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**Submission to the Inquiry for Shared & Integrated Education from Forge Integrated Primary School.  
24 October 2014**

Dear Committee,

Thank you for inviting submissions to the Inquiry on Shared and Integrated Education. I write on behalf of the Board of Governors of Forge Integrated Primary School with particular reference to key barriers and enablers for Integrated Education.

It is our view that although the development and growth of Integrated schools in Northern Ireland has been significant over the course of the past 33 years there have been inhibiting factors that have resulted in growth being much less than would have been the case in different circumstances.

To choose to send your children to an integrated school in a society with deep and established divisions requires a degree of courage. For such schools to be successful they must be accessible and supported in order to become established.

Integrated schools have been supported through the 1989 Education Reform Order (NI) and subsequently by the Good Friday Agreement 1998 both of which underline a duty at governmental level to encourage and support integrated education.

In practice however, it is our view that this duty has, at times, been interpreted and administered in such a way as to act as an inhibiting factor on the growth of admissions and enrolments at integrated schools. The process for approval of permanent increases in admissions and enrolment numbers has, in some cases, led to integrated schools remaining artificially small.

This has suppressed the number of pupils in integrated schools and in some cases helped support the maintenance of pupil numbers in schools in other sectors.

The 'needs model' as employed by DE in recent years is an example of how permanent growth in integrated schools has been allowed only on the basis of a corresponding decrease in both the maintained and controlled sectors in a given area.

We contend that the application of such a model is inequitable and has not been applied to either of the dominant sectors where need is based on the number of places available only in the sector in question. The findings of a recent judicial review taken by Drumragh College seem to support this contention.

A number of integrated schools have struggled to gain support and make progress with these issues recently. It is ironic that we see suggestion from some academics and from CCMS that the integrated model hasn't grown to the extent that may have been expected.

No model of education can realistically grow if the mechanisms for growth are structured in such a way as to give more emphasis to protecting other sectors than to enabling growth in the sector that is developing.

We are not opposed to other genuine paths towards greater integration and there may be merit in some models of shared education. However, if shared education amounts to little more than having two or more separate schools in close proximity sharing some resources then we are likely to be investing in something that has a very limited impact.

There are hundreds of examples throughout Northern Ireland of sub-communities living in very close proximity to one another but quite separately. Sometimes that separation has a physical element as in the case of peace walls. More often the boundaries are invisible but none the less real. There are also numerous examples of such divided communities sharing resources such as leisure services and community facilities to an extent, but too often superficially.

Northern Ireland has dealt surprisingly effectively with some of the issues around segregated practices in the public realm and the idea of having different publicly funded institutions in terms of public sector workplaces or services is now unthinkable. Education remains the exception.

We believe that to fail to address the fact that the overwhelming majority of government funded mainstream schools here are still single identity institutions is out of step with almost every other country in Europe and beyond.

We accept that in some areas there are continuing difficulties with community relations that makes fully integrated schools difficult to establish. However, there is much research to support the fact that in many, many areas there is a real appetite for more integrated education. Our experience and observations are that the greatest impediment is not community relations or lack of appetite for integration but inadequate support and encouragement from authority. We feel that this lack of support is often a symptom of the opposition faced by ELBs and DE from those who would like to impede change and maintain the existing situation through limiting choice.

Integrated schools are a proven and sustainable means of bringing children together, promoting good community relations and developing a more cohesive and positive society for the future.

As we look towards exploring experimental models such as shared education it is also vital that that established and proven integrated schools are allowed the freedom to grow to their true potential and those barriers and impediments to growth are removed.

There is no more reliable or cost effective way of providing a genuinely shared education in those areas where integrated schools already exist and have demand for growth.

If we fail to encourage and develop proper, meaningful integration we will be failing our children and grandchildren. Sharing things out and creating two of everything has not worked in the past. There is plenty of evidence to underline the fact that sectarian divisions are still deep and that issues such as race and hate crime are developing problems here. Why on earth are we nurturing a system that keeps our children apart from their peers and neighbours during the most formative years of their lives?

Those political leaders who genuinely want to make Northern Ireland a safer, better, more prosperous place for all of its people must have the courage to meaningfully address segregated education. Generations to come will not thank us for baulking in the face of opposition from those in positions of influence who are prepared to put short term protectionism before long term peace, stability and prosperity.

We have outlined on the pages that follow our own story as a case study that illustrates the demand there is and the challenges we have faced around the growth of our school.

We will also happily engage in any verbal/face to face evidence gathering the committee are seeking input on. We held discussions with P5-7 pupils to discuss their views on and understanding of, Integrated, Shared and Segregated Education in Northern Ireland. A collation of their comments is included in this submission at Appendix 3. We have no doubt that we could put forward a delegation of pupils who would relish the opportunity to discuss their school with members of the committee.

Yours Sincerely,



Neville Watson  
Principal & Secretary to the Board of Governors

## 1. Background

1.0 We are one of two Integrated Schools serving South East Belfast the other being Loughview Integrated Primary School.

1.1 We opened in 1985 without DE approval and initially funded by the founding parents, some of whom re-mortgaged their homes in order to fund the start-up.

1.2 Forge has grown from 28 pupils in September 1985 to its current 304 pupils in September 2014. Along the way the school went through the process of becoming an officially recognised school and took on controlled status to become the province's first controlled integrated school.

1.3 Pupil numbers in integrated schools have grown continuously since 1981.

1.4 Forge IPS is currently the most over-subscribed primary school at P1 admissions level in any sector in the South East Belfast area. This is evidenced in a written response from the Minister of Education to a question asked by Dr Alasdair McDonnell on 06 June 2014 (Appendix 4)

1.5 Forge IPS has also experienced a greater degree of growth than any other primary school in South Belfast over recent years with Department of Education figures for the period from 2009 – 2013 showing a growth of 22%(Appendix 3). If the period of growth is extended to the start of the current school year we have seen a 7 year growth rate of 35%.

## 2. Current Issues

2.0 We are at a crucial point in our development. The school no longer has the accommodation to allow further growth. We have previously been able to source additional accommodation through support from the Integrated Education Fund and with the support of BELB.

2.1 Difficulties in progressing a development proposal put us at risk of being unprepared for the start of the school year in September. The explanation given for slow progress is that decisions have to be weighed carefully as change could be detrimental to other schools. This argument is well versed in terms of the possible impact of growing integrated schools on non-integrated schools. However, it is not applied in the same way to schools in other sectors. Growth in Maintained and Controlled single identity schools is measured against the impact there may be on other schools in those sectors, not all sectors.

2.2 To put the timescale into context, we have been operating on a temporary variation to our enrolment and admissions number because we have been oversubscribed since 2007. We have asking for support for a development proposal from BELB since the spring of 2010.

2.3 In December 2013 we received acknowledgement from BELB that they would accept submission of a development proposal. We immediately began the process. In March 2014 the proposal was discussed at a BELB Board meeting but deferred pending clarifying information. It will now be November before the BELB can next schedule the proposal at a meeting and we have been asked to carry out the pre-publication consultation exercise for a second time at DE's request due to the time lag between its completion in February and now. The pre-publication consultation exercise was completed fully in February 2014 well within the 12 month period stipulated in the most recent DE circular on Development Proposals. It is difficult to see the logic in this repetition of process.

2.4 Given that we need to prepare for P1 admissions process in January this lag in terms of time has the potential to obstruct our ability to meet the demand for Integrated Education in our area.

### **3. The Case for a Permanent Increase to Admissions/Enrolment Numbers at Forge IPS**

3.0 Enrolment and admissions numbers are decided by the Department of Education, often when a school is first officially established. At Forge these are 250 and 36 respectively. These numbers were put in place in the late 1980s when the school enrolment was still below 100. As the demand for Integrated Education has increased these numbers have become increasingly problematic for us and clearly need to be revised to take account of the significant change in demographic and parental preference over the course of more than 20 years.

3.2 An admissions number of 36 for P1 is not functional. If we get more than 30 applications we have to split the class. Two small classes of 18 is desirable from a learning and teaching point of view however, these small classes do not attract enough funding to pay a teacher's salary. The school could not sustain classes of 18 throughout the school. Nor can we have classes of 36.

3.3 For the past seven years the school's Board of Governors have applied to DE for a temporary variation in our admissions and enrolment numbers to allow us to admit all applicants who have an Integrated school as first preference if they can be accommodated within two P1 classes under DE class size policy.

3.4 The reasons for aiming to admit all applicants are twofold. It allows us to be financially viable in terms of pupil teacher ratio in P1 classes. Primarily though, it means that we are providing an integrated school place for those in the area who want it. It is the view of our Board of Governors that the school has a responsibility to meet that demand and this is in keeping with Article 64(1) of the Education Reform (NI) Order 1989 which states a duty on the part of the Department of Education to 'encourage and facilitate the development of integrated education'.

3.5 Successfully being granted a temporary variation has allowed us to enrol most of our P1 applicants. As this is a temporary arrangement DE policy requires us to allow this enrolment number to reduce if pupils leave or do not take up offered places.

3.6 If we had not pursued this policy over the past seven years and instead sought a temporary variation to admit only 30 P1 pupils per year (one full class) 121 children would have been refused admission to Forge and forced to attend a school that was not of their preferred sector. This year, despite having admitted 60 children on the basis of a temporary variation, four children whose parents had elected an integrated school as first preference have had to be rejected. These children are unlikely to get a place in an integrated school in the South Belfast area. Were we to adhere to our admissions number 24 children whose parents had chosen an integrated school place would have been rejected this year.

3.7 If we had not been prepared to go through this process year on year, seeking approval and additional accommodation our numbers would have remained artificially low, potentially adding weight to the misleading suggestion that integrated schools have not expanded as much as might have been expected. Our school could have grown more had there been a more encouraging policy towards growth.

3.8 Whatever your personal opinion on integrated education a situation where the equivalent of an entire class of children could be unable to get a place not only in the school of their choice, but also in the sector of their choice within a reasonable travelling distance of their home is inequitable. We do not believe this situation would be allowed to continue in either the established controlled or maintained sectors when the main impediment to resolving the situation is an artificial cap and concern about upset in other sectors. To be fair to the DE and our ELB such a situation has been avoided through the granting of temporary variations, however, without a more permanent arrangement we could face the same situation in 2015 but be unable to resolve it due to lack of accommodation.

3.9 Given that there is a legal duty for the Department of Education for Northern Ireland to facilitate and encourage the growth of integrated education the role of schools such as ours in facilitating that growth is of great benefit in helping meet that obligation and should not be inhibited.

3.10 As things stand we need a more permanent solution so that that we can be viable and help ensure that the demand for integrated school places in this area can be met. We want to have our enrolment and admissions numbers changed to allow the school to continue the natural growth we have seen in recent years and become a stable two form entry school.

3.11 We are now feeling positive and hopeful that our ELB will work very hard to support us through the development proposal process and we hope this is indicative of how things will be looking ahead for all schools in Northern Ireland. However, we know that experiences vary and ultimately the decision makers in this regard are DE.

3.12 Our pre-school enrolment and general trends in the area suggest that we will have another high number of applications in 2015. We also receive a significant additional number of applications from outside our own pre-school Unit. It is worth noting that up until the 2010 school year our pre-school had only 24 places meaning that in the three years prior to 2010 on average 39% of our P1 applications came from beyond our own pre-school.

#### **4. Imminent Pressures on Forge IPS**

4.0 Forge IPS must either continue to grow to enable class sizes that will attract income through the common funding formula that will sustain the school or, the school must reduce its staff, consequently reduce the number of classes, create composites and ultimately shrink in terms of enrolment. We found ourselves, for the first time in a decade, having to put in place composite classes for September of 2012 in order to live within our budget.

4.1 The reality is that our enrolment number of 250 is not and never was a number that can be sustained under the current common funding scheme. Likewise, an admissions number of 36 is nonsense given that the maximum number of children permitted in classes at Foundation Stage and Key Stage 1 is 30 and to split 36 pupils into two classes of 18 is not a situation any school could sustain under the current budget system

4.2 Reducing the enrolment number would reduce parental choice in this area specifically regarding integrated places which would be contrary to both to our ethos and the very reason the school came into existence in 1985. It would also be contrary to article 64(1) of the Education Reform Order 1989 which refers to the Department of Education's duty to 'encourage and facilitate the development of integrated education'.

4.3 It would also be self-destructive for a school to pursue a reductionist policy in the current climate. We understand that the education minister is minded to look at making significant decisions around area based planning and school sustainability in the near future and a shrinking school will not sit well with this.

## 5. The School's View on Future Provision and Related Challenges

5.0 We believe that there is very obvious potential for Forge to develop into a sustainable double intake primary school during the course of the next 2-5 years and the development proposal we have submitted to BELB is for that kind of phased growth. We submitted a proposal asking that from September 2014 or as soon as possible thereafter, to have our admissions number increased to 60 and our enrolment number increased to 320 rising to 420 by 2018.

5.1 The issue of under provision in the integrated sector in this area is quite straightforward. Our school and Loughview Integrated Primary School are both oversubscribed. While we know that there are local schools with unfilled places they are not integrated schools. There has been a tendency in the past for reference to be made to a DE 'Needs Model' which has often been interpreted as suggesting that an increase in the Integrated sector should be matched by a decrease in other sectors. We would point out that this is not equitable, has not been applied to other sectors and is not fit for purpose.

5.2 The impact of growth on other schools has consistently been cited as an inhibiting factor in allowing our school to expand permanently. Our growth has been gradual and it is our view that we are not having a significant effect on the enrolment of other local schools. Many of them have also experienced some growth and it is not legitimate to suggest that other schools are declining due to our gradual organic growth. Nor is it legitimate to argue that one sector should be suppressed in order to arrest decline in another (see points 5.1 & 5.3).

5.3 The findings of a recent judicial review taken by Drumragh College in Omagh has underlined the obligation on the Department of Education and in turn ELB's to comply with article 64(1) of the Education Reform Order 1989 which refers to the department's duty to 'encourage and facilitate the development of integrated education'. The findings of this review recognise that the needs model, is an analytical tool that can aid area based planning but should not impede the implementation of article 64. It also recognised a major flaw in the model in that it assumed no growth in the integrated sector, which is clearly not the case in reality. Justice Treacy commented in his summing up that, 'The department needs to be alive to the article 64 duty at all levels, including the strategic level.'

5.4 At time of writing we have been told that BELB that due to the repetition of the pre-publication consultation process our proposal will not be scheduled by BELB until their November meeting. It then has to progress to DE and go through the formal post-publication consultation process.

5.5 This leaves the school grappling with questions around how many children to admit in January 2015? Whether intended or not, the rate of progress of the development proposal submitted nine months ago but as yet unpublished has the potential to diminish our ability to plan and prepare effectively.

5.6 We are very pleased that the process is moving along and that the current management at BELB are working with us to progress the matter, however the process has been slow and out of sync with the needs of schools in terms of aligning with key events in the school and financial year.

5.8 If we as educationalists at school, ELB and Departmental level are to continue to enhance this community then the importance of developing effective and sustainable schools like Forge that are experiencing growth and success cannot be understated.

5.9 It would be a travesty if a growing and sustainable school were to be arrested in its development because it was unable to obtain the necessary permissions and support from the Department of Education and the Education and Library Boards to reach its optimum sustainable size.

5.10 The demand for Integrated Education in this area can most effectively be met in terms of sustainability, cost and quality of provision through the development of the resources and experience that already exist at Forge.

## **6. Conclusion**

We hope that our case helps illustrate how demand for Integrated Education in Northern Ireland has been growing in recent years and the difficulties encountered by schools such as ours in seeking to meet that demand.

It is too difficult for integrated schools to gain support from the authority bodies in order to grow.

It is deeply disturbing to read at time of writing in media reports that there is no plan to have any representation for the integrated sector on the new single Education and Library Board. In such circumstances these difficulties will persist and policy and practice is likely to be dominated by the interests of the controlled and maintained sectors.

We appeal to the committee to work towards the provision of an equitable system that upholds parental choice and does not inhibit the growth of integrated schools in order to preserve an educational landscape that limits choice and reinforces separation.

## Appendix 1

### Enrolment History – South Belfast Primary Schools 2009 – 2013

School Type C = Controlled, CM = Catholic Maintained, CI= Controlled Integrated, GMI – Grant Maintained Integrated, IMM = Irish Medium Maintained

School name	Type	Enrolment History – No. pupils at DE census in October of each year.					DE Enrol No.	Over/Under Subscribed	Grow Factor (If over-subscribed)	Empty Places	% Under subscribed	Under Subscribed 5 Years +
		09	10	11	12	13						
Belvoir Park	C	230	216	206	208	216	370	Under		154	42	Yes
Blythefield	C	94	93	85	83	82	513	Under		431	84	Yes
Botanic	C	189	178	180	176	176	210	Under		34	16	Yes
Cairnshill	C	439	458	429	429	429	583	Under		154	26	Yes
Carryduff	C	164	167	166	171	171	333	Under		162	49	Yes
Donegal Road	C	153	144	140	157	175	316	Under		141	45	Yes
Fane Street	C	137	135	152	167	187	495	Under		308	62	Yes
Finaghy	C	433	422	416	415	423	465	Under		42	9	Yes
Harding Mem.	C	227	203	195	185	195	210	Under		15	7	Yes
Knockbreda	C	136	168	162	156	160	225	Under		65	29	Yes
Nettlefield	C	205	218	243	248	268	375	Under		107	29	Yes
Rosetta	C	151	147	165	179	190	413	Under		223	54	Yes
Stranmillis	C	400	406	407	403	402	408	Under		6	1	Yes
Taughmonagh	C	153	177	171	166	170	160	Over	11%	-10	-6	No
Holy Rosary	CM	276	260	273	255	312	508	Under		196	39	Yes
St Anne's	CM	800	768	794	804	811	860	Under		49	6	Yes
St Bernard's	CM	393	400	393	403	406	446	Under		40	9	Yes
St Bride's	CM	786	776	788	807	817	809	Under	4%	-8	-1	No
St Ita's Primary	CM	397	427	453	483	508	510	Under		2	0	Yes
St Joseph's C'duff	CM	388	392	378	381	392	436	Under		44	10	Yes
St Malachy's	CM	211	202	230	248	263	350	Under		87	25	Yes
St Michael's	CM	417	413	415	416	416	409	Over	0%	-7	-2	Yes
Forge IPS	C.Int	223	231	248	265	273	250	Over	22%	-23	-9	No
Cranmore IPS	GMI	189	195	183	185	188	203	Under		15	7	Yes
Loughview IPS	GMI	393	395	401	406	412	406	Over	5%	-6	-1	No
Scoil An Droichid	IMM	105	99	113	118	120	145	Under		25	17	Yes

## Appendix 2

### Oversubscribed Places at Primary 1 Level 2014

Dr McDonnell asked the Minister of Education to detail the number of oversubscribed places at Primary 1 level in each education sector in South Belfast, that are administered by the (i) Belfast Education and Library Board; and (ii) South Eastern Education and Library Board, as of 1 May 2014.  
(AQW 33701/11-15)

Mr O'Dowd: The information requested for schools in South Belfast is set out in the following tables:

#### Controlled

School	Approved Admissions Number	First Preference Applications	Number by which over-subscribed
Rosetta PS	59	25	-
Harding Memorial PS	30	31	1
Nettlefield PS	54	45	-
Taughmonagh PS	28	25	-
Stranmillis PS	58	75	17
Finaghy PS	66	69	3
Donegall Road PS	45	24	-
Fane Street PS	71	26	-
Blythefield PS	73	7	-
Botanic PS	30	37	7

#### Catholic Maintained

School	Approved Admissions Number	First Preference Applications	Number by which over-subscribed
Holy Rosary PS	73	61	-
St Anne's PS	120	123	3
St Bride's PS	116	130	14
St Michael's PS	58	76	18
St Malachy's PS	50	58	8

#### Other Maintained

School	Approved Admissions Number	First Preference Applications	Number by which over-subscribed
Scoil An Droichid	21	23	2

#### Controlled Integrated

School	Approved Admissions Number	First Preference Applications	Number by which over-subscribed
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Forge Integrated Primary School, Belfast

Forge PS	36	60	24
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Grant Maintained Integrated

School	Approved Admissions Number	First Preference Applications	Number by which over-subscribed
Cranmore PS	29	25	

South-Eastern Education and Library Board

Controlled

School	Approved Admissions Number	First Preference Applications	Number by which over-subscribed
Knockbreda PS	30	27	-
Belvoir Park PS	53	29	-
Cairnshill PS	83	61	-
Lead Hill PS	30	8	-
Carryduff PS	48	22	-

Catholic Maintained

School	Approved Admissions Number	First Preference Applications	Number by which over-subscribed
St Joseph's PS	60	66	6
St Bernard's PS	60	61	1
St Ita's PS	82	95	13

Grant Maintained Integrated

School	Approved Admissions Number	First Preference Applications	Number by which over-subscribed
Loughview PS	58	77	19

Note: The figures were supplied by the Belfast and South-Eastern Education and Library Boards and reflect the position at 30 April 2014.

Source: Northern Ireland Assembly.

## Appendix 3

### Pupil Voice

We want to include the views of some of the children at our school as part of our submission. We had discussions with P5, 6 and 7 children (8-11 year olds) based on the questions below. Pupils made notes and we've bullet pointed most of the main comments. We have included most (some comments that were of a very similar nature haven't been repeated) without elaboration, as the children recorded them. The comments are therefore in keeping with the age and sophistication of the children but we think that the underlying message comes through. 'Out of the mouths of babes...'

#### Questions about Integration

**1. What do you think it means to be at an Integrated Primary School in Northern Ireland?**

- I feel good to go to an integrated school because you have a different mix of friends. P5
- I think it means we come from different religions and countries. P5
- What makes us integrated is that we take care of *all* children. P5
- It means that people from all over the world can come P6
- We accept any religion or culture. P7
- It is a great opportunity as there aren't that many integrated schools. P7
- We love learning together. P7
- At Forge there is no discrimination against anyone who comes from a different country or is of a different religion. P7

**2. What do you think makes this school different from other schools that aren't integrated?**

- I think it means that we are all different and although we come from different cultures, religions and countries we are friends. My friend is from Poland and we have fun together. P5
- Our school is different because there is a mix of people from different countries and religions. P5
- It makes everyone learn more and discover loads. P6
- I think that being an integrated school is very good and can help people learn about new religions. P6
- We are different because we share lots of things and it's better. P6
- Being in an integrated school is different from other schools in that it doesn't matter where you are from. P6
- Being in an integrated school is different because some schools separate the boys and girls and some schools separate religions. P6
- You can be educated and learn from each other. P7
- One of my best friends is Catholic and without an integrated school I wouldn't have met him. P7
- You can believe that Protestants and Catholics can work together. P7
- In my old school - it was perfect but it was posh and boring and everyone was the same. If you're in an integrated school everyone is different. P7
- It doesn't matter whether you have religion or not. We have the choice to take part or not in religious activities like prayers.
- You can make friends with children from other faiths, we are not all the same. P7
- We worry less about people getting offended, about differing opinions. We appreciate and accept that we are all different and have different thoughts on different matters. For example, football shirts aren't banned on non-uniform days because we can express our identity in a safe, secure place.
- There are equal opportunities for all.
- We are more relaxed/freer to be ourselves here!

- 3. How would you feel if you couldn't go to an integrated school because there were no places and you had to go to a school where most pupils were just Catholic or Just Protestant?**
- I wouldn't like it if I went to just a Protestant or Catholic School because I wouldn't have a mix of friends. P5
  - I think it would not be fair. They might have a good education but some people would not be able to go. P5
  - It's not a good idea to separate Catholics and Protestants because you might never get to meet new friends. P7
  - I wouldn't be able to meet friends with different backgrounds. P7
  - You wouldn't have the same choice of friends because everyone's the same. P7
  - Wouldn't feel comfortable/wouldn't be as diverse so it would be boring. You would be with the same type of people as yourself. P7
  - Children who don't relate to either the Catholic/Protestant faith would feel excluded or uncomfortable. At Forge we can learn about each other's beliefs. P7
  - You would feel cross that the choice of having an integrated school has been taken away from you.
  - If you had no Faith you could be upset because people might question you – they might not be as open minded. P7
  - During religious lessons you might feel shunted aside and uncomfortable. P7
  - I'd be worried about bullying because I might be the odd one out. P7
- 4. What do you think of the idea of having two schools, one Catholic and one Protestant close by and those schools sharing some things like sports' halls or classrooms and maybe also sharing some teachers or lessons?**
- I suppose it's alright but it would be better if they were integrated. P5
  - They might share some lessons or school trips. P6
  - I think it would be good for two different schools to use the same buildings together. They'd have to be friends.
  - I think it would be better to wait for a while to see if they like it! P6
  - I think it would be good for Catholic and Protestant schools to make friends. P7
  - Two schools would have very different ethos and wouldn't necessarily marry together well. P7
  - Building two schools and swapping teachers seems far more effort/hassle in an already busy day. P7
  - We are submerged all day in different cultures. Anything else would be watering down what we do naturally every day. P7
  - This sounds like a government money saving scheme. Do they really want us to mix or is it just a half measure to make it look as if they are addressing the issue of more integrated education? P7
- 5. Is there anything else you would like to say to our local politicians about integrated schools?**
- Give us more spaces in integrated schools and more integrated schools. P5
  - I would like to say get more integrated places. P5
  - I think that there should be more integrated education. P6
  - I think that there should be more integrated education because everyone feels welcome. P6