



Report on options for the Project Working Group

St Mary's High School Brollagh

April 2009

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Section 1 Introduction.

1.1 Introduction.

A survey of post – primary education in the parish of Inis Muighe Samh was carried out as part of the Post – Primary Review process. The survey consultation with all Stakeholders focused on 2 options;

- Status Quo
- Closure of St.Marys High School Brollagh.

A total of 545 responses were received from the consultation. The 545 responses were in favour of maintaining the status quo and retaining the school. The returns indicated a strong sense of community support for the school. However the responses also recognised the significant challenges facing the school such as the falling pupil numbers and the additional demands of fully implementing the legal and statutory requirements of the Northern Ireland curriculum.

The Most Rev. Doctor Duffy Bishop of Clogher and Chairman of the Clogher Post Primary Review Project Board requested the establishment of a Project Working Group which would take the opportunity to examine, investigate, and research all avenues whereby:

“The children in this area of Fermanagh could have continued access to the legislated curriculum requirements, in a high quality sustainable school, and that this school can be maintained in a rural environment which recognises the school as a contributor to the vibrancy of its social and economic life”

The Project Working Group at its initial meeting examined a range of potential delivery models and expressed the desire to examine 3 specific options which were;

- The retention of St Mary’s Brollagh as a non- selective 11 – 16 School.
- The development of a non -selective 11 – 14 School.
- The development of a 4 – 14 School

The Project Working Group having considered the further research would then identify a sustainable option or options and submit the findings and recommendation to the Clogher Post Primary Project Review Board. If the CPPRPB consider the identified option or options viable, it would make appropriate recommendations to the relevant legislative and constituted bodies.

If the Project Working Group were unable to recommend a sustainable option/s then the Trustees and Governors of St Mary’s High School Brollagh will have no alternative but to implement the procedures for schools deemed unsustainable.

1.2 Aims of the Project.

The project brief is to:

“examine, investigate, and research how all or any of the following options can ensure that the children in this area of Fermanagh can have continued access to the legislated curriculum requirements, in a high quality sustainable school, and that this school can be maintained in a rural environment which recognises the school as a contributor to the vibrancy of its social and economic life”.

The project paper seeks to provide an educational analysis of the three options which might assist the Working Party to formulate if possible, options for future provision.

1.3 Context and Background.

The review of Post primary education in the Diocese of Clogher is part of a wider strategic change management of Catholic education in Northern Ireland. The Board of Governors and staff of St Mary’s High School acknowledged that their school was facing a significant number of educational and financial challenges such as;

- Demographic decline in numbers. The school enrolment data indicated that the enrolment has fallen by 39% since 1999/2000
- The capacity to meet the legislative requirements of the Northern Ireland Curriculum particularly at Key Stage 4
- The need to deal with a significantly reduced budget. The school budget projection was – 54.65% over a three year period.
- The desire to provide to each pupil the same educational entitlement to high quality Catholic education that was available to any pupil in the diocese.

The challenges facing St Mary’s High school are not unique to this school alone .The same difficulties are being experienced by many small schools. The Commission for Catholic Education Schools Post Primary Review update document notes;

“The review has already clarified significant challenges for all of us if we are to maintain the pivotal role of the school in our parish communities “

Catholic education recognises the centrality of education to the future lives of young people and that educational provision is one of the most significant investments in the development of each child, each community, and in society at large.

The same issues are outlined in the 2008 Schools for the Future a Policy for Sustainable Schools which notes;

“The education sector will want to retain strong successful and viable schools well led by their Governors representing local stakeholders, principals, and their staff, to be the centre of the education system supported by effective administrative and strategic direction “[page 4]

The review of the literature indicates that current education provision in Northern Ireland is provided within a context of demographic downturn, curriculum legislation that includes the Entitlement framework which requires schools to provide pupils with access to a minimum number and range of courses 24 at key stage 4, 27 at Post 16, a

revised post – primary curriculum, new transition arrangements, and not least a Sustainable Schools Policy.

Against this formidable backdrop the Northern Ireland Commission for Catholic Education Post Primary Review indicates;

“ we are committed to developing new structures which will deliver a quality education for all young people and contribute to a just cohesive society made up of sustainable communities ” [Chairman Bishop McKeown]

The challenge to the Working Group and to the Post primary Review team is to address the consideration of future options for St Mary’s Brollagh as educational and community opportunities and not threats. Indeed this sentiment is clearly articulated in the project brief given to the Working Group by the senior trustee.

The project study fully recognises the strength of community response to the consultation survey. St Mary’s High school is clearly embedded in the consciousness of the community and it represents a sense of time and history in and of the community and of connection across families and generations. The challenge is however to enquire and establish if the current school has the capacity to meet the new educational entitlement for all its pupils today and for the foreseeable future in a stable economically viable school.

This contribution of any local school to its’ community is recognised by the Rural Development Council in its report *Striking the Balance*;

“ There is a need to avoid undermining the sense of place and identity in the long run which could prove to be important to social cohesion ” [p 64 *Striking the Balance* DRD]

The issue of the school and its contribution to community social cohesion is dealt with in more detail later in the report.

The working party have agreed that any future recommendation concerning educational provision would be first and foremost based on an inclusive high quality Catholic education that would:

- meet the educational needs of all the students first and foremost
- meet the statutory requirements of the Northern Ireland Curriculum
- be financially viable
- be a valuable social, educational and economic asset to the parish community.

The working party recognises the reality that any future provision must be viable in both educational and financial terms. In order to examine all three options in a coherent and structured manner the Working Party agreed to examine the models using the six criteria and associated indicator framework from the Sustainable Schools Policy 2009.

1.4. Project Methodology.

The research used in this report employs a mixed methodological approach which draws on both quantitative and qualitative data. A search of relevant background literature has been undertaken. The importance of accurate high quality data was recognised in the research and statistical data was checked for accuracy. The report also uses Education and Training inspection reports as well as previous relevant Post Primary Review publications. Structured interviews were carried out with appropriate identified stakeholder representatives.

1.5 Organisation of the Report.

This final report presents the main findings and recommendations for all 3 models studied. It should be noted that the working party considered a number of approaches to the study. They finally agreed that each model would be reviewed against the six criteria and indicators set out in the 2009 Policy for Sustainable Schools. The working party further agreed that any future recommendation on potential models would have to meet the requirements of this policy. The full details of the criteria are set out in **Appendix 1** of this report. The six key areas are;

- Quality educational experience
- Stable enrolment trends
- Sound financial position
- Strong leadership and management by Boards of Governors and principal
- Accessibility
- Strong links with the Community.

Section 2 examines the statutory educational requirements of the 3 models based on current legislation. Section 3 undertakes a comprehensive review of the project case study 1 which reviews the potential to retain a non selective 11 – 16 school at St Mary’s Brollagh. Sections 4 deals with an 11 – 14 non selective model. Section 5 examines the development of a 4- 14 school with all pupils transferring from P7. Section 6 examines a number of issues raised by the working party. Section 7 discusses the conclusions and recommendations of this report to the Working Party. The final sections outline the literature references and appendices and acknowledgements.



Section 2. The Statutory Curriculum Requirements for all 3 Models.

2.1

The survey of Post Primary Educational Provision in Inis Muighe Samh articulated a number of concerns regarding the capacity of the school to meet the full requirements of the statutory curriculum. Areas of concern were;

- The increased burden on the teaching staff to deliver the statutory curriculum
- The equality of access and opportunity for students would be limited especially at key stage 4
- The current choice of subjects at key stage 4 would significantly limit curricular pathways for students
- Failure to provide the entitlement curriculum as required.

The challenges issued in the consultation survey still remain and this study concludes that the school currently is meeting the minimum statutory curriculum requirement of its pupils at key stage 4 in relation to the number of subjects. This minimum however disadvantages the current pupils by significantly limiting at Key stage 4 the number of broad learning and vocational pathways that they might wish to pursue beyond 16. To illustrate this point, - what subject option can the High school offer a student who wishes to pursue a career in leisure services or the creative arts? The school does not offer any GCSE physical education nor does it offer any range of subjects such as performing arts/drama/media. The review of the present curriculum indicates that it is narrow in both breadth and depth.

Another dimension of the statutory curriculum at Key stage 4 is the Entitlement Framework. The working party should be in no doubt that the school will not be able to meet the requirements of the Entitlement Framework by the statutory date of 2013.

2.2

It is important to reiterate the statutory requirements of the 3 models contained in the case study. The Education Curriculum Minimum Content Order 2007 defines the statutory curriculum for foundation and key stage 1 – 4.

The Order at Article 4(1) indicates;

“it shall be the duty if the Board of Governors and Principal of every grant-aided school to exercise their functions in respect to that school with a view to securing that the curriculum for the school satisfies the requirements of this article” [p 63]

The Order then indicates in Article 4(2);

“the curriculum for a grant-aided school satisfies the requirements of this article if it is a balanced and broadly based curriculum which (a) Promotes the spiritual, emotional, moral, cultural, intellectual and physical development of pupils at the school and therefore of society” [p 4]

The critical reference in the legislation is to the statutory requirement of having a ‘balanced and broad curriculum’.

A study of the current school curriculum indicates that the school is not providing a sufficiently broad and balanced curriculum for no other reason than small pupil numbers and small staff numbers which are the direct consequence of reduced enrolment and financial deficit. An example of this is the narrow curriculum choice for the Arts where at Key Stage 3 the subjects of Art, Music, and Drama are delivered at a minimum entitlement. The school cannot increase the provision due to insufficient subject specialists and inadequate resources.

In relation to all three models presented in this study, the Board of Governors will be aware of the following requirement of the N. Ireland Order

Article (4) which states

*“the Board of governors shall consider in particular –
(a) the range of the curriculum and
(b) the balance between, and coherence of its different components”* [p168 Northern Ireland Curriculum Order 2006]

The Working Party, in considering any recommendations must satisfy themselves that any option will fulfil the statutory educational requirement.

2.3

Schedule 1 of the 2006 Order specifies the Areas of Learning and contributory elements for foundation stage, key stages 1 & 2, key stage 3 and key stage 4. Full details are provided for the Working Party in **Appendix 2**.

The 11 – 16 model is based on the statutory curriculum requirements for key stage 3 and key stage 4.

2.4 Statutory requirements for Model 1. An 11 – 16 School, key stage 3 and key stage 4

KEYSTAGE 3

The Statutory Requirements for an 11 – 16 school are as follows:

The entitlement curriculum for each pupil must provide provision from each of the following areas of study for years 8, 9 and 10.

- | | |
|----------------------------|------------------------------|
| * Language and Literacy | * Science and Technology |
| * Mathematics and Numeracy | * Learning for life and work |
| * Modern Languages | * Physical Education |
| * The Arts | * Religious Education |
| * Environment and Society | |

All teachers have considerable scope within the parameters of differentiation and flexibility to select from within the Areas of Learning those aspects they consider appropriate to the ability and interests of their pupils.

The critical access to the statutory curriculum at key stage 3 is defined in the CEA Guidance for key stage 3 as follows;

“ Curriculum and assessment planning and approaches to learning and teaching for all pupils and especially for pupils identified as having special educational needs should as far as possible take account of;

- *pupils different experiences, interests and strengths*
- *pupils varied cultural, ethnic, linguistic and social background and gender, and*
- *the nature, extent and duration of any special needs, and / or disabilities which may influence the way in which they learn”* [p 23 CEA Key stage Statutory Guidance 2006]

2.5

The Statutory Key Stage 3 Curriculum should be set out in such a way as to provide curriculum breadth, balance, and flexibility. A study of the key stage 3 curriculum offered at St Mary’s High school is contrasted with the current key stage 3 provision at a non selective Post primary School of approximately 430 pupils in another area of Northern Ireland. **[Shown in the report at Table 1A Section 3]**. A comparative analysis of the range of curriculum provision for key stage 4 at St Mary’s High School with the same Post Primary Non-Selective School is provided at **table 1B in section 3 of the report**.

The data analysis indicates that St Mary’s High School is providing the minimum requirement of the statutory curriculum. However, what is not indicated through data alone is the breadth, depth and balance of pupil learning in the range of curriculum subjects. School B has a 4 form year 8 entry with children with special educational needs receiving support and mentoring in small groups which match their specific needs.

All the staff in school B are subject specialists. Staff in St Mary’s teach beyond their subject specialism. The resources available to students in school B are considerable with specialist ICT resources and software programmes. The working party may wish to reflect on the imbalance and degree of subject range and choice that exists for pupils at either school. Is there equality of provision? The analysis would suggest the opposite.

2.6

It is acknowledged in key stage 3 guidance that schools may choose to organise learning in ways that both reflect the unique school ethos and that meet the needs and interest of their pupils. This may take the form of inter- disciplinary provision, connections across and within areas of learning as well as, or in place of, discrete subject provision. This aspect of collaborative curriculum planning is particularly suited to a skills based curriculum that is moving away from a one size fits all curriculum.

The key stage 3 curriculum requires all schools to develop whole curriculum skills and capabilities. These are:

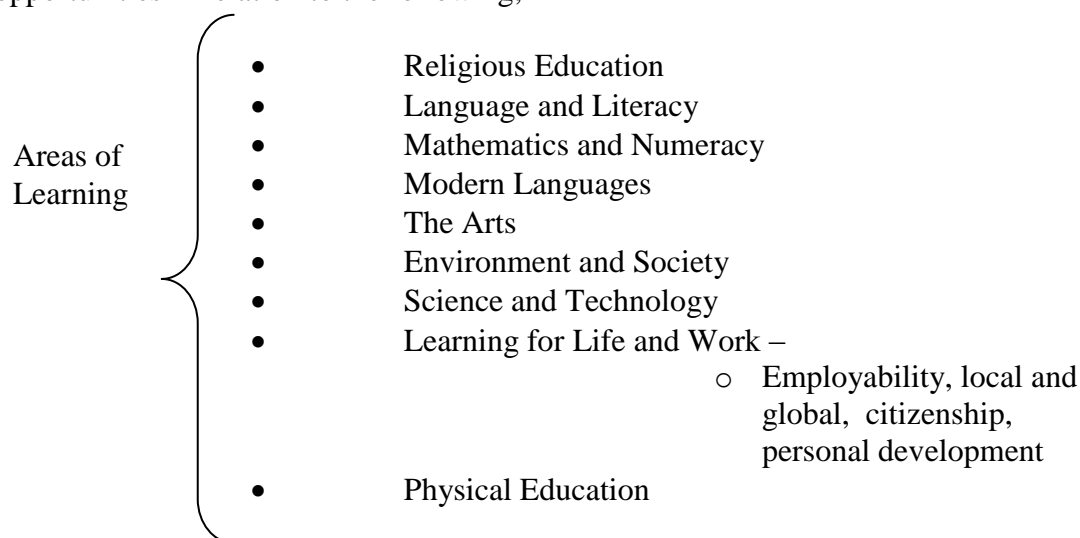
- Communication
- Using mathematics
- Using information and communications technology
- Thinking skills and personal capabilities
- Managing information
- Thinking, problem solving and decision making
- Being creative
- Working with others
- Self management

These skills are developed through active learning approaches across all areas of the curriculum.

2.7 Model 1. 11 – 16 School Statutory Requirement for Key Stage 4 Provision

The Education (Curriculum Minimum Content) Order (Northern Ireland) 2007 has commenced for year 11 pupils from 1st August 2007 and for year 12 pupils from 1st August 2008.

The key stage 4 statutory curriculum requires all schools to provide learning opportunities in relation to the following;



At key stage 4, schools have also to meet the statutory requirements in relation to skills at key stage 4.

“pupils should be entitled to develop skills in:

- ***communication,***
- ***using mathematics,***
- ***using information and communications technology***
- ***problem solving***
- ***working with others and self management”***

[N.I. Curriculum Order 2007]

2.8 The Entitlement Framework

The Entitlement Framework is given statutory effect by articles 18 – 22 of the 2006 Curriculum Order. This requires schools to provide access to a minimum of 24 courses at Key Stage 4, at least one third of the courses must be general (academic) and, at least one third of those applied (vocational or professional/technical).

The Entitlement Framework guidance for schools document defines the detail of general and applied courses as

“a general course is one in which knowledge, understanding and skills are developed within a subject – specific context. An applied course is one in which subject knowledge, understanding and skills are applied in relation to a work context” [Section 2.1 2006]

The Entitlement Framework is an integral part of St Mary’s High School Curriculum requirements.

St Mary’s High School, Brollagh, currently offer at key stage 4;

St Mary’s High School	Yr	General Course	Applied Course	Devenish College	Yr	General Course	Applied Course
	11	9	3		11	15	11
	12	9	3		12	16	9

In the Fermanagh Learning Community only two schools, Altnagelvin Hospital School and Tuition Service and Devenish College were currently meeting the 24 subject access requirements of the Entitlement Framework.

All schools within the Fermanagh Learning Partnership are working on a number of collaborative arrangements in order to provide enhanced pupil access to the 24 subject requirements.

The 2006 Guidance for Schools document states;

“The prime responsibility for ensuring that a pupil has access to the number of courses under the Entitlement Framework rests with the school at which the pupil is registered” [p5 6.3]

It is the view of the school that it will not be able to meet the requirements of the Entitlement Framework by the statutory deadline on 2013. This has serious implications for the statutory entitlement of students as the school currently is not able to put in place any collaborative partnership which would provide student access to the necessary blend of applied and general courses.

3. The Statutory Requirements for Model 2. An 11 – 14 school

3.1

The minimum statutory curricular requirements for an 11 – 14 school are set out in nine areas of learning. The curriculum for the pupils must include provision for the areas of learning and their contributory subject strands.

Areas of Learning	Contributory Subject Strands
Language and Literacy	English Irish (in Irish speaking schools only) Media Education
Mathematics and Numeracy	Mathematics Financial Capability
Modern Languages	Any official language of the European Union (other than English and in Irish speaking schools, Irish)
The Arts	Art and Design Music Drama
Environment and Society	History Geography
Science and Technology	Science Technology & Design
Learning for Life and Work	Employability Local and Global Citizenship Personal Development Home Economics
Physical Education	Physical Education
Religious Education	Religious Education

It should be noted that that the same issues of structuring the key stage 3 curriculum for breadth, balance, flexibility and progression in an 11 – 14 school still applies within the broad requirements of the statutory curriculum. The Cross Curricular Skills and the Training Skills and Personal Capabilities must be developed across all areas of the key stage 3 curriculum.

In an 11 – 14 school the teaching approach should focus more on enquiry based, problem centred and decision making. The pedagogical approaches of an 11 – 14 school are discussed later in section 4 of this study.

4. The statutory requirements for Model 3. A 4 – 14 school

4.1

The structure of a 4 – 14 school should consist of the statutory curriculum requirements of the following stages:

- * The Foundation Stage Years 1 & 2
- * Key Stage 1 Years 3 & 4
- * Key Stage 2 Years 5, 6 & 7
- * Key Stage 3 Years 8, 9 & 10

The statutory requirements for key stage 3 have been set out in 3.1. The curriculum for pupils from year 1 – year 7 (P1 – P7) is also set out in six areas of learning. Although the areas of learning are set out separately in a 4 – 14 school, teachers would integrate learning across the six areas to make relevant connections for children.

The Statutory Curriculum for years 1 – 7 is;

1. Language and Literacy
2. Mathematics and Numeracy
3. The Arts (including art and design, drama and music)
4. The World Around Us (focusing on the development of knowledge, skills and understanding in geography, history and science and technology).
5. Personal Development and Mutual Understanding (focusing on emotional development, social skills, learning to learn, relationships and mutual understanding in the local and global community)
6. Physical Education.

The 4 – 14 school equally has a responsibility to provide a broad and balanced curriculum for all children. The 4 -1 4 school also has to have an emphasis on the development of skills and capabilities for lifelong learning and operating effectively in society. Children, through the six areas of learning should also have a strong development in the;

Cross Curricular Skills

- * Communication
- * Using mathematics
- * Using Information and Communications Technology

Thinking skills and Personal Capabilities

- * Thinking, problem solving, and decision making
- * Working with others
- * Managing information
- * Being creative

4.2

The Statutory Curriculum is however not the sum total of a pupils educational experience. The issue of 'Extended Schools' is dealt with later in this document. However, it should be noted that all the models outlined above must be set within a fuller enrichment programme such as breakfast clubs, music, dance and drama, sport,

arts and crafts, special interest clubs which will improve all children's health and well being as well as supporting their learning.

The examination of the Statutory Curriculum requirement indicates that the current educational provision at key stage 3 is meeting the statutory number of areas of learning but may not be adequately meeting curriculum depth and breadth. The school currently is meeting the statutory requirement of offering a subject from each of the areas of learning. This narrow provision however limits the pupils subject choices for career pathways at 16 plus.

The school is providing limited access to the requirements of the Entitlement Framework and will not meet the 24 subject access required by 2013.

Any reduction in staffing or budget for the academic year 2009 – 2010 will, in effect make the delivery of the statutory curriculum impossible for years 11 and 12.

There will be a further examination of these issues in section 3 of the report.



Section 3.

Project Case Study 1 St Mary's High School, Brollagh A non selective 11 – 16 school

3.1

St Mary's High School, Brollagh is located in the Parish of Inis Muighe Samh, between the villages of Belleek and Garrison in the West of Co. Fermanagh. The school was built in 1965 on its present site which is some two miles from Belleek, two miles from Roscore and five miles from Garrison. The school is a non-selective, co-educational school which caters for pupils in the 11 – 16 range. The Parish which has a population of 2,500 is also served by three Catholic Maintained Primary Schools, St Martin's P.S. Garrison, St Davog's P.S. in Belleek and St John's P.S. which is located two miles outside Belleek. Most of the pupils who attend St Mary's High School come from the three feeder primary schools. There is also one controlled primary school in the area.

3.2

The school has a current staffing of one acting Principal, 12 full time teachers and 1 part time teacher. The number of staff and their curriculum areas is attached as appendix 2. This gives a current pupil teacher ratio (PTR) of 9.6:1. The Northern Ireland average PTR is 14.5:1. The low pupil teacher ratio in St Mary's High School is a cause for concern in relation to costs and efficient use of staff.

There are 131 pupils at the school in the current 2008 – 2009 academic year. 82 pupils are in key stage 3, 48 pupils in key stage 4 and 1 pupil is in year 13. 31 pupils are entitled to free school meals. 7 pupils are Statemented with 26 pupils currently at stages 1 – 4 on the special educational needs continuum. This indicates that 43% of pupils require some aspect of special educational needs support.

3.3

The Working Party wished to examine further the retention of the current status quo which is a non-selective 11 – 16 school. The following analysis is presented as agreed using the six criteria and indications of the Sustainable Schools Policy 2009.

3.4 Criterion 1. Quality Educational Experience

Indicator 1.1
Attainment
levels of
pupils

It is the responsibility of the Education and Training Inspectorate to inspect and report on the quality of teaching and learning in the school. The inspectorate report on the school in the year 2000 – 2001 noted that *“the percentage of pupils achieving grades A* - E in five or more GCSE subjects had decreased from 75% in 1997 – 1998 to 56% in 2000”* [p 63

ETI Inspection Report]. However, the school entered the School Support Programme which is an intensive school support programme to raise standards and the ETI report in 2005 noted that:

“the school had made good progress and there were better examination results”
[ETI Report 2005].

The structured interviews carried out indicate that the school is focused on raising attainment levels.

It should be noted that in 2004, the Inspectorate highlighted ***“the development in the schools’ approach to raising the standards attained by year 12 pupils in their GCSE exams” and a need to improve the standards attained by pupils in a majority of subjects”*** [p61 SSP Follow Up Inspection 2004].

The Working Group should carefully examine the end of Key Stage 3 and GCSE Examination results for 2003 – 2007 which are provided on the next pages. An examination of the data shows that the overall attainment trend in the school is declining while the Northern Ireland average trends for the same subjects is increasing. There may be number reasons for this decline and it is recognised that the small pupil cohort can affect an accurate analysis of the results. However the working party and Governors may wish to investigate this initial finding further by comparing the data over the past 3 years.

English - Key Stage 3 03/04-06/07

Note: No FSM Benchmark information available for the past 3 years.

ST MARY'S HIGH SCHOOL

2230085

2004/2005				
Level	% Above	FSM Benchmark	Above/Below Benchmark	NI Average
5+	59.09			69.24
6+	20.45			42.36
2005/2006				
Level	% Above	FSM Benchmark	Above/Below Benchmark	NI Average
5+	45.16			75
6+	12.90			50.03
2006/2007				
Level	% Above	FSM Benchmark	Above/Below Benchmark	NI Average
5+	36.84			72.9
6+	5.26			45.2

Maths - Key Stage 3 03/04-06/07

 Note: No FSM Benchmark information available.

ST MARY'S HIGH SCHOOL

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2004/2005				
Level	% Above	FSM Benchmark	Above/Below Benchmark	NI Average
5+	61.36			67.12
6+	25.00			40.53
2005/2006				
Level	% Above	FSM Benchmark	Above/Below Benchmark	NI Average
5+	61.29			69.97
6+	16.13			41.59
2006/2007				
Level	% Above	FSM Benchmark	Above/Below Benchmark	NI Average
5+	52.63			69.1
6+	21.05			43.1

Science - Key Stage 3 03/04-06/07

Note: No FSM Benchmark information available.

ST MARY'S HIGH SCHOOL2230085

2004/2005	Level	% Above	FSM Benchmark	Above/Below Benchmark	NI Average
	5+	47.73			50.65
	6+	13.64			19.08
2005/2006	Level	% Above	FSM Benchmark	Above/Below Benchmark	NI Average
	5+	48.39			65.3
	6+	16.13			38.49
2006/2007	Level	% Above	FSM Benchmark	Above/Below Benchmark	NI Average
	5+	42.11			55
	6+	10.53			30.5

GCSE Results 03/04-06/07

 Note: No FSM Benchmark information available.

St Mary's High School

 2230085

5+ GCSE A*-C

Year	%	FSM Benchmark	Above/Below Benchmark	NI Average:
2003/2004	78.00			85.76
2004/2005	0.00			92.00
2005/2006	83.00			95.00
2006/2007	0.00			94.00

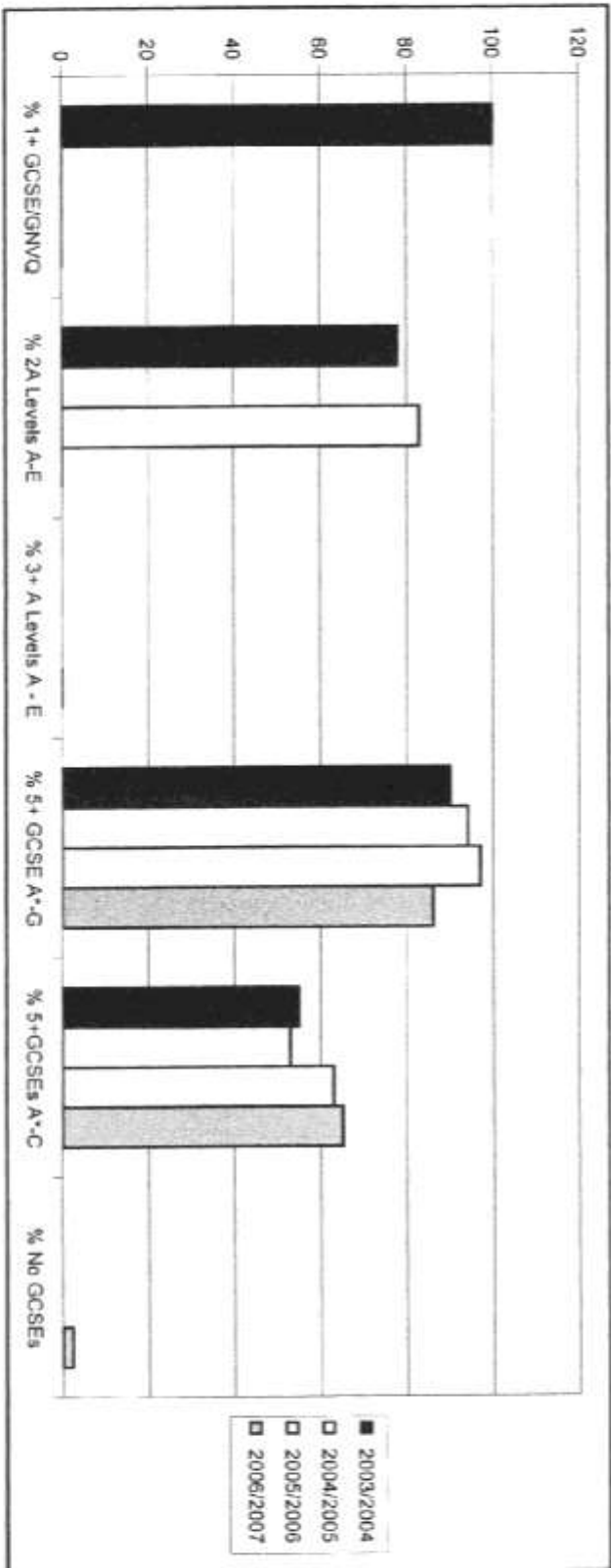
5+ GCSE A*-G

Year	%	FSM Benchmark	Above/Below Benchmark	NI Average:
2002/2003	93.55			80.50
2003/2004	90.00			79.80
2004/2005	94.12			87.00
2005/2006	97.00			90.00
2006/2007	86.05			91.00

GCSE and A Level Trends 03/04 - 06/07

St Mary's High School

2230085



Indicator 1.4
The ability of the school to cater for pupils with special educational needs.

It is noted that approximately 43% of the pupils have special educational needs. The Inspection Report in 2000 noted that while there was a written policy for Special Educational Needs there needed to be a much more focused whole school approach.

“management needs to adopt a whole school strategy which involves close liaison among subject teachers, more regular assessment of pupil’s progress and the provision of additional support during timetabled sessions”. [p 7 ETI Report 2000].

The school has, through their dedicated staff improved their approach to special education needs provision. There are five classroom assistants. The small pupil teacher ratio allows for individual pupil focus in lessons. However, the school does not have a special educational needs support unit; there is limited capacity for extending the current special educational needs support due to the number of staff, the reduced resources available to the school and the timetable pressures.

Indicator 1.5
The ability of the school to provide suitable access to the Entitlement Framework

The school will not be in the position to offer the pupil entitlement to the 24 subjects required by 2013. The school is currently offering 12 courses as indicated at 2.8 of this report. The Fermanagh Learning Partnership is also extending the range of courses available to pupils. However, it was noted in discussions that the increase in pupil access to applied or general courses would have to be realised through travel to other schools or colleges. One course could result in a full morning travel and the school could possibly increase the number of courses to 14 but no more than that. The school will not be able to provide 80% of the courses in the school nor would they be able to deliver the subjects through subject specialists.

The Working Party and school governors should be in no doubt that this analysis indicates that the school would not be in a position ever to meet the needs of the statutory entitlement framework due to the current pupil numbers and staff numbers.

Indicator 1.6
The standards and quality of teaching and learning

The inspection reports on this area in both 2000 and in 2005 recognised that the teachers were ‘hardworking’ and that in 2005 there was ***‘greater appreciation’ across the staff of the processes to effect improvements in teaching and learning*** [ETI Report 2005].

The school currently has specific difficulty in providing specialist expertise to maintain and further improve quality teaching and learning in science. Provision in the school is supported by two non-specialist science teachers. Physical education is provided at a minimum entitlement of two periods per week for years 8, 9 and 10. English literature class at key stage 4 has only six pupils. These observations indicate

that the school is struggling to provide effective teaching and assessment in all areas of the curriculum due to the small number of students and staff.

While the literature research on the relationship between school size and student standards is vast, it is difficult not to agree with Arthur Colardarci, Professor of Education and Psychology at Stanford University who concluded that;

“Published research on the relationship between school size and pupil achievement like Caesar’s Gaul, comprises three points (a) a few studies that find the relationships to be inverse (b) a few that find the converse of the inverse and (c) the largest number those who mournfully sigh ‘ no significant difference’” [p79 Research in Rural Education Volume 2 1983]

The Policy for Sustainable schools 2009 notes the challenges facing small post – primary schools in this area by stating;

“a small post primary school has difficulty in ensuring the continuing availability of teachers who have sufficient specialist experience and qualifications to allow the school to provide effective teaching and assessment in all areas of the curriculum” [p 20 Sustainable Schools Policy 2009].

It goes on to also note ***“the curriculum choices and specialist teaching open to learners may be diminished”*** [p 20 Sustainable Schools Policy 2009].

A brief analysis of the curriculum subjects and options choice at St Mary’s High School for year 11 and 12 are shown in table 1B below. A comparison is illustrated for the year 11 and 12 students at a Co-Ed Non Selective Post Primary school of 400 plus pupils. The Working Party will clearly note that larger pupil numbers and specialist teachers can bring enhanced option choice and greater curriculum depth for pupils.

The key conclusion therefore must be that pupils at St Mary’s High School are not receiving the same access to career pathways at 16+ as are pupils in the larger school.

Subject	Art	Careers	Drama	Design/ Techn	English	Geog	Home Econ	Hist	IT	Maths	Music	Physec Educ	Religious Educ	Science	Mod Lang	LLW
St Mary's HS Yr 8 Pupil	1Hr 10 Mins	-	1Hr 10 Mins	1Hr 10 Mins	2 Hrs 20 Mins	1Hr 10 Mins	1 Hr 10 Mins	1 Hr 10 Mins	1 Hr 10 Mins	2 Hrs 20 Mins	1 Hr 10 Mins	1 Hr 10 Mins	2 Hrs 20 Mins	2 Hrs 10 Mins	1 Hr 10 Mins	1 Hr 10 Mins
School B Yr 8 Pupil	1 Hr	-	30 Mins	1 Hr	3 Hrs	1 Hr 30 Mins	1 Hr	1 Hr 30 Mins	30 Mins	3 Hrs	1 Hr	2 Hrs	1 Hr 30 Mins	3 Hrs	3 Hrs	1 Hr 30 Mins
St Mary's HS Yr 9 Pupil	1Hr 10 Mins	-	1 Hr 10 Mins	1Hr 10 Mins	2 Hrs 20 Mins	1 Hr 10 Mins	1 Hr 10 Mins	1 Hr 10 Mins	1Hr 10 Mins	2 Hrs 20 Mins	1 Hr 10 Mins	1 Hr 10 Mins	2 Hrs 20 Mins	2 Hrs 10 Mins	1 Hrs 10 Mins	1 Hr 10 Mins
School B Yr 9 Pupil	1 Hr 30 Mins	-	30 Mins	1 Hr 30 Mins	3 Hrs	1 Hr 30 Mins	1 Hr 30 Mins	1 Hr 30 Mins	30 Mins	3 Hrs	1 Hr	2 Hrs	1 Hr 30 Mins	3 Hrs	3 Hrs	1 Hr 30 Mins
St Mary's HS Yr 10 Pupil	1 Hr 10 Mins	-	1 Hr 10 Mins	1Hr 10 Mins	2 Hrs 20 Mins	1 Hr 10 Mins	1 Hr 10 Mins	1 Hr 10 Mins	1 Hr 10 Mins	2 Hrs 20 Mins	1 Hr 10 Mins	1 Hr 10 Mins	2 Hrs 20 Mins	2 Hrs 10 Mins	1 Hr 10 Mins	1 Hr 10 Mins
School B Yr 10 Pupil	1 Hr 30 Mins	30 Mins	30 Mins	1 Hr 30 Mins	3 Hrs	1 Hr 30 Mins	1 Hr 30 Mins	1 hr 30 Mins	30 Mins	3 Hrs	1 Hr	1 Hr 30 Mins	1 Hr 30 Mins	3 Hrs	4 Hrs	1 Hr 30 Mins

TABLE 1A. CURRRICULUM COMPARISON OF TIME ALLOCATION, YEARS 8, 9, 10 ST MARY'S HIGH SCHOOL AND SCHOOL B CO-ED 400 + PUPILS

St Mary's High School. Curriculum Subjects and Option Choices Year 11 / 12

<ul style="list-style-type: none"> • English • English Lit. • Science Double Award • Science Single Award • French • R.E. • Geography • History • ICT • Art • T.D. • Maths • Home Economics 	<ul style="list-style-type: none"> • Plus P.E. • Learning for Life and Work • Most pupils take 5/ 6/7 subjects 	13 Exams at G.C.S.E.	} Option choice 1 Double award vocational studies South West College
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School B (400 + Pupils) Curriculum Subjects and Option Choices Year 11 / 12

All Pupils Study. <ul style="list-style-type: none"> • English • Mathematics • Science • Personal/Social Development • Physical Education • Religious Education • Language • Careers 	+ 3 Subjects from 14 options	<ul style="list-style-type: none"> • Geography • History • Business Studies • Home Economics • Child Development • Art • Drama • Physical Education • English Literature • Music • Double Award Science 	+ Vocational Course Options <ul style="list-style-type: none"> • Technology and Business Communication • Vocational Education • Learning for Life and work <ul style="list-style-type: none"> • Engineering • Retail • Leisure Studies • Media Studies • Music • Technology • Music
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BTEC First Cert and GCSE

All Subjects in this college are taught by Specialist Teachers

Table 1 – Curriculum Comparison St Mary's High School and Co. Ed Post Primary School of 400 + Pupils.

The limited access to a broader range of subject will be a matter of grave concern for the Governors of the school who are charged with ensuring equality of access to the full statutory curriculum at key stage 4.

Article 12 (3) of the 2006 Education (Northern Ireland) Order states

*“in discharging its duty the Board of Governors shall in particular consider
 (a) the range of the curriculum and
 (b) the balance between and coherence of its different components.”*

[p 8 2006 Education Order]

Discussions held on this topic during the structured research indicated a strong awareness that despite the dedication, professionalism and hard work of the current teaching staff a minimum curriculum is being offered to the pupils.

“the staff have been reduced to a minimum so all they can offer is the minimum curriculum” (Consultee)

The Working Party will therefore need to take into account the impact that small student numbers and a minimum teaching complement have on the standards at the school and on the quality of teaching and learning.

The breadth of curriculum provision is provided under the minimum of six areas of learning. The breadth of the curriculum is directly related to the range of subjects offered. The restrictions of a limited subject range are known to the Acting Principal, staff and to the Governors. The Working Party will recognise that the range of the curricular subjects is not solely related to a limited number of subjects but the wider student experience that includes;

- teaching and learning styles
- levels of learning and assessment
- assessment types
- learning contents
- and wider activities

Furthermore, given the demands and expectations of the Northern Ireland Curriculum for key stage 3 and 4 which is now statutory in 2009 – 2010 academic year the current level of curriculum provided currently at key stage 3 and 4 diminishes the educational entitlement of all the pupils at the school in so far that there is less scope for pupils to benefit from liaison with broader peer groups and, that current staff have limited access to professional exchange and peer support. The different subjects offered are provided by single teacher departments and thus development of broader teaching and learning styles, learning contents and wide enrichment activities can be more restricted and often insufficient to implement fully a skills based and personalised learning curriculum.

Indicator 1.7
The range of
curricular and
extra curricular
activities

The range of curricular subjects has been outlined in the previous section. The limited range of choice of curriculum subjects is directly related to the reduced pupil numbers, the budgetary reduction and the continually reducing staff specialisms. This position is compounded by the rural location of the school which makes cross school and cross sector collaboration more difficult.

This failure to have the structural and human resources to make any improvement in the range of curricular subjects is leading to a position where the Board of Governors could be seen to be denying the pupils equality of access and opportunity to a broad balanced curriculum. The imbalance in the number of general and applied courses has already been mentioned.

The limited range of subjects currently available in St Mary's High School is working against the full range of learning pathways that an individual student may wish to pursue.

The Working Party will be aware that pupils with a talent, interest and commitment to pursuing, for example, music, physical education, Irish, business studies to GCSE level in order to achieve an option choice at post 16 into A-Level study in these subjects cannot do so at the moment. Indeed community awareness of the limited subject range should be further explored by the staff and governors.

St Mary's High School is not in the Extended Schools Initiative because of the criteria for entry into the programme. The school has two feeder primary schools, St Davog's and St John the Baptist Primary School both of whom are eligible for the extended schools initiative due to their location.

The provision and range of extra-curricular activities for the current students is extremely limited. The school extra curricular programme is limited to some sports activities, youth club provision once per week and some community usage. The school has some extra-curricular drama but has not had a school musical or drama production for some years. With fewer school staff some reductions in extra-curricular activities is to be expected. After school activities are also dependant on school to home transport.

The Working Party may wish to consider the impact that a lack of extra curricular activities has on the pupils. Research and experiences from the Extended Schools Provision in Northern Ireland indicates that there are more major benefits for pupils who take part in extra-curricular activities such as;

- *improved learning and achievement*
- *increased motivation and self esteem*
- *increased positive attitude towards learning*
- *enhanced social skills, talents and friendships*
- *improved health and well-being*

[p 65 Extended Schools 2006]

In contrast to the position of extra-curricular activities at St Mary's High School, the following extra-curricular programme is offered at School B, a Co-Educational Non Selective Post Primary School.

School B offers a wide range of extra-curricular sporting activities such as Gaelic games, boys and girls, hurling, netball, soccer, basketball, keep fit. For the pupils who do not wish to take part in sports activities the school offers a range of optional activities such as school choir, quizzes, musicals, lectures, creative writing, debates, educational visits, charity and fund raising concerts. The following structured programmes are available after school for pupils at key stages 3 & 4.

- Health Education
- Killowen Outdoor Centre
- Year 11 Key Programme
- LEET Programme (Learning and Educating Together)
- Prayer Life
- Sailing
- School Links
- Trocaire

All the above programmes are structured led by staff and coach volunteers and promotes student leadership.

There is no doubt that after schools activities can be further developed at St Mary's High School, but, this study indicates that more broadly based programmes can only be achieved through greater student numbers and a greater number of staff / coaches to lead them. The current student numbers, older facilities and small staff numbers mitigate against a vibrant after schools programme.

Indicator 1.8
The quality of the physical environment for teaching and learning

The current school was built in 1965. The fabric of the building is old and not conducive to the activity based learning advocated by the Northern Ireland Curriculum. The outdoor pitch restricts all year usage and due to

poor drainage is rarely playable from October to April. There is no all-weather pitch available for pupil or community use. The premises are well maintained. The provision of a new state of the art facility would bring immeasurable benefits to the students and community.

Indicator 1.9
The quality and provision of Pastoral Care

This school has a strong Pastoral Care Policy and Programme. The students are courteous and welcoming. The ETI Inspection in 2000 noted ***“The relationships between the teachers and pupils are generally good and at times excellent; the teachers know the pupils well and share a general interest in their general welfare”*** [p 63 ETI Inspection Report 2000]

The small class sizes are conducive to good behaviour. The school however, does not have a student council. The research evidence indicates that greater socialisation can result from larger student groups and that students have greater opportunity to exercise leadership rolls such as class captain and class prefects.

3.5

Criterion 2. Stable Enrolment Trends

Indicator 2.1
The Enrolment
Trends in the
school in the
past three years
and projected
demand in the
area

The school enrolment data indicates that the enrolment of St Mary's high School has fallen by 39% since 1999 / 2000, and that is currently operating at only 59% capacity with 99 places available across the school.

The total enrolment for the three main feeder primary schools has fallen by 28% since 2000 from a high of 313 to the current 225. An analysis of the Baptism records in Iris Muighe Samh Parish indicates that the enrolment at St Mary's High School will continue to decline for the foreseeable future.

Research indicates that St Mary's High School currently receives 50% of the P7 transfer from the three feeder primary schools of St Davog's, St John the Baptist PS and St Martin's P.S. Tables 2, 3 and 4 below provide the Working Party with an estimate of the high school numbers with a full transfer from P7 and also with a 50 % current transfer figure.

Table 3 indicates that with a full transfer of P7 pupils into St Mary's High School, the average 4 year enrolment will be 156 pupils. This falls significantly short of the recommended minimum level of 500 pupils for a year 8 – 12 school contained in section 4 of the Sustainable Schools Policy 2009.

“In view of the number of subjects to be taught at post-primary schools, the Department has considered previously that, serious problems can arise when enrolments fall below 300, an average of 60 per year” [p 25 Sustainable Schools Policy 2009]

Year	Full P7 Transfer	50% Transfer Current Trend
2009 - 2010	37	18
2010 – 2011	40	20
2011 – 2012	27	14
2012 – 2013	36	18

Table 2. Potential P7 Transfers to St Mary’s High School

Year	Year 8	Year 9	Year 10	Year 11	Year 12	Total Pupil Numbers
2009 - 2010	37	22	28	32	31	150
2010 – 2011	40	37	22	28	32	159
2011 – 2012	27	40	37	22	28	154
2012 – 2013	36	27	40	37	22	162

Table 3. Projected School Numbers with 100% P7 Transfer

Year	Year 8	Year 9	Year 10	Year 11	Year 12	Total Pupil Numbers
2009 – 2010	18	22	28	32	31	131
2010 – 2011	20	18	22	28	32	120
2011 – 2012	14	20	18	22	28	102
2012 – 2013	18	14	20	18	22	92

Table 4. Projected School Numbers at 50% P7 Transfer

The key issue of parental choice remains at 11 years of age. The transfer 2010 guidance issued by the Minister of Education in February sets out 8 criteria for post primary transfer. The Working Party on the procedures and guidance for maintained schools has not reported yet. Parental choice currently elects to send 50% of P7 transfer to schools in Enniskillen. Table 4 above illustrates the impact on enrolment of if this trend continues.

The school enrolment data indicates that the school could not be considered as having stable long term enrolment stability.

Indicator 2.3
The minimum enrolment for existing schools should be 500

The research indicates that this figure will never be realized based on the analysis of the enrolment trends. The school cannot meet these criteria irrespective of the P7 transfer position.

Indicator 2.5
Key stage 4 enrolments should enable pupils to spend 80% or more of their time in their home school

It is a requirement of the Entitlement Framework that when it comes to making decisions at 14, pupils have access to a genuine and much broader choice of courses, 24 in total. It is the objective of sustainable schools to have as much of the Entitlement Framework as possible delivered in school.

It is anticipated that children at key stage 4 should spend at least 80% of their time in their home school. St Mary's High School currently offers 12 courses of a general or applied nature. The target is 24 by 2013. It is not possible for the school to meet this target and therefore not meet its statutory obligation.

Pupils are being denied access to courses and their future educational pathways. The school is in effect limiting their future career choices.

3.6 Criterion 3. Sound Financial Position

Indicator 3.1
The schools
annual finances
indicate that it
can live within
its delegated
budget

Under the Local Management of Schools arrangements, Common Formula Funding, the level of funding allocation to a school is determined mainly by pupil numbers. As the enrolment has declined, St Mary's High School has been challenged to live within the budget allocation.

When it comes to budget management some smaller schools find it difficult to live within their budget. The current school funding arrangements provide flexibility for schools to have short-term surplus or deficit and this tolerance level for overspend / under spend is +1 – 5%.

The WELB LMS Section has not signed off the budget for St Mary's School for the past three years because the school cannot align the budget figures to meet the standard tolerance level.

The other additional factors which should be noted is that where smaller schools require additional financial support if they are to make appropriate curricular provision for their pupils the LMS Formula provides a small schools support factor. In the case of St Mary's High School this amount is £131, 374.

Tables 5, 6, and 7 are drawn from data supplied by the WELB LMS Section and represent an accurate analysis of the financial position of the school for the next three years. The income figures are the common formula funding projections for 2008 – 2012. The accrued expenditure have been estimated using the LMS out turn statement for the financial year 2007 – 2008 which is the last full financial year statement available.



	2008 – 2009	2009 – 2010	2010 – 2011	2011 – 2012
TSN - Social Deprivation	15,464	13,676	14,202	13,255
TSN – SEN	16,512	14,602	15,164	14,153
Premises area	21,549	21,549	21,549	21,549
Premises FTE	17,678	15,634	16,235	15,152
Sports	8,512	8,512	8,512	8,512
Small Schools Support	131,374	131,374	131,374	131,374
Pupil AW PU	494,410	429,409	445.925	416,196
Total Funding	705,499	634,755	652,960	620, 191

Table 5. St Mary’s High School CFF budget projection. 2008 – 2012.
The figures are based on 2008 – 2009 values. The figures are also on an estimated intake of 22 pupils in year 8.

Teaching Costs	548,887
Non-Premises Costs	60,110
Premises Costs	56,538
Other costs	67,815
Income	- £78
Total Expenditure	733,272

Table 6. Delegated Expenditure costs from Financial Outturn 2007 – 2008

	2008 - 2009	2009 – 2010	2010 - 2011	2011 -2012
Income	705,499	624,755	652,960	620,191
Carryover	+94,841	<u>+ 34,598</u>	-37,919	- 82,552
Income is	<u>+39,259</u>	<u>+35,000</u>	<u>+35,000</u>	<u>+35,000</u>
formula	<u>839,598</u>		<u>650,041</u>	<u>572,639</u>
allocation		<u>694,353</u>		
Expenditure	805,500	732,272	732,272	732,272
Projection				
Balance	34,098	-37,919	-82,552	-159,633
Enrolment				
numbers	147	130	135	126

Table 7. Statement of income and expenditure 2008 – 2011

Note: The expenditure figures do not include any figures for increased staff or premises costs / utilities etc.

Indicator 3.2
The schools financial trend indicates at will continue to live within its annual budget

The analysis of the income and expenditure indicates that the school will not meet this indicator. It should be noted that the school has taken all possible measures to reduce the expenditure. The Acting Principal post has saved approximately £150,000 for the last three years.

Despite frugal and stringent measures it is impossible under the current financial figures to provide the minimum statutory entitlement.

Indicator 3.3
The schools 3 year financial plans based on realistic assumptions indicate that where there is a deficit it can be substantially reduced or recovered.

The school will be unable to reduce or recover a Deficit of £159,633 by the year 2011 – 2012. This represents a budget deficit of 28%. This position is unsustainable.

3.7. Criteria 4. Strong Leadership and Management by the Board of Governors and Principal

Indicators 4.1 to 4.4

It is inappropriate for this report to comment on the quality of the Leadership of the Governor or Principal. That is the sole responsibility of the Education and Training Inspectorate and the employing authority. The Survey for Consultation document 2008 states that;

“In responding to the ‘Shaping the Future’ of Catholic Education, the Board of Governors and the staff of St Mary’s High School acknowledged that under the current formula funding for school budgets the status quo i.e. the number of post primary schools cannot be maintained in the Clogher and Kilmore Dioceses.” [p 62 2008]

The Governors, Acting Principal, and staff are fully aware of the challenges facing the school and they all demonstrate a strong sense of good will and loyalty to the school. Governors, Acting Principal and staff are committed fully to the well-being and development of the pupils. During structured interviews it was expressed that the Governors are very satisfied with the dedicated work of the Acting Principal and staff.

The current number of staff in the school is 14 and there are no unfilled staff vacancies.

Indicator 4.5
teacher
morale

The challenges facing the school have been and remain difficult to overcome. The staff morale is difficult to gauge and it was not discussed in structured interviews. It should be noted that the uncertainty concerning the schools future and the recent consultation have added to the stress on the Acting Principal and staff. A period of change always brings a sense of stress and uncertainty. The current economic challenges facing the school mean that there are no staff promotions possible. There is a negative potential for development of staff roles and responsibilities. A small number of teachers have a wide variety of teaching responsibilities and it has already been noted that teachers are teaching beyond their specialisms, in areas such as science, music and physical education.

The evidence presented in the following page indicates the total teacher absence since 2004 – 2007. While it is not possible to indicate that the significant rise in total sick days can be only attributed to stress factors it should be noted by The Working Party that the rise in sick days from 35 to 101 is also at period when the teacher numbers in the school declined. The evidence also illustrates that the % working time lost at the High School is 4.07% compared to the N.I. average of 4.55%. The fact that the % working time lost is better than the N. I. average is evidence of the hard work and diligence of the staff in compensating for absences by no doubt covering for absent staff to ensure that learning and teaching is not affected.

Teacher Absences - Post Primary 04/05-06/07

ST MARY'S HIGH SCHOOL

2230085

Year	School / CCMS / NI	Total sickdays	No of full time teachers	Average Days Absent per FT Teacher	% Working Time Lost
2004/2005	ST MARY'S HIGH SCHOOL	35	14.42	2.43	1.24%
	CCMS Average	127	13	9.77	5.01%
	NI Average	118.75	13	9.13	4.68%
2005/2006	ST MARY'S HIGH SCHOOL	53	13.84	3.83	1.96%
	CCMS Average	141.87	12.81	11.07	5.68%
	NI Average	124.15	13	9.55	4.90%
2006/2007	ST MARY'S HIGH SCHOOL	101	12.72	7.94	4.07%
	CCMS Average	109.91	12.57	8.74	4.48%
	NI Average	115.31	13	8.87	4.55%

Indicator 4.6
Management of
Curricular and
Organisational
demands on the
Principal and staff

The management of the curricular and organisational demands places considerable pressure on the Acting Principal and small leadership team. The current Management Structure is:

- Acting Principal
- 2 Senior Teachers who coordinate Literacy and Numeracy

This Management Structure has significant limitations but it is necessary due to the difficult budget position and the reduction in staff. The leadership of departmental planning is very often a collaborative function shared by the teachers. The ETI Guidance on departmental organisation and leadership learning outlines the clear need for diffused leadership and clarity of roles and responsibilities. This would be difficult to the current situation.

Indicator 4.8
There is a School
Development Plan
in place and
progress made
towards the aims
and objectives

St Mary's High School has a yearly school development plan which the Acting Principal monitors. It should be noted that articles 13(3) and 90(3) of the Education Northern Ireland Order 1998 requires Boards of Governors to prepare, maintain a school development Plan. A full three year development plan is required by the regulations. The School Development Plan is based on the school analysis of current levels of

performance, its assessment of how current trends and future factors may impact on the school and sets out priorities and targets for improvement in the period ahead. The 2005 guidance document on School Planning further indicates

“The regulations require that the extent to which the Board of Governors has consulted with pupils, parents, staff and other organisations should be included in the plan” [p 3 School Development Planning Guidance 2005]

The fact that the school only has a yearly development plan puts such a plan outside the legislative requirement. It should also be noted that Performance Review Staff Development (PRSD) emanates from the three year development plan.

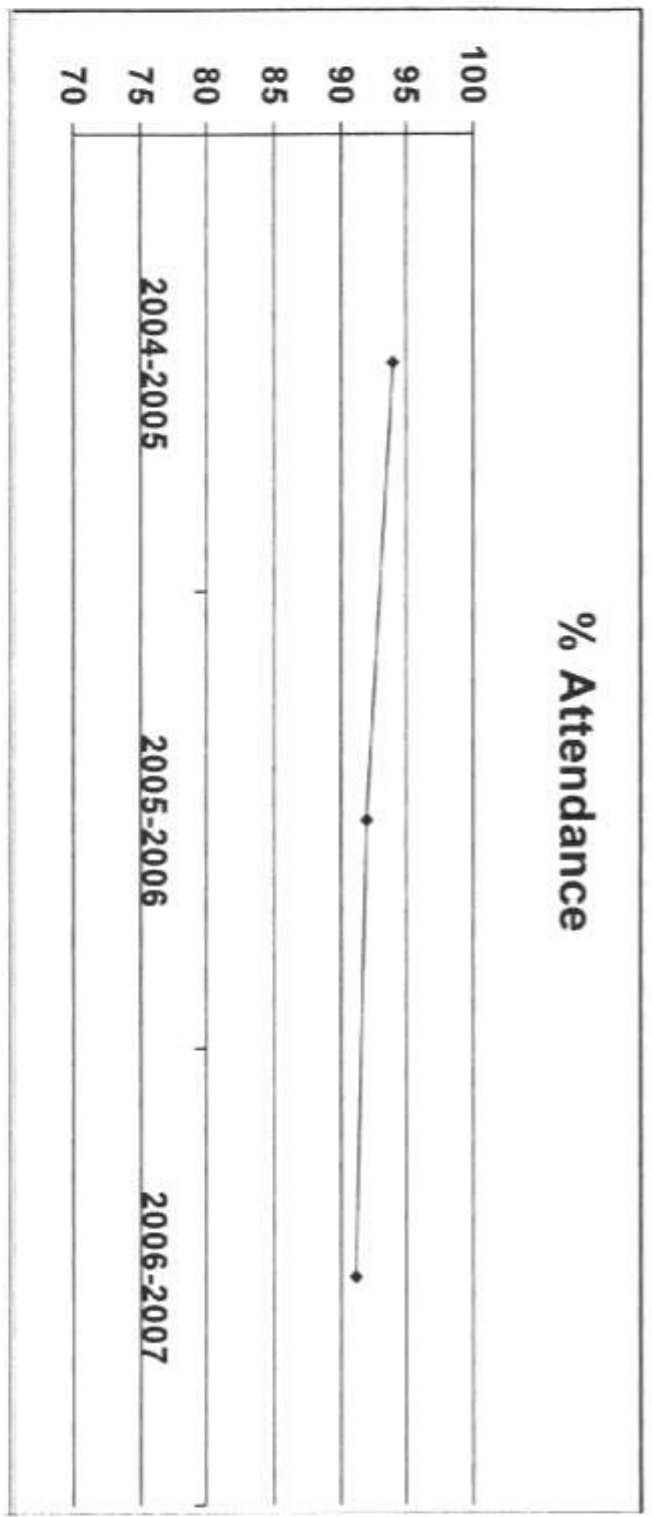
Indicator 4.9
Pupil behaviour,
expulsions,
suspensions and
non-attendance

The structured interviews indicate that that the school has a very Positive behaviour policy and practice. There are no expulsions and only 5 or 6 suspensions per year. The 2001 ETI school inspection noted the positive behaviour of the students by stating;
“the pupils are courteous and welcoming, their behaviour is good and in all circumstances they apply themselves with diligence and endeavour to their work”[p 63 2000 ETI Inspection Report]

The next page illustrates the decline in percentage attendance from 2004 – 2007.

Post Primary Attendance 04/05 - 06/07

St Mary's High School
2230085



The school has a caring ethos and the school has the appropriate policies in place and has established procedures in line with the Department of Education Curricular 1999/10 on Child Protection.

The school however, does not provide a structure for the ‘student voice’. There is no school council at St Mary’s High School. Large post primary schools have established Student Councils to give students the opportunity to acquire a sort of communication, planning and organisational skills which will be of benefit to them in their future lives.

St Mary’s High School does have a mentoring system for reading but there is no structured buddying system. The Working Party may wish to note that the criteria and indicators for strong leadership and management in an 11 – 16 school indicates that a strong 11 – 16 school which has adequate financial resources and pupil numbers will be successful and vibrant to a more significant degree than the current arrangement at St Mary’s High School. **A short term yearly action plan, linked with a reduced management and leadership structure and a hard working staff whose morale is being eroded by the uncertainty of the schools long term future must be a cause for concern to the Governors and the working party.**

3.8. Criteria 5. Accessibility

Indicator 5.1
Home to school transport of 1.5 hours total per day for post primary schools

The majority of pupils attending St Mary’s High School live within a 10 mile radius from the school. The distances travelled by pupils is illustrated in Table 8.

% Pupils	< 3miles	5 - < 3miles	5 < 10 miles	10 miles or more	Not known
	61.5	19	14.4	1.1	0

Table 8. % of pupil travel distance .

Some responses to the Consultation Paper of the Future Education Provision at St Mary's High School made specific reference to the issue of student travel, particularly the fact that the nearest Co-Educational Post Primary Schools are 27 miles away in Enniskillen. It is a fact that 50% of the P7 pupils who transferred last year are already making this journey following parental preference decisions on where their children should be educated. The present location of the High School is approximately equidistant from the three main feeder primary schools.

The Working Party will be aware of the transport issue but travel time from Brollagh to Enniskillen would fall within the 1.5 hours total travel per day as indicated in 5.1 above. Equally the primary pupils travel time to either their primary school or St Mary's High School is well within the 1 hour travel time for primary pupils.

Indicator 5.3
Existing cooperative arrangements with other schools max travel time 30 mins per single journey and total 2 hours per week

The High School students travel to the South West College for an applied GCSE course which takes between 30 – 45 minutes.

This is necessary as the school is attempting to broaden its range of applied courses. There have been no adverse comments received by the school concerning the travel time. During consultation with the school it was evident that the High School

could not arrange for other further applied courses if this necessitated a travel time of more than 45 minutes. To arrange a collaborative course with St Joseph's High School,

Enniskillen in GCSE Physical Education, would involve a curriculum block of time of approximately 2 – 2.5 hours. The issue of travel time and collaborative courses effects the entire Fermanagh learning community, particularly the more rural schools. The Working Party will no doubt need to factor this issue into their consideration of options. The travel and distance factor is a major impediment to the High School achieving close to the 24 subjects required at Key Stage 4 in under the Entitlement Framework.

Indicator 5.4
Capacity in nearest schools

There are more than 1,009 surplus places in the Fermanagh Learning Community in 2007. There is significant over capacity. The High School is currently operating at approximately 59% capacity with 99 places available cross the school.



3.9. Criteria 6. Strong Links with the Community

Indicator 6.1
Degree and quality
of parent
involvement

The Education and Training Inspectorate Report on the school 2000 indicated the following;

“ the inspectorate met with parents to hear their views at first hand. All the responses both in questionnaires and at meetings indicate a high level of satisfaction with the school. The parents would appreciate more opportunities to support the work of the school and to attend functions which celebrated the talents and achievements of the pupils”. [p 3 ETI Report 2000]

This report did not seek parental views but the school carries out the annual range of parent meetings, transfer evenings and communications with parents through the school reporting system. There is no evidence presented regarding parental contribution to school life that would demonstrate that their views were sought systematically.

Indicator 6.2
The number of
children in the
vicinity attending
the school

This report has previously shown that the number of children transferring from P7 is only 50%. In the next round of transfer there are 37 P7 children in the three feeder primary schools. It is anticipated that only 18 pupils will transfer to St Mary’s High School. The report simply notes this position.. Educational and parental preference factors no doubt influence the numbers of pupils who elect to attend St Mary’s High School. The Sustainable Schools Policy 2009 does make a salient point when it notes;

.”too often concerns about a schools viability are addressed only when enrolments have already declined over a period of years to an untenable position and rationalisation is the only option remaining” [p 6 Sustainable Schools Policy]

This transition of students away from the High School still continues despite a strong local parental satisfaction with the education provided at St Mary’s High School as indicated in the consultation return. The Working Party will need to carefully factor this information into any future school provision which they wish to make.

Indicator 6.3
Contribution of the
school to the
community

The rural community in the Parish of Inis Muighe Samh have a high regard for the contribution the school makes to the educational provision of all the pupils.

The consultation responses indicated a very strongly held loyalty to the school and, the community asked that all alternatives should be considered. The Working Party’s main concern will no doubt be centred on the educational reality that the main purpose of St Mary’s High School Brollagh is to provide the highest possible standard of education for all its pupils.

The place of any school in a rural community is a strong visible symbol that the wider community has a secure future which promotes community self esteem and optimism.

This view is endorsed by the Rural Proofing Study Stretching the Balance which indicates;

“schools in turn could symbolically represent a part of the security and stake in the future for a community and as such is subtly tied up with community self esteem”
[Stretching the Balance p 32 2.1]

This study will examine the wider content of the literature Review in Small Rural Schools and their contribution to Rural Life and Well-being in section 6 of this report.

Indicator 6.4/6.5
Presence of other features of provision e.g. nursery and music – functional use of buildings outside formal education e.g. sport, voluntary and community use

St Mary’s High School has a limited range of community usage and after schools activities for its own pupils. The evidence presented through discussion on the nature of these activities include;

- A badminton club for some evening use
- The Gaelic Club uses the gym for training
- The Youth club uses the facilities
- Some cookery demonstrations have been held on the premises
- 2 years ago ICT classes were provided

The High School provides limited extra curricular activities for its pupils. A range of factors may influence the scarcity of after school or indeed pre-school programmes such as, the small number of teaching staff; students require transport for after schools activities. The Working Party is aware of the Extended Schools initiative. The school is not eligible for Extended Schools Funding and therefore may have been unable to offer some of the extended schools activities such as breakfast clubs, pre-school sports and educational programmes, after schools team and individual sports activities, support for pupils with ICT skills and healthy living skills. The school offers no activities such as music, dance and drama, special interest clubs and summer schemes. While it is accepted that the school had no access to Extended Schools funding, it may have been possible to utilise financial support from various sources such as Big Lottery, EU Border Funding, grants from trusts such as the Glubenkin trust and Youth Sport Trust. New funding schemes would have made a significant impact on the social, recreational creative development of the pupils.

The literature research supports the finding that there is only sketchy evidence to support the view that schools in rural communities are widely used by the local community. Research by the Regional Training Unit in Northern Ireland also ***“suggested little evidence to show that many small rural schools have a key role in the community”***
[p 22 Striking the Balance].

The same report also notes that ***“the research we have reported on in this study has suggested that the relationship between the school and the community is not well developed”*** [p 48 3.2 Striking the Balance]

The Working Party may wish to consider that any educational provision in the Parish is strongly linked to the concept and programmes of the Extended Schools Policy.

The new 'Educational Provision' in the Parish would be a school which engages in collaboration and Partnership with neighbouring schools, statutory, voluntary and community sector organisations. There is no prescribed list of services that a school may offer. However the Working Party would no doubt wish to see activities such as;

- childcare and play services for pre-school children
- wrap around childcare for school aged pupils
- study support
- sport, recreation arts and cultural activities for children
- healthcare and social services promotion services
- youth services
- adult learning opportunities such as accredited course, family learning, family health clubs, basic skills and neighbourhood renewal

This new provision would benefit pupils, the school, families and the entire community.

3.10. Conclusion.

Section three of the report has defined the position of the current 11 – 16 school against the six criteria of the Sustainable Schools Policy. The Working Party will no doubt carefully balance the evidence across all six areas. The Sustainable Schools Policy does state *“the sustainability criteria and indicators do not determine whether a school should automatically be considered for closure or amalgamation”*. [P 36 Sustainable Schools Policy 2009]

To ignore the reality that the current school is experiencing significant demographic downturn, has a budget deficit in three years time of minus 50% and that it cannot meet the statutory entitlement of the Northern Ireland Curriculum by 2013 is to continue with a decline which is at the expense of the pupils education. It is also unfair to the quality, morale, health and well being of the current staff who are professional and dedicated, to simply muddle along in the expectation that rural location is the sole determinant of the quality and experience of pupils in the school.

The study at this section confirms the evidence presented in the survey for consultation;

- the enrolment and financial data indicate clearly that the school is not viable or sustainable in the foreseeable future
- the equality of access and opportunity to the Northern Ireland Curriculum is significantly limited
- the school will not meet the Provision of the Entitlement Framework as required by statute
- the budget deficit will lead to significant reductions in staffing and expertise

The Working Party may wish to reflect on the findings to date whether the High school currently serves the full educational needs of the pupils or are the pupils simply at the school to keep it open as an educational presence in the parish?

The Working Party will no doubt seek to ensure that all the pupils of St Mary's High School must have the same equal access to resources, teaching, curriculum, financial, administrative and pastoral provision as any other pupil and that any recommendation must ensure that the pupil's educational interests and needs come first.



Section 4.

Project Case Study 2 St Mary's High School, Brollagh A non selective 11 – 14 college

4.1 Introduction

The Working Party wished to consider the option of St Mary's High School as an all ability Junior High School for the Parish. While this is a new delivery model for the Dioceses of Clogher and Kilmore, the new option has been proposed in the various models which will shape the future of post-primary education in the Clogher and Kilmore Dioceses.

It is important to note that the challenges facing the development of an appropriate educational framework for the parish is part of a much wider strategic review. The Review Group has been assessing the impact of financial demographic and curriculum change on the 10 schools within the two dioceses and are;

“attempting to develop options for future provision which can deliver sustainable Catholic managed schools with a strong catholic ethos which can work with others to deliver an 11 – 19 framework of quality provision, which facilitates education continuum from primary through post primary to third level and employment and a framework which enjoys the full support of all the key holders” [p 62 Shaping the Future of Catholic Education June 2007]

The current system of education in Northern Ireland is highly rigid in organisational structure and while it is the product of many years of dedicated and professional work by teachers it is opportune that new fit for purpose options are devised within and across schools which can adequately meet the challenges, demographic and financial, facing schools but also meet the educational challenges of a skills based Northern Ireland Curriculum. Williams commented in 1965;

“ the fact is that our present curriculum was essentially created in the 19th century followed some previous 18th century models while retaining elements of the medieval curriculum near its centre” [Williams 1965 p 188]

4.2 Definition of an 11 – 14 school

This model would provide a structured and progressive programme of educational provision for all the pupils in the parish aged 11 – 14. The 11 – 14 school would have to meet the full statutory and legal requirements of the Education 2006 Order at key stage 3.

Such a school would have a unique opportunity to affect the life chances of all the pupils. Getting the educational provision right for 11 – 14 year olds is the key to their future academic motivation and overall attainment at key stage 4 and post 16. The 11 – 14 school would be an all ability non- selective school which would receive the full transfer of pupils from the three feeder primary schools of St Davog's Primary School, St John the Baptist Primary School and St Martin's Primary School with a

four year average enrolment of 98 – 100 pupils. The pupils would at 14, transfer into the 14 – 19 provision in Enniskillen.

4.3 Comparative Models of 11 – 14 Education

The literature research indicates that the 11 – 14 model of education is widely used in many countries. There are a number of interchangeable descriptions such as; ‘intermediate’, ‘junior high’ or middle school. In England the concept of this form of provision was first noted in the Plowden Report of 1967. The National Middle Schools Forum have undertaken research that indicates that the local education authorities that retain the 11 – 14 school have all shown improvements in English, Maths and Science which are well above the national average. The data is attached as **Appendix 4** for your consideration.

Keele University also did research into Middle School effectiveness in 1998 which indicated as follows:

- *“ at key stage 3 average pupil achievement in middle schools is higher than in other forms of schooling*
- *middle schools perform particularly well in terms of content, breadth and balance in the curriculum*
- *grades awarded to middle schools for ‘ethos’ are significantly higher than for those in other school types”.*

[Middle Schools Effectiveness 1998 p 64]

The study does note that the sample size was small.

An evaluation of the Craigavon two tier system by Queen’s University in 1998 indicated a number of strengths of the Junior High School system such as;

- it appeared that a higher proportion of pupils in the Craigavon area obtained places in grammar schools at 14 on transfer
- the delayed transfer to 14 provided an opportunity for the schools to develop new and innovative approaches to the curriculum
- the delayed selection system in the Craigavon area has achieved a high level of popular support and most people associated with the system would support its retention.

This report does note that the evidence does not suggest that the two tier system provides a better educational experience for less able pupils than the 11+ system.

Countries that provide a form of 11 – 14 education system include Japan, South Korea, New Zealand, France, Sweden and Finland.

4.4 Impact of an 11 – 14 School on Educational Standards

The previous 4 – 14 paper produced for the Post Primary Review Body indicated that the countries which had an 11 – 14 method of education came top of the educational standards in the OECD PISA Study 2000 on student achievement in Reading Literacy,

Mathematical Literacy and Scientific Literacy i.e. Finland, Canada, New Zealand and Australia. The Pisa Study 2000 is attached as **Appendix 5**.

The Organisation for Economic Cooperation and Development (OECD) undertakes the Programme for International Student Assessment PISA.

The 2006 attainment levels indicate that;

- Finland was the highest performing country on the PISA scale in science. Canada, Japan and New Zealand scored well
- Korea was the highest performing country in reading. Finland was second and Hong Kong, China, third
- Finland and Korea and their partners Chinese Taipei and Hong Kong, China out performed all other countries

Finland, Canada, China, Japan and New Zealand all have the 11 – 14 middle schools in their educational frameworks. This is one view of representing various countries attainment levels. It is not definitive as there are so many other factors to take into account,

The creation of an 11 – 14 school at St Mary’s would raise for parents, a range of questions not least would such a school have high standards of attainment and achievement, particularly as many parents would view Key stage 3 11 – 14 as the preparation ground for educational pathways at 14 – 19 and the success of their children in future examinations. It is impossible to say at this stage as many variables would influence the standard of achievement and attainment. However, the revised approaches to learning and teaching in a progressive key stage 3, 11 -14 school should ensure that standards are not only maintained but improved over time. These issues are explained further under criterion 1.

4.5 Application of the 6 Criteria of the Sustainable Schools Policy 2009 to the proposed St Mary’s 11 – 14 College Concept

Criteria 1 – Quality Educational Experience

It is not possible to apply the same depth of treatment of applying all the appropriate indicators to a conceptual model of an 11 – 14 school at Brollagh. The research evidence which has been presented in this study comes from the case studies and practice of other 11 – 14 schools which are already operational. The actual curriculum delivery methods of an 11 – 14 school in the Parish would have to be an approach consistent with the common agreement that the Northern Ireland Curriculum at key stage 3 should equip learners with;

- *the knowledge skills, ideas and values they need to become lifelong learners*
- *the ability to use information effectively*
- *the skills to adapt to changing workplace and social environments*
- *and the ability to use technology*

[Rationale for Northern Ireland Curriculum p 61]

Indicator 1.6
The standards and the quality of teaching and learning at the 11 – 14 school

The standards and the quality of teaching and learning will significantly depend on the vision, leadership, quality and expertise of staff appointed to this new school. What the research tells us about the effective pedagogical approaches needed is very consistent. The best practice in 11 – 14 schools is frequently seen in studies of 11 – 14 schools in Australia, Canada, United States and England, and in the progressive approaches seen in the junior high schools in Northern Ireland.

The guiding principles of the learning and teaching approach are;

- learner centred focus on the development of skills and capabilities for life-long learning based on personalised learning
- collaboratively organised learning, team teaching with strong pastoral and mentoring connections
- explicit expectations of what skills, knowledge and values are to be demonstrated by the learner
- learning contextualised to the learners needs and that of the community
- partnerships between the school, the parents and the community
- an integrated curriculum that is collaborative and demanding for the learner

These principles are utterly consistent with the teaching and learning approaches advocated in the Northern Ireland Curriculum Guidance by the Curriculum Council

“the 11 – 14 key stage three curriculum takes on a more enquiry-based problem-centred, decision making focus” [Pathways CEA p 33 2003]

The new 11 – 14 school at St Mary’s could create a learning environment which would facilitate the needs of all pupils.

There is one particular personalised learning approach which is recommended to the Working Party for consideration in relation to 11 – 14 learning and teaching approaches. This is the John Cabot Competency Curriculum Programme which is a competency based model developed from the R.S.A opening minds.

The students in year 8 work in two cross curricular projects based around a central theme over a period of 5 terms. The themes are;

- Learning to learn
- Community and Environment
- Communications
- Lifestyles and Health
- Finance and Enterprise

The year 8 curriculum traditionally broken into subjects is now structured around a new competency based model that teaches the skills of learning within a content / competency based model. All year 8 students follow the programme and are developing the competencies of;

- Learning styles
- Thinking methods
- Findings and using information
- Team work
- Communication
- Managing conflict
- Stress management
- Time and pressure management

Pupils spend 3 – 5 days in the same classroom with fewer teachers coming to them. The average year 8 class is taught by no more than 8 teachers in the week.

This approach is core to the learning culture at the school and exam results at end of key stage 3, GCSE and Post 16 have significantly risen over the past 5 years.

Indicator 1.9
The quality and arrangements for Pastoral Care in an 11 – 14 school

An 11 – 14 model of education which is inclusive and progressive could offer a high quality Pastoral Care and Child Protection approach which would further enhance its position as a Catholic School.

The enrolment in an 11 – 14 St Mary’s High School would contain pupils who have transferred from the three local feeder primary schools. The pupils would have established friendships and social connections through participation in inter-school events and Parish activities.

Criteria 2 – Stable Enrolment Trends

Indicator 1
The potential enrolment trends for an 11 – 14 school

An 11 – 14 school would be a new educational model for the pupils and the wider community. It has already been indicated in the previous section how appropriate new teaching and learning approaches would be fundamental to the success of such a school. The table below is based on the whole community supporting this new school by every pupil automatically transferring to the new 11 – 14 school. This is a difficult assumption to make but there is a crucial number of pupils required to make such a school educationally viable. The previous study on 11 – 14 education noted that the sustainable schools policy did not deal with 11 – 14 schools in terms of enrolment figures. The study illustrated potential curriculum models based on 11 – 14 enrolments ranging from 210 pupils to 400 pupils. **Educational research indicates that the minimum number of pupils required to make such a model work effectively is a minimum of 300 pupils.**

The additional factor to consider here is, the 11 – 14 school must provide the statutory curriculum entitlement to every pupil.

The key stage 3 minimum statutory requirement is attached at **Appendix 2**.

The admissions number for an 11 – 14 school at St Mary’s would be 40 – 45 pupils based on full transfer from P7.

The enrolment number would be approximately 100 – 110 pupils.

The enrolment figures for the next three years are below.

Year	Year 8	Year 9	Year 10	Totals
Full Transfer	37	22	28	87
2009-2010	-----	-----	-----	-----
50% Transfer	18	22	28	68
Full Transfer	40	37	22	99
2010-2011	-----	-----	-----	-----
50% Transfer	20	18	11	49
Full Transfer	27	40	37	104
2011-2012	-----	-----	-----	-----
50% Transfer	14	20	18	52
Full Transfer	36	27	40	103
2012-2013	-----	-----	-----	-----
50% Transfer	18	14	20	52

Table 9. Projected pupil numbers for an 11 – 14 school based on full transfers from P7 and on current transfer percentage
The projection of pupil numbers fall far short of a sustainable 11 – 14 school

Criterion 3 – School Financial Position

Indicator 1.
The school’s annual finances indicate that it can live within its delegated budget

The Common Formula Budget Projection for an 11 – 14 school at St Marys High School, Brollagh. The figures have been prepared by the LMS Unit WELB and are based on the school profile for 2008 – 2009.

The pupil total of 86 is almost identical to the projected full transfer figure for 2009 – 2010 of 89 pupils.

**Table 10 CFF Projection for 11 – 14 School. Based on 08 – 09 values.
School Funding 2009 / 2010 Pupil total 86 pupils**

TSN Social Deprivation	9,047
TSN SEN	9,660
Premises Area	21, 549
Premises FTE	10,342
Sports	8,512
Small Schools Support	131, 374
Pupils AWPU	284,070
Total	474,544

Teaching Costs	£476,000
Non-Teaching Staff	£47,000
Premises	£40,000
Other Costs	£50,000
Total	£613,000
Non Staff Costs 10 %	of CFF

NOTE: Teacher costs comprises 11 Staff

Shortfall £138,456

NOTE: The estimates exclude any additional funding that may be allocated by D.E.

Principal	53,000
V. Principal	45,000
2 Teacher UPS 3	84,200
7 Teachers	294,000
Non Teacher Costs	47,000

Note: The 2008 / 2009 AWPU = £3,309

The increase in enrolment of pupils to 100 + by 2011 – 2012 would mean an extra pupil number of 14 which brings an additional £46,326 to the school funding leaving a potential deficit of £92,127 approximately.

It is also important to note that the staff numbers of 11 above may be over generous. 86 pupils at a pupil teacher ratio of the current rate of 9.4:1 which the school operates currently would give a staff complement of 9 teachers . Such a complement could not provide the full Northern Ireland Curriculum

The N.I. average PTR is 14.5:1. Using this PTR analysis would give a staff complement of 6 which would not be sufficient to staff the key stage 3 curriculum.

The Working Party may wish to consider if the 11 – 14 school could operate on a sound financial basis without additional subsidy which would approximately be in the region of 110,000 – 120,000. Even if such a subsidy were provided the 11 – 14 model could not be sustained due to the low pupil numbers and the small number of teachers

Criterion 4 – Strong Leadership and Management by Board of Governors and Principal

The development of an 11 – 14 school at St Mary’s High School would present a number of new challenges and opportunities for the Board of Governors and Principal. The curriculum framework has been outlined earlier in this section. However, theorising about change is all very well. Putting ideas into practice is much more difficult. Fullan stresses the need to understand change and notes that “*the paradox is that transformation would not be possible without accompanying measures*”

[Fullan 2001 p 31]

It would take some time for the ‘vision’ and ‘concept’ of an 11 – 14 education to become part of the wider community thinking on future provision for the High School. While this would take time there is an urgency and need to address the current challenges facing the school.

The research also indicates that where schools were providing vibrant 11 – 14 curriculum the Principals identified a range of common beneficial themes;

- ***Better transition*** *In a non-selective system of transfer pupils in the 3 primary feeder schools would also transfer into the 11 – 14 school. There is no distortion of the key stage 2 curriculum and the pupils are taught through thematic classes planned by the form teachers who are general subject / specialists as required to meet the statutory curriculum requirements*
- ***Better Pace*** *All the schools stressed the fact that in the 11 – 14 school pupils were following accelerated courses in years 8 and 9 which encouraged faster progress*
- ***Preparation for key stage 4*** *The schools agreed that the 11 – 14 new teaching and learning approaches, the encouragement towards independent learning made the transition to key stage 4 provision much more successful*

[National College for School Leadership 2007 p 11]

The Issue of Staff Development in an 11 – 14 School

The quality of education is fundamentally linked to the quality of the Principal and staff who lead and teach within the school. It is extremely important that the right combination of challenge and opportunity for professional satisfaction is available within the 11 – 14 school. The main concerns for staff involved in any organisation is job security, the roles they are expected to take and that they are supported by high quality staff development. It is very likely that teachers in the new 11 – 14 school will teach in a remodelled curriculum and their new teachings skills will be challenged as they adapt a collaborative and enquiry based skills development and learning. In all these matters the role played by the Principal and Board of Governors will be crucial. Staff need to feel valued, confident, and secure that any new framework such as an 11 – 14 school is there only because it serves the educational needs of the pupils first and foremost.

Equally the Principal and Governors will also need to be carefully briefed, trained and supported if they are to give a sense of direction and leadership to the new 11 – 14 school.

Criterion 5 – Accessibility

Indicator 5.1
Home to school transport
time of 1.5 hours per day
in total

The Study could find no significant changes to the travel requirements for pupils who would be attending the 11 – 14 school. Journey times would remain as they are.

Criterion 6 – Strong Links with the Community

Indicator 6.1
Degree of quality of
parental
involvement

The 11 – 14 school would also succeed or fail on whether all parents in the local community can be persuaded to send their children to this new school. The concept of area based local solutions is gaining educational momentum and greater acceptance that individual solutions will apply to specific school and community needs. At present 50% of P7 transfers go to other schools.

This research does not examine the factors behind parental choice. The issue of guaranteed transition from the new 11 – 14 school into the 14 – 19 provision in Enniskillen must be addressed at an early stage. A resolution of this issue, linked to a high intensity and focused community awareness programme on the benefits to pupils, community and Parish that a new 11 – 14 school would bring will be required. It would be essential that the Governors, Principal, teachers and key partners would be convinced of the educational merits and benefits of an 11 – 14 before it would be accepted as a viable education solution to the present position of St Mary’s High School. However such issues are pure conjecture as the enrolment figures indicate that an 11 – 14 school would not be a realistic possibility.

Indicator 6.3
Contribution of the
school to the
community

An 11 – 14 school could make a significant contribution to the community by becoming involved in a wide range of extended schools activities. The 11 – 14 school would require modified accommodation and this can be utilised by the community in the evening time. 11 – 14 schools become the hub of the local

community. The connection between the school and the community is down to the vision of what a vibrant community school can bring to the Parish and its community. 11 – 14 schools usually provide the following to the community and families;

- greater parental involvement in pupils learning and development
- more opportunities for local adult education and family learning
- improved local sports, arts, and other facilities
- greater availability for specialist support for families and communities in areas of educational expertise, such as dyslexia, autism, adult literacy and numeracy skills

The 11 – 14 model of educational provision depends on having the adequate enrolment of approximately 300 pupils and also the capacity to meet the full Key stage 3 statutory requirements. The organization of the curriculum could be based on a thematic approach as outlined in the John Cabot school approach. Collaborative thematic units of work delivered and planned across subjects is now seen as the best approach to the delivery of the NI Curriculum particularly at key stage 3. This shift from individual subject delivery is challenging but none the less expected now as a pedagogically sound approach. There would be substantial staff retraining on such a delivery model.

A model of delivery using a subject approach is outlined in appendix 6. This is done purely to provide the Working Party with a sense of teacher numbers and subject delivery based on minimum curriculum requirements.

It should also be noted that the 11 – 14 schools in the Dickson Plan have a large Key stage 3 enrolment numbers.

Clounagh Junior High School	Expected enrolment	September 09	641
Killicomaine Junior High School	“	“	411
Lurgan Junior High School	“	“	675
Tandragee Junior High School	“	“	237

The 11 – 14 school numbers are also dependant on all pupils transferring from the three feeder primary schools thus providing long term stability in enrolment. If this position is in doubt then it would not be possible to deliver the statutory curriculum.

The 11 – 14 model of educational provision would not be a feasible and realistic model of provision due to the enrolment figures and the financial deficit of the budget for such as school. The working party may wish to note that successful 11 – 14 junior high schools in Northern Ireland have an average enrolment of 500 pupils. Where other countries have smaller 11 – 14 units they are heavily subsidised and the current financial climate would not be conducive to such subsidies. The figures provided above show that there is no economy of scale in the 11 – 14 model at Brollagh



Section 5.

Project Case Study 3 St Mary's High School, Brollagh A 4 – 14 School

5.1 Introduction

The St Mary's Brollagh Working Group sought to explore the development of an all ability 4 – 14 college at St Mary's High School as one of the three option models. The main educational aspects of a 4 – 14 school were reviewed in a previous paper for the Post Primary Review Team called "4-14 Educational Analysis". The key elements and issues of this report are consistent with the research and findings of the previous paper.

The Northern Ireland Curriculum seeks to provide relevant learning opportunities to help each pupil develop as;

- an individual
- a contributed society and
- a contributed to the economy and the environment

Within the Catholic Education sector there is a much broader concept of the outcomes of education which states;

"it is the mission of the Catholic school to liberate pupils to achieve their full potential and awaken in themselves a sense of their dignity and worth" [Nature and Purpose of the Catholic School].

This concept of education being a 'holistic' experience is seen in the strategic educational aims of many countries in Europe. The essential delivery concept is one of a seamless education from 4 – 19 with life long learning being the single outcome. Bishop Duffy summarised the importance of the outcomes of Catholic Education in his foreword to the document "Shaping the Future of Catholic Education" when he says

"Catholic Education as you know promotes the values of justice, peace, reconciliation, truth and understanding and it is vital that we work to provide academic excellence and competence as well as moral, social, spiritual development and empowerment for all our pupils" [June 2007]

The provision of a 4 – 14 school at St Mary's High School is a new educational model which does not yet exist in Northern Ireland. It would certainly need to facilitate an educational framework that would meet the needs of pupils from 4 – 14.

5.2 The concept of a 4 – 14 model has been considered against the six criteria of the Sustainable Schools Policy 2009 as agreed by the Working Party. The relevance of some of the indicators to this model has not always been appropriate and in some sections it has been necessary to condense or dis- apply certain indicators as there are not relevant to the model .e.g. indicator 1:1 cannot be applied as there are no attainment levels or key stage results to base an in depth analysis on.

5.3 Definition of a 4 – 14 School

It is suggested that a 4 – 14 model of education is defined as a non-selective structures and progressive model of educational provision which meets the needs of the pupils aged 4 – 14 and a model which meets the statutory requirements of the Education (Northern Ireland) Order 2006. The 4 – 14 model would provide the Statutory Curriculum for all pupils in foundation, key stage 1, key stage 2 and key stage 3.

The 4 – 14 model is one based on all through provision of transition without any selection at 11. The model of 4 – 14 is also based on the key premise that future educational provision must have the educational and pastoral needs of the child at the centre of its provision. Educational literature abounds with the constant reference to the “centrality of the pupil”. A 4 – 14 school provides each pupil with a minimum of 10 years seamless education that is developmentally appropriate and delivered in an environment conducive to high standards and expectations with a shift in all countries towards a skills based curriculum. A 4 – 14 school can deliver the broad, balanced flexible curriculum which maximises the development of personal and inter personal skills, self management, problem solving and decision making as well as the key skills of communication, application of number and ICT. Indeed within the wider review of educational provision in the Clogher and Kilmore dioceses, a 4 – 14 and 14 – 19 continuum is contained at option 1A. A 4 – 14 model would require rationalisation in the Primary sector. The development of a 4 – 14 school in Brollagh would mean that the three primary schools of St Davog’s, St John the Baptist and St Martin’s would merge with St Mary’ High School to form a new 4 – 14 school. It is acknowledged that to move a 4 – 14 model of education represents a significant rural shift on the part of all partners who have been used to a historic form of educational provision. There will be an equally challenging task of winning the ‘hearts and minds’ of the Board of Governors, teachers, pupils and the wider community to this new possible delivery model.



5.4 Application of the 6 Criteria of the Sustainable Schools Policy 2009 to the proposed 4 – 14 School

Criterion 1 Quality Educational Experience
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The previous curriculum was too rigidly divided into individual subjects. There was significant distortion of the P6 and P7 curriculum as pupils prepared for transition.

The 4 – 14 model could provide;

- continuity in pupil educational experiences and entitlement
- progression in skills, knowledge assessment and teaching approaches and also
- curriculum relevance from 4 – 14

The merging of the three primary schools with the High School would provide a new team of teachers with skills, expertise and commitment to a new educational vision.

The 4 – 14 model of provision has a range of benefits which should ensure that the pupils in the school would be guaranteed high quality educational experiences.

1. Breadth and Balance in a 4 – 14 Model

In a 4 – 11 model of continuous provision, issues such as breadth and balance can be better managed through shared collaborative planning across all the four key stages from foundation to key stage 3. The section on 11 – 14 provision has already given the Working Party some insight into the changes required to teaching and learning through thematic and collaborative teaching where, if agreed the entire year 8 curriculum could be thematically delivered. The 4 – 14 school has greater flexibility to diversify provision and to meet the changing needs of the pupils, particularly pupils with special educational needs.

The revised curriculum has a reduced subject content and emphasis on thematic learning. Teachers can therefore plan for a learning continuum across the key stages and across particularly year 7 and year 8 which are now in the one school.

2. Coherence in the 4 – 14 Model

The key to providing coherence is through collaborative planning and teaching both of which are best suited to a 4 – 14 framework. The Northern Ireland Curriculum Council has successfully piloted a range of curriculum documents called “Ideas for Connected Learning”. Teachers are familiar with these and they will be able to plan confidently and effectively for all pupil needs and ability range.

3. Continuity and Progression in a 4 – 14 Model

A research of the literature reveals the historic tension that has regularly occurred with transition from P7 to year 8. In the National College for School Leadership document “A Better Way” the Principals expressed the *“strength of increased transition, particularly in learning at key stage 2 and key stage 3”*. [p 11 2007]

4. Relevance in the 4 – 14 Model

The broader and more flexible curriculum should facilitate the work and planning by teachers of units of work that are more aligned in the local world of work and employability. The 4 – 14 school would operate in a rural context so therefore greater opportunities will arise for relevant themes and topics based on local traditions, work patterns ad culture.

5. Enjoyment of the Curriculum

The current subjects in the year 8, 9 and 10 curriculum at key stage 3 can provide a hectic range of subjects through which pupils experience very often aspects of unconnected learning. This fact emerged in the Harland research on the previous curriculum. Pupils in year 8 were disillusioned by they experiences. The 4 – 14 model of provision reduces the potential and opportunity for unconnected learning and a thematic delivery across subjects can reduce the opportunity for pupils to loose the enjoyment and fun of learning.

It is suggested therefore that a 4 – 14 model of education presents a ‘holistic’ system of education that encompasses the emotional, spiritual, moral, physical and intellectual development of all pupils in a balanced and progressive way. Classroom practice in a 4 – 14 model is informed by joint teacher planning, greater teacher collaboration, common expectation of achievement and progress. 4 – 14 provision makes both moral and educational sense.

Indicator 1.7 The range of curricular and extra curricular activities

The information and detail concerning range of curriculum and extra curricular activities have been discussed models in sections 1 and 2. The curriculum required in the 4 – 14 school would be the statutory curriculum for foundation, key stages 1, 2 and 3. The associated areas of learning and contributory subjects are contained in the appendices. The extra-curricular activity programme could encompass the full spectrum of children’s interests from the arts, sports, personal development, study support clubs etc.

Indicator 1.8
The quality of the Physical Environment for teaching and learning

The creation of a 4 – 14 school in the parish would need careful planning and consideration. The Working Party would want to ensure that any recommendation contained a strong reference to the need for a brand new provision for a 4 - 14 curriculum. This would be an essential

element of any recommendation. The three primary schools are well maintained but are of old design stock and would benefit from a radical new build capable of taking all pupils from 4 – 14. The three primary Principal’s were very supportive of this model of delivery and were adamant that only a new build would be acceptable to the community ,the teachers, and the pupils who deserve to be educated in a modern fit for purpose building.

The concept of the new building is some way off but the vision would be of a new building fully modernised with three zones which would be cater for the different key stages.

- zone 1 would cater for the nursery / foundation area
- zone 2 would provide for key stage 1 / 2 provision
- zone 3 would have a blend of specialist accommodation for key stage 3 provision e.g. technology & design

The new school would be fully networked and “E” compliant. Each classroom is equipped with interactive whiteboards, video conferencing facilities with the foundation and key stage 1 areas having learning resource and play areas as appropriate to their needs.

The school would have to be equipped with outdoor classrooms and play zones fully equipped with fixed outdoor play areas, seated and quiet zones.

The new school would have an appropriate sports hall capable of serving community use as well as an all weather flood lit synthetic pitch which can be used as part of the extended schools provision. A fully equipped dining hall and assembly hall would be interlinked to maximise use by the community. The hall would be fully equipped with lighting and modern sound systems and portable staging systems etc.

Indicator 1.9
The quality and arrangements for Pastoral Care

The Pastoral care issues in a 4 – 14 school are the same as any other school. This model could provide an all through Pastoral system from 4 – 14. Children in this model have the same teachers for 10 years thus enabling the development of strong pastoral relationships. Childrens needs are know from first form and the 4 – 14 school has therefore

much to offer in relation to individualised learning programmes. There is no transition at 11 and this would be a welcome aspect in Northern Ireland. Pupils would have separate and appropriate play and toilet areas appropriate to their needs.

Criterion 2 Stable Enrolment Trends

Indicator 2.1
enrolment trends in
the school

An analysis of the enrolment data indicates the potential for a 4 – 14 school with an average enrolment of 317 pupils over the next four years. The enrolment figures are also based on the premise that all pupils remain in the 4 – 14 school. Much will depend on the communication of this vision, approach and system of education to the whole community. Certainly the model is consistent with other proposals contained in the structured and inclusive plan for post primary provision in the dioceses.

Year	Full P7 Transfer	50% Transfer Current Trend
2009 - 2010	37	18
2010 – 2011	40	20
2011 – 2012	27	14
2012 – 2013	36	18

Table 11. Potential P7 Transfers to St Mary’s High School

Year	St David’s PS	St John Baptist PS	St Martin’s PS	St Mary’s High School	Total Figures
2009 – 2010	61	74	92	87	314
2010 – 2011	59	72	89	99	319
2011 – 2012	57	73	82	104	316
2012 – 2013	59	70	88	103	320

Table 12. Projected pupil numbers for a 4 – 14 school based on current average primary school intake figures

Table 12 indicates the potential pupil numbers in a new 4 – 14 school with the combined enrolment figures for all 4 schools from P1 to year 10 of key stage 3.

The figures indicate that a 4 – 14 curriculum could be delivered to all the pupils in theory. The position remains that the small number of pupils at Key stage 3 shown above, still presents insurmountable barriers to a broad balanced curriculum at the Key stage 3 period. The gains for the primary age pupils in a 4 – 14 model at Brollagh are considerable. The same does not apply to the pupils at Key stage 3.

There does not appear to be any resolution to the enrolment numbers at years 8, 9, and 10 in the 4 – 14 model. There is no immediate possibility of some degree of shared staffing arrangement between any other schools whereby specialist staff such as physical education, science, technology and design could be shared across the two 4 – 14 schools.

Research confirms the need for the optimum year size group consist of 175 - 200 pupils. NFER analysed the GCSE results of 3,700 pupils attending 3,000 secondary schools in England. The researchers concluded’

“that the optimum year group size is between 175 – 200 pupils to achieve the highest educational results” [NFER research Impact on school size and performance 2002] The year group size is also verified in the junior high schools in the Dickson plan.

It is recognised that a 4 – 14 college would be an opportunity to proceed with a dimension of shared education as signalled in the document A Shared Future.

“the education system therefore represents a major opportunity to create greater sharing and address the potential diseconomies of duplication” [p 25 Shared Futures Policy

The 4 – 14 model of education could encourage partnership discussion with the employing authority and transfer representatives involved in the local controlled primary school in part or all of the 4 – 14 provision.

Criterion 3 Sound Financial Position

Indicator 3.1
The schools annual finances indicate that it can live within its delegated budget

The research on the financial projections have been greatly facilitated by the WELB LMS Section. The figures below are presented on the bases of the 2008 – 2009 year and estimate that the number of pupils 4 – 14 are as follows:

St Mary’s High School	St Davog’s PS	St John the Baptist PS	St Martin’s PS	
	Total			
Years 8, 9 & 10				
No. 86	64	77	84	311

The 4 - 14 College Funding Formula Fund estimate only indicates a total funding of £941, 217. When we move to a single school unit of 4 – 14 the three primary schools would loose the small schools support element of their budget. Whether such funding could be reinstated would not be a realistic possibility.

**Table 13. A 4 – 14 College CFF Estimate.
St Mary’s High School 4 – 14 College 2008 – 2009**

Teachers

Principal	1	£56,739
Vice Principal	1	£45,055
Teachers UPS 3	15	£632,000
Teacher (1 Teaching Allowance)	5	£11,040
Teacher (2 Teaching Allowances)	2	£8,924
Teacher (3 Teaching Allowances)	1	£7,662
Total		£761,460

NOTE: Average teacher salary £42,138

NOTE: To employ 19 teachers increases the teacher costs to £930,042

To do this would have a deficit of £168,044

Non Teaching Staff

Executive Officer	1	£25,754
Clerical Officer	1	£18,332
Technician	1	£20,024
Senior Sup. Ast.	1	£2,090
Supervisory Ass.	5	£8,885
Caretaker	0.50	£10,012
Total		£85,097

Non Staff Costs (10% of CFF) 94,122

4 – 14 College CFF Estimates Only	£941,217
Running Costs (As above)	£940,709
Balance	£508

NOTE: The above estimates exclude any additional funding that may be allocated by D.E. Foundation Funding has been omitted as well as the cost of employing classroom assistants.

The figures estimate that with a teaching staff of 17 the school may have the ability to live well within its delegated budget. The figure for classroom assistants is not included in the figures above. It was not possible to estimate this cost due to the different rate of hours that classroom assistants work as required by the needs of the pupils.

Criterion 4 Strong Leadership and Management

Indicators 4.1 4.6
Governance and the
management of curricular and
organisational demands

It is recognised that for the introduction of a 4 – 14 Model of education it is essential that it is valued and accepted as an educational and viable alternative to the present model. Governors, Principals, teachers, pupil, parents and the community of the Parish of Inis Muighe Samh need to be completely aware of the structural barrier to the development of a 4 – 14 model which are the number of pupils at key stage 3 being only 100 approximately and the fact that such a model would still lead to substantial increasing budget deficits over time. The trustees will no doubt give careful consideration to any of the recommendations coming forward from this Working Party. The recommendations will be challenged to meet the 5 key principles of the current review;

- Pupils come first – the child is the central benefactor of the model
- Consistency – the model /s must provide for a consistent system across the two dioceses
- Ethos – the model /s should persevere and develop Catholic Ethos
- Equality of Opportunity – The pupil has equal access under the model /s to the statutory curriculum, resources etc.
- Shared Future – the model /s take account of the key principles underpinning a shared future
- The model is financially viable.

The 4 – 14 model is a new concept of curriculum delivery in Northern Ireland and in therefore it is important in an area where it is being actively considered that the Governors and Principal advise the community of all the advantages and disadvantages that the model would have in specific areas .

The employing authority may well be the Education and Skills Authority and they must have a key supportive role in the early implementation of the arrangements.

Indicators 4.4, 4.6
Levels of staff turnover
Staff and Principal
morale

The new arrangements for staff and development and inclusion in developing a 4 – 14 school would be challenging, exiting and rewarding for the staff. The quality and standards of education in the new 4 – 14 model is directly related to the quality and professionalism of the Principal and teachers.

The structured interviews with the Principal indicated a willingness to explore any option which is in the best educational interests of the pupils first and foremost and there was a collective agreement about the educational advantages that a 4 – 14 curriculum model could bring to the community. There was equally a unanimous desire to see a solution and outcome to the protracted deliberations that have been ongoing for some time.

“We are consulted out, its time for a decision “[Respondee]

The analysis presented in the research indicates that while the model in theory has educational advantages when applied to the statistics and financial data relative to the schools in the parish the model would not deliver the statutory curriculum at years 8, 9, and 10. The model could not be financially sustainable

The working party may wish to discuss these two fundamental barriers to a 4 – 14 model at Brollagh.

Criterion 5 – Accessibility

Indicator 5.1 Home to school transport 1 hour Primary pupils 1.5 hours post-primary
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The research indicates that the new proposal of a 4 – 14 school is well within the travel times specified in this criterion.

Criterion 6 – Strong Links with the Community

Indicators 6.3, 6.4, 6.5 contribution to the community other features multi-functional use of buildings
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The new 4 – 14 school could be planned to meet the full requirements of a full service extended school. The 4 – 14 schools has the potential to offer a central core of services for the benefit of

the community such as childcare, community access, parenting support, varied menu of facilities for children and community. Childcare could be provided in a new structure where private partnership could provide wrap-around children service. Whithkirk Primary School, Leeds provides a children’s service with 36 places, 50 weeks of the year and has a £50,000 turnover as well as providing local jobs. The parenting support programme could consist of parenting classes, advice and information, study skills classes and retraining.

The new school would need to engage in wide spread consultation with the local community and statutory agencies, Health Trust, Department of Agriculture and Rural Development, WELB, to ascertain what types of services that could be provided in the new 4 – 14 school complex could be as follows;

1. Childcare

- Childcare – maybe run by local voluntary group or private provider on the school site
- Promoting awareness of childcare and existing family facilities

2. Lifelong Learning

- Working with the S.E. College to develop family learning projects
- Working with the skills authority to deliver certified courses
- Promoting adult learning classes in the evening

3. Health and Social Services

- Breakfast clubs and healthy eating
- Physical Activities in out-of hours club
- Working with the primary care trust and social services to develop outreach services e.g. smoking cessation classes, teenage health – walk in clinics

4. I.C.T

- Providing community access to school ICT facilities
- Providing video – conferencing for local businesses

5. Other Community Services

- Providing low cost venues for community activities
- Acting as a base for - Citizen’s Advice Bureau - Housing Association – Credit Unions – Post Office – Neighbourhood Watch Activities – Voluntary Transfer Schemes

The school would be in a unique position to attract funding from a variety of sources particularly where activities are part of wider cross – boarder programmes of ‘ Shared Futures ‘ initiatives.

5.5 Summary

The case for this model still depends on the triple demands of;

- Educational viability
- Financial viability
- Sufficient enrolment trends across the whole 4 – 14 school

The case for the introduction of a 4 – 14 model rests heavily on the capacity of a 4 – 14 model at St. Mary’s high school to meet all factors above. The working party may wish to look beyond the present three options within this research and perhaps further investigate what long term educational community benefits a new build amalgamated primary school of 300 pupils could bring to the parish. Research has also identified that the essence of Catholic Education is under pinned by the inter – relationship between the home, school, and Parish. The construct of a new primary model based around the community links discussed in previous sections of this report may provide a sustainable and educational new “vision “of parish education that best suits its needs

This element of the research clearly indicates that a 4 -1 4 model could not be sustained because;

- **The 4 -1 4 model still has educational barriers at key stage 3**
- **The 4 -1 4 model cannot be financially sustained**
- **There are insufficient numbers at the key stage area.**

Other provision such as an amalgamated primary school could add significant value to both the education of the child and the social well-being of the community.

The Working Party will wish to consider the implications of all three models proposed in relation to the inescapable fact that the two fundamental pillars for decision will be around a model that serves the educational needs of the pupils first and foremost and a model that can provide financial sustainability long term.

This view is reinforced in page 1 of the Sustainable schools' Policy which notes ***“The policy is not intended to trigger particular solutions automatically. It is recognised that local circumstances need to be considered in determining appropriate action and the position needs to be assessed on a case by case basis”***. [p 61 Sustainable schools Policy 2009]

The three models presented in this paper are all sound models of educational provision. However they all have specific requirements and each case analysed against the 6 criteria of the Sustainable Schools policy indicates that each model would not be sufficiently robust to meet the best educational interests of the pupils currently in the school.

Section 6 – Contextual Issues

6.1. The working party requested that a number of associated issues relative to the options for future educational provision at St. Mary’s High school should be briefly examined as part of the research. The issues specified were;

- The issue of rural proofing of recommendations
- Rural school comparison in Scotland with reference to the Shetland Isles
- The provision of online courses and the requirements of the Entitlement Framework
- Literature research evidence on a range of rural school issues such as school size and attainment , school size and cost effectiveness.

6.2. Rural proofing.

Rural proofing is defined as “having regard to the potential of a policy to impact differently on rural populations in comparison to those living in urban areas” [Striking the Balance Rural Development Council pg 4]

The Sustainable schools policy 2009 makes considerable reference to the Rural Development Council Report which examined the range of key policy and social factors that influence school provision. These include the educational, economical, and physical viability of schools and the impact on communities that changes to school provision can make. The Sustainable Schools Policy adds ;

“ the policy was assessed against the Rural development Councils rural proofing checklist and no adverse impact was identified “ [pg 28 2009]

It was confirmed for this report that the assessment was carried out by representatives of the Department of Education and The Department of Rural Development staff.

Striking the Balance was commissioned in 2006 by the Rural Development Council and is titled “Towards a Vision and Principles for Education in Rural Northern Ireland : A Rural Proofing Study “

The study examined the viability of small rural schools under the headings of;

- Educational viability
- Economic viability
- Physical viability

The working part will note that two of the three issues and contained in the sustainable schools criteria. The RDC report indicates that on the issue of educational viability ;

“ the literature rarely makes a distinction between rural and urban schools when examining performance data “ [pg 19] and continues to say ; the patterns show no clear association between school size and performance or any marked difference between rural and urban school performance across school sizes” [pg 19]

The RDC document examines the advantages of amalgamations of small rural primary schools and analyses comments from parents/teachers and pupils before, during and after the amalgamation. The key issue from their research was the importance of consultation during the process.

Social capital is viewed as the community benefiting from lower crime figures, better health provision, better educational achievement, and better economic growth. The RDC report gave a social capital analysis to communities where schools were amalgamating. The analysis if this exercise concluded;

“ no difference to the situation on any of the descriptor scales largely because other activities or trends were also contributing to sustaining the community [pg 40]

The report goes on to say that amalgamations can on the whole provide positive outcomes for rural communities. The report was based on Primary school models. The RDC report does not provide further detail on issues such as school size, school financial capacity that have not been referenced in this report for the working party. This report also recommends that any options agreed by the working party should be “rural proofed “ against a range of social capital indicators such as economic impact community education and community social issues.

6.3. The potential for the use of online technology to meet the needs of the Entitlement Framework.

The development of online learning in Northern Ireland has been consistently developed under the Empowering Schools strategy 2003. It was expected that; “Teachers and pupils at schools have electronic and online multimedia for empowering teaching, learning, and leadership.”[Empowering schools strategy 2003] Since 2003 the Department of Education has invested £336 million pounds on providing the infrastructure for schools to make Northern Ireland through the Classroom 2000 project , C2K,and have attempted to make Northern Ireland a world leader on the use of ICT in the classroom.

The Education Training Inspectorate report on the use of ICT in classrooms noted; ***“ C2K and the inspection surveys provide evidence that there are improvements on the provision of resources through the managed service and that they have had a significant impact on the uptake and use of the technologies” [pg 6ETI report on Ict 2004]***

It is reasonable to assume that with such advancements it may have been possible for St Mary’s High school to have initiated an electronic method of increasing pupil access to some of the 24 courses required by the Entitlement Framework. This matter was discussed during structured interviews and it was referenced that the Fermanagh Learning Community has discussed this potential but that no course is presently provided on line at St. Mary’s high school.

Despite the fact that there are over 4 million students enrolled in online courses in schools and universities the position regarding the use of online courses in any school in Northern Ireland is extremely limited if at all. The Regional Training Unit runs an Online Learning and training for Educators Course and so the potential may be realised over time. Lists of online course are advertised on the RTU website. However an analysis of the list indicated that most of the courses were not being delivered as online courses but had materials for students to access online.

The reality and aspiration of the empowering schools strategy are not being matched a school level particularly regarding online courses.

This general delay is expressed in the ETI report on ICT 2005 which states;
“ the range of classroom use remains somewhat limited and has not broadened significantly since 2002 despite the investment on communication technology “[ETI inspection report 2005]

6.4 Rural School Comparison with reference to the Shetland Isles.

The Scottish Government believes that in order to create a wealthier and fairer nation all our communities should be strong, safe and flourishing. The principal purpose of the Scottish school is to educate and support children and young people in order that they can achieve their full potential.

Scottish education is facing the identical challenges to their school provision as does Northern Ireland and all other major countries namely falling rolls, new curriculum arrangements and financial pressures on school budgets.

Northern Ireland has 15% of its post primary schools with less than 300 pupils Scotland has 10% less than 300 pupils. In the primary sector Northern Ireland has 37% of its primary schools classified as small while Scotland has 35% of small schools. Most of the schools are small rural schools.

The Scottish Government is actively undertaking a consultation on safeguarding rural schools and improving the school consultation process and proposals for changes in legislation.

The legalisation seeks to create a new legislative presumption against the closure of rural schools. The draft consultation recognises that ;

“ the rural school is often the hub for the rural community and their activities “ [Draft legislation Scotland 2008]

Equally like Northern Ireland the Scottish assembly recognises that school closure proposals often cause a great deal of uncertainty and anxiety and very strong feelings. However they are at pains to point out that a legislative presumption against school closures is not the same as a prohibition on rural closures. Like the Sustainable schools Policy in Northern Ireland, Scotland has published a set of guidance for its school authorities that looks at a range of factors which include;

- The educational case
- The pupil and population projections
- Pupil travel distance and time
- Community planning
- Rural sustainability and development
- Financial considerations

Scotland is similar to Northern Ireland in determining that the key rationale for school rationalisation is the paramount importance of the educational case.

Scottish school funding depends on the local authority allocation. The gross revenue expenditure per pupil in schools for 2006 – 2007 was;

	Post Primary	Primary
Glasgow city	£7,019.	£4,686.
Shetland Isles	£10,484.	£6,695.
N Ireland	£4,511	£3,147.

This additionality is striking and it reflects two issues found through discussions with education officers from the Shetland education committee which were the additional funding is unsustainable due to the economic downturn and that the additionality goes largely to maintaining very low pupil teacher ratios. The evidence also indicated that the Shetland Island council are urgently reviewing their schools budget allocations.

Shetland Island council delivers its educational responsibilities through a comprehensive model of education based on a network of 33 schools. There are 2 high schools, 7 junior high schools and 24 primary schools. Pupils spend 7 years at Primary school and transfer at 12 years of age to the Junior high school where 13 and 14 [S1,S2] the pupils follow a general course and at 15 and 16 [S3,S4] follow a specialist subject /vocational range of courses. At 16, pupils transfer to the Senior High Schools.

Demographics in Shetland show that there are falling rolls in Primary and Post primary schools. There is a demographic downturn of 27% from 2007 – 2017. The educational issues which are commanding attention are very similar to Northern Ireland education. The Shetland Education committee is dealing with;

- Educational change to the curriculum
- Composite classes and minimum pupil numbers
- The difficulty of recruiting teachers and head teachers
- Ensuring equality of educational opportunity in terms of curriculum choices.

The working party asked for some comparative information between educational provision at a rural location in Scotland and Northern Ireland. The following is a brief synopsis of a rural school called Aith Junior High school which caters for pupils from 4 - 16. The school was randomly selected.

Aith Junior high school was newly built 1982 and caters for pupils from the west side of Shetland Island. It provides nursery, primary and post primary provision. The current roll is 189 pupils. There are 14 pupils in the nursery unit which is available 9 – 11.30 5 days per week, 70 pupils in the primary unit and 105 pupils in the post primary unit. There are composite classes at P1/2, P3/4, P5/6 and 1 P7 class. The school has 18 permanent staff, 9 part time teaching staff, 11 ancillary staff, 5 catering staff and also 8 peripatetic teachers who cater for a range of musical instruments and knitting.

The secondary element of the school at S1 and S2 [13/14 years of age] follow a basic course of 15 subjects similar to the Northern Ireland curriculum. At S3 and S4 [15/16 years of age] pupils choose to study at standard grade from an option range of 17 subjects. Most pupils study 8 subjects to examination level.

The school was inspected in 2006 and the inspectorate found the main strengths to be, Overall levels of attainment, the work of the learning support unit, the quality of vocational guidance and the primary teaching.

The school had good parental support as evidenced through inspection questionnaires. The inspection analysis of performance did indicate that while attainment at the end of S1 and S2 was at or above the national average, at S3 and S4 the attainment levels were in the majority of cases below the national standards. There were no reasons outlined about the analysis of the results.

There was additional contextual information regarding school costs and pupil ratios which would be relevant to the working party information.

The school costs are as follows'

Nursery unit	£ 63,748.
Secondary Unit	£ 936,760
Total	£ 1,557,760.

This is the total school outturn budget for staff and pupil costs.

The Primary gross expenditure per pupil for Scotland is £4,138 and for Shetland £6,517

The Post primary gross expenditure per pupil for Scotland was £5,756 and for Shetland £ 10,158.

Shetland has the highest expenditure per pupil of all the Scottish authorities.

The Pupil teacher ratios also show that the PTR for Scotland in primary schools is 16.3:1 and for Shetland it is 10:1. The PTR for post primary in Scotland is 12:1 and for Shetland it is 8.4:1.

These figures indicate the significant expenditure costs associated with the provision of education in the Shetland Isles. Aith School is only able to exist financially because of considerable additional funding from the Shetland isles council. During interview it was indicated;

“ the high cost of maintaining the low PTR and the additional school costs are no longer sustainable and the education subsidies cannot continue at present levels “
[consultee comment]

The working party may wish to contrast the high costs of pupil funding between Shetland and Northern Ireland and may conclude that the difference in additionality of funding would stabilise the educational provision at St Mary's High school. However additional funding will not by itself address the deficit of curriculum choice, breadth or depth which exists in the school. Direct comparative analysis is not always reliable as the studies are looking at two different school systems. Shetland Council do in principle recognise that the provision of rural education services will attract higher costs. It cannot be claimed that the attainment levels achieved in Shetland are directly correlated to the funding provided. Other educational factors also have an influence.

6.5 Literature research on a range of Rural school issues.

6.5.1. School size and attainment.

There is a wide body of literature research which provides very contrasting evidence on the issue of small rural school size and improved attainment. Indeed the research debate begins with a lack of agreement on what is the accepted definition of a “small school”. We recognise that the Sustainable Schools Policy 2009 signals that the Northern Ireland figure for a sustainable rural primary school is placed at 105 pupils and that for rural post primary schools the figure is 500 pupils. This following brief research overview must be placed in the context that we are not comparing exactly similar models of schooling and that the research has often been commissioned by vested interests from agencies and parties with specific views on rural school provision.

The Welsh Association of Teachers and lecturer’s in response to the Reorganisation of Schools in Rural Wales noted ;

“ although their supporters make many claims for small schools there is currently a lack of evidence to support many of the claims made about the benefits that small schools can bring to pupils” [ATL document 2008]

Indeed research by the team at London Institute of Education in 2004 conducted a major study in England which found no evidence that children in smaller primary schools do better in Maths and English. The institute studied thousands of pupils in their fourth fifth and sixth years on school. They did find a positive relationship between class size and year 6 literacy. Pupils in larger classes made more progress.

Estyn also found in research in his study of Small Primary schools in Wales 2006 that ***“ there is no evidence to support the view that school size is a significant factor. Schools of all sizes can provide a high quality education” [Estyn 2006]***

Kathleen Cotton undertook a major research project on “School Size, School Climate and Student performance “ 1996. She did a major review of 31 studies and found that ; ***“ half the student achievement research finds no difference between the achievement levels of students in large and small schools and the other half finds student achievement in small schools to be superior to that in large schools “ [Cotton 1996]***

What she also states is that none of the American research found large schools superior to small schools in their achievement effects.

The Organisation for Economic Development examined the issue of school size and student attainment and a report was issued in 2006. The report stated that by 2006 although the class size and attainment debate had tended to polarise researchers more of a consensus was emerging. Many researchers noted a relationship between small classes and attainment in the early years even if they disagreed on the exact nature of the relationship. Research also highlighted the other issues that are important in determining attainment such as classroom processes, the quality of teaching and learning, the prior attainment of the pupils and parental background.. According to the researchers;

“ class size reduction is attractive because it maintains the existing structure of schools while simply adding more resources, but there is no evidence in the long term it will be sufficient to raise the attainment of all the pupils” [OECD report pg 50]

6.5.2 School size and Cost Effectiveness

The costs of education provision in Northern Ireland are outlined in page 31 of the Sustainable schools policy. The percentage costs in the primary school for a school with fewer than 100 pupils are 23.7% more than the average. The percentage costs in the Post primary school for pupils in schools fewer than 300 pupils is 13.2%. The costs of schooling in Shetland have confirmed the higher costs. A number of research studies on the costs and benefits of small schools proved to be inconclusive. Bell and Sigsworth 1997, Comber et al 1981 and Coopers and Lybrand 1996 were some of the research authors. In general it found that rural authorities tend to have higher unit cost per pupil than predominantly urban ones and that it was not necessarily a conducive argument for closure on financial/economic grounds as the wider recurring costs of transport and the resultant often unquantified loss to the community are difficult to cost in economic terms particularly for the long term.

Some countries like Sweden appear to accept that part of the price paid for rural community sustainability will be the higher expenditure per student in sparsely populated areas.

Cotton examination of school size and cost effectiveness in American research indicates that a closer look at the assertion that large schools are more cost effective is not necessarily true. Researchers such as Gregory 1992, McKenzie 1983, Williams 1990 found that the relationship between size and costs varies depending on individual school circumstances. Many small schools operate very economically as do many large schools. It really comes down to economy of scale. The issue of budgetary pressures was examined in the Rural Development Council report *Striking the Balance* 2006 and they noted;

“ Concern has been expressed that a policy to support education delivered through small schools in rural areas could have a significant impact on the funding available to urban schools. Any decision to focus spending on small schools must, within finite budgets have implications for other services within an authority area including potentially provision in larger schools “[Striking the Balance 2006]

6.5.3. Rural School and Community Impact

The working party asked that consideration be given to the role of the rural school and community impact. While the main concern of any school is providing high quality education a school is nevertheless embedded in a local community environment. Rural schools symbolically represent a part of the security and of a stake in the future of a community and as such are subtly tied up with self esteem. This study has already referred to the community use of St. Mary’s High school and the limited evidence found of a wide range of community usage.

An extensive literature review into the non educational outcomes of rural school – community partnerships by Salant and Walker 1998 concluded that ;

“ schools have positive, economic and social impacts provide a resource for community development and offer a delivery point for social services” [pg 8]

At the same time the authors noted that very few of the studies were objective or analytical. They noted that most of the studies were driven by economic imperatives and very often as a result of financial pressure to consolidate small rural schools. The place of the extended school initiative has been referenced already and the community benefits are well known and established across communities.

St. Mary's high school commands a unique place in the history and development of the parish of Inis Muighe Samh. The school however is now experiencing very different educational conditions. Its singular attention must be focused on the quality of teaching and learning, the educational opportunity, access, educational entitlement and extra curricular programme for all its pupils.

It is recommended that the Post Primary review Body considers carefully the place of the school and the social capital implications of any change to the schools position.

Section 7. Conclusions and Recommendations.

- 7.1 The key aim of this study has been to assist the working party arrive at a an option or options that with further investigation and consultation may be approved as the best way forward to meet the full educational needs of all the pupils at St. Mary's High school.

There is a great willingness and desire on the part of everyone from the Senior Trustees to the wider community that a local solution may be found which guarantees the long term educational position within the parish. There is one fundamental principal that should and no doubt will be pursued in the deliberations and it is that the pupils have continued access to a high quality broad balanced curriculum that;

- meets their full statutory entitlement at Key stages 3 and 4
- and that the pupils education at St Mary's high school is of the same quality, access, and standards as any other school in the diocese.

- 7.2 The project research has again confirmed a number of issues on which there is already common consensus:

- The enrolment and financial data clearly indicate that the current curriculum at the school is on danger of neither being educationally viable or economically sustainable.
- The current curriculum at Key stage 3 just meets the minimum statutory curriculum but it lacks breadth and depth on provision.
- The Key stage 4 curriculum is too narrow in terms of subject choice and range and as a consequence pupils are not getting a chance of entering a broader range of curriculum pathways post 16.
- The school will not be able to meet the access requirements of the 24 subjects required at Key stage 4 by the statutory date of 2013.
- The small dedicated group of staff have no promotion structures a limited management framework and meagre resources for classroom work.
- The school is operating outside the requirements of the 2005 School Development plan Policy in so far as they have a yearly development plan as opposed to a longer 3 year plan. This affects Performance Review Staff development matters.
- The school at its present levels of funding will fall further into significant financial deficit.

The working party will be aware that any delay in reaching a suitable option or options for urgent consideration will further damage the current pupils educational entitlement.

- 7.3 The three models were reviewed against the six criteria of Sustainable Schools Policy. There are strengths and weaknesses with all 3 models. A brief summary of the issues relative to each model is presented in summary form in appendix 7. The current 11 – 16 school faces urgent difficulties that are inescapable. The working party will recognise that simply getting additional funding to rescue the budget deficit if such funding was available which is

highly unlikely will not solve the low student numbers or the limited breadth and depth of curriculum provision

The 11 – 14 option also faces the uncertainty of attracting the full complement of students from all the P7 classes. There is no guarantee that parents will change current patterns of parental choice. The Commission for Catholic Education has asked a working party to report shortly on suitable transfer arrangements for the Catholic schools sector. The working party on transfer supports the Commission's position to moving away from academic selection through a time limited transitional process. It is difficult to gauge what difference the recommendations will make to public perception on the choice of appropriate schools. The 11 – 14 model does not have sufficient pupil numbers to sustain educational provision at Key stage 3 .

The 4 – 14 model of educational provision is not yet represented in Northern Ireland. This model brings together Primary and Post primary pupils in a single educational establishment. It may offer the best enrolment stability for the primary aspect of the model but again the number of pupils in key stage 3 makes a full curriculum entitlement unsustainable.

7.5. The Working Party may wish to focus its deliberations on a single critical challenge. Which of the options will optimise high quality educational provision for all the pupils' long term?

There is no doubt that the consultation and subsequent deliberations from all sections of the public have not been devoid of emotion and sentiment. The Association of Lecturers and Teachers in Wales when responding to the matter of school rationalisation noticed;

“ the issue of reorganisation of schools is extremely contentious and emotionally charged, the debate surrounding the issue frequently generates more heat than light” [ATL 2008]

It is anticipated that the analysis presented in this study contributes to a better understanding of the range of issues associated with the current school and its future provision.

What is not in doubt is that the decision will be based on the paramount importance of the pupils needs and entitlement. The future educational provision should not be confused with the debates around the provision of other rural services. The central decision rests on the educational merits of the best way forward for the pupils at St Mary's High School nothing more, nothing less.

7.6 RECOMMENDATIONS.

The following recommendations may assist The Working Party with their deliberations on the best way forward;

1.

It is recommended that the working party consider the analysis of the three options in this paper with particular emphasis on 3 areas ; statutory educational rights of the pupils in each model, the stability of the enrolment for the immediate future of educational provision and the capacity of the school to live within the budget parameters. It is recognised that all 3 are inextricably linked.

2.

That the 11 – 1 4 model of education be rejected as a solution for educational provision based on the small year group numbers which could not sustain a viable and statutory curriculum in breadth and depth. Additional funding alone would not rectify the curriculum entitlement difficulty.

3.

That the 4 – 1 4 model of education has educational, pastoral and social, and community advantages. The model would not be viable due to the small pupil numbers at the Key stage 3 element of the 4 – 1 4 model. The model brings advantages to the 4 – 11 age range but the enrolment of 100 [approx.] falls far short of the educationally recommended figure of around 300 pupils at key stage 3. Educational issues, inadequate pupil number in Key stage 3, and financial factors rule this model out.

4.

That the Clogher and Kilmore Project Board Post commission a “Rural Proofing “ exercise on the 3 models to assist with the analysis of any potential impact on the economic and social life of the community and its future vibrancy.

5.

That the Project Board would appropriately recognise the welfare and professionalism of the current staff.

Section 8. Literature References Web References.

Literature Research.

1. Shaping the Future of Catholic Education 2007
2. Proposals for the Curriculum and assessment at Key stage 3
3. Policy for Sustainable Schools 2009.
4. Striking the Balance A Rural Proofing Study 2006
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11. School Community partnerships and the Australian context 2004 [extract]

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15. More than and Education Leadership for Rural school 2005
16. Response to Sustainable schools Equality Commission 2007
17. Shared Futures Department of education 2006
18. Does Size Matter National college for School leadership
19. Empowering schools strategy DENI 2003
20. The Hobbit Effect. Why small schools work Rural schools trust 2006
21. Middle School effectiveness 2003
22. An Evaluation of the Craigavon Two tier System
23. Learning from the Middle Research associate report 2006
24. OECD PISA studies 2000

WEB sites consulted.

www.scotland.gov.uk
www.ccea.org.uk
www.deni.gov.uk
www.middleweb.com
www.middleschools.org.uk
www.edc.org
www.emie.org
www.ruralschools.org
www.johncabotschool.org
www.teachernet.org
www.welb.org

A variety of American research sites were used to examine small rural school documents. A number of Australian websites were visited in the same theme.

Section 9. Appendices.

No. 1. Sustainable Schools Policy 2009. Six Criteria and Indices.

No. 2. The Statutory Curriculum Education Order 2006 Schedule 1.

No. 3. St Mary's High School Staff list and teaching duties.

No. 4. Middle Schools Results 2005.

No. 5. OECD PISA Study 2000.

No. 6. Staffing complement for 11 – 14 school.

No. 7. Summary statement for all 3 models.

Annex A Criteria and Indicators

Criterion	Indicator
<p>A Quality Educational Experience</p>	<p>1.1 Attainment levels of pupils¹², Key Stage tests pending development of new indicators for Primary Schools, GCSE results for Post-Primary Schools.</p> <p>1.2 No more than <u>two</u> composite year groups in a single classroom at primary school level.</p> <p>1.3 A <u>minimum</u> of four teachers¹³ at a primary school. This recognises both the needs of pupils and the demands on teachers.</p> <p>1.4 The ability of the school to cater for children with Special Educational Needs.</p> <p>1.5 The ability at post-primary level to be able to provide suitable access to the entitlement framework including, where appropriate, linkages with other schools, the FE sector or other providers.</p> <p>1.6 The standards and the quality of learning and teaching at the school.</p> <p>1.7 The range of curricular and extra-curricular activities available for children including career guidance, physical education, music, art, drama and science.</p> <p>1.8 The quality of the <u>physical</u> environment for learning and teaching i.e. the condition, energy and water efficiency and suitability of the buildings.</p> <p>1.9 The quality of, and arrangements for, pastoral care including the active promotion of the principles of social justice in all areas of the formal and informal curriculum.</p>

Criterion	Indicator
B Stable Enrolment Trends	<p>2.1 The enrolment trends in the school in the past three years and projected demand in the area.</p> <p>Primary: ¹⁴</p> <p>2.2 Ideally a primary school should have at least seven classrooms (one for each year group). The minimum (not optimal) enrolment for newly established schools or existing schools should be 140 in urban areas and 105 in rural areas.</p> <p>Post-Primary: ¹⁵</p> <p>2.3 The minimum (not optimal) enrolment for newly established schools or existing schools should be 500 pupils for an 11-16 school, i.e. an annual average intake of 100 per year.</p> <p>2.4 The sixth form should be self-sufficient financially and have a minimum of 100 pupils.</p> <p>2.5 Key Stage 4 and sixth form enrolments should enable pupils to spend 80% or more of their time in their home school.</p>
C Sound Financial Position	<p>3.1 The school's annual finances indicate that it can live within its delegated budget.</p> <p>3.2 The school's financial trends indicate that it will continue to be able to live within its annually delegated budget.</p> <p>3.3 The school's three year financial plans, based upon realistic assumptions, indicate that where there is a deficit this can be substantially reduced or recovered.</p>

Criterion	Indicator
D Strong Leadership and Management by Boards of Governors and Principals	4.1 Governors' views on the school based on quantitative and qualitative evidence. 4.2 Composition of Board of Governors – skills and experience of Board members and number of vacancies. 4.3 Management of staff attendance and absenteeism. 4.4 Levels and nature of staff turnover and unfilled staff vacancies. 4.5 Teacher morale. 4.6 Management of curricular and organisational demands on the principal and staff. 4.7 Ensuring that the resource allocated is available so that the principal has at least 1 day per week to attend to leadership and management duties. 4.8 There is a school development plan in place and progress is being made to achieve the plan's aims and objectives. 4.9 Pupil behaviour, expulsions, suspensions and non-attendance as well as positive behaviours such as involvement in school management (e.g. buddying and mentoring schemes).
E Accessibility^{16 17}	5.1 Home to school transport travel times of less than 30 minutes for primary pupils (ie 1 hour per day in total) and 45 minutes for post-primary pupils (ie 1.5 hours per day in total). 5.2 ¹⁸ Distance to another suitable ¹⁹ primary school. 5.3 Existing co-operative arrangements with other schools and further education colleges/ training organisations - max travel time 30 minutes for a single journey and total of 2 hours per week. 5.4 Capacity in nearest schools.

Criterion	Indicator
F Strong links with the Community	<p>6.1 Degree and quality of parental involvement (schools will be asked to provide evidence on this).</p> <p>6.2 Number of children in the vicinity attending (and not attending) the school.</p> <p>6.3 Contribution of the school to the community (schools will be asked to provide evidence on this).</p> <p>6.4 Presence of other features of provision, e.g. nursery or specialist unit.</p> <p>6.5 Multi-functional use of buildings outside formal education, for example, for sport, voluntary and community use.</p>

Appendix 2 – The Statutory Curriculum Northern Ireland Order 2006 – Schedule 1
SCHEDULE 1

Article 6

AREAS OF LEARNING AND THE CONTRIBUTORY ELEMENTS
PART I
FOUNDATION STAGE

AREAS OF LEARNING	CONTRIBUTORY ELEMENTS
Language and literacy	Talking and listening Reading Writing
Mathematics and numeracy	Number Measures Shape and space Sorting Patterns and relationships
The arts	Art and design Music Drama
The world around us	The world around us
Personal development and mutual understanding	Personal understanding and health Mutual understanding in the local and wider community
Physical development and movement	Physical development and movement

PART II
KEY STAGES 1 AND 2

AREAS OF LEARNING	CONTRIBUTORY ELEMENTS
Language and literacy	Talking and listening Reading Writing
Mathematics and numeracy	Processes in mathematics Number Measures Shape and space Handling data
The arts	Art and design Music Drama
The world around us	History Geography Science and technology
Personal development and mutual understanding	Personal understanding and health Mutual understanding in the local and wider community
Physical education	Physical education

PART III

KEY STAGE 3

AREAS OF LEARNING	CONTRIBUTORY ELEMENTS
Language and literacy	English Irish (in Irish speaking schools only) Media education
Mathematics and numeracy	Mathematics Financial capability
Modern languages	Any official language of the European Union (other than English and, in Irish speaking schools, Irish).
The arts	Art and design Music Drama
Environment and society	History Geography
Science and technology	Science Technology and design
Learning for life and work	Employability Local and global citizenship Personal development Home economics
Physical education	Physical education

PART IV

KEY STAGE 4

AREAS OF LEARNING	CONTRIBUTORY ELEMENTS
Language and literacy	
Mathematics and numeracy	
Modern languages	
The arts	
Environment and society	
Science and technology	
Learning for life and work	Employability Local and global citizenship Personal development
Physical education	Physical education

Appendix 3 - Teaching Staff 2008 – 2009 and Curriculum Areas

NAME	POSITION
Teacher 1	Acting Principal
Teacher 2	Art/D / R.E / L.L.W.
Teacher 3	Careers / D.T. / SC / L.L.W
Teacher 4	English / Drama / Eng. Lit
Teacher 5	English
Teacher 6	French / Mod. Languages
Teacher 7	Geog / P.E. / L.L.W
Teacher 8	Home Econ. / Maths / SC / L.L.W
Teacher 9	History / R.E. / L.L.W
Teacher 10	I.T. / Maths
Teacher 11	P.E. / I.T.
Teacher 12	Maths / Music
Teacher 13	R. ED / L.L.W
Teacher 14	SC

Appendix 4.
Middle School results 2005 – 2 Year Key Stage 3 Schools

Institution Name	Institution Town	Number of pupils on roll (all ages)	Number of pupils eligible for KS3 assessment in 2005	% of pupils achieving level 5 or above in English test	% of pupils achieving level 5 or above in Mathematics test	% of pupils achieving level 5 or above in Science test	Average KS3 point score per eligible pupil	Aggregate across the 3 core subjects in 2005	KS2 – KS3 value added measure	Coverage indicator - % of eligible pupils included in KS2 – KS3 VA
Dorchester Middle School	Dorchester	619	149	77%	83%	79%	35.9	238	99.7	96%
St Mary's Church of England Middle School, Puddletown	Dorchester	463	104	88%	84%	88%	37.3	261	100.7	97%
St Osmund's Church of England Voluntary Aided Middle School, Dorchester	Dorchester	628	154	88%	92%	90%	37.4	269	99.8	98%
Churnet View Middle School	Leek	489	96	100%	100%	99%	37.9	299	100.4	97%
St Edward's CofE (A) Middle School	Leek	765	125	92%	98%	92%	37.1	282	100.1	99%
Cheyne Middle School	Sheerness	760	66	89%	97%	83%	35.2	270	98.5	95%
Danley Middle School	Sheerness	709	94	70%	93%	84%	34.9	247	98.6	99%
St George's Church of England Middle School	Sheerness	476	44	98%	100%	98%	37.7	295	99.1	91%
Middle School Average		4909	832	87%	92%	88%	36.7	270	99.6	
National Average				74%	74%	70%	34.5	217		

Source: National KS3 Performance tables - 2005

Appendix 5
OECD PISA Study 2000: Student Achievement

Reading Literacy			Mathematical Literacy		Scientific Literacy	
	Mean Score	Standard Deviation	Mean Score	Standard Deviation	Mean Score	Standard Deviation
Finland	546	89	536	80	538	86
Canada	534	95	533	85	529	89
New Zealand	529	108	537	99	528	101
Australia	528	102	533	90	528	94
Republic of Ireland	527	94	503	84	513	92
Korea	525	70	547	84	552	81
United Kingdom	523	100	529	92	532	98
England	523	100	529	92	533	97
Japan	522	86	557	87	550	90
Northern Ireland	519	107	524	99	523	105
Sweden	516	92	510	93	512	93
Austria	507	93	515	92	519	91
Belgium	507	107	520	106	496	111
Iceland	507	92	514	85	496	88
Norway	505	104	499	92	500	96
France	505	92	517	89	500	102
United States	504	105	493	98	499	101
Denmark	497	98	514	87	481	103
Switzerland	494	102	529	100	496	100
Spain	493	85	476	91	491	95
Czech Republic	492	96	498	96	511	94
Italy	487	91	457	90	478	98
Germany	484	111	490	103	487	102
Hungary	480	94	488	98	496	103
Poland	479	100	470	103	483	97
Greece	474	97	447	108	461	97
Portugal	470	97	454	91	459	89
Luxemburg	441	100	446	93	443	96
Mexico	422	86	387	83	422	77

Source: OECD

Appendix 6 – Staffing Complement for 11 – 14 school

Year group size – 40 pupils approximately School size 100 – 120 pupils

Pastoral organization – 2 class tutors reporting to Principal

Curriculum organization – mixed ability or banding

Learning area	% Total weighting (FTE)	2 Classes	3 Years	Teacher req %	
Language and Literacy	12	2	3	72	0.8
Mathematics & Numeracy	12	2	3	73	0.8
Science and Technology	18	2	3	108	1.8
Environment / Society	10	2	3	60	0.6
Modern Languages	12	2	3	72	0.7
Religious Education	6	2	3	36	0.4
Physical Education	8	2	3	48	0.5
The Arts	10	2	3	60	0.6
Learning for Life And Work (LLW)	12	2	3	72	0.8
	100				7

(10% RW) + Principal
PTR 1.1/8 = 13.75:1 N.I. Average – 14:1

Section 10. Acknowledgements.

10.1

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