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# INTEGRATED EDUCATION IN NORTHERN IRELAND

Participation, Profile and Performance

*by*  
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## FOREWORD

Between 1999 and 2001 the Nuffield Foundation supported a research project into aspects of integrated education in Northern Ireland. The project was coordinated by Alan Smith, University of Ulster, and Tony Gallagher, Queen's University Belfast. The final report was presented to the Nuffield Foundation in 2002 and a seminar was held in London later the same year to discuss its implications, particularly in the light of discussions on faith schools in England. Given the range of information gathered during the project, Nuffield agreed to support a series of further seminars to consider the current and future state of integrated education in Northern Ireland.

This report has been prepared for the first of these seminars and focuses on statistical data on enrolment and performance in schools. The report is the first in a series of three:

1. Participation, Profile and Performance,
2. Integration in Practice,
3. The Challenge of Transformation.

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## INTRODUCTION

The first planned Integrated school in Northern Ireland opened in 1981 when Lagan College began its first cohort of 28 pupils (Moffet, 1993, Abbott et al, 1999). In the 1980s Lagan was joined by nine new planned primary schools and an additional second-level school, Hazelwood College. The rate at which new Integrated schools was opening increased as a consequence of the Education Reform (Northern Ireland) Order 1989 which committed government to support the development of integrated education. In practice this commitment is addressed through financial support for the Northern Ireland Council for Integrated Education (NICIE) which has the task of providing support and advice for parents who wish to establish a new Integrated school. In addition, the Reform Order established a procedure such that parents at an existing Controlled, Maintained or Voluntary school can vote to *transform* it to an Integrated school, as long as certain conditions are met: essentially the main conditions are that the school is viable, has a set minimum proportion of minority pupils on its enrolment at the point of transformation, and seems likely to achieve a higher set level of minority enrolment within five years. Under the new arrangements two types of Integrated school are recognised, Grant Maintained Integrated (GMI) and Controlled Integrated (CI) schools. The main difference between them lies in the structure of their Boards of Governors. In particular, the closer relationship between CI schools and their Education and Library Board (ELB) is reflected by the fact that the ELB appoints four members of the Board of Governors of CI schools.

Once the 1989 Education Reform Order came into effect, existing Integrated schools could opt for GMI or CI status and all but two choose the GMI option (Stephen, 1993). Most of the new Integrated schools that have opened as a consequence of parental action have also opted for GMI status. By contrast, most of the schools that have transformed following a parental ballot had been Controlled schools and have opted for CI status, thereby retaining their close links with the Education and Library Boards. Table 1 shows the breakdown of the 46 Integrated schools in 2001/2 in terms of their age sector and the structure of their board of governors (note that no grammar schools have sought integrated status although some have a religiously heterogeneous enrolment).

Table 1: Number of Integrated schools by sector and board structure

	<i>Grant Maintained Integrated</i>	<i>Controlled Integrated</i>	<i>All Integrated schools</i>
Primary	18	11	29
Secondary	13	4	17
All schools	31	15	46

Source: Department of Education statistical press release 30 April, 2002, table 2b.

This report is divided into two main sections. In the first section we examine data on the religious and social demography of schools in Northern Ireland. Initially we look at the religious composition of all categories of school. This highlights the continuing extent of segregation that operates across most schools and the extent of which the Integrated sector has managed to develop a religiously balanced profile. Following this we present some statistics on the growth of the Integrated sector itself before examining data on the religious composition of individual primary and secondary Integrated schools. *Inter alia* we examine data on the social profile of schools.

The second section of the report focuses on patterns of enrolment and pupil performance. In order to provide a picture of change over time we consider data on schools in 1992/93 and 1998/99, with the main source in each case being the Department of Education School Performance Tables. For both years we examine the performance of Year 12 pupils at GCSE and the performance of post-16 pupils at A Level and other post-compulsory qualifications. Clearly the most significant division highlighted by this analysis lies in the difference between academically selective grammar schools and all other secondary schools. However, an emergent theme from the analysis suggests that the Integrated secondary schools are somewhat different from 'typical' secondary schools. This probably reflects the commitment of the integrated sector towards a more comprehensive type of education. Although the school performance tables were discontinued in 2000, the Department of Education does release aggregated data on performance patterns and we examine these data for 2000/1.

### **Religious and Social Demography**

Although Northern Ireland has a relatively small school system it has a multitude of school types. This is a consequence of the

history of the school system and reflects the consequences of denominational patterns of school ownership and the retention of a selective system of grammar and secondary schools. There were attempts to encourage a multi-denominational common school system in the 1830s when the national system of schools in Ireland was being established, and in the 1920s when the schools' system in Northern Ireland was being reorganised in the aftermath of partition. However, the Churches always maintained close control on schools and thus they have always had a denominational character. Thus, for example, from the 1920s onwards the authorities of Catholic schools were never prepared to countenance handing their schools over to public ownership in Northern Ireland (as had happened in Scotland in 1918: cf. Cormack et al, 1991). Furthermore, the Protestant Churches were only willing to place their schools in public ownership once various guarantees as to the character and ethos of the schools were provided. Thus, legislation in the 1930s ensured that the local authority schools were Protestant in character, even if they could not be so in law. With the establishment of free secondary education in 1947 this parallel arrangement of 'Protestant' and 'Catholic' schools was confirmed. It is important to note that no legislation restricted (or restricts) the entry of pupils to any school type, but the exercise of parental choice followed the pattern of ownership and so separate schools became the norm. There always were a few exceptions to this overall pattern – some primary schools in small rural mill towns had mixed Protestant and Catholic enrolments, in other rural areas there was a degree of mixing for pragmatic reasons and Special Schools always had a mixed enrolment – but, as noted, it was not until 1981 that the predominantly denominational mould was broken with the opening of Lagan College as the first planned Integrated school in Northern Ireland.

Up to the early 1960s the Ministry of Education collected, and published, statistics on the religious denominations of pupils in schools. This practice was discontinued until the 1990s at which time schools were requested once again to provide data on the denominations of their pupils. Thus, since 1998/9 the Department of Education has published data on the religious patterns of enrolments across all recognised schools.

In 1998/9 there was a total of 333,002 pupils in primary, secondary and grammar schools in Northern Ireland. Of this total, 51 per cent were Catholic, 43 per cent were Protestant or other denominations and the denominational affiliation of 6 per cent was unknown. There were 5,500 pupils in nursery schools and approximately 8,000 pupils in nursery or reception classes in primary schools. By 2001/2 the total number of pupils in primary,

secondary and grammar schools had fallen to 326,056 and the overall denominational percentages had changed little. There were now just over 6,000 pupils in nursery schools and approximately 8,500 pupils in nursery or reception classes in primary schools.

Appendix 1 provides six reference tables showing the numbers and proportions of pupils in primary (tables A1 and A2), secondary (tables A3, A4) and all schools (primary, secondary and grammar, including prep departments) (tables A5 and A6). In each of these reference tables the data are disaggregated by the religion of pupils and the management type of school. Table 2 summarises the religious demography of primary schools in 2001/2.

Table 2: Percentage of pupils in primary schools, 2001/2 (excluding prep departments of grammar schools) by religion and school type

	<i>Catholic</i>	<i>Protestant &amp; Other</i>	<i>Not recorded</i>	<i>Total</i>
<i>Protestant schools</i>	4	86	10	100
<i>Catholic schools</i>	99	1	0	100
<i>Integrated schools</i>	41	44	15	100
<i>All schools</i>	50	44	5	100
<i>Protestant schools</i>	4	96	89	49
<i>Catholic schools</i>	94	1	2	48
<i>Integrated schools</i>	3	3	9	3
<i>All schools</i>	100	100	100	100

Source: Department of Education statistical press release 30 April 2002.

On this, and subsequent, tables we define 'Protestant' schools as those with Controlled or Voluntary (other) management arrangements; 'Catholic' schools are defined as those with Maintained or Voluntary (Catholic) management arrangements, while the Integrated schools comprise both GMI and CI schools. From Table 2 we can see that only four per cent of pupils in 'Protestant' schools were Catholic and only one per cent of pupils in 'Catholic' schools were Protestant. To that extent these data suggest that the de facto separate school systems remain intact. Table 2 also shows that the Integrated primary schools had an overall pattern of genuine heterogeneity, with 41 per cent of pupils being Catholic, 44 per cent Protestant and 15 per cent for whom no denominational affiliation was recorded. From the second half of Table 2 the de facto separation in the schools is once again confirmed, but we can see also that only three per cent of primary pupils are in Integrated schools.

Note that Table 2 does not include data on the 2,670 pupils attending the preparatory departments of grammar schools in 2001/2. None of these departments are located within Voluntary grammar schools that operate Catholic management arrangements. In 2001/2 eleven per cent of these pupils were recorded as Catholic while the denominational affiliation of a further ten per cent was not known.

Table 3 shows the proportions of pupils in secondary schools by religion and school type. Once again the data shows the continuing degree of denominational separation among the schools, as 90 per cent of pupils in 'Protestant' secondary schools are Protestant and 99 per cent of pupils in 'Catholic' secondary schools are Catholic. The Integrated schools show a balance in terms of denominational patterns, while the lower half of the table shows that ten per cent of secondary school pupils are in Integrated schools.

Table 3: Percentage of pupils in secondary schools, 2001/2 by religion and school type

	<i>Catholic</i>	<i>Protestant &amp; Other</i>	<i>Not recorded</i>	<i>Total</i>
<i>Protestant schools</i>	3	90	7	100
<i>Catholic schools</i>	99	1	0	100
<i>Integrated schools</i>	40	54	6	100
<i>All schools</i>	54	43	4	100
<i>Protestant schools</i>	2	87	79	41
<i>Catholic schools</i>	91	1	4	49
<i>Integrated schools</i>	7	13	16	10
<i>All schools</i>	100	100	100	100

Source: Department of Education statistical press release 30 April 2002.

The Integrated schools generally describe themselves as inclusive schools in terms of religion, gender and ability, for which reason there are no Integrated grammar schools (although there is no legal impediment to a grammar school seeking to transform to Integrated status). Grammar schools are categorised by the Department of Education in terms of their management arrangements: Voluntary grammar schools with 'Catholic' management systems have their trustees appointed by the Catholic Bishops, while Voluntary grammar schools with 'other' management systems have their trustees appointed by their own trust bodies. This categorisation is reflected in the denominational affiliation of pupils in both types. Thus, in 2001/2 in the 'Catholic' grammar schools, 99 per cent of the pupils were Catholic. By contrast, in Voluntary (other) and Controlled grammar schools 82 per cent of the pupils were Protestant or other denominations, the affiliation of ten per cent of pupils was not recorded and eight per cent were recorded as Catholic.

The discussion suggests that the notion of separate religious school systems remains valid. This is further confirmed by Table 4 which summarises the denominational affiliations of pupils across all schools. Thus, we can see from Table 4 that 99 per cent of pupils in 'Catholic' schools are Catholic and that 86 per cent of pupils in 'Protestant' schools are Protestant or other denominations: only five per cent of pupils in Protestant schools are recorded as being Catholic, while only one per cent of pupils in Catholic schools are Protestant. Overall Integrated schools reflect, to a much greater extent, a religious balance among their pupils, with 40 per cent recorded as Catholic and 50 per cent recorded as Protestant or other denominations. The denominational affiliation of a further nine per cent of the pupils in Integrated schools is unknown.

Table 4: Percentage of pupils in primary, secondary and grammar (including prep) schools, 2001/2 by religion and school type

	<i>Catholic</i>	<i>Protestant &amp; Other</i>	<i>Not recorded</i>	<i>Total</i>
<i>Protestant schools</i>	5	86	9	100
<i>Catholic schools</i>	99	1	0	100
<i>Integrated schools</i>	40	50	9	100
<i>All schools</i>	51	44	5	100
<i>Protestant schools</i>	4	94	89	48
<i>Catholic schools</i>	92	1	2	47
<i>Integrated schools</i>	4	5	8	4
<i>All schools</i>	100	100	100	100

Source: Department of Education statistical press release 30 April 2002.

Table 5 highlights another aspect of change over time in the composition of pupils in the Integrated schools. Table 5 shows the proportions of pupils in Integrated schools in 1998/9 and 2001/2, for primary, secondary and all schools separately. The table shows that the proportion of Catholic pupils has fallen in each category, with the largest fall being found in the secondary schools. Between 1998 and 2001 the number of pupils in Integrated primary schools increased by about 1,200 (see tables A1 and A2), while the number of pupils in Integrated secondary schools increased by almost 4,000. Thus, the changing proportions of Protestant and Catholic pupils in Integrated schools is likely to be explained by the increasing number of transformation schools, all of which were Controlled schools and most of which will have had a predominantly Protestant enrolment. Nevertheless, what these data show is the degree of fluctuation that can occur over a relatively short period of time if, as is the case, there is a significant degree of growth within the Integrated sector.

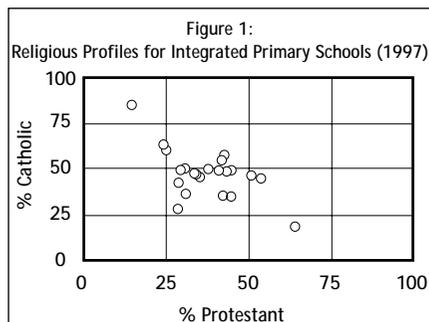
We will turn to the denominational patterns of pupils within individual schools. The data is derived from unpublished Department of Education sources. We have seen that the overall pattern of enrolments in Integrated schools is broadly balanced in religious terms and stands in marked contrast to the high degree of religious homogeneity to be found in the other school sectors. Although the Integrated schools tend to take their pupils from fairly wide catchment areas, given the relationship between area of residence and religion in Northern Ireland it would be expected that individual Integrated schools would differ in their religious profile. This is confirmed in Figures 1 and 2 which show the proportion of Protestant and Catholic pupils in each of the recognised Integrated schools operating in 1997 (pupils whose religion was not recorded are included in the data, but not shown on the graph). Figure 1 shows the pattern for primary schools while Figure 2 shows the profile for secondary schools.

We can see from Figure 1 that, in 1997, most of the Integrated primary schools tended to have a slightly higher proportion of Catholic than Protestant pupils on their enrolment. However, apart from two schools where the minority proportion (in one case the minority is Catholic and in the other it is Protestant) is quite low, in most cases the religious proportions were reasonably balanced.

Table 5: Percentage of pupils in Integrated schools by religion and sector, 1998/9 and 2001/2

	Catholic	Protestant & Other	Not recorded	Total
1998 primary	44	45	11	100
2001 primary	41	44	15	100
1998 secondary	53	41	6	100
2001 secondary	40	54	6	100
1998 all schools	49	43	8	100
2001 all schools	40	50	9	100

Source: Department of Education statistical press releases, 23 March 1999 and 30 April 2002.



The pattern among the secondary Integrated schools was a little different, as can be seen in Figure 2. This figure suggests that, in 1997, there were two clusters of schools: in one cluster there was a high proportion of Catholic pupils, although in no case did this exceed 75 per cent of the pupils. The other cluster of schools was marked by having a lower proportion of Catholics in their enrolment, although here again this never fell below 25 per cent. The overall pattern is one where the enrolment of the schools was broadly balanced, albeit that there were differences between individual schools. Perhaps the more remarkable aspect of both figures is that the Integrated schools could maintain such broadly balanced pupil enrolments given the widespread, and growing, level of residential segregation.

It should be noted that the pattern of change between 1998 and 2001 noted above will have implications for the denominational profile of individual schools. In particular, the transformation schools are likely to have a predominantly Protestant enrolment at the point of transformation and so would skew the pattern on Figure 2. However, all transformation schools are required to have a minimum minority proportion on its enrolment at the point of change and are expected to increase this to a threshold of no less than 30 per cent within five years.

Thus far the discussion has focused on the religious patterns of enrolment in the Integrated schools, in comparison with the rest of the schools in Northern Ireland. Given that Northern Ireland continues to operate a selective system of secondary and grammar schools, another pertinent aspect of demography in schools lies in their social profile. Normally this is measured by using the proportion of pupils in a school who are entitled to free school meals (FSM). Since the decision to cease publication of school performance tables it is not possible to obtain FSM data for individual schools, but the Department of Education statistical press releases on denominational patterns in school enrolments also provides FSM data broken down by sector. Table 6 shows the number and percentage of pupils entitled to free school meals broken down by sector and management type (these data relate only to recognised schools). Overall the highest level of social disadvantage is found in Catholic schools and this is true across all sectors. The level of social disadvantage is higher in secondary schools, as compared with grammar schools. The level of social disadvantage is generally a little lower in primary schools as compared with secondary schools, although this pattern is reversed in the Irish Medium sector. It is also the case that the difference in measured FSM between primary and secondary schools is a little lower for the Integrated schools, as compared with the Protestant and Catholic schools.

In 1998/99 the level of FSM in the second-level Integrated schools varied considerably (from 14 to 46 per cent). However, the data in Table 6 suggests that a claim that Integrated schools merely represent a middle-class alternative to grammar schools is not supported by the available evidence.

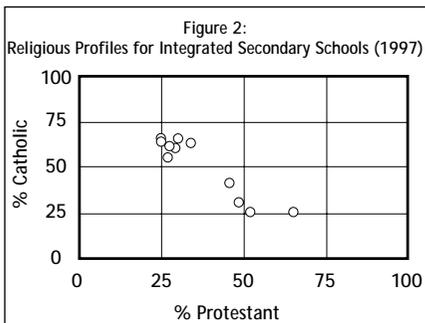


Table 6: Number and percentage of pupils entitled to free school meals in 2001/2 by school type and management type

	Number	Percentage
<i>Primary schools:</i>		
Protestant	13,832	17
Catholic	22,645	29
Irish Medium	542	45
Controlled Integrated	321	22
Grant Maintained Integrated	668	17
All Primary	38,047	23
<hr/>		
Prep departments	7	<1
<hr/>		
<i>Secondary schools:</i>		
Protestant	9,009	24
Catholic	17,139	38
Irish Medium	138	40
Controlled Integrated	488	25
Grant Maintained Integrated	1,546	21
All Secondary	28,320	31
<hr/>		
<i>Grammar schools:</i>		
Protestant	1,314	4
Catholic	3,567	13
All Grammar	4,882	8

Source: Calculated from data in Department of Education statistical press release 30 April 2002, table 3b.

### Patterns of Enrolment and Pupil Performance

The main data used in this section of the report are calculated from Department of Education School Performance Tables with additional data on the FSM level of schools used as a measure of social disadvantage. From 1993 to 2000 the School Performance Tables were published on an annual basis and provided data on the enrolment and performance profiles for all post primary schools in Northern Ireland. In 2001, and following public consultation, the Minister of Education decided to discontinue publishing

these annual reports. For subsequent years aggregated data are available on performance patterns by sector, broken down by FSM categories.

We begin our analysis of performance patterns by focusing on the 1992/3 and 1998/9 school years, the first and last years for which school performance data were available. The 1998/9 data provide the most recent picture of individual school level data in the system while the 1992/3 data provides a baseline measure.

Only grammar schools are permitted to select pupils on the basis of academic ability (Gallagher and Smith, 2000). The secondary schools are officially designated as non-selective. Thus, while they are barred from selecting pupils on the basis of academic ability, they are required to publish criteria which will be used to select pupils in the event that they are over-subscribed. Included in the category of secondary schools is a number which have different intake policies or characteristics which render them somewhat atypical. This includes the schools operating delayed selection (at age 14 years) arrangements in the Craigavon area and a number of schools that had been designated as comprehensive by the Education and Library Boards at some point in the past. Many, but not all, of the designated comprehensive schools have an all-ability intake. At the start of the 1990s one of these schools had been permitted by the Department of Education to select a third of its intake which then constituted a 'grammar stream' within the school. By the end of the decade one of the GMI schools had been permitted to use the same procedure, that is, selecting a proportion of its intake on the basis of transfer test results. Since the foundation of the Integrated sector, the second-level Integrated schools have set themselves as inclusive schools in terms of religion, gender and ability. Thus, they aspire to being all-ability comprehensive schools.

Table 7 shows the performance profiles of Year 12 pupils in post primary schools (these data are based on the average of school proportions rather than pupil numbers). The total number of secondary schools is 159 as not all schools

have Year 12 pupils. This is largely explained by the two-tier system operating in the Craigavon area in which a number of junior high schools enrol pupils from 11-14 years. In addition, one of the three GM Integrated schools in 1992/3 had not been open long enough to have Year 12 pupils in that year. Table 7 shows a clear and predictable difference in the performance profile of grammar and secondary schools. Thus, whereas all of the Year 12 pupils in grammar schools were entered for five or more GCSEs, this was so for 78 per cent of secondary schools. Similarly, while 90 per cent of Year 12 pupils in grammar schools passed five or more GCSEs at grade C or above, this was so for 24 per cent of Year 12 pupils in secondary schools.

Within this overall pattern it is noteworthy that the pattern for the two GMI schools was much higher in comparison with the performance of secondary schools generally. Thus, almost all the Year 12 pupils in the GMI schools were entered for five or more GCSEs, 36 per cent of Year 12 pupils passed five or more GCSEs at grade C or above and over 90 per cent passed five or more GCSEs at grade G or above. The comparative data for all secondary schools were 78 per cent, 24 per cent and 71 per cent respectively. So, while the GMI schools were categorised as secondary schools, these data suggest that their aspiration to comprehensive status did have some material consequence for the educational experience of their pupils (and, most probably, for their intake as well).

Table 7: Attainment of Year 12 pupils by school type, 1992/3

<i>Management type</i>	<i>Schools</i>	<i>% Entered 5+ GCSEs</i>	<i>% 5+ GCSEs A*-C</i>	<i>% 1-4 GCSEs A*-C</i>	<i>% 5+ GCSEs A*-G</i>
Controlled secondary*	78	79	23	43	71
GM Integrated	2	99	37	36	91
Maintained secondary	79	77	25	41	71
<i>All secondary</i>	<i>159</i>	<i>78</i>	<i>24</i>	<i>42</i>	<i>71</i>
Catholic grammar	30	100	90	9	100
Controlled grammar	18	100	90	9	100
Voluntary (other) grammar	22	100	90	10	100
<i>All grammar</i>	<i>70</i>	<i>100</i>	<i>90</i>	<i>9</i>	<i>100</i>

\*includes one 11-14 school with 5 Year 12 pupils recorded

Source: 1992/3 school performance table (calculated from school percentages).

Table 8 shows the performance patterns for Year 14 pupils. The first point of note from the table is that the vast majority of Year 14 pupils are found in grammar schools. Only 46 secondary schools, and only one GMI school, had Year 14 pupils taking A Levels. There was a clear difference also in the performance profiles of the schools. Overall 35 per cent of grammar pupils achieved three A Levels at grade C or above and 89 per cent achieved two

or more A Levels at grade E or above (normally the minimum required for entry to higher education). By contrast, amongst Year 14 pupils in secondary schools nine per cent achieved three A Levels at grade C or above and 43 per cent achieved two A Levels at grade E or above. The one GMI school represented on Table 8 only had a small number of pupils taking 'A' levels.

Table 8: Attainment of Year 14 pupil by school type, 1993

<i>Management type</i>	<i>Schools</i>	<i>% 3 A Levels, A-C</i>	<i>% 2 A Levels, A-E</i>	<i>% 1 A Level, A-E</i>
Controlled secondary	20	8	34	89
GM Integrated	1	0	0	100
Maintained secondary	25	10	51	90
<i>All secondary</i>	<i>46</i>	<i>9</i>	<i>43</i>	<i>90</i>
Catholic grammar	30	33	89	97
Controlled grammar	18	36	87	98
Voluntary (other) grammar	22	38	90	97
<i>All grammar</i>	<i>70</i>	<i>35</i>	<i>89</i>	<i>97</i>

Source: 1992/3 school performance table (calculated from school percentages).

Up to the mid-1990s the School Performance Tables included data on the destinations of school leavers and the overall patterns are shown on Table 9. We can see from the table that 62 per cent of grammar pupils entered higher education and 26 per cent entered further education. By contrast, 41 per cent of secondary pupils entered further education, 26 per cent entered government training and 16 per cent entered employment. The pattern for

the two GMI schools was somewhat different and seemed to reflect the higher pattern of performance of their Year 12 pupils in comparison with other secondary schools. Among leavers from the GMI schools 56 per cent entered further education and 13 per cent each entered government training and employment: in comparison with the secondary schools, considerably fewer of the leavers from the GMI schools entered government training.

Table 9: Destinations of school leavers (percentages) by school type, 1993

<i>Management type</i>	<i>higher education</i>	<i>further education</i>	<i>other schools</i>	<i>training</i>	<i>employment</i>	<i>other/ unknown</i>
Controlled secondary	2	39	6	29	16	8
GM Integrated	5	56	5	13	13	10
Maintained secondary	5	42	8	24	15	6
<i>All secondary</i>	3	41	7	26	16	7
Catholic grammar	63	26	3	1	4	2
Controlled grammar	58	26	2	2	7	6
Voluntary (other) grammar	65	25	3	1	5	2
<i>All grammar</i>	62	26	3	1	5	3

Source: 1992/3 School performance table (calculated from school percentages).

We now turn to the situation in 1998/9. Table 10 shows the performance of Year 12 pupils, this time calculated using pupil numbers rather than the average of school percentages. It should be noted from the table that five of the eleven GMI schools had not been in operation long enough to have Year 12 pupils. Since 1993 there had been a marked increase in the entry patterns and performance levels of schools. Thus, the proportion of pupils entered for five or more GCSEs in secondary schools rose from 78 to 84 per cent, while the proportion rose from 90 to 95 per cent in the GMI schools and was at 88 per cent for the CI schools. In terms of performance levels, the proportion of Year 12 pupils who achieved five or more GCSEs at grade C or above rose from 90 to 95 per cent in grammar schools and from 24 to 33 per cent in secondary schools. The same rate of increase is not so evident in the Integrated schools. Amongst GMI schools the proportion of Year 12 pupils achieving five or more GCSEs at grade C or above rose from 37 to 38 per cent, while the proportion for the CI schools was at 26 per cent.

The patterns for the Integrated schools appear to relate to individual school circumstances. Thus, for example, although the measured performance of the four CI schools is low in 1998/9 in comparison with other school types, three of these four schools showed a marked increase in performance when their 1998/9 position was compared with their 1992/3 position (at which time they had not transformed). The fourth CI school had a stable performance pattern throughout the 1990s, but the underlying pattern has declined a few percentage points since transformation. Amongst the GMI schools only two have had Year 12 pupils over the period, a further one had had Year 12 pupils for three years while the remaining three had Year 12 pupils in 1998/9 for the first time. One of the two schools with Year 12 pupils throughout the period has had an underlying pattern of increased performance over time, while the other had a high performance position in 1993, which then declined until 1996 from which point the underlying pattern has been of steady improvement.

Table 10: Attainment of Year 12 pupils by school type, 1998/9

<i>Management type</i>	<i>Schools</i>	<i>% Year 12</i>	<i>% Entered 5+ GCSEs,</i>	<i>% 5+ GCSEs A*-C</i>
Controlled Integrated	4	2	88	26
Controlled secondary	68	44	82	31
GM Integrated	6	3	95	38
Irish Medium	1	<1	100	58
Maintained secondary	77	51	85	35
<i>All secondary</i>	<i>156</i>	<i>100</i>	<i>84</i>	<i>33</i>
		(n=15,946)		
Controlled grammar	18	24	100	96
Catholic grammar	32	45	99	95
Voluntary (other) grammar	22	31	100	95
<i>All grammar</i>	<i>72</i>	<i>100</i>	<i>100</i>	<i>95</i>
		(n=9,486)		

Source: 1998/9 school performance table calculated from pupil numbers.

By 1998/9 the school performance tables contained a wider range of information on post-16 qualifications but no longer contained information on the post-school destinations of leavers. Table 11 shows the A Level performance patterns for Year 14 pupils by school types with the data based on the average of school percentages. As in 1992/3

the majority of pupils taking A Levels are in grammar schools and the highest level of results are also achieved in these schools. The GMI schools achieved A Level passes which were somewhat lower than other secondary schools, particularly in comparison with Maintained secondary schools.

Table 11: A Level attainment of Year 14 pupil by school type, 1998/9

<i>Management type</i>	<i>Schools with A Level pupils</i>	<i>Entered for A Levels</i>	<i>% 3 A Levels, A-C</i>	<i>% 2 A Levels A-E</i>
Controlled secondary	19	373	16	52
GM Integrated	2	44	7	40
Irish Medium	1	8	13	75
Maintained secondary	26	872	22	71
<i>All secondary</i>	<i>48</i>	<i>1,297</i>	<i>19</i>	<i>62</i>
Controlled grammar	18	1,775	47	94
Catholic grammar	31	3,540	51	95
Voluntary (other) grammar	22	2,463	52	95
<i>All grammar</i>	<i>71</i>	<i>7,778</i>	<i>51</i>	<i>94</i>

Source: 1998/9 school performance table (calculated from pupil numbers).

In addition to A Levels, pupils in Years 13 and 14 were taking a range of other courses including intermediate and advanced GNVQs. The pupils taking these courses tended to be in secondary schools although the most striking pattern from the data published in the school performance tables was that about two-thirds of the pupils taking these courses were in Maintained or Catholic secondary schools. The data on GMI pupils related to three schools and suggested that the number of such pupils is quite small, although the published performance tables did not include the GMI students taking the International Baccalaureate in these data.

Gallagher (2000) analysed factors influencing school performance. The intake data Gallagher used comprised the FSM level and gender

composition of the schools, and the proportion of pupils achieving various transfer test grades in 1993/4. The output data comprised data from the 1997/8 school performance tables. Gallagher's analysis suggested that the data for schools should be categorised into three separate groups: Grammar schools, Maintained and Integrated secondary schools, and Controlled secondary schools. The factors influencing performance levels varied across the three groups. For the Maintained and Integrated schools, the key variable influencing performance for Year 12 pupils was the level of social disadvantage, as measured by FSM. Thus, as the level of FSM in a school increased, then the measured level of performance decreased, all other things being equal. Two other variables had a statistically significant impact, that is, the proportion of girls in the Year 12

cohort and the proportion of entrants to the school in 1993/4 awarded transfer test grades in the range A to C. Thus, the higher the proportion of girls, the higher the performance; and the higher the proportion of entrants with transfer test grades at C or higher, the higher the performance of the pupils.

A third way in which these patterns can be examined is through the use of aggregated school performance data. Since the decision to cease publishing school performance tables was made, the Department of Education has issued aggregated information on school performance by school type and with the data broken down by FSM categories. Table 12 shows the proportions of Year 12 pupils in secondary schools in each of three FSM bands for 2000/1. The bands comprise schools with 30 per cent or less pupils eligible for free school meals, schools with 30 per cent or more, but less than 50 per cent of pupils eligible for free school meals, and schools with 50 per cent or more of pupils eligible for free school meals. Table 12 shows that the overall social profile of the three school types differs. The Maintained secondary schools had the most socially disadvantaged profile in that there were 26 per cent of pupils in schools with less than 30 per cent of pupils entitled to free school meals, and 25 per cent of pupils in schools with more than half their pupils entitled to free school meals. By contrast, the Integrated schools had

the least socially disadvantaged profile, as 84 per cent of pupils were in schools with less than 30 per cent of their pupils entitled to free school meals.

Table 13 shows the proportion of Year 12 secondary school pupils achieving five or more GCSEs passes at grade C or above by school type and FSM band for 2000/1. The overall pattern of outcomes for the three school types shows that the highest overall level of performance is found for Integrated schools, followed by Maintained and then Controlled schools. However, when we examine the patterns by FSM band then Table 13 shows that the highest level of performance at each FSM band level is found for the Maintained schools, although the level for the Integrated schools is very similar. By contrast, the level of performance in the Controlled schools is markedly lower in comparison to the other two school types.

**Table 13: Proportion of Year 12 pupils in secondary schools achieving 5 or more GCSEs at grade C or above by school type and FSM band, 2000/1**

FSM Category	Controlled	Maintained	Integrated	All schools
0 to <30	37	45	43	40
30 to <50	21	35	34	31
50+	6	25		22
All schools	32	35	41	34

Source: Calculated from unpublished Department of Education data.

**Table 12: Proportion of Year 12 pupils in secondary schools by school type and FSM band, 2000/1**

FSM Category	Controlled	Maintained	Integrated	All schools
0 to <30	70	26	84	50
30 to <50	25	49	16	36
50+	5	25	0	14
All schools	100	100	100	100

Source: Calculated from unpublished Department of Education data.

## CONCLUSIONS

This report has examined demographic, social and performance data for schools in Northern Ireland, with special reference to the position of Integrated schools. A number of issues arise from the analysis and have significance for the future development of the Integrated sector.

Given the ubiquity of separate schools throughout the history of education in Ireland, the fact that an Integrated sector has developed at all in Northern Ireland is remarkable. Nevertheless, while the rate of growth of the sector has been steady, it has also been slow. Furthermore, current expansion is constrained by the high level of surplus capacity in the system and the downturn in the proportion of young people in the population (Gallagher, McKeown and McKeown, 2000). More particularly, the current level of surplus capacity suggests that the most likely route for further expansion of the sector is through the transformation of existing schools rather than the creation of entirely new schools. The difficulty with this is that there are only about 40 or so schools (out of a total of about 1,000) which currently have a sufficient minority enrolment to begin the process, and not all of them appear to be interested in considering this option.

These circumstances suggest three main options:

- First, continue with the pattern of slow growth.
- Second, identify alternative ways of promoting more integration throughout the school system, perhaps through some variant of the 'Collegiate' model proposed in the Burns Report (2001), or through new models of shared provision or governance.
- Third, provide additional (probably fiscal) incentives to encourage more integration (or disincentives for the maintenance of separate provision).

A second key issue arises from the fact that, to date, all of the transformation schools have been Controlled schools with predominantly Protestant enrolments. The authorities of Catholic schools are adamantly opposed to the principle of transformation, on the grounds that it abrogates the rights of trustees. Quite apart from the political problems that might, at some point, emerge, given that all the change has occurred within one sector, this situation has the potential to divert discussion away from the original goal (to promote integration) towards a debate over other more contentious issues. Education, like other areas of life in Northern Ireland, has been plagued by 'zero-sum' thinking, so there is an issue on how discussions on the goal of a more integrated education system might take place without falling into this trap.

A third key issue arises from the uncertainty in the position of transformation schools in the medium to long term. This arises due to the fact that the transformation schools are required to meet specific targets in order to complete the process of evolving into fully Integrated schools. Some of these targets relate to the curriculum and school practice (although it might be asked why all schools should not aspire to a fully diverse curriculum, whatever the composition of their pupil enrolments), but others relate to the minority proportion in their enrolment. At present it is unclear what would happen to a transformation school which failed to meet its target for minority enrolment.

One of the issues examined above concerned the performance profile of the Integrated schools. In the early years of the sector the evidence suggested that the attainment advantage accrued from attending an Integrated school, as compared with other secondary schools, was significant. More recent evidence would suggest that this advantage is less obvious. A related factor concerns the

intake profile of the Integrated schools. The evidence suggests that the claim that Integrated schools merely represent middle-class alternatives to grammar schools is not supported by the evidence. That said, while the social profile of the Integrated schools is closer to that of secondary schools, as compared with grammar schools, the evidence also suggests that the level of social disadvantage in the Integrated sector overall is not as marked as in the secondary schools. The question that arises from this is the extent to which the Integrated schools offer an educational experience that is distinctive (apart from the fact of having mixed enrolments) and the extent to which this is important in attracting the interest of parents and pupils. This is perhaps particularly relevant given that the Integrated schools describe themselves as all-ability schools in an academically selective system.

Lagan College opened its doors at one of the most difficult times in the history of the conflict in Northern Ireland. Two decades later there is no question that the Integrated sector in Northern Ireland forms a secure and fundamental part of educational provision. Despite this, however, the education system in Northern Ireland remains predominantly denominational in character and most young people will spend their formative years in classrooms where they are unlikely to meet peers from the other community. This report has examined some statistical data on the development and current condition of the Integrated sector, but it does provide a basis for some consideration of policy options for the future. Later reports in this series will examine the practice of Integrated schools.

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# APPENDIX

## APPENDIX 1

Table A1: Pupils in primary schools, 1998/9 (excluding prep departments of grammar schools) by religion and school type

	<i>Catholic</i>	<i>Protestant &amp; Other</i>	<i>Not recorded</i>	<i>Total</i>
<b>Number of pupils</b>				
<i>Protestant schools</i>	3,357	75,240	7,620	86,217
<i>Catholic schools</i>	84,493	851	137	85,481
<i>Integrated schools</i>	1,853	1,886	448	4,187
<i>All schools</i>	89,703	77,977	8,205	175,885
<b>Denominational proportion within school type</b>				
<i>Protestant schools</i>	4	87	9	100
<i>Catholic schools</i>	99	1	0	100
<i>Integrated schools</i>	44	45	11	100
<i>All schools</i>	51	44	5	100
<b>Denominational proportion across school type</b>				
<i>Protestant schools</i>	4	96	93	49
<i>Catholic schools</i>	94	1	2	49
<i>Integrated schools</i>	2	2	5	2
<i>All schools</i>	100	100	100	100

Source: Department of Education statistical press release 23 March 1999.

## APPENDIX 1

Table A2: Pupils in primary schools, 2001/2 (excluding prep departments of grammar schools) by religion and school type

	<i>Catholic</i>	<i>Protestant &amp; Other</i>	<i>Not recorded</i>	<i>Total</i>
<b>Number of pupils</b>				
<i>Protestant schools</i>	3,271	70,901	7,947	82,119
<i>Catholic schools</i>	79,292	917	176	80,385
<i>Integrated schools</i>	2,199	2,389	791	5,379
<i>All schools</i>	84,762	74,207	8,914	167,883
<b>Denominational proportion within school type</b>				
<i>Protestant schools</i>	4	86	10	100
<i>Catholic schools</i>	99	1	0	100
<i>Integrated schools</i>	41	44	15	100
<i>All schools</i>	50	44	5	100
<b>Denominational proportion across school type</b>				
<i>Protestant schools</i>	4	96	89	49
<i>Catholic schools</i>	94	1	2	48
<i>Integrated schools</i>	3	3	9	3
<i>All schools</i>	100	100	100	100

Source: Department of Education statistical press release 30 April 2002.

## APPENDIX 1

Table A3: Pupils in secondary schools, 1998/9 by religion and school type

	<i>Catholic</i>	<i>Protestant &amp; Other</i>	<i>Not recorded</i>	<i>Total</i>
<b>Number of pupils</b>				
<i>Protestant schools</i>	1,264	35,363	3,658	40,285
<i>Catholic schools</i>	45,905	212	87	46,204
<i>Integrated schools</i>	2,791	2,137	341	5,269
<i>All schools</i>	49,960	37,712	4,086	91,758
<b>Denominational proportion within school type</b>				
<i>Protestant schools</i>	3	88	9	100
<i>Catholic schools</i>	99	0	0	100
<i>Integrated schools</i>	53	41	6	100
<i>All schools</i>	54	41	4	100
<b>Denominational proportion across school type</b>				
<i>Protestant schools</i>	3	94	90	44
<i>Catholic schools</i>	92	1	2	50
<i>Integrated schools</i>	6	6	8	6
<i>All schools</i>	100	100	100	100

Source: Department of Education statistical press release 23 March 1999.

## APPENDIX 1

Table A4: Pupils in secondary schools, 2001/2 by religion and school type

	<i>Catholic</i>	<i>Protestant &amp; Other</i>	<i>Not recorded</i>	<i>Total</i>
<b>Number of pupils</b>				
<i>Protestant schools</i>	984	34,405	2,774	38,163
<i>Catholic schools</i>	44,951	250	149	45,350
<i>Integrated schools</i>	3,702	4,978	567	9,247
<i>All schools</i>	49,637	39,633	3,490	92,760
<b>Denominational proportion within school type</b>				
<i>Protestant schools</i>	3	90	7	100
<i>Catholic schools</i>	99	1	0	100
<i>Integrated schools</i>	40	54	6	100
<i>All schools</i>	54	43	4	100
<b>Denominational proportion across school type</b>				
<i>Protestant schools</i>	2	87	79	41
<i>Catholic schools</i>	91	1	4	49
<i>Integrated schools</i>	7	13	16	10
<i>All schools</i>	100	100	100	100

Source: Department of Education statistical press release 30 April 2002.

## APPENDIX 1

Table A5: Pupils in primary, secondary and grammar (including prep) schools, 1998/9 by religion and school type

	<i>Catholic</i>	<i>Protestant &amp; Other</i>	<i>Not recorded</i>	<i>Total</i>
<b>Number of pupils</b>				
<i>Protestant schools</i>	7,347	138,887	17,871	164,105
<i>Catholic schools</i>	157,970	1,219	252	159,441
<i>Integrated schools</i>	4,644	4,023	789	9,456
<i>All schools</i>	169,961	144,129	18,912	333,002
<b>Denominational proportion within school type</b>				
<i>Protestant schools</i>	4	85	11	100
<i>Catholic schools</i>	99	1	0	100
<i>Integrated schools</i>	49	43	8	100
<i>All schools</i>	51	43	6	100
<b>Denominational proportion across school type</b>				
<i>Protestant schools</i>	4	96	94	49
<i>Catholic schools</i>	93	1	1	48
<i>Integrated schools</i>	3	3	4	3
<i>All schools</i>	100	100	100	100

Source: Department of Education statistical press release 23 March 1999.

## APPENDIX 1

Table A6: Pupils in primary, secondary and grammar (including prep) schools, 2001/2 by religion and school type

	<i>Catholic</i>	<i>Protestant &amp; Other</i>	<i>Not recorded</i>	<i>Total</i>
<b>Number of pupils</b>				
<i>Protestant schools</i>	7,276	135,994	14,531	157,801
<i>Catholic schools</i>	151,905	1,368	356	153,629
<i>Integrated schools</i>	5,901	7,367	1,358	14,626
<i>All schools</i>	165,082	144,729	16,245	326,056
<b>Denominational proportion within school type</b>				
<i>Protestant schools</i>	5	86	9	100
<i>Catholic schools</i>	99	1	0	100
<i>Integrated schools</i>	40	50	9	100
<i>All schools</i>	51	44	5	100
<b>Denominational proportion across school type</b>				
<i>Protestant schools</i>	4	94	89	48
<i>Catholic schools</i>	92	1	2	47
<i>Integrated schools</i>	4	5	8	4
<i>All schools</i>	100	100	100	100

Source: Department of Education statistical press release 30 April 2002.



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