



CCMS
Council for Catholic
Maintained Schools

ST ANNE'S PRIMARY SCHOOL

DONAGHADEE

SCHOOL REF: 403-3008

CASE FOR CHANGE

SEPTEMBER 2021

(New information added 19 January 2022

See page 7)

CASE FOR CHANGE – Supporting Information

SUMMARY / OVERVIEW

EA AREA	Ards and North Down District Council
DP NUMBER	DP 673
PROPOSER	Council for Catholic Maintained Schools, Linen Hill House, 23 Linenhall Street, Lisburn, BT28 1FJ
SCHOOL(S) NAME	St Anne's Primary School, Donaghadee
SCHOOL REFERENCE	403-3008
TYPE	Primary School
MANAGEMENT	Catholic Maintained
DP PUBLICATION DATE	Week commencing 17 January 2022
PROPOSAL	Proposal to discontinue St Anne's PS, (403-3008) with effect from 31 August 2022 or as soon as possible thereafter.

STATUTORY CONSULTATION

EDUCATION AUTHORITY COMMENTARY ON PRE-PUBLICATION STATUTORY CONSULTATION

<p>PROPOSER</p> <p>Provide detail of consultation with the BOGs, teachers and parents of the affected school(s) – dates of meetings/letters. Good practice suggests all staff (including non-teaching) should be consulted as well as pupils</p> <p>Summary and assessment of views received – how were</p>	<p>Original proposal was for the discontinuance of St Anne's Primary School with effect from 31 August 2021 or as soon as possible thereafter.</p> <p>I confirm Pre-publication consultation commenced with St Anne's PS at meetings with the Board of Governors (BoG), staff and parents/guardians on 27 February 2020. Following the meetings, CCMS agreed to delay the dissemination of this pre-publication booklet to staff, governors and parents/guardians in order to incorporate feedback from the BoG. On 18 March 2020, as a result of the Coronavirus pandemic, the First Minister and Deputy First Minister announced that schools would close to pupils at the end of the school day on 20 March 2020. This resulted in area planning activity being stood down. CCMS communicated to the school that the pre-consultation would resume through the issuing of the booklet with stakeholders (staff, BoG and parents/guardians) when further clarity was received on the area planning process moving forward. Area planning activity was given permission to resume by the Department of Education on 8 October 2020, as a result, CCMS re-started the pre-publication consultation and it ran from 3 June 2021 – 2 July 2021. All responses received by CCMS ahead of the stalling of the pre-publication consultation were carried forward as applicable.</p> <p>The responses were given due consideration at CCMS' Education Provision Committee meeting on 15 September 2021. It was determined by CCMS the proposal was appropriate, taking into</p>
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<p>these taken into account before the publication of the DP?</p>	<p>account all responses received. A copy of the consultation summary is contained in Appendix F.</p>
<p>Confirmation by the Proposer</p>	<p>I confirm: St Anne's PS Board of Governors, staff and parents/guardians were consulted; equality screening of the proposal has been carried out; and the statutory requirements of the Rural Needs Act (NI) 2016 (where appropriate) have been considered. NAME: Edel Teague OFFICE HELD: Area Planning Programme Manager SIGNED: <i>Edel Teague</i> DATE: 30/09/2021</p>

ASSOCIATED PROPOSALS

<p>DP XXX Published DD/MM/YY</p>	<p>None</p>
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Case for Change: Statutory Consultation

EDUCATION AUTHORITY COMMENTARY ON PRE-PUBLICATION STATUTORY CONSULTATION

The following is to be completed and signed off by the EA.

The Education Authority (EA)

I confirm that the schools which the Education Authority consider might be impacted by this proposal were consulted on 8 October 2021 with a return date of 12 November 2021.

Name:	Michele Corkey
Office Held:	Director of Education
Signed:	
Date:	4 January 2022

Provide detail of consultation with schools that may, in the EA's opinion, be affected by the proposal - list of schools, dates of letters issued to schools/meetings.

In accordance with Article 14 of the Education and Libraries (Northern Ireland) Order 1986, a copy of the proposal was sent on 8 October 2021 to schools which, in the opinion of the Education Authority, might be affected by the proposal. A total of 42 local schools were forwarded correspondence. Comments were invited from Boards of Governors and Trustees, to be returned to the Education Authority by 12 November 2021.

Five responses were received from affected schools. All do not support the proposal.

Donaghadee PS, St Finian's PS, St Malachy's PS, Ballyvester PS and Greyabbey PS - Do not support the proposal

Summary of views received (number of responses, recurring themes, petitions, community support or opposition).

The information below provides a summary of overall responses and emerging themes of responses received.

- Donaghadee Primary School is reported as having an enrolment number of 466. The Department of Education has agreed a development proposal to reduce this to 420 from September 2022. As Ballyvester PS is full and our spare capacity will be reduced by 46, there is limited capacity in the immediate area.
- The distance of approximately 7 miles to access a faith school is prohibitive.
- Building works in the local area are expanding with a couple of developments projected to deliver 400 houses in the next 2-3 years.
- Our school, Donaghadee Primary School site is landlocked with little prospect of expansion.
- The provision of Catholic Education in Donaghadee is effectively being removed. The loss of the Catholic School in the town would disadvantage those who seek faith based education for their children
- Suggestions in the draft Development Proposal that our school could accommodate pupils from St Anne's Primary School are couched in terms of the distance of this school from other schools. The distance from St Anne's Primary School to St Finians Primary School is 7.8 miles and 7.1

Responses/Assurances in respect of issues raised during consultation.

Dates of EA meetings eg Education Committee/ Board etc.

Details of issues raised by members of EA Board

	<p>miles from St Malachy's PS, and likely travel times to be in excess of 30 minutes in morning traffic.</p> <ul style="list-style-type: none"> • St Anne's Primary School is an integral part of the Bangor Parish Family of schools – a group set up in 2015 to share resources, staff development, and to improve the educational experiences of all pupils within a sustainable Parish solution. • The closure of St Anne's leaves an enormous local gap in Shared Education opportunities for staff and pupils. • St Anne's is a feeder school to St Columbanus' College in Bangor, so any closure would have a negative effect on their enrolment and potentially limit the availability of Catholic Post-Primary education in the area. • With this Development Proposal, the provision of Catholic Education in Donaghadee is effectively being removed. When the previous Education Minister, Minister Weir, addressed the NI Assembly on 17/10/16 he stated <i>"I think it would be unrealistic in certain situations to see a school of one type close and there being quite a distance to a school of a similar type. On the matter of parental choice, we should not leave schools in any of the sectors where the removal or closure would effectively deny that parental choice"</i>. • With reference to the above statement from Minister, the loss of the Catholic School in the town would disadvantage those who seek faith based education for their children • Ballyvester Primary School has had a long-standing link with St Anne's Primary School (30 years) through the Shared Education Programme. Our pupils and staff have taken part in shared lessons where they have explored diversity, mutual respect, friendship and difference. This has had a very positive effect on the relationships within our school and wider community. If St Anne's Primary School closes, we will lose this cross community link and our Shared Education work will cease. This will also mean our pupils will miss the opportunity to develop relationships with children from a different background and establish mutual respect. • It is unfair on a school to measure it against the Area Planning criteria when we have been and continue to be significantly and adversely affected by the ongoing Covid Pandemic. • There remain far smaller schools in other areas of Northern Ireland which do not have a local population available for their intake. <p>This development proposal was discussed by the Education Authority's Strategic Planning and Policy Committee at its meeting on 4 January 2022.</p>
<p>EDUCATION AUTHORITY COMMENTS In the context of planning on an area basis - what is the EA's view of the proposal, taking into account any pre-publication consultation. Does the EA support the proposal?</p>	<p>The Education Authority supports the Council for Catholic Maintained Schools in taking forward Development Proposal No 673 to discontinue St Anne's Primary School, Donaghadee with effect from 31 August 2022, or as soon as possible thereafter.</p> <p>However, the Education Authority has concerns over the lack of suitable alternative provision in the area and would encourage the Council for Catholic Maintained Schools to engage, assuming the proposal is approved, with the parents of children in attendance at St Anne's Primary School at the earliest</p>

Name:	Michele Corkey	opportunity in other to assist them in accessing suitable provision. In consideration of the above, and the Case for Change, the Education Authority is proposing to publish Development Proposal No 673 the week beginning 17 January 2022.
Office Held:	Director of Education	
Signed:	<i>Michele Corkey</i>	
Date:	4 January 2022	

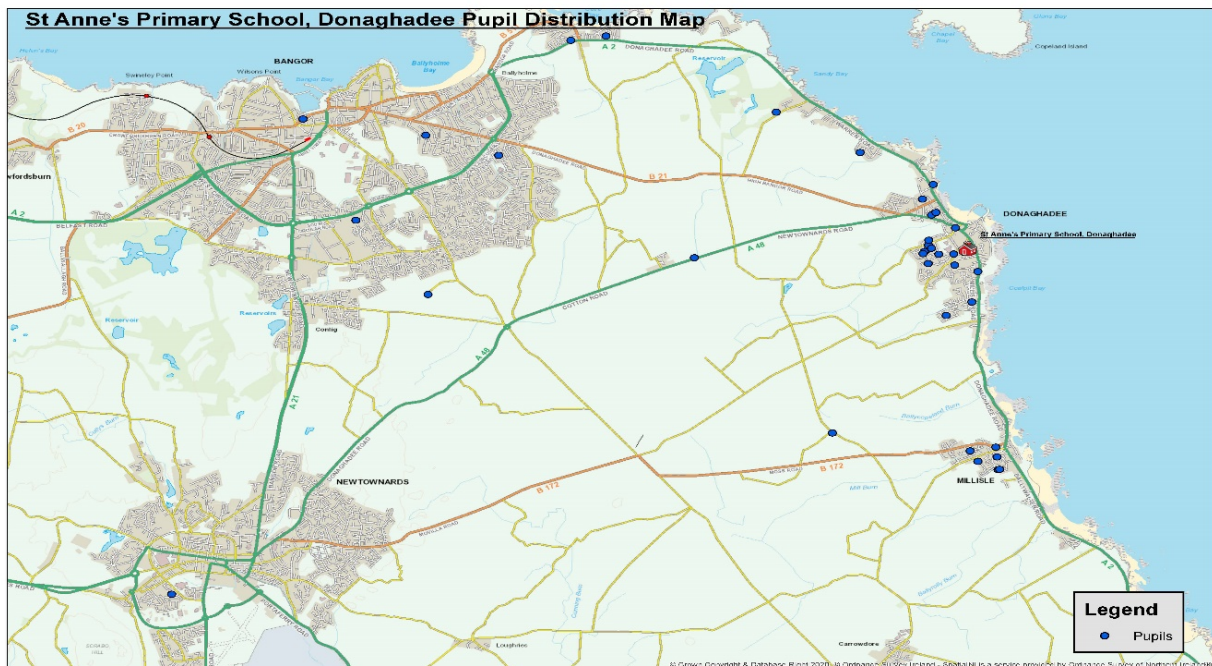
Note of content updates

No.	Date	Page/Section	Note on Update
1.	19 January '22	Section 3.3.1 (Page 15) & Appendix D and E	The financial plan (2021-24), signed off by the Education Authority's LMS on 24 November 2021 is displayed in Table 7 and included in Appendix D. This replaces the financial plan (Appendix E) that was used during the pre-publication consultation (3 June 2021 – 2 July 2021) & 'affected schools' stage (8 October – 12 November).
2.	19 January '22	Section 4.2 (Page 19)	Information relating to St. Anne's PS vote to transform to controlled integrated status and the school's plan to submit a development proposal has been inserted.
3.	19 January '22	Section 5.1 (Page 22) & Section 5.4 (Page 23)	Financial information has now been updated as per financial plan 2021-24.

1. BACKGROUND

St Anne's Primary School (PS) is situated in Donaghadee, 6.7 miles from Bangor and 8.2 miles from Newtownards. It is populated in the main by pupils from families residing in the immediate area. Figure 1 below, indicates the location of the school and the pupil distribution (2020/21) within the area. Most of the pupils live within a 3-mile radius of the school with a small number of pupils living beyond a 5-mile radius. The Education and Training Inspectorate's Report September 2018 states that: "While most of the children attending the school come from the locality, a small number travel from a wider catchment area."¹ Distances to schools within a 9 mile radius of St Anne's PS is noted in table 8 (p. 13).

Figure 1 Location of school and pupil distribution



The school is situated in the Donaghadee South 2 SOA (Super Output Area) which has a multiple deprivation measure of 597 and an education, skills and training deprivation measure of 385. In total there are 890 SOAs in Northern Ireland where 1 is the most deprived score and 890 the least deprived. The SOA rank for employment deprivation is 465. The DE Census 2020/21 shows that 26 pupils (53%) are entitled to free school meals. There are 13 pupils on the special educational needs register (Stages 1-5) with four of these pupils statemented (Stage 5).

Schools for the Future: A Policy for Sustainable Schools 2009 (SSP),² underpins all work carried out through the area planning process. The aim of area planning is to facilitate the development of a network of viable and sustainable schools that can deliver the Northern Ireland (NI) Curriculum³ effectively and provide access to education provision appropriate to the needs of pupils.

In striving to realise this aspiration, the area planning process aims to ensure every pupil has:

- access to a broad and balanced curriculum with opportunities to realise their potential;
- an education in which the learning outcomes are appropriate to their needs;
- access to quality teaching delivered in a caring and supportive environment; and

¹ <https://www.education-ni.gov.uk/publications/schools-future-policy-sustainable-school>

² <https://www.education-ni.gov.uk/articles/area-planning-frequently-asked-questions>

³ <https://ccea.org.uk/learning-resources/northern-ireland-curriculum-primary>

- education delivered in modern, well-resourced facilities, suitable for the delivery of education in the twenty-first century.

CCMS is committed to excellence in the delivery of education so that every pupil can realise their potential and contribute to a caring, inclusive and progressive society.

The Education Authority (with CCMS) published *Providing Pathways Strategic Area Plan for School Provision 2017-2020* on 28 April 2017 which included the *Annual Action Plan for Primary, Post-Primary and Special Schools, April 2017–March 2018, April 2018 – March 2019 and April 2019 – March 2021*. When reviewing the requirements for the Action Plan 2019/21, in line with the SSP, it was agreed to include St Anne’s PS in the Annual Action Plan as noted in Table 1.

Table 1: Extract from Annual Action Plan 2019/21⁴

<u>Primary School</u>	<u>Key Issue</u>	<u>Action</u>
St Anne’s PS 9 Millisle Road Donaghadee BT21 0HY	Address school provision where sustainability is an issue	Managing authority to consult on options for future provision of St Anne’s PS by May 2020

At the March 2019 meeting of CCMS’ Education Provision Committee, it was agreed to initiate consultation to examine future provision at the school. CCMS officers met representatives of the school to assess the school’s sustainability and identify any sustainable options available in the area. This Case for Change document provides a summary of the sustainability assessment and any options identified.

⁴ <https://www.eani.org.uk/school-management/area-planning/annual-action-plans>.

2. SUPPORTING STATISTICS TO EXPLAIN/HIGHLIGHT THE EVIDENCE OF NEED FOR CHANGE

2.1 Historic Enrolments

The approved enrolment number for St Anne's PS is 76 and its approved admissions number is 11. As Table 2 and the accompanying text below indicates, the pupil enrolment in the school was 29 in 2011/12 and is 51 (census data in table 2 and data provided by school in text below table) in 2020/21. Between 2011/12 and 2021/22 the enrolment has fluctuated between 29 and 51. There is no indication the enrolment in St Anne's PS will increase substantially so as to reach the threshold of 105 pupils required by the Department of Education's (DE's) SSP, 2009.⁵

Table 2: Enrolment statistics⁶ Source: DE Census

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Total (Y1-Y7)
2011/12	3	3	5	4	6	3	5	29
2012/13	13	8	5	4	4	4	3	41
2013/14	10	11	7	7	5	5	5	50
2014/15	5	8	13	6	6	6	5	49
2015/16	5	4	7	12	6	6	5	45
2016/17	10	4	2	8	10	3	4	41
2017/18	5	10	3	3	10	9	3	43
2018/19	9	4	15	2	2	11	7	50
2019/20	7	10	4	14	1	2	11	49
2020/21	13	5	9	4	14	1	3	49

* Enrolment figure includes supernumerary pupils (pupils with a statement of Special Educational Needs).

The statistics show the school's enrolment has remained below the sustainability minimum over the last 10 years. Although the DENI Census (2020/21) indicates an enrolment of 49 pupils for 2020/21, information provided by the school shows an enrolment of 51 pupils (Yr 1-7) with 13 pupils entering Yr 1 in 2020/21. Two pupils have joined the school since the DE Census was submitted (1 to P2 and 1 to P7 for 2020/21). Data received from the EA indicates that St Anne's PS received two 1st preference applications for 2021/22 academic year. The school has indicated, as below, that it has 51 pupils for 2021/22 with three pupils in Yr 1.

2021/22	3	13	6	10	4	14	1	51
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The DENI Census shows that the school had one reception pupil for 2020/21. Reception pupils are children who are aged four at the date of their admission, but who are not yet of compulsory school age (i.e. children whose fourth birthday is after 1 July in a year). DE only considers Years 1-7 pupils in their enrolment SSP criterion. From September 2021, St Anne's PS no longer has a Reception Class.

2.2 Population Change

The Northern Ireland Statistics and Research Agency (NISRA) indicate a projected population reduction of children aged 0-15 years of 9% between mid-2018 and mid-2028 within the Ards and North Down Local Government District (LGD) area. In addition, they predict the population of 4-11 year olds, in the Ards and North Down LGD, will decrease by 14.4% (mid-2018 to mid-2028).⁷

⁵ Schools for the Future: A Policy for Sustainable Schools 2009 p24.

⁶ <https://www.education-ni.gov.uk/publications/school-enrolment-school-level-data-202021>.

⁷ <https://www.ninis2.nisra.gov.uk/InteractiveMaps/Population/PopulationProjections/atlas.html>.

Table 3, 4 and 5 below shows the birth rates for the former electoral wards of Donaghadee South, Donaghadee North and Millisle (per academic year) over the 10 years 2008-2018 where the majority of pupils live. The current 5-year average birth-rate for the above wards is 28.4, 28 and 49.2 per annum respectively.

Table 3: Births by Donaghadee South Ward – Live Birth Statistics												
Births by Ward	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	5 Year average
	31	22	16	39	23	33	31	29	25	30	29	28.4

Table 4: Births by Donaghadee North Ward – Live Birth Statistics												
Births by Ward	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	5 Year average
	31	26	28	27	21	40	24	25	27	28	36	28

Table 5: Births by Millisle Ward – Live Birth Statistics												
Births by Ward	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	5 Year average
	64	53	54	47	54	60	51	60	44	51	40	49.2

The data above (enrolment trends, live birth statistics and population projections) are not an exact predictor of the actual number of children likely to enrol in a school. Some children may leave the area before reaching primary school age, some born outside the area may take up residence in the area and some may enrol in a primary school outside the area. However, consideration of variations in such data is helpful in predicting likely trends in future enrolments in a primary school.

2.3 Quality of Accommodation

The present St Anne’s PS was officially opened in 1963 and replaced St Anne’s Public Elementary School opened by the Sisters of Mercy in 1932. As per the schedule of accommodation (Appendix B), there are four permanent classrooms, one of which is currently being used as a staffroom. The Minor Works Report is contained in Appendix C. The school has had ongoing refurbishment with upgrades to lighting, security, energy efficiency and toilet refurbishment carried out between 2013 and 2017.

3. SUSTAINABILITY ASSESSMENT

The SSP sets out six sustainability criteria, and associated indicators, which are identified as the key references for assessing existing education provision to ensure it adequately meets the needs of pupils.⁸ Information about St Anne's PS is noted below for each of the criteria.

3.1 Quality Educational Experience

3.1.1 Composite Classrooms and number of teachers

The SSP indicates the following criteria for a sustainable school: "No more than two composite year groups in a single classroom at primary school level. A minimum of four teachers at a primary school. This recognises both the needs of pupils and the demands on teachers."⁹

Table 6 shows how classes are managed by St Anne's PS, showing neither indicator is met.

Table 6: Composite classes for 2021/22 (Source: St Anne's PS)

Classroom	Number of pupils 2020/21: 51 (Yr 1-7)	Year Group	Number
Classroom 1	Foundation Stage	Year 1	3
		Year 2	13
Classroom 2	Key Stage 1	Year 3	6
		Year 4	10
Classroom 3	Key Stage 2	Year 5	4
		Year 6	14
		Year 7	1

The SSP section on Educational Experience for Children (p20) contains the following comments:

Teachers in small schools face problems of having less scope for professional interaction and mutual support. The school is unlikely to provide a wide programme of extra-curricular activities and will have a smaller range of teacher specialisms e.g. music.

The smaller numbers of children in each year group limit the opportunities for working alongside peers, social interaction and challenge, and participation in extra-curricular activities including team-based experiences.

The ETI Chief Inspector's Report 2014-2016 (p11) comments:

When the composite class spans more than two year groups, ensuring adequate progression in learning and planning to meet individual needs across a wider range of abilities and stages of development can be more challenging for the teacher. It may also limit opportunities for the children to develop socially and emotionally with those of a similar age and stage.

⁸ <https://www.education-ni.gov.uk/publications/schools-future-policy-sustainable-schools>.

⁹ Schools for the Future – A Policy for Sustainable Schools (DENI 2009) p47.

The ETI inspection (September 2018) commented on ‘*the very effective classroom management of differentiated learning within composite classes.*’¹⁰

3.1.2 The standards and the quality of learning and teaching at the school

The key findings of an ETI inspection report, published October 2018, are shown below:

Key findings of ETI Inspection 2018¹¹

Overall Effectiveness	High level of capacity for sustained improvement
Outcomes for learners	Very good
Quality of provision	Very good
Leadership and management	Very good
Reception provision	Good

Outcomes for learners

The children progress very well in their talking and listening, reading and writing as they move through the key stages, commensurate with their abilities and stage of development. Their written work is well-organised and presented neatly; they enhance the presentation of their ideas through the creative use of information and communication technology (ICT), drama and music. They write in a variety of forms showing a progressively skilful understanding of purpose and audience. The children transfer their literacy skills and organisational skills to a wide range of practical, open-ended activities across the curriculum.

In discussion with a group of children from year 7, they spoke enthusiastically about their favourite books and authors and expressed their enjoyment of reading. They read aloud confidently and provided clear explanations of a range of strategies they use to work out the meaning of unfamiliar words. The children explained how they use their literacy skills to present information to a larger audience during assemblies and in school productions.

The children work independently and collaborate maturely in groups and pairs; they enjoy sharing their ideas with others and, from a young age, listen and respond respectfully to the views of others. The children carry out roles and responsibilities, such as, ‘playground buddies’ and as members of the School- and Eco-councils, with pride and have very positive attitudes towards their learning.

The small number of reception children are well settled and motivated in their learning through play both indoors and outdoors. They explore confidently the wide range of activities available and talk enthusiastically about their experiences to the staff and the other children.¹²

Quality of Provision

The broad and balanced curriculum is enriched by the wide range of additional opportunities experienced through the Shared Education partnership and extra-curricular activities. These include, for example, detailed written recounts of visits to places of interest, joint poetry sessions and the ‘Knit n’ Natter’ Intergenerational project. Literacy is developed effectively in a holistic and creative manner across all areas of the curriculum.

The staff understand well the children’s varying needs and use this information effectively alongside a range of assessment data to track systematically their progress and tailor their planning effectively to support individual needs.

All of the lessons were good or better; with two-thirds being very good. Key features of this practice include: the very effective classroom management of differentiated learning within composite classes; the skilful

¹⁰ <https://www.etini.gov.uk/publications/primary-inspection-st-annes-primary-school-donaghadee-county-down> Report of an Inspection in September 18 p.3

¹¹ <https://www.etini.gov.uk/publications/primary-inspection-st-annes-primary-school-donaghadee-county-down>

¹² <https://www.etini.gov.uk/publications/primary-inspection-st-annes-primary-school-donaghadee-county-down> Report of an Inspection in September 18 p.2

adult interaction and effective questioning used to promote language and learning; the connections in the children's learning across the curriculum; and, the well embedded integration of ICT to support learning and teaching.

Effective guidance and support for those children who require additional support with aspects of their learning is well-planned and implemented to bring about high quality individual learning experiences. The children's literacy skills and their social and emotional development improve as a result of this support.

The learning experiences for the reception children are planned in line with the Curricular Guidance for Pre-school Education² and their progress is tracked effectively. The wide range of play-based activities, available both indoors and outdoors, are enhanced by the skilful interactions of both the teaching and support staff. There are limitations to the freely chosen learning opportunities and the social interactions for the reception children when the length of their day is extended and the foundation stage children require more sustained periods of adult-focused learning and teaching. Based on the evidence available at the time of the inspection, the school's approach to the care and welfare of the children impacts positively on learning, teaching and outcomes. In discussion with the inspectors, a group of year 6 children talked enthusiastically about their caring and friendly teachers, their support for one another and their role in helping to create an inclusive and welcoming ethos for everyone.¹³

Safeguarding

Based on the evidence available at the time of the inspection, the arrangements for safeguarding children reflect the guidance from the Department of Education. A group of children from year 6 report that they feel safe in the school and that they are aware of what to do if they have any concerns about their safety or welfare.

Overall Effectiveness

St Anne's Primary School has a high level of capacity for sustained self-improvement in the interest of all learners. The ETI will monitor how the school sustains improvement.

3.1.3 The quality of the physical environment for learning and teaching

The school is constructed on a site of 3200 sqm, has a Limit of Internal Accommodation (LIA) of 245sqm (Appendix B).

3.1.4 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

The 2018 ETI report assessed the quality of provision as being "very good". The Report of the Inspection in September 2018, included the following comments: '*The leadership and management promote a shared vision for high standards, excellent pastoral care and individualised support for every child within a caring and inclusive school environment.*'¹⁴

3.2 Enrolment Trends

3.2.1 The enrolment trends in the school in the past three years and projected demand in the area

CCMS is of the view there is insufficient evidence of an increase in demand to meet the sustainability enrolment threshold. Table 2 demonstrates the enrolment figures remain consistently below the number of 105 contained within the SSP, ranging from 29 in 2011/12 to 51 in 2020/21 and now 51 in 2021/22 with three pupils in Yr 1. In the Ards and North Down LGD the number of children from 4 to 11 years is set to decrease by 8.6% from mid-2016 to mid-2026. The Board of Governors have provided evidence of new houses being built in the area, and planning for future house building.

¹³ <https://www.etini.gov.uk/publications/primary-inspection-st-annes-primary-school-donaghadee-county-down> Report of an Inspection in September 18 p.2-3

¹⁴ <https://www.etini.gov.uk/publications/primary-inspection-st-annes-primary-school-donaghadee-county-down> Report of an Inspection in September 18 p.3

3.3 Financial Position

3.3.1 The school's annual finances

All schools receive delegated budgets and have the authority to determine expenditure from these budgets. Guidance for controlled and maintained schools requires that they should not accumulate surpluses or deficits in excess of 5% of their delegated budget or £75,000, whichever is the lesser.

A copy of the Annual Area Profile 2020 for St Anne's PS is attached at Appendix A. Table 7 below provides information from the school's 3-year financial plan 2021-24¹⁵ (included in Appendix D). The plan indicates the school will be in surplus at the end of the 2023-24 financial year (11.5%). These calculations are based on pupil enrolments of 50 in October 2021, 59 in October 2022 and 55 in October 2023 (Yr 1-7). Any reduction in projected pupil enrolment would impact on the projected financial position.

Table 7: Financial Position - School Financial Plan 2021-24

Year	2021 – 22	2022 - 23	2023 – 24
Anticipated Enrolment (In Financial Plan)	50	59	55
Total Budget	£256,606	£256,606	£280,426
Total Expenditure	£245,912	£246,869	£251,884
Closing Balance	-£5,422	£4,315	£32,856
% Deficit	-2.3%	1.7%	11.5%

The ETI Inspection report from September 2018 included the following comments. *'It will be important that the employing authority, school governors and the staff plan for, and manage, issues related to the sustainability of the school provision and school budget, in order to address the current and future needs of the children and staff.'*¹⁶

3.4 Leadership and management by boards of governors and principal

The ETI Inspection Report noted the following.

Leadership and management:

The leadership and management promote a shared vision for high standards, excellent pastoral care and individualised support for every child within a caring and inclusive school environment. In addition, the very effective links and partnerships with other schools and the local community provide the leaders, staff and children of this smaller school with the benefits of being part of a larger community of learners.

The co-ordinators work collegially to provide consistent, whole-school and cross-curricular approaches to the improvement process. There are clear and agreed systems in place for monitoring and evaluating learning and teaching and regular sharing of practice among staff.

The school development planning process is informed by regular consultation with staff, children and parents and the analysis of a range of relevant data and teacher knowledge to identify relevant key priorities for future action. There is evidence of ongoing improvement in the quality of the learning experiences for the children and the teachers' ongoing professional development through their engagement in the Shared

¹⁵ Financial plan (2021-24) (Appendix D) replaces financial plan 2020-23 (Appendix E)

¹⁶ <https://www.etini.gov.uk/publications/primary-inspection-st-annes-primary-school-donaghadee-county-down> Report of an Inspection in September 18 p.4

Education partnership and through the professional exchange within the wider Bangor Parish Family of Schools.

3.4.1 Composition of Board of Governors

The Board of Governors benefits from a wide range of skills and includes the school principal and representation from parents/guardians, teachers, Trustees, and the Department of Education.

The ETI inspection Report September 2018 noted the following.

Based on the evidence available at the time of inspection, the ETI's evaluation is that there can be a high degree of confidence in the aspects of governance evaluated. The governors are well informed and understand their role in the school improvement process. They support and challenge, as appropriate, the principal and staff and make a meaningful contribution to the life and work of the school.

It will be important that the employing authority, school governors and the staff continue to plan for, and manage, issues related to the sustainability of the school provision and school budget, in order to address the current and future needs of the children and the staff. ¹⁷

3.5 Accessibility

The school is accessible to the pupils in the local area. There are also a number of other accessible suitable schools in the area.

3.5.1 Distance to another suitable primary school and capacity in nearest schools

Table 8 below shows the available spaces in the schools closest to St Anne's PS. There is capacity within the majority of local schools.

Table 8: Local schools within 9 miles of St Anne's PS¹⁸(Source: DE Census 20/21, DE Schools + & google maps)

	Distance from St Anne's PS	Sector	Enrolment 2020/21*	Approved Enrolment No 2020/21	Unfilled Places **2020/21
St Comgall's PS, Bangor 403-6146	6.6 miles	Catholic Maintained	306	290	0
St Malachy's PS, Bangor 403-6148	7.1 miles	Catholic Maintained	369	437	80
St Finian's PS, Newtownards 403-3017	7.8 miles	Catholic Maintained	170	233	!
Donaghadee PS 401-1654	0.5 Miles	Controlled	388	466	89
Ballyvester PS, Donaghadee 401-1265	1.7 miles	Controlled	111	109	!
Millisle PS, 401-1681	2.4 miles	Controlled	192	225	45
Kilmaine PS, Bangor 401-6192	4.8 miles	Controlled	616	610	16
Ballymagee PS, Bangor 401-6430	4.9 miles	Controlled	404	406	16
Towerview PS, Bangor 401-6111	4.9 miles	Controlled	408	406	23
Carrowdore PS 401-6020	5.0 miles	Controlled	167	194	34
Ballyholme PS, Bangor 401-1650	5.1 miles	Controlled	625	630	20
Bloomfield PS, Bangor 401-3023	6.0 miles	Controlled	409	408	23
Bangor Central Integrated PS, 405-1680	6.3 miles	Controlled Integrated	550	618	79

¹⁷ <https://www.etini.gov.uk/publications/primary-inspection-st-annes-primary-school-donaghadee-county-down> Report of an Inspection in September 18 p.3-4

¹⁸ <https://www.education-ni.gov.uk/topics/statistics-and-research/statistics>.

Abbey PS, Newtownards 401-6399	6.6 miles	Controlled	557	610	74
Grange Park PS, Bangor 401-3045	7.0 miles	Controlled	405	402	0
Clandeboye PS 401-1670	7.1 miles	Controlled	347	406	69
Castle Gardens PS, Newtownards 401-1462	7.3 miles	Controlled	318	406	137
Loughries Integrated PS, Newtownards 405-6710	7.3 miles	Controlled Integrated	86	102	!
Ballywalter PS, 401-1566	7.4 miles	Controlled	177	199	!
Victoria PS, Newtownards 401-1646	7.5 miles	Controlled	532	592	71
Kilcooley PS, Bangor 401-6002	7.7 miles	Controlled	149	205	83
Rathmore PS, Bangor 401-6067	7.8 miles	Controlled	580	600	34
Londonderry PS, Newtownards 401-6004	8.3 miles	Controlled	412	406	7
Crawfordsburn PS, 401-1645	8.4 miles	Controlled	207	221	22
Newtownards Model PS, 401-1345	8.5 miles	Controlled	403	406	10

* The enrolment figure includes supernumerary pupils.

** When calculating the unfilled places, DE excludes supernumerary pupils from the calculation. Consequently, when unfilled places are added to enrolment, it will not match approved enrolment number.

! denotes figures to avoid possible identification of individuals.

3.6 Links with the community

A recent ETI inspection report made the following comment: *‘The very effective links and partnerships with other schools and the local community provide the leaders, staff and children of this smaller school with the benefits of being part of a larger community of learners.’*¹⁹

St Anne’s PS is a Catholic maintained school with a long tradition of educating children from different faiths. They work in close partnership with pupils, parents/guardians, governors, parish and the local community. The school participates in a longstanding shared education programme with Ballyvester Primary School and the ETI report makes the following observations: *‘There is evidence of ongoing improvement in the quality of the learning experiences for the children and the teachers’ ongoing professional development through their engagement in the Shared Education partnership and through the professional exchange within the wider Bangor Parish Family of Schools.’*

The school operates a number of clubs for all age groups including football, handball, basketball, tennis, Monkeynastix, music, drama, STEM, creative arts, play, etc. The school has an association with various after-school providers, outdoor pursuit providers and is involved in various wider school events and team competitions. St Anne’s PS also has a wider involvement in community partnerships and events in Donaghadee, intergenerational projects and links with local businesses.

¹⁹ <https://www.etini.gov.uk/publications/primary-inspection-st-annes-primary-school-donaghadee-county-down> Report of an Inspection in September 18 p.3

4. AREA PLANNING IMPACT

4.1 Outline the Area Planning context and how this proposal will contribute to the delivery of education provision within the area. How does the proposal align with the current Area Plan, its key strategic themes and actions outlined in the Annual Action Plan?

The DE's vision in the SSP 2009 is for an educationally sustainable schools estate planned on an area basis, with a focus on sharing and collaboration.²⁰ The annual action planning process provides a framework for early consideration of emerging problems and possible remedial action to address questions of sustainability. The primary objective of the SSP policy is to ensure that all pupils get a first-class education in fit for purpose facilities, regardless of background or where they live. It focuses on the long-term viability of educational provision making best use of the resources available for education. This policy drives the area planning process to ensure there is a network of strong, viable schools to meet the educational needs of pupils.

In October 2016, with the publication of the draft Education Authority's *Providing Pathways - Strategic Area Plan for School provision 2017-2020*, the then Minister for Education made a statement that included the following.

The Sustainable Schools Policy, which is implemented through the Area Planning process, focuses on providing children and young people with high quality education that meets their needs and enables them to achieve their full potential.

The educational experience of our children and young people is greatly enhanced when they attend schools that are educationally and financially viable. The Sustainable Schools Policy is a framework for assessment of the sustainability of primary and post-primary schools. The six criteria and supporting indicators clearly illustrate what a sustainable educational experience should look like. Schools must: deliver a broad and balanced curriculum, offer extensive extracurricular activities, have high quality pastoral care systems and have the confidence of the communities they serve.

In primary schools' pupils should be in a class with no more than two year groups but ideally they should be in single year group classes. They should be able to interact with peer groups and have the best chances to prepare for successful transition to post primary school.

However, there are still a significant number of schools that are struggling, for a wide range of reasons, to deliver the best for their pupils. This is particularly evident in the primary sector and, despite the best effort of teachers, it becomes harder to deliver a high-quality education if pupils are taught in composite classes. We have too many small primary schools with more than two-year groups in a single class.²¹

CCMS has a statutory duty to promote and co-ordinate, in consultation with Trustees, the planning of Catholic maintained schools. CCMS, in taking forward the Action Plan for Primary, Post-primary and Special Schools April 2019 – March 2021, identified a key issue for St Anne's PS to 'address school provision where sustainability is an issue' with the action 'Managing authority to consult on options for future provision of St Anne's PS by May 2020.'

²⁰ <https://www.education-ni.gov.uk/articles/sustainable-schools>.

²¹ <https://www.theyworkforyou.com/ni/?id=2016-10-17.5.1>

Ministerial Statement on Draft Area Plan - 17 October 2016.

4.2 Specify links to other proposals. Provide detail on other DPs (including those in planning and not yet published) that could impact on education provision in the area, affecting consideration of this proposal and outline any reason for not bringing them forward together.

There are no other links with other proposals, however this proposal was discussed at the Area Planning Local Group with sectoral partners to ascertain if there were any other proposals for the area or any alternative area solutions prior to adding the school to the Annual Action Plan.

The school informed CCMS 16 December that following a parental ballot (which took place 8 December 2021) the Board of Governors plan to submit a development proposal with regards to transformation to integrated status from September 2023 (or as soon as possible thereafter). The Minister will consider the transformation development proposal alongside this proposal from CCMS.

4.3 What other options/size were explored and why was this the most appropriate area solution?

The alternative options explored at the consultation stage are listed below.

4.3.1 Do nothing - maintain the status quo

This option would result in no change to the current provision. Composite classes of more than two year groups would be retained.²²

4.3.2 Cross-sectoral options

(i) Shared education option

St Anne's PS is in a shared education partnership with its neighbouring controlled school, Ballyvester PS and pupils engage in shared curricular/extra-curricular activities. However, these activities do not provide the basis for sustainable provision.

(ii) Shared campus option

DE's Shared Campus capital programme allowing schools to be built on a new shared campus, whilst retaining their own individual identity, structure and governance, notes that individual schools must be sustainable in order to participate.

(iii) Jointly managed school option

A jointly managed faith school is where a school is established by two or more faith groups. No jointly managed faith options were available to address the sustainability challenges identified.

4.3.2.2 Integrated school option

Integrated education "brings pupils and staff from Catholic and Protestant traditions, as well as those of other beliefs, cultures and communities, together in one school."²³ No integrated school options were available to address the sustainability challenges identified.

4.3.3 Amalgamation

Amalgamation is the process whereby two or more schools, from the same sector (generally but not exclusively of a similar size), come together to create a sustainable school. An amalgamation must deliver a school of at least 105/140 pupils, that will retain this number at least, in the future. It is a process with both schools closing and a new school and management structure being

²² CCMS notes the school has indicated their School Development Plan (2021-2024) envisages having 4 composite classes by 2024, 'or earlier if possible'.

²³ <https://www.ief.org.uk/wp-content/uploads/2018/04/Options-for-Sharing-and-Integrating-A-Short-Guide-for-Schools.pdf> Options for Sharing and Integrating: A Short Guide.

created. There is no evidence schools in proximity to St Anne's PS could join with it to create a sustainable amalgamated school.

4.3.4 Federation

A federation involves schools in an area coming together either through a "soft federation" or "hard federation." Whilst there is no legal definition for a federation in Northern Ireland, the potential exists for one to be formed if it is educationally and financially sustainable. A "soft federation" is where two schools or more come together to create sustainable provision by sharing staff such as a principal. Each school retains its own governing body, own budget, with representatives on a joint committee. The schools could share common goals, joint committee recommendations but it would be up to the individual governing bodies to authorise decisions/plans.

A "hard federation" is where two or more schools from the same sector share a BoG. Each school would receive and retain their individual budgets. However certain costs could be shared. It is not evident how a federated school within the local area would provide for a sustainable provision.

4.3.5 Discontinuance of St Anne's PS

When considering the future of St Anne's PS, there is no evidence any option can provide sustainable provision in the school. CCMS recognises the commitment of the governors and staff but the current challenging circumstances do not provide for a sustainable school. It is recognised that despite the school's best efforts, it continues to face sustainability challenges.

CCMS considers the proposal to discontinue provision at St Anne's PS would not impact significantly on other schools. Given the capacity in the area, any displacement of pupils can be managed within existing provision, based on current parental/guardian preference.

4.3.6 Conclusion

Pre-publication consultation commenced with St Anne's PS at meetings with the BoG, staff and parents/guardians on 27 February 2020. The purpose of the pre-publication consultation was to inform stakeholders of the challenges faced by the school. It was also to facilitate a meaningful discussion on CCMS' recommended option. It provided an opportunity for all stakeholders to present their views and contribute evidence to be considered as part of the process, including any alternative sustainable options. Following the meetings, CCMS agreed to delay the dissemination of this pre-publication booklet to staff, governors and parents/guardians in order to incorporate feedback from the BoG.

On 18 March 2020, as a result of the Coronavirus pandemic, the First Minister and Deputy First Minister announced that schools would close to pupils at the end of the school day on 20 March 2020. This resulted in area planning activity being stood down. CCMS communicated to the school that the pre-consultation would resume through the issuing of the booklet with stakeholders (teachers, BoG and parents/guardians) when further clarity was received on the area planning process moving forward. Area planning activity was given permission to resume by the Department of Education on 8 October 2020, as a result, CCMS restarted the pre-publication consultation 3 June – 2 July 2021. All responses received by CCMS ahead of the stalling of the pre-publication consultation were carried forward as applicable. The summary of responses received during consultation meetings, and through the consultation period, is recorded in Appendix F.

Following consideration of all consultation feedback received, and having reviewed the options available, CCMS' Education Provision Committee approved the proposal to proceed with a development proposal for the closure of St Anne's PS. It was agreed the proposal would have effect from 31 August 2022, or as soon as possible thereafter. (Note: The effective date of the

proposal was revised from 31 August 2021 to 31 August 2022). This was noted when the pre-publication process re-started.

4.4 What is the potential impact on other schools, what account has been taken of this?

It is anticipated there will not be a significant impact on other schools in the area either maintained, controlled or integrated, given the low enrolment numbers in the school. St Anne's PS is made up of pupils from various community backgrounds. If a development proposal is approved, there are sufficient places available in other schools (as shown in table 8) in the Ards and North Down area to facilitate pupils from St Anne's PS.

In these circumstances a CCMS Education Adviser would liaise with St Anne's PS and schools to which the pupils would transfer and assist the pastoral aspect of the move. The receiving schools would facilitate parental/guardian visits, to ensure parents/guardians have the opportunity to familiarise themselves with alternative provision. There would be meetings with Special Educational Needs (SEN) co-ordinators, where appropriate, to facilitate SEN pupil transfers. Administration of admissions documentation would be required, including common transfer files.

5. RATIONALE FOR PROPOSAL

5.1 Explain the objectives of the proposal and the desired outcomes if approved – for example to reduce number of available places or to increase enrolment to meet demand. Detail how this aligns to Departmental policies and consideration given to Statutory Duties.

The *Providing Pathways - Strategic Area Plan for School Provision 2017-2020 (Area Plan)* addresses the objectives of the SSP and in particular it 'aims to ensure all pupils have access to a broad and balanced curriculum that meets their needs in sustainable schools within a diverse system of education.'²⁴ This proposal addresses the sustainability issues at St Anne's PS, as determined by the DE SSP policy. The key sustainability criteria are addressed in Section 3 (p11-18). The following conclusions can be drawn from the assessments made.

Quality educational experience

St Anne's PS operates three-year groups in a single composite class at Key Stage 2.

Stable enrolment trends

St Anne's PS has, as detailed in Table 2, experienced an enrolment below the 105-minimum SSP threshold over the last 10 years. The current enrolment is 51 pupils, with 3 pupils enrolled in Yr 1, in the 2021/22 school year.

Sound financial position

The school's financial plan for 2021-2024 (Appendix D) indicates that the school will be in surplus at the end of the 2023/24 financial year (11.5%). These calculations are based on pupil enrolments of 50 in October 2021, 59 in October 2022 and 55 in October 2023 (Yr 1-7). Any reduction in projected pupil enrolment would impact on the projected financial position.

Strong leadership and management by Boards of Governors and Principal

The ETI Report of 2018 noted the following about the school's leadership and management:

The leadership and management promote a shared vision for high standards, excellent pastoral care and individualised support for every child within a caring and inclusive school environment. In addition, the very effective links and partnerships with other schools and the local community provide the leaders, staff and children of this smaller school with the benefits of being part of a larger community of learners.²⁵

Based on the evidence available at the time of inspection, the ETI's evaluation is that there can be a high degree of confidence in the aspects of governance evaluated. The governors are well informed and understand their role in the school improvement process. They support and challenge, as appropriate, the principal and staff and make a meaningful contribution to the life and work of the school.²⁶

Accessibility

St Anne's PS is accessible for those who send their children there. A significant majority of the school's pupils live close to the school. As table 8 indicates, there are also accessible schools nearby.

²⁴ <https://www.eani.org.uk/publications/providing-pathways-strategic-area-plan-2017-2020>

The Providing Pathways - Strategic Area Plan for School Provision 2017-2020 p6.

²⁵ <https://www.etini.gov.uk/publications/primary-inspection-st-annes-primary-school-donaghadee-county-down> Report of an Inspection in September 18 p.3

²⁶ <https://www.etini.gov.uk/publications/primary-inspection-st-annes-primary-school-donaghadee-county-down> Report of an Inspection in September 18 p.4

Strong links with the community

As noted in section 3.6, the school gives high priority to maintaining a wide range of productive links with the parents/guardians and the local community.

Summary

The proposal to discontinue St Anne's PS recognises continuing with the status quo will perpetuate the challenges faced by the school. There is no evidence that as a Catholic maintained primary school it will be able to meet the following sustainability criteria: quality of the educational experience (due to low enrolments) and the minimum threshold for a rural school (105 pupils). Financial challenges may also increase if enrolment is not as projected.

5.2 Equality Duty

Equality screening of this proposal has been carried out. *Section 75 of the Northern Ireland Act 1998: A Guide for Public Authorities* advises: *'The first duty is the Equality of Opportunity duty, which requires public authorities in carrying out their functions relating to Northern Ireland to have due regard to the need to promote equality of opportunity between the nine equality categories of persons of different religious belief, political opinion, racial group, age, marital status or sexual orientation; men and women generally; persons with a disability and persons without; and persons with dependants and persons without.'*²⁷

The evidence received to date suggests that there are no major impacts on the protected groups within Section 75 of the Northern Ireland Act 1998. The final screening document will be available when the proposal reaches the public objection period stage. It will be available on request from CCMS.

5.3 The United Nations Convention on the Rights of the Child (UNCRC)

Article 12 (1) of the UNCRC notes: *'Parties shall assure to the child who is capable of forming his or her views the right to express those views freely on all matters affecting the child, the views of the child given due weight in accordance with the age and maturity of the child.'*²⁸

CCMS' practice regarding consultation with primary school pupils is to request the professional staff in the school to conduct the consultations. This is because they have both the appropriate mechanisms and relationships for consulting young children on subjects that are sensitive. CCMS explained to St Anne's PS its practice regarding consultation with pupils. CCMS did not receive any pupil responses to the consultation.

5.4 Rural Needs Act 2016

Section 1(1) of the Rural Needs Act (NI) 2016 ('the Act') requires public authorities to have due regard to rural needs when developing, adopting, implementing or reviewing a policy, strategy or plan and when designing or delivering a public service.²⁹ Whilst the SSP rural enrolment threshold of 105 applies to the school as it is outside Belfast or Derry City, the population of Donaghadee at 6,780 (2017 – NISRA) places the town in Category E (Small Town) according to the classification set out for settlements in the Rural Needs Act. Therefore, CCMS is not obliged to take "due regard" of the terms of the Act in this case. However, CCMS did take this into consideration as outlined below.

²⁷<https://www.equalityni.org/ECNI/media/ECNI/Publications/Employers%20and%20Service%20Providers/S75GuideforPublicAuthoritiesApril2010.pdf>

Section 75 of the Northern Ireland Act 1998: A Guide for Public Authorities p7.

²⁸ <https://www.ohchr.org/en/professionalinterest/pages/crc.aspx>

The United Nations Convention on the Rights of the Child p5.

²⁹ <https://www.daera-ni.gov.uk/articles/rural-needs-act-ni-2016-questions-and-answers>.

A number of options were identified and this Case for Change document considers the potential of each option for maintaining primary provision in the area. These include, cross-sectoral options such as shared education/shared campus and other options such as federation, amalgamation and maintaining the status quo. There is no evidence any of these options could provide sustainable education provision in the school. The options above were presented as part of the consultation with staff, BoG, parents/guardians and pupils of St Anne's PS. This ensured information was received from the impacted stakeholders on all matters, including rural needs. Stakeholders highlighted the proposal to close St Anne's PS has the potential to impact the local community.

In determining whether to proceed with this proposal, due consideration was given to the balance between meeting the enrolment, educational and financial requirements of the SSP and removing provision.

At present, those who live within two miles of St Anne's PS are not eligible for transport assistance. This has the potential to restrict their ability to attend a school with fewer sustainability challenges. Table 8 shows that alternative suitable provision is located beyond 2 miles of St Anne's PS. If the proposal proceeds, there is transport assistance available for pupils that do not live within two miles of their nearest suitable school. This mitigates the impact of the closure of the school.

The intention of this proposal is to advance the aspirations, aims and objectives of the SSP: *'It is important that children in rural communities have access to a quality education in cost effective provision.'*³⁰

Feedback from the consultation notes St Anne's PS is a social hub for the local community. If the proposal was accepted, the school building and its premises will revert back to the trustees who will be able to decide whether the building would remain accessible to the local community. CCMS would support the trustees as appropriate.

³⁰<https://www.education-ni.gov.uk/publications/schools-future-policy-sustainable-schools>
Schools for the Future – A Policy for Sustainable Schools (DENI 2009) p27.

6. EDUCATIONAL IMPACT

6.1 What are the educational benefits of this proposal?

In a sustainable school, pupils benefit educationally because they are more likely to be:

- taught in single year group classes;
- able to have increased peer interaction;
- able to participate in a wide range of extra-curricular activities; and
- able to benefit from a wider range of specialist teachers.

6.2 Provision of high-quality education should be the desired outcome of all proposals - outline how this proposal aims to achieve this outcome.

If St Anne's PS were to cease provision, the pupils would be afforded the opportunity to enrol in sustainable schools which can ensure the following benefits.

- Greater opportunities for pupils to be taught in their own age groups.
- Increased number of classes of no more than two-year groups.
- Additional potential for appropriate levels of differentiation in teaching and learning.
- Increased opportunities for peer group interaction.
- Improved chances for participation in extra-curricular activities.
- Additional opportunities for specialist teaching and professional development of staff.

A sustainable school can allow for efficient use of educational resources including the deployment of teaching and support staff. It can also provide increased opportunities for the professional development of all staff as a larger staffing complement allows for increased interaction with peers and can facilitate more opportunities for training/development.

6.3 Outline how the proposal will benefit children and young people in the school(s) and in the area overall.

This proposal would benefit pupils as it will add to the longer-term viability of school provision. The SSP's primary objective is to ensure that all children get a first class education in fit for purpose facilities, regardless of background or where they live.³¹ This proposal would progress the development of a network of strong viable schools to meet the educational needs of pupils. Section 6.1 outlines the educational benefits that will be available to the pupils if they transition to a larger school.

6.4 Provide details of how the specific requirements of pupils with SEN will be catered for under the new arrangements.

If this proposal is approved, CCMS, in liaison with the EA and the schools involved, would ensure the following steps are taken.

- Assistance for pupils, as required, in managing the transition to a new setting.
- Continued appropriate placement for pupils with a statement of special educational needs, and assistance for these pupils in managing the transition to a new setting.
- Early and confidential transfer of statements and Personal Education Plans (PEP) to the new school.
- Consideration, as necessary, of the facilities and equipment required to support pupils with SEN.
- Consideration, as necessary, of Learning Support Centre provision where appropriate.
- Consideration, as necessary, of transport arrangements.

Current policy means where a pupil lives beyond two miles of their nearest "suitable" school, they are entitled to transport assistance to any suitable school. Special transport needs may arise if a

³¹ <https://www.education-ni.gov.uk/articles/sustainable-schools>.

pupil has a level of impaired mobility, which necessitates the use of a wheelchair, or a pupil has a medical condition/severe learning difficulty. The EA determines what special transport arrangements must be made. When pupils have special transport needs, officers of the EA, drawing upon medical and other advice as required, will assess the pupil's transport needs and make appropriate arrangements.

7. IMPLEMENTATION PLANS (IF THE PROPOSAL IS APPROVED)

Note: The timeline should be considered in advance of DP publication, this will impact on when the DP should be published to allow sufficient time from decision to implementation.

7.1 Outline all actions required to deliver the proposal if approved. Does the implementation date reflect this, is it deliverable? If phasing is being proposed explain why it is necessary?

The implementation date of 31 August 2022 has been chosen and ensures appropriate time for implementation following approval, including the actions outlined below. No phasing is being proposed.

If a development proposal is approved, the following steps would be taken.

- CCMS adviser/s would liaise with St Anne's PS and schools where the pupils would transfer to, assisting (when requested) with the pastoral aspect of the move.
- Parents/guardians would have the opportunity to visit alternative schools.
- Meetings with SEN co-ordinators would be organised to facilitate the efficient and effective transfer of SEN pupils.
- Administration of admissions documentation would be organised.
- There would be sufficient time for the school to liaise with the EA regarding the transfer of their assets to other schools and with CCMS regarding secure storage of documents which need to be held.

7.2 Depending on type of proposal, this could include arrangements for pupils transferring to other school(s), maintaining continuity for examination classes, applications for additional accommodation and timeframe for delivery which takes account of time needed to secure all the necessary approvals to allow accommodation to be provided.

Pupils transferring to post-primary will adhere to the same policies and procedures for transferring to a post-primary school, as per current policies and guidelines.

7.3 Details of any arrangements for Shared Education Partnerships and how they would be impacted should be included in this section.

St Anne's PS is linked with Ballyvester PS through a shared education initiative. The proposed closure of St Anne's PS would result in the end of this partnership.

7.4 Will there be composite classes, or will they be removed; will the school operate a double entry?

This proposal means the pupils would have a greater opportunity to attend schools which do not have more than two-year groups in one class.

7.5 How will the School/EA ensure that the education of the children is protected during / after the proposed change?

Measures will be put in place to protect the educational and pastoral needs of the pupils during the transfer to another school. Once the receiving schools know the particular nature of the pupils' needs, they can be proactive and prepare to offer the required support for the pupils.

The staff in the receiving schools would have expertise in catering for pupils with special educational needs and they would ensure that there is no diminution in the level of care currently in place. Personal Education Plans (PEPs) would set out the nature of support pupils require. PEPs will transfer across to the new school with the pupils and would remain in place.

8. RESOURCE IMPLICATIONS

Detail finance/resource implications (both capital and recurrent) of the proposal and approximate costs where available.

8.1 Is the proposal cost effective?

Finance – Budget position, impact on budget, cost of proposal

This proposal is cost effective and will strengthen provision in the area as the other nearby schools would benefit from the additional pupils. If approved, there would be savings made upon closure of St Anne's PS. Savings would accrue from the following main sources: reduction of building maintenance costs; removal of small school support funding; and, removal of principal release funding.

8.2 Staffing – Additional teaching staff required, cost / redeployment, redundancy cost

The school's staff cohort is commensurate with the current and anticipated enrolment. Any redeployment/redundancy costs will be in line with current guidelines. It is not possible to predict the number of redundancies or redeployments in advance of a decision regarding the development proposal. Therefore, it is not possible to cost these accurately at this time. In the event of the closure of the school, employment/deployment opportunities for both teaching and non-teaching staff would be sought in alternative schools.

8.3 Transport – Any additional cost

The majority of the pupils attending St Anne's PS live within a 3-mile radius of the school with a small number of pupils living beyond a 5-mile radius. The discontinuance of St Anne's PS would require the provision of home-to-school transport for certain pupils. Any transport arrangement will be in accordance with transport regulations and identified preference school.

8.4 Accommodation – brief description of current accommodation / site, any capital proposals or minor works applications. Immediate day one minimum capital requirements should the DP be approved, site suitability to support changes, estimated cost and timescales for delivery of changes. Note: Approval of a DP does not automatically attract additional funding or accommodation and that these issues will be dealt with separately by the Department.

It is not anticipated there will be any accommodation costs to facilitate the closure of St Anne's PS.

8.5 Other issues requiring resources

N/A

APPENDIX A – Annual Area Profile 2020

Primary School Annual Area Profile 2020

DE Ref No	School Name	Status	Council Area
4033008	St Anne's Primary School, Donaghadee	Catholic Maintained	ARDS AND NORTH DOWN

Annual Census Information			
Year	Total pupils Y1-Y7	IMU	FSME % ¹
2016/17	41	0	48.8%
2017/18	43	0	46.7%
2018/19	50	0	42.0%
2019/20	49	0	44.9%
Approved Reception-Year 7 enrolment number			76
Approved Reception-Year 7 admissions number			11
Year 1 Pupils 2019/20			7
First Preferences Applications 2019/20			9

Formal Intervention	
In formal intervention any period 1 April 2019-31 March 2020	

Budgets			
Year	Available Delegated Resources £	Surplus/Deficit £	Surplus/Deficit %
2016/17	233,496	-7,941	-3.40%
2017/18	196,539	-11,257	-5.73%
2018/19	207,439	-51,726	-24.94%

KEY TO SYMBOLS & TEXT USED IN DATA ABOVE	
Symbol/Text	Definition
*	Relates to fewer than 5 cases
**	Includes IMU
#	Means that a figure greater than or equal to 5 had been treated to prevent disclosure of a small number elsewhere
-	School not open in the relevant academic year
na	Not applicable
1	Includes pupils in year 1-year 7 classes only

APPENDIX B – Schedule of Accommodation

403-3008 (04-0518) - Saint Annes Primary Site, Shandon 9 Millisle Road, Donaghadee, BT21 0HY
Size = 0.32(Ha)/0.797(Acres) - L.I.A. = 245(M2)

No	Name	Size (m2)	Description
Saint Annes Primary BLOCK 1			
0	Shell 0		
1	Corridors 1		Corridor
2	Assembly/Dinning 2		Multi purpose Hall
4	Female Toilet 4		Toilet
5	Office 5	9.46	Office
6	Store 6		Store
7	Male Toilet 7		Toilet
8	Cleaners Store 8		Store
9	Staff Toilet 9		Toilet
10	Corridor 10		Corridor
11	Disabled Toilet 11		Toilet
12	Cloaks 12		Cloaks
13	Store 13		Store
14	Classroom 14		Staffroom (Was Classroom)
15	Classroom 15		Classroom
16	Classroom 16		Classroom
17	Store 17		Store
18	Boiler House 18		Store
19	Roof Space 19		
Saint Annes Primary BLOCK 2			
20	Lobby 20		Lobby
21	Boys Wc 21		Toilet (B)
22	Girls Wc 22		
23	Classroom 23		Classroom/Resource Rm
24	Store 24		Store
Saint Annes Primary BLOCK 3			
25	Grounds 25		Grounds


APPENDIX C – Minor Works

Minor Work Details - Standard School Report

<i>Ref No</i>	403-3008	<i>DIOCESE</i>	Down & Connor	<i>Enrolment</i>	50	
<i>School</i>	St Anne's Primary School	<i>PARISH</i>	Bangor	<i>FORMULA/APPROVE</i>	76	76
<i>ELB</i>	EA SER	<i>EDUCATION</i>		<i>D</i>		
<i>Principal</i>		<i>ADVISER</i>				
		<i>TRUSTEE</i>				
<i>Scheme</i>	<i>Year</i>	<i>Description</i>	<i>Status</i>	<i>Budget</i>	<i>Date To DE:</i>	
08B	13-14	Fencing to Foundation Stage Play Area	Pending Approval - Approved in Principle	£3,300.00	17/07/2013	
11B	16-17	Upgrade of Lighting in Main School Building	Tender Approved - Notification	£14,765.15	21/04/2017	
10B	14-15	Double Doors & Associated Works	Tender Approved - Notification	£19,887.44		
09B	14-15	Schools Energy Efficiency Programme - Boiler Replacement	Tender Approved - Notification	£26,360.74		
07B	13-14	Toilet Refurbishment	Tender Approved - Notification	£37,515.00	17/07/2013	
06B	09-10	Provision of Perimeter Fencing	Tender Approved - Notification	£13,500.00	14/08/2009	
05B	01-02 and	Internal Alterations	Completed - Final Accounts	£24,026.00	26/04/2000	

APPENDIX D - Financial Plan 2021-2024

This plan was available from 24 November 2021 and has been included in the document from 19th January 2022 (commencement of 2 month statutory objection stage).³²

		School: <u>St Anne's Primary, Donaghadee</u>	Cost Centre: <u>21101</u>		
		EA Locality: <u>East</u>			
<i>***Only complete cells in yellow***</i>					
A	Pupils and Teachers		YEAR 1 (2021-2022)	YEAR 2 (2022-2023)	YEAR 3 (2023-2024)
		October 2020	October 2021	October 2022	October 2023
1	Full Time Equivalent Enrolment (excluding Spec Unit pupils)	50	50	59	55
2	Planned Teaching Complement (after amendment to Variables as below)	3.20	3.20	3.20	3.40
3	Planned Pupil/Teacher Ratio (September)	15.63	15.63	18.44	16.18
B	Changes in Teaching Staff		YEAR 1 Change in Staff	Year 2 Change in Staff	Year 3 Change in Staff
4	Increase in Teachers				0.20 M3
5	Decrease in Teachers (enter as positive figure)				
C	Planned Expenditure		YEAR 1 (2021-2022)	YEAR 2* (2022-2023)	YEAR 3* (2023-2024)
	Expenditure Summary		£ %	£ %	£ %
	Staff Costs				
6	- Teaching		205,746 83.7%	206,579 83.7%	206,579 83.5%
7	- Non Teaching		25,854 10.5%	26,113 10.6%	26,371 10.7%
8	- Other Costs		212 0.1%	214 0.1%	216 0.1%
9	Premises, Fixed Plant and Grounds		6,475 2.6%	6,605 2.7%	6,737 2.7%
10	Operating Costs		9,175 3.7%	9,359 3.8%	9,546 3.9%
11	Non Capital Purchases		0.0%	0.0%	0.0%
12	Capital Expenditure		2,500 1.0%	0.0%	0.0%
13	Less Income (enter as negative figure)		-4,051 -	-2,000 -	-2,000 -
14	Total Planned Expenditure		245,912	246,869	247,449
	Estimated Savings (enter as a negative figure)				
15	Reduction in Teaching Staff (as per Variables)				
16	Please specify				
17	Please specify				
	Estimated Additional Expenditure (enter as a positive figure)				
18	Increase in Teaching Staff (as per Variables)				4,435
19	Please specify				
20	Please specify				
21	Total Planned Expenditure after Savings and Additional Expenditure		245,912	246,869	251,884
<i>* Planning assumptions include Cost of Living Pay Award Estimate at 1% each year and estimated rate of inflation for Other Costs as 2% each year</i>					
D	Budget				
22	Common Formula Funding (CFF)		256,606	256,606	280,426
23	Other funding - (Please specify)				
24	Other funding - (Please specify)				
25	Other funding - (Please specify)				
26	Total Budget		256,606	256,606	280,426
E	In Year Movement				
27	In Year Underspend / (Overspend)		10,695	9,737	28,541
	Cumulative Surplus / Deficit				
28	Carry-over from previous year		-16,117	-5,422	4,315
29	In Year Underspend / (Overspend) of delegated resources		10,695	9,737	28,541
30	Closing Cumulative Surplus/(Deficit) 31 March		-5,422	4,315	32,856
31	% Carry Over		-2.3%	1.7%	11.5%
G	CATEGORY		Category 3		

³² Financial Plan (2021-24), signed off by the Education Authority's LMS on 24 November 2021.

APPENDIX E – Financial Plan 2020-23

This plan was available up to 23 November 2021 and was used during the pre-publication consultation (3 June 2021 – 2 July 2021) and 'affected school' stage (8 October – 12 November 2021).

School: St Anne's Primary, Donaghadee		Cost Centre: 21101		
EA Office: Dundonald				
<i>***Only complete cells in yellow***</i>				
A	Pupils and Teachers	YEAR 1 (2020-2021)	YEAR 2 (2021-2022)	YEAR 3 (2022-2023)
		October 2020	October 2021	October 2022
1	Full Time Equivalent Enrolment (excluding Spec Unit pupils)	51	57	66
2	Planned Teaching Complement (after amendment to Variables as below)	3.20	3.20	3.20
3	Planned Pupil/Teacher Ratio (September)	15.94	17.81	20.63
B	Changes in Teaching Staff	YEAR 1 Change in Staff	Year 2 Change in Staff	Year 3 Change in Staff
4	Increase in Teachers			
5	Decrease in Teachers (enter as positive figure)			
C	Planned Expenditure	YEAR 1 (2020-2021)	YEAR 2* (2021-2022)	YEAR 3* (2022-2023)
	Expenditure Summary	£ %	£ %	£ %
	Staff Costs			
6	- Teaching	198,443 82.9%	198,443 82.9%	198,443 82.7%
7	- Non Teaching	26,085 10.9%	25,719 10.7%	25,973 10.8%
8	- Other Costs	217 0.1%	219 0.1%	221 0.1%
9	Premises, Fixed Plant and Grounds	6,960 2.9%	7,099 3.0%	7,241 3.0%
10	Operating Costs	7,572 3.2%	7,724 3.2%	7,878 3.3%
11	Non Capital Purchases	300 0.1%	306 0.1%	312 0.1%
12	Capital Expenditure	207 0.1%	0.0%	0.0%
13	Less Income (enter as negative figure)	-500 -		
14	Total Planned Expenditure	239,284	239,509	240,069
	Estimated Savings (enter as a negative figure)			
15	Reduction in Teaching Staff (as per Variables)			
16	Please specify			
17	Please specify			
	Estimated Additional Expenditure (enter as a positive figure)			
18	Increase in Teaching Staff (as per Variables)			
19	Please specify			
20	Please specify			
21	Total Planned Expenditure after Savings and Additional Expenditure	239,284	239,509	240,069
* Planning assumptions include Cost of Living Pay Award Estimate at 1% each year and estimated rate of inflation for Other Costs as 2% each year				
D	Budget			
22	Common Formula Funding (CFF)	239,423	241,892	256,709
23	Other funding - (Please specify)			
24	Other funding - (Please specify)			
25	Other funding - (Please specify)			
26	Total Budget	239,423	241,892	256,709
E	In Year Movement			
27	In Year Underspend / (Overspend)	139	2,383	16,640
	Cumulative Surplus / Deficit			
28	Carry-over from previous year	-31,404	-31,265	-28,882
29	In Year Underspend / (Overspend) of delegated resources	139	2,383	16,640
30	Closing Cumulative Surplus/(Deficit) 31 March	-31,265	-28,882	-12,241
31	% Carry Over	-15.0%	-13.7%	-5.4%
G	CATEGORY	Category 3		

APPENDIX F SUMMARY OF CONSULTATION



CCMS
Council for Catholic
Maintained Schools

St Anne's Primary School, Donaghadee

SCHOOL REF: 403-3008

PROPOSAL

The discontinuance of St Anne's Primary School with effect from 31 August 2022 or as soon as possible thereafter.

SUMMARY OF CONSULTATION

Pre-publication consultation commenced with St Anne's PS at meetings with the Board of Governors (BoG), staff and parents/guardians on 27 February 2020. Following the meetings, CCMS agreed to delay the dissemination of this pre-publication booklet to governors, staff and parents/guardians in order to incorporate feedback from the BoG. On 18 March 2020, as a result of the Coronavirus pandemic, the First Minister and Deputy First Minister announced that schools would close to pupils at the end of the school day on 20 March 2020. This resulted in area planning activity being suspended. CCMS communicated to the school that the pre-consultation would resume through the issuing of the booklet with stakeholders (teachers, BoG and parents/guardians) when further clarity was received on the area planning process moving forward. Area planning activity was given permission to resume by the Department of Education on 8 October 2020, as a result, CCMS restarted the pre-publication consultation process. All responses received by CCMS ahead of the stalling of the pre-publication consultation have been carried forward as applicable.

CCMS commenced a written consultation with governors, staff and parents/guardians from 3 June until 2 July 2021.

Consultation meetings held in 2020.

Three consultation meetings were held in 2020 as below.

- The staff consultation on 27 February 2020, 8 staff were in attendance.
- The governors' consultation on 27 February 2020, 8 governors were in attendance.
- The parents'/guardians' consultation on 27 February 2020, 42 parents/guardians were in attendance.

CCMS Advisers delivered the presentations. Before each presentation, the presenters highlighted the SSP requirements and the area planning imperatives.

The key issues from the consultation meeting and the written consultation; who raised the issues; and, how they were addressed are recorded in the tables below. Any issue which required further action is noted.

The following key issues were raised at the consultation meetings and in written responses:

- There were no responses, verbal or written, in favour of the proposal to discontinue St Anne's PS.
- The closure of the school means a journey of approx. 8 miles to the nearest Catholic school.
- Respondents focused on the school being the focal point of the Catholic community and the potential removal of a faith school from the community.
- BoG requested some amendments to documentation before it was given to parents/guardians.
- Staff, parents/guardians and BoG insist the school is being discontinued in the face of the growth of Donaghadee.
- Many responses also noted that while St Anne's PS may be a Catholic school, it is made up of pupils of many different faiths and none.
- Many parents/guardians said their children flourished in a composite class.
- BoG members/parents/guardians quoted from an NI Assembly briefing paper that there are no significant differences in single year group classes as opposed to composite classes.
- Closure of the school will be detrimental to the whole area.
- The closure of the school removes the opportunity of other schools in the area to partake in Shared Education.

Further issues are raised and are noted below.

Issues	Staff	Govs	Parents/ Guardians
Staffing Matters			
School staff had co-operated with the ETI inspection when other schools were not participating due to 'action short of strike' a testament to school staff.	X		
What would happen to staff if the school closed? <i>Action by CCMS</i> <i>CCMS officer talked to teaching and support staff after the briefing re the conditions of employment that apply to them and to address any queries.</i>	X		
Queried a statement on the presentation that the school closure could provide greater long-term security for staff. <i>Action by CCMS</i> <i>It was agreed this statement would be amended for parents/guardians to read "Potentially greater long-term security for staff".</i>		X	
It was stated that St Anne's is an excellent school, providing the pupils with an excellent education with excellent staff.			X
Pupil Issues			
Disagreed with quotes from the SSP regarding 'Quality Educational Experience' with particular reference to the challenges of smaller schools with composite classes made up of more than two-year groups. Said that this was not the case in St Anne's PS.	X		X
Had the effect of moving children out of their school to a school in another area been considered? The policy does not consider the needs of the child.	X	X	
Issue of accessibility and the distance the pupils would have to travel to the nearest maintained school.	X	X	X
CCMS were removing Catholic Education provision from Donaghadee.	X		X
Generic nature of the presentation did not reflect the extra-curricular provided by St Anne's PS.	X		
St Anne's had a longstanding shared education partnership with Ballyvester PS.		X	
Can the school hold 105?			X
Would an enrolment of 76 help reduce the deficit the school had accrued?			X
The governors had encouraged everyone to forward responses outlining the mixed religious make-up of the school.			X
The importance the role the school plays in the community was noted.			X
Small schools have benefits for the pupils that they would not receive at a bigger school.			X
Stability is essential for children and the closure of the school would have a detrimental effect on the pupils.			X
The provision for pupils with special education needs is excellent due to the hard work of the staff.			X

Consultation Process			
The substantial housing going up in Donaghadee was raised and the nearest Catholic provision was oversubscribed.	X		X
A query arose as to how many proposals go to EPC and do not go any further.	X		
If the school hit its approved admissions number of 76 would assurances be given by the CCMS that they would be left alone?	X		
Being named on the area plan had a detrimental effect on the numbers of the school and the numbers would be higher if they had not been named and a date being given on the plan.	X		
Staff felt that the presentation was generic in many respects.		X	
Concern was expressed at the last line in 'Option 2' 'it is challenging to see how sharing could address the long-term sustainability facing St Anne's. Requested this should be amended before hard copy of presentation be given to parents/guardians. <i>Action by CCMS</i> <i>CCMS agreed to change the line to 'At this time it is challenging to see how sharing could address the long term sustainability issues facing St Anne's PS'.</i>		X	
Parents/guardians voiced their unhappiness with the process at start of the meeting.			X
Parents/guardians were unhappy with the proposed date of closure in the presentation.			X
Queried if the community would be involved in the consultation?			X
Would the school be under review if the enrolment was 76?			X
If the school reduced its deficit, is growing and as Donaghadee is the fastest growing town in North Down should the school be given the chance to grow?			X
Parents/guardians wanted a direct link to CCMS and the principal will act as a conduit. <i>Action by CCMS</i> <i>CCMS agreed the Area Planning Officer would keep in touch with the Principal.</i>			X

Table of Responses received in 2020

	Parents/Guardians:	Staff:	Governor	Joint BOG Response	Total
'Yes' Responses	0	0	0	0	0
'Yes" Responses – but some concerns raised:	0	0	0	0	0
'No' Responses:	6	0	0	0	6
Neither yes/no responses:	0	0	0	0	0
Total number of responses received	6	0	0	0	6

Table of Responses in the written consultation process 3 June – 2 July 2021

	Parents/Guardians:	Staff:	Governor	Joint BOG Response	Total
'Yes' Responses	0	0	0	0	0
'Yes" Responses – but some concerns raised:	0	0	0	0	0
'No' Responses:	25*	6	1	1**	32
Neither yes/no responses:	0	0	0	0	0
Total number of responses received	24	6	1	1	32

* Two responses from the same parent/guardian. One scripted in 2020 (but not received by CCMS at that time) and another in June 2021. Both responses were received during the 2021 consultation process.

**Collective response from the Board of Governors

Key issues raised by written responses and not raised at a meeting. Most written responses re-iterated the key points at the stakeholder consultation meetings.

Issue	Raised by
St Anne's PS has grown over the last five years.	Parents/guardians, Govs
Closing the school is contrary to Rural Schools Act.	Parent/guardian
Transport to another school places additional burden on parents/guardians of children with co-morbidities.	Parent/guardian
It is wrong to close a school based on a document that is eleven years old.	Parents/guardians
No child has ever been disadvantaged by being in a composite class.	Parents/guardians and Govs
ETI report indicates lessons observed were good or very good.	Parents/guardians, Staff
School enjoys strong leadership and management.	Parents/guardians, staff
The school does not accept the assertion in the SSP that small numbers in each year group limits the opportunities for working with peers.	Govs, staff
The welcoming Catholic ethos of the school shows Pastoral Care is at the centre of the school's provision.	Parents/guardians
Decision to close the school overly relies on quantitative data which is not balanced by qualitative data.	Parents/guardians
SSP states that 'Local circumstances' need to be considered in determining appropriate action.	Parent/guardians
CCMS presentation seems to include or omit reception pupils to suit their argument.	Staff
Consultation process has had a detrimental effect on the school's enrolment.	Govs, staff
The closure of St Anne's PS may also affect the intake of St Columbanus College, Bangor.	Gov
Will arrange a delegation of parents/guardians, councillors and MPS to meet CCMS.	Parent/guardians

The analysis of the written submissions from stakeholders is below. This includes submission received in 2020.

Stakeholder Comments	Parents/ Guardians	Joint Gov (10)	Gov (1)	Staff	Pupils
St Anne's has shown growth over the last five years. Projected to exceed its quota of 75 pupils, the maximum physical capacity of the school.	6	10			
Donaghadee is an expanding area. An estimated 400 new homes to be built. Further building developments are planned.	19	10		2	
Population of Donaghadee has grown by 1000 in the last decade.	1	10			
Closing the school forces a journey of approx. 8 miles. This adds transport costs. In addition, there are issues with the rush hour traffic in the morning.	20	10	1		
Closing the school is contrary to the Rural Needs Act.	2	10			
Transport to another school places additional burdens on children with co-morbidities.	5				
It is a small school with an excellent reputation.	11	10			
This will mean the removal of parental choice for a faith school in the area.	20				
It is a school that welcomes all faiths and none and all nationalities.	14			3	
Wrong to base closing of school on document published 11 years ago (DE SSP).	2				
School provides a quality educational experience with a wide range of extra-curricular activities with opportunities for 1:1 learning.	9	10		1	
Effective management of composite classes leads to an inclusive ethos. Evidence that composite classes do not negatively impact learning and teaching.	16	10		2	
No child has ever been disadvantaged by being in a composite class. The ETI report evidenced this.	2	10			
A decision to close would have a devastating impact on every young child, family and staff member.	2	10			
ETI Inspection report indicates lessons observed ranged from good to very good.	2				
There is sound financial planning. The school is living within its budget.	7	10		1	
School enjoys strong leadership and management as evidenced by ETI Report.	8	10		1	
The school is closely connected to its Catholic community.	11	10		3	
The school does not accept the assertion of the SSP that the small numbers in each year group limit opportunities for working beside peers.		10			
The school is very accessible. Most children walk or cycle to school.	5	10		1	
Respondents report that ETI say that St Anne's PS provides a broad and balanced curriculum enriched with a wide range of additional opportunities experienced through the 'Shared Education Partnership'.	9	10		2	
The welcoming Catholic ethos of the school shows that Pastoral Care is at the centre of the school's provision.	19			4	
The school shows great care and inclusiveness for pupils with SEN.	5	10		1	

A decision to close the school under the SSP quantitative criteria and not balanced by qualitative criteria is wrong.	1	10			
SSP document states that 'Local circumstances need to be considered in determining appropriate action'.		10			
BoG disagree with inclusion of St Anne's PS 'Annual Profile' in pre-consultation booklet since it includes financial information that is two years out of date.		10			
The school helps its community with the Breakfast Club and Wrap Around Care.	2	10		2	
St Anne's PS collaborates with the Bangor Parish family of schools at all levels.	1	10			
St Anne's PS collaborates across the wider community of schools.	3	10		1	
CCMS Presentation seemed to include or exclude Reception pupils in their argument to suit their argument.				1	
Closing St Anne's PS removes the only Catholic presence in the town.	15			2	
Small schools allow teachers and support staff to get to know their pupils both academically and emotionally more easily.	2			1	
Smaller class sizes do mean more 1:1 attention to all pupils especially pupils with SEN. It enables early intervention.				2	
ETI reported that the shared education presented is at its best.	2			1	
St Anne's PS meets all the criteria laid out in DE SSP.				1	
Closure of the school removes the opportunity of the other schools in the area to partake in Shared Education.	1		1		
The Catholic ethos embraced by St Anne's PS promotes a Christian lifestyle.	9		1		
As a newcomer the Catholic ethos most resembles the ethos of my home.	1				
Travelling to school some distance away will necessitate journeys by car at least three times a day to pick up children as they finish at different times.	1				
There will be no financial saving in closing the school.	2				
Recent intake to the school was reduced to two in no small measure due to this damaging process of closure consultation.			1		
Closure of St Anne's PS may affect intake of St Columbanus College Bangor.			1		
Will arrange a delegation of parents/guardians, councillors and MPS to meet CCMS.	1				