

COPY OF DEVELOPMENT PROPOSAL SUBMISSION

Cover Note

DP No.	475								
School	An Bradán Feasa, Derry								
Proposal	<p>The Committee for An Bradán Feasa propose establishing a New Grant Aided Other Maintained Irish Medium Post-Primary School in Derry, with effect from 1 September 2017 or as soon as possible thereafter.</p> <p>The school will be an all ability, co-educational, multi-denominational Irish Medium Post Primary School catering for Year 8 – Year 14 pupils. It is estimated that the long term enrolment will be 400 pupils.”</p>								
Department’s Decision	Do not approve DP 475 – to “establish a New Grant Aided Independent Irish Medium Post-Primary School in Derry, with effect from 1 September 2017 or as soon as possible thereafter. The school will be an all ability, co-educational, multi-denominational Irish Medium Post Primary School catering for Year 8 – Year 14 pupils. It is estimated that the long term enrolment will be 400 pupils.”								
Date of Decision	30/05/2017								
Permanent Secretary’s Comments	<i>I have considered the submission and associated attachments carefully. I am mindful of the Department’s statutory duty to encourage and facilitate the development of Irish Medium education. However, on balance I accept the recommendations set out at paragraph 83 of your submission, in particular that the Development Proposal should not be approved, for the reasons set out in the submission. In reaching this decision I was conscious of the investment being made to facilitate the growth of full immersion Irish Medium post primary provision in the area and the potential impact of the proposal an Gaelcholáiste Dhoire.</i>								
Additional notes	N/A								
Information redacted	<p>Some information and personal data may have been removed in line with the principles of the Freedom of Information and Data Protection Act.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Key</th> <th style="text-align: center;">Details</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">■</td> <td style="text-align: center;">redaction</td> </tr> <tr> <td style="text-align: center;">*</td> <td style="text-align: center;">refers to less than five cases where data is considered sensitive</td> </tr> <tr> <td style="text-align: center;">#</td> <td style="text-align: center;">means figure has been suppressed to prevent disclosure of sensitive information under rules of disclosure</td> </tr> </tbody> </table>	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
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FROM: Ashley Waterworth
Area Planning Policy Team

DATE: 19 May 2017

TO: Derek Baker
Permanent Secretary

Copy distribution below:

DEVELOPMENT PROPOSAL (DP) 475: ESTABLISHMENT OF A NEW IRISH MEDIUM (IM) POST-PRIMARY SCHOOL IN DERRY

Issue: DP 475 – to “establish a New Grant Aided Other Maintained Irish Medium Post-Primary School in Derry, with effect from 1 September 2017 or as soon as possible thereafter.

The school will be an all ability, co-educational, multi-denominational Irish Medium Post Primary School catering for Year 8 – Year 14 pupils. It is estimated that the long term enrolment will be 400 pupils.”

Timescale: Routine.

Financial Implications: If the proposal is approved the school would attract delegated funding of around £280k per annum based on the projected enrolment stated in the Case for Change.

The school would initially be established in rented accommodation at a cost that could only be established after a suitable site is identified. A high level estimate of the longer term capital investment required would be £2.38m, excluding any site specific costs and the cost of any specialist accommodation required.

FOI Implications: This submission is fully disclosable.

Statutory Duties Implications Article 89 of the Education (NI) Order 1998 to encourage and facilitate the development of IM education.

Presentational Issues: Decisions on Development Proposals regularly attract media/political interest. Press Office will respond to any media enquiries in the normal way and in line with election guidance.

Recommendations:

It is recommended that you :

- a. **Do not approve DP 475 – to “Establish a New Grant Aided Independent Irish Medium Post-Primary School in Derry, with effect from 1 September 2017 or as soon as possible thereafter. The school will be an all ability, co-educational, multi-denominational Irish Medium Post Primary School catering for Year 8 – Year 14 pupils. It is estimated that the long term enrolment will be 400 pupils.”**
- b. **Agree that this submission (with appropriate redactions) can be published on the Department’s website once the school and the EA have been notified.**
- c. **Note that officials are available to discuss the submission should you wish.**

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Appendices

Appendix A: Supplementary information on Sustainable Schools Policy, Area Planning and Development Proposal processes.

Appendix B: Copy of Published DP 475

Appendix C: Case for Change

Appendix D: Responses during the statutory two month objection period

Appendix E: EA comments

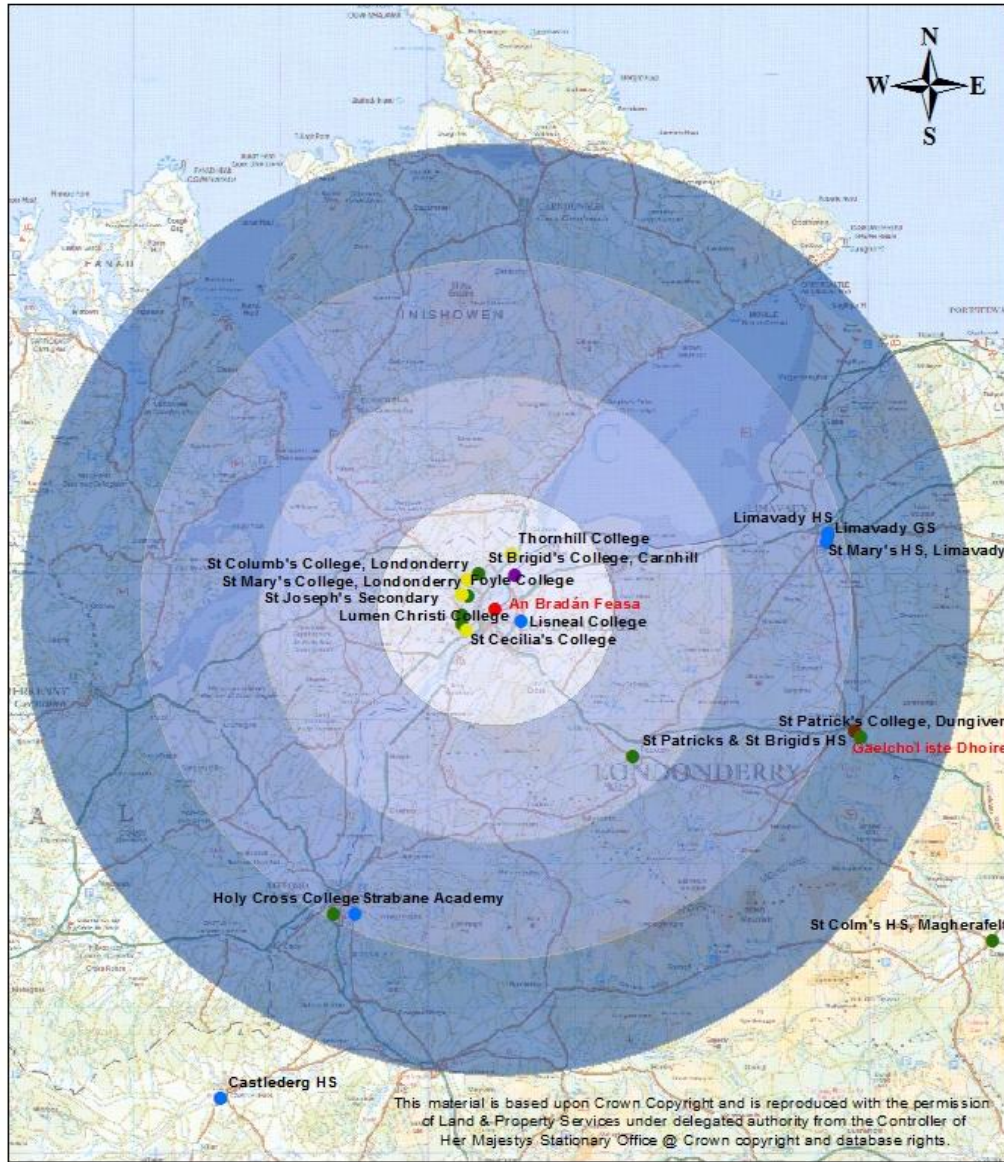
Appendix F: Sustainability Assessment

Appendix G: DE (Policy Team) comments

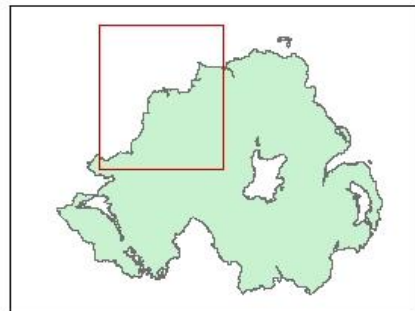
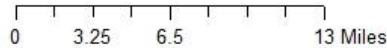
Appendix H: ETI comments

Appendix I: Snapshot of area post-primary provision

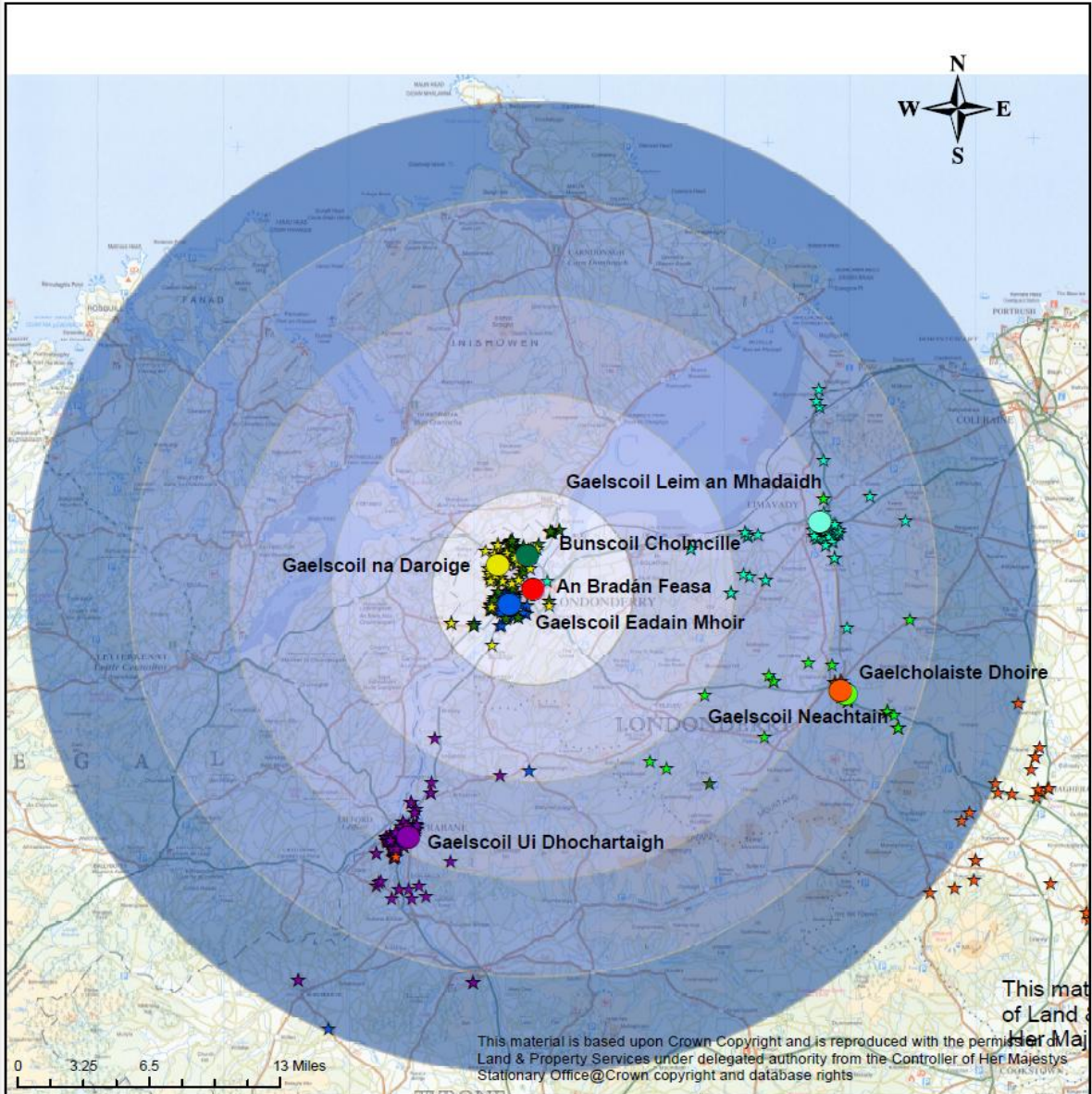
An Bradán Feasa - Alternative Post-Primary Provision 20 Miles



- Key**
- An Bradán Feasa
 - Controlled
 - Voluntary
 - Catholic Maintained
 - Other Maintained
 - Controlled Integrated
 - GMI
- 20 Mile Buffer of Proposed New Site**
- Buffer Distance in Miles**
- 5.00
 - 10.00
 - 15.00
 - 20.00



Irish Medium Schools and 25 Mile Radius with Pupil Locations 2016/17

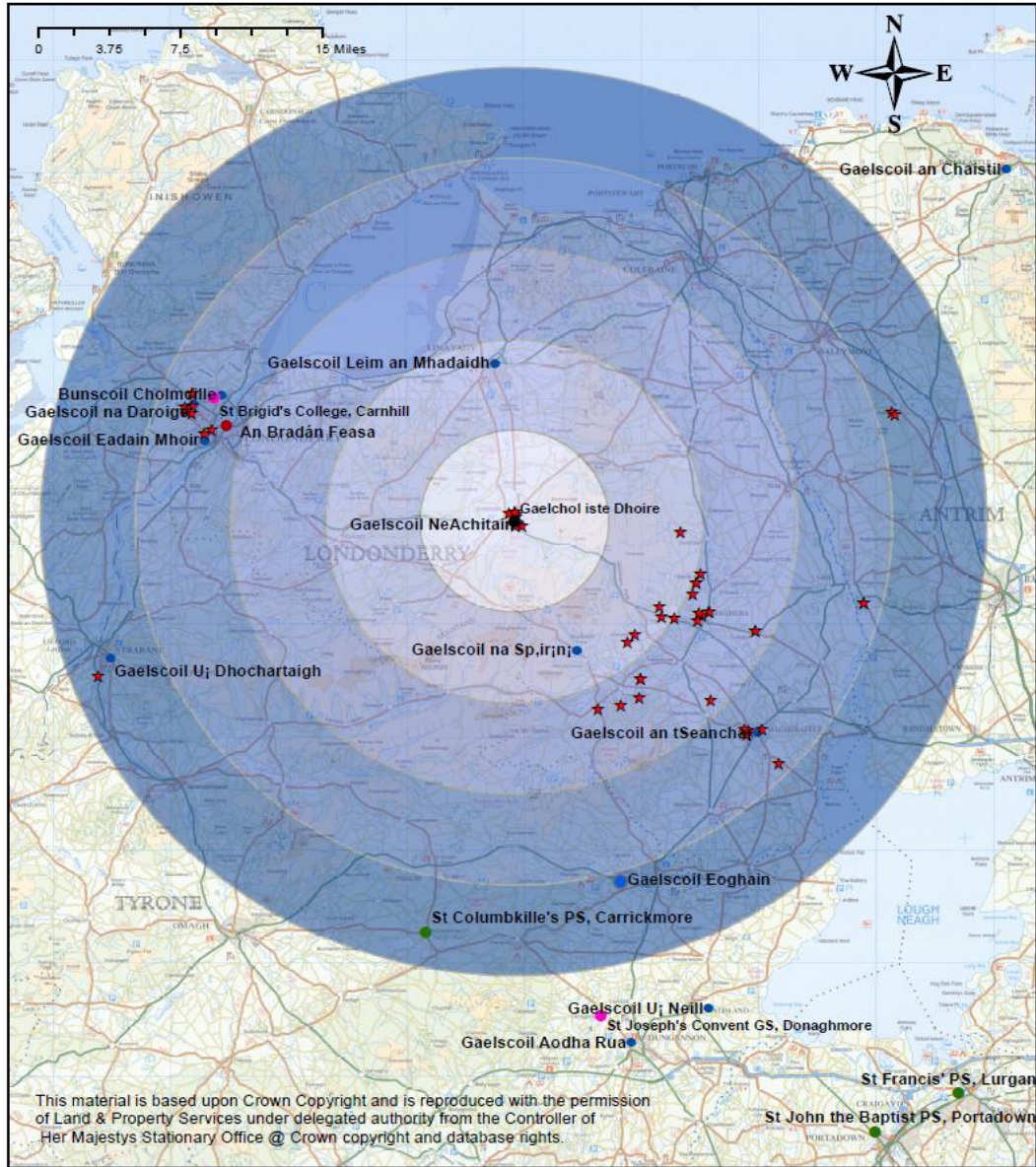


Legend

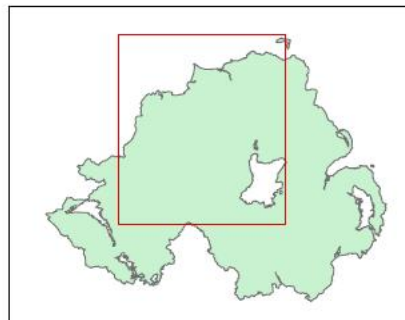
- | | |
|---|---|
| ● An Bradán Feasa | ★ Gaelcholaiste Dhoire Pupil Location |
| ● Gaelscoil na Daroige | ★ Gaelscoil Ui Dhochartaigh Pupil Location |
| ● Bunscóil Cholmcille | ★ Gaelscoil Leim an Mhadaidh Pupil Location |
| ● Gaelscoil Eadain Mhoir | ★ Gaelscoil Neachtain Pupil Location |
| ● Gaelcholaiste Dhoire | |
| ● Gaelscoil Ui Dhochartaigh | 25 Mile Buffer of An Bradán Feasa |
| ● Gaelscoil Leim an Mhadaidh | Buffer Distance |
| ● Gaelscoil Neachtain | 0.00 - 5.00 |
| ★ Gaelscoil na Daroige Pupil Location | 5.00 - 10.00 |
| ★ Bunscóil Cholmcille Pupil Location | 10.00 - 15.00 |
| ★ Gaelscoil Eadain Mhoir Pupil Location | 15.00 - 20.00 |
| ★ Gaelscoil Eadain Mhoir Pupil Location | 20.00 - 25.00 |



Gaelcholaiste Dhoire and IM Primary Schools 25 Mile Radius with Pupil Locations 2016/17



- Key**
- Gaelcholaiste Dhoire
 - ★ Gaelcholaiste Dhoire Pupil Location 16/17
 - An Bradán Feasa
 - Irish Medium Post Primary Schools
 - Post Primary with Unfunded Irish Medium Units
 - Irish Medium Primary Schools
 - Primary School with Irish Medium Units
- 25 Mile Buffer of Gaelcholiste Dhoire**
- Buffer Distance**
- 0.00 - 5.00
 - 5.00 - 10.00
 - 10.00 - 15.00
 - 15.00 - 20.00
 - 20.00 - 25.00



INTRODUCTION

1. A DP is the statutory mechanism to bring about a change to a school to support the implementation of the Area Plan. **Appendix A** provides detailed background information on the Sustainable Schools Policy (SSP), Area Planning processes and structures and the Development Proposal process which will set the policy and process context for your consideration of this proposal.
2. On 14 November 2016 the Education Authority (EA) published DP 475 on behalf of the Proposer (Philip Ó Sioráin, Chairperson of a Proposing Committee made up of parents and others with an interest in the development of IM education) for An Bradán Feasa, the name chosen for the proposed new IM post-primary school.
3. DP 475 proposes to “establish a New Grant Aided Other Maintained Irish Medium Post-Primary School in Derry, with effect from 1 September 2017 or as soon as possible thereafter. The school will be an all-ability, co-educational, multi-denominational Irish Medium Post Primary School catering for Year 8–Year 14 pupils. It is estimated that the long term enrolment will be 400 pupils.”
4. The statutory two-month objection period for this proposal commenced on the date of publication and ended on 16 January 2017. Copies of the published DP and the Proposer’s Case for Change are attached at **Appendices B** and **C** respectively.

BACKGROUND

5. It is envisaged that the proposed school would open with an enrolment of 26 pupils, increasing incrementally to achieve a long-term enrolment target of 400 pupils. It is predicted that the majority of pupils would be drawn from the four IM primary schools in Derry and Strabane, with an envisaged 44.35% of children qualifying for free school meals.
6. After the closure of an IM Unit at St Brigid’s College in 2008 (later reconstituted as an unauthorised IM stream pending a DP¹ to recognise and fund that provision) due to low enrolment numbers, the Proposing Committee felt there was a gap in local post-primary provision to meet a growing demand as witnessed through increasing numbers of pupils attending IM primary schools in the Derry City and Strabane Council areas. The Proposing Committee states it engaged widely with various IM stake holders including parents from IM primary schools in the area and concluded that the best educational outcomes would be achieved through the establishment of a stand-alone full immersion IM post-primary school.
7. The preferred location for the site of the new IM post-primary school is Ebrington Square, Derry, located within the Derry and Strabane Local Government District (LGD).

¹ DP 469 – not approved.

Area Context

8. The proposed location of An Bradán Feasa lies within the Caw ward of Derry. Wards are ordered from most deprived to least deprived on each type of deprivation measure and then assigned a rank. The most deprived ward is ranked 1, and as there are 582 wards, the least deprived ward has a rank of 582, with Caw ward ranked 102 according to the Multiple Deprivation Measure.
9. The most recent published post-primary Area Plan for the former Western Education and Library Board area (January 2015) included the following in relation to IM provision in the former Derry City Council Area:
 - *Future development of IM education will be taken forward through the Report from the Advisory Group on the Strategic Development of Irish Medium Post Primary Education.*
 - *CCMS is proposing to consult on the establishment on an IM stream for St Brigid's College with effect from 1 September 2015, or as soon as possible thereafter.*
 - *CnaG has advised of a potential proposed IM Post Primary school in the Derry City Council Area. Currently this proposal is at an early stage of development.*
 - *An additional proposed post primary school will require in-depth investigation to identify the impact on all post-primary provision in the Council Area, i.e. the impact of the proposal on current Controlled, Maintained, Voluntary, Integrated and post-16 provision within the Council Area.*

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

10. The EA completed consultation on a draft Strategic Area Plan for 2017-2020 on 12 December 2016.
11. The draft Area Plan identifies strategic priorities for action and will be supplemented in each of the three years of the new planning cycle by an Annual Action Plan containing details of specific actions to give effect to proposed changes at schools in order to address the strategic area priorities identified.
12. The draft Area Plan includes the following age projection information for the Derry and Strabane LGD:-
 - No projected change in the population in the age range 0-15 years by 2024.
 - The population in the age range 16-19 years is projected to decrease by 13.6% by 2024.
13. Key issues emerging from analysis of existing provision include the potential for IM school development, and the strategic priorities for action identified within the draft plan include the development of proposals to encourage and facilitate sustainable IM schools.

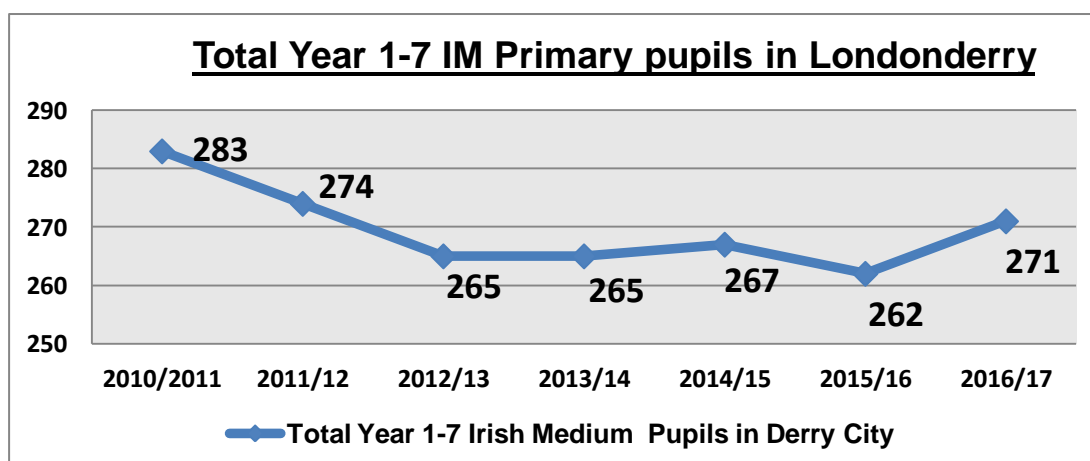
IM Primary provision in the area

14. There are three IM primary schools within the city, and two further IM primary schools located in the wider North-West area.
15. There has been an increase in the overall number of pupils enrolled at IM primary schools in the area (See Table 1 below), however, only one school, Gaelscoil Uí Dhochartaigh, Strabane, exceeds the recommended enrolment threshold² for a sustainable primary school under SSP.

Table 1 – Pupil enrolments at IM Primary schools in the area

Enrolments	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17
Bunscoil Cholmcille	116	100	97	91	88	83	82
Gaelscoil Eadaín Mhoir	123	120	113	113	110	112	123
Gaelscoil na Daróige	44	54	55	61	69	67	66
Total Yr 1-7 IM Pupils Derry	283	274	265	265	267	262	271
Gaelscoil Uí Dhochartaigh	0	128	129	137	134	133	144
Total Yr 1-7 IM Pupils Strabane	0	128	129	137	134	133	144
Gaelscoil Léim an Mhadaidh	0	18	30	36	53	68	82
Total Yr 1-7 IM Pupils Limavady	0	18	30	36	53	68	82
Grand Total IM Pupils	283	420	424	438	454	463	497

16. Year 1-7 enrolments in IM primary schools in Derry have declined from 283 in 2011/12 to 271 pupils in 2016/17. There is no sustainable IM primary school in Derry when referenced to the minimum enrolment threshold of 140 for a sustainable urban primary school under SSP. The total number of pupils in IM provision across the city has not demonstrated significant growth over a seven year period.



² Sustainable enrolment thresholds are 105 for a rural primary school and 140 for an urban primary school, geographically referenced under SSP (2009) to the former Belfast and Derry City Council areas.

IM Post-primary provision in the area

17. Currently Derry has no recognised post-primary IM provision, although St Brigid's College is known to have operated an unrecognised IM stream educating Year 8-10 pupils. On 30 November 2016 DP 469 which proposed the establishment of an IM Unit at St Brigid's College, Derry (see Paragraphs 66-67) was turned down.
18. In December 2014 approval was granted to establish an all-ability, co-educational, multi-denominational IM post-primary school to cater for Year 8-14 pupils at Gaelcholáiste Dhoire in Dungiven. The school is situated approximately 19 miles from the proposed site of An Bradán Feasa and is accessed via the A6; this is one of the main arterial routes out of Derry and provides direct access to Dungiven.
19. The school's initial enrolment in September 2015 consisted of 15 Year 8 pupils. This provision is in its formative stages with a second Year 8 cohort enrolled in September 2016. For 2016/17 the school's approved admissions and enrolment numbers are 35 and 50 respectively. Gaelcholáiste Dhoire admitted 32 pupils to Year 8 for 2016/17, with nine of those pupils admitted from three IM schools in Derry and Strabane (See Map 3 for pupil locations). The schools from which they have transferred and the numbers involved are as follows:

Table 2

Feeder Schools for Gaelcholáiste Dhoire	Pupils
Bunscoil Cholmcille, Derry	0
Gaelscoil na Daróige, Derry	7
Gaelscoil Eadaín Mhoir, Derry	*
Gaelscoil Ui Dhochartaigh, Strabane	*
Gaelscoil Neachtain, Dungiven	*
Other IM schools in the wider area (located in Draperstown, Magherafelt and Maghera)	19
Total Year 8 intake	32

20. As Map 3 illustrates, the location of Gaelcholáiste Dhoire maximises access for pupils seeking to continue their education through the medium of Irish due to the number of IM feeder schools it can draw upon. Within a 25 mile radius of the school the following significant centres of population are located: Magherafelt, Cookstown, Limavady, Coleraine, Strabane and Derry. This central setting facilitates an IM post-primary pathway for pupils attending ten IM primary schools.

SPECIAL CONSIDERATIONS

Duty to encourage and facilitate IM education

21. The Department has a statutory duty under Article 89 of the Education (NI) Order 1998 *to encourage and facilitate the development of Irish-medium education.*

22. The statutory duty does not equate to a duty to approve every proposal brought forward in relation to IM provision and the Department must be mindful of its statutory 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.
23. The Department has and continues to respond to parental demand for IM education and funds sustainable IM provision which does not involve unreasonable public expenditure.

Ministerial Advisory Group on the Strategic Development of IM Post-primary Education

24. A Ministerial Advisory Group (MAG) was commissioned to make recommendations on the strategic development of viable and sustainable IM post-primary provision and reported its findings in 2014.

25. The report contained 33 recommendations, including:-

“on location and accessibility for future provision that the optimum location for Post-primary provision is to serve the largest number of IM primary schools in the surrounding catchment area and on this basis, that the eight IM planning areas and Post-primary locations identified by CnaG ... be accepted in principle”.

26. Two of the areas identified, and within the scope of this proposal, were:

- Area 3 - North West Derry / West Tyrone
- Area 4 - South Derry / Mid Ulster

27. The preferred option for IM Post-primary provision in Area 3 (which would serve Derry City) was for the establishment of an IM unit in Derry.

28. In respect of Area 4, the report's findings recognised difficulties in planning for sustainable post-primary provision in this area at the time of publication. One of the points noted is that any decision to locate an IM post-primary school in Dungiven would have implications for the Derry City area.

29. The MAG report proposed an annual intake of 35 in Year 8 rising to 65/80 by the fifth year for an IM post-primary school. These figures are not accepted by the Department; however, there is recognition that the initial years of operation present challenges for a new school in terms of reaching the minimum SSP enrolment threshold.

CASE FOR CHANGE

30. The Case for Change is described in full at **Appendix C**.

31. The Proposing Committee for DP 475 assert there is a high level of demand for sustainable IM post-primary provision in the city of Derry as indicated by the increasing number of pupils attending IM primary schools in the city and surrounding area.

32. The proposal states that pupil intake for the proposed new school would mainly draw upon the four IM primary schools in Derry and Strabane.
33. This proposal is described as being motivated by three considerations:
- “North West and West Tyrone” has been identified in the MAG report as an area requiring the development of an IM post-primary provision.
 - A growing demand for post-primary IM provision in the area; and
 - Lack of IM post-primary provision in the area.
34. The Case for Change references the MAG report and asserts that key criteria described within that report for the development of post-primary IM provision would be met if DP 475 is approved.
35. The Case for Change highlights local and international research supporting the educational benefits of a standalone full immersion IM model. This is said to create the best conditions for academic achievement and learning outcomes.
36. From consultation with parents in local feeder primary schools, it is asserted that there is a clear demand for independent standalone IM post-primary provision serving the Derry and Strabane areas.
37. The Proposing Committee asserts that establishment of the new school is desirable for the following reasons:-
- There is no recognised provision of this type, hence there would be no duplication of resources;
 - There is a need for such provision to cater for pupils residing in the Derry and Strabane Council area;
 - DE has a statutory duty to actively promote and facilitate the growth and development of IM education; and
 - Inequality in educational provision exists, diversity of ethos and respect for parental choice must be facilitated to support standalone IM post-primary provision in the area.
38. The Proposing Committee references an established model in the Republic of Ireland where standalone schools develop incrementally collaborating with other post-primary providers, and this is reported to be the model successfully adopted to establish Gaelcholáiste Dhoire in Dungiven.
39. The Case for Change comments on consultation with the principals of Gaelscoil Éadain Mhóir, Gaelscoil na Daróige and Gaelscoil Uí Dhochartaigh, noting that since the establishment of standalone full immersion IM provision at Gaelcholáiste Dhoire in Dungiven parents have shown a willingness to engage with such provision.

40. The Case for Change recognises the challenges involved in attracting and growing enrolment to sustainable levels, and envisages taking up to 10 years to achieve full immersion in teaching across all subject areas. Initial discussions have been held with Gaelcholáiste Dhoire to explore possible collaborative arrangements to expedite this process.

41. The remainder of the Case for Change provides detail on the proposed premises, character and ethos of the school, management and structure of provision, curriculum, projected enrolments and consultations conducted with parents of pupils at potential feeder schools. Appendices provide, inter alia, detail on the membership of the Proposing Committee, the use of ICT in delivering the curriculum and detailed financial forecasts.

STATUTORY DP PROCESSES

Pre-publication consultation

42. The Case for Change confirms that the EA undertook the required pre-publication consultation with Trustees and managers of any school or schools which would, in the EA's opinion, be affected by the proposal. The EA received six responses:

- Gaelscoil Uí Dhochartaigh, Strabane - its Board of Governors (BoG) supported the proposal stating "We would prefer IM secondary provision in Strabane but in the absence of this we support An Bradán Feasa".
- St Patrick's and St Brigid's College, Claudy - its BoG and Senior Management Team objected to the proposal and provided detailed comment in support of a number of objections, some of which are summarised below:
 - At present a number of post-primary schools in the Derry area have unfilled places. Creating an additional post-primary option would impact on enrolment numbers for these schools and ultimately on the curriculum offer for pupils.
 - It is difficult to envisage how the new school would be able to comply with the statutory requirements of the Entitlement Framework due to its reliance upon full immersion partnerships rather than through collaboration with the Foyle Learning Community.
 - The proposal suggests there has been a lack of effective strategic planning for IM post-primary education in the North West. The Department has already invested in the development of an IM post-primary School in Dungiven and pupils are travelling from Derry to avail of this provision. Opening an additional IM post-primary in Derry would ultimately impact on the sustainability of Gaelcholáiste Dhoire.

- It is questioned whether an IM school could be perceived as a 'multi-denominational' school in a 'shared space', and whether the school could 'signify a symbolic regeneration of a shared language'.
 - It is considered that supporting the transport of pupils to Dungiven would be a more cost effective and sustainable means of supporting parental choice for post-primary IM education in the wider area.
- Bunscoil Cholmcille and Naiscoil Dhoire – its BoG objected to the proposal and provided detailed comment in support of a number of objections, some of which are summarised below:
- It is unclear how a need for up to 400 further IM post-primary places in the area has been established by the Proposing Committee.
 - It is questionable whether reliance can be placed upon transfer rates from primary to post-primary IM education when history shows that transfer rates tend to drop off through the phases of education and there is an established propensity for parents in the Derry area to seek a grammar school education for their children at the point of transfer.
 - Growth rates over almost 20 years in the city for IM primary education have been very small, an increase of 33 pupils over a 19 year period.
 - In terms of catchment area, if the majority of parents suggest they will not travel further than 10 miles to avail of IM post-primary education this rules out any significant intake from Gaelscoil Uí Dhochartaigh, as is claimed in the Case for Change.
 - Potentially there could be three IM post-primary providers targeting the same small level of demand in the same area. This reflects the worst aspects of how IM primary provision has evolved in Derry City - a repetition of fragmentation in provision will inevitably lead to unsustainable provision.
 - We are not aware of any formal engagement or consultation with the Board of Governors, all staff, parents or pupils of Bunscoil Cholmcille.
 - An uncoordinated approach to IM development does not promote confidence within or without the IME sector nor does it promote partnership and agreement with all stakeholders.

- St Brigid's College, Derry - its BoG objected to the proposal on the grounds that it would have a significantly adverse impact on the enrolment and long-term future of its IM provision.
- Steelstown PS – its BoG does not consider this is the optimum timing for establishment of the proposed provision.

43. Comments from all of these respondents are reproduced in full at **Appendix D**.

EA comments

44. EA comments are attached in full at **Appendix E**, summarised as follows:

- It is noted there is no progression pathway from primary to post-primary provision within Derry City.
- Members noted the financial impact to the EA as the Proposal would result in a budget deficit in Year 1 with the following year's financial position dependent on the school's intake.
- The question of location and the suitability of buildings for the school environment would necessitate considerable set-up investment for the Department.
- The proposal is in keeping with the former WELB Strategic Area Plan, the Report on the Strategic Development of IM Post-Primary Education and the EA's Providing Pathways-Draft Strategic Area Plan for School Provision 2017-2020.
- Members noted that the identified feeder schools and statistics were similar to that provided in DP 469 for the establishment of an IM Unit at St Brigid's College, Derry, thereby raising the issue of the sustainability of both proposals.

Statutory two-month objection period

45. The EA published DP 475 on 14 November 2016. The statutory two-month objection period ended on 16 January 2017, during which time anyone interested in or affected by the proposal could express views directly to the Department.

46. The Department received one response during this period from the Principal of St Patrick's and St Brigid's College, Claudy, reiterating concerns raised during pre-publication consultation.

SUSTAINABILITY ASSESSMENT

47. 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.

48. Schools are assessed against six sustainability criteria - (i) the quality of educational experience; (ii) stable enrolment trends; (iii) a sound financial position; (iv) strong leadership and management; (v) accessibility; and (vi) maintaining strong links with the community.

Overall Assessment

49. Assessment against all six criteria is not possible for a school not yet in existence. While it is asserted there is support for an IM post-primary school, the evidence provided is based on the number of children currently attending local IM primary schools, with little evidence of future demand to support the prospect of a sustainable school.

50. The financial forecast highlights a deficit of £58,170 in Year 1 with the school moving into surplus from Year 2 onwards. If the proposal is not approved, there is alternative IM provision within the recommended transport travel time of 45 minutes for post-primary pupils.

51. Overall, there is no robust evidence to suggest that the proposed new post-primary school would attract sufficient pupil numbers to be sustainable.

52. A detailed assessment is provided at **Appendix F**.

OTHER CONSIDERATIONS

Finance – Resource Implications

54. Appendix 4 of the Case for Change forecasts an enrolment of 26 pupils. If the proposal is approved a new IM post-primary with this enrolment would attract circa £280k delegated budget per annum (adjusted to £165k for a September opening).

Accommodation

55. The Proposing Committee state in the Case for Change (Appendix 3, Year One Financial Forecast) a projected opening enrolment of 26 pupils. If DP 475 was approved, with an opening enrolment below sustainable levels³, the proposed new school would initially be established in rented accommodation. DE can only approve rent up to the limit of a valuation by the Department of Finance's Land and Property Services in accordance with DE's Rentals Circular. Rent is paid by the EA under the Common Funding Scheme. A valuation would not take place unless this DP is approved and a suitable site and building identified. The Case for Change identifies a possible rental site owned by an Irish language

³ In accordance with the Department's Sustainable Schools Policy, and to meet the viability threshold applicable to capital funding for permanent accommodation, a new post-primary school is required to achieve minimum intakes of 50 pupils in the first year, 80 in the second year and 100 each year thereafter in anticipation that a minimum enrolment of 500 in Years 8-12 will be achieved.

organisation, but there is no site information available to inform a more reliable estimate of initial cost.

56. Once the proposed school achieved a sustainable enrolment and capital viability status was granted by the Department it would then qualify for DE capital funding. Accommodation entitlement would be based on verified enrolment numbers and a Schedule Of Accommodation would be devised. The Case for Change explains that the existing buildings at the Ebrington Square site would require adaptation to make them suitable for school use. In the absence of a site survey it is not possible to estimate the cost of such adaptations.

57. However, if certain assumptions are made about accommodation requirements (as set out within **Appendix G**) it is possible to arrive at a high level estimate of the capital investment that may be required (£2.38m) to bring this proposal to fruition if approved. This high level estimate excludes site specific costs that may apply and the cost of specialist accommodation that may be required.

Staffing

58. The Case for Change includes a projected staffing structure for the first four years of the school's proposed existence. In Year 1 there would be three teachers (Including Principal) at a forecasted cost of £154,068. The school proposes to employ a classroom assistant, ICT technician, administration officer and caretaker in Year 1 at a projected cost of £87,636. The projected cumulative staff cost for Year 1 is £241,704.

Gaelcholáiste Dhoire

59. Gaelcholáiste Dhoire, located in Dungiven, offers full immersion in Irish in a standalone setting, similar to what is proposed for An Bradán Feasa.

60. In September 2015 Gaelcholáiste Dhoire achieved an intake of 15 Year 8 pupils its first year of operation followed by a Year 8 intake of 32 pupils in September 2016.

61. Transfer patterns are still in their infancy, but Gaelcholáiste Dhoire draws a sizeable proportion of its intake from three IM primary schools in Derry and Strabane (illustrated in Table 3), all of which are identified as prospective feeder schools by An Bradán Feasa. For 2016/17 9 out of 32 pupils enrolled (over a quarter of Year 8 Admissions) have transferred from IM primary schools that An Bradán Feasa also identifies as prospective Derry/Strabane area feeder schools. If a new IM post-primary school is established in Derry, the convenience of that location may be an attraction to parents of pupils attending IM primary schools within the city, impacting significantly on the future sustainability of Gaelcholáiste Dhoire.

**Post-Primary destination of IM Y7 Pupils in the area -
2016/17**

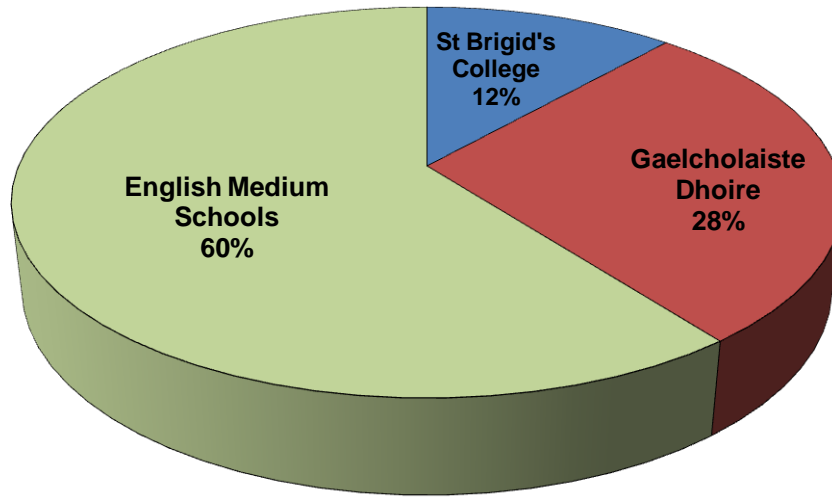


TABLE 3

Post-primary Destination of IM Y7 Pupils in the area

	Bunscoil Cholmcille, Derry	Gaelscoil Eadaín Mhoir, Derry	Gaelscoil na Daróige, Derry	Gaelscoil Uí Dhochartaigh, Strabane	Gaelscoil Neachtain, Limavady	Overall Total Per School
School	Total	Total	Total	Total	Total	
Lumen Christi College	*					*
Oakgrove Integrated College	*					*
St Brigid's College (IM Stream)	*	*				7
Thornhill College	*					*
Gaelcholáiste Dhoire		*	7	*	*	12
St Cecilia's College		*	*			*
St Columb's College		*				*
St Joseph's Boys' School		*				*
St Mary's College			*			*
Thornhill College			*			*
Holy Cross College				8		8
St Patrick's College, Dungiven					*	*
St Patrick's College, Maghera					*	*
						43

**** Gaelscoil Leim an Mhadaih did not have any Y7 pupils transferring in 2016.**

62. Capital investment of approximately £1.1 million has been approved for Gaelcholáiste Dhoire to proceed with the provision of specialist accommodation.
63. On 5 January 2017 ETI published a Post-Primary inspection of Gaelcholáiste Dhoire and assessed that the school's capacity to identify and bring about improvement against the headings of 'achievements and standards', 'provision for learning' and 'leadership and management' was 'very good', 'good' and 'very good' respectively.
64. ETI do not support DP 475, stating that two IM post-primary schools in the area (Dungiven and Derry city) is currently not sustainable, particularly in terms of recruitment of specialist IM teachers across the range of subjects and in turn, breadth of curriculum offer for pupils.
65. ETI further commented "It would appear sensible to build upon the good quality of provision in Gaelcholáiste Dhoire, Dungiven, with a view to building capacity for that region. To establish another IM post-primary school too soon may compromise the very good achievements and standards and the very good leadership and management in Gaelcholáiste Dhoire, and potentially undermine the good progress that has been made in establishing a viable and vibrant IM post-primary school". ETI comments are reproduced in full at **Appendix H**.
66. The location of Gaelcholáiste Dhoire (See Map 4) in Dungiven is advantageous in terms of its accessibility to a greater number of potential IM pupils. The proposed school in Derry is accessible (in terms of reasonable distance and travel time as specified in the SSP) for seven IM primary schools/units within a 25 mile radius. However, the existing IM post-primary provision in Dungiven is accessible for ten IM primary schools within its 25 mile radius and this larger catchment area translates into an additional 245 potential pupils who could avail of provision at Gaelcholáiste Dhoire (See Table 4 below). This makes Gaelcholáiste Dhoire best placed to achieve a sustainable level of enrolment and be financially viable.

TABLE 4

2016/17 Cumulative IM Primary school enrolments within a 25 mile radius of each school					
	An Bradán Feasa	School Enrol		Gaelcholáiste Dhoire	School Enrol
1	Bunscoil Cholmcille	82	1	Bunscoil Cholmcille	82
2	Gaelscoil Eadaín Mhoir	123	2	Gaelscoil Eadaín Mhoir	123
3	Gaelscoil na Daróige	66	3	Gaelscoil na Daróige	66
4	Gaelscoil Ui Dhochartaigh	144	4	Gaelscoil Ui Dhochartaigh	144
5	Gaelscoil Neachtain	93	5	Gaelscoil Neachtain	93
6	Gaelscoil na Spéiríní	49	6	Gaelscoil na Spéiríní	49
7	Gaelscoil Leim an Mhadaidh	82	7	Gaelscoil Leim an Mhadaidh	82
			8	Gaelscoil an tSeanchaí	106
			9	Gaelscoil Eoghain	76
			10	St Columcille's PS, IM Unit	63
	Total	639		Total	884

Gaelcholáiste Dhoire cumulative pupil total	884
An Bradán Feasa cumulative pupil total	639
Differential between pupil totals	245

St Brigid's College (DP 469)

67. On 30 November 2016 DP 469, which proposed the establishment of an IM Unit at St Brigid's College, Derry, was turned down.

68. That decision took account of the potential for detrimental impact on existing IM provision at Gaelcholáiste Dhoire which would threaten the long term sustainability of the school, mindful of the fact that to be effective, Area Planning of IM provision requires DPs to be brought forward in a co-ordinated and strategic manner that take full account of all relevant considerations.

Sustainability Issues

69. In 2016/17, the total Year 1-7 enrolments in the four primary schools which the Case for Change advises would act as feeder schools for the post-primary is 415 pupils (see Table 1, P9). If the potential future enrolment of the post-primary school is *estimated* using the 68% transfer rate achieved by Colaiste Feirste from its 11 feeder primary schools, the school could potentially achieve an enrolment of 282 for Years 8-14 by 2023/24 (approximately 201 for Years 8-12). This is significantly below the minimum numbers required for a sustainable post-primary school in the SSP and significantly below the lower enrolment thresholds recommended by the Ministerial Advisory Group.

70. It should be noted that this is also an optimistic estimate, as it assumes the rate of transfer achieved by Colaiste Feirste, which is a well established IM post-primary. It also assumes that all Year 12 pupils remain in Years 13 and 14. There is also the potential impact of the availability of an (unapproved) IM class at St Brigid's and continuing transfer of pupils from Derry City to Gaelcholáiste Dhoire. It is likely that such a small school would face many potential obstacles in providing a high quality educational experience for its pupils, particularly delivery of the curriculum and requirements of the Entitlement Framework. It is also likely to face significant financial challenges.

MAG Report

71. The MAG report identified Derry City as the optimal location for IM post-primary provision in Area 3 North West Derry / West Tyrone (which would serve Derry city). It is notable; however, that in 2014 the group concluded that standalone provision in the city was unlikely to be sustainable (even prior to the establishment of Gaelcholáiste Dhoire) and recommended the option of a unit for the city. This is not referenced in the Case for Change. The proposal is therefore inconsistent with the MAG report findings.

72. The MAG report noted that an IM post-primary school located in Dungiven would have implications for the Derry City area. Gaelcholáiste Dhoire, which offers full immersion in Irish in a standalone setting, cannot reasonably be discounted in any strategic area consideration of IM provision.

73. The proposed opening enrolment of 26 is below that specified in the MAG report which stated a figure of 35 pupils for a post-primary school.

Educational Challenges of the Proposal

74. The following points detail possible educational challenges the proposed school could face:-

- a. With the low enrolment and the correspondingly low number of teachers, there is a risk the curriculum will be delivered by non-subject specialists. This could ultimately impact on the quality of the teaching and the learning environment for pupils. In terms of curriculum offer, the Department notes that the actual choice available to KS4 pupils would fall short of statutory requirements as currently defined.
- b. The Case for Change highlights a challenge in attracting and growing an enrolment which will sustain viable KS4 provision. To address this, initial discussions have already taken place with Gaelcholáiste Dhoire to explore collaborative arrangements. It is worth noting that Gaelcholáiste Dhoire currently does not deliver KS4. Therefore the Department cannot draw any conclusions from this evidence.
- c. The use of ICT and the Virtual Learning Environment is cited in “Appendix 4: Staff and delivery of the Curriculum” and reference is made to maximising the capability of ICT in delivering sustainable and high quality education. This details the use of an online library of resources to support pupil learning in each subject, including, individual lesson notes, discussion groups and mark schemes. The proposers say this will take two years to develop but what is unclear is what proportion of learning would be undertaken in this manner.
- d. The Case for Change notes a requirement to access specialist accommodation for science and technology. Initial discussions have taken place with Foyle College to explore a Shared Education opportunity in light of that school’s relocation to a site in close proximity to Ebrington.

CONCLUSION

75. The Case for Change places considerable reliance upon the findings of the MAG report produced in 2014. However, a number of the findings are taken out of context and the position has changed since the publication of the MAG report in March 2014, particularly through the establishment of Gaelcholáiste Dhoire and significant investment (£1.1 million) to facilitate its growth through the provision of specialist accommodation.
76. Gaelcholáiste Dhoire is only in its second year of development and requires time to establish itself. The Case for Change draws attention to the number of IM primary school leavers opting to travel to Dungiven in the absence of post-primary provision in Derry. Enrolment numbers at Gaelcholáiste Dhoire, below sustainable levels but increasing, would be fundamentally undermined by the establishment of further IM post-primary provision in close proximity.
77. The information provided in the Case for Change takes no account of the potential impact on Gaelcholáiste Dhoire. No evidence has been provided to show that two IM post-primary providers located within circa 20 miles of each other and reliant on admitting a majority of pupils from a relatively small cohort of IM primary schools, would both be able to achieve future sustainability and viability.
78. The location of Gaelcholáiste Dhoire offers a central hub for IM post-primary provision in this area as it serves a wider catchment area including a greater number of potential IM feeder schools than the proposed new school. Prior to the establishment of Gaelcholáiste Dhoire the only approved full immersion IM post-primary provision was located in Belfast, although St Brigid's College, Derry, has offered unapproved IM post-primary provision.
79. The proposed additional provision may also impact on other post-primary providers in the area, with 2,372 available places⁴ (2016/17) in the local area as illustrated at Appendix I.
80. There is limited information in the Case for Change on the educational benefits of this proposal, referenced to research evidence rather than the specifics of the proposed provision.
81. In recognition of the Article 89 statutory duty, the Department has provided full immersion IM post-primary provision for the area and has invested to facilitate its growth. Parents in Derry have shown that they are prepared to travel a reasonable distance in order to access good quality IM post-primary provision. Given the level of enrolments in feeder IM primary schools, two IM post-primary schools within a 20 mile radius is not considered a sustainable area solution at this time.

⁴ 'Available Places' = the number of places available in a school that can be applied for through the competitive admissions process, recorded at the time of the annual school census.

82. A decision to approve this proposal could therefore be viewed as endorsing the fragmented way in which Area Planning of IM provision has been taken forward.

RECOMMENDATIONS

83. Based on the evidence outlined in this submission, it is recommended that you:

- a. Do not approve DP 475 – to “establish a New Grant Aided Independent Irish Medium Post-Primary School in Derry, with effect from 1 September 2017 or as soon as possible thereafter. The school will be an all ability, co-educational, multi-denominational Irish Medium Post Primary School catering for Year 8 – Year 14 pupils. It is estimated that the long term enrolment will be 400 pupils.”
- b. Agree that this submission (with appropriate redactions) can be published on the Department’s website once the school and the EA have been notified.
- c. Note that officials are available to discuss the submission should you wish.

Attached for your consideration are the following:

Appendix A: Supplementary information on Sustainable Schools Policy, Area Planning and Development Proposal processes.

Appendix B: Copy of Published DP 475

Appendix C: Case for Change

Appendix D: Responses during the statutory two month objection period

Appendix E: EA comments

Appendix F: Sustainability Assessment

Appendix G: DE (Policy Team) comments

Appendix H: ETI comments

Appendix I: Snapshot of area post-primary provision

A. *Ashley Waterworth*

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Press Office
APPT

SUSTAINABLE SCHOOLS POLICY, AREA PLANNING AND DEVELOPMENT PROPOSAL PROCESSES

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

Content

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

1. Departmental Vision

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

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

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

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

2. Sustainable Schools Policy

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

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

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

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

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

**excluding 6th form provision*

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

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

3. Area Planning Process

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

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

DE: The effective implementation of the SSP and embedding of the Area Planning process have been key priorities for the Department. DE responsibilities include: setting and reviewing policy and area planning support frameworks and ensuring planning operates within them; providing advice and guidance to the planning authorities and sectoral support bodies; and scrutinizing and challenging Area Plans and Annual Action Plans. DE requires that the Education Authority (EA) produces a 3-year strategic regional Area Plan covering the primary, post-primary and special

schools sectors, supported by an Annual Action Plan (further details at paragraphs 3.4 to 3.7 below).

- DE has a duty under Article 64 of the Education Reform (NI) Order 1989 to encourage and facilitate Integrated education and a duty under Article 89 of the Education and Libraries (NI) Order 1998 to encourage and facilitate Irish medium education.
- The Shared Education Act (Northern Ireland) 2016 also places a duty on the Department of Education to encourage, facilitate and promote Shared Education. It also places a duty on DE, EA and CCMS to consider Shared Education when:-
 - (a) developing, adopting, implementing or revising policies, strategies and plans: and
 - (b) designing and delivering public services.

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

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

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

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

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

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

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

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

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

3.7 The **Annual Area Profile** provides a statistical snapshot of every grant-aided primary and post-primary school. Its purpose is to provide the public with a clear picture of the shape of education provision in their area and to encourage informed local involvement in the area planning process. The Annual Area Profiles are published on the EA website and contain a range of information in a common and accessible format. For all primary and post-primary schools, the information will include details about admissions and enrolments, first preference applications and budgets. Details on performance outcomes and compliance with the Entitlement Framework are provided for post-primary schools only.

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

4. Development Proposal Process

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

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

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

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

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

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

- (i) **identification of need** in the Area Planning context; getting a proposal right at this stage will impact positively on the success of the proposal. The focus should

be on educational benefits and provision of high quality education that meets the needs of children and young people and takes account of parental preference.

(ii) **statutory pre-publication consultations**; the proposer must consult with the BoG, staff and parents of registered pupils of the affected school. On receipt of a DP, the EA (which publishes all DPs irrespective of sector) must consult with schools likely to be affected by it.

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

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

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

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

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

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

Glossary

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

EDUCATION AUTHORITY

DEVELOPMENT PROPOSAL NO. 475

PROPOSAL TO ESTABLISH A NEW GRANT AIDED OTHER MAINTAINED IRISH MEDIUM POST-PRIMARY SCHOOL IN DERRY

Notice is hereby given that a proposal, under Article 14 of the Education and Libraries (NI) Order 1986, as amended by Article 24 of the Education and Libraries (NI) Order 2003, has been submitted to the Education Authority by the Committee of An Bradán Feasa, to:

Establish a New Grant Aided Other Maintained Irish Medium Post-Primary School in Derry, with effect from 1 September 2017, or as soon as possible thereafter.

The school will be an all ability, co-educational, multi-denominational Irish Medium Post Primary School catering for Year 8 – Year 14 pupils. It is estimated that the long term enrolment will be 400 pupils.

In pursuance of Article 14 of the Education and Libraries (NI) Order 1986, as amended by Article 24 of the Education and Libraries (NI) Order 2003, this proposal has been submitted by the Education Authority to the Department of Education for approval.

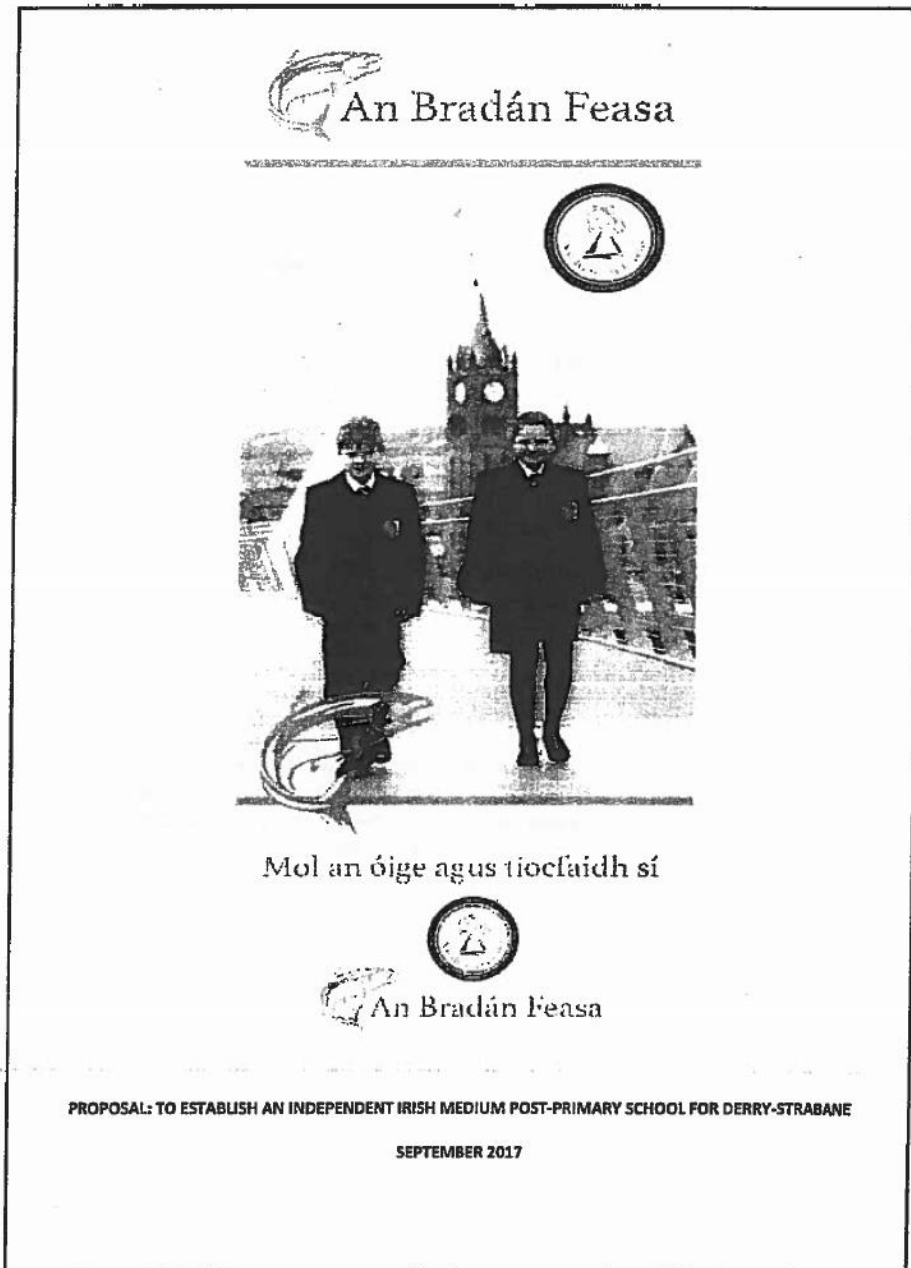
A copy of this Proposal can be inspected at the Education Authority, 1 Hospital Road, Omagh and www.eani.org.uk (under schools).

Any objections to this Proposal should be lodged with the Area Planning Policy Team, Department of Education, Rathgael House, Balloo Road, Bangor, Co Down, BT19 7PR or email: dps@deni.gov.uk within two months of the date of publication of this notice.

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).

Gavin Boyd
Chief Executive

CASE FOR CHANGE



CASE FOR CHANGE – Supporting Information

SUMMARY / OVERVIEW

EA AREA	Education Authority [Western region]
DP NUMBER	
PROPOSER	Coiste “An Bradán Feasa” Philip Ó Sioráin, Chairperson, An Bradán Feasa
SCHOOL NAME	An Bradán Feasa
SCHOOL REFERENCE	N/A
TYPE	Post Primary (11-19)
MANAGEMENT	Irish Medium
DP PUBLICATION DATE	
PROPOSAL	To establish a new grant aided, independent Irish Medium Post-Primary School in Derry from the 1st September 2017 or as soon as possible thereafter. It is estimated that the long-term enrolment will be 400 pupils.

STATUTORY CONSULTATION

BY THE PROPOSER	I confirm that the following consultations took place: <i>(provide detail of meetings at 'Statutory Consultation' section)</i> <i>DOSI, 20/5/16</i> SIGNED: _____ DATE: _____
BY THE EA	I confirm that the schools which the EA consider might be impacted by this proposal were consulted on at <i>'Statutory Consultation' section</i>) 5 September 2016 <i>Sgt. Lill</i> SIGNED: _____ DATE: <i>11 November 2016</i>

ASSOCIATED PROPOSALS

DP XXX Published DD/MM/YY	N/A
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1. Proposal

1.1 The committee have identified the need to establish an independent Irish-medium post-primary school to meet the educational needs of approximately 400 children attending Irish-medium primary schools in the Derry City and Strabane Council Area. This decision has been brought about by three factors:-

- The area "North West and West Tyrone" per **Appendix 8** has been identified by the Minister's Advisory Group on Irish-medium Post-Primary Education 2014 as an area in its own right, requiring the development of an Irish Medium Post-primary provision.¹
- A growing demand for post-primary IM provision in the area, and
- lack of IM post-primary provision in the area

2. Context

2.1 **Location:** It is proposed the school be located at Ebrington Square, Derry. An application has been made to ILEX, who currently oversee the development of the site. We have consulted with ILEX and the Derry and Strabane council members who are to take on responsibility for the site from ILEX and they are very supportive of our proposal. The proposing committee viewed many potential sites but felt Ebrington offered a number of advantages that would aid the development of the school such as:

- **Established buildings:** The buildings applied for only require internal refurbishment and configuration to make them suitable for school use, this should reduce the initial cost to the Department for accommodation;
- **Transport links:** Central site with access from established bus routes and from the regional bus station just across the pedestrian Peace bridge;
- **Shared education:** As we will require access to specialist accommodation for science and technology we have discussed shared education possibilities with Foyle College who are moving to a new school in close proximity to Ebrington per **Appendix 2**;
- **Foyle Arena:** New state of the art council owned Sports facilities in adjoining St Columb's Park which can be utilised by the pupils. Along with the potential use of facilities at Foyle College this will reduce the initial cost to the Department;
- **Digital Hub:** Work in partnership with organisations based at Building 80/81, Ebrington to develop the ICT and creative skills of pupils and help implement the 2014 IM post-primary education review recommendations on ICT;
- **St Columb's Park:** Large adjoining public park which could be used as a teaching resource for subjects such as Geography and the Sciences;
- **Shared space:** A highly attractive and visible site which has already created one of the most remarkable and successful shared spaces in Ireland. We hope the location of the school can have a significant effect on community relations and will symbolise the regeneration of a shared language.

In the event of our preferred location not being ready on time we have confirmation of a secured offer for a building close to Cultúrlann Uí Chanáin to rent immediately which is owned by the Cultúrlann, a local Irish language organisation.

¹ <https://www.doni.gov.uk/sites/default/files/publications/da/ministers-statement-on-irish-medium-post-primary-review.pdf>

The school will be co-educational, non-selective, multi-denominational Irish-medium post-primary school catering for pupils aged 11 to 19. It is estimated that the long-term enrolment will be 400 pupils.

2.2 Catchment area: The pupils will be drawn mainly from the four IM primary schools in Derry and Strabane. It is estimated approximately 44.35% of pupils will qualify for free school meals [FSM].

2.3 Irish-medium provision: The former Meánscoil Dhoire was brought under the management of St Brigid's College in 2000. A decision was taken in 2008 by the then Education Minister, Caitriona Ruane that the Irish-Medium Unit at St Brigid's College should be phased out due to the low number of pupils enrolling in the unit. Per 8.1-8.7 the trend for accessing IM post-primary education has been re-established and allied to projected increases in LTE, there are sufficient pupil numbers to support an independent standalone IM post-primary school for Derry-Strabane.

Our committee has consulted widely with people involved in the previous Irish-Medium Unit, the management and teachers in other IM streams and stand-alone IM provision and with parents who have children currently attending the four IM primary schools in the area. In response to the feedback from parents it is the belief that the **best educational outcomes will be achieved in a stand-alone immersion setting** for the following reasons:

- The **advantages/benefits** of full immersion education are attested in international research. It is recognised internationally and experienced locally that a stream or unit model in an EM school, where the management of the school has a range of objectives and constraints associated with the entire school is not the most satisfactory method of IME delivery (Appendix 7);
- **Proven model:** In the South of Ireland standalone schools develop incrementally collaborating with other post primary providers, which has led to a thriving sector. This was also the model successfully adopted recently to establish Coláiste Dhoire;²
- **Parental choice:** In the most recent consultation process undertaken by Comhairle na Gaelscolaíochta the primary choice of parents was for a free standing full immersion independent school. There was a 97% favourable response;
- The current and projected **enrolments** are greater than at any time during the previous provision;
- A **distinct identity** is needed for the school. This will encourage growth and development in the IM sector locally, help market the provision, create a strong connection with the local Irish language community and lead the strategic development of IM education in the area so that it can develop into a sustainable sector in its own right.

2.4 Governance: The proposing committee of An Bradán Feasa appended hereto will form the basis of the initial school Board of Governors. The Board will recruit a high-quality candidate as Principal with experience and demonstrated dedication to the promotion of IM education. The Principal along with the Board of Governors will recruit teachers and staff with experience and the appropriate specialist curricular expertise to establish and develop a high quality educational provision.

² Coláiste Cúirill in Monaghan was established in 2004 with 20 pupils and 6 teaching staff. Coláiste Ailigh was established in 2009 with 25 pupils and 4 teaching staff. Coláiste Dhoire in Dungiven established 2015 with 14 pupils and 4 teaching staff.

3. Background

3.1 IM provision in N.Ireland: There are 30 Irish-medium schools in Northern Ireland, only two of which are post-primary. Another three schools have set up units that teach some subjects through Irish. The number of pupils being taught through Irish has almost doubled in the last 10 years to just below 5000 of which 830 are in secondary education.

3.2 Current Post-Primary Provision: Existing models of post-primary IME schools in Northern Ireland are generally described as standalone or freestanding. This means a school established as a grant-aided school with its own Board of Governors which is accountable to the Department. There are only two such IM Post-primary schools in Northern Ireland, Coláiste Feirste, Belfast and Coláiste Dhoire, Dungiven which only received Department of Education approval in December 2014 and opened in September 2015. Both aim to offer full immersion which is taken to mean that the full curriculum is delivered through Irish and Coláiste Feirste, the longer established of the two offers the full Entitlement Framework curriculum through Irish.

3.3 Review of Irish-medium Post-primary Education 2014

In August 2013, Education Minister, John O'Dowd MLA, appointed an Advisory Group, chaired by Helen Ó Murchú, to review Irish-medium post-primary education.

The Advisory Group was asked to examine the level of demand for post-primary Irish-medium provision and consider how best this could be met. The work of the Group was to focus on the development of practical and deliverable solutions to increase access to Irish-medium post-primary education.

In April 2014, the Advisory Group presented its findings and recommendations to the Minister for Education. The recommendations were accepted by the Minister.

3.4 Key Recommendations: April 2014

The report recommended a strategic approach to **planning, pathways for post-primary development** and advice on **obviating constraining factors**.

3.4.1 The advisory group found there is a demand for Irish-medium secondary education and **three-quarters of parents who send their children to Irish-medium primary schools would prefer a stand-alone secondary school**.

3.4.2 The report called for a **planned approach** from the Department to the growth of the sector in collaboration with CnaG, including where any new secondary schools should be located. The advisory group recommended for future provision that the **optimum location** for post-primary provision is to serve the largest number of IM primary schools in the surrounding catchment area. On this basis, that the 8 IM planning areas and post-primary locations identified by CnaG be adopted by the Department. Area 3 identified as **North West Derry/West Tyrone** would serve the schools in **Derry and Strabane per Appendix 8**.

3.4.3 In relation to **post-primary development** the report made clear that standalone immersion education of the kind experienced (offered) in other jurisdictions should remain the goal and the aim would be to have full immersion. That DE **set a lower intake rate** for the first and subsequent five years of any form of new provision, noting that the application of thresholds formulated on the basis of the traditional, established sector represents an obstacle to the development of IM post-primary provision.

3.4.4 The report made a number of recommendations in relation to possible **constraining factors** such as teacher supply, resources and funding.

- **Teachers:** in the short-term to compile a register of existing teachers with the ability to teach Irish with other subjects and to provide incentives for the medium to longer term. Having spoken to the team involved in setting-up Coláiste Dhoire where there was over 30 applications for 2 teaching positions we are confident of recruiting high quality teachers for the first years of the provision. In the longer term as part of the school plan we will follow the example of Coláiste Feirste to develop a recruitment strategy that targets shortfalls in specialist teachers that will add to the range of subjects taught through Irish. As of June 2014 a total of 52 students with a range of specialisms have qualified in the IM Post Primary route at SMUCB of the PGCE pathway at UU and QUB.
- **Resources-Funding:** That a realistic budget be provided based on a clear school plan. In order to assess the resource implications for the proposal we have prepared detailed financial forecasts, as well as Staffing arrangements and a plan for delivery of the curriculum for the first four years of the provision per **Appendices 3 and 4** attached. These will provide the framework for the project team, led by committee member Dr Catherine McGavigan in devising an Implementation schedule **Appendix 5** that will ensure a high quality educational experience from the beginning.

3.5 The Review of Irish Medium Education Report (Chapter 13) outlines parents concerns with how the relative needs of the Irish-medium and English-medium parts of the school have been balanced. The delegated budget received by a school is allocated by the Board of Governors taking account of the needs of the school. Some parents were concerned that the Irish-medium part of a school lost out compared to the English-medium part, while others were concerned that the opposite was the case.

4. Strategic Planning

4.1 Possible Future Provision in the IME Sector at Post-Primary Level: Location and accessibility.

The Group agreed that the optimum location for post-primary provision was to serve the largest number of IM primary schools in the surrounding catchment area. On this basis, the Group then considered areas where a larger number of IM preschool and viable primary schools exist and transfer rates to post-primary level is adequate or could be higher. The Group began from a series of maps showing the location of existing IM provision at primary and pre-primary levels set within eight IM planning areas (some overlapping) and with an indication of distance to the possible nearest post-primary school.

4.2 Relevant Planning Areas

4.2.1 Area 3: North West Derry/West Tyrone: Representatives of the communities in North West Derry and West Tyrone expressed a preference for **Derry City** as their desired location for IM post- primary provision. This was accepted by the Group as being currently optimal for the area in light of community wishes as of now.

4.2.2 The Group made specific reference to **Derry City** stating “**there had been a wish for independent provision**”. Having heard from relevant stakeholders in the North West and examined enrolments in feeder primary schools, the Group acknowledges the clear potential for post-primary provision and the preparatory work undertaken by the local community. The Group also noted the wishes of the community from the meeting with the educational stakeholders.

4.3 Owenbeg, Dungiven: On 10 December 2014, Minister O'Dowd agreed a proposal to establish a new Irish Medium Post-Primary College at Owenbeg, Dungiven. He also acknowledged that there **'has been a gap in the strategic development of Irish Medium post-primary provision.'**

5. Evidence from stakeholders:

The major points from the evidence-gathering exercises may be summarized as follows:

- Recognition of the benefits of immersion education.
- An urgent need for extension of Irish-medium post-primary provision pro-actively and properly supported by DE.
- Along with other issues such as funding, subject specialists and collaboration.

The Group met with key stakeholders including: - Parents and school representatives in the Derry/South Derry area; representatives from the Welsh education authority; representatives from the Scottish authority; representatives from the Republic of Ireland; practitioners from existing IM schools and units; and educationalists, academics, support services (ESA, ITT, CCEA & C2k; Aisaonad) and Irish- Medium cultural and linguistic specialists. It was agreed that the **key stakeholders** are the **pupils, parents and teachers**. The Group considered it important to determine what their view is and then to decide on how best to ensure that their view is taken into account when developing provision.

5.1 Parents: In an effort to determine the point of view of parents, the Group carried out two surveys in which questionnaires were issued to parents of Irish-medium primary school children and to parents of Irish-medium nursery school children. Most, but not all, schools co-operated with the Group to facilitate this. Responses were received from 23 of the 36 primary schools and 7 responses from nursery schools. From the surveys and sessions held, it became apparent that the motivation of parents in choosing IME for their children may be educational or linguistic or both. At post-primary level, future education and employment prospects were an issue of importance as was the standing of the school.

The results of the parent questionnaire found that the **majority of parents' preferences were for a standalone IM post-primary school**, that they would be prepared to have their child travel up to **10 miles** and that they would require **at least 50% of courses** to be available in Irish.

From consultations we have undertaken with parents it is clear that a standalone independent school is the preferred model for the majority of parents.

5.2 Teachers: Position held by primary teachers and principals on provision of IME at post-primary(Derry City and South Derry) From sessions held with principals, it was very clear that all principals sought post-primary provision for their pupils, that the lack of this continuity of provision was proving a disincentive for parents to engage with IME, and was a cause of unnecessary and detrimental loss to the linguistic fluency achieved by the individual child and therefore to the Irish language community. Many parents expressed their willingness to consider various options and different travel distances to ensure this provision.

It was added that *the investment* made by parents, teachers, pupils and DE in primary provision was also suffering loss because of this lack of progression. Two further points were made during the evidence gathering process: that the IM primary pupil without access to some form of IME at second level **may not receive appropriate linguistic schooling in an**

EM secondary school; that, despite the many resources being made available for IME, learners of Irish in EM schools, coming from IM primary schools, may not receive sufficient attention even though they currently form a majority within the cohort leaving the IM primary system, given the lack of IME at post-primary level.

Consultations with the principals of Gaelscoil Éadain Mhóir, Gaelscoil na Daróige and Gaelscoil Uí Dhochartaigh indicate that since the establishment of standalone provision at Coláiste Dhoire in Dungiven the willingness of parents to engage with a post-primary school outside of Derry-Strabane in order to access their preferred model of post-primary provision. In discussions with Gaelscoil na Daróige they informed us that 90% of the current Year 7 pupils have opted to travel over a half an hour away to Coláiste Dhoire in Dungiven as they do not have the choice to continue their IM education in the same full immersion setting they currently enjoy at primary level. They said that this indicated that there was a need for an independent IM school and a desire on the part of parents and pupils to access this choice if it was available. This was also the case in the other two schools albeit in smaller numbers.

6. Area Planning: The Advisory Group considered the concept of area planning in relation to IME through the appropriate planning authority. It was advised that the planning area for IME, as with all schools, is whatever it needs to be in order to meet the needs of the young people of the area in question. Per the **WELB Strategic Area Plan for PP revised January 2015** future development of IM education will be taken forward through the Report from the Advisory Group. The Group recommended 8 IM planning areas and post-primary locations. **Area 3 - North West Derry/West Tyrone** would serve the schools in **Derry and Strabane**.

6.1 Area Planning Impact re An Bradán Feasa: The establishment of an independent, free standing, full immersion Irish medium post primary is desirable for the following reasons.

- There is no recognised provision of this type, thus there would be no duplication of resources
- There is need for such provision to cater for pupils residing in the Derry and Strabane Council area
- DE have a statutory duty to actively promote and facilitate the growth and development of IME³
- Inequality in educational provision exists, diversity of ethos and respect for parental choice must be facilitated to support standalone IM post-primary provision in the area.

7. Key Criteria for the establishment of IM provision in a post-primary setting

The Group considered the key elements for a development proposal for IM post-primary provision. Amongst others, it recommends that the following criteria are included:

7.1 Identified demand from the community.

7.2 Meets area planning requirements, i.e. taking account of geographical location and other forms of provision in area.

7.3 Initial intake for an IM post-primary school of 35 in year 8 rising to an annual intake of 65/80 by the fifth year to ensure sustainability.

7.4 Evidence of ongoing efforts to increase intake.

7.5 Governance and management structures in place.

7.6 Teaching staff available (including the principal).

7.7 Arrangements in place in relation to physical location.

7.8 Transport arrangements in place.

7.9 Evidence of manifestation of ethos

7.10 Immersion (50% plus)

³ The Good Friday Agreement; The Saint Andrew's Agreement; Article 69 of Education (Northern Ireland) Order 1998; European Charter for Minority and Regional Languages in particular Part III Article 8 (1) (c).

8. Key Criteria in relation to An Bradán Feasa: All of the above criteria will be put in place as part of the Implementation schedule **Appendix 5** in the event of the establishment of an independent full immersion IM Post-Primary school for Derry-Strabane.

8.1 Enrolment: While it is hard to predict future enrolments, it can be seen from the table [8.4] that the combined enrolments of the four schools show greater average numbers in Nursery, Foundation Stage and Key Stage 1 than in Key Stage 2. This indicates increasing growth.

8.2 Long-term Enrolment: Using the DE formula [seven times the average enrolment over Y1, Y2 and Y3] the LTE for the four schools is 446. This is an increase of almost 13% over the current enrolment of 395 [excludes the 96 Nursery places].

8.3 Incentive: Experience has shown that the establishment of IM post-primary provision will likely increase demand for places in IM primary schools within an area, as parents and pupils see a seamless and logical progression in the provision.

8.4 Table: Current [March 2016] Enrolments at the four Irish Medium primary schools in the Derry-Strabane area

Primary School	N	R	Y1	Y2	Y3	Y4	Y5	Y6	Y7	TOTAL
Bunscoil Cholmcille	26	0	11	10	15	12	12	14	9	109
Gaelscoil Na Daróige	18	0	7	11	10	9	9	10	11	85
Gaelscoil Éadain Mhóir	26	0	23	20	14	12	16	16	11	138
Gaelscoil Uí Dhochartaigh	26	0	25	20	25	17	22	15	9	159
Total	96	0	66	61	64	50	59	55	40	491

8.5 The above enrolment figures have increased by 16.8% since 2013/14. This further exemplifies the pattern of ongoing growth.

8.6 Transfer patterns: For the 2016/17 academic year 9 pupils from the feeder primary schools in Derry have indicated their first preference for the IM class at St Brigid's, Carnhill and a further 10 pupils from the feeder schools in Derry-Strabane have indicated their first preference for the stand-alone provision at Coláiste Dhoire, Dungiven.

100% of the current year 7 pupils in Gaelscoil Na Daróige who will transfer to IM post-primary for the 2016/17 year have opted for Independent IM provision 20 miles away at Coláiste Dhoire in Dungiven even though there is unofficial IM provision in St Brigid's, Carnhill less than 2 miles away from their current school. A smaller number from Gaelscoil Éadain Mhóir and Gaelscoil Uí Dhochartaigh have also indicated a preference for Dungiven.

When we asked the parents of children opting for Dungiven the majority made clear that had there been standalone independent provision in Derry of the type we are proposing then they would have chosen to send their children there. Parents we spoke to that have opted for the IM class at St Brigid's indicated they would have supported standalone IM provision of the type we are proposing if it had been situated in Derry.

Pupil numbers from the four contributory primary schools indicate that a trend towards IM provision at post-primary has been established. The combined number of 19 pupils in the current year for the two types of provision, with the expected uplift from DE approval could readily support the establishment of a standalone independent post-primary IM school for Derry-Strabane.

From consultations with current Primary 6 parents who would make up the initial cohort in the proposed new school, the same trend has emerged with a majority in favour of IM post-primary provision.

We would expect a significant uplift in pupil numbers once the school has been established. This is based on the only other recent comparable example at Coláiste Dhoire where this incoming year 2016/17 34 pupils have indicated the school as their first preference which is over double the first year cohort of 14.

Given this trend and the views of the parents we have consulted with the standalone independent provision we are proposing is the only realistic model that could provide long term sustainable post-primary IM provision for Derry-Strabane that would command the support of parents.

8.7 Population Growth: The number of pupils in the Derry-Strabane area, according to the Northern Ireland Statistical Research Agency, indicates an upward trend from 8,901 pupils in 2018/19 to 9,767 pupils in 2025/26. Furthermore, the number of pupils in the proposed contributory primary schools has increased by 16.8% since 2013/14.

9. Resource Implications: the following considerations are necessary

9.1.1 Budget position: We have prepared detailed financial forecasts, for the first four years of the provision per **Appendix 3** attached. The proposed structure of the provision will require a subvention in year 1. That which is deemed 'reasonable public expenditure' must be viewed in light of the **unique legal obligations under European and domestic law appended hereto.**³

9.1.2 Cost of the Proposal: An IM school attracts specific funding from DE in accordance with set procedures. This includes a set annual sum and extra weighting to the value of the relevant AWPJ.

9.2 Staffing: Along with financial forecasts, we have prepared Staffing arrangements and a plan for delivery of the curriculum for the first four years of the provision per **Appendix 4**. The financial forecasts demonstrate the additional teaching resources and learning support assistants required as the school expands the number of subjects offered through the medium of Irish.

9.3 Transport: It is expected that normal transport procedures will be adopted, i.e. the provision of transport by EA to pupils wishing IM education and who live beyond a specific radius of the school. It is expected that same will prevail with regards to pupils travelling from Strabane, given the established pattern of children travelling from Strabane to attend a variety of post-primary schools, as happens currently.

9.4 Accommodation: As outlined at 2.1 the preferred location to site the school is Ebrington Square, Derry. On approval we will work with E.O.T. on schedule of accommodation required. We will utilise the sports facilities at the nearby Foyle Arena and this will be funded from the school's recurring budget. We intend to explore collaborative arrangements with Foyle College who are moving to a new site close to Ebrington for use of their specialist accommodation for science and technology per **Appendix 2.3**.

³ The Good Friday Agreement; The Saint Andrew's Agreement; Article 89 of Education (Northern Ireland) Order 1998; European Charter for Minority and Regional Languages in particular Part III Article 8 (1) (c).

10. Immersion: The Advisory Group defined an IM school in statutory terms per Education Order 2006 as: 2) For the purposes of this Part a school is an Irish speaking school if **more than one half** of the teaching of

- (a) religious education; and
- (b) the minimum content of the areas of learning other than that called Language and literacy is conducted (wholly or partly) in Irish, and "school" includes part of a school.

Per plan for the delivery of the curriculum outlined at **Appendix 4** we aim to deliver 100% of the KS3 curriculum through Irish if possible.

11. Educational Benefits: A robust and well-supported post-primary standalone IM school will clearly expand the educational opportunities for pupils living in Derry and Strabane. Sustained expansion, as projected, will facilitate a greater choice of subjects. This, in turn, will attract increasing numbers which will further enhance the educational provision and the overall financial state of the school.

11.1 Local and international research per **Appendix 7** strongly supports the educational benefits of a standalone full immersion model as proposed herein. This creates the **best conditions for academic achievement and learning outcomes**. This model is most beneficial in developing "expressive skills" and pupils in the standalone model outperformed their peers in Units or Streams based in EM schools and that the disparity increased commensurate with the amount of years spent in the respective programmes.

12. Consultation

Leaflets outlining the proposal along with questionnaires were issued to parents in the feeder primary schools followed by public meetings for each school. Meetings were arranged through the schools, with the parent meeting for Bunscoil Cholmcille being arranged directly with parents. All consulted were given the opportunity to express their opinion on the proposal. Opinions were accepted through the schools or directly from parents at the public meetings. Responses received indicate strong support for the proposal per **Appendix 2**.

13. Conclusion

From consultation with parents in the local feeder primary schools there is a clear demand by parents for independent standalone IM post-primary provision to serve Derry and Strabane. The Ministerial Review body adds its weight to such provision.

CnaG, the body set-up by DE to promote, facilitate and encourage IM Education fully supports the proposal and would recommend accordingly. The founding committee with support from CnaG will work closely with DE, EA and other relevant bodies to ensure that this project is advanced as quickly and effectively as possible.

The proposal meets the **6 criteria for a Sustainable school** as follows:-

The educational experience of the children: Per local and international research the standalone full immersion model creates the best conditions for academic achievement and learning outcomes. (**Appendix 7**)

Enrolment trends: The current and projected enrolments are greater than at any time during the previous provision. (**8.1 - 8.7**)

Financial position: The detailed financial forecasts we have prepared for the first four years of the provision indicate that the school will be able to live within its delegated budget from year 2 on. (**Appendix 3**)

School leadership and management: The proposing committee who are to form the basis of the initial Board of Governors is made up of individuals of enormous relevant expertise and knowledge. The proposing group is confident that an excellent Principal can be appointed and together they will lead the development of the school. **(Appendix 1)**

Accessibility: As we have proposed to site the provision centrally in Derry at Ebrington, the majority of pupils will live well within in the recommended post-primary commute time. This will also be the case for pupils travelling the long established school bus route from Strabane to Derry.

Strength of community links: There is a parent from each school on the founding committee. **(Appendix 1)** The proposed school ethos advocates active partnerships with the local IM primary schools and engagement with the local Irish language community. **(Appendix 6)**

14. Implementation Plan (IF THE PROPOSAL IS APPROVED)

14.1 Proposed Provision: Appendix 3 shows the estimated cost of the proposal.

14.2 Future Provision: In the short term, the committee envisages a small initial KS3 cohort pupils for 2017/18. With DE support and the provision established we would expect a significant uplift in pupil numbers in subsequent years. Key to the growth of the school will be the success of the school's recruitment strategy that targets shortfalls in specialist teachers, especially in STEM and Creative and Expressive subjects that will add to the range of subjects taught through Irish.

14.3 Time-frame: The aim of the school will be to have as many subjects as possible taught through Irish increasing to total immersion up to a maximum of 10 years. In the interim the proposing group is committed to collaborating with other IM and EM providers to ensure access to the full Entitlement Framework locally.

14.4 Strengths:

- parent led initiative with the support of parents in each of the four primary schools and the wider community
- commitment and expertise of founding committee in IM education
- project manager with skills to chart the critical path for delivery
- projected increases in LTE of contributory IM primary schools
- founding committee to form the initial school Board of Governors
- strategic plan that accounts for the projected increases in LTE and
- sustainable provision which will attract the support of the majority of parents

14.5 Challenges: Attracting and growing an enrolment which will sustain viable KS4 provision, and ultimately a full IM curriculum. To this end we already have had initial discussions to explore collaborative arrangements with the new IM post-primary School in Dungiven, Coláiste Dhoire.

14.6 Other considerations:

- **Accommodation:** Due to growth and expansion, the school will require additional accommodation for the academic year commencing 2020/21. This time-scale allows the management of the school to effectively plan for such accommodation with E.O.T.

STATUTORY CONSULTATION

Proposer

Provide detail of consultation with the Board of Governors, teachers and parents of the affected school(s) - dates of meetings/ letters. Good practice suggests all staff (including non-teaching) are consulted as well as pupils.

Summary and assessment of views received - how were these taken into account before publication of the DP?


EA

The EA forwarded correspondence to local schools regarding Development Proposal No. 275 on 5 September 2016. The EA received six responses as follows:

- 1 school supported the proposal;
- 1 school did not support the proposal;
- 1 school was not unequivocally opposed the proposal; and
- 2 schools strongly objected the proposal

EA COMMENTS

The Proposal to establish a New Grant Aided Other Maintained Irish Medium Post-Primary School in Derry is in keeping with the WELB Strategic Area Plan. It is also in keeping with the Report on the Strategic Development of Irish Medium Post Primary Education and the Education Authority's Providing Pathways – Draft Strategic Area Plan for School Provision 2017-20 in which for the Derry City and Strabane District Council Area identifies key issues emerging from analysis of current local provision, the Potential for Irish Medium school development. However, it was noted that the identified feeder schools and statistics were similar to that provided in Development Proposal No. 475 for the establishment of an Irish Medium Unit at St Brigid's College, Derry raising the issue of the sustainability of both Proposals.

SIGNED: 
POSITION: *Planning and Development Officer (Output Officer)*
DATE: *11 November 2016*

An Bradán Feasa



Mol an óige agus tiocfaidh sí


 An Bradán Feasa

PROPOSAL: TO ESTABLISH AN INDEPENDENT IRISH MEDIUM POST-PRIMARY SCHOOL FOR DERRY-STRABANE

SEPTEMBER 2017

Appendices:

- 1. Membership of the proposing group**
- 2. Consultation**
- 3. Financial Forecast**
- 4. Staff and delivery of the Curriculum**
- 5. Implementation schedule**
- 6. Ethos**
- 7. Relevant Research**
- 8. Planning area and pupil distribution map**
- 9. Summary of Treacy Judgement, Coláiste Feirste's Application [2011] NIQB 98**

Appendix 1: Membership of the proposing group

The proposing committee is made up of parents and others with an interest in IME development with a range of skills in education, project management, accountancy and youth work. The following people are on this implementation team:

Philip Sheerin (Chairperson of An Bradán founding committee)

Philip was Irish-medium Education Manager with the Council for Curriculum, Examinations and Assessment (CCEA) for 17 years. In this role he worked in close liaison with the Irish medium sector developing the revised curriculum and assessment arrangements for the sector. He also had responsibility for developing exemplar material which highlighted the standard expected of schools in communication both Irish and English as well as Mathematics and was Principal moderator for the sector. Philip also spent 23 years teaching at both primary and post-primary level.

Martin Walsh (Committee member of An Bradán Feasa)

Martin was Senior Adviser for the Western Education and Library Board's Curriculum Advisory and Support and a member of that service for 21 years. In his role he delivered numerous courses for teachers across the WELB area and participated and contributed to many inter-board initiatives including literacy and numeracy. He supported Boards of Governors and provided training and advice for them and school principals. Martin also spent 16 years teaching at both primary and post-primary level.

Dr Catherine McGavigan (Committee member of An Bradán Feasa)

Catherine is an Ecologist and project manager who has more than 25 years experience of successfully delivering large, multi-million pound complex projects for universities and multinational finance companies. She has collaborated with EU funding bodies, UK and Irish government bodies, as well as key research and corporate stakeholders. She has successfully worked with diverse European and Global project partners, built capacity within them and strengthened relationships. At Queens Catherine spearheaded the CIRB Project, the largest invasive species project in Europe. She has also coached and mentored the project teams for the IBIS and ENALGAE Marine projects (£23 million). All projects were delivered successfully, on time within budget and all met/exceeded their goals. Catherine has taught at University level for 8 years. Her subjects have included: Ecology, Biology, statistics and conservation ecology, to undergraduate, masters and PhD students.

Oisín MacEó (Committee member of An Bradán Feasa)

Oisín has been the principal of an Irish Medium primary school in Derry for over ten years. He has firsthand experience of growing enrolments and leading school development. He provided the leadership that took this previously underperforming school that had an inspection rating of inadequate when he took over to a rating of good according to its last ETI inspection. He done this by following departmental guidance, applying the principles of "Every School a Good School" (ESAGs) and through strategic school development planning. Oisín's emphasis has always been on high quality teaching that delivers high quality outcomes for pupils. As a school principal he has successfully managed a school budget without deficit, both during the first four years with a school that was initially not funded or recognised by the Department of Education and in the last six years after Department recognition with a recurrent LMS school budget. Oisín is a former post-primary and nursery teacher with experience of both the English and Irish medium sector. He is a member of the IM Principals' Forum and is active in local community work.

Alanna Wilson Ferry (Committee member of An Bradán Feasa)

Alanna was involved in the development of the naiscoil that went on to become Naiscoil Éadain Mhóir. She has been working in Irish medium education since 1999 when she started working for Naiscoil na Gaslainne. During this time she also undertook further study in Irish at the University of Ulster, Magee. She moved with the Naiscoil to the newly built Gasyard with the unit coming under the management of Gaelscoil Éadain Mhóir a few years later. During this time the Naiscoil grew from 8 children initially to 26 currently and achieved Department of Education nursery status in 2007/08. She is currently the leader in the Cairde Beaga programme for Surestart Edenballymore. Alanna is also a parent of two children currently attending Bunscoil Choimcille.

Eamon Harkin (Committee member of An Bradán Feasa)

Eamon is a qualified accountant, who works for a Derry based accountancy practice and has over 10 years experience providing financial services and statutory audit to clients ranging from small businesses and charities to PLC's, helping clients develop systems of financial management, budgeting and forecasting within their organisations. Most recently Eamon was part of the team that helped secure a deal for a local client who sold their business to an international PLC for £12million. Eamon also is a parent of children who were formerly and are currently educated at Gaelscoil Éadain Mhóir, as such he has firsthand knowledge of the experience of children transferring from primary Irish medium education to post primary English medium education.

Fiachra Ó Donnghaile (Committee member of An Bradán Feasa)

Fiachra is an Irish Medium Key Stage 2 teacher at Gaelscoil na Daróige and a literacy co-ordinator of considerable knowledge and ability. He has helped CCEA set standards for Irish medium education as well as work helping support children transition to post-primary education. His work as co-ordinator and quality of teaching was praised highly by ETI in their most recent inspection of Fiachra's school. An accomplished musician, he also has a Masters Degree in the Irish Language for which he researched the merits of various models of immersion education. His research shows clearly that the model to allow children to reach their full potential is that of an independent full-immersion school, as proposed herein. Fiachra is also a parent of children attending Gaelscoil na Daróige and a former pupil of Meanscoil Dhoire, the former IM post-primary in Derry City.

Tommy Canning (Committee member of An Bradán Feasa)

Tommy is a committed youth and voluntary worker who has many years of experience working with children and young people, coaching for Finn Harps FC. He also works at Northlands' Centre which supports people on issues of addiction and alcohol. Tommy is also a parent of children educated at Gaelscoil Uí Dhochartaigh, Strabane.

External members of the proposing group

Brendan Mullan

Brendan is the Principal Consultant with Virtus Consultancy and was retained by the group to advise on the financial forecast and the delivery of the curriculum. Brendan also undertook similar work in relation to the recently successful proposal by Coláiste Dhoire to found a stand-alone post-primary Irish school for County Derry based in Dungiven.

2. Appendix 2: Consultation

2.1 2011 CnaG carried out an extensive consultation on the future of IM post-primary provision, 97% of respondents said that they desired the stand alone, full immersion model. CnaG looked at various ways to implement the proposal for this but were unsuccessful.

A parent led initiative was set-up in 2014 to carry on this work, consultation undertaken was as follows:-

Initial parent engagement

To ascertain if parents were still of the same view per previous CnaG survey of 2011 in relation to IM post-primary provision

- 18th February 2014 – Rafters: Consultation with concerned parents over lack of progress
- 3rd December 2014 – OuterWest Offices: Parents met to form committee to set-up standalone IM post-primary school per previous meeting
- 15th December 2014 – Tower - CnG: Area planning Meeting, dominated by discussion of a lack of IM post-primary in the city
- 4th February 2015 – Cuturlann: Parent information evening Stream/Unit v Standalone

Political engagement – Local

To seek support of local Derry-Strabane Council groupings for proposals emanating from initial parent engagement for a free standing full immersion IM post-primary school

- 27th April 2015 – Harbour Council offices: Consultation with SDLP
- 8th May 2015 – Harbour Councillor offices: Consultation with Independents
- 11th June 2015 – Ráth Mór: Consultation with Sinn Féin

Media engagement – Local and Regional

To raise awareness of our campaign beyond our social media campaign on facebook.com /anbradánfeasa and twitter.com/abfscoil, with over 1,000 followers combined

- 7th December 2015 - Article Derry News-Committee and Proposal for school at Ebrington
- 8th December 2015 - Article Belfast Tele-Committee and Proposal for school at Ebrington
- 10th December 2015 - Radio Foyle Mark Patterson, discuss our proposals for Ebrington
- 14th December 2015 - Radio Ulster, Blás with Fergal Mag Uiginn
- 17th December 2015 – Article Strabane Chronicle, with GÚD support

Educational Engagement

Sought support of CnaG as well as Principals and Boards of feeder primary schools for our proposal, a free standing independent full immersion IM post-primary school.

- 6th Jan 2016 – Meeting with Comhairle na Gaelscolaíochta: Development proposal
- 7th April 2016 - Principal and Chair of BoG Gaelscoil Éadain Mhóir
- 7th April 2016 - Principal and Chair of BoG Gaelscoil Na Daróige
- 11th April 2016 – Principal of Gaelscoil Uí Dhochartaigh

Location

Met with and spoke to Ilex on a number of occasions reference suitable accommodation at Ebrington. Met with Foyle College as to the plans for their school building when they move to the Waterside for 1 September 2017.

15th October 2015 - Ebrington, initial look at suitability of accommodation to house school
26th January 2016 - Foyle College, to view suitability of Senior school accommodation
15th March 2016 - Ebrington, look at accommodation to submit Expression of Interest
7th April 2016 - Cuturliann, spoke to Chief Executive and Board about accommodation

Political engagement – Regional

To seek political support from parties at government level who will have an input into the decision in relation to our proposal

1st April – Meeting with DFM Martin McGuinness: Ebrington and Development Proposal
15th April – Meeting with SDLP Leader Colum Eastwood: Development Proposal

Final parent engagement

To update parents on progress and to ascertain parent interest in sending their children to standalone provision

27th April 2016 – Parent meeting: Gaelscoil Éadain Mhóir
3rd May 2016 – Parent meeting: Gaelscoil Na Daróige
4th May 2016 – Parent meeting: Bunscoil Cholmcille
25th May 2016 – Parent meeting: Gaelscoil Uí Dhochartaigh

Other consultation

In preparing the proposal herein, the proposing group has spoken with the management of Coláiste Feirste; Coláiste Áiligh, Letterkenny; Coláiste Chineáil Eoghain, Buncrana; the DE Estate and Operational Team (E.O.T.), Iontaobhas na Gaelscolaíochta; the EA (Western Region) Transport section in Foyle; Ilex (Ebrington) and the Co-ordinator of the Irish-medium enhancement post-primary PGCE in St Mary's University Belfast. We twice requested meetings with the DUP and UUP Derry and Strabane Council grouping but did not get response.

2.2 Consultation process

- Iterative process spanning 18 months from initial committee meeting in December 2014. The proposing group met regularly to update the proposal with the views and proposals expressed during consultation.
- The proposing group produced a robust and deliverable model for IM post-primary education for Derry-Strabane from this process that reflected the needs, concerns and aspirations of the various stakeholders.
- This model was presented to parents in April-May 2016 in the various feeder areas through a series of consultations. The parents received two-week notice and a leaflet outlining the proposal along with a questionnaire.
- The consultations were very well attended and the parents engaged fully in the discourse, the outcome of the meetings in each area was very favourable. The merits of points articulated by parents were considered in finalising the proposal.
- From the questionnaires given to parents in the feeder schools responses received indicate strong support for our proposal.

- A selection of **issues and comments** arising from parent consultations
 - Ability to help children with homework at a higher level
 - Frustration at the lack of progress in developing IM secondary school
 - Availability of teachers
 - Difficulties children encountered when transferring to EM post-primary and the lack of support to retain or improve their Irish
 - Need for appropriate investment by Department in staff, accommodation etc...
 - A standalone school is the best setting to help children develop their Irish
 - "We r so excited at the prospect of our children having the choice to continue their language at post primary level...!! Great site and love the name!!"
 - "Delighted to listen to your proposal and excited for the future ádh mór!!"
- A selection of **comments** from the parent questionnaires
 - "this has been in the pipeline for a long time, is it actually going to happen"
 - "would be great to see this happen in Derry"
 - "I have four children and would be interested in sending all four children to this school"
 - "I am 100% behind an Irish secondary school in Derry. Fantastic if it goes ahead"
 - "It would be great to have this school built"

2.3 Shared Education

Fr [REDACTED]
 Ti [REDACTED]
 C [REDACTED]
 Subject: RE: IM Secondary School Co-operation
 Date: Thu, 12 May 2016 07:21:54 +0000

Oisín,

Many thanks for your email and I'm glad to hear that you making progress with your plans.

Having discussed your request/suggestion with my Chair of Governors, who you met earlier in the year, we would be happy to indicate an openness to shared education possibilities between Foyle College and the proposed Irish medium secondary school where it would be of benefit to pupils in both schools.

Patrick Allen

Principal, Foyle College



Appendix 3 - Financial Forecasts

Start Up Costs

The Principal (January 2017), Admin Officer (April 2017) and Caretaker (June 2017) will be appointed in advance of the school opening in September 2017 to ensure the effective organisation of the opening. Total Salary costs circa £73,250.

Approval will be sought for these salary costs and associated overheads, along with the costs associated with the supply of equipment, books, materials etc. to be covered by the New Schools and Units Contingency Fund, as outlined in Annex D of the Common Funding Scheme.

Running Costs

Expenditure is calculated on the basis of actual costs e.g. salaries and estimates for general overheads based on actual expenditure at Coláiste Feirste. A 5% contingency has been provided for in each year.

Income

This has been calculated by applying the Common Funding Scheme.

Summary

The financial forecasts show a deficit in Year 1 of just over £58K. The school moves into surplus from Year 2 onwards. Given the existing and increasing need in Derry and Strabane for the delivery of the full curriculum at post primary level through the medium of Irish, the subvention required in the first year does not represent unreasonable public expenditure and overall the proposal is sustainable.



Financial Forecasts-Summary

	Year 1 2017/18	Year 2 2018/19	Year 3 2019/20	Year 4 2020/21
Income	281,611	472,420	686,500	879,173
Expenditure				
Salaries	241,704	285,104	407,189	528,424
Overheads	17,057	17,057	17,057	17,057
Teaching expenses	45,490	71,720	92,260	104,455
Transport	1,000	2,000	3,000	4,000
Other recurrent costs	18,330	18,930	21,600	24,150
Contingency	16,200	19,750	27,000	33,900
	339,781	414,561	568,106	711,986
Subvention	(58,170)	-	-	-
Operating surplus	-	57,859	118,394	167,187

Financial Forecasts-Detailed

		Year 1 2017/18	Year 2 2018/19	Year 3 2019/20	Year 4 2020/21
Income					
	Note				
Age weighted pupil units	1	88,975	239,547	403,808	550,959
Premises	2	18,618	26,057	34,172	41,442
Social deprivation	3	7,207	21,421	36,257	49,203
Additional social deprivation	4	4,705	12,672	21,365	29,154
Small schools support	5	142,826	142,826	142,826	142,826
Teacher salary protection factor	6	8,688	1,380	-	-
Support for Irish medium schools	7	10,592	28,517	48,072	65,589
Total income		281,611	472,420	686,500	879,173
Expenditure					
Teaching salaries	8	154,068	195,221	314,898	434,618
Non teaching salaries	9	87,636	89,883	92,291	93,806
Salaries sub-total		241,704	285,104	407,189	528,424
Electricity		7,535	7,535	7,535	7,535
Gas		6,000	6,000	6,000	6,000
Toilet requisites		665	665	665	665
Cleaning materials		700	700	700	700
Window cleaning		150	150	150	150
Building maintenance		1,357	1,357	1,357	1,357
Grounds maintenance		650	650	650	650
Overheads sub-total	10	17,057	17,057	17,057	17,057
Hired tuition	11	3,600	10,800	18,000	27,000
Staff training	12	6,000	8,000	14,000	20,000
ICT equipment	13	23,200	36,000	40,800	36,800
Virtual learning environment	13	11,300	6,300	6,300	6,300
Books and materials	14	1,000	8,920	9,640	9,640
Examination fees	15	390	1,700	3,520	4,715
Teaching expenses sub-total		45,490	71,720	92,260	104,455
Transport costs	16	1,000	2,000	3,000	4,000
Home economics Food etc..	17	230	630	1,100	1,500
Sundry equipment hire		500	750	1,000	1,500
Professional fees		5,000	5,000	5,000	5,000
Equipment repairs		500	500	750	1,000
Advertising	18	5,000	5,000	5,000	5,000
Printing and stationery		4,000	3,000	3,500	4,000
Photocopying		1,500	2,000	2,500	3,000
Postage		100	200	300	400
Telephone		500	750	1,000	1,000
Hospitality		750	750	1,000	1,250
Sundry equipment hire		250	350	450	500
Other recurrent sub-total	19	18,330	18,930	21,600	24,150
Contingency 5%		16,200	19,750	27,000	33,900
Total expenditure		339,781	414,561	568,106	711,986
Surplus/(deficit)		(58,170)	57,859	118,394	167,187

Financial Forecasts-Notes

		Year 1 2017/18	Year 2 2018/19	Year 3 2019/20	Year 4 2020/21
Income Analysis					
1. Age weighted pupil units	Note				
	1				
Pupil Numbers		26	70	118	161
x 1.68		43.68	117.60	198.24	270.48
x £2,036.9663		88,975	239,547	403,808	550,959
2. Premises	2				
Pupil No.'s x £169.06		4,395	11,834	19,949	27,219
1650sqm x £8.62		14,223	14,223	14,223	14,223
Total premises		18,618	26,057	34,172	41,442
3. Social deprivation	3				
<u>Free school meals</u>	(i)				
18.51% pupils @ £379.18		1,825	4,913	8,282	11,300
10.87% pupils @ £473.97		1,339	3,606	6,079	8,295
14.97% pupils @ £758.36		2,951	7,947	13,396	18,278
		6,115	16,466	27,757	37,873
<u>Educational attainment</u>	(ii)				
Wt% L1:4% L2:4% L3:84% L4 8%	(ii)	7.05%	6.82%	6.94%	6.78%
Pupils x Wt% @ £1,037.99		1,092	4,955	8,500	11,330
Total social deprivation		7,207	21,421	36,257	49,203
4. Additional social deprivation	4				
Pupils x 18.51% x 1.00		4.81	12.95	21.84	29.80
Pupils x 10.87% x 1.25		3.53	9.51	16.03	21.88
Pupils x 14.97% x 2.00		7.78	20.96	35.32	48.20
Total weighted FSME		16.12	43.41	73.18	99.87
Weighted FSME @ £291.92	5	4,705	12,672	21,365	29,154
5. Small schools support	6				
3.4 x relevant salary(DE formula)		142,826	142,826	142,826	142,826
6. Teacher salary protection					
Average school salaries		51,358	48,805	44,985	43,461
Teacher numbers		3	4	7	10
Total average salaries		154,068	195,220	314,895	434,610
Funding formula avg. @£48,460		145,380	193,840	339,220	484,600
Compensation		8,688	1,380	-	-
7. IM schools support	7				
£407.39 per pupil		10,592	28,517	48,072	65,589
Total income		281,611	472,420	686,500	879,173

Financial Forecasts-Notes

		Year 1 2017/18	Year 2 2018/19	Year 3 2019/20	Year 4 2020/21
<u>Expenditure Analysis</u>	Note				
8. Teacher salaries					
Principal starting point L20		60,407	61,901	63,439	65,011
Employer NIC		6,374	6,581	6,793	7,010
Super annuation 14.6%		8,819	9,038	9,262	9,492
		75,600	77,519	79,494	81,512
Teacher 2					
Starting point M6		31,868	31,868	31,868	31,868
Employer NIC		2,714	2,714	2,714	2,714
Super annuation 14.6%		4,652	4,652	4,652	4,652
		39,234	39,234	39,234	39,234
Teacher 3					
Starting point M6		31,868	31,868	31,868	31,868
Employer NIC		2,714	2,714	2,714	2,714
Super annuation 14.6%		4,652	4,652	4,652	4,652
		39,234	39,234	39,234	39,234
Teacher 4					
Starting point M6			31,868	31,868	31,868
Employer NIC			2,714	2,714	2,714
Super annuation 14.6%			4,652	4,652	4,652
			39,234	39,234	39,234
Teacher 5					
Starting point M6				31,868	31,868
Employer NIC				2,714	2,714
Super annuation 14.6%				4,652	4,652
				39,234	39,234
Teacher 6					
Starting point M6				31,868	31,868
Employer NIC				2,714	2,714
Super annuation 14.6%				4,652	4,652
				39,234	39,234
Teacher 7					
Starting point M6				31,868	31,868
Employer NIC				2,714	2,714
Super annuation 14.6%				4,652	4,652
				39,234	39,234
Teacher 8					
Starting point M6					31,868
Employer NIC					2,714
Super annuation 14.6%					4,652
					39,234
Teacher 9					
Starting point M6					31,868
Employer NIC					2,714
Super annuation 14.6%					4,652
					39,234
Teacher 10					
Starting point M6					31,868
Employer NIC					2,714
Super annuation 14.6%					4,652
					39,234
Total teaching salaries	8	154,068	195,221	314,898	434,618

Financial Forecasts-Notes

<u>Expenditure Analysis</u>	Note	Year 1 2017/18	Year 2 2018/19	Year 3 2019/20	Year 4 2020/21
9. Non-teaching salaries	9				
Classroom assistant					
Starting point 14		15,931	16,268	16,642	17,035
Employer NIC		1,056	1,091	1,130	1,171
Super annuation 18%		2,868	2,928	2,995	3,066
		19,855	20,287	20,767	21,272
ICT technician					
Starting point 14		22,937	23,698	24,472	24,472
Employer NIC		1,785	1,864	1,945	1,945
Super annuation 14.6%		3,349	3,460	3,573	3,573
		28,071	29,022	29,990	29,990
Admin officer					
Starting point 14		15,931	16,268	16,642	17,035
Employer NIC		1,056	1,091	1,130	1,171
Super annuation 18%		2,868	2,928	2,995	3,066
		19,855	20,287	20,767	21,272
Caretaker-cleaner					
Starting point 14		15,931	16,268	16,642	17,035
Employer NIC		1,056	1,091	1,130	1,171
Super annuation 18%		2,868	2,928	2,995	3,066
		19,855	20,287	20,767	21,272
Total teaching salaries		87,636	89,883	92,291	93,806
10. Overheads	10				
General overheads are based on actual expenditure at Coláiste Feirste for the 2010/11 year adjusted for inflation. The figures are based on 25% of Coláiste Feirste overheads, i.e. 10 classrooms in Derry compared to 40 in Belfast.					
11. Hired tuition	11				
£25 per hour for 2 periods per week of Music and Home Economics for each KS3 year.					
12. Staff training	12				
£2,000 per teaching staff member per year.					
13. ICT equipment	13				
Each teacher/pupil to be provided with a laptop to support use of ICT and ease of access and use of VLE.					
<u>Virtual learning environment</u>					
Software admin training		1,500			
Course creator training		2,000			
VLE website build in school		1,500			
VLE software licence		2,500	2,500	2,500	2,500
VLE hosting		1,800	1,800	1,800	1,800
Annual support package(Unltd)		2,000	2,000	2,000	2,000
Total VLE		11,300	6,300	6,300	6,300

Financial Forecasts-Notes

<u>Expenditure Analysis</u>	Note	Year 1 2017/18	Year 2 2018/19	Year 3 2019/20	Year 4 2020/21
14. Books and materials	14				
Each Intake year is estimated to require an average 3 books per subject @ £6 per book x 10 subjects = £180 per pupil. Pupils hand back their books when they move to the next year. The first year costs are covered by the new schools and units contingency fund.					
Pupil Numbers		26	70	118	161
Year 8 (Pupils,26,18,4,0)		-	3,240	720	-
Year 9 (Pupils,26,18,4)		-	4,680	3,240	720
Year 10 (Pupils,26,18)		-	-	4,680	3,240
Year 11 (Pupils 26)		-	-	-	4,680
Sundry requirements		1,000	1,000	1,000	1,000
		1,000	8,920	9,640	9,640
15. Examination Fees	15				
GCSE Irish year 9 @ £25 per pupil		-	650	1,100	1,200
KS3 @ £10 per pupil		-	-	260	440
ICT year 10 @ £15 per pupil		-	-	390	660
Continuous assessment @ £15 pp		390	1,050	1,770	2,415
		390	1,700	3,520	4,715
16. Transport costs	16				
Educational trips		1,000	2,000	3,000	4,000
17. Home Economics	17				
Calculated as a percentage of actual expenditure in Coláiste Feirste in 2010/11, based on pupil numbers each year.					
18. Advertising	18				
Recruitment		2,500	2,500	2,500	2,500
School newsletter		1,000	1,000	1,000	1,000
Parents evening		1,500	1,500	1,500	1,500
		5,000	5,000	5,000	5,000
19. Other recurrent costs	19				
Calculated as a percentage of actual expenditure in Coláiste Feirste in 2010/11, based on pupil numbers each year. Inflated where the figure appeared too low.					
Free school meals	(i)				
According to the ETI reports on each of the feeder primary schools an average of 44.35% of pupils qualify for free school meals.					
Educational attainment	(ii)				
Information was not available on attainment levels at KS2. Assumptions made were as follows:-					
Level 4 - 81%					
Level 3 - 15%					
Level 2 - 4%					
Level 1 - 0%					
Funding formula based on this:-					
Year 1 - 7.05%					
Year 2 - 6.82%					
Year 3 - 6.94%					
Year 4 - 6.78%					

4. Appendix 4: Staff and delivery of the Curriculum

Principal

The school will establish links with existing IM provision in the North and the Principal will be a member of the Principal's forum co-ordinated by the University of Galway. Mentoring will be sought from Coláiste Feirste for the management, Principal designate and staff of An Bradán Feasa, Dolre in the pre-opening phase and in the early years of the school's development. The Principal designate will be appointed by the Board of Governors early to ensure at least a 6 month lead in time. The post of Principal will have to be incentivised to attract a high quality candidate and the proposed salary scale is L20. The Principal along with the Board of Governors will recruit teachers with the adequate experience and the appropriate specialist curricular expertise.

Teaching Staff

In order to attract high quality teachers we will obtain access to UU/QUB and NUIG databases of qualified, experienced and graduate teachers. We will formulate the selection criteria to ensure that it is wide enough to include teachers with experience in a specialist subject in the established EM sector with a high level of fluency in Irish. The staffing budget provides for teachers at the top of the teaching scale, M6. The staffing compliment for the early years of the school development is comparable to the arrangements in comparable provision in the South.² Two teaching staff will be recruited no later than the April prior to the school opening and will commence employment in May the same year. This allows time for possible training in an immersion setting in the month of June.

Key Stage 3

Subject to the availability of suitably qualified teachers, all subjects in the KS 3 curriculum will be delivered through the medium of Irish on the school site. Tuition will be brought in to cover Home Economics and Music. This represents 100% of the KS 3 curriculum being delivered through the medium of Irish. In exceptional circumstances, if a tutor cannot be sourced, the subjects will be delivered through the Foyle Learning Partnership.

From September 2018 onwards, to respond to the anticipated new enrolment of over 40 pupils, there will be two year 8 classes, which will be maintained in years 9 and 10. Online Irish medium E Learning resources will provide additional support to pupils in their personal study time.

Key Stage 4

At KS 4 pupils will have the following compulsory subjects - Irish, English, Maths, ICT, RE and Learning for Life & Work. There is also compulsory provision of PE and Careers. All of these core subjects will be provided on the school site through the medium of Irish.

Pupils will also select three other subjects from a wide range of applied and vocational options. The model outlined below assumes half of the KS 4 class will choose Double Award Science with either Geography or Technology & Design/Home Economics and the other half will choose Single Award Science with two other subjects from French, Spanish, Geography, History, Technology & Design, Home Economics, and Sports Studies. Of these optional subjects, tuition will be bought in to cover Home Economics. This represents 100% of the KS 4 curriculum outlined, being delivered through the medium of Irish. The timetables outlined below are only indicative and for demonstration purposes in terms of the feasibility of the provision. Actual timetables will be dictated by student choices. And where the subject choice is not available in house, provision will be secured via the Foyle Learning Partnership.

² Coláiste O'neill in Monaghan was established in 2004 with 28 pupils and 6 teaching staff. Coláiste Alligh was established in 2010 with 25 pupils and 4 teaching staff. Coláiste Dhóire in Dungiven established 2015 with 14 pupils and 4 teaching staff.

The Use of ICT

The Review of Irish Medium Education published by the Department in 2008 highlighted the importance of maximising the capability of ICT in delivering sustainable and high quality education. It highlighted that there were potential benefits to be realised in learning, teaching, management and administration; and also suggested that ICT offers the means of accessing and contributing to the wider Irish language community.

At school level, adequate and equitable access to IT equipment is clearly a key issue. All pupils enrolling at Derry-Strabane Post Primary School will be provided with a laptop for personal use and an afterschool homework club will ensure access to online resources for those pupils without broadband access at home.

Virtual Learning Environment (VLE)

An online library of resources will be established to support pupil learning in each subject. This will include: Course plan and key dates, Individual Lesson notes, Background articles of interest, past exam papers and mark schemes.

Discussion groups in each subject area will allow teachers to enhance pupil understanding by stimulating debate on particular topics and enhance pupil learning by encouraging pupils to ask questions and facilitating peer support.

Homework may be submitted on line. Self-assessment will be facilitated through online tests.

Overall the VLE will promote and enhance the key educational objectives of pupil independent learning and continuous assessment.

Communication

The school will also fully utilise its website capability to communicate with both pupils and parents. This will be achieved through emails, online noticeboard and online newsletter. It will also facilitate greater parent and pupil participation in decision making through the use of online questionnaires on key development issues.

Delivery

The use of ICT outlined above will be developed over a two year period and made available progressively in each subject area. It will be fully operational by the end of the third year when the first pupils move into KS 4. The use of ICT technologies in this way will raise educational standards by supporting pupil independent learning and enriching and strengthening teaching methods.

There are a range of software packages delivering VLE capability: Moodle, Blackboard and Study Wiz are leaders in the field; however, technology is a fast moving and ever changing area and so it is essential to take independent advice before investing in a particular package. To this end, the Derry-Strabane Post Primary School will liaise closely with C2K in taking this part of the project forward.

The development of the VLE and use of ICT as outlined above will be part of the school's development plan, an e learning support teacher/ICT technician has been provided for in the financial forecasts and the Principal will lead a project working group to ensure timely delivery.

An Bradán Feasa Post Primary School

September 2017 Key Stage 3 Year 8 – 26 Pupils based on 60% Transfer
50 Period Week

Subject	Periods	Teacher 1	Teacher 2	Teacher 3	Tutor/ABP	Comments
Irish	5	5				
English	6		6			Teacher 1 Irish with Geography and Principal.
French	4		4			Teacher 2 French and Spanish with English.
Spanish	4		4			Teacher 3 Science and Technology with Maths
Science	4			4		
Maths	7			7		
Design & Technology	2			2		
Learning for Life & Work	2		2			
Music	2				2	Tutor/(Area Based Learning Partnership?)
Art	2	2				
Geography	3	3				
History	3		3			
P.E.	2 (2)		2	2		
ICT	2			2		
Home Economics	2				2	Tutor/(Area Based Learning Partnership?)
Drama	2		2			
R.E.	2		2			
Lesson Prep	13	3	5	5		
Principal Duties	37	37				
Total	106	50	30	22	4	
Spare Capacity	48		20	28		To be utilised in the development of school resources e.g. VLE

**September 2018 Key Stage 3 Year 8 – 44 Pupils based on 73% Transfer; Year 9 – 26 Pupils based on 60% Transfer
50 Period Week Provision made for two classes in Year 8 due to large intake: + 56 periods**

Subject	Periods	Teacher 1	Teacher 2	Teacher 3	Teacher 4	Tutor/ABP	Comments
Irish	10 + 5	15					
English	12 + 6				18		Teacher 1 Irish with Geography and Principal. Teacher 2 French and Spanish with English.
French	8 + 4		12				Teacher 3 Science and Technology with Maths. Teacher 4 English and History
Spanish	8 + 4		12				
Science	8 + 4			12			
Maths	14 + 7			21			
Design & Technology	4 + 2			6			
Learning for Life & Work	4 + 2				6		
Music	4 + 2					6	Tutor/(Area Based Learning Partnership?)
Art	4 + 2	6					
Geography	6 + 3	9					
History	6 + 3				9		
P.E.	4/4 + 2/2		6		6		Assumes two teachers required for PE supervision as girls and boys participating.
ICT	4 + 2			6			
Home Economics	4 + 2					6	Tutor/(Area Based Learning Partnership?)
Drama	4 + 2		6				
R.E.	4 + 2		4		2		
Lesson Prep	17	2	5	5	5		
Principal Duties	18	18					
Total	147+56	50	45	50	46	12	
Spare Capacity	9		5		4		To be utilised in the development of school resources e.g. VLE

September 2019 Key Stage 3 Year 8-48 Pupils, 80% Transfer; Year 9 – 44 Pupils, 73% Transfer; Year 10 – 26 Pupils, 60% Transfer
 50 Period Week. Provision made for two classes in Year 8 and Year 9 due to large intake: + 112 periods

Subject	Periods	Tch 1	Tch 2	Tch 3	Tch 4	Tch 5	Tch 6	Tch 7	Tutor /ABP	Comments
Irish	15 +10						15	10		
English	18 +12				18		12			Teacher 1 Irish with Geography and Principal.
French	12 +8		20							Teacher 2 French and Spanish with English.
Spanish	12 +8		20							Teacher 3 Science and Technology .
Science	12 +8			20						Teacher 4 English and History
Maths	21 +14					21		14		Teacher 5 Maths with Irish
Design & Technology	6 +4			10						Teacher 6 English and Irish
Learning for Life & Work	6 +4					2	2	6		Teacher 7 Maths and Irish
Music	6 +4									
Art	6 +4				10				10	Tutor/(Area Based Learning Partnership?)
Geography	9 +6	15								
History	9 +6				15					
P.E.	6/6 +4/4	2				8		10		Assumes 2 teachers required for PE supervision.
ICT	6 +4			10						
Home Economics	6 +4									
Drama	6 +4						10		10	Tutor/(Area Based Learning Partnership?)
R.E.	6 +4	2				4	4			
Lesson Prep	26	2	4	4	4	4	4	4		
Principal Duties	29	29								
Total	223 + 112	50	44	44	47	39	47	44	20	
Spare Capacity	35	6	6	6	3	11	3	6		To be utilised in the development of school resources e.g. VLE

September 2020 Key Stage 3 Year 8 – 45 Pupils, 85% Transfer; Year 9 – 48 Pupils, 80% Transfer; Year 10 – 44 Pupils 73% Transfer
 50 Period Week. Provision made for two classes in Year 8, Year 9 and Year 10 due to large intakes: + 168 periods
 KS 4 Year 11 – 26 Pupils based on 60% transfer

Subject	Periods	Tch 1	Tch 2	Tch 3	Tch 4	Tch 5	Tch 6	Tch 7	Tch 8	Tch 9	Tch 10	Tutor /ABP	Comments
Irish	15 + 15	5					10	15					Teacher 1 Irish with Geography and Principal.
English	18 + 18				12		18				6		Teacher 2 French and Spanish with English.
French	12 + 12	20									4		Teacher 3 Science and Technology.
Spanish	12 + 12	20									4		Teacher 4 English and History
Science	12 + 12			16						8			Teacher 5 Maths
Maths	21 + 21					28		14					Teacher 6 English and Irish
Design & Technology	6 + 6			6						6			Teacher 7 Maths and Irish
Learning for Life & Work	6 + 6									4	8		Teacher 8 PE and Geography
Music	6 + 6												Teacher 9 Science and Technology
Art	6 + 6				6					6			Teacher 10 French and Spanish with Eng
Geography	9 + 9	6											Tutor/Area Based Learning Partnership
History	9 + 9				18				12				
P.E.	6/6+6/6								10	10	4		Assumes 2 Teachers required for PE
ICT	6 + 6			6				6					
Home Economics	6 + 6											12	Tutor/Area Based Learning Partnership
Drama	6 + 6				2		8				2		
R.E.	6 + 6							6	4		2		
Lesson Prep	36	1	4	4	4	3	4	4	4	4	4		
Principal Duties	33	33											
Total c/f	237 + 168	45	44	32	42	31	40	45	30	38	34	24	

Subject	Periods	Tch 1	Tch 2	Tch 3	Tch 4	Tch 5	Tch 6	Tch 7	Tch 8	Tch 9	Tch 10	ABP	Comments
B/ Forward	405	45	44	32	42	31	40	45	30	38	34	24	
<u>Core Subjects</u>													
Irish	5	5											
English Lang/Lit	7					7	7						
Maths	7					7							
Add Maths	7					7							
ICT	5					5							
Lrn. Life & Work	3								3				
PE	2/2								2	2			
Careers	1								1				
R.E.	2								2				
<u>Options</u>													
S Award Science	6												
DAward Science	12			12						6			
Geography	6								6				
French	6		6										
History	6				6								
Art & Design													
Tech & Design	6			6									
Moving Image													
Sports Studies	6												
Business Skds.									6				
Journalism													
Child Developm													
Home Economic	6											6	Tutor/Area Based Learning Partnership
Occupational St.													
Hlth & Soc. Care													
Motor V Studies													
C/Forward	500	50	50	50	48	50	47	45	48	48	34	30	
Subject	Periods	Tch 1	Tch 2	Tch 3	Tch 4	Tch 5	Tch 6	Tch 7	Tch 8	Tch 9	Tch 10	ABP	

Cover for Teacher illness

Teacher illness will be covered from the 20 + periods per week available to the Principal for non-teaching duties and from the time allocated to lesson preparation/spare capacity for other teachers. Should teacher illness last more than 2 days, a substitute teacher will be brought in. Should the Principal be ill, the most senior teacher will act in his/her absence and substitute teacher provision considered earlier.

Quality Assurance

The Principal is responsible for quality assurance. This will be done through online assessment tests for pupils in each subject. If there is a general trend of below par performance by pupils, this will be discussed with the teacher and a more detailed review of teaching competencies and methods undertaken. Where an individual pupil's progress is below the expected standard, this will be discussed with the teacher to gain a better understanding of the underlying issues affecting the child's performance. This may lead to a meeting with parents and additional subject support through the Special Educational Needs classroom assistant.

In the first year of establishment up to 50% of the Principal's time will be allocated to school development, pastoral care, curriculum management and resourcing the school.

The Principal will meet formally with teaching staff on a monthly basis to discuss curriculum delivery and pupil performance.

Special Educational Needs Support

The school census data available indicates that there is < 5% of the total pupils. This would suggest that the requirement for special educational needs support will not be onerous. Nevertheless, provision has been made in the financial forecasts for a fulltime classroom assistant. The designated SEN co-ordinator in An Bradán Feasa will seek guidance and support from the SEN unit at Coláiste Feirste in the initial years of the provision.

Pastoral Care

The school ethos will be one of pupils, parents and teachers joining together in delivering exceptional educational outcomes. The school environment will be one where pupils feel valued and worthwhile as individuals and where they are encouraged to grow both academically and in their wider social skills.

To support pupil development, each year class will be assigned a Form Teacher to have oversight of their social, physical and intellectual well-being. Each year class will meet with their Form Teacher at the beginning and end of each day.

Any pastoral issues arising will be dealt with directly by the Form Teacher in consultation with the Principal.

The Principal will have ultimate responsibility for ensuring that all policies such as Child Protection, Discipline, Bullying, Drugs, Alcohol and Substance Abuse are adhered to.

The Principal will also have oversight of pupil attendance and behaviour.

Socialisation

The Proposing group have given much consideration to socialisation within a school of relatively low school numbers, particularly in the early years of development. The management will incorporate a range of specific measures to meet the needs of pupils in this respect. It is proposed to undertake a programme with Coláiste Feirste and Coláiste Dhoire that will involve a number of exchange visits during the school year. The links will involve pupils of the same age groups from all participating schools. In addition to the socialisation of pupils on school exchange visits and related activities, it is proposed that pupils will be involved in a number of common projects that will feature communicating via the internet, developing friendships and enhancing social interaction.

Extended School Activities

An Bradán Feasa Post Primary School will be an integral part of the community. This is already evidenced through the leadership of local parent representatives on the proposing group.

There is increasingly strong evidence showing the positive impact of extended services on children's motivation, behaviour and engagement with learning. Direct learning support will be provided through an after school homework club. As well as providing access to additional tuition if required, the club will ensure that pupils have access to the school's online learning resources in situations where pupils may not have broadband access at home.

There will also be provision of an extensive range of after school youth, sport and leisure activities. This will be achieved through partnering with the local Sports clubs, Club Óige Setanta and Irish cultural organisations. Sporting participation is also an important social feature in the feeder areas. Participation in sport is very high amongst the growing Irish-speaking communities, with the vast majority of children having an active social circle within their local GAA and soccer clubs. Whilst there will be relatively small numbers of children at the school in the first year of establishment, the school will be in a position to field teams in the second year. In the first year, events will be arranged with other IM providers involving smaller teams in a wide range of sporting activities.

Appendix 5: Implementation schedule

By setting September 2017 as the opening date of the provision management will have a year to prepare with DE and CnaG support. The provision will garner parental confidence and increase transfer rates from feeder IM schools into the proposed post-primary IM provision. The model proposed herein must receive the necessary support and investment from DE to ensure that a high standard of education is delivered and a high quality educational experience assured from the date of commencement.

Pre DE decision

Project plan to be completed by committee member Catherine McGavigan, assisted by Oisín MacEó and Eamon Harkin to map the critical path to ensure all resources are in place to provide a high quality educational experience from the beginning.

Post DE decision (if the Proposal is approved)

- **Implementation team:** Lead by Eamon Harkin, supported by committee
- **Parents:** Contact all parents for initial cohort of pupils, including those parents who have already indicated support for the proposal
- **Location:** Committee to work with E.O.T. on schedule of accommodation
- **Resources:** Committee to work with DE, following plan devised by Catherine McGavigan
- **Board of Governors:** Committee to seek wider representation
- **Principal:** Phillip Sheerin and Martin Walsh to lead the recruitment of a high quality candidate
- **Devise DE mode of Management:** Board of Governors
- **Staff:** Principal supported by Phillip Sheerin and Martin Walsh
- **School Development Plan:** Prepared by Principal and Board of Governors

Year 1 of Provision

Committee members to work in collaboration with CnaG to establish co-ordinating body for IM in the area, with the aim to promote and support IM development at all levels and to help support retention and transfer rates to An Bradán Feasa.

Appendix 6: Ethos

The Ethos of An Bradán Feasa, will be to :-

- Deliver IM post-primary education of the highest possible standard
- Create a school environment that will ensure each pupil can grow to **reach their full potential**
- Ensure whole pupil development beyond the curriculum
- Celebrate success, both academic and non-academic
- Encourage the use of the **Irish language** throughout the school day and out into the community
- Use our **rich Irish language and cultural heritage** to foster creativity and imagination
- Promote social justice and encourage an awareness, tolerance and appreciation of diversity
- Provide the framework for a shared school leadership
- Develop a culture of self-evaluation to ensure continuous improvement
- Lead the **strategic development of IME** through active partnerships with local bunscoileanna
- Engage with the **local Irish language community** to promote and develop the language

The majority of these aims will be common to all post-primary schools. An Bradán Feasa's particular focus will be on the **educational** and **social benefits** of the standalone full immersion model.

By working in partnership with the four local IM primary schools we can ensure the **educational benefits** outlined at **Appendix 7** of this model are accessible by the greatest number of IM pupils enabling more of them to reach their full potential.

This model can contribute to a pupil's overall development through greater exposure to the target language which enables a greater use of the language most conducive to building **language communities** in which they can become active participants.

Appendix 7: Relevant Research

Research by Gabrielle Nig Uidhir et al (2015) outlines the many benefits of the full immersion stand-alone model. The greater exposure to the target language in this setting enables a greater use of the language. This correlates with previous studies. Fortune (2008) found that there is a **direct relationship between the amount of exposure to the target minority language and learning outcomes**. In the international context Cummins (2000) concurs that the full immersion model is most beneficial in terms of **developing "expressive skills."** In research carried out by Ó Donghaile (2011) practitioners in full immersion programmes and in units concurred that the full immersion model was most beneficial in terms of both language exposure and acquisition.

Research also shows the advantages of Stand-alone full immersion models in terms of **academic achievement**. Research by Guimont (2003) found that **full immersion pupils outperformed their peers in the units** and that the disparity increased commensurate with the amount of years spent in the respective programmes.

Gabrielle Nig Uidhir et al (2015) demonstrates that stand-alone full immersion programmes are also **most conducive to building language communities**.

Essentially the stand-alone model has greater levels of exposure to the target language, greater use of the target language, and the **best conditions for academic achievement**.

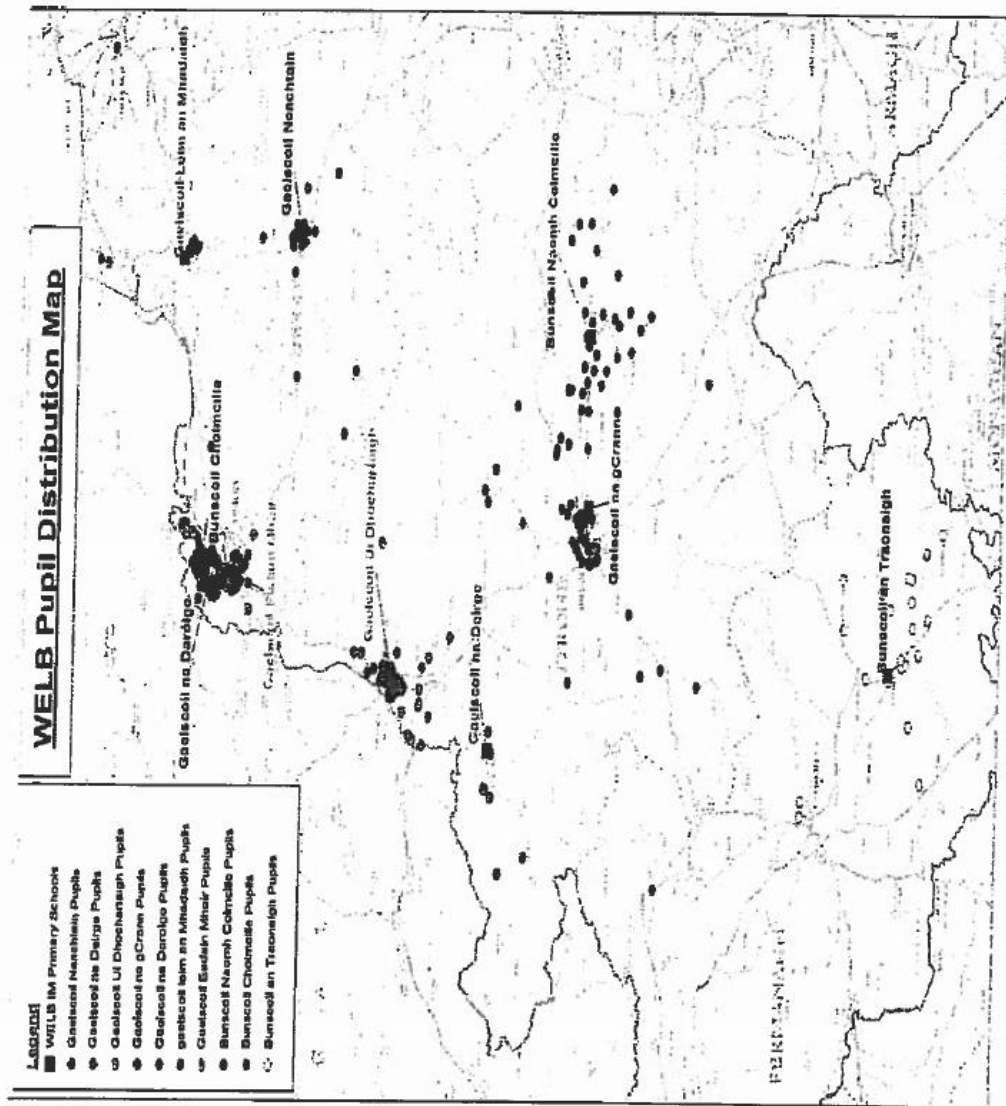
The stand-alone model is also free from many of the restrictions and problems experienced by streams and units.

It is noted in the research by Gabrielle Nig Uidhir et al (2015) that the success of the stream/unit can **rely heavily on the principal** of the school. The stream/unit can also be **restricted in terms of intake**. The stream/unit faces many challenges creating a language environment. The lack of exposure to the target language in partial immersion programs can lead to difficulties as the cognitive development of pupils can be at a higher level than their second language proficiency. (cited in Fortune 2014).

The stream/unit can be limited in terms of the subjects they can provide in the target language. Some respondents in the research by Gabrielle Nig Uidhir et al (2015) also intimated their concern that the stream/unit must **serve the aims and ethos of the main school**.

Ball and Lund (2010) also highlight this concern. Their research showed that stream/units can experience a **sense of friction and discrimination** in schools emanating from different and conflicting aims and ethos.

Appendix 8.1: Feeder school pupil distribution map



Appendix 9: Summary of Treacy Judgment

THE TREACY JUDGMENT - COURT ORDERS DEPARTMENT OF EDUCATION TO RECONSIDER ITS TRANSPORT POLICY FOR IRISH MEDIUM SECONDARY SCHOOL (25 October 2013)

Summary of Judgment Mr Justice Treacy, sitting in the High Court today, ordered the Department of Education to review its transport policy for pupils attending Coláiste Feirste, the only secondary school in Northern Ireland to provide education through the medium of the Irish language. The judicial review of the Department's refusal to provide transport or transport assistance for pupils of Coláiste Feirste was brought by Ms Colma McKee, the Vice Chairperson of the Board of Governors. Ms McKee claimed the Department of Education had:

- Failed to give proper weight and consideration to its obligation under **Article 89 of the Education (NI) Order 1998** to encourage and facilitate the development of Irish-medium education;
- Breached its obligations not to discriminate between different schools and different categories of pupils and failed to treat all schools fairly and equally;
- Failed to comply with its obligations under Article 52 of the Education and Libraries (NI) Order 1986 to provide transport assistance to pupils attending grant aided schools;
- Impeded the exercise of the right to be educated in one's language under the **European Convention on Human Rights**;
- Discriminated against those who regard Irish as their first language as against those who do not.

Mr Justice Treacy noted that the issue of transport in the Irish-medium sector was the subject of ongoing discussions since 2003. He commented that, unlike other secondary schools, the primary schools which form the catchment area for Coláiste Feirste are widely geographically dispersed. This has obvious implications for the provision of transport to those who wish to attend this school. The judge noted that "sadly, despite what appears to have been earnest attempts on the part of all parties involved, a solution has not been found". The Department wrote to various interested parties in September 2010 stating that while the Minister had striven to find a solution that would meet the wishes of the parents, she had concluded that the situation could not be resolved without unreasonable public expenditure.

The judge reached his conclusion based on Ms McKee's primary submission that the Department had failed to give proper weight and consideration to its obligation under to encourage and facilitate the development of Irish-medium education.

Mr Justice Treacy said that Article 89 of the Education (NI) Order 1998 is the statutory embodiment of the clear commitment enshrined in the Belfast/Good Friday Agreement to place a statutory duty on the Department to encourage and facilitate Irish medium education in line with the current provision for integrated education. He said he did not accept the Department's contention that this duty was merely aspirational and added that the imposition of the statutory duty has and is intended to have practical consequences and legislative significance.

The judge noted that a major factor in the Department's decision not to provide transport was that it would create a precedent. He said, however, that the Department does not have a corresponding duty in relation to the traditional established educational sector:

"Accordingly, [the Department] may facilitate and encourage the Irish-medium post primary sector in ways that it need not for other sectors by taking positive steps or removing obstacles which inhibit the statutory objective. This does not appear to have been fully appreciated by [the Department]."

Mr Justice Treacy added that, in his view, the provision of transport facilities to schools in any sector is critical to the development of that sector and the provision of genuine parental choice. He said it was therefore open to the Department to exercise its powers and to amend the transport policy in the discharge of its duty under the 1998 Order. The Judge granted the application and ordered the Department to reconsider the matter.

RESPONSES DURING THE STATUTORY TWO MONTH OBJECTION PERIOD

Sinead McCartan

From: [REDACTED]
Sent: 29 September 2016 16:42
To: Sinead McCartan
Subject: An Bradán Feasa

Sinead

On behalf of the Board of Governors of Gaelscoil Uí Dhochartaigh I would like to offer our support for this school. We would prefer Irish medium secondary provision in Strabane but in the absence of this we support An Bradán Feasa.

*Is mise, le meas,
Máire Ní Dhochartaigh*

The opinions expressed are those of the individual and not the school. Internet communications are not secure and therefore the school does not accept legal responsibility for the content of this message. If the reader of this message is not the intended recipient, or the user responsible for delivering this communication to the intended recipient, you are hereby notified that any disclosure, distribution or copying of this communication is strictly prohibited.

The Senior Management Team of St Patrick's & St Brigid's College, Claudy strongly object to the development of an Irish Medium Post Primary, 11-19 College in Derry City on the following grounds:

- In recent times two CCMS schools in Derry City have been closed due to falling numbers. Despite strong objections from parents and local communities the Department of Education found these schools to be unviable and was therefore unable to support the parental demand for the schools to remain open. Whilst there is a projected increase in school population across Northern Ireland the projections for the greater Derry show little growth. In effect, there is not sufficient demand for additional post primary places in the area at present or in the next 5 - 10 years to support the opening of an additional post primary school of any kind.
- At present a number of Post Primary Schools in the Derry area have unfilled places. Creating an additional post primary option will impact on enrolment numbers for these schools and ultimately on curriculum offer for young people who are currently enrolled or who wish to enrol in these establishments.
- The proposal is for an 11-19 school with a projected total enrolment of 400. In effect, this would equate to approximately 57 pupils in each of the seven year groups. This will create huge difficulties for the school in offering a broad and balanced curriculum at Key stage 4 and Key Stage 5; with the commitment to offer an education where pupils are taught all subject areas through the Irish language the school would not be in the position to effectively collaborate, through the Foyle Learning Community partnerships. How can the Entitlement Framework (24 courses at KS4 and 27 and KSS) possibly be met without collaboration?
- If the school collaborates at KS4/KSS then in effect, it is failing to meet the aims it sets out – to have a stand-alone post primary school where pupils are taught all subjects through the medium of Irish language.
- The Department of Education has already funded the development of an Irish Medium Post Primary School in Dungiven – Colaiste Dhoire. The current intake into Year 8 in this college includes at least 10 pupils who travel from the City of Derry. Opening an additional Irish Medium Post Primary in Derry would ultimately impact on enrolment in Dungiven. Will this make Colaiste Dhoire unviable? Does this suggest that there has been a lack of effective strategic planning for Irish Medium Post Primary education in the North West?
- There is a lack of funding across education which has resulted in significant cut backs across all sectors in schools in Northern Ireland. Many schools are struggling to retain high quality with the financial constraints imposed through government cuts. How can it be morally acceptable to finance the development of a new school whilst other schools remain significantly under-funded (particularly for school estates)? St Patrick's & St Brigid's College requires significant funding to bring the buildings and resources in line with other schools. This was highlighted to the former Minister for Education at a visit to the college in November 2014 and has been highlighted to the Department of Education several times over the last 3-5 years. Despite this the school has yet to see any investment in Sports facilities. Interestingly, one week after the Minister's visit to our college, he announced the plans to open Colaiste Dhoire in Dungiven; investing depleted funding in Irish Medium and

neglecting the needs of the 500+ pupils who were enrolled in our college. Subsequently our pupils are put at risk on a daily basis as they walk to hired facilities for their Physical Education classes and extra-curricular sporting activities. The Department of Education has a moral obligation to our pupils to invest any available funds into improving the physical conditions within our college (and the many schools like ours which require significant improvements) before considering allocating funds to open an additional Post Primary School in the Derry area, which cannot be considered to be viable with a projected total enrolment of 400 and no ability to effectively collaborate to meet EF at KS4/5.

- The Sustainable Schools Policy, published in January 2009 sets out minimum enrolment thresholds for Primary Schools, Post Primary Schools and Sixth Forms, 'as a basis for ensuring that all children have access to an educational experience that is at least satisfactory'. It is our understanding that for an 11-16 school to be sustainable it should have a minimum enrolment of 500 and that Post 16 should have enrolment of 100. In effect this means that any 11-19 school should have a minimum enrolment of 600. The proposal for an 11-19 Irish Medium Post Primary with an enrolment of 400 falls well below the recommendation of a sustainable school with at least satisfactory educational experiences.
- Whilst the aims of the proposed college are admirable, one must question the likelihood for an Irish Medium School to be a 'multi-denominational' school in a 'shared space', and that the school will 'signify a symbolic regeneration of a shared language'? I wonder how many pupils currently enrolled in the four feeder Irish Medium Schools referred to in the proposal are not from a Catholic background? Surely for a school to be multi-denominational it should have a balance of pupils from a number of religious denominations?
- St Patrick's & St Brigid's College is desperately in need of a sixth form, and the school has over the years attempted to secure this for its pupils, but this need has been denied due to empty seats in established sixth forms in the Derry City area; making additional sixth form provision in the greater Derry City area unsustainable and financially unviable. How then can the Department of Education fund another post primary school, with a sixth form provision? Surely any attempt to fund this proposal discriminates against already established schools, like ours, whose parents, pupils and communities have long campaigned for such a privilege for our young people?
- Whilst we are sympathetic to young people who are keen to continue their education in an Irish Medium post primary setting, we believe that there are sufficient places in the existing Irish Medium school in Dungiven to meet the demand in the greater Derry area. For years our young people have had to travel to Derry, Maghera, Limavady and often beyond to access Post 16 provision and we are confident that if the demand is sufficient then bus transport can be arranged to Dungiven to support parental choice for Post Primary Irish Medium education in this area. Surely this is a much better, financially viable and sustainable solution for all.

On behalf of the Senior Management Team, St Patrick's & St Brigid's College:

D. Kane

Position: Principal Date: 20/09/16

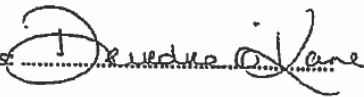
The Board of Governors of St Patrick's & St Brigid's College, Claudy strongly object to the development of an Irish Medium Post Primary, 11-19 College in Derry City on the following grounds:

- In recent times two CCMS schools in Derry City have been closed due to falling numbers. Despite strong objections from parents and local communities the Department of Education found these schools to be unviable and was therefore unable to support the parental demand for the schools to remain open. Whilst there is a projected increase in school population across Northern Ireland the projections for the greater Derry show little growth. In effect, there is not sufficient demand for additional post primary places in the area at present or in the next 5 - 10 years to support the opening of an additional post primary school of any kind.
- At present a number of Post Primary Schools in the Derry area have unfilled places. Creating an additional post primary option will impact on enrolment numbers for these schools and ultimately on curriculum offer for young people who are currently enrolled or who wish to enrol in these establishments.
- The proposal is for an 11-19 school with a projected total enrolment of 400. In effect, this would equate to approximately 57 pupils in each of the seven year groups. This will create huge difficulties for the school in offering a broad and balanced curriculum at Key stage 4 and Key Stage 5; with the commitment to offer an education where pupils are taught all subject areas through the Irish language the school would not be in the position to effectively collaborate, through the Foyle Learning Community partnerships. How can the Entitlement Framework (24 courses at KS4 and 27 and KS5) possibly be met without collaboration?
- If the school collaborates at KS4/KS5 then in effect, it is failing to meet the aims it sets out – to have a stand-alone post primary school where pupils are taught all subjects through the medium of Irish language.
- The Department of Education has already funded the development of an Irish Medium Post Primary School in Dungiven – Colaiste Dhoire. The current intake into Year 8 in this college includes at least 10 pupils who travel from the City of Derry. Opening an additional Irish Medium Post Primary in Derry would ultimately impact on enrolment in Dungiven. Will this make Colaiste Dhoire unviable? Does this suggest that there has been a lack of effective strategic planning for Irish Medium Post Primary education in the North West?
- There is a lack of funding across education which has resulted in significant cut backs across all sectors in schools in Northern Ireland. Many schools are struggling to retain high quality with the financial constraints imposed through government cuts. How can it be morally acceptable to finance the development of a new school whilst other schools remain significantly under-funded (particularly for school estates)? St Patrick's & St Brigid's College requires significant funding to bring the buildings and resources in line with other schools. This was highlighted to the former Minister for Education at a visit to the college in November 2014 and has been highlighted to the Department of Education several times over the last 3-5 years. Despite this the school has yet to see any investment in Sports facilities. Interestingly, one week after the Minister's visit to our college, he announced the plans to open Colaiste Dhoire in Dungiven; investing depleted funding in Irish Medium and

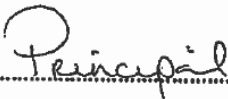
neglecting the needs of the 500+ pupils who were enrolled in our college. Subsequently our pupils are put at risk on a daily basis as they walk to hired facilities for their Physical Education classes and extra-curricular sporting activities. The Department of Education has a moral obligation to our pupils to invest any available funds into improving the physical conditions within our college (and the many schools like ours which require significant improvements) before considering allocating funds to open an additional Post Primary School in the Derry area, which cannot be considered to be viable with a projected total enrolment of 400 and no ability to effectively collaborate to meet EF at KS4/5.

- The Sustainable Schools Policy, published in January 2009 sets out minimum enrolment thresholds for Primary Schools, Post Primary Schools and Sixth Forms, 'as a basis for ensuring that all children have access to an educational experience that is at least satisfactory'. It is our understanding that for an 11-16 school to be sustainable it should have a minimum enrolment of 500 and that Post 16 should have enrolment of 100. In effect this means that any 11-19 school should have a minimum enrolment of 600. The proposal for an 11-19 Irish Medium Post Primary with an enrolment of 400 falls well below the recommendation of a sustainable school with at least satisfactory educational experiences.
- Whilst the aims of the proposed college are admirable, one must question the likelihood for an Irish Medium School to be a 'multi-denominational' school in a 'shared space', and that the school will 'signify a symbolic regeneration of a shared language'? I wonder how many pupils currently enrolled in the four feeder Irish Medium Schools referred to in the proposal are not from a Catholic background? Surely for a school to be multi-denominational it should have a balance of pupils from a number of religious denominations?
- St Patrick's & St Brigid's College is desperately in need of a sixth form, and the school has over the years attempted to secure this for its pupils, but this need has been denied due to empty seats in established sixth forms in the Derry City area; making additional sixth form provision in the greater Derry City area unsustainable and financially unviable. How then can the Department of Education fund another post primary school, with a sixth form provision? Surely any attempt to fund this proposal discriminates against already established schools, like ours, whose parents, pupils and communities have long campaigned for such a privilege for our young people?
- Whilst we are sympathetic to young people who are keen to continue their education in an Irish Medium post primary setting, we believe that there are sufficient places in the existing Irish Medium school in Dungiven to meet the demand in the greater Derry area. For years our young people have had to travel to Derry, Maghera, Limavady and often beyond to access Post 16 provision and we are confident that if the demand is sufficient then bus transport can be arranged to Dungiven to support parental choice for Post Primary Irish Medium education in this area. Surely this is a much better, financially viable and sustainable solution for all.

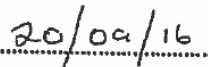
On behalf of St Patrick's & St Brigid's College, Board of Governors:



Position:



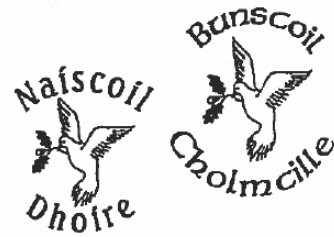
Date:



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Received - 7-10-16.



Deireadh Fómhair (10) 2016

An Bradán Feasa

Sinéad, a chara,

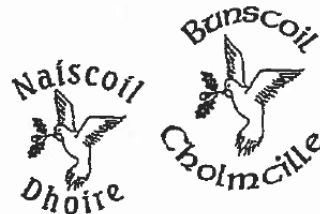
Enclosed is a response from the Board of Governors of Bunscoil Cholmáille and Naíscóil Dhoire to 'An Bradán Feasa'.

Le gach dea-ghuí,

Máire Mhic Lochlainn
On behalf of B. of G.

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Dáta : 05/10/16

'Ní neart go cur le chéile agus beidh laige nuair a scarfar'

The Board of Governors welcome the opportunity to respond to the Development Proposal by the committee known as 'An Bradán Feasa' regarding its intention to establish additional IM post-primary provision in Derry City.

The Board would like to refer to the proposal itself initially and follow this with additional observations and considerations.

1.0 Proposal

1.1 How has the committee « identified » a need for an independent IMPP (Irish-medium post-primary) school?

- Area 3 appears to include Dungiven and Coláiste Dhoire is now operational; indeed Coláiste Dhoire has actively sought pupils from the city area;
- The level of any « growing demand » for IMPP is not defined or verifiable where it exists;
- The City of Derry currently does have IMPP provision in Coláiste Bhríde.

How has the committee determined that a need exists for approximately 400 children?

In addition to many other factors that mitigate against the choice to opt for IMPP the desire to avail of Grammar school education has always been significant amongst parents in the Derry area and the current Minister of Education's perspective on the same will only serve to reinforce this desire for the foreseeable future, thereby reducing any potential rate of transfer to IMPP.

It is important to consider that transfer numbers or rates in IME are *not reflected* by attendance numbers in the previous level of education, a point that has been presented to EA and DE in previous correspondences; in addition, as the educational level rises so has the rate of transfer reduced historically in Derry.

Furthermore, current numbers of pupils in the primary level do not appear to support long-term sustainability of this proposal. Indeed growth rates over almost twenty years in the city for IM primary education have been very small as exemplified below :

CONFIRMED TRENDS IN PUBLIC DEMAND FOR IME
AT PRIMARY SCHOOLING LEVEL IN DERRY CITY 1997/98 – 2015/16.

- (A) (i) 261 - 228 pupils (1997) = an increase of 33 pupils over a 19 year period.
(ii) or 1.74 pupils per year over 19 years;
(iii) or 0.58 pupil per year, per provider.

- 2.1 Context**
Location :
 It appears that Ebrington Square has not been verified as a definite site. The suitability of the site and associated « advantages » for educational PP purposes have not been confirmed by any independent survey or authoritative educational body. The same is true of the suggested building in Great James' Street owned by the Cultúrlann.
- The long-term enrolment of 400 seems very ambitious at this time in light of the IM current, projected and foreseeable figures presented above.
- 2.2 Catchment Area**
 If the majority of parents suggest they will not travel further than 10 miles to avail of IMPP education this rules out any significant intake from Gaelscoil Uí Dhochartaigh ; the school itself has previously indicated this at meetings in the city.
- 2.3**
 The table in Par 8.4 (March 2016) indicates a maximum of 66 pupils in a single year group, inclusive of Gaelscoil Uí Dhochartaigh ; this table does not indicate sufficient actual demand for an IMPP independent school in Derry City in the foreseeable future nor do it address considerations in regard to *realistic* transfer rates from IMP provision or the current availability of IMPP provision in Coláiste Bhríde.
- « Our committee has consulted widely ... » « in response to the feedback from parents ... »
 These are statements that are not supported by evidence, do not provide any quantifiable analysis nor indicate upon what percentage of the total population of stakeholders, particularly parents, they are based.
- « ... can develop into a sustainable sector in its own right. »
 This suggests on some level that the sector is not sustainable as currently constituted ; perhaps all levels of IME should be reviewed as a whole in the light of their interdependency – such an approach would represent something closer to a composite, strategic, pro-active approach to future development as opposed to reacting piecemeal to individual proposals irrespective of apparent merit or otherwise.
- 2.4 Governance :**
 The proposing committee may be viewed as representing too narrow a representation of IME stakeholders in the city. A principal and teachers with experience and the appropriate specialist curricular expertise may be difficult to identify at present.
- 3.0 Background**
3.2 Current Post-Primary Provision :
 The provision at Coláiste Bhríde could be supported and developed to provide more subjects taught in Irish based on need and preference of any 7 year cohort.

3.3 Review of Irish-medium Post-Primary Education 2014
Based on the listed members of the committee and the 2014 Report it appears that none of the DP committee members, associated with Gaelscoil na Daróige, met with the Review Body during its deliberations on IMPP provision. Nonetheless the DP committee has recorded, and thus acknowledged, some of the recommendations of the **Review of Irish-medium Post-Primary Education 2014** in Pars. 3.4 – 3.4.4 such as « a strategic approach to planning, pathways for PP development ... », « a planned approach from the Department ... », « optimum location », « possible constraining factors ».

4.0 Strategic Planning

4.1 « where ... transfer rates to (IM) post-primary level is adequate... ».

We are not aware of this phenomenon in the Derry area. If Dungiven continue to wish to draw students from the Derry City area, as at present, then both initiatives shall be in competition with one another and with the provision in Coláiste Bhríde – potentially three providers targetting the same small level of demand in the same Development Area 3 previously identified by Cornhairle na Gaelscolaíochta.

This reflects the worst aspects of how IM primary level provision has evolved in Derry City as well – a repetition of fragmentation in provision that will inevitably lead to unsustainable provision.

This further demonstrates that there continues to be no real handle on :

- verifying statements, statistics and factors presented as facts ;
- conceiving and managing development initiatives ;
- a robust, inclusive and managed approach to strategic planning.

4.2 « Representatives of the communities in North West Derry and West Tyrone expressed a preference for Derry City ... ».
What representatives? Is this verifiable and to what degree does it reflect the opinions of the majority of stakeholders?
If Derry can be considered as optimal and needing additional provision it may not be the case that parents would consider Ebrington Square as appropriate.

5.0 Stakeholders in Derry :

If, as the committee state, this development proposal represents the majority of parents' preference then one can assume they reject the level and quality of provision currently available in Coláiste Bhríde.

Whether DE is prepared to indulge limited and uncorroborated evidence by establishing additional alternative provision purely on the asking through such a DP and process as this will require some deliberation and confirmation on its part of the information presented as facts within this DP.

Of course the majority of parents referred to does not necessarily refer to the majority of parents currently in IME ; it is also a first preference and does not rule out other models of provision necessarily.

90% of 11 pupils does not indicate « a need for an independent IM school ».

6. **Area Planning**
The DP appears to acknowledge the appropriateness of the IM Planning Areas, as developed in association with Comhairle na Gaelscolaíochta. In this case IM PP provision already exists in Derry City and Dnngiven.
- 6.1 **Area Planning Impact re. An Bradán Feasa**
The DP relies on the inclusion of phrases such as « independent », « free standing » and « full immersion» claiming there is no provision « of this type ».
- It does rather depend on how one views the phrase « of this type » and consequently whether this means there would be « ...no duplication of resources ». There would be duplication in financial, accomodation and staffing terms.
- If accepted this suggests that the project would not be drawing on the same small cohort of pupils that the other IM PP providers currently draw upon if it is offering « no duplication ».
- The « need for such provision » is open to debate in light of the current available providers.
- Such a service does not have to be « standalone » from the outset, a fact accepted by practioners in their contributions to previous reviews of IM provision in N. Ireland.
- 7.0 **Key Criteria for the establishment of IM provision in a post-primary setting**
The 2014 Review of IM PP provision does not stipulate a « standalone » school from the outset, a fact accepted by practioners in their contributions to previous reviews of IM provision in N. Ireland.
- 7.1
7.10
- Identified demand in this DP is unclear and unverified in any independent way by any neutral figure or body.
 - Does this DP meet AP requirements and take cognisance of other forms of provision in the area ?
 - Governance and management structures may not be robust as currently defined.
 - Sustainability intakes are questionable at best.
 - Availability of appropriate principal and teaching staff is unclear.
 - Transport arrangements are unclear.
 - 50% plus immersion is reliant upon staffing.
- 8.0 –
8.5 **Enrolment issues**
- The reasons and statistics provided here to support this DP most likely will not transfer into realistic enrolments for a second IM PP provider in the city no matter how much some may wish this to be the case.
- Although the comparison is tentative in some ways, it may be worth considering what level of primary school pupil population is required in west Belfast to sustain Coláiste Feirste taking into consideration the transfer rate from IMP (Irish-medium primary) to IMPP (Irish-medium post primary).

8.6 Transfer Patterns

Paragraph 1 already indicates a competitive element amongst IM PP providers in Derry City and Dungiven. Paragraph 3 suggests that of the ten sets of parents opting for the Dungiven provision not all would have chosen IM PP standalone provision in Derry City as proposed in this DP. This consequence of competition, in what is a small yield of potential students, would be exacerbated by the establishment of a third IM PP provider in Area 3, potentially, if not likely, leading to *additional* sustainability concerns for all providers of IM PPP. Of the 34 pupils cited in Par. 6 who intend to attend Coláiste Dhoire it is suggested ten are from Derry City. If the 19 pupils referred to were all withdrawn from Coláiste Dhoire and from Coláiste Bhríde this would only leave an intake of 15 students for Coláiste Dhoire in Dungiven and none for Coláiste Bhríde.

Paragraph 4 assumes that all pupils will cease to avail of the existing IM PP providers and opt instead for this proposed model ; this cannot be assumed for a plethora of reasons.

Furthermore, the table of enrolments provided in Par. 8.4 further suggests, by implication at least, that almost all pupils will opt for IM PP provision and, if this DP is to achieve its target enrolment of 400, they shall almost all opt for the Bradán Feasa model ; this is unlikely on both counts.

Paragraph 7 refers to this proposed standalone model as « the only realistic model that could provide long-term sustainable post-primary IM provision for Derry-Strabane ... » and yet it is difficult to determine upon what verifiable realities and discernable certainties such a claim can be founded upon.

8.7 Population Growth :

The local population figure has often been cited as a reason for establishing additional IM providers in the past as if it represents a reliable indicator for future IM demand ; this has proven not to be the case over a period of almost twenty years now. The same mistake of duplication should not be based on assumptions of demand based on population but rather on overt demand for IM ; IM is a voluntary educational option for parents and pupils unlike english-medium education.

9.0 Resource Implications :

Available resources would be best channelled towards developing the capacity for IM PP provision in Coláiste Bhríde, Galliagh, Derry City.

Transport providers may deem all IM PP providers as similar in nature for this purpose. Par. 14.5 refers to collaborative arrangements with Coláiste Dhoire in Dungiven to meet curricular requirements ; is Dungiven within tolerant travel times for those who wish for such IM provision in the future re. Area 3 IM Development Area ?

Accommodation arrangements and the quality thereof for educational purposes are not clear in this DP.

10.0 Immersion :
Coláiste Bhríde currently provides 6 subjects through Irish.
The DP itself acknowledges that 100% of the curriculum may well not be deliverable in Irish (Par.3).

11.0 Educational Benefits :
Full-immersion is desirable ; nonetheless unit/stream development with incremental subject provision in Irish can serve to work towards this, as advised by the IM PP Review 2014, and reviewed when a real sustainable and verifiable demand evolves for a full-immersion facility.

12.0 Consultation :
Appendix 2 does not indicate real figures of parents as a percentage of the total number of families currently who currently have children in IM primary education (pre-schooling is misleading as previously indicated in correspondences). Such surveys have proven unreliable in the past - « responses received » and « % of respondents » ; these statements do not indicate real interest or demand.

Insofar as they are intended to add positive weight to this DP referenced meetings in Appendix 2 with various bodies may imply but do not necessarily reflect support in principle or future engagement in practice by the said bodies.

13.0 Conclusion :
Par. 2 :
It is stated that Comhairle na Gaelscolaíochta (CnaG) :

« fully supports the proposal and would recommend accordingly. »

This appears surprising In light of the fact that a senior figure from CnaG was a member of the Advisory Group on the Strategic Development of Irish-medium Post-Primary Education. Indeed the group also met with the Principal of Coláiste Bhríde and with those engaged in developing IMPPP in Dungiven.

This would appear to contradict principles of strategic planning, the recommendations made by the Advisory Group in its report and the integrity of the very Development Areas advised initially by CnaG itself, in this case Area 3.

It is understood that Coláiste Bhríde has recently applied for formal IM PP provision status within the school. We are of the opinion this should be granted and CnaG support should be focused henceforth on this provider.

STATUTORY CONSULTATION

Proposer :

We are not aware of any formal engagement or consultation with the Board of Governors, all staff, parents or pupils of Bunscoil Cholmcille. No updates, minutes or other progressive information was provided by the proposing committee to engage with the school community of Bunscoil Cholmcille.

We understand informally that a few parents attended one meeting or more, arranged via social media, outside the school.

This DP does not include letters or other evidence to address this point in regard to consultation with the school community of Bunscoil Cholmcille.

« Summary and assessment of views received – how these were taken into account before publication of the DP ? »

Any summary and assessment of views received appear to be very vague, statistically unclear and unverifiable within the context of the DP itself.

Views that were not sought from groups that were not consulted clearly would not be reflected in this DP.

« Documentary evidence » should also apply to the proposer as a step towards verifying statements within the DP.

ADDITIONAL COMMENTARY AND OBSERVATIONS:

Educational authorities have been expressing concerns over an extensive number of years to date regarding supply over demand, sustainability, budget constrictions, area planning and duplication across educational sectors. Despite this the current IM landscape has been planned, sanctioned and come to pass during this time and this DP represents another example of uncoordinated, disjointed development in the IM sector.

This latest proposal does raise some salient questions in regard to IM strategic planning:

- what quantifiable indicators were used in considering the need for the establishment of additional IM PP provider in the city?
- how did such indicators support this current proposal?
- have the findings of any reputable and verifiable feasibility study been assessed which clearly indicate a need for an additional provider?
- in what way is it envisaged such a development would complement planning for the sustainable development of the sector in the city?
- have the modi operandi of CnaG been duly considered and appropriately applied in terms of any advice it may have provided in regard to this proposal?
- the EA is a constituent member organisation of Comhairle na Gaelscolaíochta and as such has signed up to CnaG strategy and modi operandi. Can it be confirmed, assured and demonstrated clearly and unequivocally that this proposal would never be detrimental to current providers of IM PP in Development Area 3?
- when, how and by whom can this be done?
- how can this process be improved so ensure more collegiately agreed proposals in the future prior to issuing DPs.
- could such a process be better managed more from the centre?

There is not enough emphasis in the current approach to sustaining, embedding and supporting current providers. One must guard against damaging current provision and creating circumstances conducive to regressive competition and circumstances instead of supporting and promoting a collegiate approach to incremental development. In light of the falling numbers of school children it is paramount that a competitive environment and the avoidance of duality within the IME sector is actively discouraged.

In cases where it is suggested that parents wish/demand such additional development this may be within the context that expectations are encouraged in parents in a void of any reasonable input in regard to facilitating their interest in IME by any other arrangement. It is often the case in such circumstances at this juncture that parents do not have a clear understanding of all the implications for themselves, their children, others and existing providers, other local possibilities (or new arrangements that could be put in place, e.g. transport) or of a strategic approach to facilitating their interest in IME.

The approach to the development of IME should be sustainable, educationally sound, effective and represent good value for money. Strategically and in the context of the foreseeable falling school population of 23% in the Derry area this proposal does not represent an effective addition to IM provision towards ensuring the optimum use of IME resources so as to direct and use them effectively in a way that will ensure the long-term welfare of the sector in the city.

Opportunities to avail of economies of scale in relation to provision of services and the prudent use of financial and human resources would again be significantly reduced both on the macro scale over a number of schools and in the micro scale within individual schools. A healthy scale of economy serves to alleviate and resolve many daily school factors and considerations in ways that are of benefit to pupils, parents and teachers.

There is clearly still a need for development strategies and structures to be effectively and authoritatively applied to IME at this stage whilst parents, who demonstrate new interest in the sector, need to be engaged with and facilitated in the context of a holistic approach to development.

An unregulated, ill-advised and uncoordinated approach to IM development does not promote confidence within nor without the IME sector nor does it promote partnership and agreement with all stakeholders.

Much of what is presented in this DP is based on assumptions and interpretations and the DP itself is driven by a very small group of individuals. The 2014 IMPP Review advised seeking interested host schools as a mechanism for future development; in the case of Derry City this already has been established in the guise of Coláiste Bhríde, Galliagh. Already suitable management and staff exists in Coláiste Bhríde inclusive of experienced personnel who previously taught in the standalone Meánscoil Dhoire.

Despite the findings of previous IM reviews there has always been those who do not wish to consider any other model, either short-term or long-term, other than that represented by this Development Proposal. This, of course, has a tendency to lead to the dispensing of the more practical and pragmatic considerations.

This DP does not give voice to all stakeholders or the preferences of pupils who, ultimately, shall choose the kind of post-primary education and school facilities they wish for themselves.

It is neither sustainable nor prudent to propose the establishment of an additional IM PP provider in Derry City at this time whilst providers already exist in Development Area 3 and are at very early stages of development and when demand levels are no way clear for the future. Any possible increase in one provider's roll number will inversely correlate with the stepped reduction in the roll number of another provider due to the geographically dispersed nature of potential students, both in the city and throughout Area 3, and the most likely slow growth in any level of demand.

CONCLUSION

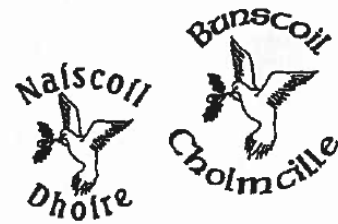
For all of the reasons outlined above the Board of Governors and staff of Naíscoil Dhoire and Bunscoil Cholmcille, Derry City cannot support this Development Proposal for a "standalone" IM PP provider in the city of Derry at this time.

Is mise le meas,

ar son Bhord na nGobharnóirí

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Dáta : 05/10/16

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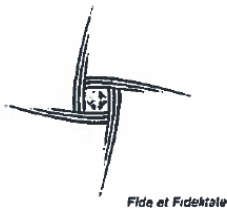
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ST BRIGID'S COLLEGE DERRY

GLENGALLIAGH ROAD, DERRY BT48 8DU

TEL: 028 71351002

FAX: 028 71354829

PRINCIPAL: DR L Ó CUINNEAGÁIN

COLÁISTE BHÍRÍDE DOIRE

Ms S McCartan
Planning and Development Officer
Education Authority [EA], Western Region
1 Hospital Road
Omagh
Co Tyrone
BT79 0AW
26 October 2016




Dear Ms McCartan

Further to your letter 5 October 2016 re Proposal to establish a New Grant Aided Other Maintained Irish Medium Post-Primary School in Derry, the Governors of St Brigid's College, Derry, have instructed me to respond on their behalf as below.

The Governors of St Brigid's College, Derry, are unequivocally opposed to said proposal on the grounds that it would have a significantly adverse impact on the enrolment and the long-term future of the Irish-Medium Education Unit which was successfully re-established at St Brigid's College, Derry, in September 2014.

Yours sincerely


Dr L Ó Cuinneagáin
Principal

cc Mr C Brolly, Chairperson the Board of Governors

STEELSTOWN PRIMARY SCHOOL and NURSERY UNIT

40 Steelstown Road, Derry BT48 8EX
Telephone 028 7135 1830 Fax 028 7135 0175
email info@steelstown.derry.ni.sch.uk



25 October 2016

Ms Sinead McCartan
Planning & Development Officer
Education Authority
Western Region
1 Hospital Road
Omagh
Co Tyrone BT79 0AW



Dear Ms McCartan

The Board of Governors of Steelstown Primary School & Nursery Unit, at their last meeting on 10 October, considered the proposal to establish a new Grand Aided Independent Irish Medium Post-Primary School, "An Bradán Feasa", in Derry.

The Board of Governors acknowledged the detailed research and work in drafting the proposal and also considered the recent provision of an Irish Medium stream in St Brigid's College in the city.

Their conclusion was that, whilst the Board of Governors considers that a stand-alone school is the ultimate goal and ideal provision, they are not confident that this is the optimum timing for the establishment of such provision.

Yours sincerely

A handwritten signature in cursive script that reads 'Deirdre B Gillespie'.

Deirdre Gillespie
Secretary to the Board of Governors

Board of Governors
Chairman: Mrs S Heaney
Principal/Secretary: Mrs. D Gillespie



INVESTOR IN PEOPLE

EA COMMENTS

Chief Executive Gavin Boyd



The Secretary
 Department of Education
 Rathgael House
 43 Balloo Road
 BANGOR
 BT19 7PR

Our Ref: EA/SMcC/SH

Date: 11 November 2016

For the Attention of the Area Planning Policy Team

Dear Sir/Madam

Development Proposal No. 475 – Establishment of a New Grant Aided Other Maintained Irish Medium Post-Primary School in Derry

In considering the above Development Proposal, the Education Authority, Board Members considered the background to the proposal as outlined in the Summary Paper and Case for Change presented to members at the Education Committee meeting held on 10 November 2016.

It was noted that while there is a progression pathway from Irish Medium Nursery provision to Primary provision within Derry City, there is no progression pathway from Primary to Post-Primary provision. Within the Providing Pathways Draft Strategic Area Plan for School Provision 2017-2020 – reference is made to the duty to encourage and facilitate the development of Irish Medium education (Article 89 of the Education (NI) Order 1998).

Members noted the financial impact to the Education Authority as the Proposal would result in a budget deficit in Year 1 with the following years financial position dependant on intake numbers. The question of location and the suitability of buildings for a school environment would necessitate considerable set-up investment for the Department of Education.

The Proposal is in keeping with the former WELB Strategic Area Plan and the Report on the Strategic Development of Irish Medium Post Primary Education and the Education Authority's Providing Pathways - Draft Strategic Area Plan for School Provision 2017-20 in which for the Derry City and Strabane District Council Area identifies key issues emerging from analysis of current local provision, the Potential for Irish Medium school development.

However, Members noted that the identified feeder schools and statistics were similar to that provided in Development Proposal No. 469 for the establishment of an Irish Medium Unit at St Brigid's College, Derry raising the issue of the sustainability of both Proposals.

Yours sincerely

A handwritten signature in black ink, appearing to read 'Sinead McCartan', written in a cursive style.

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SUSTAINABILITY ASSESSMENT

Quality Educational Experience

In relation to post-primary provision, the SSP indicators highlight GCSE results, suitable access to the EF (linkages with other schools/FE), the standards and the quality of learning and teaching, the ability of the school to cater for Special Educational Needs (SEN) pupils, availability of curricular and extra-curricular activities, quality of the physical environment for learning and quality of pastoral care arrangements. Source: SSP Indicators.

Curriculum Delivery

1. The Case for Change (Appendix 7) provides research evidence in support of full immersion IM education, and the proposal aims to deliver total immersion across all key stages within 10 years.
2. Collaboration with other IM and English-medium providers is envisaged as the means to fulfil the requirements of the Entitlement Framework, with supporting detail limited to a reference to exploratory discussion with Gaelcholáiste Dhoire.
3. The Case for Change identifies a future challenge to recruit teachers trained to deliver specialist subject areas through the medium of Irish.

Stable Enrolment

4. Enrolments will determine the school's budget and as a result the staffing complement, which in turn will impact on its ability to deliver the curriculum and the Entitlement Framework.
5. The An Bradán Feasa Proposing Committee has provided projected enrolment information (Appendix 4 of the Case for Change) summarised as follows:-

Year	2017/18	2018/19	2019/20	2020/21
Projected Enrolment	26	70	118	163
Year 8 Intake	26	44	48	45

6. The forecasted enrolment figures predict significant growth within the next four years for the school, from 26 to 163 pupils, representing an increase of over 500% in pupil numbers. An increase in enrolment on this scale over a short timeframe may be more aspirational than realistic.

7. The SSP requires that for new post-primary schools the minimum intake to qualify initially for recurrent funding is 50, increasing to 80 in the second year and 100 in the third year in anticipation that a minimum enrolment of 500 for Years 8-12 would be achieved. It requires that sixth forms should have a minimum enrolment of 100.
8. The Proposing Committee bases its evidence of future growth on the numbers of children attending local IM primary schools. The transfer trend in relation to IM post-primary provision is still at a formative stage and difficult to predict.
9. Establishment of a new school must be based on evidence that there is likely to be the appropriate level of demand to make it sustainable. It is not in the interests of children and young people in the area to establish a school without confidence that it will be sustainable. The success of this new IM provision would be dependent on the ability of the school to attract pupils from the local area by breaking the current pattern of pupils choosing to go to competing IM post-primary or English-medium schools. The Case for Change lacks sufficient evidence to support the prospect of a sustainable school.

Sound Financial Position

The SSP recommends that a school's annual finance indicates that it can live within its delegated budget and will be able to continue to do so. Where there is a deficit, the school's three-year plan should indicate that it can be reduced or recovered. Source: SSP Indicators

10. The Case for Change provides financial forecasts for the first four years of the new proposed provision. The summary provided estimates the school will be entitled to a budget of £281,611 in Year 1 rising to £879,173 in Year 4.
11. The financial forecast highlights a deficit of £58,170 in Year 1 with the school moving into surplus from Year 2 onwards.

Strong Leadership and Management

12. It is difficult to assess the proposed new school against this criterion.
13. The Case for Change states that the Proposing Committee would become the school's first Board of Governors and it is asserted that collectively they would have considerable relevant expertise and knowledge of IM education – further details are provided at Appendix 1 of the Case for Change.

Accessibility

The SSP highlights the need for reasonable distance and travel time to school and also suitable transport arrangements. It highlights travel times of less than 45 minutes for

post-primary pupils with a maximum travel time of 30 minutes for a single journey.

Source: SSP Indicators.

14. It is anticipated that the new IM School would be located at Ebrington Square, Derry. This proposed central location is well served by the road network. The Proposing Committee state that the location would be well served by established school bus routes.
15. If the proposal is not approved, there is alternative IM provision within the recommended transport travel time of 45 minutes for post-primary pupils (1.5 hours total per day). Gaelcholáiste Dhoire is 18.8 miles away from the proposed site and is accessed via the A6; this road is one of the main arterial routes out of Derry and provides direct access to Dungiven.

Strong Links with the Community

The SSP refers to the degree and quality of parental involvement, contribution of the school to the community, presence of other features (e.g. specialist provision) and use of school buildings outside formal education. Source: SSP Indicators.

16. The Case for Change states that a parent from each of the proposed IM feeder primary schools is on the founding committee of An Bradán Feasa.
17. The proposed school ethos advocates active partnership with local IM primary schools and engagement with the local Irish language community.
18. Furthermore it states the school would be an integral part of the community and proposes the provision of an after-school homework club, partnering with local sports clubs, Club Óige Setanta and Irish cultural organisations.

DE (POLICY TEAM) COMMENTS

A] Irish Medium and Integrated Education Team

1. This DP puts forward the establishment of a grant-maintained IM post-primary school in Derry. The proposal states that it will be a Year 8 to 14 school, with an estimated long-term enrolment of 400 pupils. The preferred location is stated to be Ebrington Square in the city, though this would presumably need to be subject to business case approval.
2. The key issues in regard to this proposal are:
 - the viability and sustainability of IM post-primary provision in Derry City;
 - the availability of IM post-primary provision for pupils in the area; and
 - the impact of the proposal on existing IM provision and the overall development of the sector.

The issue of how the proposal relates to the recommendations of the Ministerial advisory group on IM post-primary education also needs to be considered.

Ministerial advisory group on the strategic development of IM post-primary education

3. In 2013, the then Minister commissioned an advisory group to review the strategic development of IM post-primary education. The advisory group submitted its report in March 2014.
4. The arguments in the Case for Change in support of this DP frequently reference the findings of the advisory group. However, a number of the findings are taken out of context and the position has also changed since the publication of the group's report, particularly with the establishment of Gaelcholáiste Dhoire.

5. The Case for Change highlights that the area 'North West and West Tyrone' was one of eight areas identified by the advisory group as requiring the development of its own IM post- primary provision and that Derry City was identified as the optimal location for this provision. It is notable, however, that in 2014 the group concluded that standalone provision in the city was unlikely to be sustainable (even prior to the establishment of Gaelcholáiste Dhoire) and recommended the option of a unit for the city. This is not referenced in the Case for Change. The proposal is out of step with the advisory group findings.
6. Notably, the advisory group report also stressed that an alternative suggested location for a post-primary school at Dungiven, would have implications for any provision for the Derry City area.
7. It should also be noted that the advisory group report identified Maghera as the most suitable location for post-primary education in the South Derry and Mid Ulster area. The report concluded, however, that this area did not appear to be in a position to have a sustainable freestanding school (even based on the lower enrolment thresholds suggested by the group). The group noted it was unlikely to reach these levels until around 2020.
8. The establishment of freestanding post-primary provision at Gaelcholáiste Dhoire, was contrary to the findings of the Ministerial advisory group report and may be viewed as having undermined the reports geographic planning areas. It is reasonable to assume that Gaelcholáiste Dhoire needs to attract pupils from both the 'North West and West Tyrone' or the 'South Derry and Mid Ulster' areas identified by the advisory group.

Sustainability

9. The SSP indicates that for new post-primary schools, the minimum intake to qualify initially for recurrent funding will be 50 but, to retain recurrent funding, this would be expected to increase to 80 in the second year and then 100 in the third year in anticipation of a minimum enrolment of 500 for Years 8-12.

10. The Ministerial advisory group recommended that the Department sets a lower intake rate for the first and subsequent five years of any form of new provision, with an initial intake for an IM post-primary school of 35 in Year 8 rising to 65/80 by the fifth year to ensure sustainability.

11. These figures have *not* been accepted by the Department. Rather the Department has accepted the argument that the initial years of operation presents significant challenges for a new school in terms of enrolments.

12. In 2016/17, the total Year 1-7 enrolments in the four primary schools which the Case for Change advises would act as feeder schools for the post-primary is 415 pupils (see table below). If the potential future enrolment of the post-primary school is *estimated* using the 68% transfer rate achieved by Colaiste Feirste from its 11 feeder primary schools, the school could potentially achieve an enrolment of 282 for Years 8-14 by 2023/24 (approximately 201 for Years 8-12).

Enrolments	2010/2011	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17
Bunscoil Cholmcille	116	100	97	91	88	83	82
Gaelscoil Eadain Mhoir	123	120	113	113	110	112	123
Gaelscoil na Daroige	44	54	55	61	69	67	66
Total Year 1-7 IM Pupils in Derry City	283	274	265	265	267	262	271
Gaelscoil Uí Dhochartaigh		128	129	137	134	133	144
Total Year 1-7 IM Pupils in Derry City and Strabane		402	394	402	401	393	415

13. This is significantly below the minimum numbers required for a sustainable post-primary school in the SSP. It is also significantly below the lower enrolment thresholds recommended by the Ministerial advisory group.

14. It should be noted that this is also an optimistic estimate, as it assumes the rate of transfer achieved by Colaiste Feirste, which is a well established post-primary. It also assumes that all Year 12 pupils remain in Years 13 and 14. There is also the potential impact of the availability of an IM class at St Brigids and continuing transfer of pupils from Derry City to Gaelcholáiste Dhoire
15. Such a small school would face many potential obstacles in providing a high quality educational experience for its pupils, particularly delivery of the curriculum and requirements of the Entitlement Framework. It is also likely to face significant financial challenges.
16. In addition, Year 1-7 enrolments in IM primary schools in Derry City have declined from 283 in 2011/12 to 271 in 2016/17. There is no sustainable IM primary school in Derry City. The total number of pupils in IM provision in the City is not showing any sustainable growth. This may in part be due to the low numbers at each of the three primary schools. It is problematic to forecast enrolments at a post-primary when enrolments at the feeder primary schools are so fragmented.

Availability and Impact on existing IM post-primary provision

17. Above all, when considering this proposal it must be noted that freestanding IM post-primary provision is available in the wider area at Gaelcholáiste Dhoire, which opened in September 2015. The school is situated in Dungiven, less than 20 miles and on a main arterial route from Derry City. The school has a current enrolment of 48 pupils.
18. Notably, pupils from Derry City are already attending the school. The Case for Change indicates that in 2015/16, all 11 Year 7 pupils from Gaelscoil na Daroige plus smaller numbers from two of the other schools in the city would plan to opt for Dungiven in the absence of provision in Derry.

19. Enrolment numbers at Gaelcholáiste Dhoire, which are already low though increasing, would be fundamentally undermined by the establishment of freestanding provision in Derry City.

20. It must be noted that significant public money has already been spent to provide accommodation for Gaelcholáiste Dhoire. The Minister has recently agreed to the installation of specialist modular accommodation on the site. Approval of the proposal will serve only to fragment IM provision in the wider area.

21. The failure to consider the impact on existing provision at Gaelcholáiste Dhoire indicates that the proposal has not taken account of the wider strategic development needs of the sector.

Conclusion and Recommendation

22. IMIE Team concludes that the statutory duty is best served in this case by turning down the proposal. The existing provision at Gaelcholáiste Dhoire has only entered its second year. Providing further IM provision which would compete directly with Gaelcholáiste Dhoire for pupils could potentially create an obstacle in the development of sustainable provision within the area. This would be contrary to the statutory duty. This proposal is not in the best interests of the wider development of the IM sector

23. In recognition of the statutory duty, the Department has provided freestanding IM post-primary provision within the wider area. Parents in Derry City have already indicated that they are prepared to access this provision. Given enrolments in the feeder primary schools, two IM post-primary schools within a 20 mile radius are simply not sustainable at this time.

B] Curriculum, Qualifications and Standards Directorate (CQSD)

Background to Proposal

1. This proposal has been brought forward by a committee (the Committee) made up of parents and others with an interest in IM education development. The proposal was published ahead of a decision being taken on a separate DP (No. 469) to establish an IM post-primary unit at St Brigid's College, Derry wef 1 September 2017 or as soon as possible thereafter. However, a decision has now been taken on this DP - it was not approved.

Comments on Case for Change Paper

Potential Impact on Intakes to Gaelcholáiste Dhoire

2. The Committee has advised that the decision to bring forward the DP rests on three factors which include the need to develop IM post-primary provision in the area described as 'North West Derry and West Tyrone'. The map provided indicates that Dungiven, the location of Gaelcholáiste Dhoire (GD), is on the periphery of this designated area, though its catchment is likely to extend within its boundary. Indeed, the Committee make the point that for 2016/17 pupils from IM primary schools in Derry and Strabane have indicated their first preference for the stand-alone provision at GD (para. 8.6). Despite this there is no evidence to show that any consideration has been given to the potential impact of the DP on the future intakes to GD nor is GD listed at Appendix 2 of the Case for Change paper as being included in the formal consultation process.

Curricular Offer – Key Stage 3

3. If possible, the Committee aim to be able to deliver 100% of the Key Stage 3 (KS3) curriculum through the medium of Irish and to achieve total immersion across all key stages within 10 years. In the first year of operation they expect a small cohort of KS3 pupils which would grow year on year. They recognise that the recruitment of specialist teachers in STEM subjects and Creative and Expressive subjects will be key to achieving this. Initially they expect to bring in tuition to cover Home Economics and Music but don't say from where? In exceptional circumstances the subjects will be delivered through the Foyle Learning Partnership – is this the same body as the Foyle Learning Community, i.e. the local Area Learning Community – ALC)?

Curricular Offer – Key Stage 4 and Post-16

4. In order to meet the statutory requirements⁵ of the Entitlement Framework (EF) schools are required to deliver a minimum of 24 courses at Key Stage 4 (KS4) and 27 courses at Post-16; of which at least one third must be general and one third applied.

⁵ From September 2017 schools will be required to deliver a minimum of 21 courses at KS4 and 21 courses at Post-16; of which at least one third must be general and one third applied.

5. The proposal states that An Bradán Feasa intends to provide access to the EF over time for its pupils. We do note that, at least initially, the actual choice available to KS4 pupils will fall short of statutory requirements and CQSD (CET) trust that pupil need will be given paramount consideration.
6. CQSD (CET) notes that, as an interim measure, the proposal raises the possibility of collaborating with other IM and English Medium (EM) providers to ensure access to the full EF locally.
7. The case for change highlights a challenge in attracting and growing an enrolment which will sustain viable KS4 provision. We note that in order to address this, initial discussions have already taken place with GD to explore collaborative arrangements. It is worth noting that GD currently doesn't deliver KS4, we are therefore unable to draw any conclusions whether or not this arrangement will enable An Bradán Feasa to offer the full requirements of the EF at KS4.
8. There is scope within the EF legislation to modify the statutory requirements for a limited period of time to facilitate circumstances where, for exceptional reasons, a school is not yet delivering the full EF. It should be noted however that provision is intended to be short term and any variance from the statutory requirement would require a detailed action plan specifying how and when full compliance would be achieved.

Conclusion and Recommendation

9. It is recognised that some parents whose children attend IM primary schools in Derry City and Strabane would favour the option of their children being able to continue their education through the medium of Irish in a post-primary school located in Derry City rather than travelling to GD in Dungiven. However, the creation of a new IM post-primary will undoubtedly adversely impact on future admissions to GD, which only opened in September 2015 and is therefore in the early stage of development and is trying to establish a robust admissions and enrolment number to achieve its future sustainability.
10. The information provided by the Committee takes no account of the potential impact on GD. No evidence has been provided to show that two IM post-primary providers located within circa 20 miles of each other and reliant on admitting a majority of pupils from a relatively small cohort of IM primary schools would both be able to achieve future sustainability and viability.
11. Regardless of the type of school, all pupils should be able to avail of high quality education and this is best achieved in schools that are educationally and financially viable. In view of the specific circumstances relating to this DP, further consideration needs to be given as to how best to provide IM post-primary education for pupils in the Derry, Strabane, Dungiven area to ensure that all pupils can avail of a high quality learning experience. CQSD does not support the proposal.

[C] School Admissions Team (SAT)

DP475 proposes to establish a new grant aided IM post-primary school in Derry, namely 'An Bradán Feasa', from 1 September 2017 or as soon as possible thereafter. It is estimated that the long-term enrolment will be 400 pupils. Section 7 of the case for change recommends that the initial intake for the school is set at 35 in Year 8 rising to 65/80 by the fifth year to ensure sustainability.

In the event that the DP is approved, it would be helpful if the precise long-term enrolment figure could be specified in the DP approval letter. SAT could then begin phasing up the numbers annually with a view to reaching the specified final enrolment number.

Accommodation issue

Section 2 of the case for change proposes that the school be located at Ebrington Square, Derry, in established buildings and notes that only internal refurbishment and configuration would be necessary to make them suitable for school use. However section 14.6 adds that "Due to growth and expansion, the school will require additional accommodation for the academic year commencing 2020/21." Where a school's numbers are being phased, each year SAT consults with the school and the EA before final numbers are set for the following year; in accordance with this approach SAT will take account of all factors including, where appropriate, accommodation, before agreeing approved numbers.

Long Term

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

[D] INVESTMENT AND INFRASTRUCTURE DIRECTION (IID)

Current Position

The Case for Change states that it is proposed that the school be located at Ebrington Square, Derry. The site is controlled by Derry and Strabane council whose members are supportive of the proposal.

The proposal states that established buildings applied for only require internal refurbishment and configuration to make them suitable for school use.

No detail has been provided regarding the building. The size of the building, suitability of the building to be used as a school, whether the building has listed status and the proposed child protection measures which are of upmost relevance in

a shared space are not known. From the detail provided EOT cannot determine how many pupils the building can accommodate or ascertain how long the building could be used for before additional accommodation is required to meet the short and longer term needs of the school. No detail has been provided regarding where any additional accommodation required would be located.

Shared education – the proposal states that the possibility of access to specialist accommodation for science and technology has been discussed with Foyle College. Details of the proposed sharing arrangements have not been provided and it is therefore unknown how this arrangement will be effected or how long the arrangement can be accommodated. There is also no confirmation that Foyle College are content to share their facilities.

St Columb's Park – the proposal states that the large adjoining public park could be used as a teaching resource for subjects such as Geography and the Sciences.

No details have been provided regarding the ownership of the park or discussions regarding approved usage of the park or child protection measures proposed.

Shared space – the proposal states a highly attractive and visible site which has already created one of the most remarkable and successful shared spaces in Ireland.

No detail has been provided regarding other tenants of the buildings or how child protection issues would be managed.

The proposal included the use of sports facilities at the nearby Foyle Arena. No details regarding the operation of this proposal has been provided.

The proposal states that due to growth and expansion the school will require additional accommodation for the academic year commencing 2020/21. No details of the additional accommodation requirement has been provided.

Commentary

Gaelcholáiste Dhoire, an Irish medium post-primary school in Dungiven opened recently in rented accommodation with a small number of rented spaces to allowing a single year group to function and with specialist accommodation shared with a nearby school. Within two years the school argued that sharing accommodation was not acceptable as it compromised the 'full immersion' education model, resulting in the need for significant additional spend on specialist accommodation.

Given the learning from the creation of Gaelcholáiste Dhoire and the lack of detail about the proposed site at Ebrington, the likely accommodation costs required to set up this school will be estimated based on gradually supplying sufficient accommodation (including specialist accommodation) to cater for an assumed increasing enrolment over a 5-year period. It will be assumed that a suitable site can

be found where this accommodation can be installed at Ebrington or elsewhere, as it is not clear whether the Ebrington site would be suitable in the short or medium term.

Assumed Accommodation Requirements

Assume that modular accommodation will be the most appropriate installation (on an (as yet) undetermined location) and that the provision should be DE Handbook compliant to facilitate user expectations, allow for reasonable expansion and to maximise potential residual value across a 30 year design life.

Little detail is available or provided but we have the outline of academic subjects considered by DE to be included initially (for 50 to 100 pupils, growing in the long term to a possible 400). The area of each subject provision has been assessed as follows:

Science Laboratory	160 sq m	(single classroom (90) plus prep (40) plus store etc.)
Home Economics	190 sq m	(single classroom (90) plus M/P (45) plus technician/resource etc.)
Art Suite	160 sq m	(single studio (105) plus ceramics (25) plus stores, etc.)
Music	160 sq m	(single studio (83) plus keyboard (35) plus group/stores)
Drama	160 sq m	(single classroom (90) plus green room (30) plus set prop store, etc.)
General Classrooms (x3)	240 sq m	(double (160) plus single unit (80))
Multi-Purpose Room	160 sq m	(hall (110) plus servery, lobby, & multiple stores)
Ancillary Block	160 sq m	(principal, staff, reception, hygiene, comms, etc.)
Learning Support	160 sq m	(includes careers and resource)
Toilet Block (x2)	90 sq m	(each (45) – located to suit)
TOTAL AREA	1,640 sq m	NB (Sixth Form might add another 90 sq m)

Excluding any consideration of site development and infrastructure costs, basic allowances for modern modular buildings are in the range of £1,300 per sq m to £1,600 per sq m, to which another, say £300 per sq m would be added for specialist fit-out (science, etc).

On this basis a high level estimate of the capital required is £2.38m:

- excluding site & infrastructure costs;
- excluding provision for Technology which would require agreement of a sharing arrangement with another school.

Risks

Should the DP be approved significant work would be required to prepare and plan for the medium term to select a site and agree a delivery profile for accommodation to meet the school's needs. Identification of, and ensuring access to, a suitable site is a significant risk as it is not clear that Ebrington would be a workable site for a school in the medium term.

[E] FINANCE TEAM

In broad terms (and based on current formula values etc.) we would concur with the Business Case assessment (albeit that there are 'swings & roundabouts' on factor calculations).

A new IM post-primary school with this profile would attract circa £280k delegated budget per annum (or £165k for Sept – Mar).

Funding Factors		INPUT DATA	£	FULL YEAR	PART YEAR
No of AWPUs		43.68	88,975	90,329	52,692
Small School Support (Up to £148,995 p.a.)		26	142,826	148,995	86,914
TSN - Social Deprivation - Band 1 (up to 28.24%)		7,3424		2,784	1,624
TSN - Social Deprivation - Band 2 (28.25% to 40.85%)		3,276		1,553	906
TSN - Social Deprivation - Band 3 (above 40.85%)		0.91	7,207	690	403
TSN - Additional - Band 3 (above 40.85%)		13.2574	4,705	2,744	1,601
Premises Floor Area (sq.m)		1650		14,223	8,297
Premises FTE		26	18,618	4,395	2,564
Teachers' Salary Protection (If total salary costs are below average for sector, compensation is zero; for 4 teachers or fewer, compensation is at 100% of above-average salary costs; for 30 teachers or more, at 10% ; for each teacher above 4 up to 30, 100% is reduced by -3.462%).		0	8,688	0	0
IM Funding	£_ per pupil	£ 413.60	26.00	10,592	10,753
TOTAL COMMON FUNDING FORMULA ALLOCATION			281,611	276,466	161,272
START UP COSTS					
Full years Funding - Start-up costs for book & materials		£150 per pupil		3,900	3,900
TOTAL LMS & START-UP FUNDING REQUIRED FOR 2017/18				280,366	165,172
				£280k	£165k
				(in-yr to cover to Mar following financial yr)	

EDUCATION AND TRAINING INSPECTORATE (ETI) COMMENTS**EDUCATIONAL PROVISION**

N/A

ETI KNOWLEDGE**Post-primary IM provision in the region:**

- St Brigid's College Derry has been piloting an IM Unit on the school site with a small number of pupils in year 8 and year 9, in a few subjects. On 30/11/16 the Area Planning Policy Team issued a letter stating that the Minister for Education had decided not to approve the establishment of an IM unit in the school.
- In November 2016 ETI carried out a baseline inspection of Gaelcholáiste Dhoire, Dungiven, and in January 2017 reported provision of a good quality. Plans for specialist accommodation for Gaelcholáiste Dhoire have been approved.

RATIONALE FROM THE PERSPECTIVE OF ETI EVIDENCE

- Long term, this development would help meet an increasing demand for post-primary IME provision in the Derry city area.

MATTERS ARISING OR FURTHER QUERIES BY ETI

- The evidence shows that the average extraction rates from the three Derry city IM primary schools indicate that overall the city ought to be able to support some model of IM post-primary education. However, two IM post-primary schools in the region are currently not sustainable (Dungiven and Derry city), particularly in terms of recruitment of specialist IM teachers across the range of subjects and in turn, breadth of curriculum.
- It would be well conceived to build upon the good quality of provision in Gaelcholáiste Dhoire, Dungiven with a view to building capacity for that region. To establish another IM post-primary school too soon may compromise the very good achievements and standards and the very good leadership and management in Gaelcholáiste Dhoire, and potentially undermine the good progress that has been made in establishing a viable and vibrant IM post-primary school.

ANY OTHER RELEVANT INFORMATION

- Gaelcholáiste Dhoire is currently working to increase the representation from the the three Derry city IM primary schools.
- There is evidence of pupils travelling from Derry city to Gaelcholáiste Dhoire at present. A bus currently takes Derry city pupils directly to the school.

CONCLUSION/RECOMMENDATION

Inspection evidence and ETI knowledge: The ETI does not support this DP. The ETI does, however, support the establishment of IM post-primary provision in Derry city in the longer term. It will be important that Gaelcholáiste Dhoire is allowed to establish its key stage 3 provision first, with the potential of supporting this development (perhaps expansion) in Derry city in future years.

Appendix I

Area Provision																		
School Ref	School	Approved Enrolment	Actual 2014/15			Actual 2015/16			Actual 2016/17			2016/17 SEN	2016/17 Available Places	Approved Admissions	2016/17 Actual Yr 8 Adms	2016/17	2016/17	ETI Reports – Assessment of Education Provision
			Yrs 8-12	Post-16	Total Enrol*	Yrs 8-12	Post-16	Total Enrol*	Yrs 8-12	Post-16	Total Enrol*							
Maintained																		
223-0225	St Brigid's College, Derry	720	423	91	514	474	87	561	530	70	600	61	181	125	120	100	U-25	Oct 2016 : Capacity to identify and bring about improvement Feb 2013 : Good.
223-0077	St Mary's, Limavady	900	537	87	624	470	137	607	446	125	571	32	361	170	81	71	U-99	
223-0081	St Mary's College, Derry	825	699	176	880	658	207	865	661	205	866	44	3	130	135	121	U-9	SSB Inspection
223-0122	St Patricks & St Brigids HS	500	524	0	524	517	0	517	499	0	499	41	42	100	81	67	U-33	Jan 2016 : Capacity to identify and bring about improvement
223-0131	St Joseph's Secondary School, Derry	850	767	133	900	723	145	868	654	137	791	71	130	140	85	70	U-70	May 2015 : Very Good.
223-0144	St Patrick's College, Dungiven	450	212	50	262	212	46	258	205	36	241	14	223	90	39	34	U-56	June 2010 : Good.
223-0188	St Cecilia's College	825	623	214	837	621	200	821	604	180	784	16	57	129	112	91	U-138	Sept 2015 : Capacity to identify and bring about improvement
223-0301	Holy Cross College	1830	1315	300	1615	1262	277	1539	1286	278	1564	76	342	300	279	264	U-36	March 2012 : Good.
Sub-total		6900	5100	1051	6156	4937	1099	6036	4885	1031	5916	355	1339	1184	932	818		
Integrated																		
226-0276	Oakgrove Integrated College	800	716	139	855	690	129	819	664	123	787	81	94	130	125	104	U-26	Nov 2012 : Good.

Sub-total		800	716	139	855	690	129	819	664	123	787	81	94	130	125	104		
Controlled																		
221-0302	Limavady HS	770	630	99	729	620	101	721	636	84	720	48	98	140	125	107	U-33	Only SS Inspection
221-0306	Lisneal College	960	497	167	664	421	155	576	466	121	587	72	445	178	123	95	U-83	Dec 2013: Good
241-0048	Limavady GS	910	658	226	884	669	222	891	670	219	889	11	32	130	131	124	U-6	April 2010: Good
241-0311	Strabane Academy	700	466	139	605	457	134	591	445	99	544	31	187	110	75	65	U-45	Sept 2016: Important areas for improvement
Sub-total		3340	2251	631	2882	2167	612	2779	2217	523	2740	162	762	558	454	391		
Voluntary Grammar																		
242-0052	Thornhill College	1410	1012	386	1398	1012	390	1402	1011	387	1398	6	19	200	202	207	O-7	Nov 2015 : High level of capacity for sustained improvement.
242-0054	St Columb's College, Derry	1540	1129	405	1534	1113	295	1508	1088	367	1455	17	102	220	224	220	O-0	Oct 2014 : Good.
242-0229	Foyle College	865	623	211	834	616	206	822	614	199	813	16	53	121	122	148	O-27	Dec 2015 : The capacity to identify and bring about improvements
242-0287	Lumen Christi College	840	618	233	851	618	236	854	623	231	854	14	1	120	121	180	O-60	Only SS Inspection
Sub-total		4655	3382	1235	4617	3359	1127	4586	3336	1184	4520	53	175	661	669	755		
Other Maintained																		
224-0319	Gaelscoliste Dhoire	50	0	0	0	15	0	15	48	0	48	0	2	35	32	31	U-4	Nov 2016 - Capacity to identify & bring about improvement.
Sub-total		50	0	0	0	15	0	15	48	0	48	0	2	35	32	31		
Grand Total		15745	11449	3056	14510	11168	2967	14235	11150	2861	14011	651	2372	2568	2212	2099		