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Your reference: PMcC/KM/1889

30 January 2015

Dear Peter

TOGETHER: BUILDING A UNITED COMMUNITY - SHARED CAMPUSES PROGRAMME

Thank you for your letter of 16 January 2015 in which you requested the revised scoring criteria for the Second Call for the Shared Education Campuses Programme as well as a timeline and further information on the successful projects in the First Call.

A copy of the marking framework which was revised for the Second Call and which will be used in the assessment process for applications is attached.

The following information confirms the update on the progress of the first three projects from officials on 14 January. In summary:

St Mary's High School, Limavady and Limavady High School

The project will provide two new shared facilities – a shared sixth form centre on the St Mary's school site and a shared Science, Technology, Engineering and Maths (STEM) centre on the Limavady High School site.

Work has commenced on the feasibility study/economic appraisal and is due for completion by the end of March. The first meeting of the Project Board, which includes representatives from both schools, the two Managing Authorities (CCMS and the WELB) and the Department, was held on 15 January.

Moy Regional Controlled Primary School and St John's Primary School, Moy

The Moy Project shared campus initiative - it is proposed to build a single 11 class-base school on a new site to accommodate both Moy Regional Primary School and St John's Primary School. Whilst each school will retain its own distinct ethos and identity, it is envisaged that the two schools will share facilities such as the multi-purpose hall, play areas, library and ancillary accommodation.

The Project Board, comprising of representatives of both schools as well as both Managing Authorities (CCMS and the SELB) and the Department, has met twice. Work on the feasibility study/economic appraisal is underway and is expected to be completed by the end of March.

Ballycastle High School and Cross and Passion College, Ballycastle

The proposal was for two new core schools and two shared centres, one for STEM and one for Performance and Creative Arts at Key Stage 4 and Key Stage 5.

This is a significant project and may be more ambitious than was originally anticipated. Discussions have been held with both Managing Authorities (CCMS and the NEELB) and their schools. The first meeting of the Project Board has been arranged for 3 February.

The Economic Appraisals for each of the projects, once submitted, will be considered within required business approval processes and in line with the NI Guide to Expenditure Appraisal and Evaluation guidelines, including value for money and affordability. Access to the funding announcement following the Stormont House Agreement is being discussed with relevant officials. Only after approval of the Economic Appraisal, and subject to available capital funds, will a project proceed to tender and construction.

As all three projects are starting from initial concept stage, members will appreciate that there will be a significant time lag before buildings will physically be on the ground incurring capital expenditure.

Yours sincerely

Veronica

VERONICA BINTLEY
Departmental Assembly Liaison Officer

T:BUC SHARED EDUCATION CAMPUSES 2014/15

SECOND CALL FOR EXPRESSIONS OF INTEREST

EVALUATION FRAMEWORK

This evaluation framework has been drawn up to assist in the determination of those suitable projects, submitted to the second call for the Shared Education Campuses Programme (the Programme), to be advanced to the next stage of development to include the production of a detailed business case.

The evaluation framework should be considered alongside the documentation provided in relation to the second call for Expressions of Interest.

All proposals received will be processed against the Gateway criteria. This initial Gateway Check will determine if a proposal meets **all** four Gateway criteria outlined in the protocol document. Only those proposals that pass all four Gateway Checks will be scored. Any proposal failing to pass the Gateway Checks will not be scored or ranked in the final list. However in order to provide feedback, any proposal failing to pass the Gateway Checks will have comments provided against all essential and desirable criteria.

Under the marking system a maximum number of points are allocated against criterion with the maximum possible total score being 180.

Each Assessment Panel (the Panel) member will read each application in advance of the Panel meeting. The Panel will discuss each of the applications and seek to establish an agreed "Panel Score" for each criterion. The minutes of the Panel meeting(s) will record the key points raised in reaching the final marking for each criterion.

The scored projects will be ranked in descending score order. The list, together with the recommendations of the Assessment Panel, will be provided to the Minister. The Minister will take the final decision on which projects will be advanced.

Name of Applicant

Type of application: (delete as appropriate)

Shared facilities / Enhanced facilities / Shared campus
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GATEWAY CHECK - This will require a yes/no answer

Each project proposal will have to demonstrate that they meet all four Gateway checks below in order to be appraised under the Programme:-

GATEWAY CRITERIA	Y/N
a) Number, Management type and Phase of schools	
b) Endorsement from respective Managing Authorities	
c) Planning Authority Endorsement	
d) Evidence of Community, Parent and Pupil Support	
Gateway Passed Y/N	

Notes to help assessment against each Gateway criteria can be found below:

a) Number, Management Type and Phase of Schools

The proposal must involve a minimum of two schools from different management sectors (eg controlled, Catholic maintained, Irish medium, integrated, voluntary grammar). If any proposal involves schools from more than one educational phase (eg primary/post-primary) *at least two schools* at each phase from different management sectors must be represented so that there can be educational sharing across similar age groups.

b) Endorsement from respective Managing Authorities

The respective Managing Authorities of the schools involved in the application must provide written endorsement of their agreement to the proposal. This is important as any investment at or on behalf of schools through the Programme has the potential to create ongoing liabilities as well as recurrent resource implications that the relevant Managing Authorities should be aware of and be prepared to support. Proposals under the Programme also need to be consistent with the Managing Authorities' strategic plans for the schools under their control.

c) Planning Authority endorsement

The Planning Authority (ie the relevant Education and Library Board and CCMS) must provide assurance that the proposal meets the criteria in the Sustainable Schools Policy for each school involved in the proposal or, where this is not the case, provide a rationale for their endorsement, including an explanation as to how the proposal will contribute to the delivery of sustainable provision in the area going forward.

d) Evidence of Community, Parent and Pupil Support

Community, parent and pupil support is required to ensure the success of these proposals. Evidence is therefore required to confirm support is in place.

The following essential criteria will be assessed for all proposals, with only those that have passed the four Gateway Checks being allocated a score.

Essential Criteria 1: Educational Benefits – maximum score 50 marks.

The overarching priority for any proposal brought forward under this Programme must be the delivery of educational benefits to children and young people through improving or facilitating sharing initiatives. The proposal must demonstrate how it will benefit the education of all children involved. Marks will be allocated on the basis that the proposal clearly demonstrates:

- The sharing of classes, subjects, sports and extra-curricular activities and how educational benefits can be delivered to the children and young people through the sharing of classes together;
- How educational benefits to the children and young people will be delivered through the sharing of classes together by developing future plans to increase the level of sharing between the schools involved;
- How the proposal can aid the sharing of teaching expertise amongst the schools;
- That the courses being delivered are not a duplication of existing provision (in particular Further Education courses);
- That consideration of the Bain report recommendations of not more than 2 composite year groups in a class and a school of a minimum of 4 teachers will be met.

Educational Benefits	Score	Comments
No evidence of educational benefits provided. 0 marks		
Some evidence of educational benefits provided. 1 - 25 marks		

Strong evidence on how the proposal will deliver educational benefits. 26 – 50 marks		
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Essential Criteria 2: Evidence of Existing Sharing – maximum score 40 marks

Schools applying to the Programme should already be working in collaboration on curricular and non-curricular issues and/or be sharing facilities on an ongoing basis. The move to a Shared Education Campus should therefore build on a solid foundation of existing sharing that is already well embedded. Evidence must be provided detailing the existing educational sharing arrangements. Therefore proposals will be marked on:

- the evidence provided of existing levels of collaboration between schools involved in the proposal on curricular and non-curricular issues;
- the evidence provided of existing levels of current sharing of facilities/classes on a regular basis; and
- the evidence provided of existing levels of current sharing of facilities/classes on a regular basis in the curriculum area in relation to the proposal.

Evidence of Existing Sharing	Score	Comments
No evidence of existing sharing. 0 marks		
Schools have demonstrated some existing sharing. 1 - 20 marks		
Schools have demonstrated strong evidence of effective ongoing sharing. 21 - 40 marks		

Essential Criteria 3: Societal Benefits – maximum score 10 marks

The proposal must demonstrate how it will enhance/develop a shared future for the local community.

- The specific aim of the T:BUC strategy relating to education is *‘To enhance the quality and extent of shared education provision, thus ensuring that sharing in education becomes a central part of every child’s educational experience’*.
- Building good relations, tackling intolerance and challenging prejudice can be embedded through the ethos of schools and is already an integral part of the curriculum.
- Creating more opportunities for socially-mixed, shared education, with a view to achieving a full shared education system in Northern Ireland, is a crucial part of breaking the cycle of inter-generational educational underachievement, unemployment, and sectarianism; and
- improving good relations amongst and for our young people.

Proposals will be marked, based on the evidence provided, on how they will contribute to this overall objective.

Societal Benefits	Score	Comments
No evidence provided of societal benefits. 0 marks		
Some evidence provided. 1 - 5 marks		
Strong evidence of how proposal will provide societal benefits. 6 - 10 marks		

Essential Criteria 4: Religious Balance – maximum score 40 marks

A minimum of **15%**, and preferably 30%, of the minority community (Protestant or Roman Catholic) should be represented within the combined total of the school population involved.

Where the proposal involves schools from more than one phase of education (eg primary and post primary), there should be a religious balance across individual phases so that educational sharing can take place between similar age groups.

It has been recognised that in some rural areas the balance of the population may be such that it would be impossible for the level of participation of the minority community to reach the 30% level. This is why the minimum % has been reduced from the first call to 15% with the preference still remaining for 30%. The difficulty lies in producing a single coherent definition as to what constitutes a community

area. To take account of this, marks will be awarded based on the level of participation by the minority community as follows:

Religious Balance	Score	Comments
Minority Community is less than 14%. 0 marks		
Minority Community is 15% or more but less than 30%. 20 marks		
Minority Community is 31% - 49%. 40 marks		

Desirable Criteria

The following desirable criteria will be assessed for all proposals, with only those that have passed the four Gateway Checks being allocated a score.

Desirable Criteria 1: Location - maximum score 20 marks

Effective and ongoing sharing will involve children attending facilities outside their core school. To facilitate maximum use and to ensure significant time is not lost from the teaching timetable through moving children between locations, proposals supported under the programme will be for facilities/schools located within the same campus or in close proximity to each other. Any proposal that is for shared facilities rather than a shared campus should provide details on the distances between the schools involved and schools will have to demonstrate how they plan to minimise the impact on pupils' education of travelling between the sites involved.

Marking will be based on the proximity of the facilities to the schools involved. The shorter the distance a pupil must travel to access facilities will receive a higher score. For those proposals that involve a number of new facilities and schools, the largest distance that a pupil from one school will have to travel to access a proposed facility will be the distance used to determine the score for that proposal.

Location	Score	Comments
Schools more than 10 miles apart. 0 marks		

Schools between 5 and 10 miles apart. 4 marks		
Schools between 1 and 5 miles apart. 10 marks		
Schools less than 1 mile apart. 16 marks		
Schools to be co-located or within a shared space. 20 marks		

Desirable Criteria 2: Disadvantaged Pupil Considerations – maximum score 20 Marks

Statistics show year on year that pupils from economically disadvantaged backgrounds, as indicated by FSME, are only half as likely to gain five good GCSEs including English and maths as their peers from more affluent backgrounds. FSME is a statistically valid method of identifying and measuring social disadvantage in our schools. Pupils from economically disadvantaged backgrounds have greater obstacles to overcome and schools need to do more to assist them in breaking the link between social deprivation and educational outcome.

Priority will be therefore be given to proposals involving schools where pupils are more greatly impacted by social disadvantage, as indicated by the percentage of free school meal entitled (FSME) pupils enrolled in the schools . This is in line with the recognition given in the T:BUC strategy that one of the benefits of a more shared education system is to raise educational standards, particularly for disadvantaged pupils.

Schools are ‘banded’ for social deprivation (TSN) funding under the Common Funding Formula, based on the numbers of pupils entitled to FSM within each school. The vast majority of schools are placed in bands 1, 2 or 3. Marks will be awarded to proposals on the basis of the bandings of the schools involved in each proposal with the maximum marks awarded to schools in TSN Band 3. Where schools involved in the proposal are in different TSN bandings, the marks will be awarded on the basis of the highest TSN banding school. This is to encourage social as well as religious mixing. This is in line with the T:BUC recognition that greater social mixing can contribute to greater tolerance, and through raised expectations, improve educational performance for our most deprived pupils. [*para 4.52 T:BUC Strategy Document*]

Disadvantaged Pupil Consideration	Score	Comments
<p>Schools have no FSME pupils.</p> <p style="text-align: right;">0 marks</p>		
<p>All schools are in TSN Band 1; <i>or</i> <i>At least one school is in TSN band 1.</i></p> <p style="text-align: right;">5 marks</p>		
<p>All Schools are in TSN Band 2, <i>or</i> <i>At least one school is in TSN Band 2.</i></p> <p style="text-align: right;">10 marks</p>		
<p>All Schools are in TSN band 3; <i>or</i> <i>At least one school is in TSN Band 3.</i></p> <p style="text-align: right;">20 marks</p>		

Summary of Scoring

Only those proposals that have passed the four Gateway Checks are allocated a score.

Criteria	Maximum Score	Score
Essential Criteria		
Educational Benefits	50	
Evidence of Existing Sharing	40	
Societal Benefits	10	
Religious Balance	40	
<i>Essential Criteria Sub Total</i>	<i>140</i>	
Desirable Criteria		
Location	20	
Disadvantaged Pupil Consideration	20	
<i>Desirable Criteria Sub Total</i>	<i>40</i>	
TOTAL	180	

Any additional comments in respect of proposal:

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Northern Ireland
Assembly

Committee for Education

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16 January 2015
Our Ref: PMcC/KM/1889

Dear Veronica

Together: Building a United Community – Shared Campuses Programme

At its meeting on Wednesday 14 January 2015, the Committee received a briefing from Departmental officials on the Shared Campuses Programme – Together: Building a United Community (TBUC).

The Committee agreed to write to the Department to seek the revised scoring criteria for the second call for Shared Campus projects as well as a timeline and further information on the successful projects in the first call.

A response by 30 January 2015 would be much appreciated.

Yours sincerely

Signed Peter McCallion

Committee for Education

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