with the Year 1 intake being either 29 or 30 pupils.
12. The actual admissions and enrolment numbers at the school have been above its approved admissions and enrolment numbers. The school's enrolment is significantly above the Sustainable Schools Policy (SSP) recommended minimum threshold of 140 for a sustainable urban¹ primary school.

Chart 1: Lurgan Model PS – Historical Admissions and Enrolments



¹ From September 2022, the urban/ rural definitions used in the SSP reflect those used by the Northern Ireland Statistics and Research Agency (NISRA) and under the NISRA definition, Lurgan Model PS is located in an urban area. Urban: schools are defined as urban if they are located in settlements with a population greater than or equal to 5,000 people (NISRA Bands A-E); and Rural: schools are defined as rural if they are located in settlements with less than 5,000 people (NISRA Bands F-H).

13. In 2022/23, 86 pupils (42.6%) were entitled to Free School Meals (FSM).

AREA CONTEXT

14. Lurgan Model PS is located within the Armagh City, Banbridge and Craigavon Local Government District (LGD). On the Northern Ireland Multiple Deprivation Measure 2017, the Woodville 1 Super Output area (SOA), within which Lurgan Model PS is situated, is ranked 14 out of 890 (1 being most deprived and 890 least deprived). This demonstrates a very high level of deprivation in the area immediately surrounding the school.
15. The CfC states that *“whilst the children enrolled at Lurgan Model Primary School come from a range of wards, 10 in total, the school is located in the Woodville ward”*. Although the CfC indicates that pupils come from 10 wards, Map 3 shows that in 2022/23 pupils actually came from 15 wards.
16. The CfC states that *“of the other wards where children are coming from, four of the six are ranked at 83 or less which means that they are in the top 10% for deprivation in Northern Ireland. This demonstrates why Lurgan Model PS has such a high level of Free School Meals entitlement at just under 50%.”*
17. The EA’s extended Annual Action Plan (AAP) April 2019-August 2022 included a key issue for Lurgan and Craigavon *‘to ensure school places are located as required and encourage and facilitate sustainable integrated provision’* with the associated action for the *‘sectoral body to develop options for integrated education in Lurgan and Craigavon by January 2021’*.
18. Lurgan Model PS features in the EA’s published Operational Plan 1 2022-24 (OP1). The OP1 specifies that *‘Lurgan Model PS is proposing to transform to controlled integrated status’*.
19. NISRA projections for the former Craigavon Borough Council area, the smallest geographical area breakdown for which projections are available in which Lurgan Model PS is located, provides a more localised estimate of population numbers, as set out in Table 1 below. The table shows the predicted increases and decreases in the school-age population for the periods 2018-2028 and 2018-2043.

Table 1: 2018-Based Population Projections for the Former Craigavon LGD

Age Group	2018	2019	2020		2028	2043
5 to 11	10,563	10,686	10,668		10,012	10,094
0 to 15	22,885	23,228	23,480		22,880	23,317

Source: <https://www.nisra.gov.uk/publications/2018-based-population-projections-areas-within-northern-ireland>

20. Table 2 below shows decreases of -5.2% in the 5 to 11 age group to 2028 and

-4.4% to 2043 and no change in the 0 to 15 age group to 2028 and an increase of 1.9% to 2043.

Table 2: 2018 – Based Population Projections - Percentage Change

Age Group	2018 to 2028		2018 to 2043	
	Individuals	Percentage	Individuals	Percentage
5 to 11	-551	-5.2%	-471	-4.4%
0 to 15	-5	0.0%	+432	1.9%

Source: <https://www.nisra.gov.uk/publications/2018-based-population-projections-areas-within-northern-ireland>

21. The OP1 shows a significant declining trend in births in the Armagh City, Banbridge and Craigavon Borough Council Area between 2008 and 2019 and it states that this downward trend is projected to continue for primary and post-primary age pupils.

Alternative Primary Provision

22. Map 2 illustrates all alternative primary provision in the area within a five-mile mapping radius, although distances by road may exceed this, as well as the locations of pupils that are enrolled at Lurgan Model PS. In addition, a snapshot of total provision in the area detailing the admissions and enrolment data and the latest Education and Training Inspectorate (ETI) inspection assessment of each school, is provided below in Table 3. From September 2022, the urban/rural definitions used in the SSP reflect those defined by NISRA , therefore each school in the snapshot has been classified as urban or rural using the NISRA definitions. The SSP recommended minimum enrolment threshold for primary schools is 140 in urban areas and 105 in rural areas.

Table 3: Lurgan Model PS – Alternative Primary Provision

School Ref No	School Name and Postcode	Urban/Rural	Distance in Miles by Road - Google Maps	2022/23 & 2023/24 Approved Enrolment Number	2020/21 Actual Enrolment (Includes supernumerary pupils)	2021/22 Actual Enrolment (Includes supernumerary pupils)	2022/23 Actual Enrolment (includes supernumerary pupils)	2022/23 Supernumerary Pupils	2022/23 Available Places	2022/23 Actual Y1 Admissions (includes supernumerary pupils)	2022/23 & 2023/24 Approved Admissions Number	2023/24 Total First Preference Applications	2023/24 Over/Under Subscribed at First Preference	ETI reports publication date / Overall assessment
5010992	Lurgan Model PS, BT67 9AT	Urban	-	196	202	200	202	12	6	29	28	20	U - 8	Nov 19 - Sustaining Improvement Inspection - ASOS Jun 16 - Demonstrates the capacity to identify and bring about improvement
Sub total				196	202	200	202	12	6	29	28	20		
Integrated														
5066553	Portadown IPS, BT63 5RR	Urban	4.6	406	411	422	422	14	0	60	58	66	O - 8	Dec 17 - Continues to demonstrate a high level of capacity for sustained improvement
4066682	Rowandale IPS, Moira, BT67 0PB	Rural	5.9	346	308	338	345	12	13	50	57	59	O - 2	March 18 - Sustaining Improvement Inspection - Continues to demonstrate a high level of capacity for sustained improvement
Sub total				752	719	760	767	26	13	110	115	125		
Controlled														
5011127	Carrick PS, Lurgan, BT66 8NY	Urban	1.1	423	426	422	417	53	59	47	60	54	U - 6	Nov 13 - Follow-up Inspection - Good Jan 12 - Satisfactory
5011124	King's Park PS, Lurgan, BT66 7BB	Urban	1.2	658	641	622	617	18	59	87	94	79	U - 15	October 13 - Very good
5016065	Dickson PS, Lurgan, BT66 8LJ	Urban	1.4	227	211	211	202	10	35	27	30	30	-	Sep 17 - Sustaining Improvement Inspection - ASOS Jun 14 - Good
5011190	Tullygally PS, Craigavon, BT65 5AA	Urban	1.8	232	172	192	204	40	68	36	30	22	U - 8	May 18 - Sustaining Improvement Inspection - ASOS March 15 - Follow-up Inspection - Good
5016080	Drumgor PS, Craigavon, BT65 5BP	Urban	2.8	375	267	251	254	*	125	26	54	31	U - 23	Feb 18 - ASOS Jun 11 - Follow-up Inspection - Good

School Ref No	School Name and Postcode	Urban/Rural	Distance in Miles by Road - Google Maps	2022/23 & 2023/24 Approved Enrolment Number	2020/21 Actual Enrolment (Includes supernumerary pupils)	2021/22 Actual Enrolment (Includes supernumerary pupils)	2022/23 Actual Enrolment (includes supernumerary pupils)	2022/23 Supernumerary Pupils	2022/23 Available Places	2022/23 Actual Y1 Admissions (includes supernumerary pupils)	2022/23 & 2023/24 Approved Admissions Number	2023/24 Total First Preference Applications	2023/24 Over/Under Subscribed at First Preference	ETI reports publication date / Overall assessment
5011598	Waringstown PS, BT66 7QH	Rural	3	389	392	395	399	10	0	58	56	60	O - 4	May 18 - Sustaining Improvement Inspection - Continues to demonstrate a high level of capacity for sustained improvement
5011602	Bleary PS, Lurgan, BT66 8TD	Rural	3.5	145	162	168	170	7	0	19	21	21	-	Sept 12 - Good
5011687	Maralin Village PS, Craigavon, BT67 0QZ	Rural	3.7	290	241	238	234	7	63	30	41	29	U - 12	May 17 - Sustaining Improvement Inspection - Continues to demonstrate a high level of capacity for sustained improvement
5016138	Bocombra PS, Portadown, BT63 5SG	Urban	4.9	320	329	336	336	6	0	47	46	48	O - 2	Oct 19 - Sustaining Improvement Inspection - ASOS Sep 16 - Has a high level of capacity for sustained improvement
4016104	Moir PS, BT67 0LJ	Rural	5.2	406	369	372	390	10	26	59	58	56	U - 2	May 19 - Monitoring Inspection - The school is identifying and bringing about the necessary improvements
5011189	Edenderry PS, Portadown, BT63 5EP	Urban	5.7	370	415	405	411	32	0	56	53	44	U - 9	Nov 17 - ASOS March 11 - Follow-up Inspection - Very good
5016178	Donacloney PS, BT66 7LP	Rural	5.8	260	202	209	204	7	63	27	37	20	U - 17	June 18 - Follow-up Inspection - Demonstrates a high level of capacity for sustained improvement
Sub total				4095	3827	3821	3838	204	498	519	580	494		
RC Maintained														
5031103	Tannaghmore PS, Lurgan, BT67 9DY	Urban	0.9	640	636	629	622	10	28	89	90	72	U - 18	Dec 18 - Sustaining Improvement Inspection - ASOS Dec 14 - Good
5036633	St Francis PS, Lurgan, BT66 6DN	Urban	0.8	741	728	739	743	22	20	106	106	61	U - 45	Apr 19 - Sustaining Improvement Inspection - ASOS Nov 15 - The school has a high level of capacity for sustained improvement

School Ref No	School Name and Postcode	Urban/Rural	Distance in Miles by Road - Google Maps	2022/23 & 2023/24 Approved Enrolment Number	2020/21 Actual Enrolment (Includes supernumerary pupils)	2021/22 Actual Enrolment (Includes supernumerary pupils)	2022/23 Actual Enrolment (includes supernumerary pupils)	2022/23 Supernumerary Pupils	2022/23 Available Places	2022/23 Actual Y1 Admissions (includes supernumerary pupils)	2022/23 & 2023/24 Approved Admissions Number	2023/24 Total First Preference Applications	2023/24 Over/Under Subscribed at First Preference	ETI reports publication date / Overall assessment
5031160	St Teresa's PS, Lurgan, BT67 9LQ	Rural	1.5	203	196	184	187	8	24	29	29	27	U - 2	March 17 - Sustaining Improvement Inspection - ASOS Jan 14 - Very good
5031184	St Anthony's PS, Craigavon, BT65 5BL	Urban	2.4	581	602	603	602	59	38	83	83	83	-	Apr 18 - ASOS Nov 11 - Very good
5031168	St Patrick's PS, Lurgan, BT66 6LG	Urban	2.7	248	196	190	189	6	65	29	35	34	U - 1	Jun 19 - Sustaining Improvement Inspection - ASOS May 16 - Demonstrates the capacity to identify & bring about improvement
5031667	St Patrick's PS, Magheralin, BT67 0QU	Rural	3.1	129	105	110	113	*	10	22	18	9	U - 9	March 17 - Sustaining Improvement Inspection - ASOS Dec 13 - Very good
5036101	St Brendan's PS, Craigavon, BT65 5HS	Urban	3.5	420	389	362	358	18	80	43	60	45	U - 15	Jan 20 - Sustaining Improvement Inspection - ASOS Jan 15 - Good
5033324	St Patrick's PS, Aghagallon, BT67 0AR	Rural	3.8	173	86	93	90	*	87	12	25	17	U - 8	May 19 - ASOS May 13 - Follow-up Inspection - Good
5036006	St Mary's PS, Craigavon, BT67 0BW	Rural	6.3	145	154	149	140	*	8	17	21	15	U - 6	Feb 17 - Monitoring Inspection - ASOS Oct 10 - Follow-up Inspection - Good
Sub total				3280	3092	3059	3044	131	360	430	467	363		
Other Maintained														
5046137	Seagoe PS, Portadown, BT63 5HS	Urban	4.9	313	329	334	339	*	0	56	45	40	U - 5	March 17 - Monitoring Inspection - The school is identifying & bringing about the necessary improvements in the quality of education
Sub total				313	329	334	339	4	0	56	45	40		
Grand Totals														

ASOS - Action short of Strike

Actual enrolments and admissions include supernumerary pupils and exclude reception pupils (as per annual Census information).

1st Pref. applications exclude reception & statemented pupils. 1st pref. applications as at 26.4.2023 (conclusion of the primary admissions process for the 2023/24 school year), from the EA Primary Admissions Office.

St Patrick's PS, Magheralin had 6 reception age pupils in 2020/21, 6 in 2021/22 and 7 in the 2022/23 school year

St Patrick's PS, Magheralin has 13 reception age 1st prefs for the 2023/24 school year, info provided by the EA Primary Admissions Office 26/04/23

Alternative Integrated Provision

23. Portadown Integrated Primary School (IPS) and Rowandale IPS are the neighbouring Integrated primary provision within a five-mile mapping radius of Lurgan Model PS, as illustrated on Map 1. The map shows that there is only a very small overlap in the pupil locations of the schools. The approved admissions and enrolment numbers for Portadown IPS are 58 and 406, and for Rowandale IPS are 57 and 346 respectively.
24. Table 4 below sets out the actual admissions and enrolments at Portadown IPS for the last five years and shows that the school's actual enrolment has ranged between 361 and 422 pupils and the intake has fluctuated from 57 to 61 pupils. In 2022/23, Portadown IPS had an actual enrolment of 422 pupils and an admission of 60 pupils to Year 1 at school census date, including 14 pupils with a statement of SEN. The school also operates a nursery unit with 52 part-time places and there were 52 pupils enrolled in 2022/23.
25. Portadown IPS has an enrolment that has been below its approved numbers for three of the last five years. However, the school's actual enrolment is significantly above the SSP recommended minimum enrolment of 140 for a sustainable urban primary school.
26. In 2022/23, there were no available places at Portadown IPS that pupils could apply for through the competitive admissions process. Statistics show that for 2023/24 Portadown IPS received 66 first preference applications.

Table 4: Portadown IPS Historical Enrolment and Admissions

Year	Actual Enrolment* Years 1-7	Actual Admissions*	Pupils with a Statement of SEN
2018/19	361	59	10
2019/20	392	57	8
2020/21	411	60	8
2021/22	422	61	12
2022/23	422	60	14

* Includes pupils with a statement of SEN

27. Although now dated, the ETI assessed the quality of education provided by Portadown IPS, as 'Continues to demonstrate a high level of capacity for sustained improvement' in December 2017.
28. Table 5 below sets out the actual admissions and enrolments at Rowandale IPS for the last five years and shows that the school's actual enrolment has ranged between 265 and 345 pupils and the intake has fluctuated from 37 to 53 pupils. In 2022/23, Rowandale IPS had an actual enrolment of 345 pupils and an admission of 50 pupils to Year 1 at school census date, including 12 pupils with a statement of SEN.

29. Rowandale IPS has an enrolment that has been below its approved numbers for the last five years. However, the school's actual enrolment is significantly above the SSP recommended minimum enrolment of 105 for a sustainable rural primary school.
30. In 2022/23, there were 13 available places at Rowandale IPS that pupils could apply for through the competitive admissions process. Statistics show that for 2023/24 Portadown IPS received 59 first preference applications.

Table 5: Rowandale IPS Historical Enrolment and Admissions

Year	Actual Enrolment* Years 1-7	Actual Admissions*	Pupils with a Statement of SEN
2018/19	265	37	9
2019/20	291	49	10
2020/21	308	53	10
2021/22	338	51	14
2022/23	345	50	12

* Includes pupils with a statement of SEN

31. Although now dated, the ETI assessed the quality of education provided by Rowandale IPS, as 'Continues to demonstrate a high level of capacity for sustained improvement' in March 2018.

Alternative Controlled Primary Schools

32. Table 3 above shows that the closest alternative Controlled primary provision is at Carrick PS (1.1 miles) and King's Park PS Lurgan (1.2 miles). In 2022/23 these two schools had actual enrolments of 417 and 617 respectively and both schools had 59 available places. The enrolments at Carrick PS and Kings Park PS Lurgan are significantly above the SSP recommended minimum enrolment of 140 for a sustainable urban primary school.
33. Inspection evidence in relation to the quality of education provided by these alternative Controlled primary schools, although dated, shows Carrick PS as 'Good' and Kings Park PS Lurgan as "Very Good".
34. Table 3 shows that for 2022/23, the Controlled sector in the area offered 4095 places with 3838 pupils enrolled (inc SEN) and 498 available places. At Year 1, there were 580 approved places and 519 pupils admitted for 2022/23. There were 494 first preference applications for 2023/24 at the conclusion of the primary school admissions process.

Other Maintained Provision

35. Table 3 shows that there is an Other Maintained School 4.9 miles from Lurgan Model PS i.e. Seagoe PS. In 2022/23 this school had an actual enrolment of 339 pupils and had no available places. The enrolment at Seagoe PS is significantly

above the SSP recommended minimum enrolment of 140 for a sustainable urban primary school.

Alternative Catholic Maintained Provision

36. Map 2 illustrates that there are nine Catholic Maintained primary schools within a five-mile mapping radius of Lurgan Model PS. In 2022/23, the enrolments at all of the schools in an urban area were above the SSP recommended minimum enrolment of 140 for a sustainable urban primary school. However, St Patrick's PS, Aghagallon which is in a rural area had an enrolment of 90, which falls below the SSP recommended minimum enrolment of 105 for a sustainable rural primary school. This figure included four supernumerary pupils.
37. Table 3 above shows that the Maintained sector offered 3280 places in 2022/23 with 3044 pupils enrolled (inc SEN) and 360 available places. At Year 1, there were 467 approved places and 430 pupils admitted. There were 363 first preference applications for 2023/24 at the conclusion of the primary school admissions process.
38. Table 3 above demonstrates that the Lurgan area offers significant primary education provision with twelve primary schools in the Controlled sector and nine in the Catholic Maintained sector within the five-mile radius of Lurgan Model PS, plus one Other Maintained primary school. There were 858 available places in 2022/23 across the Controlled and Catholic Maintained sectors however, there were only 13 available places at the nearest Integrated school, clearly demonstrating limited access to Integrated Education within the Lurgan area.

SPECIAL CONSIDERATIONS

Education Reform (Northern Ireland) Order 1989 – Article 64

39. There is a statutory duty on the Department of Education (the Department) under Article 64 of the Education Reform (Northern Ireland) Order 1989 as amended by the Integrated Education Act (Northern Ireland) 2022 '*to encourage, facilitate and support the development of integrated education and to provide support for integrated education*'. Support is defined in the Act.
40. The CfC considers DP 718 and the outworkings of the Integrated Education Act and further details are included below beginning at paragraph 157.
41. Transformation to Integrated status as set out in the Education Reform (NI) Order 1989 provides one mechanism to develop Integrated education.
42. Further information in relation to the duty is provided at paragraphs 154-158.

Effective and Efficient Use of Public Funds

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

44. More detail on the effective and efficient use of public funds are set out at paragraphs 166-170 below. Details on the financial implications associated with the proposal are set out at paragraphs 196-197 below.

Shared Education

45. The Shared Education Act (NI) 2016 makes legislative provision in relation to Shared Education. It provides a definition of Shared Education and confers a duty on the Department to encourage, facilitate and promote Shared Education and a power on relevant arms-length bodies to encourage and facilitate Shared Education.
46. Shared Education is not a type of school; rather it encourages all types of schools to collaborate with other schools to provide opportunities for pupils from different religious and socio-economic backgrounds to be educated together. Schools retain their individual ethos collaborating together in partnership for the benefit of their pupils.
47. While any Shared Education programme must initially meet the Shared Education definition² set out in the Shared Education (NI) Act 2016, each programme is unique to the needs of the partner schools. Hence Shared Education provision in a local geographical area can differ across partnerships.
48. Lurgan Model Primary School is currently involved in a Collaboration and Sharing in Education project (CASE) partnership with Carrick PS and Ceara Special School.
49. There are six schools in the area that are engaged in Mainstreaming Shared Education partnerships and eight involved in CASE.

CASE FOR CHANGE (CfC)

50. The CfC states that there is currently no primary Integrated provision in the Lurgan area and that there are three Integrated schools within an 11-mile radius of Lurgan Model Primary School, two are over-subscribed with an enrolment number above their approved enrolment, with no available places and the other is very close to being over-subscribed. The rationale set out in the CfC lists the issues that the Department considers when assessing a Transformation DP and further details on this are set out below, beginning at paragraph 74. The CfC, however, also states that:

“The school’s culture respects the beliefs, values and traditions of everyone, and this is embedded in the school’s ethos. The school community wants to strengthen, widen and deepen these values by working towards fully incorporating the four principles of Integrated Education: Equality, Faith and Values, Parental Involvement and Social Responsibility within our ethos.”

² The education together of (a) those of different religious belief, including reasonable numbers of both Protestant and Roman Catholic children or young persons and (b) those experiencing socio-economic deprivation and those who are not.

“Transforming to Controlled Integrated Status would allow Lurgan Model PS to publicly formalise these values, meet the need in the local area for Integrated primary provision, and build upon the inclusive practice that already exists.”

51. It further adds that:

“Lurgan Model PS believes that by further developing our culture of respect and mutual understanding, promoting excellence and celebrating difference in the education of Catholics, Protestants, children from other beliefs, cultures and communities together every day in one school, the school can make a contribution to reconciliation and peace building in Lurgan and surrounding areas.”

52. The CfC states that approval of this DP will assist the Department to continue to make a positive contribution and fulfil a number of government legislative and policy agendas, including the following:

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

53. The CfC for DP 718 is reproduced in full at Appendix B.

STATUTORY DP PROCESSES

Pre-publication Consultation

54. The CfC confirms that as proposer, the BoG undertook the required consultations with school staff and parents of pupils, Equality Screening of the proposal has been carried out and the statutory requirements of the Rural Needs Act (NI) 2016 (where appropriate) were considered. A copy of the Equality Screening Document is reproduced at Appendix H.

55. In accordance with Article 14 of the Education and Libraries (NI) Order 1986 the EA, before submitting a proposal to the Department, is obliged to consult with the BoGs, teachers and parents/guardians of any school or schools which would, in the opinion of the EA, be affected by the proposal. On 29 March 2023, a copy of the proposal was sent to 36 local schools for return to the EA by 10 May 2023.

56. Two responses were received, i.e. from St Teresa’s PS and the Controlled Schools Support Council (CSSC), not objecting to the proposal.

57. The CfC provides the following summary of the responses and recurring themes below:-

- *Recognises the important contribution that Lurgan Model PS has made to children and families within the North Lurgan area over the last 160 years.*

- *Long tradition of partnership and collaboration between St Teresa's PS and Lurgan Model PS and it is the governors' wish that regardless of the outcome of the Development Proposal that this will continue for many years to come.*
- *This Development Proposal is premised on increasing choice for children and parents within the North Lurgan catchment area.*
- *The Case for Change comments on a changing demographic within North Lurgan but there is no evidence that this may be sustained in the longer term. It also highlights an increase in new housing within North Lurgan, however, 95% of that housing growth is substantially closer to both St Teresa's PS and our near neighbour, Tannaghmore PS.*
- *Supports sustainable controlled schools seeking to transform to controlled integrated status within the context of area planning and the overall sustainability of the estate taking account of local demographics and community support.*

EA's Comments

58. *The EA states in the CfC that it 'recognises its duty to encourage, facilitate and support integrated education under the Integrated Education Act (Northern Ireland) 2022 which came into operation on 26 October 2022. The Education Authority has and will continue to support the Board of Governors of Lurgan Model Primary School through its proposal. The Education Authority supports the proposal for Lurgan Model Primary School to transform from controlled to controlled integrated status'.*
59. *The EA further states that 'Lurgan Model Primary School is a sustainable school, the CfC identifies that increasing the percentage of Protestants pupils within the school community forms part of the Transformation Action Plan. The Education Authority notes that the nearest integrated primary schools have limited availability, only 1 available place in 2022/23'.*

Two Month Statutory Objection Period

60. The two-month statutory objection period of DP 718 for Lurgan Model PS commenced on 14 September 2023 and ended on 21 November 2023. During the two-month statutory objection period, the Department received a total of three responses in support of DP 718 from the Northern Ireland Council for Integrated Education (NICIE), the CSSC and Integrated Education Fund (IEF). No objections were received.

Northern Ireland Council for Integrated Education (NICIE) Comments

61. NICIE submitted a commentary on the proposal in which the following key points are made:-
- NICIE believes that there is evidence of unmet demand for Integrated education in the area based on:-

- the ballot result for Lurgan Model PS showed 99.4% of parents voted in favour of Transformation to Controlled Integrated status;
 - of the 288 parents and carers eligible to vote 157 returned ballot papers representing 54.5% participation;
 - there is currently no Integrated Primary provision in the Lurgan area and across the three closest Integrated Primary Schools, there was only one available place for 2022/23. All these schools have had more applications than they have spaces for 2023/24.
- NICIE states that Lurgan Model has an approved enrolment number of 196 and an approved admission number of 28. The school is popular within the community and has a current enrolment of 199 in the 2023/24 academic year. The school has met its approved enrolment number for several years as is evidenced in Table 1 in the Case for Change. The school meets the criteria for an urban (140) sustainable primary school as outlined in the DE Sustainable Schools Policy.1.
 - NICIE states that the school has an oversubscribed Nursery Unit with 26 full time places which supports the sustainability of the school. The school also has a Specialist Provision in Mainstream Unit which opened in September 2022 and currently accommodates seven children. The Case for Change notes the continuing development in the area in terms of housing, with several developments attracting new families within the catchment area of the school which is likely to support future sustainability.
 - NICE asserts that no objections were raised during the affected schools' consultation. EA and NICIE have supported the school through the preparation of the Case for Change and the Transformation Action Plan and are in support of the Transformation of Lurgan Model PS. The Transformation of Lurgan Model PS would provide an Integrated option in an area where one is currently lacking. There is a high level of demand from parents for Integrated Education. Approval of this DP would further assist the Department and EA with fulfilling their obligation to support Integrated Education, as outlined in the Integrated Education Act (2022).
 - Portadown IPS, Rowandale IPS, and Bridge IPS (the three closest Integrated schools) are all two-form entry, sustainable schools, and are unlikely to be affected by this Transformation. Between the three closest Integrated primary schools there was only 1 available place for 2022/23. Approval of this DP would provide a welcome option for those seeking Integrated provision in the Lurgan area. As we are aware that children from Lurgan Model transition to Brownlow IC this will provide four to sixteen Integrated pathway and potentially also a Special Educational Needs pathway.
 - NICIE asserts that the religious balance of the school is reflective of the current demographic in the area. However, as highlighted in the Transformation Action Plan, the school has already begun to work on a series of activities and initiatives aimed at attracting more pupils and families from the Protestant community.

- NICIE notes the positive and sustained engagement with their Development Officers and also with School Improvement Professionals from the EA Shared Education and Sectoral Support Team.
- In conclusion, NICIE is in support of DP 718 and would encourage the Minister or Permanent Secretary to approve it. Furthermore, approval of this DP would assist the Department in fulfilling its statutory duty to continue to encourage, facilitate and support the development of Integrated Education in all parts of Northern Ireland.

62. NICIE's comments on DP 718 are reproduced in full at Appendix C.

Controlled Schools Support Council (CSSC) Comments

63. The CSSC notes the publication of DP 718 to transform Lurgan Model PS to Controlled Integrated status, the positive outcome of the parental ballot and acknowledges the school's desire to have its inclusive nature formally recognised through the process of Transformation.
64. As a controlled school, CSSC recognises that Lurgan Model Primary School, already welcomes children from different socio-economic backgrounds, children with different abilities and children from all faiths and none.
65. CSSC notes the religious profile of the Electoral Ward in which the school is located and has noted the steps which the school is taking to increase pupil numbers from the minority Protestant community through the Transformation Action Plan.
66. CSSC supports the proposal for Lurgan Model Primary School to transform to Controlled Integrated status with effect from 1 September 2024, or as soon as possible thereafter. CSSC supports sustainable schools seeking to transform to Controlled Integrated status and recognises that Lurgan Model Primary School is a sustainable school which contributes to the provision of a network of sustainable schools in the area. CSSC is committed to working with the Education Authority and other sectoral bodies to provide support to the school throughout the process of Transformation.
67. The full CSSC response to DP 718 is reproduced at Appendix D.

Integrated Education Fund (IEF) Comments

68. IEF welcomes the DP for the Transformation of Lurgan Model PS, which was submitted in response to parents at the school voting overwhelmingly by some 99.4% in favour to take the school on the path to transforming to integrated status.
69. IEF states that the DP and CfC highlights the level of engagement with key stakeholders and the high levels of support for the process of Transformation for the school. The school leadership team has shown commitment to the process throughout, ensuring that the decision to explore Transformation was made with consensus.

70. IEF states that there is strong evidence of growing parental demand for integrated education in the area, demonstrated through polling completed by the IEF in September 2019.
71. IEF asserts that a positive decision will not only create more places in integrated education in the Lurgan and Armagh, Banbridge and Craigavon area, in response to the democratic wishes of parents, but will recognise the statutory duty.
72. The full IEF response to DP 718 is reproduced at Appendix E.

ASSESSMENT AGAINST THE TRANSFORMATION CRITERIA

73. The 'Integration Works – Transforming your School' Guidance outlines the key steps in the DP process for Transformation and the issues the Department will consider when assessing any proposal. The guidance can be accessed at: [Integration Works – Transforming your School Guidance | Department of Education \(education-ni.gov.uk\)](https://www.education-ni.gov.uk/integration-works-transforming-your-school-guidance)
74. An assessment of DP 718 against these issues is as follows:

Unmet Demand for Integrated Education

75. The ballot to transform to Controlled Integrated Status from 1 September 2023 was held on 30 June 2022 and was conducted by Civica Election Services (CES). With a turnout of 54.5% (157), 99.4 % (156) voted in favour of Transformation. The guidance states if less than 50 percent of those eligible to vote have done so, the ballot will be disregarded. In this instance, a second ballot must be held within 14 days, the result of which will be decisive, regardless of the turnout. The turnout for this ballot was 54.5%.
76. The CfC states that there are three Integrated schools within an 11-mile radius of Lurgan Model Primary School, two are over-subscribed with an enrolment number above their approved enrolment, with no available places and the other is very close to over-subscribed with only eight available places across the whole school. Table 3 above shows that Rowandale IPS has 13 available places and census data for 2022/23 shows that Bridge IPS has nine available places.
77. The CfC mentions that through engagement with the local community during choir events at Rushmere Shopping Centre, South Lakes Leisure Centre and Tesco Lurgan the school collected Expressions of Interest and Community Support forms. The school collected 13 Expressions of Interest and ten general expression of support forms.
78. The CfC states that *'The school continues to enjoy a high level of interest in places, with our Nursery being over-subscribed for first preference target age applications again this year. Interest in places throughout the year continues to remain high, the school is full and is operating at capacity'*. It also states that *"It is fair to say that the approval of this proposal should not impact significantly as the admission and enrolment numbers are not increasing and the school is currently at capacity."*

79. For 2022/23 the school had an approved enrolment of 196 with an actual enrolment of 202 pupils, with six available places. The school received 20 first preference applications for 2023/24. Provisional census data for 2023/24 (which may be subject to change) show 205 pupils enrolled in Years 1-7 plus 23 in the Nursery Unit, an admission of 25 pupils and this includes 16 pupils with a statement of SEN. EA data at the commencement of the primary admissions process for 2024/25 show the school received 29 first preference applications to Year 1 and 25 first preference applications for the Nursery Unit.
80. The CfC also states there is clear evidence of unmet demand in this area as evidenced by the ballot result in this sustainable school which exceeds its enrolment number and the lack of Integrated spaces available in the three closest Integrated primary schools and the level of over-subscription in them.
81. DP 718 is not proposing to create any additional places for pupils at the school rather, approval of the proposal would transform the school from Controlled to Controlled Integrated status meaning an additional 228 pupils (202 primary and 26 nursery) would be educated in an Integrated setting.

SUSTAINABILITY ASSESSMENT

82. The Department's SSP sets out six criteria supported by quantitative and qualitative indicators which provide the framework for consideration of a school's longer-term sustainability. The primary objective of the policy is to ensure that all children and young people receive a high quality education in schools that are educationally and financially viable in the longer term. The following is an assessment of Lurgan Model PS against the six sustainability criteria and their associated indicators.

Criterion 1: Quality Educational Experience

83. The ETI carried out an inspection of Lurgan Model PS in June 2016 and although this evidence is now dated, reported that '*Lurgan Model Primary School and Nursery Unit demonstrates the capacity to identify and bring about improvement in the interest of all the learners*'. The report states that '*The ETI will monitor how the school sustains improvement, in particular, the need to ensure that short-term planning is developed by all teachers to include effective differentiation*'. The ETI attempted to carry out a Sustaining Improvement Inspection in 2019, however, this did not take place due to industrial action.

Composite Classes

84. The October 2022 census statistics confirms that in 2022/23, Lurgan Model PS did not operate any composite classes. The school operates with seven classes.

Teaching Staff

85. In 2022/23, Lurgan Model PS had 10.60 full-time equivalent teachers, including the NU. The SSP recommends a minimum of four teachers at primary school level.

86. The CfC States that *'In the past, the school has employed a Newcomer Support Assistant. From September 2022 the school has employed a teacher to work on a part-time basis with Newcomer pupils on Language and Literacy skills and development'*.

Special Educational Needs (SEN)

87. In 2022/23 there were 12 pupils enrolled at Lurgan Model PS with a Statement of SEN and a further 19 pupils with non-statemented SEN. Provisional 2023/24 school census data show 16 pupils with a statement of SEN enrolled and a further 30 at SEN stages 1-2.
88. The June 2016 Inspection Report advises that *'the provision for children who require additional support with aspects of their learning is good'*.
89. Lurgan Model PS currently has two Specialist Provision (Social Communication) classes. The two Specialist Provision classes make provision for pupils across Foundation Stage, Key Stage 1 and 2.

Quality of Learning and Teaching

90. The June 2016 Inspection report states that *'In the very good practice, in a minority of lessons observed, the children were challenged and supported skilfully and resources were well chosen to stimulate thinking'. 'In the less effective practice, in a significant minority of lessons, the focus was on the completion of activities that were overly directed by the teacher and had limited opportunities for independent thinking. There is undue variation in the teachers' planning; in particular, the short-term planning does not take explicit account of the range of abilities, specific needs and outcomes for each child.'*
91. The report does specify that *'The intervention programme for the children's acquisition of English language skills is an area for further development by the staff' and 'The school has a comprehensive system in place to observe lessons, and to monitor and evaluate the quality of learning and the children's attainments for mathematics'*.
92. Overall, achievements and standards and provision for learning were assessed by the ETI as good.

Extra-Curricular Activities

93. The ETI Inspection Report of June 2016 states that the *'The children benefit from a rich variety of activities, such as, cricket tournaments and cultural dance which broaden their life experiences'*.
94. The November 2019 Inspection Report states that *'the group of year 6 children spoke positively about: how they enjoy the range of extra-curricular activities available to them, such as dancing, sport and choir; and, how the reward system in school encourages good behaviour and motivates them to produce good work'*.

95. The CfC states that the school will explore ways to open-up to the community. The school will continue to develop links with Protestant churches and the extra-curricular offering will include cricket & rugby. As the school moves through its Integration Journey, a long-term objective will be achieving the Excellence in Integrated Education Award.
96. The school's website shows that *'extra-curricular activities are provided after school for pupils from Year 4 to Year 7. Such activities contribute to the children's social and physical development. They include choir, football, board games club, art, and drama'*. The school also has an after-schools club from 2pm – 3pm daily for children from Year 1 to Year 3.

Physical Environment

97. The school's website advises that the school was built in 1863 and it has generous accommodation for its enrolment of 230 pupils, including 26 nursery pupils (2019/20). The CfC states that *'Whilst there is limited space at the front of the building, the back of the site is spacious with two large playground areas and an enclosed MUGA sports pitch'*.
98. The school currently has nine classrooms, two resource rooms, assembly hall, main office, Principal's office, staff room, dining hall and school meals accommodation. Minor Works applications for a new MUGA pitch and Nursery refurbishment were completed in 2017. In 2018 work was completed on a Hygiene Room and refurbishment to female toilet facilities.
99. In 2018, the school was awarded School Enhancement Programme funding for a £4,000,000 capital works improvement scheme. The business case for this has recently been approved but a change to Controlled Integrated status will have no impact on this.

Pastoral Care

100. The ETI Inspection Report of June 2016 states that the staff who responded to the inspection questionnaire *'emphasised the inclusive, welcoming and pastoral ethos for all members of the school community'*.
101. The Inspection however, also points out that *'There is an aspect of governance to review, namely to ensure that all pastoral policies are updated to include the nursery unit, where applicable'*.

Criterion 2: Stable Enrolment Trends

102. Lurgan Model PS currently has approved admissions and enrolment numbers of 28 and 196 respectively. Table 6 below sets out the school's total enrolment for the last five years. It shows that the school's total enrolment has been consistently between 200 and 204. The school's enrolment is substantially above the recommended minimum enrolment of 140 for a sustainable urban primary school, as set out in the SSP.

103. Table 6 below also sets out Lurgan Model PS' P1 intake from 2019/20 to 2023/24 and shows that the school has admitted between 25 and 30 pupils to Year 1 in each of the last five years.

Table 6: Lurgan Model PS - Historical Enrolments and Admissions*

Year	2019/20	2020/21	2021/22	2022/23	2023/24 **
Enrolment (Years 1-7)	204	202	200	202	205
Admissions	30	29	29	29	25
Nursery	26	25	25	26	23

*including Pupils with a Statement of SEN

** Provisional census data (which may be subject to change)

104. Table 7 below sets out the historical first preference and total applications to Lurgan Model PS. The table demonstrates that first preferences were below the school's approved admissions number (28) in four of the last five years. Total preferences, in the majority equal the first preferences received, the exception being 2022/23. EA data at the commencement of the primary school admissions process for 2024/25 show 29 first preference applications to Year 1 and 25 first preference applications for the Nursery Unit.

Table 7: Lurgan Model PS – First and Total Preferences

Preferences	19/20	20/21	21/22	22/23	23/24
1st preference	27	26	29	23	20
Total preferences	27	26	29	24	20

Criterion 3: Sound Financial Position

105. The school's provisional Deficit position as at 31 March 2023 was (£30,174). The school's Surplus in the previous year, up to 31 March 2022 was £3,767.
106. The school received a total Common Funding Formula budget of £862,193 in the **2023-24 financial year** for **228³** FTE pupils, which generates a per capita of £3,782. The average for all primary schools is £3,403.
107. The school received £26,173 for Small Schools Support funding, which represents **50.50%** of the maximum funding for this factor, within the Nursery & Primary funding stream.
108. The school also received £8,292 in respect of Primary Principals' Release Time.

³ The school's funding allocation is based on the previous year's census data (e.g. the October 2022 census data was used to determine the 2023-24 CFF allocation). **The census data on the Schools+ database relates to an academic year, as opposed to the financial year.** In addition, differences between funded pupils and total pupils within the census count may occur for a number of reasons, including, but not limited to, zero rated pupils, some reception pupils, and over age pupils (paragraph 7 of Annex B to the Common Funding Scheme refers).

109. The total Free School Meals Entitlement for the school is 86 pupils, which represents 42.57% of the total FTE, which places the school in Band 3 for funding purposes.
110. The CfC states that Lurgan Model PS is a Category 5b school based on 2022 three-year budget plan and that the school is in a strong financial position in comparison to many other schools.

Criterion 4: Strong Leadership and Management

111. The ETI Inspection carried out in June 2016 pointed out that a new principal had been appointed in September 2015 and assessed the quality of leadership and management as 'Good'. The ETI's evaluation at the time of the inspection is that there can be confidence in the aspects of governance evaluated. As stated above, however, pastoral policies were to be reviewed.
112. Parents responding to the inspection questionnaire indicated that the school is well-led.
113. The CfC states '*The current Principal joined the school in 2015. The current Board of Governors has been constituted since 2019. This dedicated Principal and long-serving Board of Governors are committed to providing educational options for all children in Lurgan town and surrounding areas, they are passionate about becoming the first Integrated Primary School in Lurgan town*'.

Criterion 5: Accessibility

114. The June 2016 inspection report advises that most of the children attending the school come from the immediate area.
115. The CfC states that '*The school is accessed by foot, car, bus and train. The school is adjacent to the transport hub of Lurgan Train station. The school is located 1.5 miles from the M1 motorway and approximately 0.4 miles from Lurgan town centre. Surrounding road networks are good. The town is serviced by regular bus services linking to Craigavon, Banbridge and surrounding areas.*'
116. Map 1 illustrates that the majority of the pupils live within a five-mile radius of the school. Map 5 shows that the school is accessible to its pupils within the guidance of 30 minutes travel time as stipulated in the SSP, with the majority of pupils living within 5 minutes of the school.
117. There are two alternative Integrated primary schools within a five-mile mapping radius of Lurgan Model PS, i.e. Portadown IPS and Rowandale IPS. Map 1 shows that some pupils bypass their nearest primary school to attend Lurgan Model PS.

Criterion 6: Strong Links with the Community

118. The staff responses to the inspection questionnaire emphasised the inclusive, welcoming and pastoral ethos for all members of the school community.

119. The CfC states that the school has strong links within the local community and list these as follows:

- *The school has a strong link with St. Peter's Parish, especially in relation to sacramental activities for relevant pupils.*
- *The school has links with Emanuel Church, most recently in relation to a community initiative to support families with school uniforms.*
- *The school has links with Shankill Parish Church. Our choir have performed at church events in the past and the current Chairperson of The Board of Governors is a member.*
- *St. Peter's GAA*
- *Lurgan Cricket Club*
- *St. Vincent de Paul*
- *Salvation Army*
- *YMCA*
- *Royal British Legion*
- *Peace Players - Our Key Stage Two pupils have engaged in Peace Players with other local schools.*
- *Love for Life*
- *Portadown Temperance Council*
- *ABC Council*
- *Brownlow House*
- *Shared Education*
- *Harrison Nursery*
- *Lurgan Credit Union*
- *Local banks*
- *Local business*

120. The CfC also states that *'Since the result of the Parental Ballot the school has received support and visits from the leader of the Alliance Party on 17th November 2022 and the leader of the Ulster Unionist party on 8th December 2022. Visits from other political parties are currently being organised in conjunction with IEF'. It further adds that the school has also detailed plans in the Transformation Action Plan 'to reach out further with several community links'.*

Sustainability Summary

121. The ETI has assessed Lurgan Model Primary School and Nursery Unit as *'demonstrates the capacity to identify and bring about improvement in the interest of all the learners'*. The school does not operate any composite classes and the number of teachers employed is well above the recommended four teachers for a primary school. The 2016 inspection report did identify a few areas for improvement and in particular to *'ensure that short-term planning is developed by all teachers to include effective differentiation'*.

122. The school's enrolment is significantly above the SSP's recommended minimum threshold of 140 for a sustainable urban primary school.

123. The school is operating in a financial deficit position as of 31 March 2023 but this is within the +/- 5% range for budget surpluses/deficits stipulated by the Department. The school's position in the previous year, up to 31 March 2022 was a surplus. The CfC states that *'The schools is in a strong financial position in comparison to many other schools.'*
124. Leadership and management at the school has been assessed as 'Good' and the school has strong links with the community. The school is accessible to its pupils, however, there are two alternative Integrated primary schools within a five-mile mapping radius, but only one of these schools has available places.
125. In conclusion, the assessment of Lurgan Model PS against the criteria and indicators of the SSP, demonstrates that the school shows no major concerns when measured against the sustainability assessment and is therefore considered to be sustainable.

Area Planning Context

126. Area Planning aims to have schools of the right size and type in the right place through assessing demand and shaping provision to meet that demand. DP 718 did not feature by name in the EA's extended Annual Action Plan 2019 to 2022 as the proposal was initiated by the BoG of Lurgan Model PS. The Action Plan did however, contain a key issue in relation to primary schools in the Lurgan and Craigavon area to *'Ensure school places are located as required and encourage and facilitate sustainable integrated provision'* with an associated action for the *'Sectoral body to develop options for integrated education in Lurgan and Craigavon by January 2021'*.
127. On 29 June 2022, the EA in partnership with the Council for Catholic Maintained Schools (CCMS), the Catholic Schools' Trustee Service (CSTS), Comhairle na Gaelscolaíochta (CnaG), CSSC, Governing Bodies Association (GBA), NICIE and Transferor Representatives' Council (TRC) published a new Strategic Area Plan 2022-27 – Planning for Sustainable Provision (the Area Plan). The Area Plan states that *'The managing authorities and sectoral bodies in their statutory duty will seek to identify, explore and bring forward proposals to encourage and facilitate both Irish Medium and Integrated education to provide sustainable education for an area. Both Comhairle na Gaelscolaíochta and the Northern Ireland Council for Integrated Education will provide guidance on innovative sustainable provision, working with all education partners in achieving Area Planning solutions, including the option for individual schools to transform to integrated status.'*
128. As stated above, Lurgan Model PS features in the EA's published OP1. The OP1 specifies that *'Lurgan Model PS is proposing to transform to controlled integrated status'*.
129. The Transformation guidance states that any DP for Transformation must consider the wider context of the network of schools. It is also the case that the duty on the Department to encourage and facilitate and (as amended) support the development of Integrated education means that it is alternative Integrated

provision which should be the main focus rather than consideration of the availability of places in other sectors. This has been clarified through case law and it is now further set out in the Integrated Education Act which defines that an Integrated school is a school that has acquired GMI status or Controlled Integrated status.

130. As detailed above, there is other Integrated provision in the area at Portadown IPS and Rowandale IPS. There were no available places in Portadown IPS in 2022/23 and 13 available places in Rowandale IPS. There is therefore no immediate pressure for places at Integrated settings or any barrier to the growth of Integrated education. Approval of the proposal, however, would enable the pupils in the primary and nursery unit (currently 202 and 26 respectively) to be educated in an Integrated school.
131. During the consultation on DP 718, no objections to the proposal were received.
132. It is considered that DP 718 is unlikely to impact on existing Controlled provision in the area, and indeed should only help to sustain controlled provision – the enrolments at Carrick PS and Kings Park PS Lurgan are well above the minimum SSP threshold and DP 718 does not propose to increase the enrolment at Lurgan Model PS or nursery.

Religious Balance

133. Table 8 below sets out the current and historical religious balance of Lurgan Model PS and shows that although Lurgan Model PS is a Controlled school, the majority of pupils enrolled are in fact from a Catholic background with only a small number of pupils from a Protestant background enrolled and an increasing number of pupils being recorded as ‘other’.

Table 8 –Lurgan Model PS - Religious Balance

Year	Protestant		Catholic		Others		Totals
	No.	%	No.	%	No.	%	
2018/19	13	6	172	75	44	19	229
2019/20	12	5	161	70	57	25	230
2020/21	8	*	148	65	71	31	227
2021/22	10	*	144	64	71	32	225
2022/23	13	6	139	61	76	33	228

134. The statistics therefore show that Lurgan Model PS already has a religious mix in its enrolment. The 2021 census data show that for Armagh City, Banbridge & Craigavon, 43.84% of the population was from a Catholic background, 46.68% was from a Protestant and other Christian background, 1.24% from other religions and 8.24% from no religion.
135. The CfC states that in the 2021 Census there is a balance between the Catholic and Protestant numbers at 44% and 47% respectively. However, there has been a drop of 5% in the Protestant numbers between the 2021 Census and the previous Census in 2011. This would contribute to a changing demographic in

the area affecting Lurgan Model PS. Increasing the percentage of Protestant pupils within the school community does form part of the school's Transformation Action Plan.

136. The CfC states that *"the percentage of people in the Council area from other countries is much higher than the Northern Ireland average. The percentage of people who have been born in other countries is 2% higher at 9% compared to the Northern Ireland figure of 7%. The national identity figure for other identities is also higher at 10% compared to 7% across Northern Ireland."* The school had 97 newcomers in the 2022/23 school year.
137. The CfC states that *'The school also celebrates the different ethnic backgrounds of our pupils as Newcomer families have traditionally been attracted to our school. The school has welcomed children from a range of different ethnic and cultural backgrounds. Different 1st languages in our school include Arabic, Bulgarian, Hungarian, Lithuanian, Panjabi, Polish, Romanian, Slovak, Tetum, Ukranian and Urdu'.*
138. The current staffing consists of the Principal, Vice-Principal, 9.6 teachers (including VP), 12 classroom assistants and six support staff. The CfC advises that this staff group represents 36%, 57% and 7% from a Protestant, Catholic and Other background respectively.
139. There is therefore already a mix in the school's current enrolment and in its staffing. Although the number of pupils from a Protestant background is small, as set out in the CfC and as commented on by NICIE, this is an aspect that the school is taking steps to improve with actions included in the Transformation Action Plan with the school already beginning *'to work on a series of activities and initiatives aimed at attracting more pupils and families from the Protestant community'*. The CfC outlines that *'the school's Transformation Action Plan outlines how it will work to engage minority communities over the next three years, especially the Protestant Community. Appropriate local connections across both main traditions will be sought and relationships developed. The school will also explore ways to open-up to the community. The school will continue to develop links with Protestant churches and the extra-curricular offering will include cricket & rugby'*.

Planning and Engagement in the Transformation Process

140. The guidance states that the Department will want to be satisfied about the school's commitment to Integrated education and its commitment and potential to make a successful Transformation. The interests of pupils rather than institutions must be at the centre of a school's approach to Transformation.
141. It also states that the ultimate aim of the initial exploration phase is to develop a clearer understanding of:-
- the level of support for Transformation within the school community; and
 - the type of changes that would be necessary within the school to transform successfully.

142. The CfC outlines the school's journey to Transformation and states that the current principal was appointed in 2015 but the school had already begun the process of engaging with IEF and NICIE to gather information on the Transformation process. It further details that the school's former principal attended several Integration Works Events prior to new Principal appointment. The CfC states that the BoG took their time to fully explore Transformation prior to discussing it with parents. There was an extensive range of meetings, consultations and engagements that took place in person and online with stakeholders and the wider community. It further states that *'The school staff have engaged with NICIE and EA Sectoral Support Officers in relation to learning about the Integrated Ethos and the development of our school's Transformation Action Plan'*.
143. NICIE and IEF attended a BoG meeting and delivered a presentation on Transformation on 6 December 2021. Joint IEF and NICIE Parent Information Sessions were held on 11 May 2022. At the BoG meeting on 18 May 2022 the Governors ratified a resolution to call a parental ballot on Transformation. This decision was further re-affirmed unanimously at a subsequent meeting on 30 May 2022. Two Parent Drop-in sessions were held on 6 and 7 June 2022, both the IEF and NICIE staff delivered these and were available for questions. The Parental ballot took place from 15 June to 30 June 2022: there was a 54.5% turnout and 99.4% of the vote was in favour of Transformation.
144. A full staff training session on 'What is Integrated Education' was delivered and facilitated by NICIE on 24 August 2022. NICIE and EA (Sectoral Support) met with the school Principal on the 28 October and 30 November 2022 to discuss and plan the CfC and Transformation Action Plan.
145. The CfC outlines that school and wider community consultation processes have been ongoing since September 2022 to identify and assess parental demand and community support for an Integrated school in the Lurgan area. Expressions of Interest (Eols) and Community Support forms started to be collected from December 2022. Eols were collected at community events: Rushmere Shopping Centre School Choir Event on Thursday 8 December 2022, South Lakes Leisure Centre on 16 December 2022 and Tesco Lurgan School Choir Events on 19 December 2022.
146. The IEF attended and supported the school Open Day on 5 January 2023. Key Stage 1 and 2 pupils were consulted by way of age-appropriate class activities. The Principal delivered a presentation about the school's Transformation journey at the IEF/NICIE Integration Works event at W5 on the 22 March 2023.
147. The school has provided significant evidence of the steps it has taken so far towards Transformation and its detailed Transformation Action Plan also sets out the steps it intends to take. As set out above, NICIE notes the positive and sustained engagement with their Development Officers and also with School Improvement Professionals from the EA Shared Education and Sectoral Support Team.

Transformation Assessment Summary

148. As set out above, there is no evidence of unmet demand for Integrated education in the area with 13 places available at Rowandale IPS and nine places available at Bridge IPS, both established, sustainable Integrated primary schools in the local area.
149. The overall sustainability of Lurgan Model PS is not a concern. The school has stable admissions and enrolment numbers, and enrolments have remained significantly and consistently above the SSP minimum enrolment threshold for a sustainable urban primary school for the last five years. The school does not operate any composite classes. It received 20 first preference applications for 2023/24 and 30 first preference applications for the nursery unit. The school is currently in a deficit financial position however, had a surplus at the end of March 2022. Achievements, standards and provision for learning were also assessed by the ETI as good.
150. In relation to Area Context, the proposal, if approved, should not impact on the enrolment numbers at local Integrated schools as the closest Integrated primary school (Portadown IPS) does not have any available places. Portadown IPS is a sustainable school and currently has an enrolment of 422 pupils. There were 13 available places in Rowandale IPS. There is therefore no pressure for places at Integrated settings or any barrier to the growth of Integrated education. Approval of the proposal, however, would enable the pupils in the primary and nursery unit (currently 202 and 26 respectively) to avail of an Integrated education.
151. There is evidence in the CfC of the school's progress in its journey to Integrated status. The school has actively promoted the proposal to transform to Controlled Integrated status through engagement with the wider community via social media, and during choir events at Rushmere Shopping Centre, South Lakes Leisure Centre and Tesco Lurgan.
152. In relation to the issues to be considered by the Department for a successful Transformation, the evidence set out above would indicate that Lurgan Model PS is in a position to be able to achieve a successful Transformation to Controlled Integrated status. Transformation would allow the current and future pupils of the school to avail of Integrated Education.

ASSESSMENT OF SPECIAL CONSIDERATIONS

Education Reform (Northern Ireland) Order 1989 – Article 64

153. There is a statutory duty on the Department under Article 64 of the Education Reform (NI) Order 1989, *'to encourage and facilitate the development of integrated education, that is to say the education together at school of Protestant and Roman Catholic pupils'*.
154. The new Integrated Education Act extends the current duty on the Department under Article 64 and now the duty includes "support" which is defined in the Act as follows:

- 5.—(1) A reference in any provision of Northern Ireland legislation to support for integrated education (including support for the development of integrated education) is a reference to—
- (a) identifying, assessing, monitoring and aiming to meet the demand for the provision of integrated education within the context of area planning and the overall sustainability of the school estate (including, in particular, monitoring the number and success of applications for integrated education), and
- (b) providing sufficient places in integrated schools to aim to meet the demand for integrated education within the context of area planning and the overall sustainability of the school estate (including examining evidence of expected future demand).
- (2) In subsection (1)(a) “monitor” means monitor by reference to data collected in respect of relevant catchment and other areas.

155. The legislation and guidance for Transformation provides a mechanism for the Department to exercise its duty when a school meets the criteria set out in the guidance.

156. The Department’s assessment of Lurgan Model PS in the context of DP 718 to transform to Controlled Integrated status, takes due account of the information and evidence gathered in this submission, together with the Department’s ‘duty’ under Article 64.

157. The CfC sets out the outworkings of the Act in relation to DP 718 and initially addresses (a)-(c) of Section 1 subsection (1) of the Act with the key comments provided as follows:-

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

- Although the school is a Controlled school, the majority of pupils are from a Catholic background. In 2022/23, 13 pupils were from a Protestant background, 139 from a Catholic background, 16 other Christian, 8 Non-Christian and 52 no religion. This shows that the school already has pupils from other religions and community backgrounds within it, including increasing numbers of those who have designated as having no religious background.
- Newcomer pupils made up 25% of the school’s enrolment in 2022/23 and as stated in the CfC, this is much higher than the NI average of 5.2% for the 2021-22 year⁴. In the past, the school has employed a

⁴ [annual-enrolments-at-schools-and-in-funded-pre-school-education-in-northern-ireland-2020-21 \(education-ni.gov.uk\)](https://education-ni.gov.uk/annual-enrolments-at-schools-and-in-funded-pre-school-education-in-northern-ireland-2020-21) [2021/22]

Newcomer Support Assistant. From September 2022, the school has employed a teacher to work on a part-time basis with Newcomer pupils on Language and Literacy skills and development.

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

- The number of pupils in receipt of free school meals in Lurgan Model PS has remained relatively constant over the years and it is consistently higher than the NI Primary School average which for 2021/22 is 29.0%. The school also deploys a range of strategies and approaches to support families on low incomes.

(c) *those of different abilities;*

- The school continues to cater for pupils with SEN and has Specialist Provision Social & Communication classes. This provision allows the school to further widen the diverse range of pupils attending. The school seeks opportunities to integrate the pupils into mainstream class activities where appropriate. The school recognises that with a significant Newcomer population, they are aware of the need to give these children the appropriate and recommended period of time for successful language acquisition, before considering placement on the Special Needs Register.

Section 3 – Advisory Body

158. Section 3 of the Act requires the Department when exercising any functions relating to the Act to consult with:

(a) any body appearing to the Department of Education to have as an objective the encouragement or promotion of integrated education, and if required

(b) any other body the Department of Education considers appropriate.

159. The Department has identified NICIE, the IEF and the CSSC as relevant bodies for the purposes of such consultation.

160. On 12 January 2024, the Department wrote to each of these bodies, seeking their views on DP 704.

161. NICIE responded in the following terms:

- *The Development Proposal is for Transformation, to transform this sustainable school from Controlled to Controlled Integrated status. The consultation for this proposal only closed in November 2023, so the only change to report on is the current admissions process and NICIE is limited in the details we can supply.*

- *The school had a successful Open Day which was well attended, the Principal is pleased with the progress in the admissions process thus far. The Integrated Education fund attended the school open day to discuss Transformation and answer any queries from parents. The Nursery Unit has virtually filled up on 1st preference at this early stage of the process and Year 1 is over-subscribed at first preference.*
- *Other developments to note in the wider area is the potential Transformation of Downshire Primary School in Hillsborough. This is quite a distance from Lurgan and thus likely to have less impact, however it does indicate increasing demand for Integrated Education in the wider area.*
- *As noted previously Lurgan Model has a high percentage (25%) of Newcomer Pupils which is in support of the new definition of Integrated Education in the Integrated Education Act 2022. Lurgan is one of the few towns or cities in Northern Ireland that does not have Integrated provision and NICIE is therefore in full support of this proposal.*

162. The IEF provided a brief, single line response as follows: *The IEF believes all parents should have the right to choose Integrated Education and would support the DP.*

163. CSSC responded in the following terms:

- *As a sustainable school, CSSC reiterates its support for the proposal for Lurgan Model Primary School to transform to Controlled Integrated status.*
- *CSSC recognises that Lurgan Model Primary School welcomes children from different socio-economic backgrounds, children with different abilities and children of all faiths and none, compatible with the meaning of integrated education as defined within the Integrated Education Act (NI) 2022.*
- *CSSC has noted the positive outcome of the parental ballot and recognises that there is no provision for integrated education within the town of Lurgan.*
- *CSSC has also considered the capacity in the nearest integrated primary schools to Lurgan Model Primary School and believes that the proposal for Transformation to controlled integrated status will support the Department and the EA in providing sufficient places in integrated schools to meet the demand for the provision of integrated education, including expected future demand.*

164. The responses from NICIE and CSSC are set out in full in Appendix I. Due regard has been given to the statutory duty and the Integrated Education Act whilst assessing the requirements for a successful Transformation as set out in the guidance, Integration Works: Transforming Your School’.

Effective and Efficient Use of Public Funds

165. In discharging its duties, the Department must seek to avoid unreasonable public expenditure and to make the best use of resources available to it.

166. The assessment of Lurgan Model PS against the criteria and indicators of the SSP demonstrates that the school is sustainable and meets the Sound Financial Position criterion. Lurgan Model PS provisional Deficit position, as of 31 March 2023, is £30,174 which is within the +/- 5% range for budget surpluses/deficits stipulated by the Department.
167. Lurgan Model PS received a total Common Funding Formula budget of £862,193 in the 2023-24 financial year for 228 FTE pupils, which generates a per capita of £3,782. The average for all primary schools is £3,403.
168. The CfC states that *“Lurgan Model Primary School is a Category 5b school based on 2022 three-year budget plan. The school is in a strong financial position in comparison to many other schools”*.
169. Should DP 718 be approved, the Transformation to Controlled Integrated status would not affect the school’s financial position as the admission and enrolment numbers are not increasing. There are no financial implications associated with the proposal. Approval of this proposal is a cost-effective method to discharge the Departmental duty under Article 64 of the Education Reform (NI) Order 1989, which has been amended by the Integrated Education 2022 Act to encourage, facilitate and support the development of Integrated Education.

Shared Education

170. The CfC confirms that Lurgan Model PS has been involved in Shared Education with Carrick Primary School and Ceara School for many years. This is a Collaboration and Sharing in Education project (CASE) partnership.
171. The TAP states that the school *“has an excellent Shared Education partnership with Carrick PS & Ceara Special School which has given pupils from a predominantly Catholic background an increased opportunity to increase engagement with Protestant pupils and to explore key issues surrounding similarities and differences.”*
172. It has been noted in the TAP that the Shared Education partnership with Carrick PS and Ceara Special School has provided opportunities to develop High Quality Teaching & Learning. The school should seek to build on these foundations. The staff has been involved in the delivery of the Shared Education Programme, but further training opportunities remain.
173. The CfC states that *“There are increased opportunities for staff and whole school development activity through the support programmes of NICIE, IEF and the EA Shared Education and Sectoral Support team. The school looks forward to taking full advantage of these resources that are available to Integrated schools in order to develop confidence and skills in delivering an educational experience for young people that helps to equip them for living in our vision of a shared and peaceful society.”*

OTHER CONSIDERATIONS

Nursery Unit

174. As set out in Table 9 below, the nursery unit at Lurgan Model PS has been oversubscribed with 1st preference applications in two of the last four academic years, although it is also noted that on two other occasions the unit only filled 25 of its 26 funded pre-school education places. No underage children have been admitted to a funded pre-school education place in the nursery unit in any of the last four years. EA data at the commencement of the 2024/25 pre-school admissions process show 25 applications to the nursery unit.

Table 9: Pre-School Provision Lurgan Model PS

Academic Year	Statutory Places Available (f/t)	1 st Preference Applications	Target Age Admitted	Under Age Pupils admitted	Total Number Admitted
2020/2021	26	31	25	0	25
2021/2022	26	24	25	0	25
2022/2023	26	21	26	0	26
2023/2024	26	30	26	0	26

Source: EA, School Census data

175. As the proposal is to transform from a “Controlled” to “Controlled Integrated” management type with no change to the number or pattern of pre-school education places, there would be no change to the level of pre-school provision in the local area; and the proposal is unlikely to have an impact on other existing good quality pre-school education provision in the area.

176. It is not considered that there would be any negative impact on the statutory nursery unit at Lurgan Model PS if the proposal to transform to Controlled Integrated status was approved. If approved, Lurgan Model PS would become the only Integrated primary school in Lurgan which may make the school more appealing to some parents in the area who want a primary education in a school with an Integrated management type and could subsequently result in an increase in the numbers of children applying to the school's nursery unit each year.

Population Projections

177. Population Projections for the former Craigavon Borough Council area, the smallest geographical area for which a breakdown of projections is available and in which Lurgan Model PS is located, as shown in Table 1 and Table 2 above, predict that the population is projected to remain the same in the 0-15 age group to 2028 followed by a slight increase of 1.2% to 2043. They also predict that the population of 5-11 year olds is projected to decrease by 5.2% to 2028 and decrease by 4.4% to 2043.

178. Natural change (base year population plus births minus deaths), as well as migration are taken into account when population projections are being developed by NISRA.
179. The school is aware of several new housing developments currently being marketed within its natural catchment area. These include: Hunter's Lodge - Lough Road, Saint Anne's – Cornkinnegar, The Demense – Kilmore Road, Park Manor – Windsor Avenue, Woodville Gate. The CfC states that there is currently no provision for Integrated Education within Lurgan town and that Transformation to Integrated status would allow those wishing to avail of this, to do so without the need to travel to other towns. It asserts that the addition of a Controlled Integrated school may increase the attractiveness of these developments to families with young children as it increases the educational options available to them.
180. Map 4 shows the location of these housing developments in relation to Lurgan Model PS and other primary schools within the area. The developments do circle around Lurgan Model PS but are also in close proximity to other primary schools. Housing development will not, of itself, necessarily translate into reliable evidence of the need for school places, as matters such as age demographics of those who may move into a development and expressions of parental preference for particular types of education provision will have a bearing on demand.
181. The CfC states that *'the birth rate, whilst it has shown a decline from 2016 to 2017, since 2017 the birth rates for the area has recovered to the 2016 levels in particular across the Lurgan DEA.'*
182. The CfC also outlines that *"whilst the population of the area is growing in the main due to our ageing population, it is important to note that:*
- this LGD has a significant growth in people from other countries between the 2011 and 2021 Census, with a figure of 10% versus the NI average figure of 7%,*
 - LGD birth rates have remained relatively stable over the past 5 years, and*
 - the percentage of 0–14-year-olds is second highest in Armagh City, Banbridge and Craigavon at 20.8%*
183. OP1 shows a declining birth rate for the area with a 5 year average of 1,842 births per annum. At present there are 3,351 Year 1 places available across the council area, therefore the level of provision will meet current and projected demand.
184. OP1 also shows that based on projected births, over the next number of years the primary school enrolment numbers will experience a decline.

Impact on Other Schools

185. The CfC states that *"the majority of schools in the area are experiencing almost full enrolment with minimal available spaces. The exception of these is Drumgor Primary School (Controlled - 124 places) and St Patrick's Primary School, Derrynasheer (Maintained – 80 places). Lurgan Model PS currently has an*

enrolment number which is more than its approved enrolment number. Table 3 above shows that Lurgan Model PS has an approved enrolment of 196 pupils. For 2022/23 the school had an actual enrolment of 202 pupils including pupils with SEN and six available places.

186. The CfC states *“It is fair to say that the approval of this proposal should not impact significantly as the admission and enrolment numbers are not increasing and the school is currently at capacity. It should also be noted that there are places available in the area for those families that would prefer controlled or maintained education for their children.”* Table 3 above shows that there are available places in local schools across both Controlled and Maintained sectors.
187. The CfC asserts that the proposal is unlikely to have any impact on the alternative Integrated schools as Lurgan town does not currently have an Integrated primary school, the closest Integrated primary school to Lurgan Model PS is Portadown IPS which is situated 4.6 miles away, it is consistently over-subscribed and currently has no available places. This is verified by official census data.
188. It states that the next closest Integrated primary school to Lurgan Model PS is Rowandale Integrated Primary School in Moira situated at 5.9 miles away. Rowandale IPS is a strong school, it has an approved enrolment number of 346 and currently has a total enrolment of 338, there are eight spaces available. Census data for 2022/23 shows that Rowandale IPS had 13 available places for 2022/23.
189. In providing views on the proposal, the EA states that *“The Education Authority notes that the nearest integrated primary schools have limited availability, only 1 available place in 2022/23.”*
190. The information above shows that approving this proposal is not likely to have any impact on neighbouring schools as the alternative Integrated schools are established sustainable schools and all alternative Controlled primary schools are above the sustainability thresholds. One Maintained school is below the sustainability threshold but is some distance away and is unlikely to be affected as this proposal is aiming to change the school’s status only and so should not have a detrimental impact on admissions and enrolments at any other schools.

Educational Impact

191. The CfC asserts that *“the educational impact of this proposal would create accessibility to Integrated Education within the town of Lurgan. Lurgan Model PS has always been welcoming to the whole community and its enrolment is more diverse than the simplistic descriptors of ‘Protestant, Catholic or Other’”.*
192. It also states that *“Lurgan Model PS is catering for pupils from a range of socio-economic backgrounds, cultures, communities and of different abilities. The local neighbourhood has the potential to become even more diverse and the school believes strongly that an Integrated school in Lurgan town will be an enabler of more cohesive relationships. Whilst the delivery of the NI curriculum will remain*

unchanged, the school will work to add in depth explorations of diversity as appropriate for each key stage as demonstrated in the Transformation Action Plan”.

193. Attendance at a sustainable school underpins the fundamental principles of the SEN Code of Practice which focuses on the continuum of needs and a continuum of provision which may be made in a variety of forms. Children with SEN require the greatest possible access to a broad and balanced education, including the Northern Ireland Curriculum.
194. The educational impact cited in the CfC focuses on what impact Integrated education will have on pupils and the community. It asserts that *“the school looks forward to taking full advantage of these resources that are available to Integrated schools in order to develop confidence and skills in delivering an educational experience for young people that helps to equip them for living in our vision of a shared and peaceful society”.*

Financial Implications

195. The CfC states that there are no cost implications to this proposal at its implementation stage.
196. There is no capital cost required as there is no need for additional accommodation at the existing school site. Approval of this proposal is a cost-effective method to discharge the Departmental duty under Article 64 of the Education Reform (NI) Order 1989 which has now been amended by the Integrated Education 2022 Act to encourage, facilitate and support the development of Integrated Education.

Reconciliation and Peace Building

197. The CfC states that *“Lurgan Model PS believes that by further developing our culture of respect and mutual understanding, promoting excellence and celebrating difference in the education of Catholics, Protestants, children from other beliefs, cultures and communities together every day in one school, the school can make a contribution to reconciliation and peace building in Lurgan and surrounding areas.”*
198. The CfC makes reference to other programmes and strategies through which the school believes it can make a contribution to reconciliation and peace building in Lurgan and the surrounding areas, as follows:

Programme for Government (PfG)

199. The draft Programme for Government (PfG) Outcomes Framework (2021) under the ‘Our Children and Young People have the best start in Life’ outcome includes as one of its key priority areas: *‘Addressing resourcing pressures, taking a strategic approach to area planning i.e. ensuring all have access to fit for purpose schools and support our education sector, including integrated and shared education’.*

Together: Building a United Community (T:buc) Strategy

200. The NI Executive's Together: Building a United Community (T:buc) Strategy was published in May 2013. The Strategy reflects the Executive's commitment to improving community relations and continuing the journey towards a more united and shared society.
201. The strategy outlines how government, community and individuals will work together to build a united community and achieve change against the following key priorities:
- our children and young people
 - our shared community
 - our safe community
 - our cultural expression
202. The Strategy's Shared Aim across all four priorities in relation to Our Children and Young People is *'to continue to improve attitudes amongst our young people and to build a community where they can play a full and active role in building good relations'*.

Every School a Good School (ESAGS)

203. Every School a Good School (ESAGS), a school improvement policy (April 2009) aims to support schools and teachers in their work to raise standards and overcome barriers to learning some pupils may face. The policy is centred on six key areas:
- (i) effective leadership and an ethos of aspiration and high achievement;
 - (ii) high quality teaching and learning;
 - (iii) tackling the barriers to learning that any young people face;
 - (iv) embedding a culture of self-evaluation and self-assessment and of using performance and other information to effect improvement;
 - (v) focusing clearly on support to help schools improve – with clarity too about the place of more formal interventions where there is a risk that the quality of education offered in a school is not as high as it should be; and
 - (vi) increasing engagement between schools, parents and families, recognising the powerful influence they and local communities exercise on educational outcomes
204. ESAGS also refers to sustainability. It cites the characteristics of a successful school as *"Child-centred provision, High quality teaching and learning, Effective leadership and a school connected to its local community"* and it sets out the associated indicators. It states that *'There are close similarities with criteria and indicators used to help assess the viability of schools as set out in the Sustainable Schools policy. The quality of the educational experience is core to a school's performance, its success and its long-term viability.'*

CONCLUSION

205. The Department's vision is to ensure that *Every child and young person is happy, learning and succeeding*. All Departmental policies and processes, including Area Planning, contribute to the delivery of that vision and all have, as a central tenet, the educational well-being of children and young people.
206. A central aim of Area Planning is to achieve a network of viable and sustainable schools that are of the right type, right size, located in the right place and have a focus on raising standards. All DPs coming forward must be set in the strategic context and take account of provision and places within the wider area.
207. The Department has a statutory duty to encourage, facilitate and support the development of Integrated education and does so in a number of ways including supporting schools that wish to transform to Integrated status. Schools must demonstrate that they can transform to become a viable and sustainable entity against the key criteria in the Department's Transformation guidance.
208. Lurgan Model PS is an already established, sustainable school. This proposal is not proposing to create any additional places for pupils at the school, rather approval of the proposal would transform the existing current number at the school meaning an additional 228 pupils (202 primary and 26 nursery) would be being educated in Integrated provision.
209. Approval of this DP is unlikely to have a detrimental impact on alternative Controlled provision, with Controlled schools in the area having capacity to absorb parental demand for Controlled education. Neither the Department nor the EA received objections from neighbouring schools during the respective consultations in respect of this proposal. There is also unlikely to be any impact on the existing Integrated schools as these schools are established, sustainable schools.
210. The school has been operating with a consistent enrolment and admissions which indicates the school is popular within the local community and has only a small number (six in 2022/23) of available places to accommodate any increased applications. As stated in the CfC "*The move to Integrated Status is a natural step in the school's evolution as a school which wants to cater for the whole community in Lurgan town*". This DP is simply a change in management type.
211. Lurgan Model PS is an established school with existing buildings capable of accommodating its current approved enrolment. If DP 718 for Transformation is approved, it will provide an opportunity for the school to build on the existing relationships developed throughout the Transformation process with the EA and NICIE. As asserted in the CfC, approval of this proposal is a cost-effective method to discharge the Departmental duty under Article 64 of the Education Reform (NI) Order 1989 and the Integrated Education Act 2022, to encourage, facilitate and support the development of Integrated Education.
212. The CfC asserts that the school's enrolment reflects the diversity of the locality and there is already a mix of pupils from both Protestant and Catholic families, as

well as families from other religions at the school which reflects the demographics in the area. The school has indicated that it intends to take steps to increase the number of pupils enrolled from the Protestant community if the proposal is approved to become a Controlled Integrated primary school.

213. It is apparent that in the information provided in the CfC that the religious mix in the school is not as one would typically expect of an integrated school and that this proposal has been brought under Article 92 of the Education Reform (Northern Ireland) Order 1989 – ‘Proposals for acquisition of controlled integrated status’. Article 92 (6) states: *The Department shall not approve a proposal under this Article in relation to a school unless it appears to the Department that, if the school were to become, or be established as, a controlled integrated school, the school would be likely to provide integrated education.* Integrated education is defined in section 1 of the Integrated Education Act and still includes "reasonable numbers of Protestant and Roman Catholic children or young people" among other criteria.
214. However, the CfC states whilst the children enrolled at Lurgan Model PS come from a range of wards, 10 in total, the school is located in the Woodville ward. On Census Day 27 March 2011, in Woodville Ward, considering the resident population:
- 98.86% were from the white (including Irish Traveller) ethnic group;
 - 92.27% belong to or were brought up in the Catholic religion; and
 - 5.41% belong to or were brought up in a ‘Protestant and Other Christian (including Christian related)’ religion.
215. Furthermore, it states that only three of the ten wards noted in the table 12 (CfC) of contributing wards are mixed at even a 30% level of the minority community. The remaining seven wards are predominately Catholic or predominately Protestant in background.
216. While it may seem that the religious mix is not balanced as one would expect; given the location of the school and the immediate nature of the local demography, it is considered reasonable for the school to have the mix that it does and coupled with the preference of parents and the plans of the school to work at improving the religious mix, this should not be a determinative factor for you not to approve this proposal.
217. The Department received three letters of support during the statutory objection period from NICIE, CSSC and IEF and no objections were received.
218. The ETI carried out an inspection of Lurgan Model PS in June 2016 and although this evidence is now dated, reported that *‘Lurgan Model Primary School and Nursery Unit demonstrates the capacity to identify and bring about improvement in the interest of all the learners’*.
219. The assessment of DP 718 for Lurgan Model PS against the guidance, and information obtained and analysed, demonstrates that this proposal meets the key issues required for Transformation:

- There is evidence of demand for Integrated education in the Lurgan area.
- The assessment of Lurgan Model PS against the criteria and indicators of the SSP, demonstrates that the school is considered to be a sustainable school.
- In relation to the Area Planning context, there is other Integrated provision in the wider area at Portadown IPS and Rowandale IPS. There were no available places in Portadown IPS in 2022/23 and 13 available places in Rowandale IPS. It is not envisaged that the Transformation of Lurgan Model PS would negatively impact these established Integrated primary schools.
- Population projections predict that the population of 5-11 year olds is projected to decrease by 5.2% by 2028 and decrease by 4.4% by 2043 however, DP 718 does not propose to increase the current approved enrolment of the school.
- Lurgan Model PS already has a mix in its enrolment and the school has indicated what steps it intends to take to increase the proportion of its enrolment from pupils from a Protestant background.
- The school has provided significant evidence of the steps it has taken so far towards Transformation and its detailed Transformation Action Plan also sets out the further steps it intends to take.

220. The Transformation Works Guidance states '*As a significant level of self-evaluation and change is required to transform successfully, schools should explicitly demonstrate that they have the capacity to ensure a high quality educational experience and that they can identify and bring about improvement in the interest of all pupils.*' As already documented in this submission the commentary from the ETI about the school has largely been positive i.e. achievements, standards and provision for learning were also assessed by the ETI as good. It is reasonable to conclude that Lurgan Model PS is well placed to deliver a successful transformation to Controlled Integrated status.

221. The Irish Medium and Integrated Education (IMIE) Team has reviewed and considers the statutory duty under Article 64 - statutory duty to encourage, facilitate and support the development of integrated education (as amended) and The Integrated Education Act 2022 (NI) have been fully considered and reflected in this submission.

RECOMMENDATION

222. Based on the evidence detailed above, it is recommended that you:

- (i) Approve DP 718 that:

Lurgan Model Primary School will transform to Controlled Integrated status with effect from 1 September 2024, or as soon as possible thereafter’.

- (ii) Agree that this submission (with appropriate redactions) can be published on the Department’s website once the EA and the school have been notified of your decision.

223. The following appendices are attached for your consideration:

Appendix A: Copy of Published DP 718

Appendix B: Case for Change – DP 718

Appendix C: Northern Ireland Council for Integrated Education Response to DP 718

Appendix D: Controlled Schools Support Council Response to DP 718

Appendix E: Integrated Education Fund Response to DP 718

Appendix F: ETI Commentary Paper - DP 718

Appendix G: Department of Education (Policy Team) Comments - DP 718

Appendix H: Lurgan Model Primary School Equality Screening Document

Appendix I: Integrated Education Act (NI) 2022 – Additional Supplementary Information

- (i) **NICIE Commentary**

- (ii) **CSSC Commentary**



ELAINE ARMSTRONG

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cc Dr Mark Browne
James Hutchinson
Suzanne Kingon
Ronnie Armour
Linsey Farrell
Faustina Graham
Eamonn Broderick
Lorraine Finlay
Bill Stevenson
Sharon Taylor
Shirley Sweeney
Press Office
APPT Correspondence

APPENDIX A

EDUCATION AUTHORITY

DEVELOPMENT PROPOSAL NO 718

LURGAN MODEL PRIMARY SCHOOL

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

Lurgan Model Primary School will transform to Controlled Integrated Status with effect from 1 September 2024, or as soon as possible thereafter.

A copy of the Proposal and Case for Change may be inspected at the offices of the Education Authority located at 1 Hospital Road, Omagh, BT79 0AW, between the hours of 9.00 am and 4.30 pm and www.eani.org.uk/school-management/area-planning.

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

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

Sara Long
Chief Executive

The Case for Change



Submitted by The Board of Governors of:
Lurgan Model Primary School & Nursery
Brownlow Terrace, Lurgan, BT67 9AT

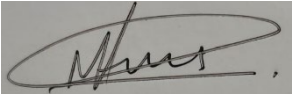
**CASE for CHANGE – Supporting
Information**

SUMMARY/OVERVIEW

AREA PLANNING DISTRICT	Area Planning Locality South West
DP NUMBER	718
PROPOSER	Contact: <i>Telephone number: 02838 321003</i> <i>Chair of the Board of Governors: Mr Trevor Enderby</i> <i>(Note: DE will use these contact details for providing notification of the Minister's/Permanent Secretary's decision.)</i>
SCHOOL(S) NAME	Lurgan Model Primary School & Nursery
SCHOOL REFERENCE	5010992
TYPE	Primary
MANAGEMENT	Controlled
DP PUBLICATION DATE	Week commencing 11 September 2023
PROPOSAL	The Board of Governors of Lurgan Model Primary School proposes to Transform from Controlled to Controlled Integrated Status from September 2024 or as soon as possible thereafter.

STATUTORY CONSULTATION




<p>PROPOSER</p> <p>Provide detail of consultation with the BOGs, teachers, and parents of the affected school(s) – dates of meetings/letters. Good practice suggests all staff (including nonteaching) should be consulted as well as pupils.</p> <p>Summary and assessment of views received – how were these taken into account before publication of the DP?</p>	<p>Detail about meetings and consultations that have taken place to date:</p> <p>Previous Principal attended several Integration Works Events prior to new Principal appointment.</p> <p>Current Principal attended the following Integration Works events run and facilitated by the IEF and NICIE:</p> <ul style="list-style-type: none"> • Integration Works Event Lough Neagh Discovery Centre on 30 March 2022. • Integration Works Event Craigavon Civic Centre on 11 November 2021. • Integration Works Event Lagan College Belfast on 11 March 2020. <p>Principal also attended a virtual IEF Transformation Support Programme Event on 21 April 2021.</p> <p>Principal issued questionnaire to parents on support for Integration in the event of a Parental Ballot - April 2022. This was prior to Parent Information sessions. 87% stated they would likely vote in favour of Transformation.</p> <p>NICIE and IEF attended BoG meeting and delivered a presentation on Transformation 6 December 2021.</p> <p>Joint IEF and NICIE Parent Information Sessions were held on 11 May 2022.</p> <p>At the Board of Governors meeting on 18 May 2022 the Governors ratified a resolution to call a parental ballot on Transformation. This decision was further re-affirmed unanimously at a subsequent meeting on 30 May 2022.</p> <p>Two Parent Drop-in were held on 6 and 7 June 2022, both the IEF and NICIE staff delivered these and were available for questions.</p> <p>Parental ballot – from 15 June to 30 June 2022: 54.5% turnout and 99.4% in favour.</p> <p>Full staff training session on What is Integrated Education delivered and facilitated by NICIE 24 August 2022.</p> <p>NICIE and EA (Sectoral Support) met with the school Principal on the 28 October and 30 November 2022 to discuss and plan the Case for Change and Transformation Action Plan.</p>
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	<p>School and wider community consultation processes have been ongoing since September 2022 to identify and assess parental demand and community support for an Integrated school in the Lurgan area.</p> <p>Expressions of Interest (Eols) and Community Support forms started to be collected from December 2022. Eols have been collected at following community events:</p> <ul style="list-style-type: none"> • Rushmere Shopping Centre School Choir Event on Thursday 8 December 2022. • South Lakes Leisure Centre on 16 December 2022. • Tesco Lurgan School Choir Events on 19 December 2022. <p>IEF attended and supported the school Open Day on 5 January 2023.</p> <p>Key Stage 1 & 2 pupils were consulted by way of age-appropriate class activities.</p> <p>Principal is delivering a presentation about the schools Transformation journey at the IEF/NICIE Integration Works event at W5 on the 22 March 2023.</p>
CONFIRMATION BY THE PROPOSER	<p>I confirm that the school(s) BOGs, Staff and Parents of pupils were consulted on, and Equality Screening of the proposal has been carried out and the statutory requirements of the Rural Needs Act (NI) 2016 (where appropriate) have been considered.</p> <p>Signed, </p> <p>Office held: Chair of BoG</p> <p>Date: 15/03/23</p>

ASSOCIATED PROPOSALS

DP xxx Published - dd/mm/yy	Proposed to... with effect from... or as soon as possible thereafter
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Case for Change: Statutory Consultation	
<p>EDUCATION AUTHORITY COMMENTARY ON PRE-PUBLICATION STATUTORY CONSULTATION</p> <p><i>The following is to be completed and signed off by the EA.</i></p>	

<p>The Education Authority (EA)</p>	<p>I confirm that the schools which the Education Authority consider might be impacted by this proposal were consulted on 29 March 2023 with a return date of 10 May 2023.</p> <table border="1" data-bbox="683 376 1412 577"> <tr> <td>Name:</td><td>Cynthia Currie</td></tr> <tr> <td>Office Held:</td><td>Interim Director of Education</td></tr> <tr> <td>Signed:</td><td></td></tr> <tr> <td>Date:</td><td>5 September 2023</td></tr> </table>	Name:	Cynthia Currie	Office Held:	Interim Director of Education	Signed:		Date:	5 September 2023
Name:	Cynthia Currie								
Office Held:	Interim Director of Education								
Signed:									
Date:	5 September 2023								
<p>Provide detail of consultation with schools that may, in the EA's opinion, be affected by the proposal - list of schools, dates of letters issued to schools/meetings.</p> <p>Summary of views received (number of responses, recurring themes, petitions, community support or opposition).</p> <p>Responses/Assurances in respect of issues raised during consultation.</p> <p>Dates of EA meetings eg Strategic Planning and Policy Committee/ Board etc</p> <p><u>Details of issues raised by members of EA Board</u></p>	<p>In accordance with Article 14 of the Education and Libraries (Northern Ireland) Order 1986, a copy of the proposal was sent on 29 March 2023 to schools which, in the opinion of the Education Authority, might be affected by the proposal. A total of 36 local schools which might be affected by the proposal were forwarded correspondence. Comments were invited from the Boards of Governors and Trustees, to be returned to the Education Authority by 10 May 2023.</p> <p>One response was received from an affected school, who had no objection to the proposal, and a response was received from the Controlled Schools' Support Council.</p> <p>A summary of responses and recurring themes are provided below:</p> <p>Summary comments</p> <ul style="list-style-type: none"> • Recognises the important contribution that Lurgan Model PS has made to children and families within the North Lurgan area over the last 160 years. • Long tradition of partnership and collaboration between St Teresa's PS and Lurgan Model PS and it is the governors' wish that regardless of the outcome of the Development Proposal that this will continue for many years to come. • This Development Proposal is premised on increasing choice for children and parents within the North Lurgan catchment area. • The Case for Change comments on a changing demographic within North Lurgan but there is no evidence that this may be sustained in the longer term. It also highlights an increase in new housing within North Lurgan, however, 95% of that housing growth is substantially closer to both St Teresa's PS and our near neighbour, Tannaghmore PS. • Supports sustainable controlled schools seeking to transform to controlled integrated status within the 								

	<p>context of area planning and the overall sustainability of the estate taking account of local demographics and community support.</p> <p>This development proposal was discussed by the Education Authority's Strategic Planning and Policy Committee at its meeting on 5 September 2023.</p>								
<p>EDUCATION AUTHORITY COMMENTS</p> <p>In the context of planning on an area basis - what is the EA's view of the proposal, taking into account any pre-publication consultation. Does the EA support the proposal?</p> <table border="1" data-bbox="228 772 638 1043"> <tr> <td>Name:</td><td>Cynthia Currie</td></tr> <tr> <td>Office Held:</td><td>Interim Director of Education</td></tr> <tr> <td>Signed:</td><td></td></tr> <tr> <td>Date:</td><td>5 September 2023</td></tr> </table>	Name:	Cynthia Currie	Office Held:	Interim Director of Education	Signed:		Date:	5 September 2023	<p>The Education Authority recognises its duty to encourage, facilitate and support integrated education under the Integrated Education Act (Northern Ireland) 2022 which came into operation on 26 October 2022. The Education Authority has and will continue to support the Board of Governors of Lurgan Model Primary School through its proposal. The Education Authority supports the proposal for Lurgan Model Primary School to transform from controlled to controlled integrated status.</p> <p>Lurgan Model Primary School is a sustainable school, the Case for Change identifies that increasing the percentage of Protestants pupils within the school community forms part of the Transformation Action Plan. The Education Authority notes that the nearest integrated primary schools have limited availability, only 1 available place in 2022/23.</p> <p>In consideration of the above, and the Case for Change, the Education Authority is proposing to publish Development Proposal 718 during the week beginning 11 September 2023.</p>
Name:	Cynthia Currie								
Office Held:	Interim Director of Education								
Signed:									
Date:	5 September 2023								

1 Background



1.1 Description of the School

Lurgan Model Primary School opened on 2 March 1863. The school was established as part of the National School system in Ireland at that time. The school opened as an establishment for pupils regardless of religious denomination and was explicitly non-denominational. This ethos has permeated through the generations. The school currently is a non-denominational, co-educational controlled school situated in Brownlow Terrace, Lurgan. The school has always catered for and been well supported in the local community. The majority of the pupils come from the immediate surrounding area. However, a minority of children come from further afield.

The current staffing consists of the Principal, Vice-Principal, 9.6 teachers (including VP), 12 classroom assistants and 6 support staff. This staff group represents 36%, 57% and 7% from a Protestant, Catholic and Other background respectively.

The Board of Governors and Staff have worked to promote the welcoming, inclusive nature of Lurgan Model Primary School. Enrolment at the school includes children from a range of nationalities, religions and cultures, representing the growing and diversifying population in the Lurgan area. The move to Integrated Status is a natural step in the school's evolution as a school which wants to cater for the whole community in Lurgan town.

The current Principal was appointed in 2015. The school had already begun the process of engaging with IEF & NICIE to gather information on the Transformation process.

The school enrolment has steadily increased over the last seven years. The school is operating at capacity with 231 children currently registered, including Nursery, 205 excluding Nursery.

Lurgan Model Primary School currently has a temporary Specialist Provision (Social Communication) class. The Education Authority is seeking approval for the existing temporary Specialist Provision (Social Communication) class and the establishment of an additional Specialist Provision (Social Communication) class from 1 September 2023 or as soon as possible thereafter. The two Specialist Provision (Social Communication) classes will make provision for pupils across Foundation Stage, Key Stage 1 and 2.

The Specialist Provision (Social Communication) classes at Lurgan Model Primary School provides pupils and parents in the Lurgan area a greater level of equity in the availability of specialist provision, providing greater access to inclusive educational opportunities for pupils with special educational needs by addressing the geographical inconsistencies that currently exist in the area.

The school's culture respects the beliefs, values and traditions of everyone, and this is embedded in the school's ethos. The school community wants to strengthen, widen and deepen these values by working towards fully incorporating the four principles of Integrated Education: Equality, Faith and Values, Parental Involvement and Social Responsibility within our ethos.

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

Table 1, below, details the historical and current enrolment figures.

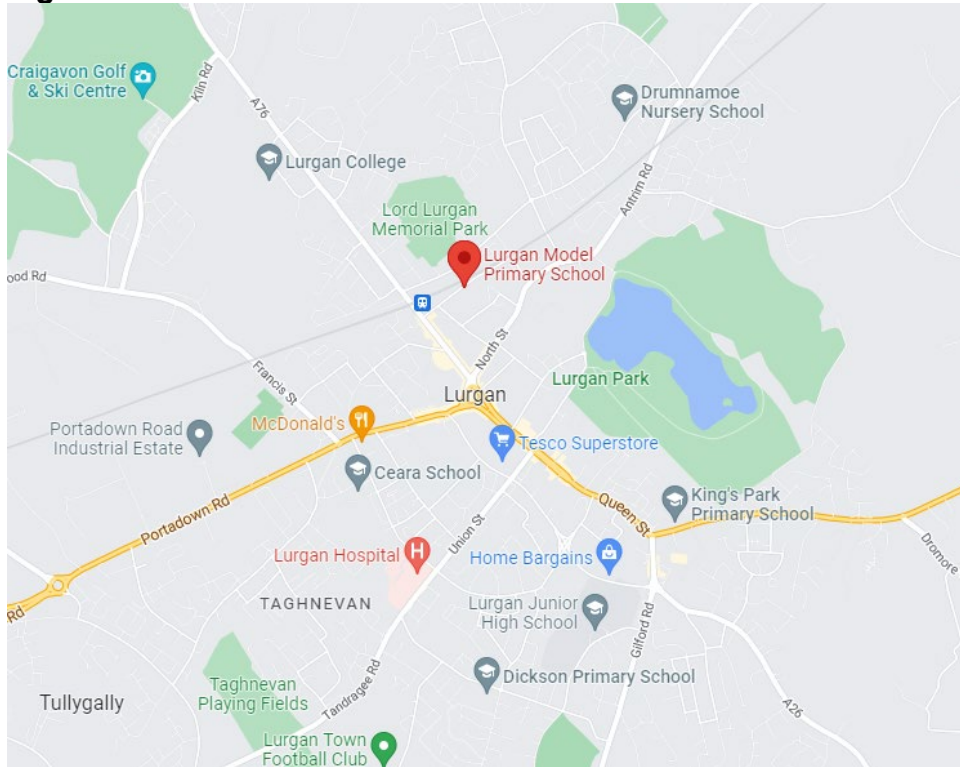
Table 1 – Lurgan Model Primary School Enrolment History									
Admission number – 28									
Approved Enrolment - 196									
Year	NU	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Total (excl NU)
2015/16	27	23	30	31	31	22	23	23	183
2016/17	26	31	24	29	33	30	24	26	197
2017/18	27	31	32	27	27	32	30	24	203
2018/19	26	29	31	30	26	27	32	28	203
2019/20	26	30	30	29	31	25	27	32	204

2020/21	25	29	29	29	30	31	26	28	202
2021/22	25	29	30	29	27	31	30	24	200
2022/23	26	29	29	30	29	27	31	30	205

1.2 Location, current accommodation and site

The school is situated in Brownlow Terrace, near Lurgan Train Station.

Figure 1



Whilst there is limited space at the front of the building, the back of the site is spacious with two large playground areas and an enclosed MUGA sports pitch.

Figure 2



The school currently has 9 classrooms, 2 resource rooms, assembly hall, main office, Principal's office, staff room, dining hall and school meals accommodation. Minor Works applications for a new MUGA pitch and Nursery refurbishment were completed in 2017.

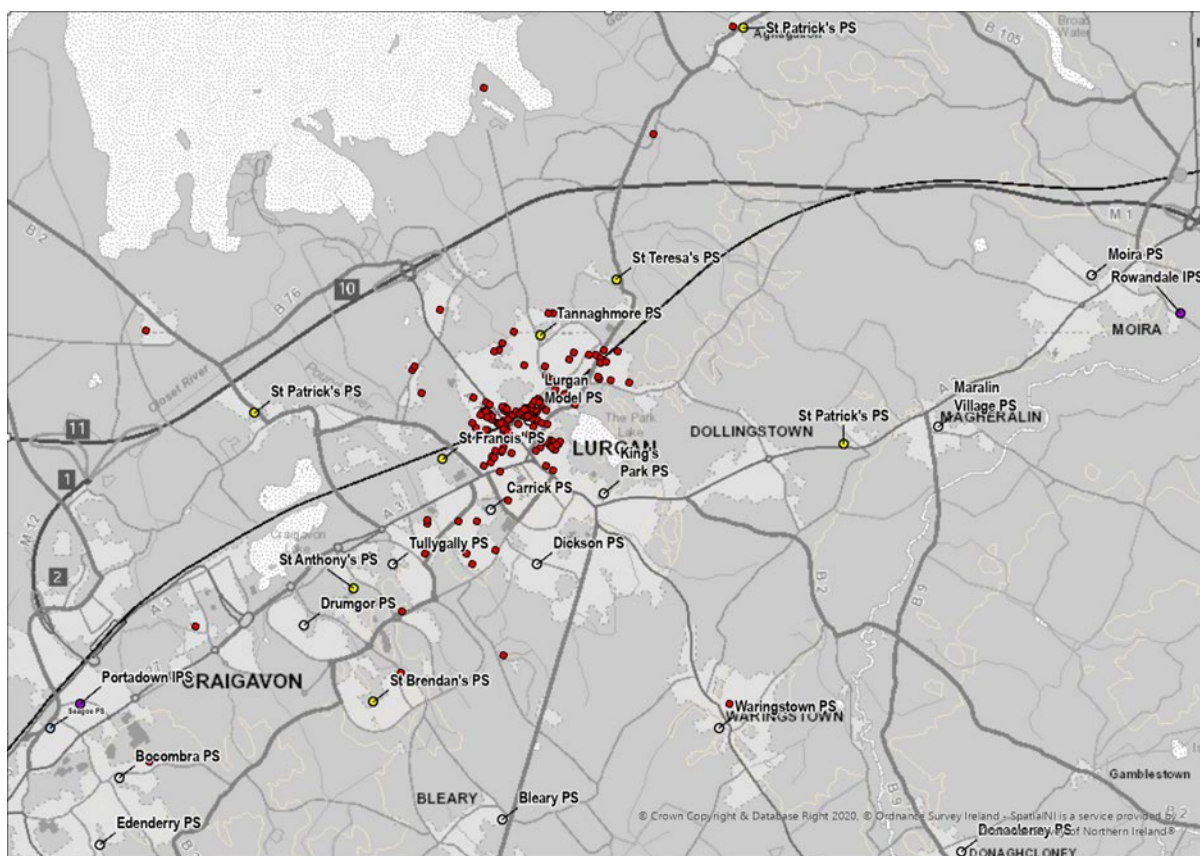
In 2018 work was completed on a Hygiene Room and refurbishment to female toilet facilities.

In 2018, the school was awarded School Enhancement Programme funding for a £4,000,000 capital works improvement scheme. The business case for this has recently been approved.

Figure 3 below details the location of Lurgan Model Primary School in relation to the other controlled and non-controlled primary schools in the immediate area. There are no Integrated primary schools in the immediate area of Lurgan Model Primary School.

The map also shows the distribution of Lurgan Model Primary School pupils in 2021/22 - most of the pupils attending live in close proximity to the school.

Figure 3



1.3 Characteristics of the area

The population at the 2021 Census of Armagh City, Banbridge & Craigavon LGD was 218,656 of which 50% were male and 50% were female. This represents a 9.5% increase since the 2011 Census and is much larger than the corresponding increase across NI which is 5.1%. This is therefore one of the few LGD's where there is significant population growth. Table 2 below shows that whilst the percentage of 0–14-year-olds is highest in Mid Ulster at 21.7%, Armagh City, Banbridge and Craigavon share second place with Newry Mourne and Down with 20.8%.

Table 2 - Extract from main statistics bulletin – Demography and Households

Table 4: Children (aged 0-14) population and usually resident population by LGD Census 2021

Geography	Population aged 0-14	Population	Percentage of population aged 0-14
Antrim and Newtownabbey	27,500	145,700	18.9%
Armagh City, Banbridge & Craigavon	45,400	218,700	20.8%
Belfast	62,300	345,400	18.0%
Causeway Coast & Glens	26,000	141,700	18.3%
Derry City & Strabane	30,000	150,800	19.9%
Fermanagh & Omagh	23,200	116,800	19.9%
Lisburn & Castlereagh	28,400	149,100	19.0%
Mid & East Antrim	24,200	139,000	17.4%
Mid Ulster	32,600	150,300	21.7%
Newry, Mourne & Down	37,800	182,100	20.8%
Ards & North Down	27,800	163,700	17.0%
Northern Ireland	365,200	1,903,200	19.2%

Table 3 – Religion Demographics for Armagh City, Banbridge & Craigavon (2021 Census)

Geography	All usual residents	Catholic: Religion Belong to or brought up in	Protestant and Other Christian (including Christian related): Belong to or brought up in	Other religions: Belong to	Other religions: Brought up in	None
Armagh City, Banbridge & Craigavon	218,656	43.84%	46.68%	1.12%	0.12%	8.24%

Table 4 - A Comparison between 2021 and 2011 for Religion and Religion brought up in the Armagh City, Banbridge and Craigavon LGD

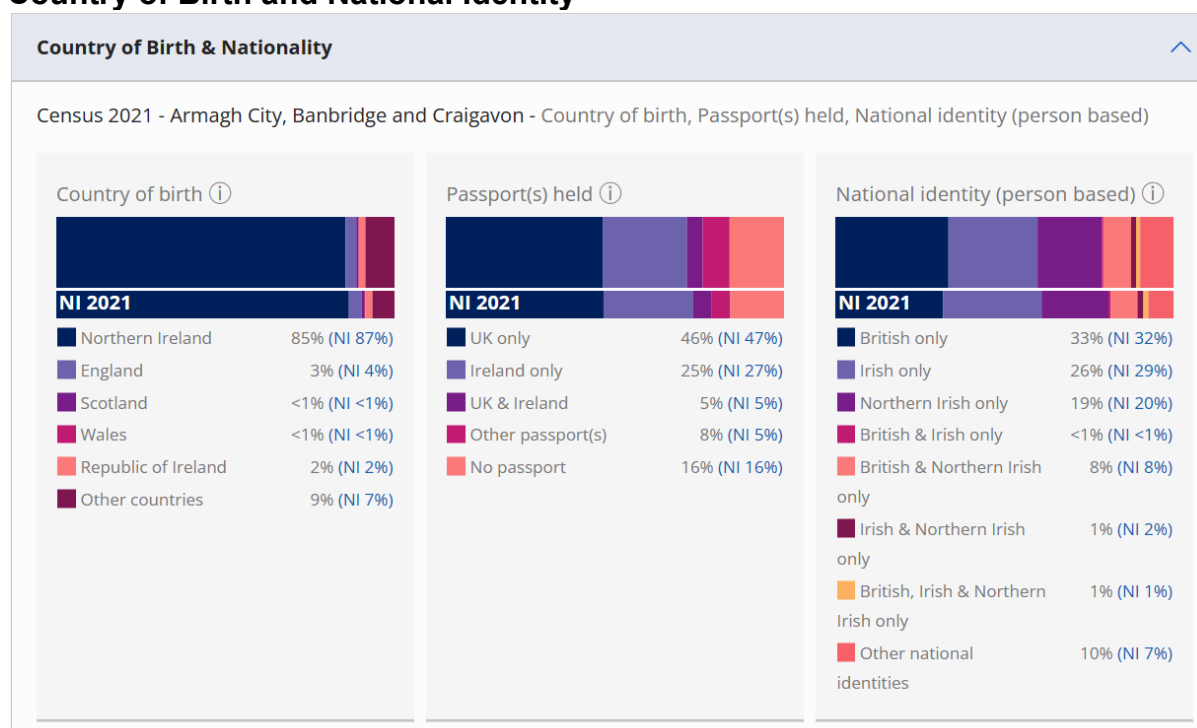
Catholic	44% (2011 43%)
Protestant & other Christian religions	47% (2011 52%)
Other religions	1% (2011 1%)
None	8% (2011 5%)

Overall, in the 2021 Census there is a balance between the Catholic and Protestant numbers at 44% and 47% respectively. However, the comparison Table 4 shows

that there has been a drop of 5% in the Protestant numbers between the 2021 Census and the previous Census in 2011. This would contribute to a changing demographic in the area affecting Lurgan Model PS.

A further change is evident in the LGD area in that Table 5 from the NI Census 2021⁵ below shows that the percentage of people in the Council area from other countries is much higher than the Northern Ireland average. The percentage of people who have been born in other countries is 2% higher at 9% compared to the Northern Ireland figure of 7%. The national identity figure for other identities is also higher at 10% compared to 7% across Northern Ireland.

Table 5 – Percentage of people in Armagh City, Banbridge and Craigavon by Country of Birth and National Identity



The religious and identity changes which are evident in the 2021 Census set the scene for which Lurgan Model PS is operating.

Table 6 - Resident Live Births in the Armagh City, Banbridge & Craigavon LGD (source NISRA).

Area	2017	2018	2019	2020	2021
Armagh City, Banbridge & Craigavon	2,869	2,840	2,743	2,502	2,638

⁵ <https://explore.nisra.gov.uk/area-explorer-2021/N09000002/>

Whilst Table 6 above shows a variable birth rate pattern for this LGD it does not take account for the increasing number of newcomer families which is demonstrated in the tables above from the Census. At the level of the school itself data presented later in this proposal (Table 14) shows that the school has taken in an increasing number of newcomer pupils.

Table 7 - Births for Lurgan DEA (2014)

Year	2016	2017	2018	2019
Births	512	493	489	505

Table 8 - Births for New Wards 2016-2019

Wards	Births 2016	Births 2017	Births 2018	Births 2019
Brownlow	112	75	100	85
Knocknashane	49	38	46	51
Lough Road	65	69	84	72
Mourneview	76	65	56	82
Parklake	88	85	79	69
Shankill (ABC)	97	109	89	99
Total	487	441	454	458

Table 9 - Births for Old Wards 2016-2018

Ward	Births 2016	Births 2017	Births 2018
Church	37	28	24
Court	44	36	41
Drumgask	83	54	69
Drumgor	43	32	45
Drumnamoe	32	30	40
Knocknashane	52	33	40
Mourneview	27	27	24
Parklake	61	64	58
Taghnevan	65	80	58
Woodville	51	50	54
Total	495	434	453

Tables 7, 8 and 9 demonstrate that the birth rate, whilst it has shown a decline from 2016 to 2017, since 2017 the birth rates for the area has recovered to the 2016 levels in particular across the Lurgan DEA. Unfortunately, birth rates are not available currently after 2019.

Ward

Whilst the children enrolled at Lurgan Model Primary School come from a range of wards, 10 in total, the school is located in the Woodville ward.

On Census Day 27th March 2011, in Woodville Ward, considering the resident population:

- 98.86% were from the white (including Irish Traveller) ethnic group;
- 92.27% belong to or were brought up in the Catholic religion; and
- 5.41% belong to or were brought up in a 'Protestant and Other Christian (including Christian related)' religion.

NISRA statistics show that 29.87% of households in the area do not have access to a car or van and therefore public transport and walking would have to be relied on to take some children to primary school settings in the locality.

Super Output Area – Woodville Ward in which the school is located

The Northern Ireland Multiple Deprivation Measures (NIMDM) 2017 provide information on seven types of deprivation and an overall measure of multiple deprivation for small areas. See the NISRA website for further information on Deprivation.

Super Output Areas (SOA) are ordered from most deprived to least deprived on each type of deprivation and then assigned a rank. The most deprived SOA is ranked 1, and as there are 890 SOAs, the least deprived SOA has a rank of 890. The deprivation rankings for Woodville Ward SOA are given in the table below. Table 10 also includes the proportion of people/children/older people living in income deprived households, as well as the proportion of the working age population that are employment deprived.

The overall ranking of 14 for this SOA for which the school is located, demonstrates a very high level of deprivation in the area immediately surrounding the school.

Table 10 – Deprivation Measures for Woodville Ward 2017

	Rank Woodville 1	Proportion
Multiple Deprivation Measure	14	-
Income Deprivation	9	24%
Employment Deprivation	59	40%
Health Deprivation and Disability Deprivation	91	-
Education Skills and Training Deprivation	21	-
Access to Services Deprivation	729	-
Living Environment	10	-

Crime and Disorder	27	-
Income Deprivation Affecting Children	20	31%
Income Deprivation Affecting Older People	361	6%

Table 11 – Northern Ireland Multiple Deprivation Measure (2017)

Ward Name	Multiple Deprivation Measure Rank	Domain Ranking						
		Income	Employment	Health Deprivation and Disability	Education, Skills and Training	Access to Services	Living Environment	Crime and Disorder
Brownlow	48	112	59	29	28	255	295	49
Knocknashane	334	324	303	271	149	327	330	325
Lough Road	262	288	196	176	256	269	172	137
Mourneview	66	69	99	83	27	388	175	82
Parklake	83	114	74	55	100	408	112	117
Shankill	62	204	50	34	46	440	115	21

Of the other wards where children are coming from, four of the six in Table 11 above are ranked at 83 or less which means that they are in the top 10% for deprivation in Northern Ireland. This demonstrates why Lurgan Model PS has such a high level of Free School Meals entitlement at just under 50%.

Table 12 below details the community balance in the areas that Lurgan Model PS attracts most of its pupils from – please note these wards area prior to changes in local government districts in 2014 but they still cover the relevant areas.

Table 12 - Community Breakdown of the Contributing Wards for Lurgan Model PS

Census Year	Ward	% Catholic	% Protestant and Other Christian (including Christian related)	% Other religions and philosophies	% None
2001	Woodville	96.21%	2.80%	0.36%	0.64%
2011	Woodville	92.27%	5.41%	0.73%	1.60%
2001	Taghnevan	95.72%	3.99%	0.00%	0.29%
2011	Taghnevan	90.72%	5.93%	0.54%	2.82%
2001	Parklake	37.67%	60.71%	0.12%	1.50%
2011	Parklake	54.13%	39.64%	0.75%	5.47%
2001	Mourneview	40.82%	58.00%	0.11%	1.07%
2011	Mourneview	41.57%	53.39%	0.75%	4.29%
2001	Knocknashane	2.61%	94.68%	0.83%	1.88%
2011	Knocknashane	6.21%	86.42%	0.98%	6.39%

2001	Drumnamoe	98.97%	0.69%	0.00%	0.34%
2011	Drumnamoe	94.57%	3.92%	0.57%	0.94%
2001	Drumgor	58.99%	36.16%	0.28%	4.57%
2011	Drumgor	60.98%	29.07%	1.71%	8.23%
2001	Drumgask	88.45%	7.57%	0.94%	3.04%
2011	Drumgask	85.66%	8.43%	1.16%	4.75%
2001	Court	81.13%	17.46%	0.38%	1.03%
2011	Court	83.90%	12.22%	0.70%	3.17%
2001	Church	3.01%	93.81%	0.46%	2.73%
2011	Church	14.08%	76.02%	1.17%	8.73%

Table 12 above shows that only three of the ten wards noted in the table of contributing wards are mixed at even a 30% level of the minority community. The remaining seven wards are predominately Catholic or predominately Protestant in background.

Housing Development and Availability of Integrated Education in Lurgan Town

The school is aware of several new housing developments currently being marketed within its natural catchment area. These include:

- Hunter's Lodge – Lough Road
- Saint Anne's - Cornkinnegar
- The Demense – Kilmore Road
- Park Manor – Windsor Avenue
- Woodville Gate

However, there is currently no provision for Integrated Education within Lurgan town. Transformation to integrated status would allow those wishing to avail of this, to do so without the need to travel to other towns. The additional of a Controlled Integrated school may increase the attractiveness of these developments to families with young children as it increases the educational options available to them.

How does Lurgan Model PS currently meet the Integrated Education Act 2022?

This section demonstrates how Lurgan Model PS, matches up to the new definition of Integrated Education in Section 1 of the Integrated Education Act (NI) 2022, as definition of Integrated Education, in an integrated school, of:

- a) those of different cultures and religious beliefs and of none, including reasonable numbers of both Protestant and Roman Catholic children or young persons;
- b) those who are experiencing socio-economic deprivation and those who are not; and

c) those of different abilities.

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

Table 13a – Community Breakdown of Lurgan Model Primary School			
Year	% Protestant	% Catholic	% Other Christian / non-Christian / no religion / unknown
2015/16	3.81	83.33	12.86
2016/17	4.93	78.03	17.04
2017/18	4.78%	76.52%	18.70%
2018/19	5.68%	75.11%	19.21%
2019/20	5.22%	70.00%	24.78%
2020/21	3.52%	65.20%	31.28%
2021/22	4.44%	64.00%	31.56%
2022/23	5.71%	60.96%	33.33%

Table 13b - Religious Breakdown of Lurgan Model PS Pupils from 2018/19 to 2022/23

Academic year	Protestant	Catholic	Other Christian	Non-Christian	No religion	Total
2018/19	13	172	9	6	29	229
2019/20	12	161	12	7	38	230
2020/21	8	148	17	8	46	227
2021/22	10	144	19	9	43	225
2022/23	13	139	16	8	52	228

Source: NI school census

Data is based on pupils enrolled on Census day i.e. The Friday of the first full week in October (In 2022/23 this was the 7 October 2022)

Figures include pupils in nursery, reception and year 1-7 classes in primary schools

Table 13a shows that over the last 8-9 years the percentage of those people designating as other has increased by over twice the figure it was in 2015-16. At the same time the percentage of those designating as Catholics has dropped significantly, whilst the Protestant pupil percentage has remained the same. The Protestant percentage of community background in the school is in line with ward figures in the 2011 Census and the percentage of others seems to be in line with the trend for Armagh City, Banbridge and Craigavon LGD as illustrated in the Table 5 above. However, whilst the percentage of other identities is 10% in this LGD, Lurgan Model PS is experiencing levels in excess of 30%. The figures are not entirely comparable as there is currently a trend to designate as other or none as seen in the Census of 2022 and the current DE Census does not classify pupils in the same way

as the NI Census. However, these figures are so large that despite the anomalies Lurgan Model PS is demonstrating that it is dealing with other cultures.

The figures in Table 13b which split the other category into three sections gives a more in-depth profile, which shows that the school already has pupils from other religions and community backgrounds within it, including increasing numbers of those who have designated as having no religious background, as can be seen above in Table 4.

Increasing the percentage of Protestants pupils within the school community does form part of Transformation Action Plan as demonstrated in Appendix A.

The school is also aware that official designation does not give the full picture. The school acknowledges that it caters for a significant number of children that come from mixed marriages and mixed relationships. Over the years many of these families have articulated that they specifically chose Lurgan Model PS due to its inclusive ethos.

Table 14 below highlights the high percentage of newcomer pupils which has grown since 2015. The school currently has 25% of newcomer pupils and this is much higher than the NI average of 5.2% for the 2021-22 year⁶.

Table 14 – Newcomers at Lurgan Model Primary School	
Year	% Newcomer
2015/16	20.09%
2016/17	22.07%
2017/18	21.74%
2018/19	19.21%
2019/20	22.61%
2020/21	26.43%
2021/22	24.88%
2022/23	25.00%

Source: NI School Census

The school acknowledges that some Newcomer pupils arrive with no or limited formal school or pre-school experience. The school conducts an in-depth induction meeting with parents with an interpreter to gain as much relevant information as possible to support the pupil and family. In the past, the school has employed a

⁶ <https://www.education-ni.gov.uk/sites/default/files/publications/education/Revised%2011th%20March%202022%20-%20Annual%20enrolments%20at%20schools%20and%20in%20funded%20pre-school%20education%20in%20Northern%20Ireland%2C%202021-22.pdf>

Newcomer Support Assistant. From September 2022 the school has employed a teacher to work on a part-time basis with Newcomer pupils on Language and Literacy skills and development.

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

Table 15 below shows that the number of pupils in receipt of free school meals in Lurgan Model PS has remained relatively constant over the years and it is consistently higher than the NI Primary School average which for 2021/22 is 29.0%.

Table 15 – Free School Meals at Lurgan Model Primary School			
Year	FSME Number	Total Enrolment	FSME % of School Population
2015/16	89	210	42.4%
2016/17	100	223	44.8%
2017/18	94	230	40.9%
2018/19	90	229	39.3%
2019/20	75	230	32.6%
2020/21	92	227	40.5%
2021/22	96	225	42.7%
2022/23	97*	228	42.5%

*At time of School Census the FSM number was 97 however current figure from school data is 104 – 45.6%.

Table 15 above shows the calculation for FSM across Lurgan Model Primary School and Nursery Unit, this is pertinent to Lurgan Model PS as the school has a full time Nursery Unit which enables the children to benefit from a free school meal if they qualify.

The school deploys a range of strategies and approaches to support families on low incomes. Namely:

- The school supplies all relevant classroom resources and has never asked parents to provide stationary items at the beginning of the school term.
- Pupil transport for outings/trips etc. is heavily subsidised or provided at no cost to the child.
- The school keeps a stock of 2nd hand uniforms and recently engaged with a local church to provide a Uniform Exchange programme which was very successful.
- In recent years, Year 7 Leavers Hoodies have been paid for by the school.
- Our Breakfast Club is heavily subsidised and from 2017 has operated on a non-profit basis.

- Our after-school programme is free at the point of access.
- Post Covid, tickets for concerts and shows have been free.
- The school does not ask for any parental contributions or school funds.
- School provides counselling services free at point of access.
- The cost of our Healthy Kidz sports programme is met fully by the school.
- The school provides free parental workshops.
- The school provides free home learning packs for Nursery pupils, to encourage play-based learning at home.
- School will lend computer devices to families as and when appropriate.
- The school provides assistance to parents requiring help with Free-School Meals forms and other forms e.g. admissions & transfer to post-primary as required.

c) those of different abilities

Table 16 below shows that the school continues to cater for pupils with Special Educational Needs. Our Specialist Provision Social & Communication class opened in September 2022. It currently accommodates four pupils with maximum capacity for eight children. This has been a welcome addition to the school. The provision allows the school to further widen the diverse range of pupils attending. The school seeks opportunities to integrate the pupils into mainstream class activities where appropriate.

Table 16 – Pupils with Special Educational Needs at Lurgan Model Primary School			
Year	SEN Stage 5/ Stage 3	SEN Stage 1 - 4 / 1-2	SEN All Stages
2015/16	7	44	51
2016/17	7	49	56
2017/18	8	49	57
2018/19	8	49	57
2019/20	9	39	48
2020/21	7	35	42
2021/22	6 (7*)	20 (28*)	26 (35*)
2022/23	12 (15*)	19 (24*)	31 (39*)

DE figures are noted above in Table 16, the figures in brackets are the school's figures at the end of school year 2021/22 and in March 2023 respectively. The difference in figures could be accounted for by children being statemented since the October school census. There are also children in the school currently awaiting

assessment. As a school with a significant Newcomer population, we are aware of the need to give these children the appropriate and recommended period of time for successful language acquisition, before considering placement on the Special Needs Register.

The DE Bulletin⁷ published March 2023 highlights that over 66,400 pupils in schools have some form of special educational need; this is 18.7% of the entire school population. Nearly 24,300, or 6.8% of pupils, have a statement of special educational needs. The proportion of pupils in SEN stages 1-2 is 11.9%.

The school caters for children across a very wide range in terms of ability and performance levels, as evidenced by our most recent assessment data.

Table 17a below shows the range in standardised scores achieved by pupils in each GL assessment conducted in April 2022. The wide range in results is also evidenced in other assessments including NGRT, Accelerated Reader/Accelerated Maths and Lexplore. There is incontrovertible evidence that the school caters for children across all nine stanine bands, within most classes. Table 17b details the relationship between the scores.

Table 17a Range of Standardised Scores Achieved by Pupils in Lurgan Model PS 2022

Data from April 2022 Assessments	PT English (standardised scores - range)	PT Maths (standardised scores - range)
Year 3	69 – 127	70 - 129
Year 4	73 – 128	69 – 122
Year 5	69 – 126	76 – 115
Year 6	69 – 137	73 – 130
Year 7	72 – 120	83 - 121

Table 17b Details the Relationship Between the Scores

Relationship between scores

Description	Very Low		Below Average		Average			Above Average		Very High			
Stanine (ST)	1	2	3	4	5	6	7	8	9				
Standard Age Score (SAS)	70	80	90	100	110	120	130						
National Percentile Rank (NPR)	1	5	10	20	30	40	50	60	70	80	90	95	99

⁷ https://www.education-ni.gov.uk/sites/default/files/publications/education/Annual%20enrolments%20at%20schools%20and%20in%20funded%20pre-school%20education%20in%20Northern%20Ireland%20-%202022-23_1.pdf

Table 18 below summarises the various characteristics of Lurgan Model Primary School in relation to Section 1 of the Integrated Education Act 2022.

Table 18 – Lurgan Model Primary School Profile								
Year	free school meals %	SEN Stage 5/ Stage 3	SEN Stage 1 - 4 / 1-2	SEN All Stages	% Protestant	% Catholic	% Other Christian / non-Christian / no religion / unknown	% Newcomer
2015/16	48.63%	7	44	51	3.81%	83.33%	12.86%	0.19%
2016/17	50.76%	7	49	56	4.93%	78.03%	17.04%	0.22%
2017/18	46.31%	8	49	57	4.78%	76.52%	18.70%	21.74%
2018/19	44.33%	8	49	57	5.68%	75.11%	19.21%	19.21%
2019/20	36.76%	9	39	48	5.22%	70.00%	24.78%	22.61%
2020/21	45.54%	7	35	42	3.52%	65.20%	31.28%	26.43%
2021/22	48.00%	6	20	26	4.44%	64.00%	31.56%	24.88%
2022/23	42.50%	12	19	31	5.70%	61.00%	33.30%	25.00%

NB. The SEN figures in Table 18 above for 2021/22 are based on school census data, the schools' actual figures (which are higher) are as noted in Table 16 above.

Section 2 – Integrated Education Act (NI) 2022

The Act defines an integrated school as *‘a school which intentionally supports, protects and advances an ethos of diversity, respect and understanding between those of different cultures and religious beliefs and of none, between those of different socio-economic backgrounds and between those of different abilities’*.

and

Purpose of integrated education

2. The purpose of integrated education is —.

to deliver educational benefits to children and young persons;

to promote awareness and appreciation of human rights;

to promote equality of opportunity;

to promote good relations; and

to promote respect for identity, diversity and community cohesion.

As already detailed the school maintains a balance of pupils in keeping with the area it attracts its pupils from, whether that be their respective religious, socio-economic, cultural or ability background. The school has aligned its Transformation Action Plan (Appendix A) to the NICIE Statement of Principles and through the implementation of the plan will over time fully meet the new definition of an Integrated school.

The school's Transformation Action Plan outlines how it will work to engage minority communities over the next three years, especially the Protestant Community.

Appropriate local connections across both main traditions will be sought and relationships developed. The school will also explore ways to open-up to the community. The school will continue to develop links with Protestant churches and the extra-curricular offering will include cricket & rugby. As the school moves through

its Integration Journey, a long-term objective will be achieving the Excellence in Integrated Education Award.

The Principal has recently attended NICIE's 3-day Anti-Bias in Education - Bias Busting Course. The school has recently appointed an Integration Co-Ordinator and the Principal will support the Co-Ordinator to avail of this training in due course.

Section 5 – Integrated Education Act 2022

Meaning of support

5.—(1) *A reference in any provision of Northern Ireland legislation to support for integrated education (including support for the development of integrated education) is a reference to —*

identifying, assessing, monitoring and aiming to meet the demand for the provision of integrated education within the context of area planning and the overall sustainability of the school estate (including, in particular, monitoring the number and success of applications for integrated education), and

providing sufficient places in integrated schools to aim to meet the demand or integrated education within the context of area planning and the overall sustainability of the school estate (including examining evidence of expected future demand).

(2) In subsection (1)(a) “monitor” means monitor by reference to data collected in respect of relevant catchment and other areas.

Response to Section 5 (demand)

As detailed below in section 1.4 Summary of Consultation, the school balloted parents in June 2022 with a strong preference expressed for Transformation to Integrated status at 99.4% of the return votes.

Through engagement with the local community during choir events at Rushmere Shopping Centre, South Lakes Leisure Centre and Tesco Lurgan the school collected Expressions of Interest and Community Support forms. The school continues to enjoy a high level of interest in places, with our Nursery being over-subscribed for first preference target age applications again this year. Interest in places throughout the year continues to remain high, the school is full and is operating at capacity.

1.4 Summary of Consultation and Progress to Date

The senior leadership of the school began to explore Integration during 2019 and 2020, when we had informal conversations with the Integrated Education Fund. The school began to formally explore the potential for transformation to Integrated status during 2021/22.

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

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

On 18th May 2022, the Board of Governors decided to initiate a parental ballot and asked the following question:

Do you support Lurgan Model Primary School & Nursery transforming to become a Controlled Integrated Primary School & Nursery with effect from September 2023 or as soon as possible thereafter?

The postal ballot was administrated by Civica Election Services and took place from 15 June 2022 to 30 June 2022. The result of the ballot is outlined in Figure 4 below:

Figure 4: Result of Parental Ballot

RESULT	No. votes	% of valid vote
Yes	156	99.4%
No	1	0.6%

Number of eligible voters		288
Votes cast by post:	157	
Total number of votes cast:		157
Turnout:		54.5%
Number of votes found to be invalid:		0
Total number of valid votes to be counted:		157

Alongside this positive support from parents of children at our school, we have been pleased to note the positive response that we have had from the local community. Local Councillors and MLAs from several political parties have been in touch.

It is important to highlight that the school is already full and at capacity, seeking new and additional pupils outside of their standard promotional campaigns for school open day has not been a key priority. The school has started to seek Expressions of Interest

in Integrated Education from some local parents at a couple of small events over Christmas where the school choir was singing. To date they have 13 Expressions of Interest. The school has also collected ten general expression of support forms.

The school had a successful open day and promoted the fact that the school was hoping to become an Integrated school from September 2024.

2. Sustainability Assessment

The focus of the Area Planning process is embedded in 'Schools for the Future: A Policy for Sustainable Schools (Sustainable Schools Policy) first published in 2009 and applies to primary and post-primary schools. The policy outlines the criteria that school managing authorities should consider when making decisions affecting the best use of resources in order to deliver an excellent education to children and young people. The policy sets out 6 sustainability criteria, and associated indicators, which are identified as the key references for assessing existing and future education provision to ensure it adequately meets the needs of pupils.

2.1 Quality Educational Experience

The most recent Education and Training Inspectorate (ETI) inspection took place in November 2019. However, due to on-going industrial action short of strike, the ETI was unable to evaluate fully outcomes for learners or quality of provision.

The report can be accessed via the following link:

[ETI Inspection Lurgan Model November 2019](#)

The Education and Training Inspectorate (ETI) carried out an inspection in June 2016. The report noted.

“Lurgan Model Primary School and Nursery Unit demonstrates the capacity to identify and bring about improvement in the interest of all the learners.”

“The school’s performance data and the work in the children’s books shows that most of the children in mathematics and a majority of the children in English, including those who require additional support with aspects of their learning, make progress at or above expectation.”

“The provision for children who require additional support with aspects of their learning is good. In the most effective practice, in a majority of the lessons observed, there was effective differentiation, enabling the children to progress in their knowledge and skills; the staff monitor closely the children’s learning and assess regularly their progress.”

“The children are identified for literacy, numeracy or English language withdrawal support through the use of assessment information and teacher observation. They are supported very well in mathematics through highly effective, small group withdrawal sessions.”

The full report can be accessed via the following link:

[ETI Inspection Report Lurgan Model June 2016](#)

2.2 Stable Enrolment and Admissions

Lurgan Model Primary School has an approved enrolment of 196 pupils and an approved admission of 28. Table 19 below outlines pupil enrolment trends from 2015 to 2022. The school has maintained a very healthy enrolment, in fact it has been above its enrolment number for the last seven years and it is well above the SSP threshold of 140 for urban primary schools. The current number of pupils enrolled for 2022-23 is 205 (excluding Nursery).

Table 19 – Lurgan Model Primary School Enrolment Trends									
Admission number – 28									
Approved Enrolment - 196									
Year	NU	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Total (excl NU)
2015/16	27	23	30	31	31	22	23	23	183
2016/17	26	31	24	29	33	30	24	26	197
2017/18	27	31	32	27	27	32	30	24	203
2018/19	26	29	31	30	26	27	32	28	203
2019/20	26	30	30	29	31	25	27	32	204
2020/21	25	29	29	29	30	31	26	28	202
2021/22	25	29	30	29	27	31	30	24	200
2022/23	26	29	29	30	29	27	31	30	205

Source: School Census Data

2.3 Financial Position

Lurgan Model Primary School is a Category 5b school based on 2022 three-year budget plan. The school is in a strong financial position in comparison to many other schools.

2.4 Strong Leadership and Management

A report of a Primary Inspection was conducted by the Education and Training Inspectorate (ETI) in June 2016 and the key findings indicated that:

“Based on the evidence available at the time of inspection, the ETI’s evaluation is that there can be confidence in the aspects of governance evaluated.”

The current Principal joined the school in 2015. The current Board of Governors has been constituted since 2019. This dedicated Principal and long-serving Board of Governors are committed to providing educational options for all children in Lurgan town and surrounding areas, they are passionate about becoming the first Integrated Primary School in Lurgan town.

2.5 Accessibility

The school is accessed by foot, car, bus and train. The school is adjacent to the transport hub of Lurgan Train station. The school is located 1.5 miles from the M1 motorway and approximately 0.4 miles from Lurgan town centre. Surrounding road networks are good. The town is serviced by regular bus services linking to Craigavon, Banbridge and surrounding areas.

2.6 Community Links

The school has strong links within the local community, the involvement of the school with the local community is set out in Table 20 below:

Table 20: School's Involvement in the Local Community

School's Involvement in the Local Community	
Provider	Description
Ecumenical links	The school has a strong link with St. Peter's Parish, especially in relation to sacramental activities for relevant pupils. The school has links with Emanuel Church, most recently in relation to a community initiative to support families with school uniforms. The school has links with Shankill Parish Church. Our choir have performed at church events in the past and the current Chairperson of The Board of Governors is a member.
St. Peter's GAA	Sports Coaching is provided to pupils.
Lurgan Cricket Club	Sports Coaching is provided to pupils.
St. Vincent de Paul	Charitable links – The school would fundraise for this local charity, especially at Christmas.
Salvation Army	Charitable links – The school would fundraise for this local charity, especially at Christmas.
YMCA	Sporting & Youth work
Royal British Legion	Charitable link & Remembrance participation
Peace Players	Sport & reconciliation – Our Key Stage Two pupils have engaged in Peace Players with other local schools.
AE Russell Society	Local history project – AE Russell was a past pupil of the school.
Love for Life	Our Year 7 pupils attend Love for Life annually.
Portadown Temperance Council	The Temperance Council provide workshops to Year 6 & 7 pupils.

ABC Council	The school has engaged with numerous projects linked to the town of Lurgan and local community.
Brownlow House	The school links with Brownlow House to explore local history. Recently this involved history projects on World War Two, The Victorians and AE Russell.
Shared Education	For a number of years, the school has been involved in Shared Education with Carrick Primary School and Ceara School.
Harrison Nursery	The school has linked with Harrison Nursery to facilitate parental workshops.
Lurgan Credit Union	The school supports pupils to open accounts with the Credit Union. We enter the Credit Union Art competition annually. A pupil recently was placed runner-up in the All-Ireland Final of the competition.
Local banks	The school choir performs at Christmas for local banks. The Bank of Ireland sponsored our Numeracy trophy presented at our Annual Prize Giving. We have also engaged in financial capability projects involving pupils.
Local business	The school choir performs at Christmas for local businesses, including Tesco & Rushmere Shopping Centre.

Since the result of the Parental Ballot the school has received support and visits from the leader of the Alliance Party on 17th November 2022 and the leader of the Ulster Unionist party on 8th December 2022. Visits from other political parties are currently being organised in conjunction with IEF.

The school has also detailed plans in their Transformation Action Plan (Appendix A) to reach out further with several community links.

3. Area Planning Impact

3.1 Population trends

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

- this LGD as shown in Table 5 has a significant growth in people from other countries between the 2011 and 2021 Census, with a figure of 10% versus the NI average figure of 7%,
- LGD birth rates have remained relatively stable over the past 5 years, and

- Table 2 shows that the percentage of 0–14-year-olds is second highest in Armagh City, Banbridge and Craigavon at 20.8%.

3.2 Equality Impact and Rural Needs Assessment

Lurgan is classified as an urban area and the school has therefore been described by DE census 21/22 as being in an urban area. In accordance with the 'Guide to the Rural Needs Act (Northern Ireland) 2016 for Public Authorities (Revised)' ⁸ is not eligible for special consideration.

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

3.3 Potential Impact on other schools

Table 21 below lists all the primary schools within a 6-mile radius of Lurgan Model Primary School. The majority of schools in the area are experiencing almost full enrolment with minimal available spaces. The exception of these is Drumgor Primary School (Controlled - 124 places) and St Patrick's Primary School, Derrynasheer (Maintained – 80 places). Lurgan Model PS currently has an enrolment number which is more than its approved enrolment number so has little or no capacity for additional pupils. It is fair to say that the approval of this proposal should not impact significantly as the admission and enrolment numbers are not increasing and the school is currently at capacity. It should also be noted that there are places available in the area for those families that would prefer controlled or maintained education for their children. Lurgan

⁸ <https://www.daera-ni.gov.uk/sites/default/files/publications/daera/17.18.249%20Guide%20to%20Rural%20Needs%20Act%20NI%20final%20v2.PDF>

Table 21 – Alternative Primary Schools in the area

School Name	Management Type	Distance to Lurgan Model PS	Approved Enrolment	Total Enrolment (Excl. Nurs/Recept)	Available Places (21/22)
Tannaghmore Primary School	Catholic Maintained	0.9	640	629	11
St Francis' Primary School, Lurgan	Catholic Maintained	0.9	741	739	2
Carrick Primary School	Controlled	1.1	423	422	1
King's Park Primary School	Controlled	1.2	658	622	36
Dickson Primary School	Controlled	1.4	227	211	16
St Teresa's Primary School, Lurgan	Catholic Maintained	1.5	203	184	19
Tullygally Primary School	Controlled	1.9	232	192	40
St Anthony's Primary School, Craigavon	Catholic Maintained	2.4	581	603	0
Drumgor Primary School	Controlled	2.9	375	251	124
St Patrick's Primary School, Aghacommon	Catholic Maintained	3.1	248	190	58
St Patrick's Primary School, Magheralin	Catholic Maintained	3.1	129	110	19
Waringstown Primary School	Controlled	3.3	389	395	0
St Brendan's Primary School, Craigavon	Catholic Maintained	3.5	217	362	0
Bleary Primary School	Controlled	3.5	145	168	0
Maralin Village Primary School	Controlled	3.7	290	238	52
St Patrick's Primary School, Derrynaseer	Catholic Maintained	3.8	173	93	80
Portadown Integrated Primary School	GMI	4.6	406	422	0
Bocombra Primary School	Controlled	4.9	320	336	0
Moirra Primary School	Controlled	5.6	406	372	34
Edenderry Primary School, Portadown	Controlled	5.8	370	405	0
Donacloney Primary School	Controlled	5.8	260	209	51
Rowandale Integrated Primary School	GMI	5.9	346	338	8

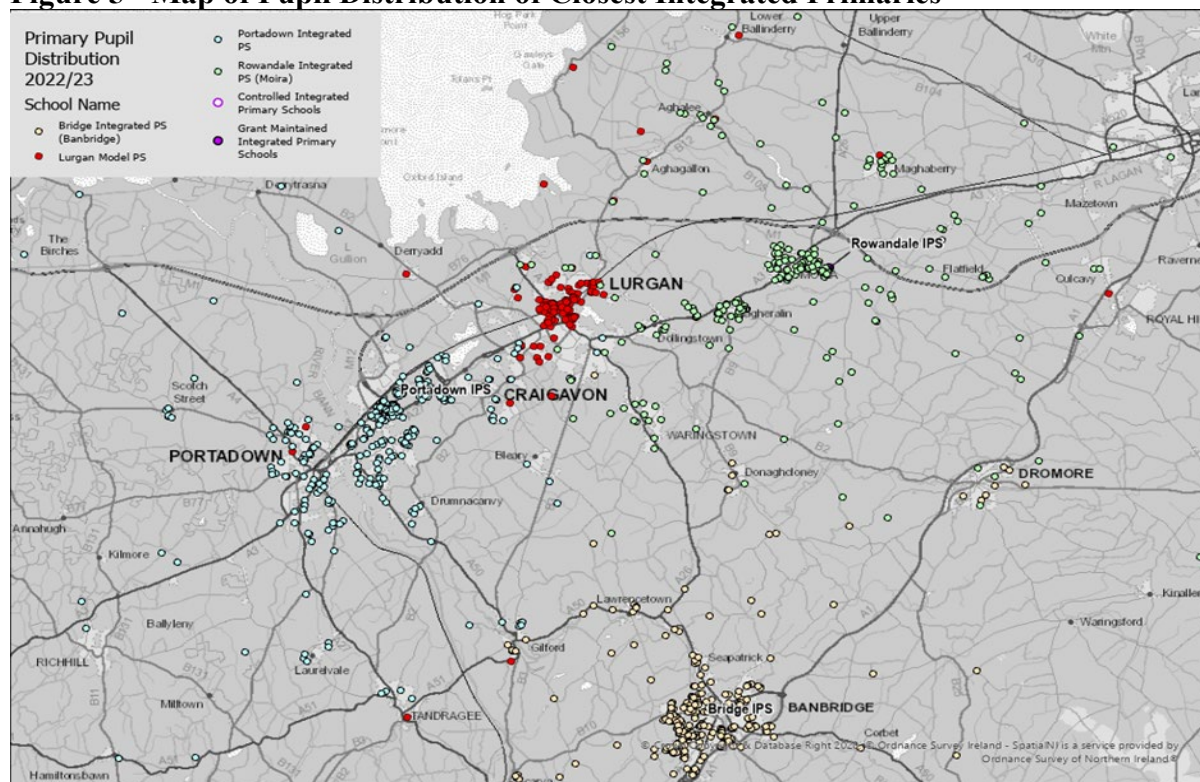
3.4 Potential Impact on other Integrated Schools

In relation to the impact on Integrated primary schools in the area, Table 22 below highlights the closest three Integrated schools to Lurgan Model Primary School and Figure 5 highlights their pupil distribution.

Table 22 - Alternative Integrated Primary School Provision

School	Distance to Lurgan Model PS	Approved Enrolment	Available Places (21/22)
Portadown IPS	4.6 miles	406	0
Rowandale IPS	5.9 miles	346	8
Bridge IPS	10.6 miles	406	0

Figure 5 - Map of Pupil Distribution of Closest Integrated Primaries



Lurgan town does not currently have an Integrated primary school, the closest Integrated primary school to Lurgan Model PS is Portadown Integrated Primary School which is situated 4.6 miles away, it is consistently over-subscribed and currently has no available places.

The next closest Integrated primary school to Lurgan Model PS is Rowandale Integrated Primary School in Moira situated at 5.9 miles away. Rowandale IPS is a strong school, it has an approved enrolment number of 346 and currently has a total enrolment of 338, there are minimal spaces available.

Bridge Integrated Primary School is situated 10.6 miles away from Lurgan Model so it is fair to assume that they cover different catchment areas, however, Bridge IPS is also an over-subscribed school with no available places. Figure 5 above highlights the pupil distribution of Lurgan Model PS pupils against those pupils currently attending the closest three Integrated primary schools mentioned in Table 22. The Integrated primary schools do not, in the main, attract pupils from the same areas as Lurgan Model PS.

The Transformation of Lurgan Model PS to Controlled Integrated status would have no impact on any of these Integrated schools in the area and will allow families in the Lurgan area easier access to Integrated Education.

4. Rationale for Proposal

4.1 Unmet Demand for Integrated Education

In a recent (2021) Northern Ireland-wide attitudinal poll,⁹ 71% of parents stated they were in favour of Integrated Education. This is further evidence of parental demand. When one looks at the breakdown by Local Government District, the same poll shows that in the Lurgan and Craigavon area, the figure is 69.7%¹⁰.

There is currently no Primary Integrated provision in the Lurgan area. The Integrated Education Act (NI) 2022 places new duties on the Department and the EA to 'support' Integrated Education which relates to ascertaining demand for Integrated Education in any given area.

The parental ballot highlights the demand for Integrated Education in the Lurgan area, with 99.4% of parents voting yes in the parental ballot. There are three Integrated schools within an 11-mile radius of Lurgan Model Primary School, two are over-subscribed with an enrolment number above their approved enrolment, with no available places and the other is very close to over-subscribed with only 8 available places across the whole school.

The school was encouraged by the turnout at our School Open Day. Parents attending showed support of our school's plan to become an Integrated School from September 2024.

There is clear evidence of unmet demand in this area as evidenced by the ballot result in this sustainable school which exceeds its enrolment number and the lack of Integrated spaces available in the three closest Integrated primary schools and the level of over-subscription in them.

4.2 Sustainability

Section 2 above outlines an assessment of the school's sustainability. Lurgan Model Primary School is a strong, sustainable school. The school has maintained a healthy enrolment and is well above the SSP threshold of 140 for urban schools.

⁹ <https://view.publitas.com/integrated-education-fund/northern-ireland-attitudinal-poll/page/1>

¹⁰ <https://view.publitas.com/integrated-education-fund/lurgan-area-micro-poll/page/8-9>

4.3 The Area Planning Context

Section 3 above outlines the area planning context.

The DE's vision in the Sustainable Schools Policy 2009¹¹ is for an educationally sustainable schools' estate planned on an area basis, with a focus on sharing and collaboration. The Board of Governors and Principal of Lurgan Model PS believe that transformation to Integrated status will help to achieve this vision within the Lurgan area.

4.4 Religious Balance

The religious balance within the school's locality has been outlined previously in this document (section 1.3), in Tables 3, 4 and 12 above.

The religious balance of Lurgan Model PS is also detailed in both Table 13a and 13b above.

Table 23 below highlights the Community breakdown of primary provision in the Lurgan area. Of the 18 schools shown below, only five of them demonstrate a mix of the two main traditions at 10% or above, and two of these are Integrated schools, Portadown Integrated PS and Rowandale Integrated PS. The remaining schools are predominately Catholic or Protestant.

Table 23 – Community breakdown of Primary Provision					
Year	School Name	management type	% Protestant	% Catholic	% Other Christian / non-Christian / no religion / unknown
2021/22	Tannaghmore Primary School	Catholic Maintained	0.00%	98.57%	1.43%
2021/22	St Francis' Primary School, Lurgan	Catholic Maintained	*	96.94%	#
2021/22	Carrick Primary School	Controlled	22.78%	40.72%	36.50%
2021/22	King's Park Primary School	Controlled	53.14%	10.86%	36.00%
2021/22	Dickson Primary School	Controlled	42.62%	9.28%	48.10%
2021/22	St Teresa's Primary School, Lurgan	Catholic Maintained	*	96.20%	#
2021/22	Tullygally Primary School	Controlled	*	70.40%	#
2021/22	St Anthony's Primary School, Craigavon	Catholic Maintained	1.17%	93.44%	5.39%

¹¹ <https://www.education-ni.gov.uk/articles/sustainable-schools>

2021/22	Drumgor Primary School	Controlled	24.50%	40.40%	35.10%
2021/22	St Patrick's Primary School, Aghacommon	Catholic Maintained	0.00%	#	*
2021/22	St Patrick's Primary School, Magheralin	Catholic Maintained	*	#	0.00%
2021/22	Waringstown Primary School	Controlled	70.07%	4.51%	25.42%
2021/22	St Brendan's Primary School, Craigavon	Catholic Maintained	0.00%	92.03%	7.97%
2021/22	Bleary Primary School	Controlled	67.86%	13.10%	19.05%
2021/22	Maralin Village Primary School	Controlled	62.12%	2.27%	35.61%
2021/22	St Patrick's Primary School, Derrynaseer	Catholic Maintained	*	#	*
2021/22	Portadown Integrated Primary School	GMI	19.62%	32.28%	48.10%
2021/22	Bocombra Primary School	Controlled	61.33%	6.63%	32.04%
2021/22	Moirra Primary School	Controlled	55.14%	10.03%	34.84%
2021/22	Edenderry Primary School, Portadown	Controlled	63.21%	6.17%	30.62%
2021/22	Donacloney Primary School	Controlled	75.74%	*	#
2021/22	Rowandale Integrated Primary School	GMI	30.47%	39.35%	30.18%

The school also celebrates the different ethnic backgrounds of our pupils as Newcomer families have traditionally been attracted to our school. The school has welcomed children from a range of different ethnic and cultural backgrounds. Different 1st languages in our school include Arabic, Bulgarian, Hungarian, Lithuanian, Panjabi, Polish, Romanian, Slovak, Tetum, Ukranian and Urdu.

Transformation to Integrated status may encourage those who at present designate as 'other' to be more open about their religious views and the school wants to encourage this by communicating the Integrated ethos.

As also discussed above the school has identified ways of reaching out to the Protestant community through its Transformation Action Plan (Appendix A).

4.5 Planning and Engagement in the Transformation Process

The Board of Governors have taken their time to fully explore Transformation prior to discussing with parents. The table labelled 'Statutory Consultation' at the beginning of this document outlines the extensive range of meetings, consultations and engagements that have taken place in person and online with stakeholders and the wider community.

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

5. Educational Impact

The educational impact of this proposal would create accessibility to Integrated Education within the town of Lurgan. Lurgan Model PS has always been welcoming to

the whole community and its enrolment is more diverse than the simplistic descriptors of 'Protestant, Catholic or Other'.

As the deprivation statistics (Tables 10 & 11) and Tables (12-17) indicate, Lurgan Model PS is catering for pupils from a range of socio-economic backgrounds, cultures, communities and of different abilities. The local neighbourhood has the potential to become even more diverse and the school believes strongly that an Integrated school in Lurgan town will be an enabler of more cohesive relationships.

Whilst the delivery of the NI curriculum will remain unchanged, the school will work to add in depth explorations of diversity as appropriate for each key stage as demonstrated in the Transformation Action Plan (Appendix A).

There are increased opportunities for staff and whole school development activity through the support programmes of NICIE, IEF and the EA Shared Education and Sectoral Support team. The school looks forward to taking full advantage of these resources that are available to Integrated schools in order to develop confidence and skills in delivering an educational experience for young people that helps to equip them for living in our vision of a shared and peaceful society.

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

6. Implementation Plans

The school has, with support of EA Sectoral Support and NICIE, produced a 3-year Transformation Action Plan, the implementation plan is attached at Appendix A. The development of this plan has been led by the school Principal with support from the newly appointed Integration Co-ordinator. It is not a static plan and is subject to review by any or all of these parties during the school's Transformation journey.

The proposal is being brought forward under Article 64 (1) of the Education (Northern Ireland) Order 1989. The implementation date for the proposal is 31 August 2024, or as soon as possible thereafter. The timetable for the consultation process is:

Development Proposal Timeline	
Proposal: Lurgan Model Primary School will transform to Controlled Integrated Status, with effect from 1 September 2024, or as soon as possible thereafter.	Proposed Timeline

<p>Consultation with other affected schools (4 weeks)</p> <p>Consultation Responses to be forwarded to the Education Authority</p> <p>Responses will be considered, and a summary of the responses included in the Case for Change document compiled before submission to the Education Authority's Strategic Planning and Policy Committee prior to publication</p>	<p>March/April 2023</p>
<p>Strategic Planning and Policy Committee to seek Approval to Publish</p> <p>Case for Change to be taken to the June 2023 Education Authority's Strategic Planning and Policy Committee for consideration.</p> <p>The Education Authority has an obligation to publish.</p>	<p>June 2023</p>
<p>Statutory Objection Period (2 months)</p> <p>Objections/Comments to be forwarded to the Department of Education</p>	<p>September- November 2023</p>
<p>Await Ministerial/Department of Education Decision</p>	<p>January 2024</p>
<p>Implementation</p> <p>If approved, the Development Proposal would take effect from 1 September 2024, or as soon as possible thereafter.</p>	

7. Resource Implications

There are no cost implications to this proposal at its implementation stage. There is no capital cost required as there is no need for additional accommodation at the existing school site. Approval of this proposal is a cost-effective method to discharge the Departmental duty under Article 64 of the Education Reform (NI) Order 1989, to encourage and facilitate Integrated Education, which has now been amended by the Integrated Education 2022 Act to encourage, facilitate and support Integrated Education.

8. Contribution to Peace and Reconciliation Policy Objectives

Lurgan Model PS believes that by further developing our culture of respect and mutual understanding, promoting excellence and celebrating difference in the education of Catholics, Protestants, children from other beliefs, cultures and communities together

every day in one school, the school can make a contribution to reconciliation and peace building in Lurgan and surrounding areas.

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

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

9. Conclusion

Lurgan Model PS is a strong sustainable primary school. The school has taken its time over several years to explore Transformation and the Board of Governors then took the decision to ballot parents. Its parental body showed strong support for Transformation to Integrated status with 99.4% of parents voting Yes for Integration. There is currently no Integrated primary provision in the Lurgan area, the approval of this proposal will enable the Department of Education to meet the identified parental demand for Integrated Education at the Primary phase in the Lurgan community. The school has produced an extensive Transformation Action Plan which sets out its intentions over three years of which the current school year 2023/24 is Year 1. This demonstrates a commitment to making Lurgan Model Primary School a strong Integrated school.

Given approval, the school will continue to intentionally develop the integrated ethos and its contribution to peace and reconciliation by being the first integrated primary school in the Lurgan area.

Appendices

Appendix A Transformation Action Plan

3 Year Overview – Targets for Transformation

	Year 1 2023-24	Year 2 2024-25	Year 3 2025-26
Learner Centred	<p>All pupils introduced to the concept of integration in an age-appropriate manner.</p> <p>Active school council where all communities/ages are represented and have an active voice.</p> <p>Implement strategies with pupils from the PATHS programme.</p>	<p>Embed and extend integration concepts ensuring all pupils and staff are involved in the process of change.</p> <p>School council will continue to develop the integrated ethos.</p> <p>Pupils will be encouraged to explore the themes of conflict resolution and similarities/differences in PDMU.</p>	<p>Staff model appropriate use of language and behaviour in line with the values of integrated education.</p> <p>Pupils to experience and celebrate activities/events from a different community background to their own.</p> <p>Curricular areas for focus will extend to include RE including reflecting on current RE provision.</p>
High Quality Teaching & Learning	<p>Audit the current positive behaviour policy and practices.</p> <p>All staff will have TPL opportunities regarding the Transformation Process and Integration</p> <p>Revisit and re-establish previous work around PATHS programme.</p>	<p>Audit the current pastoral care policy and practices.</p> <p>Continued staff professional development training working alongside NICIE and EA</p> <p>Explore the Shared Education online training resource 'A Pupil Pathway' document.</p>	<p>Policy development to include RE and Inclusion.</p> <p>Continued staff professional development training working alongside NICIE and EA exploring sensitive and controversial issues.</p> <p>Review of PDMU practice ensuring whole school continuity and progression.</p>

Effective Leadership	<p>Set up and have monthly meetings of a Transformation Action Group.</p> <p>New website to promote the inclusive ethos of the school.</p> <p>Appoint an Integration Coordinator with the aim of growing integrated practice.</p>	<p>Review the school's admission criteria.</p> <p>Reconstitute the Board of Governors for Integrated status and provide training opportunities for BOG on the vision and ethos of an integrated school.</p> <p>Review the school's vision and ethos.</p> <p>Embed the role of TAG</p>	<p>Embed the role of TAG</p> <p>Reconstituted Board of Governors will be provided with training opportunities.</p> <p>It is the intention that the Integration coordinator will design processes for planning, monitoring and evaluating integrated and inclusive practices.</p>
Community Connections	<p>Parents, carers and the wider community will be fully informed about the school's proposals to transform and its commitment to Integrated Education.</p> <p>Appropriate local connections across both main traditions sought and relationships developed.</p> <p>Explore ways to open the school up to the community.</p>	<p>Deepen links with other integrated schools.</p> <p>Further establish connections with local churches, charities, sporting clubs etc.</p> <p>Embed and extend outreach in the local community through Music and Sport.</p>	<p>Deepen links with other integrated schools and participate in NICIE principal and teachers support committees.</p> <p>Further establish connections with local churches through a Harvest event. Parents and representatives from the local community to attend.</p> <p>Embed and extend outreach in the local community through Music and Sport.</p>

Learner Centred (2023-2026)

What? Baseline position at Jan 2023	So what? Conclusions and recommendations for the way forward (23-26)
<p>The school was founded in 1863 as a school for all children irrespective of religion. This ethos has remained steadfast throughout its existence. For over a decade, the school has welcomed a significant Newcomer population. Welcome signage is prominently displayed. Translated information and literature is available within the foyer and reception area. The school liaises with the local Shalom Centre to support Newcomer families.</p> <p>The school is a mixed community in terms of both staff and pupils. There is a diverse range of needs, cultures and languages. There is also significant representation from 'mixed' family backgrounds.</p> <p>The school recently opened a Specialist Provision Language & Communication class. This has further enhanced diversity within the school.</p> <p>The school since its foundation in 1863 has prided itself on being non-denominational. All staff actively affirm this inclusive ethos through the modelling of appropriate language and behaviour.</p> <p>We have an excellent Shared Education partnership with Carrick PS & Ceara Special School.</p> <p>Children enjoy opportunity to engage in a range of sports, cultural activities and learning workshops which complement the curriculum. The School Council has been in operation for many years.</p> <p>The school enjoys links with both Gaelic and Cricket coaching organisations. This compliments our PE curriculum.</p>	<p>The school has rightly identified the need to further engage pupils on the concept of what it means to be 'Integrated'. Pupils need to be given further opportunity to explore their own identity and the identity of others, in a mutually respectful way. Delivery of this needs to be age appropriate.</p> <p>Staff engagement will be important to readily identify opportunities throughout the year to explore other cultures, festival days and events. It is important these opportunities are planned for and intentional. There will be a particular focus on providing opportunities to celebrate both Protestant and Catholic communities. We will continue to provide for the Catholic sacraments while also introducing events such as Harvest into the school calendar that are celebrated both in the Protestant and Catholic faith.</p> <p>Through Shared Education pupils from a predominantly Catholic background will be given opportunities to increase engagement with Protestant pupils and use this to explore key issues surrounding similarities and differences.</p> <p>The school council needs to be given a greater role within the school. This will ensure pupil voice and input into the decision-making process. This will also give pupils a role, along with staff, parents and Governors, in shaping the schools updated vision and ethos as the Transformation process develops.</p> <p>The school should explore and revisit previous work on the PATHS programme. Strategies for coping with emotions and dealing with conflict will be important elements.</p>

<p>The school fully supports Catholic children in preparation for sacrament through its own in-house arrangements.</p> <p>Children's mental health and well-being is actively supported by our Barnardos Counselling Service.</p> <p>We believe there are high levels of Pastoral Care across the school and the school has a 'family feel' well embedded in its ethos.</p>		<p>The Principal has engaged in Anti-Bias training through NICIE. It will be important that this training is offered to the Integration Coordinator and other staff moving forward.</p>
<p>Now what? Future actions (subject to Ministerial decision)</p>		
<p>Year 1 (2023-24)</p> <p>1) Ensure all pupils are introduced to the concept of integration in an age-appropriate manner.</p> <p>2) To re-establish and develop our current school council so that all communities/ages are represented and have an active voice in how the transformation process will look.</p> <p>3) Begin to implement strategies with pupils from the PATHS programme from Barnardos.</p>	<p>Year 2 (2024-25)</p> <p>1) Embed and extend integration concepts ensuring all pupils and staff are involved in the process of change.</p> <p>2) School council will continue to develop the integrated ethos within the student body.</p> <p>3) Through the curricular area of PDMU pupils will be encouraged to explore the themes of conflict resolution and similarities/differences.</p>	<p>Year 3 (2025-26)</p> <p>1) Staff model appropriate use of language and behaviour in line with the values of integrated education.</p> <p>2) To provide opportunities for all pupils to experience and celebrate activities/events from a different community background to their own.</p> <p>3) The curricular areas for focus will extend to include RE including reflecting on current RE provision to ensure inclusion of Christian and other faiths and annual religious celebrations.</p>

Learner Centred (Year 1 2023-24)

Learner Centred 2023/24 Targets	Actions	Success Criteria (Quantitative & Qualitative)	Timescales	Resources	Monitoring & Evaluation
1) To ensure all pupils are introduced to the concept of integration in an age-appropriate manner.	<ul style="list-style-type: none"> Calendar of events/celebrations to be introduced Use of class discussions to explore integration Whole school assemblies to discuss and educate children about integration Questionnaire to pupils and staff regarding their understanding of the Transformation process. 	<ul style="list-style-type: none"> Pupils will have an increased understanding of Integration and what it means to them. (Questionnaire responses) Pupils will understand that not everyone celebrates the same traditions they do and will be more aware of the diversity present within their school. 	April 2023-June 2024	Principal Coordinators (IC, PDMU, newcomer, pastoral care) Questionnaire Class teachers All staff Assemblies	Assembly notes/dates Questionnaire data Pupil and staff feedback
2) To re-establish and develop our current school council so that all communities/ages are represented and have an active voice in how the transformation process will look.	<ul style="list-style-type: none"> School council established ensuring a range of backgrounds are represented. Transformation to be on the agenda at each meeting. 	<ul style="list-style-type: none"> There is an active school council made up members from Year 4-7 School council members feel they are listened to. Members understand what the process of Transformation involves and how they can be a part of the change. 	April 2023-June 2024	Principal Room to hold meetings Assemblies	Pupil's voice Minutes of meetings Agenda from meetings
3) Begin to implement strategies with pupils from the PATHS programme from Barnardos.	<ul style="list-style-type: none"> Use resources from the PATHS programme to explore issues such as conflict resolution and emotional intelligence. 	<ul style="list-style-type: none"> Children will learn how to resolve conflict in a non-violent way. Children will be able to express their emotions in 	April 2023-June 2024	PDMU coordinator Class teachers	Pupil voice – feedback from discussions

		a safe space and know that their voice is heard.		Resources from PATHS	
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High Quality Teaching & Learning (2023-2026)

What? Baseline position at Jan 2023	So what? Conclusions and recommendations for the way forward (23-26)
<p>The current staff is a team of experienced professionals. They know the children they teach and their families. The majority of teaching staff have been employed in the school for many years. The quality of class teaching is routinely good or better. Teachers are effectively supported by a team of dedicated assistants.</p> <p>Curriculum delivery is mindful of the cultural, language and religious differences within our school. We feel it is balanced and reflective of the two main traditions and others.</p> <p>There are some clear diversity and inclusion links to planning and curriculum delivery. For example, Literacy texts and a range of topics are evident in planning and children's work. However, the school recognises through its engagement with the Guidance for Transformation indicators, that this needs to be more intentional and implicit.</p> <p>There are high levels of Pastoral Care throughout the school. The children have clear expectations in terms of standards and behaviour. A pupil of the Week system rewards effort, work product, behaviour and good citizenship.</p> <p>Transitions are effectively supported via workshops from external facilitators. Neighbourhood Renewal and Extended Schools provision actively support Teaching & Learning, Parental Engagement and Health & Well-being of pupils.</p> <p>Our Shared Education partnership with Carrick PS & Ceara Special School has provided opportunities to develop High Quality Teaching & Learning. The school should seek to build on these foundations. Staff has been</p>	<p>Whilst staff are experienced within the current context, it is important that there is opportunity for a range of staff to visit other Integrated Schools to gain an insight and understanding of Integrated practices. In tandem to this, a programme of staff training and development in collaboration with NICIE, IEF, EA and other stakeholders will be an important area for development as the school moves through the Transformation journey.</p> <p>Audit & review of existing policies will be an important piece of ongoing work. As part of this the school will seek to reinforce key principles of equality, diversity, anti-discrimination, rights and responsibilities.</p> <p>There will be opportunities to develop peer-mediation and conflict resolution.</p> <p>Staff will be given training opportunities using the Shared Education TPL modules to further develop their knowledge around areas such as sensitive and controversial issues. There will be opportunities to plan and evaluate Shared Education through the Pupil Pathway and explore how this can complement the process of Integration.</p>

<p>involved in the delivery of the Shared Education Programme, but further training opportunities remain.</p> <p>Over the last 12 – 18 months, Senior Leadership & Governors have engaged with SIP (SDS) to review the school’s Management Structure.</p>		
Now what? Future actions (subject to Ministerial decision)		
<p>Year 1 (2023-24)</p> <p>1) Audit the current behaviour policy and practices.</p> <p>2) All staff will have TPL opportunities regarding the Transformation Process and Integration.</p> <p>3) Revisit and re-establish previous work around PATHS programme.</p>	<p>Year 2 (2024-25)</p> <p>1) Audit the current pastoral care policy and practices.</p> <p>2) Continued staff professional development training working alongside NICIE and EA</p> <p>3) Explore the Shared Education online training resource ‘A Pupil Pathway’ document and relevant outcomes.</p>	<p>Year 3 (2025-26)</p> <p>1) Policy development to include RE and Inclusion.</p> <p>2) Continued staff professional development training working alongside NICIE and EA exploring sensitive and controversial issues.</p> <p>3) Review of PDMU practice ensuring whole school continuity and progression.</p>

High Quality Teaching & Learning (Year 1 2023-24)					
High Quality Teaching & Learning 2023/24 Targets	Actions	Success Criteria (Quantitative & Qualitative)	Timescales	Resources	Monitoring & Evaluation
1) Audit the current behaviour policy and practices.	<ul style="list-style-type: none"> The pastoral care coordinator/Principal will complete an audit on the current behaviour policy after consultation with staff. 	<ul style="list-style-type: none"> The policy will reflect the ethos of integrated education There will be a focus on areas such as conflict resolution, managing emotions and peer relations. 	April 2023-September 2023	Principal/ Pastoral care coordinator	Review of the policy including modifications
2) All staff will have TPL opportunities regarding the Transformation Process and Integration.	<ul style="list-style-type: none"> Opportunities for staff to visit an established integrated school INSET session for teaching staff to explore impact of integrated status (March 2023). 	<ul style="list-style-type: none"> Teaching staff have a greater understanding of the delivery of the curriculum in a formally integrated setting. They will be aware of helpful resources/strategies to aid this. 	April 2023-September 2023 INSET day 20/03/23	Principal/ Coordinators NICIE EA IEF School link INSET day	Training log Staff questionnaire Open dialogue between staff and leadership
3) Revisit and re-establish previous work around PATHS programme.	<ul style="list-style-type: none"> Whole school approach PDMU coordinator will ensure all teaching staff have knowledge of the PATHS programme and assess how it is being used in current classroom practice. Focus on the implementation of the 	<ul style="list-style-type: none"> Teaching staff will regularly use the PATHS programme in classroom practice. There will be a whole school approach to the teaching of this programme. 	April 2023-September 2023	PATHS resources and training Dedicated displays Staff/PDMU coordinator	Displays Observation of pupil behaviour Effective questioning

	PATHS programme throughout the school.				
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Effective Leadership (2023-2026)

What? Baseline position at Jan 2023		So what? Conclusions and recommendations for the way forward (23-26)	
<p>The existing Board of Governors are fully supportive and enthusiastic about the school’s Transformation to Controlled-Integrated status.</p> <p>It is the view of the Principal that the Transformation Action Plan and School Development Plan should be complementary documents that together provide a clear and strategic direction of travel for the school.</p> <p>The Senior Leadership & Middle Management Teams will liaise with and seek continuing support from School Development Service to ensure appropriate synergy between these important strategic documents.</p> <p>A Management Structure review has recently been concluded. This provides clarity of role and purpose, particularly around responsibility for driving positive change across the core curricular areas.</p> <p>A TAG group has recently been formulated. It is important that this group meets regularly and with clear purpose as it will be a key mechanism for change and connectivity amongst the key stakeholders within the school. The Governors and Senior Leadership Team have given a clear steer in terms of our move to Integrated status. This is supported by all members of the school community.</p> <p>As part of its recent Management Structure review, it is the intention of the Board of Governors to appoint an Integration Coordinator to help drive development through the Transformation journey.</p>		<p>The school's vision, values and ethos need revisited considering transformation. This process will involve consultation across the school community, with significant weight given to pupil voice.</p> <p>The school aims to work to increase enrolments from the Protestant community and will use data to monitor change.</p> <p>The Governors will engage in the Integration process and review the school’s vision, ethos and aims upon reconstitution.</p> <p>The work and strategic direction of the TAG team is an area for continuing development.</p> <p>Review of SDP to incorporate Integration and the Transformation Action Plan.</p> <p>Work will continue to increase enrolments from minority communities and use internal data to monitor progress.</p>	
Now what? Future actions (subject to Ministerial decision)			
Year 1 (2023-24) 1)Set up and have monthly meetings of a Transformation Action Group (T.A.G).	Year 2 (2024-25) 1)Review the school’s admission criteria.	Year 3 (2025-26) 1) Embed the role of TAG	

<p>2)The school leadership will increase its knowledge and understanding of Integrated education and reflect this in the SDP.</p> <p>3)Appoint an Integration Coordinator with the aim of growing integrated practice.</p>	<p>2)Reconstitute the Board of Governors for Integrated status and provide training opportunities for BOG on the vision and ethos of an integrated school.</p> <p>3)Review the school’s vision and ethos.</p> <p>4)Embed the role of TAG.</p>	<p>2)Reconstituted Board of Governors will be provided will training opportunities.</p> <p>3)It is the intention that the Integration coordinator will design processes for planning, monitoring and evaluating integrated and inclusive practices.</p>
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Effective Leadership (Year 1 2023-24)

Effective Leadership 2023/24 Targets	Actions	Success Criteria (Quantitative & Qualitative)	Timescales	Resources	Monitoring & Evaluation
1) Set up and have monthly meetings of a Transformation Action Group (T.A.G).	<ul style="list-style-type: none"> A transformation action group will be set up to include the IC, members of the BoG and parents representatives. A Terms for Reference will be drawn up for the TAG. The T.A.G will have monthly meetings. 	<ul style="list-style-type: none"> Members of the Board of Governors and Principal will guide the aims to be implemented within the T.A.G. Parents, community and staff will work together to work towards transformation. 	April 2023-September 2024	Minutes of meetings Integration coordinator, BoG, parents	Evaluation carried out by Principal, SLT and IC regarding the effectiveness of the T.A.G
2)The senior leadership team and middle management will increase its knowledge and understanding of Integrated education and reflect this in the SDP.	<ul style="list-style-type: none"> The SLT and middle management will have opportunities to visit integrated schools to gain insight. Principal will organise visits to established integrated schools. Drafting of new SDP section which references integrated education. Targets from transformation plan embedded into SDP. 	<ul style="list-style-type: none"> Transformation to integration is a main theme within SDP Evidence of development within school in relation to the transformation process BOG meeting minutes to reflect this focus 	Sept 2023 – Sept 2024	Leadership team Principal/IC coordinator SLT SDP document	Meeting minutes – staff meetings Draft SDP Updated SDP document Evaluation carried out by staff
3)Appoint an Integration Coordinator with the aim of growing integrated practice.	<ul style="list-style-type: none"> There will be an internal trawl within permanent teaching staff for an integration coordinator. 	<ul style="list-style-type: none"> Coordinator appointed (paid post) to be reviewed annually. 	March 2023	Board of Governors Principal Funding	Meeting minutes BoG

Community Connections (2023-2026)

What? Baseline position at Jan 2023	So what? Conclusions and recommendations for the way forward (23-26)
<p>The school facilitates, grows and nurtures links across the local community. There are links with several local churches and church groups.</p> <p>There are links with Sporting organisations and pupils enjoy participating in a range of sports traversing a variety of cultures and traditions.</p> <p>The school actively engages with a wide array of charities, youth work organisations, local businesses, historical societies and local council to broaden the children's experiences.</p> <p>Historically, the school has always made every effort to ensure these links are reflective of all members of the school community. For example, it is a long running tradition that at Christmas, the school collects for both The Salvation Army and St Vincent de Paul. However, the school should continue to develop their intentionality around its community connections.</p> <p>The school is widely acknowledged across Lurgan for its efforts to bring people of differing traditions together and its active engagement in that regard.</p> <p>The school ensures that the local community are aware of events within Lurgan Model using the local press and social media. The choir and sporting teams also go out into the community regularly to represent the school.</p>	<p>Whilst there are many examples of how the school engages with different groups across the local community, many of these links are incidental.</p> <p>An important step forward for the school is that the school actively and intentionally seeks to foster and further embed these links, especially within what would be perceived to be the school's minority community.</p> <p>The school needs to promote its progress in developing its Integrated ethos across the community to ensure that all sections of local society are informed. The school will refine and develop how it uses the local press, social media, the school prospectus and newsletter to inform the community how the ethos of integration is being developed.</p> <p>The school aims to increase its engagement with Protestant communities. The opportunity to bring the two main communities together will remain an important focus for the school.</p>

Now what? Future actions (subject to Ministerial decision)		
Year 1 (2023-24) 1) Parents, carers and the wider community will be fully informed about the school's proposals to transform and its commitment to Integrated Education. 2) Appropriate local connections across both main traditions sought and relationships developed. 3) Explore ways to open the school up to the community.	Year 2 (2024-25) 1) Deepen links with other integrated schools. 2) Further establish connections with local churches, charities, sporting clubs etc. 3) Embed and extend outreach in the local community through Music and Sport.	Year 3 (2025-26) 1) Deepen links with other integrated schools and participate in NICIE principal and teachers support committees. 2) Further establish connections with local churches through a Harvest event. Parents and representatives from the local community to attend. 3) Embed and extend outreach in the local community through Music and Sport.

Community Connections (Year 1 2023-24)					
Community Connections 2023/24 Targets	Actions	Success Criteria (Quantitative & Qualitative)	Timescales	Resources	Monitoring & Evaluation
1) Parents, carers and the wider community will be fully informed about the school's proposals to transform and its commitment to Integrated Education.	<ul style="list-style-type: none"> • Increase online presence via social media platforms to keep parents and the local community updated on the process of change. • New website used to full potential • Begin work on an Induction Pack for new families to the school. • Newsletter to include regular updates on the process of Integration. 	<ul style="list-style-type: none"> • The new website will contain photographs from each class showing diversity and an integrated ethos. • Increase views of the school website • Growth of online Facebook community • Feedback from parents will be positive. 	April 2023 – June 2024	New website School prospectus Induction materials Principal/ coordinators/SLT	Newsletters Tracking data of school website and FB page Minutes of meetings
2) Appropriate local connections across both main traditions sought and relationships developed.	<ul style="list-style-type: none"> • Introduce a calendar of events/celebrations to include all religious groups within the school community. • Continue to build on links with local churches, charities and groups. • Visits from local politicians • Shared Education links further developed • Explore the interest of local sports clubs in 	<ul style="list-style-type: none"> • Balanced representatives from different backgrounds attend. • Children meet/interact with different representatives from other religions. • Successful completion of Shared Education projects with P3, 4 and 5. • The selection of planned afterschool activities will 	April 2023 – June 2024 April 2023	Principal IC/PE/RE coordinator	Q+A responses Photographs of events Replies to invitations

	afterschool activities. E.g. cricket (Harry Lockhart) and rugby.	reflect both main traditions. <ul style="list-style-type: none"> Children will receive coaching in cricket and rugby. 			
3) Explore ways to open the school up to the community.	<ul style="list-style-type: none"> Invite representatives from local religions/ groups to the school. Contact local groups from different traditions to establish links. TAG group to identify key members to establish links with. Assembly – visitors from main faiths, charities, sporting clubs to take monthly assemblies raising awareness to the school. Use of the MUGA pitch for community initiatives. School choir to sing at venues in the local and wider community. 	<ul style="list-style-type: none"> Visitors will reflect diversity Regular assemblies will take place. The school choir and sporting groups will represent the school in the community. Children meet/interact with different representatives from other religions. Community events are well supported by all sides of the community. 	April 2023 – June 2024	Principal IC/PE/RE/ music Coordinator and other members of the SLT All staff EA community and schools team	Q+A responses Photographs of events

**NICIE response to Public Consultation re:
Development Proposal 718:**

The Board of Governors of Lurgan Model Primary School proposes to transform from Controlled to Controlled Integrated status from September 2024, or as soon as possible thereafter.

Introduction

The Council for Integrated Education is in full support of DP 718.

This document will summarise how this Development Proposal meets the criteria outlined in section 3.26 of 'Integration Works' (DE, 2017), 'What will the Department of Education consider when assessing a Development Proposal?' (p24-25). This response will also refer to the existing legal framework and obligations of the Department of Education in relation to Integrated Education provision in Northern Ireland.

The Board of Governors and leadership in the school have taken time to fully understand and consider the Transformation of Lurgan Model PS. The current Principal of Lurgan Model was appointed in 2015, at this stage the school had already begun the process of engaging with the IEF & NICIE to gather information on the Transformation process. Staff from the Council for Integrated Education and the IEF were invited to present to Governors in December 2021. The process of Transformation was formally initiated in May 2022 when the Board of Governors ratified a resolution to hold a parental ballot. Subsequently NICIE, in partnership with EA Sectoral Support, has been meeting and liaising with the school on a regular basis to support all aspects of their Transformation journey. This has included engagement with the Principal, staff, parents and governors. A detailed timeline of activities is included in the Case for Change.

Contents

1. Unmet Demand for Integrated Education
2. Sustainability
3. Area Planning including impact on existing Integrated provision
4. Religious Balance
5. Planning and Engagement in the Transformation Process
6. New Legislative Framework

1.) Unmet Demand for Integrated Education

In June 2022, parents of pupils at Lurgan Model were asked: *'Do you support Lurgan Model Primary School and Nursery transforming to become a Controlled Integrated Primary School and Nursery with effect from September 2023 or as soon as possible thereafter?'*

Of the 288 parents and carers eligible to vote 157 returned ballot papers representing 54.5% participation. The result was that 99.4% voted yes and 0.6% voted no. The significantly positive yes response clearly demonstrates the strength of support for Integrated Education. Following the positive result, the school informed EA of the outcome of the ballot and the decision to progress with Transformation.

There is currently no Integrated Primary provision in the Lurgan area and across the three closest Integrated Primary Schools (within an 11-mile radius Table 22 p. 34 of the Case for Change refers) there was only one available place for 2022/23. All these schools have had more applications than they have spaces for 2023/24, sourced from the Education Authority Enrolment and Admissions Quadrant.

The decision to formally pursue Integrated status and the points mentioned above have highlighted the demand and widespread support for Integrated provision in Lurgan and the wider Council area. The current provision does not meet the demand, as highlighted in the Case for Change.

2.) Sustainability

Lurgan Model has an approved enrolment number of 196 and an approved admission number of 28. The school is popular within the community and has a current enrolment of 199 in the 2023/24 academic year. The school has met its approved enrolment number for several years as is evidenced in Table 1 in the Case for Change (p. 8-9). The school meets the criteria for an urban (140) sustainable primary school as outlined in the DE Sustainable Schools Policy.¹ This is outlined in detail in section two of the Case for Change (p.28-31).

The school has an oversubscribed Nursery Unit with 26 full time places which supports the sustainability of the school. The school also has a Specialist Provision in Mainstream Unit which opened in September 2022 and currently accommodates seven children.

The Case for Change (p. 18) notes the continuing development in the area in terms of housing, with several developments attracting new families within the catchment area of the school which is likely to support future sustainability.

[A Policy for Sustainable Schools \(education-ni.gov.uk\)](https://education-ni.gov.uk)¹

3.) Area Planning

No objections were raised during the affected schools' consultation. EA and NICIE have supported the school through the preparation of the Case for Change and the Transformation Action Plan and are in support of the Transformation of Lurgan Model PS.

The Transformation of Lurgan Model PS would provide an Integrated option in an area where one is currently lacking. As indicated above, there is a high level of demand from parents for Integrated Education. Approval of this DP would further assist the Department and EA with fulfilling their obligation to support Integrated Education, as outlined in the Integrated Education Act (2022).

Portadown IPS, Rowandale IPS, and Bridge IPS (the three closest Integrated schools) are 4.6 miles, 5.9 miles and 10.6 miles, respectively, from Lurgan Model PS. These schools are all two-form entry, sustainable schools, and are unlikely to be affected by this Transformation. Between the three closest Integrated primary schools there was only 1 available place for 2022/23.

Approval of this DP would provide a welcome option for those seeking Integrated provision in the Lurgan area. As we are aware that children from Lurgan Model transition to Brownlow IC this will provide four to sixteen Integrated pathway and potentially also a Special Educational Needs pathway.

4.) Religious Balance

The religious balance for the 2022/23 school year was 5.71% Protestant, 60.96% Catholic and 33.33% Other. The religious breakdown for previous years is also covered in the Case for Change (Table 13a, p. 19). The religious balance of the school is reflective of the current demographic in the area. However, as highlighted in the Transformation Action Plan (Appendix A in the Case for Change), the school has already begun to work on a series of activities and initiatives aimed at attracting more pupils and families from the Protestant community. These actions indicate that the school is keen to develop its integrated ethos by reaching out to members of its minority community.

NICIE has raised the issue of the way NISRA designates religious identity and religion brought up in versus the system used by the Department of Education. Also, the NI Housing Executive have a designated category of 'mixed' to capture households where there is a religious mix. We have anecdotal evidence from many schools that a 'mixed Christian' identity would describe some family backgrounds more accurately than the current choices. In addition to this, other Christians such as Jehovah's Witnesses and members of the Church of Latter-Day Saints are designated as 'Others' by the Department of Education and 'Protestant' by NISRA.

NICIE believes that current designation choices may contribute to the undoubted growth of those families declaring as 'Other'. NICIE would welcome further discussion in relation to this so that schools can demonstrate that they are acting in accordance with the new definition of Integrated Education contained in the Integrated Education Act 2022.

5.) Planning and Engagement in the Transformation Process

Lurgan Model have been engaging with Integration Works events run by the IEF for several years prior to the appointment of the current principal in 2015. Since 2015, the current principal has

demonstrated an enthusiastic and sustained engagement with the IEF and NICIE through attendance at various events as well as meeting with their NICIE Support Officer and EA Sectoral Support. Details of the depth of engagement can be found in the Case for Change (p.3-4).

The Principal and Integration Co-Ordinator met with NICIE and EA Sectoral Support in recent weeks for their first Transformation Monitoring Meeting of the 2023-24 school term. The school is working through their Transformation Action Plan very effectively and were able to evidence and discuss how they are executing their plan in a comprehensive and thorough way. The school were able to give clear examples of activities and work that has taken place in this first term which show a clear commitment to the Transformation process and the development of the integrated ethos at the school.

The Principal took part in NICIE's 3-day Anti-Bias in Education – Bias Busting course and has also recently participated in a Marketing training session delivered by NICIE and the IEF. The Principal has presented at an IEF Integration Works Event to share his experiences of the Transformation journey.

As mentioned in the Case for Change both the Board of Governors and the full staff team have participated in training about Integrated Education.

NICIE's experience indicates that developing an integrated ethos requires commitment over a number of years. We note that in the Transformation Action Plan the school plans to engage with further NICIE training in the development of their integrated ethos. The inclusive process adopted by the school to date provides a firm platform to enable them to fully develop and embrace Integrated status.

6.) New Legislative Framework – Integrated Education Act 2022

Section 5 of the Integrated Education Act 2022 defines the requirement of the Act to support Integrated Education as follows:

'identifying, assessing, monitoring and aiming to meet the demand for the provision of integrated education within the context of area planning...and...'

'providing sufficient places in integrated schools to aim to meet the demand for integrated education within the context of area planning and the overall sustainability of the school estate (including examining evidence of expected future demand).'

NICIE would contend that the best measures of demand currently available under Section 5, include those mentioned above, namely the ballot result and oversubscription in other nearby Integrated provision.

The new definition of the Integrated Education includes the sub sections highlighted below:

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

See information above detailed in section 4 entitled Religious Balance.

b) Those who are experiencing socio-economic deprivation and those who are not.

Table 15 in the Case for Change (p. 21) shows that a significant number of children within the school are in receipt of Free School Meals, this indicates that Lurgan Model Primary School is meeting the need among those who are experiencing socio-economic disadvantage. Within the Case for Change (p. 21-22) there is a list of activities which the school engages in to address the needs of the range of socio-economic needs of the children within the school and the community surrounding them.

c) Those of different abilities

Tables 16-18 in the Case for Change highlight that the school is dealing with a range of abilities demonstrated by the SEN figures and the PTM and PTE scores. It is evident from this information that the school is dealing with children who have Special Educational Needs and those who do not. The Case for Change (p. 22-24) lists the range of activities that the school engages with to address the needs of all students. The recently opened Specialist Provision in Mainstream Unit gives further evidence that Lurgan Model PS is demonstrating that they are meeting the different abilities criterion from within the Integrated Education Act.

Conclusion

The school is working diligently to ensure that they follow all the recommended steps set out in the Integration Works guidance. The Principal and the recently appointed Integration Co-Ordinator, supported by the staff and the Board of Governors, have participated fully in the process, leading to the effective production of a strong Case for Change, and a comprehensive and thorough Transformation Action Plan.

Parents, staff and pupils were consulted throughout, and the school community actively supported the school's decision to Transform. The lengthy consideration has resulted in a situation where the leadership and governors are united in their desire to become an Integrated school.

The Case for Change presents strong evidence that the school will work hard to draw a balance of pupils from a range of backgrounds and demographics. With the combined support of NICIE and EA, Lurgan Model PS could prove to be a hugely successful and sustainable Integrated school, which will meet demand in the area.

NICIE is in support of DP718 and would encourage the Minister or Permanent Secretary to approve it.

Furthermore, approval of this DP would assist the Department in fulfilling its statutory duty to continue to encourage, facilitate and support the development of Integrated Education in all parts of Northern Ireland.

NICIE Development Team

November 2023

Appendix D



Controlled Schools' Support Council
2nd floor, Main Building
Stranmillis University College
Belfast, BT9 5DY
T: 028 9531 3030
E info@csscni.org.uk

15 November 2023

Dear Sir/Madam,

Re: Development Proposal 718 Lurgan Model Primary School

The Controlled Schools' Support Council (CSSC) notes that the Education Authority has published a Development Proposal to transform Lurgan Model Primary School to Controlled Integrated status, with effect from 1 September 2024, or as soon as possible thereafter. CSSC welcomes the opportunity to respond and has consulted with controlled schools in the area.

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

CSSC notes the positive outcome of the parental ballot at Lurgan Model Primary School and acknowledges the school's desire to have its inclusive nature formally recognised through the process of Transformation.

CSSC notes the religious profile of the Electoral Ward in which the school is located and has noted the steps which the school is taking to increase pupil numbers from the minority Protestant community through the Transformation Action Plan.

CSSC supports the proposal for Lurgan Model Primary School to transform to Controlled Integrated status with effect from 1 September 2024, or as soon as possible thereafter. CSSC supports sustainable schools seeking to transform to Controlled Integrated status and recognises that Lurgan Model Primary School is a sustainable school which contributes to the provision of a network of sustainable schools in the area. CSSC is committed to working with the Education Authority and other sectoral bodies to provide support to the school throughout the process of Transformation.

Yours faithfully,

Controlled Schools' Support Council www.csscni.org.uk
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A handwritten signature in black ink, appearing to read 'Mark Baker', with a stylized flourish extending from the end.

Mr Mark Baker
Chief Executive



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

21 November 2023

Dear Minister

RE: Development Proposal No 718 – Lurgan Model Primary School, Lurgan

The Integrated Education Fund (IEF) welcomes the opportunity to respond to the consultation on the Development Proposal relating to Lurgan Model Primary School, Lurgan.

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

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

The IEF therefore welcomes the Development Proposal for Transformation of Lurgan Model Primary School, approved for publication at the Strategic Planning and Policy Committee on 05 September 2023. This Proposal was submitted in response to parents at Lurgan Model Primary School voting overwhelmingly by some 99.4% in favour to take the school on the path to transforming to integrated status.

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

There is also strong evidence of growing parental demand for integrated education in the local area, demonstrated through polling completed by the IEF in September 2019 (local area micro poll).

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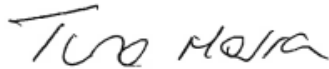
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The IEF would ask that the Department of Education (DE) also take this decision with regard to Section 3A of the 2022 Integrated Education Act NI to *"encourage, facilitate and support integrated education"* and Section 6 which outlines the Departments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

A positive decision will not only create more places in integrated education in the Lurgan and Armagh, Banbridge, Craigavon area, in response to the democratic wishes of parents, but will recognise this statutory duty.

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

Yours faithfully

A handwritten signature in black ink, appearing to read 'Tina Merron', with a stylized, cursive script.

Tina Merron

ETI Development Proposal Commentary Paper

DP 718 - Lurgan Model Primary School will transform to Controlled Integrated Status with effect from 1 September 2024, or as soon as possible thereafter.

Date of last ETI report: November 2019 (Action Short of Strike)

Web link: <https://tinyurl.com/yc7tnx7>

Date¹²: 10 October 2023

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

There is a Specialist Provision (Social Communication) class for children across the foundation stage and key stage one.

The number of newcomer children has increased from 44 (19%) in 2018/19 to 57 (25%) in 2022/23.

The school reported in March 2021 that a nurture space has been created providing facilities for cooking/baking, gardening and yoga.

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

No knowledge of significant change to contextual information.

¹² This commentary paper is based on the information and evidence available to ETI on this date. Please check the ETI website www.etini.gov.uk for any new inspection reports that may have published after this date.

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

There is currently no provision for Integrated Education within Lurgan town. There are two integrated primary schools located within 6 miles of Lurgan Model Primary School, Portadown Integrated Primary School (4.6 miles) and Rowandale Integrated Primary School (5.9 miles).

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

No.

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

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

	1.3 A <u>minimum</u> of four teachers at a primary school. This recognises both the needs of pupils and the demands on teachers.	√		
	1.4 The ability of the school to cater for children with Special Educational Needs.	√		
	1.5 The ability at post-primary level to be able to provide suitable access to the entitlement framework including, where appropriate, linkages with other schools, the FE sector or other providers.			
	1.6 The standards and the quality of learning and teaching at the school.			√
	1.7 The range of curricular and extra-curricular activities available for children including career guidance, physical education, music, art, drama and science.			√
	1.8 The quality of the <u>physical</u> environment for learning and teaching i.e. the condition, energy and water efficiency and suitability of the buildings.			√
	1.9 The quality of, and arrangements for, pastoral care including the active promotion of the principles of social justice in all areas of the formal and informal curriculum.			√
Strong Leadership and Management by Boards of Governors and Principals	4.1 Governors' views on the school based on quantitative and qualitative evidence.			√
	4.8 There is a school development plan in place and progress is being made to achieve the plan's aims and objectives.			√
	4.9 Pupil behaviour, expulsions, suspensions and non-attendance as well as			√

	positive behaviours such as involvement in school management (e.g. buddying and mentoring schemes).			
Strong links with the Community	6.1 Degree and quality of parental involvement (schools will be asked to provide evidence on this).			√
	6.3 Contribution of the school to the community (schools will be asked to provide evidence on this).			√
	6.4 Presence of other features of provision, e.g. nursery or specialist unit.	Nursery unit is located on the school site.		

6. Summary of impact of the proposal

There is currently no provision for Integrated Education within Lurgan town.

There are two integrated primary schools located within 6 miles of Lurgan Model Primary School; Portadown Integrated Primary School (4.6 miles) and Rowandale Integrated Primary School (5.9 miles).

The Integrated Education Act (Northern Ireland) 2022 came into operation on 26 October 2022. The Board of Governors of Lurgan Model Primary School should take forward the transformation to Controlled Integrated status in consideration of the requirements of the new Act.

DEPARTMENT OF EDUCATION (DE) POLICY TEAM COMMENTS

DP 718 Lurgan Model PS

A	School Admissions Team
B	Early Years Team
C	Shared Education and Community Relations Team
D	Inclusion and Wellbeing Directorate
E	Financial Monitoring Team
F	Irish Medium and Integrated Education Team

A School Admissions Team

SAT INPUT TO DP 718 – LURGAN MODEL PS – 501-0992 – 21/09/23

Lurgan Model Primary School will transform to Controlled Integrated Status with effect from 1 September 2024, or as soon as possible thereafter.

Background

Lurgan Model PS is a Controlled Primary School. The school's approved admission number is 28-30 and the approved enrolment number is 196.

Applications

The table below shows the application trends to Lurgan Model PS over the past five years. The figures have been provided by the Education Authority at the conclusion of the transfer process.

School Year	First Preference Applications	Total Applications (all preferences)	Total Admissions*
2019/20	27	27	27
2020/21	26	26	26
2021/22	29	29	29
2022/23	23	24	24
2023/24	20	20	20

*Excludes supernumerary pupils i.e. statemented pupils and those admitted via the Exceptional Circumstances Body

Temporary Variations (TVs)

If a school receives more applications than it has places available it can request a TV to its admissions and/or enrolment number from the Department.

No TVs have been sought over the last five years.

B Early Years Team

Input From Early Years Team on Development Proposal No 718 – 22/09/23

DP 718 - Lurgan Model Primary School will transform to Controlled Integrated Status with effect from 1 September 2024, or as soon as possible thereafter.

Lurgan Model Primary School (501-0992) is a controlled primary school situated in Lurgan, with a statutory nursery unit that provides 26 full-time places.

The nursery unit at Lurgan Model PS has been oversubscribed with 1st preference applications in two of the last four academic years, although it is also noted that on two other occasions the unit only filled 25 of its 26 funded pre-school education places. No underage children have been admitted to a funded pre-school education place in the nursery unit in any of the last four years.

Table 1

Pre-School Provision Lurgan Model PS 501-0992

Academic Year	Statutory Places Available (f/t)	1st Preference Applications	Target Age Admitted	Under Age Pupils admitted	Total Number Admitted
2020/2021	26	31	25	0	25
2021/2022	26	24	25	0	25
2022/2023	26	21	26	0	26
2023/2024 *	26	30	26	0	26

Source: EA, ASU branch

*provisional EA data

DE records show that no Temporary Flexibility (TF) requests were submitted for the nursery unit in any of the last three academic years.

As the proposal is to transform from “controlled” to “controlled integrated” management type with no change to the number or pattern of pre-school education places, there would be no change to the level of pre-school provision in the local

area; and the proposal is unlikely to have an impact on other existing good quality pre-school education provision in the area.

It is not considered that there would be any negative impact on the statutory nursery unit at Lurgan Model PS if the proposal to transform to Controlled integrated status was approved. If approved, Lurgan Model PS would become the only integrated primary school in Lurgan which may make the school more appealing to some parents in the area who want a primary education in a school with an integrated management type and could subsequently result in an increase in the numbers of children applying to the school's nursery unit each year.

The proposal would also appear to be in line with the Department's duty to encourage, facilitate and support integrated education under the Education Reform (NI) Order 1989 and the Integrated Education Act (Northern Ireland) 2022.

Conclusion

Taking into account all of the above information, EYT considers that the proposal for Lurgan Model PS to transform to controlled integrated management type is likely to be reasonable at this time and would have no objection, in principle, to the proposal.

Early Years (Pre-School) Team

September 2023

C Shared Education and Community Relations Team

SECRET ASSESSMENT OF DEVELOPMENT PROPOSAL

DP 718 – Lurgan Model Primary School & Nursery (501-0992) – Transform to Controlled Integrated Status – 29/09/23

STAGE 1

Documentation for consideration:

Request from: APPTSEC Development Proposal

- Area Map
- Case for Change
- List of neighbouring schools including school reference number

Proposer – Contact:

Telephone number: 02838 321003

Chair of the Board of Governors: Mr Trevor Enderby

(Note: DE will use these contact details for providing notification of the Minister's/Permanent Secretary's decision.)

Proposal – The Board of Governors of Lurgan Model Primary School proposes to Transform from Controlled to Controlled Integrated Status from September 2024 or as soon as possible thereafter.

Current Position

Lurgan Model Primary School & Nursery (501-0992) is currently involved in a Collaboration and Sharing in Education project (CASE) partnership with Carrick Primary School (501-1127) and Ceara Special School (531-6521).

List of neighbouring <phase> schools provided by Area Planning

School		Programme	Membership
Ref No	Name		
5010992	Lurgan Model Primary School & Nursery	CASE	Carrick Primary School Ceara Special School
5031103	Tannaghmore Primary School	-	-
5036633	St. Francis Primary School	-	-
5011127	Carrick Primary School	CASE	Lurgan Model Primary School & Nursery Ceara Special School
5011124	Kings Park Primary School	-	-
5026065	Dickson Primary School	-	-
5031160	St Terasa's Primary School	MSE	Portadown Integrated Primary School
5011190	Tullygally Primary School	MSE	Drumgor Primary School
5031184	St Anthony's Primary School	-	-
5031168	St Patrick's Primary School	CASE	Ballycarrickmaddy Primary School
5016080	Drumgor Primary School	MSE	Tullygally Primary School
5031167	St Patrick's Primary School	CASE	St Mary's Primary School Maralin Village
5036101	St Brendan's Primary School	-	-
5011598	Warrington Primary School	-	-
5011602	Bleary Primary School	-	-
5011687	Maralin Village	CASE	St Patrick's Primary School

			St Mary's Primary School
5033324	St Patrick's Primary School	-	-
5066553	Portadown Integrated Primary School	MSE	St Terasa's Primary School
5016138	Bocombra Primary School	MSE	Ballyoran Primary School
4046137	Seagoe Primary School	-	-
4016104	Moirra Primary School	CASE	Rowandale Primary School
5011189	Edenberry Primary School	MSE	St John the Baptist Primary School
5036006	St Mary's Primary School	CASE	St Patrick's Primary School Maralin Village
4066682	Rowandale Primary School	CASE	Moirra Primary School

6 of these schools are engaged in Mainstreaming Shared Education partnerships and 8 in CASE.

SECRET CONSIDERATION

The Case for Change

The proposer, The Board of Governors Lurgan Model Primary School, has acknowledged the schools long standing Shared Education Partnership with Carrick Primary School (501-1127) and Ceara Special School (531-6521).

This has been described as an excellent partnership which has given pupils from a predominantly Catholic background an increased opportunity to increase engagement with Protestant pupils and to explore key issues surrounding similarities and differences.

It has been noted that the Shared Education partnership with Carrick PS & Ceara Special School has provided opportunities to develop High Quality Teaching & Learning. The school should seek to build on these foundations. Staff has been involved in the delivery of the Shared Education Programme, but further training opportunities remain.

The Education Authority supports this proposal, but they have made no reference to Shared Education. Therefore, there is no evidence to suggest that Shared Education has been considered or that EA has complied with its duty under Article 6 of the Shared Education Act (Northern Ireland) 2016.

SECRET ASSESSMENT

There is insufficient evidence in the Development Proposal to suggest a positive or negative impact to Shared Education partnerships in the area.

D Inclusion and Wellbeing Directorate

DP 718 – Lurgan Model Primary School – 501 0992 - transform to Controlled Integrated Status with effect from 1 September 2024, or as soon as possible thereafter.

Response due date: 5th October 2023

Inclusion Directorate Input: 3rd October 2023

Special Education Team (SET) Input

It is noted in the Case for Change (CfC) that Lurgan Model Primary School (PS) is considered a sustainable school. Attendance at a sustainable school underpins the fundamental principles of the special educational needs (SEN) Code of Practice¹³, which focuses on a continuum of need and a continuum of provision, which may be made in a variety of forms. Children with SEN require the greatest possible access to a broad and balanced education, including the Northern Ireland Curriculum.

The CfC states that Lurgan Primary School established a Specialist Provision (Social & Communication) class in September 2022, and that the school was also seeking to establish a second specialist provision (social communication) class from 1 September 2023, or as soon as possible thereafter; ‘providing greater access to inclusive educational opportunities for pupils with special educational needs by addressing the geographical inconsistencies that currently exist in the area’. The school [also] seeks opportunities to integrate these pupils into mainstream class activities where appropriate.

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

¹³ <https://www.education-ni.gov.uk/articles/special-educational-needs-code-practice>

E Financial Monitoring Team

Please see Financial Monitoring Teams' comments on **DP 718**:

Proposal: School to Transform to Controlled Integrated Status

501-0992 Lurgan Model Primary

The school's provisional Deficit position as of 31 March 2023 is £30,174.

The school's Surplus in the previous year, up to 31 March 2022 was £3,767.

The school received a total Common Funding Formula budget of £862,193 in the **2023-24 financial year** for **228¹** FTE pupils, which generates a per capita of £3,782. The average for all primary schools is £3,403.

The total Free School Meals Entitlement for the school is **86¹⁴** pupils, which represents **42.57%** of the total FTE, which places the school in **Band 3** for funding purposes.

The school received £26,173 for Small Schools Support funding, which represents **50.50%** of the maximum funding for this factor, within the Nursery & Primary funding stream.

The school also received £8,292 in respect of Primary Principals' Release Time.

All schools receive a delegated budget for the financial year based on verified enrolments as at the October Census prior to the financial year.

¹⁴ The school's funding allocation is based on the previous year's census data (e.g. the October 2022 census data was used to determine the 2023-24 CFF allocation). **The census data on the Schools+ database relates to an academic year, as opposed to the financial year.** In addition, differences between funded pupils and total pupils within the census count may occur for a number of reasons, including, but not limited to, zero rated pupils, some reception pupils, and over age pupils (paragraph 7 of Annex B to the Common Funding Scheme refers).

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

Factor	2023-24 £	2022-23 £	2021-22 £
Pupil AWPU	594,769	588,618	597,489
TSN – Social Deprivation	66,482	64,613	63,109
TSN – Additional Social Deprivation	12,045	11,217	12,691
Premises Area	13,010	13,010	13,010
Premises FTE	19,604	19,221	19,295
Small Schools Support	26,173	25,931	24,406
Primary Principals Release Time	8,292	8,210	8,046
Foundation Stage	28,121	29,172	28,822
Teachers Salary Protection	18,813	13,216	13,423
Special Units	3,000	0	0
Traveller Pupils	2,357	2,357	1,186
Newcomer Pupils	67,170	65,991	71,155
Children Looked After	2,357	2,357	2,372

Total School Funding	862,193	843,914	855,002
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Pupil FTE (no.)	228	225	227
Per Capita	£3,782	£3,751	£3,767

F Irish Medium and Integrated Education Team

Irish Medium and Integrated Education (IMIE) team Comments on DP 718

- IMIE team's remit is to consider whether the statutory duty under Article 64 of the Education Reform (Northern Ireland) Order 1989 as amended, to "encourage, facilitate and support the development of integrated education" has been given due consideration.
- It remains important that only alternative places in integrated primary schools are considered when analysing provision in the area. IMIE team notes that the two integrated primary schools in closest proximity to Lurgan Model Primary School are 4.6 and 5.9 miles away respectively. Of these, 13 places are available at the school which is 5.9 miles away, however this school was oversubscribed at first preference stage in the 2023/24 admissions process.
- Under the Integrated Education Act (Northern Ireland) 2022, it is important that any school seeking to transform can evidence how it meets the section 1 definition of integrated education. Namely, the education together in an integrated school, of those of different cultures and religious beliefs and of none, including reasonable numbers of both Protestant and Roman Catholic children or young persons; those experiencing socio-economic deprivation and those not; and those of different abilities.
- IMIE team considers the school's ability to meet the section 1 definition is analysed in the submission, and that it is important to note the analysis at paragraphs 215-217 in the context of reasonable numbers of both Protestant and Roman Catholic children or young persons. It considers this analysis addresses the religious balance point substantively for the area in which Lurgan Model Primary School is located.

Conclusion

- IMIE team notes its view that the statutory duty has been considered in relation to DP 718 and that this is reflected in the submission.

26 February 2024

Screening Template

PART 1 – POLICY INFORMATION

1.1. Policy title
Lurgan Model Primary School will transform to Controlled Integrated Status, with effect from 1 September 2024, or as soon as possible thereafter.
1.2. Description of policy or decision
To respond to parental demand for Integrated Education in the Lurgan area. The Case for Change, submitted to EA in March 2023, outlines the full description of the proposal.
1.3. Who are the main stakeholders impacted? (Internal and external as well as actual and potential)
<p>Parents and children in the Lurgan area.</p> <p>Providers of primary provision in the area to include other Integrated settings.</p> <p>(These are all detailed in the Case for Change.)</p>

PART 2 – EVIDENCE AND MITIGATION

2.1. What information did you use to inform this screening?

E.g. census data, Equality Impact Assessments (EQIAs), consultation reports, service level data.

Population census data, deprivation measure data, DE school census data, birth rates, housing trends (local council and news items), DE and EA policy papers relating to distance. NISRA and DAERA papers on rurality and travel times. NI Assembly policy papers and targets relating to equality and good relations. Refer to Case for Change for further information.

Screening Template

1.4. Is the policy likely to impact people living in rural areas? <i>(If yes, please complete the rural sections of this document)</i>	Yes	<input type="checkbox"/>
	No	<input checked="" type="checkbox"/>

1.5. Are there other policies or decisions with a bearing on this policy or decision?
<p>Integrated Education Act 2022</p> <p>A Fair Start Report 2021</p> <p>Department of Education Children and Young People's Strategy 2019-2029</p> <p>Early years and pre-school policy – Learning to Learn</p> <p>Education Reform Order (NI) 1989</p>

PART 2 – EVIDENCE AND MITIGATION

2.1. What information did you use to inform this screening?

E.g. census data, Equality Impact Assessments (EQIAs), consultation reports, service level data.

Population census data, deprivation measure data, DE school census data, birth rates, housing trends (local council and news items), DE and EA policy papers relating to distance. NISRA and DAERA papers on rurality and travel times. NI Assembly policy papers and targets relating to equality and good relations. Refer to Case for Change for further information.

Screening Template

2.2. Quantitative and Qualitative Data - What is the profile of the people that are impacted by this policy or decision?

Section 75 Group 1: Age	Makeup of affected group
	<i>Please provide a statistic breakdown of the people from the above categories impacted by this policy or decision. If the policy or decision impacts both staff and service users, please provide data on both.</i>
	The age group most likely to be affected by this proposal are the children themselves, who will be aged 3-11 years. There will be 26 of them admitted each year to the Nursery Unit, plus 28 children to Primary One, currently the actual enrolment in the school is 232. There is likely to be a positive impact on the young people and their families. The demographic breakdown by age for Armagh, Banbridge and Craigavon District Council is included in the Case for Change.
	<i>What are the needs and experiences of the groups that are impacted by this policy or decision?</i>
	An increase in the number of integrated places, which will help to meet the demand for places from families. The demand is demonstrated in the Case for Change.

Screening Template

Section 75 Group 2: Dependants	Makeup of affected group	
	<i>Please provide a statistic breakdown of the people from the above categories impacted by this policy or decision. If the policy or decision impacts both staff and service users, please provide data on both.</i>	
	As for the group 1 above, the children will be dependants.	
	<i>What are the needs and experiences of the groups that are impacted by this policy or decision?</i>	
	As for group 1 above.	

Screening Template

Section 75 Group 3: Disability	Makeup of affected group
	<i>Please provide a statistic breakdown of the people from the above categories impacted by this policy or decision. If the policy or decision impacts both staff and service users, please provide data on both.</i>
	<p>The issue of disability as it is connected to Special Needs is discussed in the Case for Change for Lurgan Model PS. The school was delighted to open a Social Communication Class in September 2022. This has been approved on a permanent basis and makes the school more accessible to children with disabilities.</p>
	<i>What are the needs and experiences of the groups that are impacted by this policy or decision?</i>
	<p>The needs of those with a disability have been addressed in the Case for Change.</p>
Section 75 Group 4 Religious Belief	Makeup of affected group
	<i>Please provide a statistic breakdown of the people from the above categories impacted by this policy or decision. If the policy or decision impacts both staff and service users, please provide data on both.</i>
	<p>This issue has been discussed in detail in the Case for Change.</p>

Screening Template

	<i>What are the needs and experiences of the groups that are impacted by this policy or decision?</i>
	The Governors believe that the Transformation to Integrated status will have a positive impact on the religious balance with the school.

Screening Template

Section 75 Group 5: Gender	Makeup of affected group
	<i>Please provide a statistic breakdown of the people from the above categories impacted by this policy or decision. If the policy or decision impacts both staff and service users, please provide data on both.</i>
	<p>Not available for this age group from Schools+</p>
	<i>What are the needs and experiences of the groups that are impacted by this policy or decision?</i>
	<p>Integrated education promotes equality with regards to gender, increasing the number of places will be supportive of the different genders.</p>

Screening Template

Section 75 Group 6: Marital Status	Makeup of affected group
	<i>Please provide a statistic breakdown of the people from the above categories impacted by this policy or decision. If the policy or decision impacts both staff and service users, please provide data on both.</i>
	As the main affected group is 3-11 years old this is not a relevant section
	<i>What are the needs and experiences of the groups that are impacted by this policy or decision?</i>
	See above

Screening Template

Section 75 Group 7: Political Opinion	Makeup of affected group
	<i>Please provide a statistic breakdown of the people from the above categories impacted by this policy or decision. If the policy or decision impacts both staff and service users, please provide data on both.</i>
	Not applicable to this age group
	<i>What are the needs and experiences of the groups that are impacted by this policy or decision?</i>
	See Above

Section 75 Group 8: Ethnicity	<i>Please provide a statistic breakdown of the people from the above categories impacted by this policy or decision. If the policy or decision impacts both staff and service users, please provide data on both.</i>
	This has all been discussed in the Case for Change.
	<i>What are the needs and experiences of the groups that are impacted by this policy or decision?</i>
	The size of the group has grown over the last few years and an increase in the availability of places may be of benefit to this group too.
Section 75 Group 9: Sexual Orientation	Makeup of affected group
	<i>Please provide a statistic breakdown of the people from the above categories impacted by this policy or decision. If the policy or decision impacts both staff and service users, please provide data on both.</i>
	The NISRA Census figures relate to the post 16 age group, as the affected group is 3-11 years old this information is not currently collected for this age group.

Screening Template

	<i>What are the needs and experiences of the groups that are impacted by this policy or decision?</i>
	See above. Presented with this issue the school would deal with it in line with best practice, guided by EA and DENI.

Screening Template

Impact on Rural Needs

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

The school is located in an urban area. The rural needs map covering travel time in the Rural Needs Act guidance indicates that there are no rural areas surrounding this school.

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

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

This is not applicable.

Screening Template

2.3. Policy / Decision changes

In developing the policy or decision, what changes did you make, or do you intend to make to address any equality issues that you identified?

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

This proposal will bring Protestant, Catholic and Other families together further within the Lurgan PS community, for the purpose of building peace and reconciliation through education.

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

Not applicable.

PART 3 – GOOD RELATIONS

3.1. If we define Good Relations as 'tackling prejudice and promoting understanding', are there any changes to the policy or decision that you would make in this regard?

(Please enter N/A if not applicable)

GROUP	Impact on Good Relations	Policy / Decision Changes
Religion	Positive impact – as outlined above and in the Case for Change	N/A
Ethnicity	Positive impact – as outlined above and in the Case for Change	N/A
Political Opinion	Positive impact – as outlined above and in the Case for Change	N/A

Screening Template

PART 4 – SECTION 75 EQUALITY SCREENING DECISION

This section is only relevant to the Section 75 Equality Duties.

4.1. How would you categorise the impacts of the policy or decision? Please refer to guidance notes on categorising impacts.	Major Impact	<input type="checkbox"/>
	Minor Impact	<input type="checkbox"/>
	No Impact	<input checked="" type="checkbox"/>
<i>Please provide reasons for your decision below.</i>		
The impacts of this decision are likely to be positive and supportive of increasing equality.		

4.2. Does the policy or decision require a full Equality Impact Assessment?	Yes	<input type="checkbox"/>
	No	<input checked="" type="checkbox"/>
<i>Please provide reasons for your decision below.</i>		
The impacts of this policy, if approved will have a positive impact for the children attending Lurgan Model PS and the wider Community.		

Screening Template

PART 5 – DISABILITY DUTIES

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

	How does the policy encourage the participation of disabled people in public life?	Is there anything further you can do to encourage the participation of disabled people in public life?
Please provide details if applicable	N/A	

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

	How does the policy promote positive attitudes towards disabled people?	Is there anything further you can do promote positive attitudes towards disabled people?
Please provide details if applicable	Integrated Education promotes Equality between those with and without disability	The ethos of Integrated Education is being developed through the Transformation Action Plan and will kept under review through the transformation journey.

Screening Template

PART 6 – HUMAN RIGHTS

6.1. Are Human Rights Relevant?

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

If you answered 'no' to all human rights considerations, please go to Part 7 – Monitoring

Screening Template

6.2. If you have answered yes to any of the Articles in 6.1, does the policy or decision have a potential positive impact or does it potentially interfere with anyone's Human Rights?

No it will have a positive impact

Screening Template

Article number	Positive impact or potential interference?	How?	Any legal issues arise?
Article 2:			
Article 3:			
Article 4:			
Article 5:			
Article 6:			
Article 7:			
Article 8:			
Article 9:	Positive	The children and families will have access to Integrated school places in the Lurgan area, the ethos of the Integrated school relates to religious belief, equality and social responsibility.	
Article 10:	Positive	As above	
Article 11:			
Article 12:			
Article 14:			
Protocol 1, Article 1			

Screening Template

Protocol 1, Article 2	Positive	By increasing access to funded integrated education	Dependent on the Education Minister's or Permanent Secretary's decision
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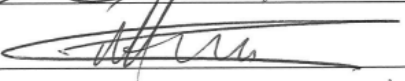
Screening Template

PART 7 - MONITORING

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

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

SIGN OFF

Approved Lead Officer:	Principal to sign 
Policy screened by:	Chair of Governors to sign 
Date:	19/02/23

Lurgan Model Primary School

The Development Proposal is for Transformation, to transform this sustainable school from Controlled to Controlled Integrated status. The consultation for this proposal only closed in November 2023, so the only change to report on is the current admissions process and NICIE is limited in the details we can supply. Up to date information on the admissions process is available from the Education Authority.

The school had a successful Open Day which was well attended, the Principal is pleased with the progress in the admissions process thus far. The Integrated Education fund attended the school open day to discuss Transformation and answer any queries from parents. The Nursery Unit has virtually filled up on 1st preference at this early stage of the process and Year 1 is over-subscribed at first preference.

Other developments to note in the wider area is the potential Transformation of Downshire Primary School in Hillsborough. This is quite a distance from Lurgan and thus likely to have less impact, however it does indicate increasing demand for Integrated Education in the wider area.

As noted previously Lurgan Model has a high percentage (25%) of Newcomer Pupils which is in support of the new definition of Integrated Education in the Integrated Education Act 2022. Lurgan is one of the few towns or cities in Northern Ireland that does not have Integrated provision and NICIE is therefore in full support of this proposal.



Controlled Schools' Support Council
2nd floor, Main Building
Stranmillis University College
Belfast, BT9 5DY
T: 028 9531 3030
E info@csscni.org.uk

30 January 2024

Dear Sir/madam

INTEGRATED EDUCATION ACT (NI) 2022

Further to correspondence of 12 January 2024 from Mr E Broderick, the Controlled Schools' Support Council (CSSC) notes the requirement for the Department of Education to consider the implications of the Integrated Education Act (NI) 2022 in its assessment of Development Proposals and to consult with relevant bodies in accordance with Provision 3. CSSC welcomes the opportunity to provide commentary in this context and notes the assurance that points made in responding during the objection period will form part of the assessment of relevant evidence.

Development Proposal 718 Lurgan Model Primary School

CSSC supports sustainable schools seeking to transform to Controlled Integrated status within the context of area planning and the overall sustainability of the estate, taking account of local demographics and community support. As a sustainable school, CSSC reiterates its support for the proposal for Lurgan Model Primary School to transform to Controlled Integrated status.

CSSC recognises that Lurgan Model Primary School welcomes children from different socio-economic backgrounds, children with different abilities and children of all faiths and none, compatible with the meaning of integrated education as defined within the Integrated Education Act (NI) 2022.

In the context of Provision 5 within the Integrated Education Act (NI) 2022, CSSC has noted the positive outcome of the parental ballot and recognises that there is no provision for integrated education within the town of Lurgan. CSSC has also considered the capacity in the nearest integrated primary schools to Lurgan Model Primary School and believes that the proposal for Transformation to controlled integrated status will support the Department of Education and the Education Authority in providing sufficient places in integrated schools to meet the demand for the provision of integrated education, including expected future demand, consistent with Provision 5 of the Act.

Controlled Schools' Support Council www.csscni.org.uk
Registered with The Charity Commission for Northern Ireland NIC107873
A company limited by Guarantee Registered in Northern Ireland NI619273

CSSC confirms its support for Development Proposal 719, as outlined in Council's consultation response of 15 November 2023.

Yours faithfully,

A handwritten signature in black ink, appearing to read 'Mark Baker', with a large, sweeping flourish extending to the right.

Mark Baker
Chief Executive