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Review of funding to Preparatory Departments of Grammar Schools

**Business Consultancy Service
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for the
better

CONTENTS

		PAGE
1	INTRODUCTION	4
2	CONSULTATION	9
3	EQUITY	13
4	EFFICIENCY	35
5	SURPLUS CAPACITY	39
6	GOVERNMENT SUPPORT IN OTHER COUNTRIES	42
7	CONCLUSION	47
8	APPENDICES	49-65
Appendix 1	Consultation e-mail	49
Appendix 2	Phase 1 - Comparison of funding in Prep Depts of Grammar schools with Primary School ASB funding in 2007-08 Financial Year	50
Appendix 3	Preparatory school enrolments from 1991 to date	51
Appendix 4	AWPU Funding Variance if Prep Pupils move to Primary Schools	52
Appendix 5	AWPU and home-school transport funding variance if Prep Pupils move to Primary Schools	53
Appendix 6	Calculation of surplus places	54
Appendix 7	Estimate of surplus places by parliamentary constituency	55
Appendix 8	Estimate of surplus places by settlement	56
Appendix 9	Comparison of funding per pupil in similar size schools (40-49)	57
Appendix 10	Comparison of funding per pupil in similar size schools (50-59)	58
Appendix 11	Comparison of funding per pupil in similar size schools (70-79)	59
Appendix 12	Comparison of funding per pupil in similar size schools (120-129)	60
Appendix 13	Comparison of funding per pupil in similar size schools (130-139)	61
Appendix 14	Comparison of funding per pupil in similar size schools (140-149)	62
Appendix 15	Comparison of funding per pupil in similar size schools (170-179)	63
Appendix 16	Comparison of funding per pupil in similar size schools (180-189)	64
Appendix 17	Comparison of funding per pupil in similar size schools (450-459)	65

1 INTRODUCTION

1.1 Business Consultancy Service (Department of Finance and Personnel) has been commissioned by the Department of Education to carry out a review of funding to the preparatory departments of grammar schools. The need for this review was identified when the Independent Strategic Review of Education published their findings and recommendations in December 2006, in a report titled "Schools for the Future: Funding, Strategy, Sharing" (known as the "Bain report.") Recommendation 5 in paragraph 6.50 of the report stated that:

"The rationale for funding preparatory departments in grammar schools should be reviewed"

Terms of reference

1.2 The terms of reference for the review were:

To conduct a review of the current policy to provide public funding to preparatory schools, and make recommendations where appropriate.

The review should address in particular:

- Whether funding provision that can only be accessed by children whose parents can pay the requisite fee is consistent with the principle of equity in the distribution of resources.
- Whether such funding can be justified given the financial pressures present and future, on the education budget.
- Whether the current policy is justified given the high current surplus capacity in primary school places.
- Alternative systems of government support for fee paying schools in the South of Ireland, England, Scotland, Wales and Europe.

Background

- 1.3** There are currently a total of 2,426 pupils (representing approximately 1.5% of the primary school population) attending the 16 preparatory departments of grammar schools in Northern Ireland. Of these, 13 are voluntary grammar schools and 3 are controlled grammar schools in the South Eastern Education and Library Board (SEELB).
- 1.4** Preparatory departments in grammar schools are not funded in full, but are treated as an integral part of the voluntary grammar school, whose grant-aid includes, where appropriate, an element in respect of the preparatory department. In the 2009/10 year each preparatory pupil in these schools attracted grant aid funding of £808 (approximately 30% of teaching costs), compared to funding of £2,020 allocated for each primary school pupil. The total amount allocated to the preparatory departments in 2009/10 is £1,960,685.

History

- 1.5** The system for funding the recurrent expenditure in the preparatory departments of voluntary grammar schools was established by the 1947 Education Act. The Appendix to Circular 1950/22, stipulated that tuition fees charged in the preparatory departments of voluntary grammar schools together with grants from the Department should be sufficient to make the preparatory departments self-supporting. At that time grants payable by the Department were towards the following: teacher salaries, capitation grant, superannuation contributions, social security contributions, employment of modern language assistants and teacher absences.
- 1.6** In preparation for the introduction of Block Grant funding in the 1984/85 school year, it was calculated that the above grants represented 50% of approved teaching costs in the preparatory departments. It was agreed with the Governing Bodies Association that under the Block Grant arrangements, the approved teaching costs would be grant aided

at this rate, replacing the various grants which had previously been in payment.

- 1.7** The introduction of the Local Management of Schools (LMS) scheme in 1991/92 removed the distinction between teaching and non-teaching costs. It was no longer appropriate therefore to continue on the basis of 50% of agreed teaching costs but it was calculated that the 50% agreement translated into an allowance of 0.45 of an Age Weighted Pupil Unit (AWPU). The formula funding arrangements operated on that basis with the balance of funds required for a preparatory department coming from private tuition fees.
- 1.8** Following consultation in 1994, the level of public financial support for preparatory departments was reviewed and reduced to a figure equivalent to 40% of teacher costs. This reduced the AWPU allowance in voluntary grammar schools from 0.45 to 0.375. The AWPU for preparatory departments in controlled grammar schools was similarly reduced.
- 1.9** After the Comprehensive Spending Review in 1998, the level of grant for preparatory departments was further reduced to 30% of teaching costs, as part of the commitment to focusing education resources where they were most needed.

Bain report

- 1.10** The Independent Strategic Review of Education, published in December 2006 (the Bain report), examined the funding of the education system, and recommended that the rationale for the funding of preparatory departments in grammar schools should be reviewed. Paragraph 6.43 of the report reads:

“Equity must continue to be at the heart of this distribution. For this reason, the part-funding of fee-charging preparatory departments in grammar schools (described in Paragraph 6.21) is anomalous. This

aspect of delegation subsidises provision that can only be accessed by children whose parents can pay the requisite fee. This would seem to be an inequitable use of public funds and counterintuitive in a funding system simultaneously managing the pressures of a high level of surplus capacity (see Chapter 7). The rationale for this aspect of schools-related current expenditure should be reviewed and its continuation considered with regard to equity and in the context of the significant pressures on the education budget.”

Context

- 1.11** This review takes place at a time of significant change in the Education sector. With regard to post-primary school admissions, a transfer test will no longer be provided by DE, and guidance has been issued in relation to the arrangements for the 2010-11 school year. As part of the Review of Public Administration, a new Education and Skills Authority (ESA) will be established in January 2010, which will take on the responsibilities of a number of existing education support bodies. One of these responsibilities will be area planning, procurement and delivery of the education estate.
- 1.12** DE’s main priority in the coming years is to raise educational standards overall, and to achieve this it intends to put equality at the heart of the education system, and ensure there is equality of access to education, both formal and informal.

The outcome of the review of funding to preparatory departments will need to take account of the priorities and changes identified above.

Methodology

1.13 Business Consultancy Service took the following approach to this review:

- Reading of relevant background material
- Discussions with appropriate DE personnel in Statistics, School Finance, Economics, Open enrolment, Development, and Inspectorate
- Consultation with agreed list of stakeholders
- Conduct of research in relation to the funding of private schools in Ireland, England, Scotland, Wales and Europe.
- Collation and analysis of findings
- Presentation of report

Acknowledgements

1.14 Business Consultancy Service would like to thank the staff in DE School Finance and Statistics branches for their support and input to this report. We would also like to thank all those who participated in the consultation process.

Report structure

1.15 The rest of this report has been structured as follows:

- Review consultation – the process and responses received
- A section on each of the four issues raised in the terms of reference i.e.
 - Equity
 - Efficiency
 - Surplus capacity
 - Position in other countries
- Each of these sections contains findings, conclusions, and recommendations where appropriate
- Overall conclusion

2 CONSULTATION

2.1 This section of the report describes the review consultation process, and summarises the responses received. It does not at this stage comment on the issues raised in the responses, as these are dealt with in the main body of the report.

Process

2.2 An e-mail was sent to all 16 grammar schools with preparatory departments, asking for their views on the relevant issues raised in the Bain report (see appendix 1). Meetings were also held with 4 of these schools. Other stakeholders consulted either by e-mail or meetings were the South Eastern Education and Library Board (SEELB), Equality Commission for Northern Ireland (ECNI), the Northern Ireland Human Rights Commission and the Local Management of Schools (LMS) Steering Group.

Responses

Grammar schools

2.3 Responses were received from 11 grammar schools. The main points to arise in the e-mail replies and in discussions held with the grammar schools can be summarised as follows:

- The parents of preparatory department pupils are saving DE money. Preparatory pupils are only funded at 0.40 of AWPU, a saving of approximately £1313 per pupil, and with approximately 2500 pupils enrolled this year, this is a total saving of around £3.28m per year. .
- Tuition fees would have to be increased if DE funding was withdrawn from the preparatory departments. This would lead to a number of parents withdrawing their children from preparatory departments and transferring them to the primary sector. DE would then be faced with increased costs arising from full AWPU's,

additional home to school transport, and possibly teacher redundancies.

- In the event of a preparatory department closing as a result of the withdrawal of DE funding, the surplus accommodation would be transferred to the grammar school and would result in an increased premises factor funding.
- Although recognising that there were an overall number of surplus places in the NI primary sector, some schools questioned the availability of surplus places in certain areas, particularly in urban areas e.g. 14 of the 16 preparatory departments are in 2 Board areas, Belfast and South-Eastern.
- The transfer of pupils from preparatory departments to the primary sector would lead to increased class sizes and possible need for school extensions
- DE should address surplus capacity by closing under-performing schools, not successful preparatory departments
- Preparatory departments provide a unique choice for parents, which is enshrined in European legislation i.e.
“the state shall respect the right of parents to ensure such education and teaching in conformity with their own religious and philosophical convictions” (European Convention of Human Rights)
- DE wholly funds the choices made by parents whose children attend Integrated and Irish-medium schools. It seems inequitable to seek to deny funding to preparatory departments.
- It is not true to say that a preparatory school education is available only to the wealthy. Many parents see the education of their children as a high priority, and make sacrifices to send them to a preparatory department.
- Parents choose to send their children to preparatory departments because of the following:
 - Excellent academic standards and results
 - Smaller class sizes

- Specialist teaching from post-primary teachers e.g. in Art, Music, PE, ICT
- Wide range of extra-curricular activities available
- Use of the grammar school's facilities.
- The withdrawal of DE funding could lead to some schools becoming totally independent.

SEELB

2.4 Key points made by the SEELB were:

- There would be places available in the primary sector if pupils were to transfer from the 3 SEELB controlled preparatory departments. However these may not always be in the parent's first choice of primary school.
- Pupils not attending preparatory departments are not being disadvantaged educationally, but they may not have the same range of extra-curricular activities and use of facilities.

LMS Steering Group

2.5 Responses were received from 2 members and additional issues raised were:

- The public purse is spared the full cost of educating pupils in preparatory departments but this does not compensate for a state subsidy for what is essentially private education.
- Parents have the right to choose how and where their child is educated, but when the ability to pay becomes a determining factor, the principles of fairness and equality need to be applied.
- There are sufficient places in primary schools to provide for the needs of all children, and preparatory departments are unnecessary.
- Funding to preparatory departments has already been considerably reduced over the years
- Home to school transport costs are not available to preparatory department pupils but are in the other school sectors.

- If funding is withdrawn from preparatory departments, it should be done so on a phased basis.

2.6 As a result of some of the issues raised in the initial consultation it was decided to consult the Northern Ireland Human Rights Commission and the Equality Commission for Northern Ireland. The Northern Ireland Human Rights Commission's response is to be found in paragraphs 3.26 to 3.27 while the Equality Commission's response is in paragraphs 3.33 to 3.34.

3 EQUITY

3.1 This section of the report considers the first question raised in the terms of reference:

“whether funding provision that can only be accessed by children whose parents can pay the requisite fee is consistent with the principle of equity in the distribution of resources.”

The issue of equity was considered from three aspects:

- Parental choice
- Equality of opportunity
- Equity in the distribution of funding

Parental choice

3.2 An important aspect of the equity issue is the principle of parental choice i.e. parents should be free to send pupils to the school of their choice. In examining this issue, it is useful to first consider the question- what is it that parents are choosing i.e. what is the distinctive choice that preparatory departments offer to parents? To address these questions, BCS compared a range of relevant factors across the two sectors i.e.

- School curriculum
- School performance
- Pupil-teacher ratios
- School facilities/extra curricular activities/specialist teaching
- School admission criteria

School curriculum

3.3 As with primary schools, all preparatory departments have to follow the revised Northern Ireland Curriculum which sets out the minimum requirement that should be taught at each key stage. Within these requirements, schools have a responsibility to provide a broad and

balanced curriculum for all children, to give every child the opportunity to experience success in learning and to achieve as high a standard as possible. Teachers however have considerable flexibility to make decisions about how best to interpret and combine the requirements so as to prepare young people for a rapidly changing world. Overall there would not appear to be the scope for significant differences in the actual curriculum delivered by preparatory departments and primary schools.

Preparatory departments are also subject to the same types of inspections from the Department's Education and Training Inspectorate as primary schools.

School performance

- 3.4** School performance was assessed by an examination of pupil attainment levels and the findings of the DE Inspectorate. Key stage 1 & 2 Assessment results and transfer test results in preparatory and primary schools were compared and findings were:

Table 1: Key Stage One Assessment results for schools 2007/08

Primary Schools	English		Maths	
	Number	%	Number	%
Level 2 or above	19884	93.9	20368	94.5
Level 3 or above	8372	39.5	9893	45.9
Total Pupils	21178		21554	
Preparatory Depts	English		Maths	
	Number	%	Number	%
Level 2 or above	356	98.9	358	99.4
Level 3 or above	298	82.8	306	85.0
Total Pupils	360		360	

- 3.5** These results show the Preparatory departments attaining significantly higher results in KS1 in English and Maths (see figures in bold above). The percentage of pupils in preparatory departments attaining level 3 in English is more than double that of primary schools (approximately

83% compared to 40%). There are similar results in Maths, with 85% of Prep pupils attaining Level 3 compared to 46% of primary pupils.

Table 2: Key Stage Two Assessment results for schools 2007/08

Primary Schools	English		Maths	
	Number	%	Number	%
Level 4 or above	18477	78.5	18920	80.4
Level 5 or above	6368	27.1	9515	40.4
Total Pupils	23533		23543	
Preparatory Depts	English		Maths	
	Number	%	Number	%
Level 4 or above	398	97.3	395	96.6
Level 5 or above	263	64.3	329	80.4
Total Pupils	409		409	

3.6 A similar pattern is reflected in these results, with 64% of Prep pupils attaining Level 5 in English compared to 27% of primary pupils, and 80% of Prep pupils attaining Level 5 in Maths compared to 40% in primary schools.

3.7 The same pattern continues in the transfer test results with 63% of Prep pupils achieving grade A, compared to the 25% of primary school pupils. It is recognised that the primary school figures will inevitably reflect the quotas set for each grade. This high percentage of grade As achieved by preparatory departments has been cited as one of the reasons that parents choose to send their children to these schools.

Table 3: Transfer Procedure results by grade and school

	Primary Schools			Preparatory departments		
	Numbers	% of those Sitting	% of Year 7	Numbers	% of those Sitting	% of Year 7
Total Grade A	5881	39.4	25.3	256	65.6	63.2
Total Grade B1	1325	8.9	5.7	36	9.2	8.9
Total Grade B2	1260	8.4	5.4	27	6.9	6.7
Total Grade C1	1317	8.8	5.7	24	6.2	5.9
Total Grade C2	1264	8.5	5.4	17	4.4	4.2
Total Grade D	3895	26.1	16.7	30	7.7	7.4
Total Sitting	14942	100.0	64.2	390	100.0	96.3
Total Opting out	8338		35.8	15		3.7
Year 7	23280		100.0	405		100.0

Note: the Year 7 is taken from the Annual School Census collected in Oct 07.

School Inspectorate view

- 3.8** The Key Stage and transfer result tables above demonstrate that preparatory department outcomes in 2007-08 were significantly better than those of primary schools. BCS consulted School Inspectorate for its view on the reason for this difference.
- 3.9** The Inspectorate reported that it had not had any reason to make direct comparisons between preparatory departments and primary schools before this review. While a comprehensive analysis had not been made, the Inspectorate had no evidence to suggest that the preparatory department's outcomes were attributable to a better quality of provision for learning, or better leadership and management than that of primary schools. The Inspectorate referred to a sample of four recent preparatory department inspections, which found that the quality of teaching in two schools needed to be improved, and that the children's development as independent learners in two schools needed to be improved.
- 3.10** The Inspectorate believed that in order to make a fair comparison between primary and preparatory schools performance:
“one would need to use a valid “value-added “tool. In other words to measure in some way the competence and ability of children at entry to year 1 and to measure their outcomes at year 7.”
The reasons given for this were:
“The competence and ability levels of most of the children who enter preparatory schools would arguably be very different from those of most of the majority of other children who attend other primary schools. Inherent in this would most likely be factors of socio-economic status and a more enriched learning and experiential environment in the time between birth of the child and entry to year 1 to mention but two.”
- 3.11** In summary, preparatory departments have performed better than primary schools in relation to Key Stage 1 &2 and transfer results. However it is the Inspectorate view that this is not because of better

teaching/management in preparatory departments, but is more likely due to other socio-economic factors. These pupils would most probably have achieved similar results in a primary school.

Pupil:Teacher ratios (PTRs)

3.12 In their response to this review a number of preparatory departments listed “small class sizes” as one of the factors which attracted parents to their school. The table below compares the PTRs in primary and preparatory departments.

Table 4: Pupil: Teacher Ratios for 2007/08 by area board and management type

School/Management type	Belfast	Western	North Eastern	South Eastern	Southern	Total
Primary*						
Controlled	19.8	20.5	21.1	21.0	20.6	20.7
Controlled Integrated	25.1	11.3	16.4	20.1	19.4	19.0
Catholic Maintained	20.6	20.9	20.9	20.9	21.0	20.9
Grant Maintained Integrated	20.7	18.9	21.7	19.7	21.5	20.5
Other Maintained	17.2	18.7	13.7	14.3	17.4	16.7
Total	20.1	20.7	20.9	20.8	20.8	20.7
Preparatory						
Controlled	-	-	-	17.3	-	17.3
Voluntary	16.9	-	14.9	17.3	13.6	16.8
Total	16.9	-	14.9	17.3	13.6	16.9

Note:

- * includes pupils and teachers in nursery classes
- indicates no schools in this category

3.13 Overall this shows an average PTR of 16.9 in preparatory departments compared to that of 20.7 in primary schools in the 2007-08 year. Details of the individual preparatory departments PTRs are set out below.

Table 5: Pupil - Teacher ratios in Preparatory departments in 2007-08

School Name	FTE Teachers	FTE Pupils	PTR
Bloomfield Collegiate	4.0	54.0	13.6
Cabin Hill School	9.0	171.0	19.0
Methodist College	33.6	473.0	14.1
Inchmarlo	10.4	172.0	16.5
Ben Madigan	8.0	164.5	20.6
Strathearn School	6.3	146.0	23.0
Victoria College	6.6	136.0	20.6
Dalriada School	9.8	146.0	14.9
Regent House School	6.5	132.0	20.3
Down High School	7.8	128.0	16.5
Glenlola Collegiate	5.5	76.0	13.9
Bangor Grammar School	7.0	137.0	19.6
Sullivan Upper School	10.6	184.0	17.4
Friends School	5.8	145.0	24.9
Wallace High School	11.9	146.0	12.3
Royal School	3.0	41.0	13.6

It is difficult to draw any conclusions from the above findings at this stage. Under LMS, teacher numbers and therefore PTRs, are determined by individual primary schools within the constraints of their budget. The number of teachers preparatory schools can employ is mainly determined by the income received from tuition fees and the AWPU allowance. However until the equity of the funding arrangements between primary schools and preparatory departments has been established, it can not be concluded if the smaller class sizes are down to preparatory departments having more funding available.

Facilities/extra curricular activities/specialist teaching

3.14 In their responses to this consultation, preparatory departments have listed a number of reasons why they believe parents choose to send their children to preparatory departments. Apart from the excellent results and smaller class sizes discussed above, other distinctive factors they have mentioned include:

- Specialist teaching in Art, Music, PE and ICT
- A wide range of extra-curricular activities
- Access to grammar school facilities

3.15 It is not possible to make a direct comparison between primary schools and preparatory departments across these factors. Details of the specialist teaching, extra-curricular activities, and grammar school facilities available to preparatory pupils can be found on the preparatory department websites and prospectuses. However similar data related to primary schools is not readily available. It is unlikely that many primary schools however would have regular access to grammar school facilities, specialist subject teaching or the range of extra-curricular activities that preparatory departments can offer.

Admission criteria

Primary Schools

3.16 Primary Schools in Northern Ireland fall within the statutory open enrolment arrangements which are set out in Part III of the Education (NI) Order 1997. The main features of open enrolment in primary schools are:

- DE determines the maximum enrolment and admissions number for each school
- Education and Library Boards make arrangements to enable parents to express their preference as to the primary school they wish their children to attend.
- Parents have a right to:
 - Express their preference as to the primary school they wish their children to attend
 - Appeal to an independent tribunal only if they consider a school has not applied its admission criteria or has not applied them correctly
- Schools are required to:
 - Admit pupils up to their admission numbers
 - Publish the criteria they will use to select pupils in the event of their being over-subscribed.

- 3.17** In general the vast majority of parents gain admission for their children to the school of their first choice. This is due in large measure to the fact that, because of demographic changes, many primary schools are under-subscribed and do not, therefore, have to select on the basis of their admissions criteria.

Preparatory departments

- 3.18** Preparatory departments are outside the statutory open enrolment arrangements and operate entirely in their own right. Belfast Education and Library Board (BELB), in its booklet “Open enrolment in Primary Schools 2009” (a guide for parents) states:

“The criteria for preparatory schools included in this booklet are merely for information and assistance. Any queries with regard to administrative arrangements, criteria, appeals etc should be addressed directly to the school principal and not to the Board.”

The booklet then lists details of the admissions criteria for the preparatory departments in the BELB area. Many of these criteria are similar to those set by schools in the primary sector e.g. brother/sister already attending the school, attendance at specified nursery/playgroup, family connection with the school etc. However according to the booklet, a number of preparatory departments also set criteria which are assessed by test or interview e.g.

- *“the school reserves the right to assess pupils by means of an informal interview or written test prior to proposed entry”*
- *“Prospective pupils will be interviewed by any offer of a place will depend on their decision as to whether the pupil in question would be capable of benefiting from a place in the Preparatory department “*
- *“a child with the highest assessment of readiness for P1 as measured at the time of interview”*
- *“all applicants are invited for interview and places are allocated as a result of interview and availability of places”*
- *“has shown readiness for school in an interview with*

3.19 The ability of a pupil's parents/guardian to pay tuition fees is not explicitly stated in any of the preparatory department's admission criteria in the BELB booklet. One preparatory school does quote the annual fee, another states that fees are available on request, but the other five make no reference to fees. All preparatory departments do however charge fees and the following details of the fees charged for the 2008-09 year were made available to BCS.

Table 6 - Tuition Fees 2008-09

School name	2008-09 Average fee ¹
Methodist College	£3,295
Victoria College	£3,180
Campbell College	£3,025
Bloomfield Collegiate	£3,015
Belfast Royal Academy	£2,960
Royal Belfast Academical Institution	£2,850
Bangor Grammar School	£2,777
Wallace High School	£2,750
Strathearn School	£2,685
Sullivan Upper School	£2,550
Dalriada School	£2,513
Royal School Armagh	£2,500
Friends' School	£2,459
Down High School	£2,300
Regent House School	£2,200
Glenlola Collegiate	£1,900
Average	£2,685

Notes: ¹ Some schools charged different fees for P1-P3 and P4-P7 etc.

The above fees represent the average of the varying fees charged.

3.20 An analysis of the voluntary grammar school accounts indicates a significant correlation between fee income and enrolment numbers. Thus while it may not be explicitly stated in the admission criteria, there is an implicit recognition by all parents that fees will have to be paid, and the 2007-08 school accounts confirm that this income has been received. Schools sampled all had a policy on non-payment of fees e.g. *"The school has a policy that all accounts for the previous academic year should be settled before a pupil will be allowed to begin a new academic year"*

“The Board of Governors requires the withdrawal of any pupil for whom fees are not paid, following due consideration by the College Principal”

3.21 To conclude, in the comparison of admission criteria between primary schools and preparatory departments the fundamental difference is that open enrolment arrangements do not apply in the latter. Admission to preparatory departments may involve a test, interview and parents are required to pay tuition fees averaging £2,685.

3.22 BCS has compared a range of relevant factors across the two sectors. Of the factors examined, the school curriculum and school performance do not appear to be distinctive to preparatory departments. Preparatory departments and primary schools both follow the same curriculum. In relation to school performance, although it is recognised that preparatory departments achieve excellent Key Stage and Transfer results, the School Inspectorate view is that this is not attributable to a better quality of provision for learning than that found in primary schools, but to other socio-economic factors i.e. the preparatory pupils would most likely have achieved similar results in a primary school.

One other area which is more difficult to compare, but which was also mentioned by preparatory departments during the consultation was that of school ethos and heritage. Preparatory departments had a long tradition and had strong links with their “parent” grammar school which aided transition from primary education.

Summary of differences

3.23 In summary, the distinctive choice that preparatory departments appear to offer to parents is that they:

- Are outside the statutory open enrolment arrangements and tuition fees have to be paid

- Have lower pupil-teacher ratios on average than other primary schools
- Typically offer specialist teaching in subjects such as Art, Music, PE and ICT
- Typically offer a wider range of extra-curricular activities
- Have access to grammar school facilities
- Have a distinctive ethos and heritage

3.24 Having identified the distinctive choice which parents are making when they send their child to a preparatory department, the next question to be considered is – what is the role of the Department of Education in facilitating parents to make that choice?

3.25 In relation to this role, some preparatory departments quoted European legislation with regard to parental rights in their consultation response e.g.

“We note that Article 2 of the First Protocol of the European Convention of Human Rights states that “the state shall respect the right of parents to ensure such education and teaching in conformity with their own religious and philosophical convictions” (European Convention of Human Rights)

3.26 BCS consulted the Northern Ireland Human Rights Commission (NIHRC) on the implications of this article for DE. The relevant part of the reply read:

“The Article merely protects the rights of parents to have their children educated in conformity with the religious and philosophical convictions of the parents, and in the vast majority of cases there are many settings capable of offering education that conforms. The Convention does not enshrine “the principle of parental choice of education provision for their child (ren)” to the extent of creating a right for parents to choose a particular school, or type of school, from among a number

of schools, or types of school, that are capable of offering education that conforms with those convictions.”

3.27 With regard to the question of DE’s funding obligation under Article 2 the NIHRC response was:

“there is no positive obligation on the State in relation to the second sentence..., to subsidise any particular form of education in order to respect the religions and philosophical beliefs of parents. It is sufficient for the State, in order to comply with its obligations under Article 2, to evidence respect for the religions and philosophical beliefs of parents within the existing and developing system of education.”

In summary, under Human Rights legislation, there is no obligation on DE to fund the preparatory departments of grammar schools.

3.28 DE’s responsibilities in relation to parental choice are however set out in The Education and Libraries (Northern Ireland) Order 1986 (No. 594 (N.I. 3) i.e.

“44. In the exercise and performance of all powers and duties conferred or imposed on them by [the Education Orders], the Department and boards shall have regard to the general principle that, so far as is compatible with the provision of efficient instruction and training and the avoidance of unreasonable public expenditure, pupils shall be educated in accordance with the wishes of their parents.”

DE therefore has a responsibility to consider the wishes of parents who want to have their children educated in the preparatory department of a grammar school, as long as it avoids unreasonable public expenditure.

3.29 In their responses to consultation, a number of preparatory departments made reference to the funding allocated to the Integrated and Irish-medium sectors to accommodate parental choice. In 2009-10 for example, the total funding allocated to Integrated Schools was

£57m. Preparatory departments have raised the question-why is DE prepared to fund some types of parental choices but not others?

3.30 One major difference between the Integrated/Irish-medium sectors and preparatory departments is that the latter charge tuition fees. The Integrated and Irish-medium sectors do not have access to such funding. If preparatory departments wish to be funded on the same basis as the Integrated/Irish-medium sectors, then this is an option they may wish to explore with DE. This is likely to involve discussions across a range of issues e.g. open enrolment arrangements, abolition of tuition fees, change of status, development proposals and area based planning.

3.31 Another difference between the Integrated/Irish-medium sectors and preparatory departments is that while all parents have an equal opportunity to access such provision in the former, this may not be the case in the latter. For example, the choice that a preparatory department offers may be attractive to many parents i.e. lower pupil-teacher ratios, specialist teaching, a wide range of extra-curricular activities and access to grammar school facilities etc. Indeed there may be many parents who currently send their children to primary schools and who would prefer to send them to a preparatory department. However if they can not afford average fees of around £2,685 does that choice exist for them? Is there equality of opportunity of access to preparatory school provision?

Equality of opportunity

3.32 To investigate the above questions, BCS consulted the Equality Commission for Northern Ireland (ECNI), which has a role in promoting equality of opportunity and advising NI Departments in relation to their duties under the Section 75 of the Northern Ireland Act 1998.

3.33 ECNI first set out its position on the funding of preparatory departments in response to a consultation on a common funding formula for grant-aided schools in 2001. The Commission's response at that time was:

"The Commission does not believe that the continuation of a fee paying sector in primary years assists with the objective of delivering equality of opportunity. The Commission does not support the continued funding of the preparatory units of grammar schools. The Commission recommends that the present funding of approximately 30% of the teaching costs of this pupil group should cease."

3.34 In November 2008, ECNI published "*Every Child an Equal Child, an Equality Commission statement on key inequalities in education and a strategy for intervention.*" In paragraph 1.5 of the document the Commission states:

"In developing this work and our position on equality and education, we have three overarching objectives:

- *Every child has equality of access to a quality educational experience*
- *Every child is given the opportunity to reach his or her full potential*
- *The ethos of every school promotes the inclusion and participation of all children."*

The Equality Commission has adopted a position where it considers that a key component of a quality education system is the provision of equality of access to good education. In relation to its position on the funding of preparatory departments, it now states:

"Preparatory departments inherently do not provide equality of access as attendance is dependant on a parents /families ability to pay additional substantial costs. We do not believe a public subvention to this sector is the best possible use of public funds when there are other

areas that we have prioritised for intervention in the above document
 (“Above document” refers to Every Child an Equal Child)

The Commission has confirmed that its current view on the public funding of preparatory schools remains as expressed in paragraph 3.33 above i.e. that this funding should cease.

3.35 As part of this review BCS asked DE Statistics Branch to analyse information held on the home addresses of primary and preparatory school pupils using the Northern Ireland Multiple Deprivation Measure (NIMDM) 2005. The NIMDM is the official measure of area based multiple deprivation recommended for use by the Northern Ireland Government. It provides a relative ranking of small areas across Northern Ireland, allowing the most deprived areas to be identified. The deprivation quartiles of the wards primary and preparatory pupils were residing in were compared and results are shown in the table below.

Table 7 - the deprivation quartile of wards resided in by pupils in the 2007/08 year

Wards - Deprivation quartile	School type			
	Primary		Prep dept	
	Number	%	Number	%
Post Code not provided/ unknown /not recognised	6,381	3.89	67	2.72
0 - 25%	42,220	25.72	46	1.87
26 - 50%	36,810	22.42	203	8.24
51 - 75%	39,301	23.94	516	20.95
76 - 100%	39,464	24.04	1,631	66.22
Total	164,176	100	2,463	100

Source: NI school census 2007/08

Note:

1. Primary and prep include nursery, reception and year 1 - 7 classes

3.36 The findings show that 66% of preparatory pupils live in the top 25% of least deprived wards, and a further 21% live in the next 25% of least deprived wards. While there is a fairly even split in primary school pupils across each of the quartiles, only 2% of preparatory pupils live in the 25% most deprived wards. The above data indicates that preparatory school provision is being accessed by very few pupils living

in the 25% most deprived wards.

- 3.37** The social deprivation element of the Targeting Social Need factor of the Common Funding Formula allocates funding to schools based on the number of pupils entitled to free school meals (FSM). Table 8 shows a comparison between primary schools and preparatory departments for the 2007-08 year:

Table 8 -Primary and preparatory pupils entitled to free school meals in 2007-08

	Primary		Preparatory	
	Number	%	Number	%
Pupils entitled to FSM	29,607	18.03	6	0.24

This indicates that, using the measure of free school meals, very few pupils from a socially deprived background are attending preparatory school provision.

Both these findings would appear to add weight to the Equality Commission's view that "*Preparatory departments inherently do not provide equality of access*".

School funding

- 3.38** The terms of reference raised the question if the funding of preparatory school provision was consistent with "*the principle of equity in the distribution of resources*". This section of the report will therefore consider the equity of the funding arrangements between preparatory departments and primary schools. Preparatory departments receive public funding under the Common Funding Scheme and as such they are subject to the application of all the scheme's key principles, one of which directly relates to equity i.e.

"schools should be funded on an objective and fair basis...."

It is within this context that the arrangements for the funding of primary schools and the preparatory departments of grammar schools in the

2007-08 financial year (the latest year for which all the requisite information is available) have been examined.

3.39 The Education and Libraries (Northern Ireland) Order 2003 requires the Department of Education to draw up a Common Funding Scheme to apply to all relevant schools funded under LMS arrangements. The total sum expended by the Funding Authority (DE or Education and Library Board) under the terms of the Scheme is known as the General Schools Budget (GSB). This is made up of the following constituent parts:

- The Aggregated Schools Budget (ASB) - which is the total amount delegated to schools under the LMS common formula;
- Resources Held at Centre - which are amounts allocated to school budgets other than by means of the common formula; and
- Centrally Held Resources Attributed to Schools - which are amounts held by Education & Library Boards for services provided to schools in its area. Some of these services are available to all schools while others are available only to controlled and maintained schools.

3.40 In examining the equity of the funding arrangements, it is important that the methodology used for comparative purposes is valid, and that it is based on accurate and comprehensive information. This was quite a complex piece of work, and it was agreed that in Phase 1 of the exercise BCS should look at funding distributed under the ASB i.e. the total amount delegated under the LMS common formula. This is the figure which DE has used in press releases to compare funding delegated to schools from one year to the next.

3.41 The following methodology was agreed for Phase 1 of this work:

- *Primary schools* – all funding distributed under the Common Funding Formula in the 2007-08 year would be included (Aggregated Schools Budget). All other funding would be excluded.

- *Preparatory departments* - all funding distributed under the Common Funding Formula and income received from tuition fees in the 2007-08 year would be included (income details to be taken from school accounts). All other funding would be excluded.
- This funding would then be divided by pupil enrolment for the year to give an average funding per pupil figure.
- The Preparatory department funding per pupil figure would then be compared with a Primary School of a similar size.
- The difference per pupil and overall funding difference would then be calculated.

3.42 The findings from the phase 1 comparative exercise are illustrated in Appendix 2 and Appendices 9-17. They appear to show most preparatory departments in voluntary grammar schools in receipt of considerably more funding than their primary school counterparts. Findings in relation to controlled grammar schools are discussed in paragraph 3.45. However it is important not to draw any conclusions based on the comparative exercise to date. Phase 1 only compared the funding distributed to primary schools under the Common Funding Formula with the funding distributed to preparatory schools and the income received from tuition fees. It did not take account of the additional funding received by primary schools from the other two parts of the General Schools Budget known as:

- Resources held at centre
- Centrally held resources attributed to schools.

This work will be undertaken in Phase 2 of the comparison exercise.

3.43 Not all the funding received by primary schools under the two centre headings are relevant and applicable to preparatory schools e.g. a considerable percentage of ELB centre allocation would be to fund statemented pupil provision and rates. All preparatory departments receive funding from the Department for their statemented pupils under

“excepted items”, and a number of preparatory departments do not pay rates. However there are other associated costs which are applicable to preparatory departments and would need to be met by their tuition fees e.g. landlord maintenance, teachers/non-teaching staff sickness absence cover, and support staff costs. To ensure a like for like comparison therefore it will be necessary to identify those “centre” costs which would be applicable to preparatory departments and add an appropriate amount to the primary school per pupil figure used in Appendix 2. Time did not permit BCS to undertake phase 2 of this comparison exercise and we would suggest that the following work be carried out to complete it:

- Identify those centre costs which would be applicable to preparatory departments (excluding all covered under “excepted items”)
- Establish the amount allocated for these particular centre costs by the 5 ELBs from their 2007-08 outturn statements.
- Calculate the average percentage these costs were of the total ELB allocation (excluding carry-over from 06-07 year)
- Add this percentage to the “Funding per pupil in similar size primary school” figure in Appendix 2.
- The funding difference per pupil and the overall funding difference columns will be automatically recalculated following input of this additional percentage figure.

3.44 BCS recognise the difficulties in making a like for like comparison, and that various factors have to be taken into consideration. However we believe that the above methodology is fair and reasonable, and will provide an initial broad overview of the equity of the funding arrangements between preparatory department and primary schools. We accept that the outcome of this exercise may be a decision that a much lower level and detailed comparison will be needed.

3.45 The phase 1 findings also seemed to indicate that that the three preparatory departments in the controlled sector receive considerably

less funding than most of their counterparts in the Voluntary Grammar school sector (mainly due to their lower tuition fees). However the amount allocated to these preparatory departments under the Common Funding Formula may not reveal the true extent of DE funding. Details of the controlled schools annual income and expenditure are compiled by the SEELB and are produced in the Board's Outturn Statements for 2007-08. However the Outturn Statements do not separate the preparatory department's income and expenditure from the grammar school's.

3.46 SEELB has confirmed that it does not in fact have separate codes for preparatory and grammar school expenditure, and that it does not monitor the expenditure of preparatory departments as a separate entity. This would make it difficult for SEELB to monitor grammar schools' implementation of the DE guidance contained in paragraph 5.2 of the document "Guidance on Financial and Management Arrangements for Controlled and Maintained Schools Funded under the Common Funding Scheme" (March 2005) which states:
"Schools cannot use resources to subsidise, preparatory departments or other parts of a school not accorded grant-funded status, e.g. independent Nursery or other independent Units".

3.47 This guidance would seem to place an obligation on ELB's to have the necessary systems in place to monitor if any subsidisation is taking place. However as SEELB does not have separate codes for grammar and preparatory school expenditure, it has confirmed that at present it has no way of knowing if preparatory school costs are being paid out of the grammar school budget.

Conclusion

3.48 This section of the report has examined the issue of equity from the linked and inter-related aspects of parental choice, equality of opportunity and equity in the distribution of funding.

We referred in paragraph 3.38 to the Common Funding principle that “schools should be funded on an objective and fair basis.” At this stage BCS is unable to draw any firm conclusions on the application of this principle to the funding arrangements of preparatory departments compared to primary schools. Phase 1 of a comparison exercise has been completed and we have set out our view of the work which should be completed in Phase 2. The findings from phase 2 will give DE a high-level assessment of the equity of the current arrangements and an indication of any further action which may be necessary. BCS would therefore recommend that:

School Finance Branch undertake phase 2 of the comparison exercise as set out in paragraph 3.43

3.49 Research carried out in Phase 1 of the comparison exercise found that the SEELB did not have separate expense codes for preparatory and grammar school expenditure. This seems to conflict with DE guidance, and we would therefore recommend that:

The SEELB as a matter of urgency introduce the necessary systems to ensure grammar school resources are not being used to subsidise preparatory departments

3.50 In relation to the equality of access to preparatory department provision, the Equality Commission has clearly stated its position that it does not believe that the funding of preparatory departments assists with the objective of delivering equality of opportunity. The NIMDM and FSM data would seem to give additional weight to this viewpoint. The available evidence therefore would lead BCS to conclude that funding provision that can only be accessed by children whose parents can pay the requisite fee is not consistent with the principle of equity in the distribution of resources.

3.51 DE has expressed its commitment to Equality in the 2008-09 business plan as follows:

“The essence of the DE Vision is 'to ensure that every learner fulfils his or her full potential'. Considerations of equality are therefore central to everything we do, not only in relation to 'Section 75' groups but any affected by educational disadvantage. This will be reflected throughout our policy work and in decisions about the allocation of resources”

If equality considerations are going to be reflected in decisions about the allocation of resources, the Equality Commission’s clear position on the issue has implications for DE’s future funding of preparatory departments. Accordingly BCS would recommend that:

DE considers the withdrawal of funding to preparatory departments.

4 EFFICIENCY

4.1 This section of the report considers the second question raised in the terms of reference:

“Whether such funding can be justified given the financial pressures present and future on the education budget.”

4.2 In their responses to consultation during this review, preparatory departments have made the case that they provide DE with good value for money (VFM). This concept of VFM is now examined in terms of the quality of outcomes and cost of resources used.

4.3 The Key Stage 1 & 2 and transfer results referred to in paragraphs 3.5 to 3.7 leave little doubt as to the excellent performance of preparatory departments in terms of outcomes. These outcomes have been achieved at a significantly reduced level of grant-aid equating roughly to £1,313 per pupil – see table 9 below

Table 9: Primary pupil AWPU funding 2009-10

	AWPU Weight	AWPU Cash Value	Weighted AWPU funding
Primary pupil	1.05	£2,020	£2,122
Prep Dept pupil	0.4	£2,020	£808
Difference			£1,313

4.4 Preparatory department funding is based on 0.4 of an AWPU, instead of the 1.05 AWPU for primary pupils, a difference of £1,313. If all 2,426 pupils currently enrolled in preparatory departments were to transfer to the primary school sector DE would need to find an additional £3,186,114 funding. Therefore in terms of a straightforward comparison of preparatory departments’ outcomes and costs against those in the primary sector, there is a case that the DE funding of approximately £2m per year should continue.

- 4.5** However the VFM case presented above does not take account of the equity issues raised in the previous section of this report. The impact of the possible withdrawal of DE funding for equity reasons is now considered.
- 4.6** DE has allocated £1,960,685 to the preparatory departments of grammar schools in the 2009-10 year. If this funding was to be withdrawn in the next financial year, there would be an initial saving to DE of around £2m. However there are likely to be some costs associated with this decision which would have to be taken into consideration.
- 4.7** Preparatory departments of grammar schools would need to examine the impact of such a decision on their own budgets and consider their options to compensate for this loss of funding. Some of their options are likely to include making efficiency savings and/or increasing tuition fees. If tuition fees were increased, the question would arise as to how many parents would be unable or unwilling to afford the increased fees and decide to transfer their children to a primary school? This is not an easy question to answer. Some factors to take into consideration are:
- The impact of previous reductions in DE funding on enrolments
 - The “credit crunch”
 - The new transfer arrangements
- 4.8** DE reduced funding to the preparatory departments in 1994 (from 50% to 40% of teaching costs) and in 1998 (from 40% to 30%). Enrolments in preparatory departments went down in subsequent years by 3% and 6% respectively (see Appendix 3). Although there was a general downward trend in preparatory departments over that period, it is likely that some of this was due to an increase in tuition fees because of this reduction in funding.

4.9 There is no data available on the impact of the “credit crunch” on preparatory departments in Northern Ireland to date. However the Independent Schools Council (ISC), which is the umbrella body representing 1280 independent schools in UK and Ireland (and 80% of the total number of pupils in UK independent schools), reported in May 2009:

“Independent schools, like all small businesses, are wary about the potential impact of a prolonged and deep recession. But ISC's Census shows that total ISC school pupil numbers are up. Enquiries from parents about ISC schools remain high. Recent surveys by HMC and GSA show buoyant demand for places next year. And the DCSF's own figures show an increase in the proportion of pupils educated at independent school. This is a success story about a large sector of the UK (turnover some £4 billion per year) holding its own in testing circumstances. “

Average fees in the Junior departments of ISC day schools in 2008-09 were £9,111 per year. Although these fees are significantly higher than those charged by preparatory departments in Northern Ireland, the ISC statement still seems to indicate a confidence that their enrolment numbers will hold up despite the credit crunch.

4.10 Another factor which may impact on preparatory department enrolments is the new transfer arrangements. In the DE Guidance for post-primary school admissions for 2010/11 school year, one of the recommended admissions criteria is:

“Feeder/named primary school – this criterion to be defined as “children who attend a named primary school to which a Board of Governors chooses to give priority”

It is assumed that all the relevant grammar schools will list their preparatory departments under this criterion, and this is likely to be an

incentive to parents to continue to enrol their children in Preparatory departments.

- 4.11** Appendix 4 sets out details of the AWPU savings/costs to DE depending on the number of pupils transferring. However preparatory departments pupils are not currently eligible for home to school transport costs, and these additional costs would also need to be taken into account if they were to transfer to the primary sector. Appendix 5 includes the home to school transport costs based on an estimate of approximately 22% of those preparatory departments pupils transferring being eligible. (22% of primary school pupils received home to school transport costs in 2007/08). Based on these figures, if a total of 865 pupils (35.7% of total number enrolled in preparatory departments) or less were to transfer, DE would still be making a saving. If more than 865 pupils were to transfer, there would be a cost of £2,162 to DE for each additional pupil transferring.

Conclusion

- 4.12** The terms of reference posed the question if the funding of preparatory departments could be justified given the financial pressures present and future on the education budget. With so many uncertainties in the present climate, it is difficult to estimate the potential savings or costs if DE was to withdraw funding. The impact of the credit crunch could be offset by the introduction of the new transfer arrangements. The BCS conclusion is that the overall impact of the decision taken with regard to the future funding of preparatory departments is likely to be marginal i.e. it is unlikely to result in either significant savings or significant costs to DE, particularly when considered in the context of its overall budget. It is our opinion that the equity issue far outweighs the economic issue in relation to the overall decision to be made.

5 SURPLUS CAPACITY

5.1 This section of the report will consider the third question raised in the terms of reference:

“Whether the current policy is justified given the high current surplus capacity in primary school places”

5.2 The above question, which was raised in the Bain report, seemed to imply that there were sufficient places available in the primary school sector to accommodate all pupils currently attending preparatory departments. Table 10 below shows an estimated total of 36,421 surplus places available in all primary schools across Northern Ireland. (see appendix 6 for details of how surplus places are calculated)

Table 10: Summary of Surplus places available in primary schools in 2007/08

	BELB	WELB	NEELB	SEELB	SELB	TOTALS
<i>Controlled (incl CI)</i>	-5,612	-1,641	-4,289	-4,875	1,697	-18,114
<i>Maintained</i>	-4,545	-5,674	-2,340	-2,561	2,669	-17,789
<i>Other maintained e.g. IM</i>	-377	0	0	-12	-3	-392
<i>Integrated (GMI only)</i>	-10	-32	-83	0	-1	-126
	-	-	-	-	-	-
TOTALS	10,544	-7,347	-6,712	-7,448	4,370	-36,421

Source: DE Development Branch

5.3 The above data relates to all primary schools across all sectors. An analysis of the religion of pupils attending preparatory departments in 2007-08 shows the following:

Table 11: Religion of pupils attending Preparatory departments in 2007/08

	Protestant	Roman Catholic	Other Christian	Non Christian	Other/ No Religion/ Not recorded	Total
Controlled	252	18	#	*	48	336
Voluntary	1,120	237	#	#	581	2,075
TOTAL	1,372	255	118	37	629	2,411
Percentage	57%	11%	5%	2%	26%	100

* Fewer than 5 cases.

Number treated under rules of disclosure

As only 11% of preparatory department pupils had been as identified Roman Catholic, it was decided to examine the surplus places available in Controlled and Integrated primary schools across Northern Ireland. An analysis of this by Parliamentary Constituency is shown in Appendix 7 and shows an overall estimated surplus of 18,240 places available.

5.4 However in their responses to consultation during this review, Preparatory departments, while accepting that there was an overall total of surplus places in Northern Ireland, questioned if these surplus places were available in locations suitable for their pupils e.g. particularly in urban areas.

To investigate this, DE Statistics Branch undertook a comparison of the surplus places available in “settlements”, with the home addresses of all preparatory department pupils. These results in Appendix 8 show that, in the unlikely scenario of all preparatory department pupils in Northern Ireland transferring to the primary sector, there are more than enough places available in controlled or integrated primary schools to accommodate them. The maximum distance any pupil would have to travel is 6 miles.

Conclusion

- 5.6** The withdrawal of DE funding to preparatory departments is unlikely to have significant impact on the current surplus capacity across primary schools in Northern Ireland. Places would be available for all preparatory department pupils who wish to transfer to a primary school.

As with the efficiency issue, we believe that the surplus capacity issue is not a major consideration in this review.

6 GOVERNMENT SUPPORT IN OTHER COUNTRIES

- 6.1** This section of the report will address the following item in the terms of reference:

“Alternative systems of government support for fee paying schools in the South of Ireland, England, Scotland, Wales and Europe.”

South of Ireland

- 6.2** No financial support is provided to fee-paying primary schools in the South of Ireland. Fee-paying primary schools are independent and do not come under the remit of the Department of Education and Science.

All teachers' salaries in fee-charging post-primary schools are paid by the State. This arrangement pre-dated the introduction of free education arrangements. Teachers in all fee-charging schools are now allocated at a pupil teacher ratio of 20 to one, which is a point higher than allocations in non fee-charging post-primary schools. Fee-charging schools can continue to employ additional teachers that they fund from their fee income.

The cost for the 2007/08 school year was €100.12 million.

England

- 6.3** The Department for Children, Schools and Families does not provide any government funding for preparatory or senior schools in the independent sector in England with the exception of the Music and Dance – Aided Pupil - Scheme (MDS). Through this scheme exceptionally gifted young dancers and musicians are given the opportunity to receive first class vocational training regardless of their parents' financial circumstances.

Some local authorities (LAs) may use their devolved education budgets to place children with particularly severe Special Educational Needs at independent and non-maintained special schools. There may also be circumstances in which LAs may need to purchase places in independent schools to meet an imbalance in their own provision such

as single sex places or on denominational grounds. These tend only to be used in exceptional circumstances where the maintained sector cannot provide the necessary provision.

Scotland

- 6.4** Similar to the situation in England, the Scottish Government does not provide any support to fee paying schools in Scotland, with the exception of St Mary's Music School, Edinburgh under the St Mary's Music School (Aided Places) (Scotland) Regulations 2001 as amended. The Aided Places Scheme provides financial assistance for 51 pupils aged 8 and over attending the school. This includes tuition fees, boarding fees (for up to 32 boarders) and associated expenses. The level of fees is set administratively by Scottish Ministers and the parental contribution is means tested. The cost of the scheme to the Scottish Government is just over 1 million pounds.

Some Local Authorities will fund special needs pupils to attend independent schools, but in these cases there will be no parental contribution.

Wales

- 6.5** The Choir School Bursary Trust is the only funding available from the Welsh Assembly Government to fee paying schools in Wales. Grant funding is available directly to the Choir School Association Bursary Trust Ltd for pupils aged 6 years and up to 13 years of age. Annual claims are submitted by the trust for individual pupils that meet the criteria. The amount awarded is based on the amount of scholarship offered by the individual school.

Charitable status of GB Independent schools

- 6.6** A number of fee-paying schools across Great Britain have charitable status and are eligible for some VAT relief on certain goods and services they purchase. However, recent changes in legislation include

a new requirement to report on their charity's public benefit. 'Public benefit' is the legal requirement that every organisation set up for one or more charitable aims must be able to demonstrate that its aims are for the public benefit if it is to be recognised and registered as a charity in England and Wales (similar requirements exist in Scotland). A key issue is whether or not there is sufficient opportunity to benefit for those people who cannot afford to pay.

Europe

- 6.7** The most recent information about private education in Europe was published in 2005 by Eurydice, the information network on education in Europe. In relation to public funding of the private education sector, the publication "*Key Data on Education in Europe 2005*". stated:

"In some countries, schools in the grant-aided private sector receive the same funding as those in the public sector, in terms of the amounts involved. Thus, in the Netherlands, Sweden and Poland, there is no difference between the subsidy for schools administered by the public authorities and the amount allocated to grant-aided private schools. Similarly, in Finland, the same principles apply to the funding of schools in the public and grant-aided private sectors.

Some EU countries (the Czech Republic, Denmark, Germany, Spain, Italy - for primary schools - Cyprus and Luxembourg), the three EFTA/EEA countries and Romania offer subsidies to grant-aided private schools. The amounts of these subsidies and the methods of calculation differ from those applicable to public-sector schools, regardless of the resource category involved. In certain cases, the subsidy is equivalent to a fixed percentage of the allocation for public-sector schools.

Finally, in the remaining countries, private schools receive a subsidy whose amount or method of calculation is exactly the same as in the

case of some public-sector school resources (teaching staff, or all staff and/or operational resources)”.

- 6.8** Across Europe therefore there are varying arrangements for the public funding of private schools. However the term “grant-aided private school” referred to above does not necessarily mean a fee-paying school. In 2000, EURYDICE produced a comparative publication on private education in the 15 EU Member States at that time titled “Private education in the European Union”.

“In private institutions, which receive no (or little) funding from the public authorities, the payment of fees is common and the amount parents are charged may sometimes be very high.

On analysis of the payment of fees for entry to a grant-aided private schools two groups of countries emerge: those where enrolment is free (as in public sector education) and those where parents are charged fees.

Generally, in countries where grant-aided private institutions receive funding equivalent, or almost equivalent, to that awarded to public sector schools, education is free regardless of which sector pupils attend. Parents do not pay fees for their child in Belgium, Spain, Ireland, Italy (for primary schools which are parificate), the Netherlands, Portugal (for schools with a contrato de associação), Finland, Sweden and England (for CTCs/CCTAs). In most countries, however, parents contribute to the cost of education on a voluntary basis. Furthermore, in Finland, certain schools can charge tuition fees if they provide education abroad or if they have been given special educational tasks.

In contrast, in some countries, private institutions charge fees even if they receive a grant from the State. Fee levels may be restricted. In Germany, the Constitution (Grundgesetz) does not permit any segregation of pupils based on parents’ financial means, hence fees

are moderate or private schools guarantee concessions to pupils whose parents have limited financial means. In Luxembourg, the State takes responsibility for the range of operational costs not covered by fees, fee levels being kept quite low to prevent discrimination against children from disadvantaged backgrounds. In France and Austria, fees are charged to cover certain budget items for which the school receives no public subsidy. In France (for schools and collèges which are sous contrat), fees paid by parents contribute essentially to the cost of buildings. In Austria, they cover operational costs.”

Conclusion

- 6.9** In summary, the general picture across Europe is that where the state provides substantial funding to the private school, no tuition fees are charged. Where partial funding is provided by the state, fees are charged but these may be restricted. In some countries there are measures in place to ensure that all children are given the opportunity to attend regardless of their parents' income.

The education structures, systems and funding arrangements are so different across the various countries that it is difficult to directly apply any lessons from elsewhere to the situation in Northern Ireland. A quite unique situation exists here, where a grammar school is wholly state funded, and its preparatory department is partly state funded and partly private funded.

7 CONCLUSION

- 7.1** In reviewing DE's current policy of providing public funding to preparatory schools, BCS has considered the issues of equity, efficiency and surplus capacity. We have also described the situation in a number of other countries in relation to the public funding of private education. Our conclusion and recommendations in relation to the four issues raised in the terms of reference are set out below.
- 7.2** At this stage BCS is unable to draw any firm conclusions on the equity of the funding arrangements of preparatory departments compared to primary schools. We have however made recommendations in relation to the future work to be done which will enable DE to make this assessment. We have also made a recommendation regarding the separation of controlled grammar school and preparatory department expenditure.
- 7.3** BCS has concluded that funding provision that can only be accessed by children whose parents can pay the requisite fee is not consistent with the principle of equity in the distribution of resources. We have therefore recommended that DE consider the withdrawal of such funding.
- 7.4** The withdrawal of DE funding to preparatory departments is likely to have marginal impact on the education budget. We have concluded that the equity issue far outweighs the economic issue in relation to the overall decision to be made.
- 7.4** Similarly the withdrawal of funding is unlikely to have a significant impact on the current surplus capacity across primary schools in Northern Ireland. Places would be available for all preparatory department pupils who wish to transfer to a primary school

7.5 There is a wide variation across Europe in relation to policy on the public funding of private education. BCS did not identify any policy that was directly applicable to the situation in Northern Ireland.

CONSULTATION E-MAIL

To Principals of Voluntary and Controlled Grammar Schools (with preparatory departments)

The Independent Strategic Review of Education published their findings and recommendations in December 2006, in a report titled "Schools for the Future: Funding, Strategy, Sharing" (known as the "Bain report.") One of the report's recommendations was that:

"the rationale for funding preparatory departments in grammar schools should be reviewed"

Following on from this recommendation, the Department of Education has commissioned Business Consultancy Service (Department of Finance and Personnel) to carry out the review. The terms of reference for the review are attached.

Business Consultancy Service (BCS) is the central consulting group within the NI Civil Service and provides services such as policy reviews across the NI public sector. As part of the review, BCS now wish to consult key stakeholders, including all grammar schools with preparatory departments. All the relevant paragraphs of the Bain report are included in the attached document and the full report is available on http://www.deni.gov.uk/review_of_education.pdf. I would be grateful if you could consider these paragraphs and draft your school's response to the issues raised under the following five headings:

- Equitable distribution of resources
- Financial pressures on the education budget
- Surplus capacity in primary school places
- The rationale for the future funding of Preparatory departments in Grammar Schools
- Any other issues you wish to raise which you believe are relevant to this review.

I would appreciate it if you could e-mail me your response **by Friday 27 March 2009**.

Phase 1 - Comparison of funding in Prep Depts of Grammar schools with Primary School ASB funding in 2007-08 Financial Year

VGS –Voluntary Grammar School Controlled-Controlled Grammar School								
School name	DE grant ¹	Tuition Fees ²	Total	2007-08 Enrolment ³	Funding per pupil	Funding per pupil in similar size primary school ⁴	Funding difference per pupil	Overall funding difference
Methodist College (VGS)	£372,810	£1,381,125	£1,753,935	473	£3,708	£2,349	£1,359	£642,858
Royal Belfast Academical Institution(VGS)	£136,495	£490,263	£626,758	172	£3,644	£2,600	£1,044	£179,558
Victoria College (VGS)	£105,576	£386,180	£491,756	136	£3,616	£2,660	£956	£129,996
Bangor Grammar School (VGS)	£99,543	£376,676	£476,219	137	£3,476	£2,660	£816	£111,799
Belfast Royal Academy (VGS)	£105,576	£398,039	£503,615	153	£3,292	£2,569	£723	£110,558
Strathearn School (VGS)	£107,838	£351,642	£459,480	146	£3,147	£2,624	£523	£76,376
Wallace High School (VGS)	£108,928	£346,156	£455,084	146	£3,117	£2,624	£493	£71,980
Dalriada School ⁵ (VGS)	£106,459	£332,569	£439,028	141	£3,114	£2,624	£490	£69,044
Campbell College ⁶ (VGS)	£92,002	£361,116	£453,118	147	£3,082	£2,624	£458	£67,390
Friends' School (VGS)	£95,126	£350,830	£445,956	145	£3,076	£2,624	£452	£65,476
Sullivan Upper School (VGS)	£136,677	£395,707	£532,384	184	£2,893	£2,566	£327	£60,240
Bloomfield Collegiate (VGS)	£39,058	£161,204	£200,262	54	£3,709	£3,181	£528	£28,488
Regent House (Controlled)	£103,314	£263,450	£366,764	137	£2,677	£2,660	£17	£2,344
Down High School (Controlled)	£95,733	£226,243	£322,016	127	£2,536	£2,698	-£162	-£20,630
Glenlola Collegiate (Controlled)	£53,542	£134,052	£187,594	71	£2,642	£2,975	-£333	-£23,631
Royal School Armagh (VGS)	£31,206	£84,399	£115,605	41	£2,820	£3,405	-£585	-£24,000

Notes

¹ DE Grant only includes School's budget share. Does not include any other items under DE recurrent grants heading.

² VGS – as shown in 2007-08 VGS statement of accounts
Controlled – from ELB data/school annual report

³ From DE census-excludes nursery/reception pupils

⁴ See appendices 9-17

⁵ Tuition fees exclude reception pupil fees of £15,027

⁶ Tuition fees exclude nursery pupil fees of £62,300 and after school club fees of £25,800

Appendix 3

PREPARATORY SCHOOL ENROLMENTS FROM 1991 TO DATE (and impact of previous funding reductions)

For budget year	92/93	93/94	94/95*	95/96	96/97	97/98	98/99**	99/00	00/01	01/02	02/03	03/04	04/05	05/06	06/07	07/08	08/09	09/10
October enrolments	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008
Bloomfield Collegiate	64	69	82	89	96	93	99	77	72	58	57	60	61	58	58	51	54	52
Cabin Hill School	234	239	225	201	196	189	182	154	135	115	113	112	118	110	119	122	147	166
Methodist	560	557	589	608	582	555	560	525	532	520	509	488	496	529	512	497	473	449
Inchmarlo Prep. Dept.	251	246	236	237	221	237	247	235	230	224	224	208	191	178	177	181	172	173
Ben Madigan	304	291	301	302	297	291	277	230	212	186	177	177	156	139	133	140	153	163
Strathearn	210	201	197	181	173	171	166	143	144	137	143	146	150	151	149	143	146	138
Victoria College	134	142	151	149	148	161	156	158	156	153	148	164	166	159	158	140	136	138
Hunterhouse College	111	114	115	111	101	91	100	80	79	59	39	CLOSED						
Foyle & Londonderry	64	59	52	46	46	51	58	45	31	23	20	9	CLOSED					
Ballymena Academy	151	149	139	113	101	90	104	95	75	4	CLOSED							
Dalriada School.	97	99	96	106	102	104	105	130	137	141	139	155	151	146	146	139	141	138
Larne Grammar	66	61	63	56	53	48	47	37	10	CLOSED								
Rainey Endowed	52	53	55	60	55	52	50	23	3	CLOSED								
Bangor Grammar	134	136	140	141	129	121	119	116	110	120	119	131	133	138	136	132	137	138
Sullivan Upper	196	196	193	190	191	189	191	189	187	179	181	177	178	178	180	178	184	184
Friends School	196	191	192	193	182	190	198	188	186	169	157	158	156	155	158	153	145	168
Wallace High	203	200	199	197	200	196	195	196	189	190	185	176	173	165	160	152	146	129
Royal School Dungannon	48	47	61	54	52	35	27	20	CLOSED									
Royal School Armagh	45	49	43	40	44	49	52	50	51	54	57	58	47	42	48	38	41	44
Ballyclare High	64	68	65	45	36	27	2	CLOSED										
Down High School	72	86	88	86	81	84	92	105	106	126	117	119	138	137	138	127	128	132
Glenlola Collegiate	92	84	86	96	96	98	100	94	84	88	84	81	78	86	88	71	76	80
Regent House	191	177	172	175	165	161	159	160	163	158	159	155	149	140	143	137	132	134
Lurgan College	33	34	39	33	33	31	32	40	34	33	38	26	1	CLOSED				
Portadown College	62	62	53	49	41	44	41	43	44	39	44	45	37	23	CLOSED			
TOTAL	3,634	3,610	3,632	3,558	3,421	3,358	3,359	3,133	2,970	2,776	2,710	2,645	2,579	2,534	2,503	2,401	2,411	2,426
Annual Change		-24	22	-74	-137	-63	1	-226	-163	-194	-66	-65	-66	-45	-31	-102	10	15
% change each year		-1%	1%	-2%	-4%	-2%	0%	-7%	-5%	-7%	-2%	-2%	-2%	-2%	-1%	-4%	0%	1%

*Funding reduced from 50% to 40% from 1 September 1994

**Funding reduced from 40% to 30% from 1 September 1998

AWPU Funding Variance if Prep Pupils move to Primary Schools

BASED ON 2009/10 VALUES

ASSESSED NUMBER OF PUPILS TRANSFERRING

Reduction in Preparatory Department Pupils	Number of Preparatory Department Pupils	Prep Weight	Indicative AWPU Cash Value	Prep AWPU Funding Allocated	ASB saving for Prep Pupils	Primary School Pupils	Primary School Weight	Indicative AWPU Cash Value	Primary AWPU Funding Allocated	ASB Cost of additional Primary Pupils	Total AWPU Funding	NET ASB 'Savings'
			£	£	£			£	£	£	£	£
Actual Funding	2,426	0.40	2,020.49	1,960,685	0	0	1.05	2,020.4916	0	0	1,960,685	N/A
0	2,426	0.00	2,024.94	0	1,960,685	0	1.05	2,024.9440	0	0		1,960,685
200	2,226	0.00	2,023.98	0	1,960,685	200	1.05	2,023.9788	425,036	-425,036	425,036	1,535,649
400	2,026	0.00	2,023.01	0	1,960,685	400	1.05	2,023.0145	849,666	-849,666	849,666	1,111,019
600	1,826	0.00	2,022.05	0	1,960,685	600	1.05	2,022.0512	1,273,892	-1,273,892	1,273,892	686,793
800	1,626	0.00	2,021.09	0	1,960,685	800	1.05	2,021.0888	1,697,715	-1,697,715	1,697,715	262,970
924	1,502	0.00	2,020.49	0	1,960,685	924	1.05	2,020.4916	1,960,685	-1,960,685	1,960,685	-
1,000	1,426	0.00	2,020.13	0	1,960,685	1,000	1.05	2,020.1272	2,121,134	-2,121,134	2,121,134	-160,449
1,200	1,226	0.00	2,019.17	0	1,960,685	1,200	1.05	2,019.1666	2,544,150	-2,544,150	2,544,150	-583,465
1,400	1,026	0.00	2,018.21	0	1,960,685	1,400	1.05	2,018.2069	2,966,764	-2,966,764	2,966,764	-1,006,079
1,600	826	0.00	2,017.25	0	1,960,685	1,600	1.05	2,017.2482	3,388,977	-3,388,977	3,388,977	-1,428,292
1,800	626	0.00	2,016.29	0	1,960,685	1,800	1.05	2,016.2903	3,810,789	-3,810,789	3,810,789	-1,850,104
2,000	426	0.00	2,015.33	0	1,960,685	2,000	1.05	2,015.3333	4,232,200	-4,232,200	4,232,200	-2,271,515
2,200	226	0.00	2,014.38	0	1,960,685	2,200	1.05	2,014.3773	4,653,211	-4,653,211	4,653,211	-2,692,526
2,400	26	0.00	2,013.42	0	1,960,685	2,400	1.05	2,013.4221	5,073,824	-5,073,824	5,073,824	-3,113,139
2,426	0	0.00	2,013.30	0	1,960,685	2,426	1.05	2,013.2980	5,128,474	-5,128,474	5,128,474	-3,167,789

AWPU and home-school transport funding variance if Prep Pupils move to Primary Schools

If this number of Prep pupils transfer	%of Prep pupils transferring	NET ASB 'Savings' (AWPU costs only)	Estimated number of prep pupils transferring eligible for transport costs	Estimated transport costs	Total Net ASB savings
0	-	1,960,685	-	-	£1,960,685
200	8.2	1,535,649	43	£28,470	£1,507,179
400	16.5	1,111,019	87	£56,941	£1,054,078
600	24.7	686,793	130	£85,411	£601,382
800	33.0	262,970	174	£113,882	£149,089
865	35.7	125,112	188	£123,134	£1,978
900	37.1	51,785	195	£128,117	-£76,332
1,000	41.2	-160,449	217	£142,352	-£302,801
1,200	49.5	-583,465	260	£170,822	-£754,287
1,400	57.7	-1,006,079	304	£199,293	-£1,205,372
1,600	66.0	-1,428,292	347	£227,763	-£1,656,055
1,800	74.2	-1,850,104	391	£256,234	-£2,106,337
2,000	82.4	-2,271,515	434	£284,704	-£2,556,219
2,200	90.7	-2,692,526	477	£313,174	-£3,005,701
2,400	98.9	-3,113,139	521	£341,645	-£3,454,784
2,426	100.0	-3,167,789	526	£345,346	-£3,513,135

CALCULATION OF SURPLUS PLACES

There is not a precise methodology for calculating surplus places as accommodation across the education estate can be used in different ways. Classrooms, particularly in the older primary schools vary in size; and classrooms in small rural schools can be much smaller than the recommended size of 60 square metres, which is intended to accommodate 29 pupils. In both primary and post-primary schools, the estimate is based on an assessment of the overall capacity of the school in terms of teaching space, less the actual enrolment. In producing an estimate of surplus places for primary schools, DE attempts to make allowance for non-teaching spaces such as libraries and rooms for SEN provision.

DE has concluded that the estimation of surplus places should be based on total floor area entitlement in the school rather than the classrooms as at present. The replacement methodology is dependent on the school area information being available for all schools across the estate. This information is currently being compiled.

ESTIMATE OF SURPLUS PLACES BY PARLIAMENTARY CONSTITUENCY

Pupils attending prep schools and estimate of surplus places in controlled and integrated schools by Parliamentary Constituency 2007-08¹

Constituency name	Surplus places at all schools in constituency	Surplus places at all controlled and integrated schools in constituency	Total enrolment of prep pupils in constituency
NA	0	0	67
BELFAST EAST	2,050	1,843	281
BELFAST NORTH	3,735	2,151	60
BELFAST SOUTH	2,431	1,857	324
BELFAST WEST	4,532	1,279	7
EAST ANTRIM	1,409	615	85
EAST LONDONDERRY	1,741	1,112	64
FERMANAGH AND SOUTH TYRONE	2,077	699	4
FOYLE	3,065	475	0
LAGAN VALLEY	1,759	1,369	438
MID ULSTER	586	235	1
NEWRY AND ARMAGH	1,694	350	24
NORTH ANTRIM	1,903	1,471	80
NORTH DOWN	1,646	1,442	467
SOUTH ANTRIM	1,976	1,179	79
SOUTH DOWN	1,350	311	103
STRANGFORD	1,104	688	353
UPPER BANN	1,527	848	26
WEST TYRONE	1,836	316	0
	36,421	18,240	2,463

Source: NI school census 2007/08

Appendix 8

ESTIMATE OF SURPLUS PLACES BY SETTLEMENT

Pupils attending prep schools, and surplus places in controlled and integrated schools, by settlement 2007-08

Settlement name	No. of surplus places in schools in settlement	No. of prep pupils	If no surplus places in settlement, distance to nearest school with surplus places
Lisburn	1,220	140	-
Bangor	1,163	181	-
Newtownards	180	77	-
Donaghadee	0	33	42 surplus places within 2 miles
Millisle	26	3	-
Seahill	3	4	611 surplus places within 3 miles (inc those in settlement)
Helens Bay	0	34	159 surplus places within 2 miles
Crawfordsburn	0	14	614 surplus places within 2 miles
Castlereagh	1,109	127	-
Hollywood	208	146	-
Newtownabbey	1,122	105	-
Downpatrick	0	9	93 surplus places within 6 miles
Belfast	5,622	554	-
Carrickfergus	141	7	-
Newtownabbey	1,122	105	-
Greenisland	44	12	-
Coleraine	277	19	-
Ballymoney	152	18	-
Comber	197	29	-
Ballygowan	21	12	-
Carryduff	156	16	-
Saintfield	0	15	21 surplus places within 4 miles
Hillsborough	14	41	76 surplus places within 3 miles (inc those in settlement)
Moira	0	12	155 surplus places within 4 miles
Dromore	0	4	61 surplus places within 5 miles
Craigavon and Bleary	754	7	
Antrim	390	2	
Ballymena	769	0	
Portstewart	128	7	
Portrush	166	7	-
Richhill	0	8	109 surplus places within 4 miles
Ballynahinch	93	4	-
Killyleagh	83	2	-
Killinchy	0	1	83 surplus places within 5 miles
Balloo	0	2	21 surplus places within 4.5 miles

Source: NI school census 2007/08

Appendix 9

COMPARISON OF FUNDING PER PUPIL IN SIMILAR SIZE SCHOOLS (40-49)			
Primary schools-enrolments of 40-49	Pupil FTE	Total CFF Funding	Per Capitas
St Teresa's Primary, Tullyherron	40	161,498	4,037
St Eugene's Primary, Lisnaskea	40	151,073	3,777
St Eugene's Primary, Tyrcur	40	147,558	3,689
Altishane Primary	40	146,450	3,661
Langfield Primary	40	139,742	3,494
Carnlough Integrated Primary	41	138,882	3,387
St Aidan's Primary, Magilligan	41	136,455	3,328
Laghey Primary	42	141,448	3,368
Bellarena Primary	42	138,887	3,307
Desertmartin Primary	43	148,426	3,452
Newtownbutler No 2 Primary	43	146,364	3,404
St Brigid's Primary, Mountfield	43	144,717	3,366
Aghavilly Primary	43	144,025	3,349
Gaelscoil an Lonnain	44	162,553	3,694
Carhill Primary	44	148,288	3,370
St Brigid's Primary, Augher	44	144,995	3,295
St Mary's Primary Ballymena	45	165,716	3,683
Derrygonnelly Primary	45	156,958	3,488
Cullycapple Primary	45	156,752	3,483
Dromore Primary	45	150,279	3,340
Culcrow Primary	45	147,437	3,276
Knocknagin Primary	45	146,084	3,246
Conlig Primary	46	151,409	3,292
Drumsallen Primary	46	150,368	3,269
Kingsmills Primary	46	150,321	3,268
Culnady Primary	46	150,165	3,264
Drumlegagh Primary	46	146,541	3,186
Burnfoot Primary	47	171,470	3,648
St Patrick's Primary Castlewellan	47	160,797	3,421
Aghadrumsee Primary	47	157,939	3,360
Ballycloughan Primary	47	153,808	3,273
Glenann Primary	48	153,102	3,190
St Olivers' Primary Carrickravaddy	49	164,390	3,355
Mullaghdubh Primary	49	158,328	3,231
St Finlough's Primary, Sistrakeel	49	154,452	3,152
Total	1,553	5,287,678	3,405
Preparatory Departments	Pupil FTE	CFF+Fees	Per Capitas
Royal School Armagh	41	£115,605	£2,820

Appendix 10

COMPARISON OF FUNDING PER PUPIL IN SIMILAR SIZE SCHOOLS (50-59)

Primary schools with enrolments of 50-59	Pupil FTE	Total CFF Funding	Per Capitas
St Peter's & St Paul's Primary	50	172,868	3,457
Glynn Primary	50	158,694	3,174
Hilden Integrated Primary	51	171,842	3,369
Cornagogue Primary	51	171,683	3,366
St Eugene's Primary, Victoria Bridge	51	160,513	3,147
Tattygar Primary	51	159,617	3,130
Annsborough Integrated Primary	51	159,302	3,124
St Anthony's Primary (Roe)	52	173,289	3,332
Crossgar Primary	52	165,994	3,192
Tyrella Primary	53	194,318	3,666
Drumduff Primary	53	185,640	3,503
Derriaghy Primary	53	177,401	3,347
Killyhommon Primary	53	170,622	3,219
Killylea Primary	53	169,057	3,190
Bunscoil Bheanna Boirche	53	165,923	3,131
St Joseph's Primary Ballycruttle	53	165,816	3,129
St Matthew's Primary, Magheramayo	53	164,235	3,099
Phoenix Integrated Primary	54	186,557	3,455
St Michael's Primary, Clady	54	178,719	3,310
Upper Ballyboley Primary	54	174,377	3,229
Bridgehill Primary	54	173,925	3,221
Lisfearthy Primary	54	164,857	3,053
Donaghmore Primary	54	164,400	3,044
St Patrick's Primary, Donemana	55	182,641	3,321
St Olcan's Primary	55	178,361	3,243
Landhead Primary	55	169,516	3,082
St Joseph's Primary Strangford	56	170,507	3,045
Longstone Primary	56	169,650	3,029
Armoy Primary	57	199,590	3,502
St Laurence's Primary, Beleeks	57	183,076	3,212
Ballyhackett Primary	57	176,369	3,094
Ballylifford Primary	57	176,053	3,089
Clontifleece Primary	57	175,594	3,081
Lack Primary	57	172,930	3,034
Churchill Primary	57	172,605	3,028
Drumnabey Primary	58	179,308	3,092
Drumlish Primary	58	174,762	3,013
Knocknagor Primary	59	185,750	3,148
Ballykeigle Primary	59	177,449	3,008
Gillygooley Primary	59	176,856	2,998
Moneynick Primary	59	174,410	2,956
Carnalbanagh Primary	59	172,279	2,920
	2,294	7,297,355	3,181
Preparatory Departments	Pupil FTE	CFF+Fees	Per Capitas
Bloomfield Collegiate	54	200,262	3,709

Appendix 11

COMPARISON OF FUNDING PER PUPIL IN SIMILAR SIZE SCHOOLS (70-79)

Primary schools- enrolments 70-79	Pupil FTE	Total CFF	Per Capitas
Maine Integrated Primary	70	223,914	3,199
St Davog's Primary, Belleek	70	221,645	3,166
Ballytober Primary	70	216,006	3,086
St Mary's Primary Saintfield	70	214,544	3,065
St Mary's Primary, Lisbuoy	70	212,370	3,034
Parkgate Primary	70	209,184	2,988
St Eoghan's Primary	70	201,782	2,883
Ballee Primary	71	247,009	3,479
Bunscoil an Chastil	71	208,604	2,938
St Caolan's Primary	71	208,350	2,935
St Mary's Primary, Glassdrumman	72	222,476	3,090
St Joseph's Primary, Killeenan	72	213,085	2,960
Loughries Primary	72	212,377	2,950
Clea Primary	72	208,211	2,892
Tobermore Primary	72	204,591	2,842
Culmore Primary	72	202,551	2,813
St Joseph's Primary Ballymena	73	271,451	3,719
Roevalley Integrated Primary	73	235,107	3,221
William Pinkerton Memorial Primary	73	232,164	3,180
Springfield Primary	73	230,400	3,156
St Anne's Primary	73	209,345	2,868
Ballyvester Primary	73	208,685	2,859
Knockahollet Primary	73	206,769	2,832
St Mac Carten's Convent Primary	74	217,730	2,942
St Macnissius' Primary	74	215,656	2,914
Tummery Primary	74	211,619	2,860
St Patrick's Primary, Drumgreenagh	74	210,787	2,848
Roan Primary	74	206,341	2,788
St Mary's Primary, Dechomet	75	227,165	3,029
St Joseph's Primary Tyrella	75	220,220	2,936
Lisnadill Primary	75	218,706	2,916
Castlewellan Primary	75	211,427	2,819
St Michael's Primary, Finnis	76	218,000	2,868
Greyabbey Primary	76	210,350	2,768
Corranny Primary	77	230,864	2,998
Castleroe Primary	77	220,799	2,868
St Brigid's Primary, Altamuskin	77	218,302	2,835
St Tierney's Primary, Roslea	78	254,169	3,259
Denamona Primary	78	227,820	2,921
Straidbilly Primary	78	227,031	2,911
Kirkinriola Primary	78	218,982	2,807
Newtownstewart Model Primary	79	235,887	2,986
St Joseph's Primary, Lisnaskea	79	231,957	2,936
St Naile's Primary, Kinawley	79	228,586	2,893
St John the Baptist PS, Enniskillen	79	216,315	2,738
	3,327	9,899,335	2,975
Preparatory Departments	Pupil FTE	CFF+Fees	Per Capitas
Glenlola Collegiate	71	187,594	2,642

Appendix 12

COMPARISON OF FUNDING PER PUPIL IN SIMILAR SIZE SCHOOLS (120-129)

Primary schools with enrolments of 120-129	Pupil FTE	Total CFF	Per Capitas
Bushmills Primary	120	355,549	2,963
Hamiltonsbawn Primary	120	312,525	2,604
Kilmoyle Primary	120	312,344	2,603
St Joseph's Primary Crossgar	120	309,011	2,575
Our Lady of Lourdes Primary, Omagh	120	304,440	2,537
St Brigid's Primary Tirkane	121	350,864	2,900
St Mary's Primary Kircubbin	122	330,097	2,706
St Columba's Primary Straw	122	319,463	2,619
Cumber Claudy Primary	123	334,138	2,717
St Patrick's Primary, Derrynaseer	123	313,152	2,546
Crossroads Primary	123	304,595	2,476
Ballygolan Primary	124	375,369	3,027
Grange Primary	124	326,172	2,630
St Joseph's Primary, Madden	125	335,582	2,685
St Patrick's Primary Glenariffe	125	320,486	2,564
St Peter's Primary, Collegelands	125	312,766	2,502
St Finian's Primary	126	331,942	2,634
Irvinestown Primary	126	330,788	2,625
Faughanvale Primary	126	327,310	2,598
St Mary's Primary Killyleagh	126	325,005	2,579
Old Warren Primary	127	401,780	3,164
St Teresa's Primary, Loughmacrory	127	335,174	2,639
St Mary's Primary (St Pauls Cavan.)	128	482,097	3,766
Knocknagoney Primary	128	378,942	2,960
St Nicholas' Primary	128	343,625	2,685
St Brigid's Primary, Mountjoy	128	341,897	2,671
St Mary's Primary, Derrymore	128	318,518	2,488
St Patrick's Primary Saul	128	317,111	2,477
Dunseverick Primary	128	316,924	2,476
Clonalig Primary	129	339,302	2,630
Knockbreda Primary	129	332,863	2,580
	3,869	10,439,832	2,698
Preparatory Departments	Pupil FTE	CFF+Fees	Per Capitas
Down High School	127	322,016	2,536

Appendix 13

COMPARISON OF FUNDING PER PUPIL IN SIMILAR SIZE SCHOOLS (130-139)

Primary schools with enrolments of 130-139	Pupil FTE	Total CFF Funding	Per Capitas
Millisle Primary	130	350,545	2,697
Christ The King Primary, Ballynahinch	130	338,630	2,605
St John's Primary, Gilford	131	347,830	2,655
St Francis' Primary, Aghaderg	131	324,954	2,481
Glenravel Primary	131	324,797	2,479
Blythefield Primary	132	423,145	3,206
Florencecourt Primary	132	348,428	2,640
Clough Primary	132	339,178	2,570
Ballysillan Primary	133	391,479	2,943
Glengormley Primary	133	349,182	2,625
St Columban's Primary, Belcoo	133	342,718	2,577
Aughlisnafin Primary	133	336,560	2,531
Scoil na Fuisseoige	134	385,683	2,878
Bunscoil Bheann Mhadagain	134	360,509	2,690
Harryville Primary	135	397,219	2,942
Recarson Primary	135	345,020	2,556
St Colman's Primary, Saval	136	344,600	2,534
Garvagh Primary	136	341,291	2,509
Victoria Primary (Ballyhalbert)	136	334,468	2,459
Cairncastle Primary	136	332,442	2,444
Kilcooley Primary	138	437,585	3,171
Moneyrea Primary	138	335,901	2,434
St Mary's Primary, Granemore	139	366,634	2,638
Our Lady's Primary, Tullysaran	139	359,989	2,590
	3,217	8,558,787	2,660
Preparatory Departments	Pupil FTE	CFF+Fees	Per Capitas
Bangor Grammar School	137	476,219	£3,476
Victoria College	136	491,756	£3,616
Regent House	137	263,450	£2,677

Appendix 14

COMPARISON OF FUNDING PER PUPIL IN SIMILAR SIZE SCHOOLS (140-149)

Primary schools with enrolments of 140-149	Pupil FTE	Total CFF Funding	Per Capitas
Earlview Primary	141	397,648	2,820
St John's Primary, Middletown	141	388,694	2,757
St Patrick's Primary, Derrygonnelly	141	364,665	2,586
Leadhill Primary	141	346,290	2,456
Carrowdore Primary	141	346,207	2,455
Macosquin Primary	141	344,557	2,444
Brackenagh West Primary	141	339,557	2,408
St Theresa's Primary, Glebe	142	385,941	2,718
St Patrick's Primary, Newtownstewart	142	377,354	2,657
St Patrick's & St Joseph's Fed. Primary	142	345,053	2,430
Cooley Primary	143	377,280	2,638
The Cope Primary	143	348,179	2,435
Silverstream Primary	144	413,897	2,874
Newtownbreda Primary	144	378,884	2,631
Christ The King Primary, Omagh	145	458,628	3,163
Largymore Primary	146	400,581	2,744
Dickson Primary	146	392,576	2,689
St Ninnidh's Primary, Derrylin	146	365,190	2,501
St Mary's Primary, Newtownbutler	147	398,433	2,710
Bushvalley Primary	147	356,944	2,428
St John's Primary, Dernaflaw	148	376,094	2,541
	3,012	7,902,651	2,624
Preparatory Departments	Pupil FTE	CFF+Fees	Per Capitas
Campbell College	147	£453,118	£3,082
Strathearn School	146	£459,480	£3,147
Wallace High School	146	£455,084	£3,117
Friends' School	145	£445,956	£3,076
Dalriada School	141	£439,028	£3,114

Appendix 15

COMPARISON OF FUNDING PER PUPIL IN SIMILAR SIZE SCHOOLS(170-179)

Primary schools with enrolments of 170-179	Pupil FTE	Total CFF Funding	Per Capitas
Cliftonville Primary	171	472,304	2,762
Rosetta Primary	171	468,244	2,738
Portavogie Primary	171	446,595	2,612
St Brigid's Primary Knockloughrim	172	405,935	2,360
Millenium Integrated Primary	173	472,277	2,730
Newcastle Primary	173	451,473	2,610
Artigarvan Primary	173	433,432	2,505
Cregagh Primary	175	453,212	2,590
St Patrick's Primary, Donaghmore	175	427,804	2,445
Ballywalter Primary	175	423,993	2,423
St Mary's Primary, Pomeroy	176	481,661	2,737
Bunscoil an Tsleibhe Dhuibh	176	459,173	2,609
Millstrand Integrated Primary	177	503,173	2,843
St Joseph's Primary (Holland Dr)	177	441,335	2,493
St John's Primary Carnlough	178	465,268	2,621
Windsor Hill Primary	179	452,660	2,529
	2,792	7,258,538	2,600
Preparatory Departments	Pupil FTE	CFF+Fees	Per Capitas
Royal Belfast Academical Institution	172	626,758	3,644

Appendix 16

COMPARISON OF FUNDING PER PUPIL IN SIMILAR SIZE SCHOOLS (180-189)

Primary schools with enrolments of 180-189	Pupil FTE	Total CFF Funding	Per Capitas
St Joseph's Primary, Meigh	180	446,914	2,483
St Joseph's Primary, Galbally	180	442,574	2,459
St Mary's Primary Cushendall	182	487,885	2,681
St Paul's Primary, Slievemore	183	588,933	3,218
Mount St Catherine's Primary	183	490,220	2,679
St Colmcille's Primary, Omagh	183	474,580	2,593
Hollybank Primary	183	468,449	2,560
Drumadonnell Primary	183	430,322	2,351
St Patrick's Primary, Mullanaskea	183	429,647	2,348
Loanends Primary	183	428,088	2,339
Spa Primary	183	426,103	2,328
Legamaddy Primary	183	424,060	2,317
Barrack Street Boys' Primary, Strabane	184	534,878	2,907
Edenbrooke Primary	184	519,025	2,821
St Colmans' Primary, Killeel	184	485,545	2,639
St Peters' Primary, Moortown	184	462,906	2,516
St Patrick's Primary, Mullinahoe	184	457,088	2,484
Botanic Primary	185	551,538	2,981
Cranmore Integrated Primary	185	495,482	2,678
Edwards Primary	185	480,334	2,596
St John's Primary Coleraine	185	469,985	2,540
Jones Memorial Primary	185	457,792	2,475
Ballyhenry Primary	185	452,553	2,446
St Malachy's Primary, Armagh	185	448,223	2,423
Taughmonagh Primary	186	522,630	2,810
Ballinderry Primary Lisburn	186	422,686	2,273
Avoniel Primary	188	570,755	3,036
Corran Integrated Primary	188	503,997	2,681
St Mary's Primary, Cloughcor	188	462,753	2,461
Riverdale Primary	188	429,364	2,284
St Mary's Primary Portglenone	189	461,315	2,447
Harpur's Hill Primary	189	515,615	2,728
St John's Primary, Moy	189	466,525	2,468
St Mary's Primary, Cabra	189	451,793	2,390
Olderfleet Primary	189	444,762	2,353
	6,473	16,605,321	2,566
Preparatory Departments	Pupil FTE	CFF+Fees	Per Capitas
Sullivan Upper School	184	532,384	2,893

Appendix 17

COMPARISON OF FUNDING PER PUPIL IN SIMILAR SIZE SCHOOLS (450-499)

Primary schools with enrolments of 450-499	Pupil FTE	Total CFF Funding	Per Capitas
Good Shepherd Primary, Dungiven Road	451	1,041,618	2,310
Rathmore Primary	452	1,014,007	2,243
St Patrick's Primary, Armagh	453	1,033,905	2,282
St Joseph's Primary Carryduff	454	1,017,213	2,241
Glenwood Primary	455	1,147,212	2,521
Orangefield Primary	455	1,030,253	2,264
Hazelwood Integrated Primary	456	1,203,578	2,639
Cloghogue Primary	456	1,043,986	2,289
Elmgrove Primary	461	1,091,017	2,367
Kilkeel Primary	470	1,072,031	2,281
St Clare's Primary, Belfast	472	1,157,593	2,453
Cookstown Primary	475	1,081,937	2,278
Downshire Primary, Hillsborough	475	1,062,175	2,236
Primate Dixon Memorial Primary	484	1,297,978	2,682
Cairnshill Primary	489	1,094,401	2,240
St Bernard's Primary	491	1,109,662	2,260
	7,449	17,498,564	2,349
Preparatory Departments	Pupil FTE	CFF+Fees	Per Capitas
Methodist College	473	1,753,935	3,708