

Making  
aspiration  
a reality



# The Corporate Plan 2019-2022

The purpose of this plan is to set out the strategic functions and operations of the Controlled Schools' Support Council (CSSC) to inform the controlled sector, stakeholders and the public at large about the role and work of the Council within the context of the education service in Northern Ireland.

The plan has been developed through consultation with staff, representatives of the Council and stakeholders, including member schools.

It was adopted by the Council on 2 April 2019.

# Foreword



As the first chairperson of the Controlled Schools' Support Council (CSSC), I am pleased to present to you the first three-year corporate plan. This plan seeks to inform you of the role and work of CSSC as the organisation continues to establish itself.

CSSC came into operation on 1 September 2016 following extensive effort by the interim working group, chaired by Uel McCrea. The working group engaged with Ministers, the Education Authority, controlled schools, the Transferor Representatives' Council and other sectoral bodies to develop the vision of setting up an effective support organisation for controlled schools.

An excellent staff team was quickly recruited and the first AGM held on 8 March 2018 at which the Board of Directors was appointed.

Since then, CSSC officers have delivered high quality work, underpinned by listening to controlled school leaders at every opportunity to identify the needs of both individual schools and the sector as a whole. Most importantly, through a challenging programme of work, CSSC has sought to meet these needs.

CSSC is still a young organisation, having entered its third full year of operation in September 2019. As such, it will continue to establish itself, build relationships with controlled schools and other stakeholders, and ensure that the diversity and inclusivity of the sector is represented at all levels.

The Directors are pleased that feedback from controlled schools consistently highlights the valuable work the organisation is carrying out, as well as providing further insight as to how Council can support schools in addressing their needs.

Council will support efforts that aim to enhance the quality of education provision within the controlled sector, with a focus on advocacy, ethos, governance, raising standards and estate planning. The outcome will be that school leaders are supported to deliver high quality education to over 143,000 pupils from a diverse range of communities, enabling them to meet their potential.

**Mark Orr QC**  
Chairperson

A handwritten signature in black ink, appearing to read 'Mark Orr', written in a cursive style.

# Introduction



Since 1 September 2016, CSSC has been successfully advocating on behalf of controlled schools. I am pleased that 95% of controlled schools have chosen to register with Council, giving us a clear mandate to speak on behalf of the sector.

Listening to controlled school leaders has been fundamental to our achievements to date. A series of well-attended engagement events with Principals and chairs of Governors was held in early 2017 to underpin our 17/18 programme of work. In March 2019 we undertook an evaluation of this work with 47% of member schools responding and providing a valuable insight on how CSSC should continue to develop.

Informed by controlled schools, CSSC officers have delivered a range of conferences and events; responded to area planning development proposals; built relationships with key stakeholders; developed networks to share effective practice; successfully bid for additional funding; and raised the profile of controlled education.

It is important to acknowledge the work that has been required to set up an organisation from scratch. This work included the recruitment of a full team of 18 staff by early 2018; development of HR policies and procedures; development of a communications strategy and website; and instigation of a programme of research to ensure that our work is evidence based.

CSSC is well aware of the financial challenge facing the education system in Northern Ireland. This is impacting directly on schools in terms of the staff they can employ and the curriculum they can deliver. We are committed to raising this matter at every opportunity with those who can influence the situation, including local politicians, the Northern Ireland Affairs Committee, and senior civil servants.

In addition, the ongoing financial pressure facing controlled schools is having an impact on the mental health and wellbeing of principals and school staff. They are under increasing stress, and CSSC will continue to support and advocate on behalf of our principals in these challenging times.

Children deserve high quality education to enable them to meet their potential. CSSC will work to achieve this vision and ensure that the education system delivers for all.

**Barry Mulholland**  
Chief Executive

A handwritten signature in black ink, appearing to read 'Barry Mulholland'.

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# The controlled sector and CSSC

In many ways the controlled sector is unique. The Education and Libraries (NI) Order 1986 defined a controlled school as 'a grant aided school under the management of a board'.

With the re-organisation of education administration in Northern Ireland as determined by The Education Act (NI) 2014, Education and Library Boards were dissolved and most of their functions were transferred to the Education Authority (EA). The EA is the employing authority for a controlled school as well as the owner of the property, but the management of the school is exercised by a Board of Governors, constituted in accordance with legislation.

The controlled sector as we know it today originated in the early 20th century, when schools managed mainly by the Protestant churches were transferred to the state. Together with schools provided directly by the state, they formed a non-denominational church-related sector delivering free education for all children irrespective of background.

From these beginnings of a historic faith context and a commitment to free public education, today's controlled schools provide for a more pluralist society through a diversity of schools with individual characteristics, but with core values and principles which underpin a belief in high quality education for all, regardless of faith, race, class or philosophical conviction.

The diversity of the sector is evident in the age range of pupils it serves, three to 19, as well as in the types and locations of the schools which it represents. It celebrates the inclusion of nursery, primary, special, and post-primary schools within its wide reaching community, which

stretches from the remotest rural locations to the heart of the inner cities. Controlled schools welcome all young people, whoever they are and from wherever they come.

The establishment of the Controlled Schools' Support Council (CSSC) is founded in the context of the Education Act (NI) 2014, which provided that "The Department may, subject to such conditions as it thinks fit, pay grants to any body which is recognised by the Department as representing the interests of controlled schools".

The political agreement reached by the Northern Ireland Executive at its meeting on 9 September 2014, which supported the Act, provided the basis for the establishment, functions and financial resource for a controlled sector support body. This agreement was recorded at the Northern Ireland Assembly on 14 October 2014 during the debate on the second stage of the Education Bill, which became the Act. The functions of CSSC, as recorded in Hansard, are in Annex 1.

A working group set up the structure for CSSC in advance of its operational date of 1 September 2016. They oversaw the appointment of the Chief Executive and senior management team, who subsequently oversaw the appointment of the entire staff team by Christmas 2016.

The establishment of CSSC means that for the first time in the history of educational provision in Northern Ireland, there is a body to provide support to individual controlled schools and to the sector as a whole.

Council acts as an advocate for the needs, interests and values of controlled schools collectively and individually.

Kilkeel High School pupils participate in a shared education partnership with St Louis Grammar School.



# CSSC governance

The Board of Directors comprises of thirteen directors representing stakeholders in the controlled sector:

- six members elected by controlled schools
- four members selected through a public advertisement process and
- three members nominated by the Transferor Representatives' Council (TRC).

The TRC is comprised of members from the three largest Protestant Churches in Northern Ireland (Church of Ireland, Presbyterian and Methodist). It provides a united voice representing the interests of the churches

as former owners of those schools which were transferred to the state when the Northern Ireland education system was being established. There is a statutory link between the transferring churches and the schools through transferor representation on controlled school boards of governors.

The TRC was represented on the working group which was established by the Minister to create CSSC.

Details of current Council members, elected in 2017 for a four-year term, are shown in Annex 2.



Members of CSSC's Board of Directors at Castle Tower School

# Educational context

A school, or a community of schools, does not operate in a vacuum; rather it is shaped by the nature of the society in which it functions. The education system in Northern Ireland has developed in the context of a complex social history and it is important to note that the range and variety of school types and management structures is a reflection of both the fragmented nature of the society and the incremental growth of the system.

The development of sectoral bodies to represent the interests of the various school groups has been significant in seeking to ensure fair consideration of the specific needs and aspirations of particular sectors, as well as addressing issues of equality across the system.

CSSC has taken its place amongst the existing sectoral bodies (see Annex 3) in a spirit of co-operation and partnership. Faced with the task of acting as an advocate for the controlled sector and with developing and promoting a collective ethos in partnership with controlled schools and others, Council has sought to be outward looking and constructive in its interaction with the wider education community.

The issues of fair representation for all sectors and the spirit of constructive co-operation are more important than ever in the current climate of political and economic uncertainty. Political relationships between the UK, Ireland and the rest of the European community may undergo changes in the near future. These will impact on Northern Ireland in ways that have yet to manifest themselves but which may pose difficult questions across the board including the education community.

Changes in the migration patterns of some European citizens may have an impact on enrolment numbers or workforce planning and issues around the availability of some goods or services remain uncertain.

Should there be an economic downturn, with attendant pressures on public expenditure, it will be important to ensure that available resources are distributed as fairly and efficiently as possible. The Council's advocacy role will be essential in promoting the needs of controlled schools so that these are given full and fair consideration in the context of area and community planning.

Whilst the hard management issues of staffing, resources, pupil numbers and the school estate are important, it is perhaps in the less tangible area of school ethos that the Council has some of its most significant work to do.

In times of uncertainty for all, with anxiety or hardship for some, qualities such as tolerance, understanding, empathy and compassion become vitally important as young people seek to develop, grow and prepare for a future in an unfamiliar, more challenging society.

The school with the strong positive ethos can serve its students well, and if that ethos is shared more widely across a collective school community, the benefits for the individual young person and society as a whole can be substantial and enduring.

Congratulations to pupils of Banbridge Academy on winning the prestigious Action MS bronze boot for fundraising in 2019, for the eighth time.



# Working in partnership

CSSC will continue to develop partnerships across the education system in Northern Ireland and beyond.

The Department of Education (DE) and EA are two bodies that are significant in shaping the context in which we operate and in which we will seek to achieve the objectives set out in this plan. We also value our links with many other stakeholders including the TRC, Stranmillis University College and sectoral bodies, and we look forward to constructive working relationships with them in the years ahead.

In developing this plan we have taken account of DE's corporate goals, in particular those relating to raising standards and improving learning environments, which in turn reflect key issues in the Programme for Government.

We have also recognised EA's interim strategic plan in relation to improving educational outcomes for all children and young people.

We believe that our own objectives in terms of raising standards, school ethos, school governance, advocacy for our sector and estate planning will contribute to achieving the objectives in the Programme for Government regarding improving educational outcomes and reducing educational inequality across the system.

In addition, Council's work will support EA's objectives of improving outcomes for all children and young people and of increasing the capacity of schools to identify and effect improvement.



CSSC Chief Executive Barry Mulholland and Professor Anne Heaslett, Principal of Stranmillis University College



Raymond Caldwell, ETI Assistant Chief Inspector, Jayne Millar, Head of Education Support and School Support Officer Jill Brown of CSSC with Dr Alison Clark-Wilson



Barry Mulholland, CSSC Chief Executive, Rosemary Rainey OBE, TRC, Permanent Secretary Derek Baker, Sharon O'Connor, EA Chairperson, Mark Orr QC, CSSC Chairperson and Dr Andrew Brown, CSSC Vice-chairperson

# Vision, ethos and values

CSSC was established to support controlled schools and to play a full part in ensuring that there is parity of esteem and equality of treatment for all the education sectors in Northern Ireland.

## Vision

*The Controlled Schools' Support Council supports controlled schools, which are open to all faiths and none, in providing high quality education for children and young people to enable them to learn, develop and grow together, within the ethos of non-denominational Christian values and principles.*



Carrickmannon Primary School received the Derrytrasna Pastoral Care award, presented by DE and the Public Health Agency in April 2019. Knoackavoe School, Strabane, was also recognised for its exceptional pastoral care

## Ethos and values

Council recognises that there is a wide diversity amongst controlled schools but believes that they share an ethos reflecting core principles and fundamental values.

This ethos is based on:

- a belief that all our children and young people should have opportunities to gain the knowledge, skills and attitudes to prepare them for adult and working life and allow them to make a constructive contribution to society
- the conviction that an education service of the highest quality should be inclusive and demonstrate respect for diversity
- the values which underpin the Christian faith, including the belief in the dignity of every human being, the responsibilities of living in society and respect for self and others
- support for the teaching of religious education and developing in children and young people the moral values associated with Christian faith and the encouragement of their spiritual development.

In practical terms, we believe this means that controlled schools can:

- be inspirational within their communities so that children and young people aspire to high levels of attainment and self-confidence in life and work
- foster the spiritual and moral development of children and young people within the context of Christian faith and values whilst respecting other faith and non-faith philosophies.



Pupils at Kilkeel Nursery School enjoy outdoor play



The Craigavon Senior High School rugby team won the U16 Danske Bank High Schools Trophy and U16 Pollock Cup in one season ▲

Abbey Community College pupils continue to achieve excellent results ▼



Pupils from Sperrinview Special School in Dungannon performed a medley of Abba songs at CSSC's 2019 AGM ▼



- provide a high quality learning environment which caters for each young person equally as a unique individual
- encourage a sense of belonging to the school and wider community with its unique characteristics
- enhance respect for education as a key element in personal and community capacity building
- promote respect for diversity, understanding of difference and tolerance in a local and global context.

As a Council we aim to:

- value our service and our people
- be a diverse and inclusive organisation
- listen to our schools and stakeholders
- adopt a solution-focussed approach to problem solving
- promote an evidence-based culture
- openly engage with our partners
- be consistent and reliable
- maintain a sound information and statistical data base
- be accountable for our results
- be an innovative, learning organisation.

# Mission and corporate aims

As a Council we will strive, on behalf of schools and the controlled sector as a whole, to enhance the quality of education provision. We will deploy our resources as effectively as possible to meet the needs of those whom we serve.

We are committed to working in partnership with the other education bodies in Northern Ireland and to complement existing services. Risks of duplication or waste of resources are carefully managed through memoranda of understanding which are developed systematically with our partners.

As the advocacy body for the controlled sector, CSSC has a significant contribution to make to the quality of learning, the well-being of students and staff, the raising of standards and the improvement of the school estate.

Apart from its functions in relation to the nomination of governors to controlled schools, CSSC does not have a role in the management of schools or staff.

Our mission is expressed more fully in our six corporate aims, through which we aspire to make our vision a reality and which shape our programme of work. These aims, which were determined at the inception of the organisation and which define our roles and responsibilities, are as follows.

## *Advocacy*

### *a voice to be heard*

We will provide a representational voice for the controlled sector and act as an advocate for the sector or for individual schools as appropriate.

## *Ethos*

### *values to share*

We will work with the controlled sector to develop and maintain a collective and inclusive ethos, recognising that individual schools each have their own values, aspirations and culture.

## *Governance*

### *serving schools and learners*

We will identify, encourage and nominate governors for controlled schools and ensure that ethos is part of recruitment considerations in schools.



Regent House pupils spoke to Cool FM about their A level successes

## *Raising standards no limits here*

We will work constructively with DE and EA to raise educational standards within the controlled sector and thereby make a meaningful contribution to DE's corporate goal of raising standards for all.



Strabane Academy pupils, staff and the wider community will benefit from an investment of over £21m in a new school building. Photo credit: EA ▲

## *Estate planning a space to grow*

We will participate in Department of Education and EA planning processes for the schools estate through engagement in area planning and strategic planning, including community planning.

#WeCan THRIVE say pupils from Abbots Cross Primary School ▼



## *External relationships crossing thresholds*

We will build co-operation and engage with other sectors in areas of mutual interest, including the promotion of tolerance and understanding.

# Foundations for success

The Council believes that the achievement of its aims will be dependent on the quality of its people, the success of its organisational management practices and the integrity of its information base.

From the time of its inception, the Council has aimed to operate efficiently and to manage its business well. In order to sustain this and to maximise its effectiveness in achieving its corporate aims, four key strands of management practice have been identified as follows.



Ballyclare High School pupils take delivery of gratitude journals as part of its work on mindfulness

## *Effective relationship management*

Supported by:

- high standards of stakeholder relationships
- sound understanding of our schools' needs and aspirations
- working constructively with partners for mutual benefit
- meeting our obligations and honouring commitments
- a culture of trust, based on positive experience.

## *Effective resource management*

Supported by:

- recruitment, retention and development of high quality staff who share a passion for the service
- strategic and financial planning
- clear reporting arrangements
- efficient working
- a culture of accountability.



Limavady Grammar School pupils jump for joy on A levels results day



Pupils from Kilcooley Primary School show off their problem solving skills



Harvey Donnelly, Wellington College, winner of the 2018 BT Young Scientist and Technology Exhibition award ▲

Dromore High School pupils celebrated 'best ever' A level results in 2019 ▼



## Effective communications

Supported by:

- strategic communications planning
- evidence-based research
- sound information management
- efficient and secure data management
- a culture of openness and transparency.

## Effective governance arrangements

Supported by:

- a Council and committee structure that is properly informed to develop policy and oversee the work and direction of the organisation
- sound internal management and reporting arrangements
- a culture of mutual respect and support.

These strands run through all the activities of CSSC and its work programmes. Business plans and specific project plans, developed to manage the detail of operations, should ensure that each of the strands is accounted for.

# Values and principles

Our corporate plan is underpinned by a set of core values that will guide the work of the Council and inform our standards of conduct and behaviour as follows:

- focus on the needs of customers, foster a can-do attitude and be advocates in resolving problems
- respect each other, to be fair and to promote equality, good relations and inclusivity
- effectively engage with schools, principals, governors, staff and other key stakeholders
- take decisions in a spirit of openness, honesty and trust
- value our employees.

Council has agreed that the seven principles of public life (also known as the “Nolan Principles”) should guide everything that Council members and employees do and are as follows:



CSSC staff have raised £2208 for Cancer Focus NI, in memory of Pearse McCormick, CSSC's first Head of Corporate Services

**Selflessness** Council members and officers should act solely in terms of the public interest. They should not do so in order to gain financial or other benefits for themselves, their family or their friends.

**Integrity** Council members and officers should not place themselves under any financial or other obligation to outside individuals or organisations that might seek to influence them in the performance of their official duties.

**Objectivity** In carrying out business, including making appointments or awarding of contracts, council members and officers should make choices on merit.

**Accountable** Council members and the management team are accountable for their decisions and actions and must submit themselves to whatever scrutiny is appropriate to their role.

**Openness** Council members and officers have a duty to declare any private interests relating to their duties and to take steps to resolve any conflicts arising in a way that protects the public interest.

**Honesty** Council members and officers should be as open as possible about all decisions and actions they take.

**Leadership** Council members and officers should promote and support these principles by leadership and example.

# Your business is our business

## Turning corporate aims into strategic objectives

This section sets out the key objectives to be achieved in relation to each of our six corporate aims by the end of the 2019-22 planning period.

Objectives are set out under the aim to which they relate most closely. However given the nature of our aims and the realities of our activities, work towards one objective may make a contribution to more than one of the corporate aims.

The following abbreviations are used to facilitate identification of links across the aims:

- **Advocacy (A)**
- **Ethos (E)**
- **Governance (G)**
- **Raising Standards (RS)**
- **Estate Planning (EP)**
- **External Relationships (ER)**

## Advocacy

*a voice to be heard*



We will provide a representational voice for the controlled sector and act as an advocate for the sector or individual schools as appropriate.

By the end of the planning period 2019–2022 we will have:

- implemented efficient processes for identifying collective or individual advocacy needs in schools **(A)**
- provided advocacy support for the sector or for individual

- schools in accordance with identified need **(A, ER)**
- engaged with key stakeholders in representing the interests of the controlled sector **(A, ER, EP, RS, E, G)**
- responded to 100% of relevant consultations coming to Council in accordance with the consultation policy **(A, E, RS, EP, ER, G)**
- represented controlled schools on key project boards as identified by SMT and approved by the Council **(A, E, RS, EP, ER, G)**
- issued papers on policy issues affecting the controlled sector as identified by SMT and approved by the Council **(A, E, G, RS, EP, ER)**

## Ethos

*values to share*



We will work with the controlled sector to develop and maintain a collective and inclusive ethos, recognising that individual schools each have their own values, aspirations and culture.

By the end of the planning period 2019–2022 we will have:

- disseminated the ethos toolkit and promoted it across the controlled sector **(E, RS, G)**
- provided support, in collaboration with EA, for school leaders in the controlled sector in relation to the development of a non-denominational Christian ethos and the consideration of ethos and values in respect of staff recruitment **(E, RS, ER, G)**

- completed a piece of work in co-operation with a range of organisations to explore how school/community partnerships can support the promotion and development of the ethos and values within controlled schools **(E, RS, ER, G)**
- completed and disseminated a piece of research to examine the link between school ethos and positive educational outcomes, with recommendations for the controlled sector **(E, RS, G)**
- investigated the provision of support for teaching RE in controlled schools and established working relationships with other bodies in respect of support for RE and collective worship **(E, RS, ER, G)**
- worked in partnership with the EA and CCMS to develop and deliver an ethos programme of support for shared campus projects **(A, E, RS, ER, G)**
- arranged for the introduction of all first time principals to CSSC in partnership with EA **(E, RS, ER)**
- participated in celebrations for retiring principals in partnership with EA **(E, ER)**

## Governance

*serving schools and learners*



We will identify, encourage and nominate governors with regard to controlled schools and ensure that ethos is part of recruitment considerations.

By the end of the planning period 2019 – 2022 we will have:

- contributed to the evaluation of the 2018 reconstitution

process and the development of a reconstitution strategy for 2022 in partnership with DE and EA **(G, A, RS, ER)**

- developed an action plan for the 2022 reconstitution process in partnership with EA **(G, ER, RS, A)**
- continued the CSSC Governors' engagement programme **(G, RS)**
- delivered an annual governor training programme on ethos **(G, RS, A, ER, E)**
- promoted fully effective governance in the controlled sector in partnership with EA and TRC, including the recruitment of governors **(G, ER, RS, E)**
- developed, in partnership with EA, a training pack to ensure that consideration of ethos is an element in the agreed process for the recruitment and selection of staff in controlled schools **(E, ER, RS)**
- responded to identified needs of principals and governors in relation to ethos issues in schools **(E, A, RS)**

## Raising standards

*no limits here*



We will work constructively with DE and EA to raise educational standards within the controlled sector and thereby make a meaningful contribution to DE's corporate goal of raising standards for all.

By the end of the planning period 2019 – 2022 we will have:

- supported controlled schools in identifying, validating and disseminating best practice **(RS)**
- worked with controlled schools to identify, promote and celebrate success **(RS, E, A)**
- completed a three-year programme to build the capacity of senior leaders in controlled schools to embed evidence-based practice, conduct rigorous self-evaluation and lead improvement **(E, RS)**
- identified examples of international evidence-based practice and promoted their application in controlled schools **(RS, E, A)**
- developed the teacher professional learning programme in conjunction with Stranmillis University College **(RS, ER)**
- developed and implemented the CSSC/Stranmillis University College (SUC) student teaching award **(RS, ER, E, A)**
- disseminated the learning from the CSSC's programme of sign language workshops, Engaging with Sign, a Language for You and Me **(RS, ER)**
- made a strategic contribution to the partnership with Stranmillis on a research project examining the impact of male teachers on underachievement among boys **(RS, ER)**
- promoted 3rd party funding opportunities in controlled schools and supported individual schools with their funding applications **(RS, A, ER)**
- evaluated all support with a view to providing enhanced programmes which will have an impact on continuous improvement in schools **(RS, ER)**

## Estate planning

### *a space to grow*



We will participate in DE and EA planning processes for the schools estate through engagement in area planning and strategic planning, including community planning.

By the end of the planning period 2019 – 2022 we will have:

- completed annual reviews of estate requirements and provision across the controlled sector **(EP, A)**
- built capacity in controlled schools to enhance participation in estate planning processes **(EP, A, RS, ER, G)**
- responded to a range of issues in controlled schools by providing support within the scope of CSSC functions or signposting to the appropriate authorities **(EP, A, ER)**
- represented the interests of the controlled sector at 100% of area planning meetings at all levels, from strategic to local **(EP, A, ER, RS)**
- represented the interests of the controlled sector in the development of a three-year strategic plan 2020 – 2023 **(EP, A, ER, RS)**
- participated in the development and review of annual area action plans **(EP, A, ER, RS)**
- responded to 100% of relevant area planning consultations within the timetable set by the managing authorities **(EP, ER, A, RS)**
- participated in community planning where relevant to the interests of the controlled sector **(EP, ER, A, RS)**
- encouraged and facilitated opportunities to develop shared education as far as possible **(EP, ER, RS, A, E)**

## External relationships crossing thresholds



We will build co-operation and engage with other sectors in areas of mutual interest, including the promotion of tolerance and understanding.

By the end of the planning period 2019 – 2022 we will have:

- developed the existing framework of co-operation with EA by means of a review of the MoU and accompanying protocols **(ER, RS, A)**
- developed existing frameworks of co-operation with the TRC and Stranmillis University College **(ER, A, RS)**
- developed relationships with public, private and third sector bodies and other partners with the potential to deliver a positive impact for the controlled sector **(E, ER, A, RS)**
- developed the partnership with the University of Ulster to include the “Taking Boys Seriously” research programme **(RS, ER, E)**
- contributed to the THRIVE strategic partnership to raise standards in a specific geographical area **(RS, ER)**

***The objectives set out above, under each of our six corporate aims, will determine our work plans throughout the 2019-22 period. The effectiveness of our work and the quality of the service we provide to our schools will be determined by the strength and consistency of our four foundations for success, outlined in an earlier section of this plan.***

***The following is a statement of objectives relating to each of the four foundations.***

## Effective relationship management



Throughout the planning period 2019 – 2022 we will:

- respond to clients and partners in accordance with our member schools service standards policy
- meet our deadlines and commitments unless there are exceptional circumstances out of our control
- continue to carry out evidence-based research
- listen carefully to the needs and aspirations of controlled schools to inform our business
- develop a secure school registration and engagement database
- approach engagements with clients and partners constructively.

## Effective resource management



Throughout the planning period 2019 – 2022 we will:

- support and develop our people as valued colleagues
- work to develop as a learning organisation
- complete external audits and publish annual financial accounts within required timescales

- publish annual reports
- develop management reporting mechanisms to optimise the use of financial resources
- support the preparation of funding bids to external agencies as appropriate
- ensure that salaries are paid in accordance with all relevant agreements
- prepare an accommodation business case and implement the approved option
- review the CSSC organisational structure
- refine business processes in the light of reviews or particular circumstances.

## Effective communications



Throughout the planning period 2019 – 2022 we will:

- keep under review the approved communications strategy
- develop our internal communications systems
- continue to implement our plan to enable regular communications with member schools
- continue to deliver the research strategy as approved by the Council
- hold an annual flagship conference including the AGM, annual report and accounts
- conduct member surveys and facilitate annual thematic focus groups
- review information and document management systems annually.

## Effective governance arrangements



Throughout the planning period 2019 – 2022 we will:

- ensure that Directors are elected in accordance with the Articles of Association
- deliver Director induction programmes as required
- review the formal statement of roles and responsibilities of the Board
- ensure that the Board and committees receive high quality documentation to facilitate informed discussion and decision making
- develop a policy framework linked to our reporting processes.



Pupils from Cookstown High School performed at CSSC's AGM in 2019



Markethill High School took 2018 CSSC AGM delegates to Oz



Ballymacash Primary School pupils showed UTV viewers their sign language skills



Glenlola Collegiate pupils won the Ulster Schools' dance championships

# How are we doing?

## *Accountability in practice*

Aims and aspirations are the starting point in any planning activity but for all those who have an interest in our work, it will be through results and outcomes that the value of our activity is measured. Accountability is one of our corporate values and we aim to be a learning organisation.

Much has been achieved during the initial period of establishing CSSC, not least that 95% of controlled schools have actively opted-in to register with the Council. There has been a great deal of positive feedback from schools regarding support from the Chief Executive and other officers.

Partnership working is becoming well established through MoUs with key partners such as EA, TRC and SUC. CSSC has also developed sound professional relationships with schools and other stakeholders.

CSSC's website provides a wealth of information regarding the wide range of our activities and achievement.

It is important for us to have a structured approach to measuring our performance and reporting to our stakeholders. Therefore, we will record and evaluate our business activity and reflect on our results through a number of mechanisms, including:

- the annual report
- the annual accounts
- the annual general meeting

- reports to Council
- reports to the senior management team
- reports to DE
- post project evaluations
- event evaluations
- stakeholder focus groups
- a positive appraisal scheme for staff.

The above list is not exhaustive and the overarching purpose of all these mechanisms is to complete the cycle of engagement with our stakeholders from consultation, through action and feedback to service improvement and raising standards.

CSSC will use an Outcomes Based Accountability® approach to evaluate the impact of its work.



Alex the German bear paid a visit to Kilbride Central Primary School

# Annex 1 – Functions of CSSC

The functions of an organisation to provide support for controlled schools (now CSSC) were outlined during the education debate on Tuesday 14 October 2014. The following is an extract from the Northern Ireland Assembly Official Report.

The Minister for Education said “Alongside the Bill and its establishment of the Education Authority, I have also agreed with the Executive that, as part of the reorganisation of education administration, my Department will fund a new organisation to provide support for controlled schools. The functions of that body, as agreed by the Executive on 9 September 2014, will include:

- providing a representational and advocacy role for controlled schools, including advice and support in responding to consultation exercises in respect of education policies, initiatives and schemes and in regard to relationships with the Department, the Education Authority and other Departments;
- working with schools within the sector to develop and maintain its collective ethos, including, where appropriate, a role in identifying, encouraging and nominating governors and ensuring that ethos is part of employment considerations;
- working with the Education Authority to raise educational standards;
- participating in the planning of the schools estate;
- assessing ongoing provision within the sector;
- participating in area-based planning coordinated by DE and the Education Authority, including membership of the Department’s area planning steering group;
- engaging, where appropriate, in strategic planning processes, including community planning;
- and building cooperation and engaging with other sectors on matters of mutual interest, including the promotion of tolerance and understanding”.



<http://aims.niassembly.gov.uk/officialreport/report.aspx?eveDate=2014/10/14&docID=209460>

Scan this QR code to read the debate in full.

# Annex 2 – Directors of CSSC

The Directors, representing schools and the TRC, together with those from a public advertisement process, serve for four years. The first Directors were elected on 8 March 2017.

## **Mr Mark Orr QC – Chairperson**

Mark Orr is a practicing barrister and a Queen's Counsel, specialising in contract, commercial, property, trust and tax law. He is chairperson of the Board of Governors of Banbridge Academy and is former governor of Dromore Central Primary School.

## **Dr Andrew Brown - Vice-chairperson**

Presbyterian Church in Ireland /  
Transferor Representatives' Council  
Andy Brown is a Principal Lecturer in Teacher Education, Academic Head of Arts and Humanities, a member of the Academic Leadership Team, and Head of the BEd Primary degree at Stranmillis University College. Andy has wide experience of strategic leadership and policy work for various education bodies and trade unions.

## **Mrs Grace Trimble**

Principal, Kilkeel Nursery School  
Grace Trimble is an experienced nursery principal, who works in partnership with the school community stakeholders and the board of governors to enable continuous evaluation and improvement of educational provision. She previously served on the interim board of the Controlled Schools' Support Council.

## **Mr Raymond McFeeters**

Principal, Castle Tower School /  
Ardnashee School and College

Raymond McFeeters has worked in both mainstream and special controlled schools during his career and is committed to the vision, values and ethos of the controlled sector. Raymond also served on the interim board of the Controlled Schools' Support Council.

## **Mr Hugh McCarthy**

Hugh served as Principal of Killicomaine Junior High School for 23 years and taught in the controlled sector for 45 years. He previously taught in Banbridge High, Orangefield Girls' and Boys' Model, Belfast.

He currently lectures in Headship/Leadership with the Ulster University and sits on EA Appeals Panels. Hugh chaired the initial group which established a controlled schools' sectoral body, now the Controlled Schools' Support Council.

## **Mr Robin McLoughlin**

Principal, Banbridge Academy

Robin McLoughlin has strategic school leadership experience and has worked with many statutory and voluntary agencies. His vision and values are focused on high quality pupil-centred education. He is a past chairman of the Association of Controlled Grammar Schools and former president of the Association of School and College Leaders.

### **Mrs Heather Murray**

Principal, Millington Primary School  
Heather Murray has experience of both the primary and nursery sectors, having taught and led in a variety of settings from, small rural to large urban schools. Heather was one of the first interim directors of the Controlled Schools' Support Council.

### **Mrs Gillian Dunlop**

Principal, Largymore Primary School  
Gillian Dunlop has worked in six different controlled primary schools. She holds positions with GTCNI and the Ulster Teachers' Union. Gillian works to ensure that the Council's relationship with schools is open, transparent and honest, and in the best interests of children and young people.

### **Dr Peter Hamill**

Church of Ireland /  
Transferor Representatives' Council  
Peter Hamill is the Secretary to the Church of Ireland Board of Education (NI). He is a qualified teacher and vocational trainer with a PhD (University of Warwick) in the field of education. He has worked in the area of training and development for a number of organisations, including the Diocese of Connor, the former Education & Library Boards and the Northern Ireland Council for Voluntary Action.

### **Mr Kenneth Twyble**

Methodist Church in Ireland /  
Transferor Representatives' Council  
Ken Twyble is retired vice-principal of Killicomaine Junior High School and current chairperson of the Board of Governors at Bocombra and Orchard County Primary

School. He is the past Lay Leader of the Methodist Church in Ireland and currently a member of several Church committees.

### **Mr Johnny Graham OBE**

Johnny Graham is former principal of Belfast Model School for Girls and has also served as vice-principal in Dromore and Deramore High Schools. Throughout his career, Johnny has developed and maintained cooperative working relationships to achieve high educational standards and results.

### **Mr Bill Reilly MBE FRICS**

Bill Reilly is a chartered surveyor. A former member of the Western Education and Library Board, he is past-president of the Association of Education and Library Boards. Bill chairs the Board of Governors of Omagh Academy. He sits on the Boards of Gibson and Newtownstewart Model primary schools.

### **Mrs Dorothy Black MBE**

Dorothy has taught in the controlled sector and held positions with CCEA, to review the curriculum, and GTCNI to align teacher competencies across post primary and further education. She has interacted with senior management of all school types while working as a PGCE lecturer at Ulster University. Dorothy serves on the committees of two community based shared education projects.

Congratulations to #TeamLisneal pupils for their excellent achievements in 2019



# Annex 3 – Sectoral bodies within Northern Ireland’s education system

Other sectoral bodies representing the variety of schools within the Northern Ireland Education system are as follows:

- **CCMS** – the Council for Catholic Maintained Schools, established in 1989
- **CnaG** – Comhairle na Gaelscolaíochta, established in 2000
- **GBA** – Governing Bodies Association, established in 1948
- **NICIE** – the Northern Ireland Council for Integrated Education, established in 1987
- **CSTS** – the Catholic Schools’ Trustee Service, established in 2017



The Armstrong Primary School performed at the CSSC 2018 AGM

# The Corporate Plan 2019-2022

**Controlled Schools' Support Council**

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