

# Catholic Education For All

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Shaping the future of Post-primary  
Catholic education



NORTHERN IRELAND  
**Commission for Catholic Education**  
Post Primary Review

# Post- primary Review

Overview and update March 2011

Gerry Lundy, Programme Director



# PPR briefing March 2011

- Background and context for the review
- Consultation analysis - update and emerging issues
- Next Steps reports – challenges and factors impacting on reports
- Prioritisation process – required areas for further work
- Conclusion



# Background and context

- Strategic context

Burns – Costello – Bain – EF - Shared future – Area planning

- Operational context

Demographics – school viability and sustainability - finance

***None of the above is sector specific***



- Key components:
  - Vision
  - Principles
  - Trustee policy
  - Engagement in the ALCs
  - Move to a bottom-up rather than a top-down approach



# Consultation analysis

- What we asked for? - as broad a range of perspectives and views as possible
- Who responded? – everyone!

***This objective of the consultation clearly achieved***



# Quantum of responses

- Individual: 20422
- Group: 215
- Area-wide responses: 13
- Petitions: 6405



# Analysis process

- All views recorded, categorised and grouped
- Support for options
- Support for status quo
- Identification of alternative options



# Key findings

- Significant complexity and a wide variety of views
- Support for change and support for status quo
- Support for managed, time bound and timely change
- Support for changes for the common good



- Concerns re the impact on others
- Concerns re the delivery of Special needs within the system
- Focus on the individual institution with little 'ownership' of the concept of area planning
- Existence of Lobby groups



# Role of Analysis reports

- Analysis reports have a key part to play, as one more piece in the jigsaw, in forming recommendations for the next steps
- The detailed discussions and research that preceded the consultation as well as the challenges that lie before us also have a key part to play



# Next steps reports

- All options tested through a framework approach
- Data updated including demographic and EF
- Research carried out into investment level required.



# Report approval process

- Local Project Board
- Diocesan Programme Board
- Regional Board (NICCE)

## **Outcome:**

***A strategic regional report for the sector with recommendations for each local project area***

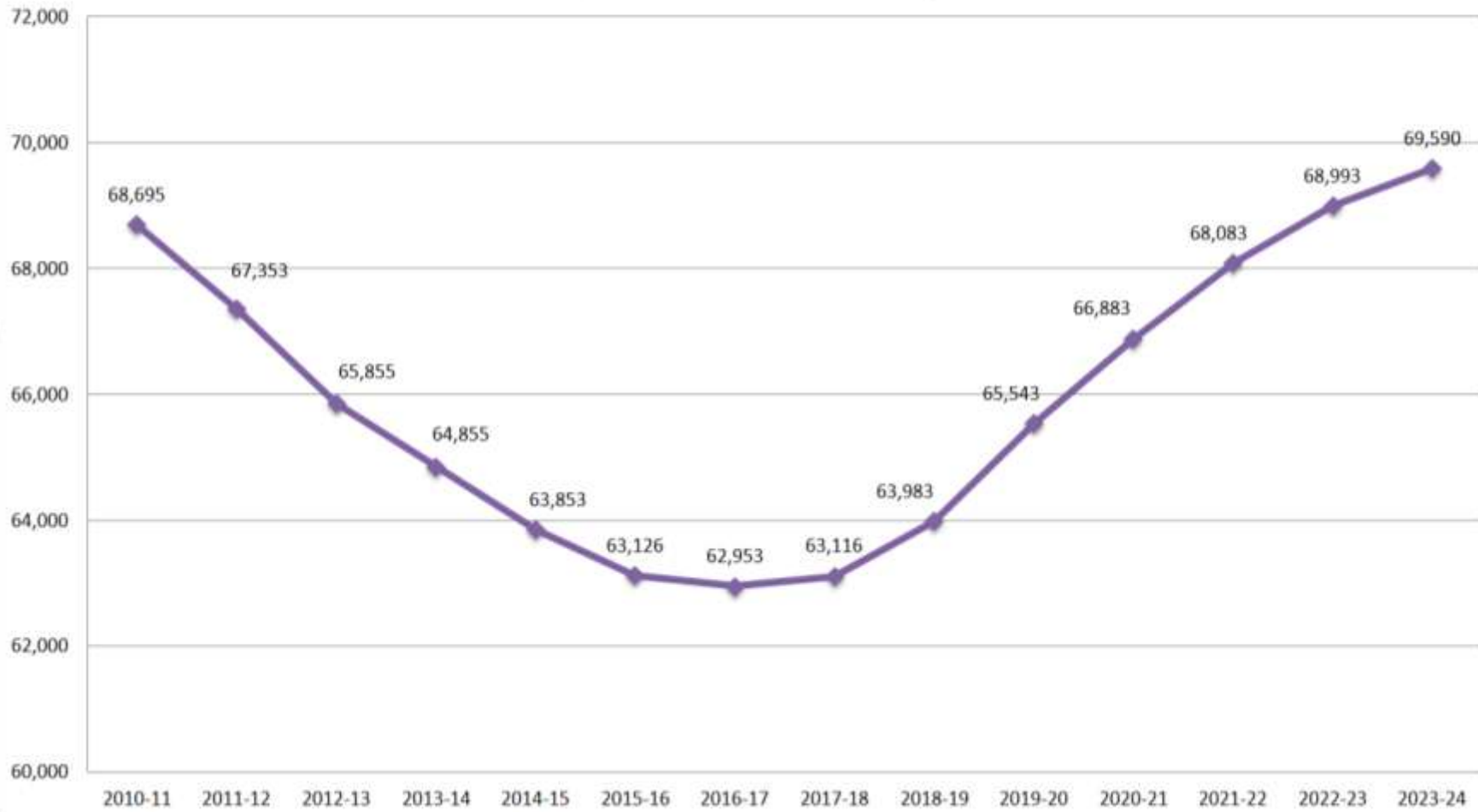


# Challenges and influences on the reports

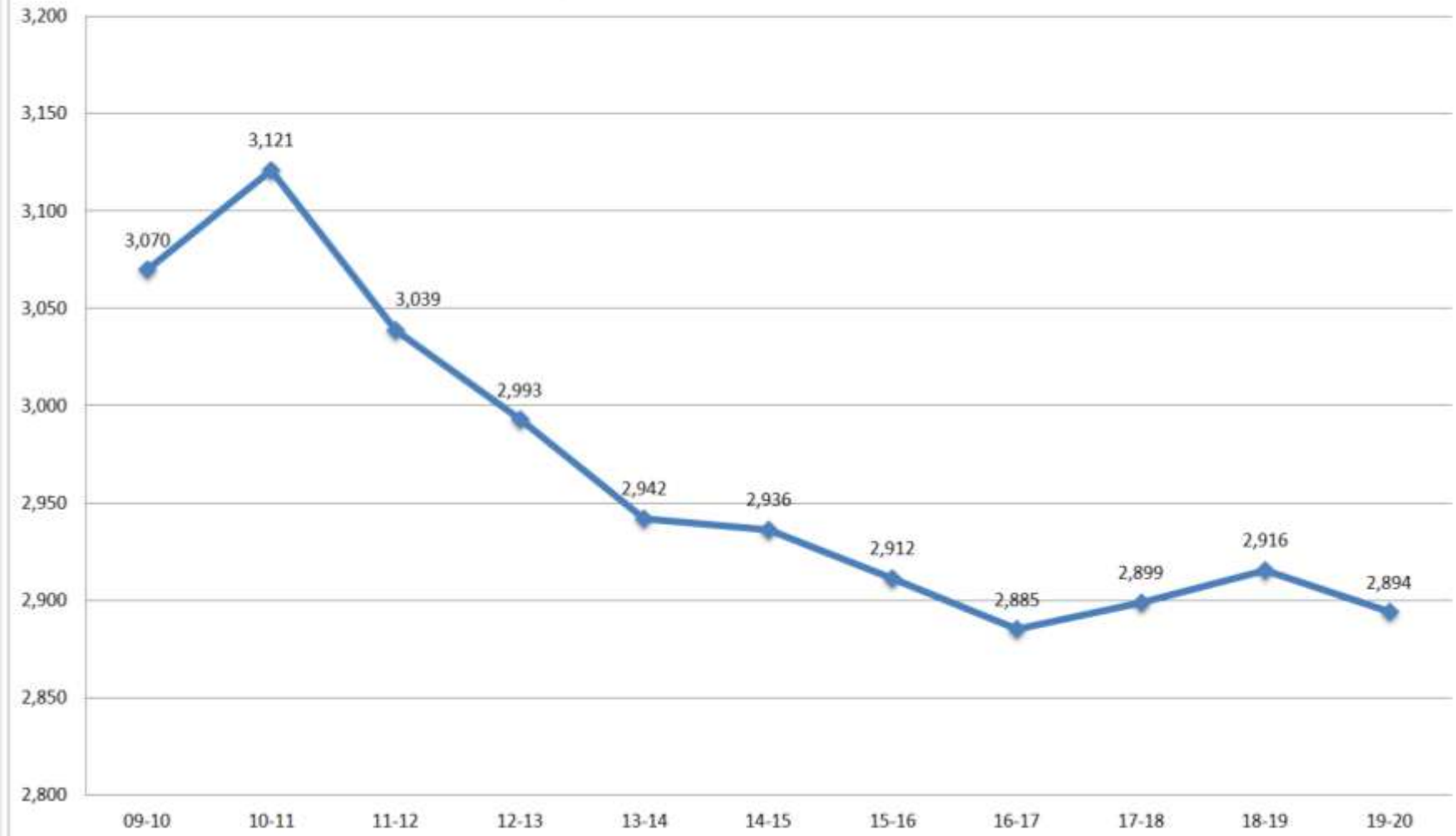
- Demographic trends
- Entitlement Framework
- Finance and economics
  - Recurrent
  - Capital



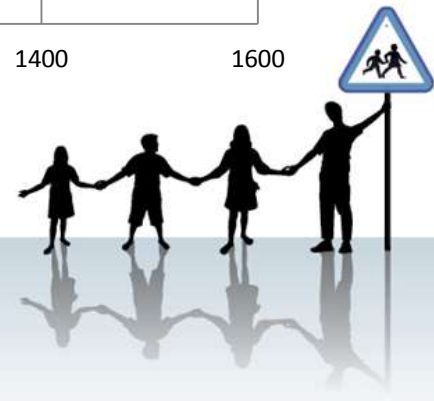
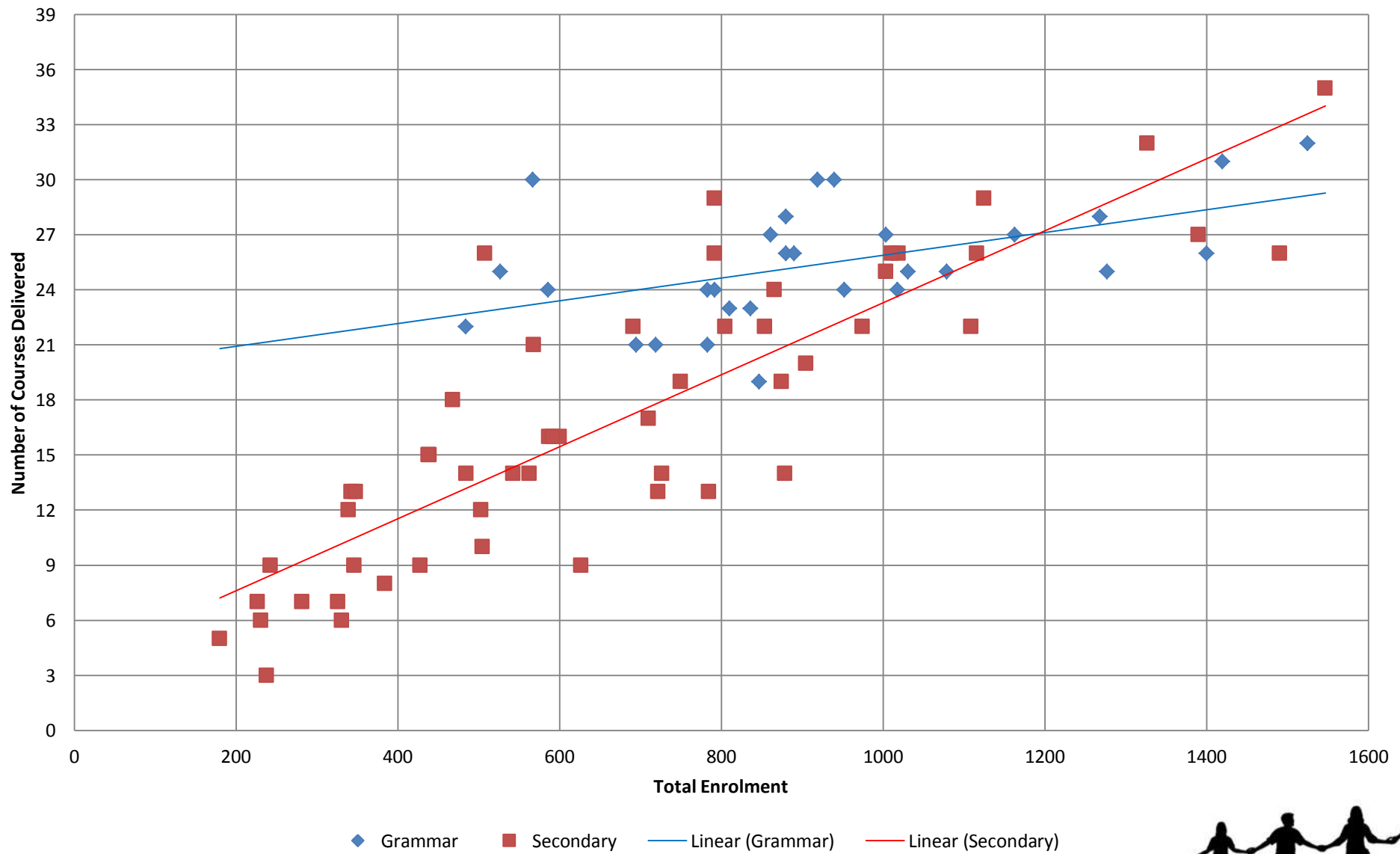
### Projected Global CCMS Post-Primary Enrolments Based on NISRA Projected Population Figures for 11-16 Year Olds and Average 2007-10 Post-16 Stay-on Rates



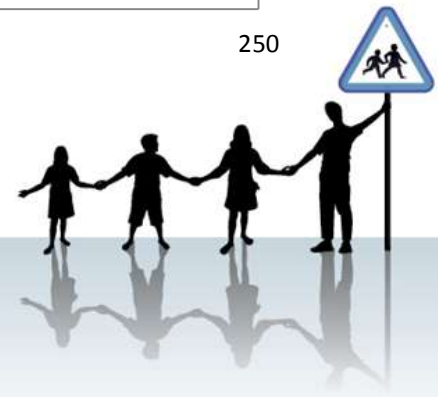
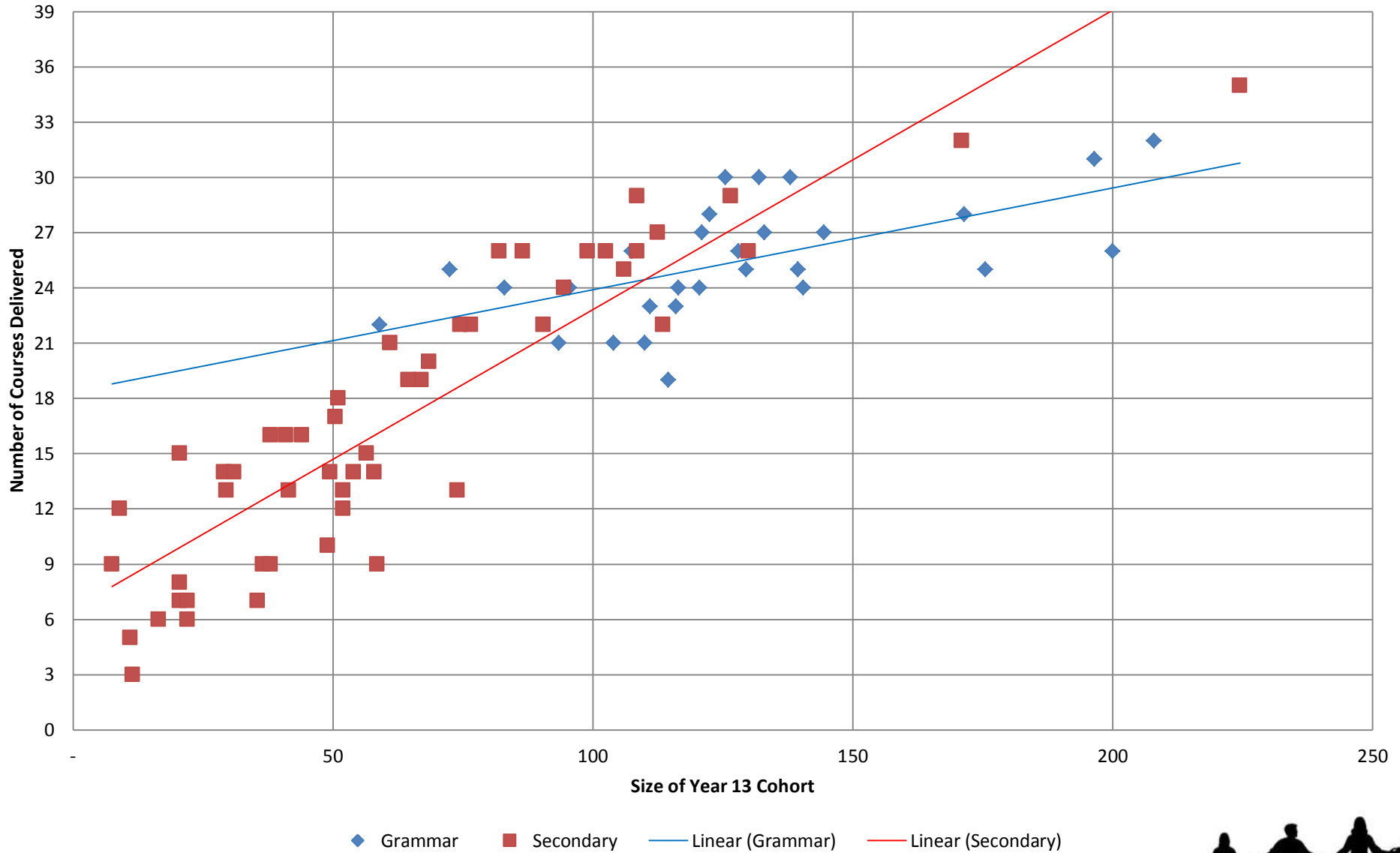
## Clogher Diocese Project Long Term Enrolment Projection



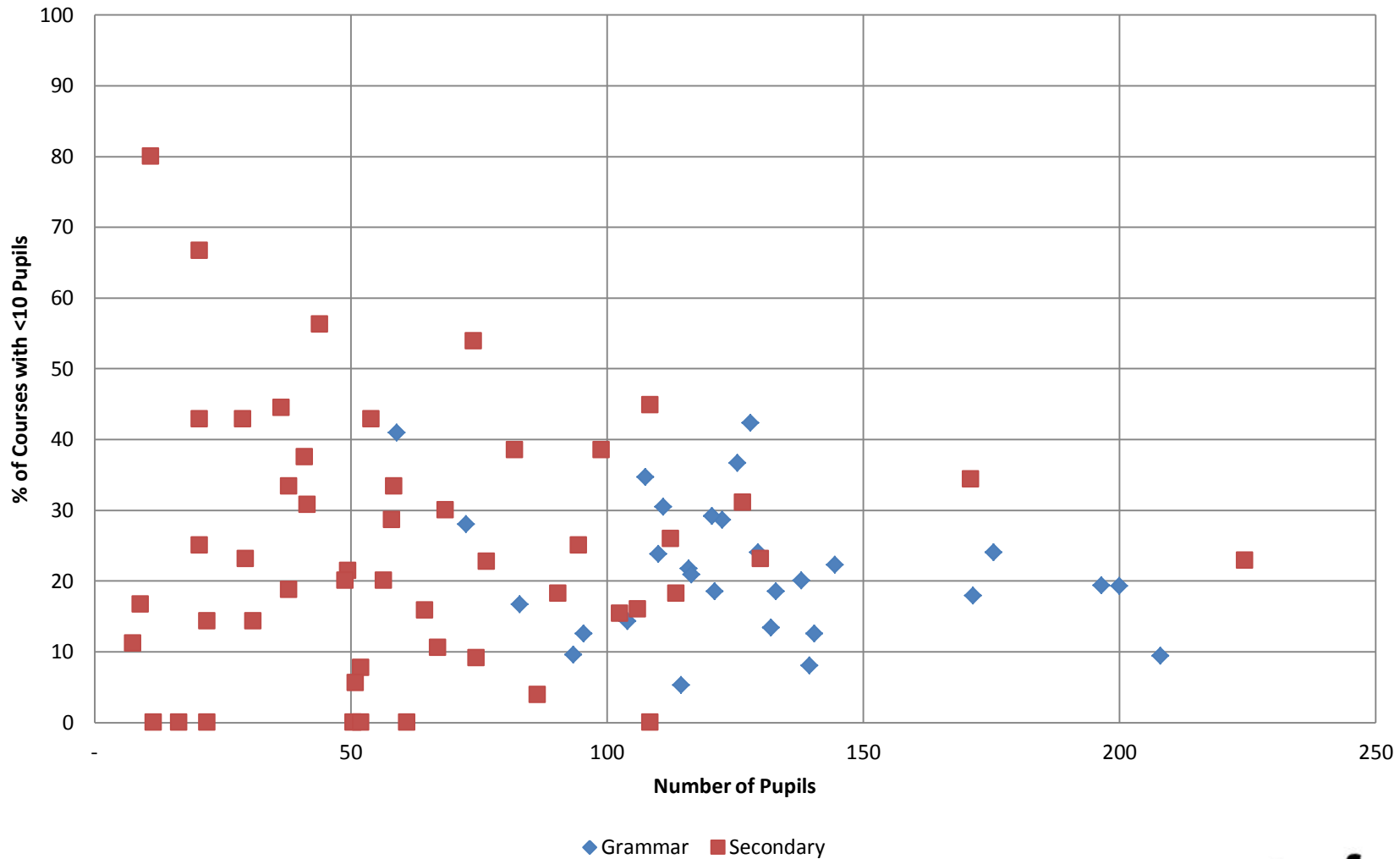
# Relationship between School Enrolment and Number of Courses Delivered in Year 13 for 2010/2011



# Relationship between Year 13 Cohort and Number of Courses Delivered at Post-16 (in Year 13) for 2010/2011



## Relationship between Year 13 Cohort and Number of Courses at Post-16 (in Year 13) with fewer than 10 pupils for 2010/2011



# Financial Context for Schools

Recurrent:

Small (200 pupils) - Medium-sized (600 pupils)

Small schools support factor and teacher salary protection £140000 per year

***600 pupils educated in three smaller schools as opposed to one costs £420000 extra per year***



- It is inevitable that there will be a reduction in the number of small schools
- A reduced number of smaller schools means that those smaller schools that remain can be resourced properly to deliver viability



# Finance - Capital

- £360million - £400million over a twelve year period
- Capital budget under pressure but a number of delivery strategies:
  - *a prioritised and phased approach needing about £35 million per year from 2013*
  - *imaginative use of existing high quality facilities*



- Strategic planning approach required:
  - To access funding you have to have developed plans
  - Most of the capital investment required has already been identified and need confirmed by DE.

***Lack of capital impacts on the timeframe and the implementation strategy but heightens the need for continued and detailed planning***



# Prioritization approach

Two strand approach

## **Strand One:**

A number of areas which require urgent action and attention and they will have to be addressed in a detailed way

## **Strand Two**

All other areas which will continue to require a level of development and support but at a lesser intensity



# Next Steps exemplars

- Clear outcome identified with a strategy to move to implementation within a proposed timeframe.
- Number of Proposals/Options reduced with a strategy for further development work to identify a final option
- New proposals/options introduced which require further development and work within a proposed timeframe

***Or a mix of all of the above!***



# Development of Implementation Plans

- Review of school provision - The number of schools will reduce but the vast majority of those reductions can only be managed through a strategic collaborative approach with other schools
- Entitlement Framework to create genuine access for pupils in a way that allows the schools to retain ownership and accountability - ALCs key



- Building and developing stronger forms of collaboration and new management structures to support access for all on a cross-community basis
- Further work on federations
- Continued work on the review of the collective agreement to secure balanced protections for staff



- Work on proposals to phase out provision while transferring responsibility for the future provision for a community to a school or number of schools
- Work on common admissions policies to secure agreement on a phased approach to new arrangements within an appropriate timeframe



- Work on guidance to address transition issues for pupils
- Area planning: provides a significant opportunity for all pupils to benefit while reconciling the various tensions and competing priorities that individual schools have.



# Shared Future

***“It is essential to ensure that the planning for our sector takes full account of the potential impact on other sectors. In seeking to enhance opportunities for the communities served by our schools we must ensure the creation of opportunities for all communities”***



In summary, the above are exemplars of some of the factors that may have to form part of an implementation plan to move recommendations forward within an area.

The final detailed implementation plan will be developed in partnership and discussion with our stakeholders in an area, with the capacity to be flexible in respect of the how and when.



# By End March:

- We will be providing:
    - Access through the website to the consultation analysis reports for each of the project areas
- And***
- to each individual school, an analysis of progress for their school over the past four years towards the delivery of the entitlement framework



## By June:

- A strategic regional report for the sector with details of the recommendations for each of the project areas
- A prioritisation of the areas for immediate work as strand one



# Conclusion

- Challenging but manageable
- Evolution and a stepped way forward
- Realism about where communities and stakeholders are but committed to manage necessary and agreed change



# Conclusion

- Long term project not a short term process
- Moving forward in line with our principles and vision which have the needs of the individual pupil at their centre.



# Post-primary contact details

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