

**EDUCATION AUTHORITY
MINUTES OF EDUCATION COMMITTEE**

Minutes of a meeting of the Education Committee held in Antrim Board Centre on 10 May 2018 at 1.00 pm

PRESENT Rev R Herron (Chair)

Rev A Adams	Dr M Dynan
Ms Á Andrews	Sir Gerry Loughran
Mr D Cargo	Mr G Lundy
Mr J Craig	Mr O McMullan
Mrs M Culbert	Ms S O'Connor
Mr G Doran	Miss R Rainey

Mr E Jardine was in attendance.

IN ATTENDANCE

Mr G Boyd, Mr J Collings, Mr M Baker, Mrs P Cooney, Mrs K Scott, Ms L McCall and for part of the meeting Ms A Morrow and Ms G Humes.

Representatives from the Controlled Schools' Support Council (CSSC) for part of the meeting: Mr B Mulholland, Chief Executive; Ms J Millar, Head of Education and Support; and Ms S McCracken, Head of Marketing, Research and Communications.

1. APOLOGIES

Apologies had been received from Dr A McMorran, Dr I McMorris and Mr R Pollock.

2. DECLARATIONS OF INTEREST

Members were reminded of the requirement to declare interests, as appropriate, during the course of the meeting.

With the agreement of the Committee, agenda items were taken in the following order.

3. ENGAGEMENT WITH EDUCATION PARTNERS - CONTROLLED SCHOOLS' SUPPORT COUNCIL

The Chair welcomed Mr Mulholland, Ms Millar and Ms McCracken to the meeting.

Mr Mulholland gave a presentation** on the establishment of CSSC, the composition of the Council, the Memoranda of Understanding developed to date with EA and the Transferor Representatives' Council, the key functions of CSSC including work undertaken in respect of area planning, engagement with schools and collaborative working.

The Chair of the Board commended CSSC on progress since its establishment in 2016. She said that relationships between EA and CSSC were working effectively and she looked forward to building and developing those relationships to benefit children and young people.

A Member queried CSSC's engagement with DE with regard to DE's recent guidance on the statutory duties to encourage and facilitate Integrated and Irish medium education as it applied to the pre-school sector. Mr Mulholland advised that CSSC had already made representations to DE to highlight concerns that the establishment of formal integrated statutory pre-school

provision would displace existing pre-school settings already delivering education which was naturally integrated or non-sectoral in nature. This was not good use of public funds. He said that DE had stated its position on the matter with regard to statutory duties and would take account of recent judicial reviews and judgments.

A Member queried the approach taken by CSSC to support controlled schools with competing priorities in this matter. She indicated that not all pre-school provision was naturally integrated within communities. Mr Mulholland said that where a pre-school provision generally reflected the demography of the local area and the community background of pupils, that provision became naturally integrated. CSSC had discussed the matter concerning the statutory duties as they applied to the pre-school sector with representatives from controlled Irish medium schools and with voluntary groups offering Irish medium provision. They had agreed that where voluntary community provision was not being duplicated but became subsumed within Irish medium, there was no displacement.

A Member queried CSSC's approach with regard to possible tensions for controlled schools within area planning. Mr Mulholland advised that the Council had considered this matter and had agreed that, in such cases, the best interests of children and young people would take priority.

A Member queried CSSC's relationship with schools. Mr Mulholland said that schools were asked to provide feedback through various mechanisms on the work of CSSC. All feedback received to date had been positive. Members noted that 94% of controlled schools had opted to be registered with CSSC.

A Member queried the strategies being developed by CSSC with regard to tackling the historical issue relating to underachievement in Protestant working class boys. Ms McCracken said that a working group had been established to look at best practice in controlled and maintained schools in order to raise standards and improve outcomes among boys. All work undertaken by CSSC would be underpinned by evidence. She said that a report on this work could be shared with the Committee in due course. Currently, CSSC was partnering with Ulster University, Jordanstown on the project 'Taking Boys' Seriously'. She also referred to a conference to be held in October 2018 to focus on improving outcomes for boys in the post primary sector.

Mr Mulholland stated that CSSC would examine evidence based research and case studies with a view to disseminating best practice.

In response to a Member's query on leading improvement, Mr Mulholland said that principals would take the lead in raising standards with support provided by EA and CSSC. He said that CSSC, in conjunction with a number of primary schools, community representatives and Stranmillis University College, was working on a project in the Newtownabbey area to develop effective strategies where schools and the community could work together to support children and young people.

A Member commented that, in examining types of accreditation for young people, cognisance should be taken of gateways to employment.

The Chair queried the process to agree the collective ethos of the controlled sector given its diverse nature. Mr Mulholland said that, following consultation with schools, all were in agreement with the positive values and principles that underpinned a Christian non-denominational ethos. This ethos took into account the number of newcomer children enrolled in the controlled sector. Some schools were already showing examples where work was taking place on developing those values and principles.

The Chair thanked the CSSC representatives for the presentation and their engagement with the Committee. The three guests withdrew from the meeting.

Mr Jardine left the meeting at 2.10 pm. Mr McMullan left the meeting temporarily at 2.10 pm.

A Member commended officers on the positive and close working relationship developed with CSSC.

4. MINUTES OF MEETING HELD ON 12 APRIL 2018

The minutes* (E/5/18/3) of the meeting held on 12 April 2018 were agreed on the proposal of Miss Rainey and seconded by Dr Dynan.

5. MATTERS ARISING FROM THE MINUTES

5.1 DEVELOPMENT PROPOSAL NO 523 - DRUMLINS INTEGRATED PRIMARY SCHOOL DEVELOPMENT PROPOSAL NO 535 - ROWANDALE INTEGRATED PRIMARY SCHOOL (5.2)

The Chair said that the Board, at its April meeting, had considered the two proposals and had agreed that the matter should be considered again at its May meeting.

Members again expressed serious concerns that DE's guidance on fulfilling statutory duties to encourage and facilitate Integrated and Irish medium education, as applied to pre-school, could lead to the sectorisation of early years which traditionally had been non-sectoral. They considered that, in effect, DE was asking EA to favour Integrated and Irish medium education sectors over other sectors. Members highlighted the importance of the EA, as the planning authority, giving due regard to the rights and responsibilities of all sector.

Members discussed pre-school provisions in various communities and highlighted that these provisions developed to represent, in the vast majority of cases, the needs of those communities.

The Committee requested information on the historical context of pre-school provision, the number of voluntary and statutory provisions across the region, and the composition of pre-school provisions to enable an evidenced based analysis to be carried out on the integrated (non-sectoral nature) of pre-school provision.

Members discussed PEG's role as an advisory body and the criteria used by PEG in coming to a position to support Development Proposal Nos 523 and 535. A Member highlighted the importance of identifying a clear process which would set out how EA measured need in an area and the impact of any proposal. He considered that DE's guidance had conflated the issue around Integrated and Irish medium education. In the Irish medium sector, the approach was identifiable for pre-school in that children were immersed in a different style of learning through the Irish language. The Integrated model however would require a process, which was robust, fair and legally compliant, to identify need and impact. On the proposal of Mr Cargo, seconded by Mr Lundy, the Committee agreed to recommend that EA should commence work to enhance the area planning process through the identification of a model, which was robust, fair and legally compliant, to take forward Development Proposals.

Mr McMullan re-entered the meeting at 2.25 pm.

The Chair commented that issues relating to PEG and governance would require to be considered by the Children and Young People's Services Committee.

Mrs Scott said that the criteria used by PEG to consider its position on the two Development Proposals had been impacted by DE's recent guidance. Following a meeting with DE officials on this issue, PEG had revised its position to support both proposals and had stated that it had taken account of demonstrated parental demand as evidenced by enrolment numbers. PEG had also however highlighted strong concerns with regard to the potential impact of the two proposals on existing funded pre-school provisions. A Member received clarification on the definition of demonstrated parental demand.

Members said that DE's guidance would create displacement and could significantly add to financial pressures within Education.

Some Members indicated that they were not in a position to support the two proposals on account of equality considerations. A Member asked for legal advice to be taken.

Mr Boyd said that DE had stated its position and would rely on case law.

The Chair of the Board said that these challenges should be clearly articulated to DE in order to expedite matters as quickly as possible. She was mindful of the expectations of the Boards of Governors of Drumlins and Rowandale Integrated Primary Schools and referred to two further development proposals to be considered later in the meeting on the same issue.

A Member asked for information to be provided to the Committee on the number of occasions CCMS had brought forward a development proposal for the establishment of a statutory provision which had not been supported by EA. This information would be provided to the Committee.

Ms O'Connor left the meeting temporarily at 2.47 pm.

Mr Boyd said that, in developing a model to enhance the area planning process, it would be beneficial for the Committee to receive information on the financial impact of a development proposal being approved. Information could be set out to identify the individual financial impact and the cumulative impact over the course of a year.

Ms O'Connor re-entered the meeting at 2.50 pm.

The Committee agreed that a consensus view, at this time, could not be reached on Development Proposal Nos 523 and 535.

Mrs Culbert and Mr Lundy left the meeting temporarily at 2.51 pm.

Actions: *A full review of the area planning process through the identification of a model which is robust, fair and legally compliant, to be taken forward in preparation for the next three year strategic plan. In developing the model, better management information to be provided to the Committee on the financial impact of development proposals, both individually and cumulatively. Committee to receive information on the historical context of pre-school provision, the number of voluntary and statutory provisions across the region, and the composition of pre-school provisions to enable an evidenced based analysis to be carried out on the integrated (non-sectoral nature) of pre-school provision. Information also to be provided on the number of occasions CCMS has brought forward a*

development proposal for the establishment of a statutory provision which has not been supported by EA.

5.2 EDUCATION NETWORK SERVICE (8)

The Chair advised that information on the schools which had been selected to take part in the consultation regarding the procurement of a new service had been provided to Members.

6. CHAIR'S BUSINESS

ENGAGEMENT WITH EDUCATION PARTNERS - NORTHERN IRELAND COUNCIL FOR INTEGRATED EDUCATION (NICIE)

The Chair advised that representatives from NICIE would be attending the Committee meeting on 14 June.

7. SCHOOL IMPROVEMENT

7.1 KEY STAGE 2 AND KEY STAGE 3 LITERACY AND NUMERACY - CONTINUAL PROFESSIONAL DEVELOPMENT PROGRAMME

Mrs Cooney said that the programme's main focus was to provide teacher professional learning (TPL) for teachers of English and Mathematics at KS2 and KS3, through the provision of clusters and area learning communities, to share practice and improve outcomes for pupils at transition from KS2 to KS3.

Mrs Cooney drew attention to TPL units being delivered in the current academic year, the sub-cover made available to enable teachers to engage in the programme, and bursaries available to teachers to support cross phase development work. Members noted that a conference was being held on 31 May 2018 for all teachers in receipt of bursary funding to help support collaboration and sharing of practices. In order to provide for a variety of dissemination methods and opportunities, officers were promoting eLearning as much as possible. Fronter was available to schools through C2K and was an effective tool for dissemination of good practice. Mrs Cooney said that officers were working with Shared Education colleagues to extend the reach of the programme. In addition, officers were providing seminars to student teachers and training to middle leadership within primary and post primary sectors in support of the programme.

Mrs Cooney advised that while funding for the programme was in place until June 2018 (end of year three), a bid had been submitted to DE for its continuation in the 2018/19 financial year. Mr Collings said that officers were mindful of identifying outcomes, particularly as the programme would be time-bounded.

A Member queried the programme's ability to deliver measurable outcomes. Mrs Cooney said that schools were required to develop an action plan setting out measurable outcomes. She undertook to present further information on those outcomes to the Committee at a future meeting. Ms Morrow said that action short of strike action in schools had limited EA's ability to receive feedback in this area from the Education and Training Inspectorate. She confirmed however that teachers continued to participate in the programme and to collaborate effectively through clustering arrangements and area learning communities.

A Member commented that the principles within TPL to improve the quality of teaching and learning were equally applicable to teachers within Irish medium education. She queried

the number of Irish medium schools involved in the programme and the appropriateness of the cluster mechanism for this sector.

Ms Morrow said that 13 Irish medium schools had been directly involved in the programme in 2017/18 and funding had been made available to specifically support clustering for the sector. All work undertaken to support Irish medium education was being developed in partnership with representatives from Irish medium schools.

In response to a Member's query, Ms Morrow advised that the main difference between this programme and programmes previously aimed at targeting support towards Literacy and Numeracy in KS2 / KS3 was that all teachers, irrespective of phase, were trained together and could share ideas and review practices together.

In response to a Member's query, it was reported that the majority of post-primary teachers participating in the programme were from non-selective schools. It was also reported that there were some TPL sessions at which all schools were equally represented, for example sessions on Digital Literacy.

The Committee welcomed the work being undertaken in supporting schools as set out in the paper* (E/5/18/7.1).

Action: *Further information to be presented to the Committee in due course on the programme's outcomes.*

7.2 STEM (SCIENCE, TECHNOLOGY, ENGINEERING, MATHEMATICS) - PROFESSIONAL DEVELOPMENT

Ms Humes said that STEM Learning was the largest provider of education and careers support in STEM across the UK. STEM Learning was supported by Government, charitable trusts and private companies dedicated to raising young people's engagement and achievements in STEM subjects and careers. To date, STEM Learning had invested £2m in teacher CPD in NI. Ms Humes said that the aim of the partnership between EA and STEM Learning was to develop a world leading STEM education for all young people through models of high quality teacher professional learning (TPL).

Ms Humes provided an overview of the various models of TPL: Enthuse CPD Programme, Enthuse Partnership Programme, STEM Insight, STEM Ambassadors, Polar Explorer Programme, and Research Council UK. She said that, although these models were used within the STEM context, they were also relevant to all areas of TPL.

A Member queried if teaching and learning in STEM subjects was adequately addressing the needs of local industry. He also asked if there was sufficient awareness within schools of the opportunities available through the EA / STEM Learning partnership. Ms Humes said that contact was being made with local industry to discuss need. The partnership also sought to promote STEM careers in schools. She referred to the work of STEM Ambassadors who were individuals with STEM backgrounds and volunteered to work with schools. There were approximately 2,000 Ambassadors in NI and any school across the region could request the support of a STEM Ambassador to provide careers advice to pupils and to work with teachers and technicians.

Ms Humes said that, providing certain requirements were met, STEM Learning provided bursaries to schools within the Enthuse CPD model. This CPD programme had commenced in 2006 to facilitate the collection and analysis of data across the UK. She also outlined the work of the Enthuse Partnership model. This was a two year teacher focused CPD programme to facilitate schools to work in clusters with the support of STEM

Ambassadors and local industry. She said that schools involved in this programme had shown an increase in pupils' attainment in STEM subjects. Furthermore, pupils in receipt of free school meals in participating schools had shown the greatest improvement in attainment in STEM subjects.

A Member said that it was important for schools to not only disseminate best practice but also to share experiences, for learning purposes, where actions had been unsuccessful. Ms Humes said that teachers participating in the various TPL models had opportunity to share learning experiences. In addition, external evaluation reports were completed outlining teacher experiences.

A Member asked if CCEA or ETI had any role in the various programmes. Ms Humes confirmed that the aspects relating to TPL related solely to EA. A Member commented on the advantages of securing support from the ETI to promote schools' participation in TPL programmes.

A Member queried the connectivity of the partnership with the FE sector. Ms Morrow said that the partnership was focused on particular programmes of work which did not extend to the FE sector. However, EA was involved in other STEM related activities which supported pupils in the FE sector. For example, the AMMA Centre worked specifically with the Southern and South West Regional Colleges to support and develop opportunities in STEM subjects for young people. She advised that this particular work received financial support from Armagh, Banbridge and Craigavon Council.

A Member highlighted the importance of keeping STEM teachers up to date through research. She queried the possibility of developing a channel through which pupils interested or involved in STEM subjects could have access to support.

Ms Humes said that it was anticipated that STEM Learning would extend its support for CPD up to 2023.

Mr Collings said that consideration would have to be given as to how EA would help shape the future needs of the economy in terms of support towards 14-19 year olds.

A Member said that the Committee should be prioritising work in areas of leadership.

8. AREA PLANNING

8.1 DEVELOPMENT PROPOSAL NO 562 - BELLARENA PRIMARY SCHOOL

Proposal to discontinue with effect from 31 August 2019 or as soon as possible thereafter

Mrs Scott presented the papers* (E/5/18/8.1) which set out the rationale in respect of the request to commence pre-publication consultation on the above proposal.

Members considered the Case for Change and the summary paper. Members noted the enrolment number at the school, the downturn in enrolment over the past number of years and that the school was in formal intervention.

On the proposal of Mr Lundy, seconded by Miss Rainey, the Committee agreed to recommend that the EA would commence pre-publication consultation on the above proposal in accordance with Article 14 of the Education and Libraries (Northern Ireland) Order 1986.

8.2 DEVELOPMENT PROPOSAL NO 551 - MAGHABERRY PRIMARY SCHOOL

Proposal to increase the admission number from 30 to 41 with an annual phased increase in the enrolment number from 223 to 287 with effect from 1 September 2019 or as soon as possible thereafter

Mrs Scott presented the papers* (E/5/18/8.2) for publication and provided a summary of key areas for the Committee's consideration including that, in accordance with Article 14 of the Education and Libraries (Northern Ireland) Order 1986, EA had undertaken formal consultation with the Board of Governors and Trustees of schools which might be affected by the proposal.

Members considered the Case for Change. This included the rationale for the proposal, the sustainability of the school and the impact of the proposal on schools in the locality. Members noted that a considerable number of responses had been received to the consultation process. This included two letters of objection. Mrs Scott referred to financial considerations as a result of this proposal; the school would move from an eight class base to a ten class base and would require an additional resource area.

Members considered the draft EA response to the proposal for submission to DE as set out in the Case for Change.

On the proposal of Mr Craig, seconded by Dr Dynan, the Committee approved the response for submission to DE along with the publication of the Proposal.

8.3 DEVELOPMENT PROPOSAL NO 555 - HOLY FAMILY PRIMARY SCHOOL

Proposal to decrease the admission and enrolment number from 89 to 81 and 622 to 567 respectively with effect from 1 September 2019 or as soon as possible thereafter

Mrs Scott presented the papers* (E/5/18/8.5) for publication and provided a summary of key areas for the Committee's consideration including that, in accordance with Article 14 of the Education and Libraries (Northern Ireland) Order 1986, EA had undertaken formal consultation with the Board of Governors and Trustees of schools which might be affected by the proposal.

Members considered the Case for Change. This included the rationale for the proposal, the sustainability of the school, the impact of the proposal on schools in the locality and a response received to the consultation process.

Members considered the draft EA response to the proposal for submission to DE as set out in the Case for Change. Members acknowledged the importance of 'right sizing' the approved enrolment number to the actual enrolment number.

On the proposal of Rev Adams, seconded by Mr Lundy, the Committee approved the response for submission to DE along with the publication of the Proposal.

8.4 DEVELOPMENT PROPOSAL NO 556 - HOLY CHILD PRIMARY SCHOOL

Proposal to decrease the admission and enrolment number from 111 to 87 and 775 to 609 respectively with effect from 1 September 2019 or as soon as possible thereafter

Mrs Scott presented the papers* (E/5/18/8.4) for publication and provided a summary of key areas for the Committee's consideration including that, in accordance with Article 14 of the Education and Libraries (Northern Ireland) Order 1986, the EA had undertaken formal consultation with the Board of Governors and Trustees of schools which might be affected by the proposal.

Members considered the Case for Change. This included the rationale for the proposal, the sustainability of the school, the impact of the proposal on schools in the locality and responses received to the consultation process.

Members considered the draft EA response to the proposal for submission to DE as set out in the Case for Change. Members acknowledged the importance of 'right sizing' the approved enrolment number to the actual enrolment number.

On the proposal of Ms O'Connor, seconded by Mr Doran, the Committee approved the response for submission to DE along with the publication of the Proposal.

8.5 DEVELOPMENT PROPOSAL NOS 526, 527, 528, 529 AND 530

The following proposals to be read in conjunction with each other:

- Development Proposal No 526 - Altishane Primary School - proposal to discontinue
- Development Proposal No 527 - Loughash Primary School - proposal to discontinue
- Development Proposal No 528 - St Joseph's Primary School, Glenmornan - proposal to discontinue
- Development Proposal No 529 - St Patrick's Primary School, Dunamanagh - proposal to discontinue
- Development Proposal No 530 - to establish a new Catholic Maintained co-educational primary school (being in effect an amalgamation of Altishane PS, Loughash PS, St Joseph's PS, Glenmornan, and St Patrick's PS, Dunamanagh)

Mrs Scott said that the Committee, at its meeting on 11 January 2018, had already considered these proposals and had approved the response for submission to DE along with the publication of the proposals. She presented the papers* (E/5/18/8.6) which were the same papers which had been considered by the Committee in January with the exception of the Case for Change. She referred to an administrative error within the Case for Change document where reference had been made to a letter from CCMS to St Joseph's PS (appendix 5). This reference had been removed from the current Case for Change.

Members were reminded of the detail of these proposals and key areas for consideration including that, in accordance with Article 14 of the Education and Libraries (Northern Ireland) Order 1986, the EA had undertaken formal consultation with the Board of Governors and Trustees of schools which might be affected by the proposal.

Mrs Scott said that following legal advice, and in consultation with CCMS and DE, it was recommended that the proposals should be republished in order to allow DE to facilitate a further two month period of consultation with the amended version of the Case for Change document.

Members considered the amended Case for Change and noted that it had not been materially altered in any other way. Members also considered the comments set out in the draft EA Response to DE.

On the proposal of Rev Adams, seconded by Miss Rainey, the Committee agreed to support the response* (Appendix D) for submission to DE and to re-publish Development Proposal Nos 526 to 530 to effect the amalgamation of Altishane PS, Loughash PS, St Joseph's PS, Glenmornan and St Patrick's PS, Dunamanagh.

8.6 DEVELOPMENT PROPOSAL NO 543 - ENNISKILLEN INTEGRATED PRIMARY SCHOOL

Proposal to establish an additional 26 part-time nursery places with effect from 1 September 2018 or as soon as possible thereafter

Mrs Scott presented the papers* (E/5/18/8.3) for publication and provided a summary of key areas for the Committee's consideration including that, in accordance with Article 14 of the Education and Libraries (Northern Ireland) Order 1986, the EA had undertaken formal consultation with the Board of Governors and Trustees of schools which might be affected by the proposal.

Members considered the Case for Change. This included the rationale for the proposal, the sustainability of the school and the impact of the proposal on schools in the locality. Members noted that responses received to the consultation had expressed concerns around the proposal.

Mrs Scott said that, in May 2017, DE had not approved Development Proposal No 488 to establish a single pre-school afternoon session at the school. At that time, DE had stated that it was mindful of its statutory duty to encourage and facilitate the development of integrated education. However, DE had also stated that the local area evidence had demonstrated a likely future decline of the pre-school cohort, a current level of pre-school over provision, and the potential impact on the existing good quality pre-school provision.

The Committee noted that PEG supported DP No 543 on the basis of demonstrated parental demand as evidenced by the number of first preference applications, the overall enrolment trends for the school and the P1 intake over a number of years. In addition, PEG had set out strong concerns with regard to the potential impact of the additional provision, as follows:

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

Mrs Scott outlined the draft EA response to the proposal for submission to DE.

Members highlighted that the number of pre-school places in the Enniskillen area had met, or more than met, demand for first preference applications for each of the last four years. In response to a Member's query, Mrs Scott provided clarity around the criteria used by PEG to focus on the number of first preference applications to demonstrate parental demand.

Mr McMullan left the meeting at 4.00 pm.

Members noted that the provisions of the Fresh Start Programme facilitated only capital projects for Integrated and Shared Education. Recurrent expenditure for statutory provision would be borne within the mainstream education budget. Members emphasised that, if implemented, this proposal would add to the financial pressures on the education budget.

Mrs Culbert left the meeting at 4.02 pm.

A Member said that EA should be addressing resource implications of proposals. Furthermore, it was incumbent on DE to take account of the resource implications of this proposal given the current level of pre-school over provision in the area.

Ms Andrews left the meeting at 4.03 pm.

Mr Boyd said that, in order to support the Committee in future decision making, relevant information would be made available on the financial implications of implementing a development proposal.

On the proposal of Sir Gerry Loughran, seconded by Dr Dynan, the Committee agreed to recommend the following:

- That EA should proceed to publish the Development Proposal;
- That EA noted the guidance provided by DE on this matter and noted the recommendations from PEG; and
- That EA was concerned that the implementation of this proposal would result in increased costs for the existing provision which was already in excess of demand.

8.7 DEVELOPMENT PROPOSAL NO 542 - MILL STRAND INTEGRATED PRIMARY SCHOOL

Proposal to establish an additional 26 part-time nursery places with effect from 1 September 2018 or as soon as possible thereafter

Mrs Scott presented the papers* (E/5/18/8.7) for publication and provided a summary of key areas for the Committee's consideration including that, in accordance with Article 14 of the Education and Libraries (Northern Ireland) Order 1986, the EA had undertaken formal consultation with the Board of Governors and Trustees of schools which might be affected by the proposal.

Members considered the Case for Change. This included the rationale for the proposal, the sustainability of the school and the impact of the proposal on schools in the locality. Members noted that responses received to the consultation had expressed concerns around the proposal.

The Committee noted that PEG supported DP No 542 on the basis of demonstrated parental demand as evidenced by the number of first preference applications, the overall enrolment trends for the school and the P1 intake over a number of years. In addition, PEG had set out strong concerns with regard to the potential impact of the additional provision, as follows:

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

Mrs Scott outlined the draft EA response to the proposal for submission to DE.

Members expressed serious concerns around the potential displacement of existing funded pre-school provision in the area and the potential for increased uptake of younger children

into statutory nursery settings. They highlighted that, if implemented, this proposal would add to the financial pressures on the education budget.

On the proposal of Mr Craig, seconded by Mr Lundy, the Committee agreed to recommend the following:

- That EA should proceed to publish the Development Proposal;
- That EA noted the guidance provided by DE on this matter and noted the recommendations from PEG; and
- That EA was concerned that the implementation of this proposal would result in increased costs for the existing provision which was already in excess of demand.

Miss Rainey left the meeting at 4.15 pm.

8.8 DEVELOPMENT PROPOSALS - SUMMARY OF OUTCOMES

The Committee noted that the following Development Proposals as set out in the paper* (E/5/18/8.8) had been approved by DE as follows:

- DP 463 - Forge Integrated Primary School
To relocate with effect from 1 September 2019 or as soon as possible thereafter. (The former Knockbreda High School site has been identified as the preferred option for pre-location; this is subject to the completion of all relevant statutory approvals, including an Economic Appraisal, and Community Planning.)
- DP 536 - St Joseph's College
Approved with modification - to increase the admissions number from 120 to 150 with an annual phased increase in the enrolment number from 664 to 850 with effect from 1 September 2018 or as soon as possible thereafter.

9. DATE OF NEXT MEETING

The next meeting would be held on 14 June 2018 at 2.00 pm in the Dundonald office.

The meeting ended at 4.20 pm.

CHAIRPERSON

DATE

* Paper issued with agenda

** Paper tabled