

ACKNOWLEDGEMENTS

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Ms Edel Teague	Human Rights Commission
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Mr Richard Wallace	Northern Ireland eLearning Partnership

STATISTICAL INFORMATION

Unless otherwise stated the information was provided by the Department of Education.

Demographic Trends

Post-Primary School Population Projections (2002 based)

	2002/03	2003/04	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10
Non-Grammar	91806	90794	88332	86089	83911	81327	80152	78922
% Change		-1	-4	-6	-9	-11	-13	-14
Grammar	63102	63301	63297	63280	63317	63331	63382	63370
% Change		+0	+0	+0	+0	+0	+0	+0
All Post-Primary	154908	154094	151629	149369	147228	144658	143534	142291
% Change		-1	-2	-4	-5	-7	-7	-8
Non-Grammar: Grammar Ratio	59:41	59:41	58:42	58:42	57:43	56:44	56:44	55:45

Population Projections for Age 11-18 Population (2001-2040)

	2001	2005	2010	2015	2020	2025	2040
Age 11-18 population	212541	199052	195086	181711	172868	171777	158058
% Change		-6	-8	-15	-19	-19	-26

Source: NISRA Population Projections

Profile of Admissions to Grammar Schools

Admissions to Grammar Schools by Grade

Transfer Test Grade	1998/1999	2002/2003
	% of Admissions	% of Admissions
A	73	69
B1	14	13
B2	8	9
C1	3	5
C2	1	2
D	0	1
Other	1	1
Total	100	100

Admission of Pupils with Grades C or D to Grammar Schools

School Admissions with Grades C or D	2002/2003	
	No of Grammar Schools	% of Grammar Schools
Admitting any C/D Grades	53	78
10% or more of admissions	20	29
15% or more of admissions	13	19
20% or more of admissions	10	15

Educational Provision

GCSE and GCE Subjects available in Post-Primary Schools

No of Subjects	GCSEs		GCEs	
	Schools			
	No	%	No	%
>10	5	2	31	24
10-14	16	7	21	16
15-19	106	46	43	33
20-24	92	40	33	26
25 or more	13	6	1	1
Total	232	100	129	100

Source: CCEA

Sixth Form Provision in Post-Primary Schools

Number of Pupils in 6 th Form	Schools with 6 th Forms	
	No	%
5-19	14	8
20-39	21	12
40-59	25	14
60-79	9	5
80-99	8	5
100-119	11	6
120-139	9	5
140-159	8	5
160-179	7	4
180-199	16	9
200-219	10	6
220-239	10	6
240-259	6	3
260-279	3	2
280-299	6	3
300-349	5	3
350-499	7	4
500+	2	1
Total	177	100

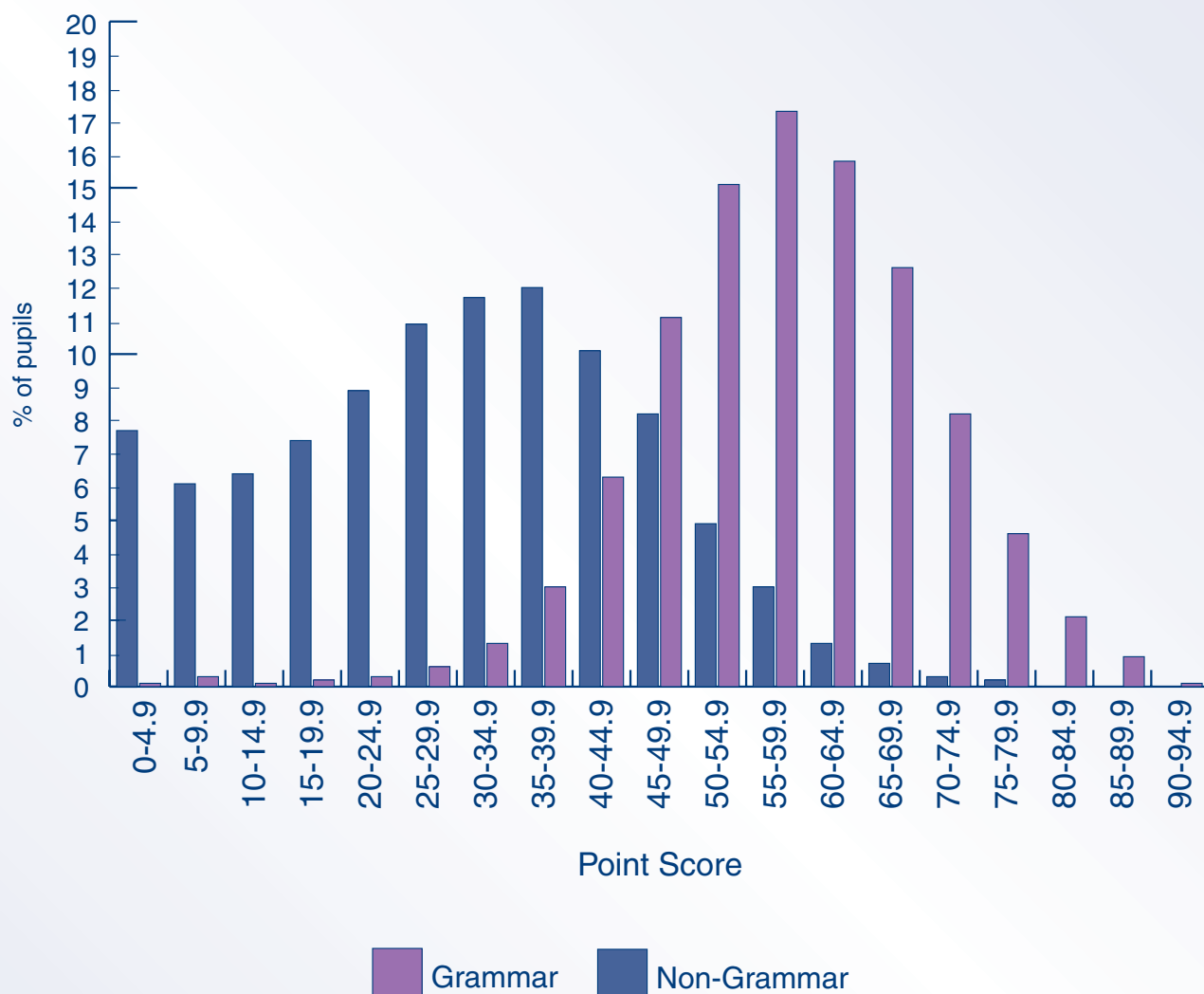
Performance Indicators

Comparison of Performance between Northern Ireland and England (2001/02)

Performance Indicator	Northern Ireland	England
% of pupils achieving		
2+ 'A' Levels A-E	95	83
5+ GCSEs A*-C	59	52
5+ GCSEs A*-G	87	89
No GCSEs	4	5
Average GCSE Point Score	37.7	40.1

GCSE Point Score Comparison of Grammar and Non-Grammar Pupils

GCSE Point Scores for Grammar and Non-Grammar Pupils



Calculation of Point Score

The GCSE Point Score is calculated as follows: - each GCSE grade is assigned points, where GCSE Grade A* =8, A=7, B=6, C=5, D=4, E=3, F=2, G=1. The grade points are summed for each pupil. Includes all school types in Northern Ireland and England, and figures include GNVQ Part I qualifications and GCSE Short Courses in addition to GCSEs. The average GCSE point score is calculated by dividing the total points by the number of pupils.

OECD PISA Study 2000: Student Achievement

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

Source: OECD

This table shows how Northern Ireland compares with other countries. The mean score is the average performance. The standard deviation is a measure of the deviation from the mean score, reflecting the extent of variance of scores – the higher the standard deviation the greater the difference between the highest and lowest scores.

Policy Lessons from PISA 2000

An OECD symposium was held in Berlin in November 2002 to identify factors and policy strategies associated with educational success and to identify the policy lessons that different countries are drawing from the results of PISA 2000.

The PISA results were discussed at the symposium and some broad conclusions reached included:

- Quality and equity do not have to be seen as competing policy objectives.
- Spending alone does not guarantee better outcomes.
- Student engagement with reading, and with school more generally can lift overall performance and reduce the influence of coming from disadvantaged backgrounds.
- Students tend to perform better in schools characterised by high expectations, the enjoyment of learning, a strong disciplinary climate, and good teacher-student relations.
- A clear focus on outcomes with greater freedom for schools to organise their learning environment and to manage their resources can produce better results.
- More integrated and flexible educational pathways, combined with a higher level of teacher support for students, appear to be conducive to better results and a more balanced distribution of educational opportunities.

MEASURING OUTCOMES

Some outcomes are not capable of direct measurement and will have to be assessed indirectly or by proxy – for example, increased relevance in the curriculum could be measured by improved attendance and increased staying-on rates. In other cases, it may be appropriate to use periodic surveys, for example to gauge pupil and parental perceptions. In addition, the increasing use of self-evaluation by schools, coupled with external evaluation by the Education & Training Inspectorate, will provide useful information.

The following is an illustrative, but not exhaustive, list of some of the potential sources of information that could be used:

- examination and assessment outcomes including key skills and competences;
- other recorded and collected data, including CLASS data and statistical returns;
- inspection evidence;
- surveys;
- research evidence;
- “Pupil Profile” information;
- measures of value added (not currently available in NI – consideration should be given to developing a Northern Ireland model);
- school self-evaluation - through ETI Guidance “Improving Quality Raising Standards” and “Together Towards Improvement” and attitudinal questionnaires;
- quality assurance tools – Charter Mark, IIP, EFQM etc;
- school development planning process; and
- accredited professional development courses.

NATIONAL QUALIFICATIONS FRAMEWORK

Level of Qualification	General	Vocationally-related	Occupational
Level 5	Post-graduate Degrees and Diplomas	Post-graduate Degrees and Diplomas	Level 5 NVQ
Level 4	Degrees and Diplomas	Degrees and Diplomas	Level 4 NVQ
Level 3 (Advanced)	Advanced GCE and Advanced Subsidiary (AS)	Advanced VCE and Advanced Subsidiary VCE	Level 3 NVQ
Level 2 (Intermediate)	GCSE grades A*-C	Intermediate GNVQ	Level 2 NVQ
Level 1 (Foundation)	GCSE grades D-G	Foundation GNVQ	Level 1 NVQ
Entry Level	Entry Level qualifications provide a stepping stone to Level 1 qualifications		

Source: CCEA

EXAMPLES OF PROVISION CURRENTLY OFFERED IN THE FE SECTOR

The links between schools and FE institutions are extensive and largely vocationally orientated. At present links at 14 –16 are focused mainly, but not exclusively, on less able students, while links at 16 –19 are provided for more able students following A level or AVCE courses. This provision can be built upon and expanded significantly to offer enhanced opportunities for pupils of all abilities and at the same time contribute to the development of an enterprise and business culture and thus to future economic growth.

14-16

A significant amount of energy and resources have been invested in link provision between FE institutions and post-primary schools in the Key Stage 4 Flexibility Pilot. As part of this pilot, the newly introduced Occupational Studies offer pupils the opportunity to take courses in Engineering, Construction, Vehicle Studies, Media, Design, Retail, Sport, Leisure and Travel, Office Administration, Hairdressing and Beauty and Hospitality and Catering. Pupils generally take these courses in an FE institution to gain access to the appropriate staff, facilities and equipment. Some NVQs are also taken by school pupils in FE institutions.

Other provision offered by the FE institutions to Key Stage 4 pupils in schools includes modules in the following areas:

Music Technology and Music Performance	Product Design
ICT and Software Engineering and Development	Autocad
Multi Media, Digital Media and Video Production	Journalism
CNC Machining	Business Enterprise
Electronics	Photography
Ceramic and Glass Design	Animation
Graphic Design	Fine Art Printmaking
Web Design	Fibre Arts
Introduction to Architecture and Interior Spatial Architecture/Interior Design	Basic Food Hygiene

These modules/units/options are mostly studied in FE institutions and many of them offer coherent progression routes into higher education, further education and training and/or employment.

16-19

For 16-19 pupils, links between schools and FE institutions may mean FE lecturers coming into schools to teach the courses or, where more specialist facilities and equipment are required, pupils may attend the FE institution.

At this level link courses may lead to qualifications such as A and AS levels, AVCE units and single awards and Key Skills or they may be used to enrich the 6th form curriculum. In either case links provide a wider range of options for pupils and give them an insight into possible careers. Examples of links courses leading to qualifications include:

Key Skills	Leisure
Built Environment	Performing Arts
Business	Physics
Economics	Politics
Health and Social Care	Psychology
ECDL/Word processing	Sociology
ICT	VCE Technology and Design

Examples of enrichment programmes include

Music	Business Enterprise
Catering	Software Development
Journalism	CISCO
Technology	Multi Media/Animation/Digital Editing
Autocad	

Special School Provision

Special Schools and FE institutions collaborate to provide link courses such as:

Catering

Outdoor Pursuits

Ceramics

Painting and Decorating

Communication

Personal Presentation

Computing

Photography

Dance and Movement/Aerobics

PSE

Foundation Certificate in Food Hygiene

Retail

Gardening

Team Enterprise

National Skills Profile

Woodwork

OPTIONS FOR FUTURE ARRANGEMENTS

Taking account of the range of educational, management and other features outlined in Chapter 6, the following are some examples of the possible range of structures. In any given locality the provision made should be in response to local needs, wishes and circumstances and could comprise some or all of these examples, or alternative proposals developed at local level, provided that they conform to the Entitlement Framework and criteria. In responding to local needs, wishes and circumstances, arrangements should build on the attributes and strengths of the provision currently existing in a locality.

Example

A school which, in conformity with the Entitlement Framework, offers the required proportions of its provision in the form of vocational and academic subjects and which also offers a specialism based on its strength in a particular curricular area. The specialism will normally have been developed to reflect particular local needs or the existence of links with specific areas of business, industry or social and community organisations. The area of specialism will be a matter for determination at local level. Examples might include horticulture, art and design, leisure and tourism, health and social care.

Key elements of the specialist approach would involve the school sharing its expertise and facilities with other schools and acting as a centre of excellence to provide advice and support in the area of its specialism. It will be important that specialist schools are able to offer the breadth of curricular entitlement as well as their specialist area. The development of a specialism is not a way of supporting schools where there are questions about their longer-term viability, but should be a means of developing skills and expertise in areas of interest to young people and relevant to the local and the Northern Ireland economy and society. As indicated in Chapter 6, this type of school would be new to Northern Ireland.

Example

A school which has traditionally made provision for the full range of ability (e.g. at 11-16 or 11-18) and which, in conformity with the Entitlement Framework, will offer a broad mixture of courses including the required proportion of academic type courses. Informed choice by pupils and parents at age 14 would determine appropriate learning pathways which would be accessed from pupils' existing school or, if necessary, by changing schools.

Some of these courses may be provided in collaboration with other schools and other providers. Where the school has specialist facilities and/or staff with particular expertise e.g. business, languages, technology, arts, sport etc, the school could offer access to these by pupils (and staff) from other neighbouring schools as part of the local collaborative arrangements.

Example

A school with a traditional academic ethos which, in conformity with the Entitlement Framework, will also offer the required proportion of its provision in the form of vocational courses at Key Stage 4 and above. The vocational provision may be offered from within the school or via collaboration with other local schools and/or with the local Further Education institution or other providers. Arrangements would provide for the full range of abilities and provide for pupils progressing at varying degrees of pace and depth.

Provision at Key Stage 3 would be based on the statutory core syllabus for that phase, augmented by extension and enrichment options that reflect the school's ethos and emphasis. Informed choice by pupils and parents at age 14 would determine appropriate learning pathways, which could be accessed from pupils' existing school or, if necessary, by changing schools.

Within the broad menu of courses offered by the school, there may be some for which the school has specialist facilities and/or staff with particular expertise e.g. business, languages, technology, arts, sport etc. The school could offer access to these by pupils (and staff) from other neighbouring schools as part of the local collaborative arrangements.

Example

A school which has traditionally made provision for the full range of ability of pupils aged 11-14, and which has close links with other schools offering 14-16 and 14-18 provision, will offer provision based on the statutory core syllabus for Key Stage 3 augmented by extension and enrichment options.

Informed choice by pupils and parents at age 14 would determine appropriate learning pathways to be followed at any of the other illustrative types of schools outlined in these examples.

In all the examples mentioned, and others that may emerge from local consideration, it is expected that in most instances a school would be able to provide all, or the majority, of core provision from within its normal timetable. To extend the range of options available to pupils, some other courses may be offered on a joint basis with other neighbouring schools, especially at Key Stage 4, whilst for post-16 provision there is considerable scope for collaboration with the FE sector. To minimise travel and/or to provide for some courses with a small uptake, it may be possible to use distance-learning or e-learning provision for at least part of the course content.

IMPLEMENTATION PROCESS TIMETABLE

Preliminary Phase Objectives: 1. To establish the Strategic Planning and Implementation Group 2. To raise awareness of proposals for new arrangements	Months 1-4
Establishment of Strategic Planning and Implementation Group	Month 1
Establishment of Area Planning and Development Partnerships (APDPs)	Month 2
Appointment of APDP Staff	Month 3
Guidance to schools about management/planning arrangements/timetable	Month 4
Phase One – Delivering the Entitlement Objectives: 1. To audit current provision 2. To establish Local Planning and Development Partnerships 3. To develop proposals	Months 5-16
Determine Local Areas and establish Local Planning and Development Partnerships (LPDPs)	Months 5-8
Schools audit their provision against framework/criteria	Months 5-8
LPDP discussions to explore options to enable schools, through collaboration with other schools, FE and other providers, to deliver the Entitlement Framework.	Months 9-16
Prepare proposals for local consultation	Month 16

Phase Two – Finalising Proposals Objective: 1. To undertake local consultation on draft proposals 2. To finalise proposals 3. To consider and approve proposals	Months 17-28
Local consultation	Months 17-19
Final proposals submitted to APDPs	Months 21-23
Development proposals published	Month 24
Decisions	Months 26-28
Phase Three –Planning for Implementation Objectives: 1. To implement the proposals at a local level	Up to month 40
Schools prepare implementation strategy.	Up to month 34
Schools prepare detailed implementation plan	Months 34-40
Phase Four – Implementation Objective: 1. To introduce new local arrangements	Beginning of following school year
First transfer to revised structures under new arrangements	Beginning of following school year

MEASURES TO ENCOURAGE AND FACILITATE NEW ARRANGEMENTS

Developing Proposals

The process of developing proposals will involve schools and managing authorities engaging through the LPDPs to determine how best to deliver the Entitlement Framework in any given area. Resources should be provided to facilitate the following actions:

- the release of a member of the senior management team of schools to direct the process of change within each school;
- leadership and change management training for staff;
- training and support for Boards of Governors;
- exceptional closure days to facilitate discussion with staff and to audit the current provision against the Entitlement Framework;
- establishment of structures to give strategic and operational level direction and support for the development of proposals;
- the production of high quality guidance materials for schools;
- support for, and costs of, carrying out local consultations and local information strategies; and
- appointment of staff to the APDPs with the necessary skills to facilitate the development of proposals by working with schools individually and all schools in a locality through the LPDPs.

Delivering the Entitlement Framework

The emphasis on the Entitlement Framework will require the current curriculum provision to be expanded to ensure that each pupil has access to the full range specified by the framework and to provide information to enable informed decisions to be made by pupils and parents. Resources should be made available for:

- development of curriculum materials for teachers and pupils;

- staff training and development (including substitute cover);
- ICT/ILT facilities;
- development of links with business and the wider community;
- enhanced careers education and guidance;
- development of the Pupil Profile; and
- release of teacher time to provide the necessary quality professional advice to parents/pupils.

Implementing New Arrangements

To introduce the new arrangements schools will have to cooperate and collaborate with other schools, FE institutions and other providers. Schools may be securing a service/expertise or providing a service/expertise to another school. This will be a new undertaking for many schools and will necessitate the deployment of staff to engage in this process and to plan the arrangements. We recommend that resources be made available to participating schools to facilitate:

- managing the collaborative arrangements between schools, FE and other providers;
- a combination of additional staff and some redeployment of existing staff in an area to provide the full entitlement – full-time appointments in individual schools, joint appointments, peripatetic teachers and support staff;
- transport costs for teachers and pupils if necessary;
- development of the appropriate infrastructure particularly in relation to ICT/ILT for distance learning and to underpin the implementation of the Pupil Profile; other equipment to enable a school to deliver the pupil entitlement; and IT transfer between schools and FE; and
- professional development of teaching staff.

Capital Investment

The Department of Education invests a significant amount of capital resources in the schools estate each year. It is imperative that the capital investment programme encourages and facilitates the introduction of the new arrangements. We recommend that resources are made available both from within the Department's existing capital budget and through the Strategic Investment Programme and that priority should be given to schools engaged in the process of reorganising to provide the Entitlement Framework. The allocation of resources should be on a strategic basis, taking account of the needs of the local area, rather than based, as it is now, on the requirements of individual schools. Resources should be directed at:

- new structures/schools required as a result of local development proposals;
- new facilities required to enable schools to deliver the Entitlement Framework; and
- schools requiring refurbishment or renovation to secure an appropriate learning environment for pupils.

Raising Local Awareness of New Arrangements

It will be important to ensure that local communities are fully aware of the enhancements to the curriculum on offer and the distinct features of the new arrangements. Schools will be at the forefront of delivering the new Entitlement Framework and we consider resources should be made available to enable them to do so.

GLOSSARY

AEP	Alternative Education Provision is education outside the mainstream system.
Enrichment Activities or Courses	Activities or Courses which provide breadth outside the range of the main courses studied.
Entitlement Framework	A framework of entitlement which should be the right of every post-primary pupil.
Extension Courses	Courses which pupils take to widen and develop their interests in particular courses.
ICT (Information and Communication Technologies)	Network of computers allowing access to a wide range of shared software held centrally on a server which provides communication possibilities both within and between organisations.
ILT (Information and Learning Technologies)	Application of IT and ICT to education.
IT (Information Technologies)	Stand alone computer hardware and software.
Learning Pathway	A combination of courses, learning opportunities and teaching approaches which an individual chooses to follow to meet his or her needs, aptitudes, interests and aspirations.
Managing Authorities	The organisations which have overall responsibility for managing schools, ie, Education and Library Boards, Council for Catholic Maintained Schools and Boards of Governors of grant-maintained integrated, and voluntary grammar schools.

ABBREVIATIONS

APDP	Area Planning and Development Partnership
AVCE	Advanced Vocational Certificate of Education
BTEC	Business and Technical Enterprise Council
CAD	Computer Aided Design
CAM	Computer Aided Manufacturing
CCEA	Council for the Curriculum Examinations and Assessment
CCMS	Council for Catholic Maintained Schools
CLASS	Computerised Local Administration Schools System
ECDL	European Computer Driving Licence
EFQM	European Foundation Quality Model
EOTAS	Education Other Than at School
ETI	Education & Training Inspectorate
FE	Further Education
GCE	General Certificate of Education
GCSE	General Certificate of Secondary Education
GNVQ	General National Vocational Qualification
HE	Higher Education
ICT	Information and Communication Technology
ILT	Information and Learning Technology
IT	Information Technology
iiP	Investors in People
LMS	Local Management of Schools
LPDP	Local Planning and Development Partnership
NVQ	National Vocational Qualification
PISA	Programme for International Student Assessment
PSE	Personal and Social Education
SEN	Special Educational Needs
SENDA	Special Educational Needs and Disability Act
VCE	Vocational Certificate in Education
VRQ	Vocationally Related Qualification

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