# Area Plan for Catholic Post-primary Schools in Enniskillen

## Mount Lourdes Grammar School
## St Fanchea's College
## St Joseph's College
## St Michael's College

## Pre-publication Consultation Response Booklet for Parents, Staff, Pupils and Members of the Board of Governors

## Closing Date: 17 December 2026

## 1.INTRODUCTION

### What is contained in this consultation response booklet?

The St Michael's Educational Trust (Trustees) and the Council for Catholic Maintained Schools (CCMS) consult with parents/guardians, governors, pupils and staff, on any proposed change to a school before they make a final decision on a proposal. [1] This booklet outlines opportunities and challenges facing the schools in the area and the options which were considered to respond to these. It outlines the proposals Trustees and CCMS consider will ensure the future of high quality post-primary education in the area. The booklet contains relevant information for consultees.

### What are the proposals for the schools?

The proposals for the four schools are as follows.

*Mount Lourdes Grammar School will expand its admissions/enrolment number from 96/760 to 150/1000 to include the pupils of St Fanchea's College. It will also become co-educational from Year 8.*

*St Michael's College will expand its admissions/ enrolment number from 100/770 to 150/1000 in to include the pupils of St Joseph's College. It will also become co-educational from Year 8.*

*Both schools will remain voluntary grammar schools but will no longer use academically selective criteria as part of admissions to Year 8. St Fanchea's College and St Joseph's College will discontinue as educational institutions. Their pupils, staff and buildings will become part of the expanded schools.*

*The implementation date for the proposals is 1st September 2029 or as soon as possible thereafter.*

The change is designed to be as smooth as possible with the incremental change to co-education at Year 8, as a way of delivering for the future whilst protecting the stability of school provision for those already attending the schools.

### Why are we undertaking further consultation?

- A pre-publication consultation was carried out in May/June 2025 on the expansion of St Michael's College to include St Joseph's College and on the expansion of Mount Lourdes Grammar School to include St Fanchea's College.
- During the consultation the implementation arrangements for the transfer of staff from St Joseph's College and St Fanchea's College were noted as being covered by Transfer of Undertakings (Protection of Employment) Regulations (TUPE) as they were affected by their schools' closures.
- TUPE legislation provides protections for employees where a business, service or undertaking transfers from one organisation to another. Where TUPE applies, employees are entitled to transfer to the new employer, and, with limited exceptions, their terms and conditions and continuous employment is preserved.
- Following consultation with legal advisers and trade unions it is now recognised that employees of St Michael's College and Mount Lourdes Grammar School are also likely to fall within the definition of 'affected employees' under TUPE. Whilst their employment is not transferring, the proposed transfer of pupils, staff, premises and functions of St Joseph's College and St Fanchea's College may have an impact on them and their employment.

[1] St Michael's Eduational Trust Is the Trust body for Catholic schools in the Northern part of the Clogher Diocese.

- As ‘affected employees’, there are certain obligations towards these employees in terms of the information and consultation process prior to any proposed transfer. If this proposal is approved by the Education Minister, the expanding schools will identify an extended structure to accommodate the additional pupils and staff.
- The proposed structure will be implemented in accordance with TUPE requirements, the School Re-Organisation Agreement TNC 2013/2, the Collective Agreement (JNC Circular 224), the relevant recruitment procedures, and subject to full consultation with affected staff and their trade unions.
- CCMS and the Trustees consider it appropriate to open the pre-publication consultation again given that it is over a year since the first consultation period ended. This will ensure that all stakeholders have an opportunity to consider the updated information before any decision is taken on whether the proposals should proceed.
- Due to the passage of time the proposed date for implementation of the proposals, if approved, has been extended to 2029.
- It is important to note all responses received during the previous consultation will be retained and considered alongside responses received as part of this consultation.

**Who is making the proposals?**
CCMS has a statutory duty, under Article 142 of the Education Reform (Northern Ireland) Order 1989 to promote and co-ordinate the planning of the effective provision of Catholic maintained schools in consultation with the Trustees of the Clogher Diocesan schools (St Michael’s Educational Trust). CCMS will bring forward development proposals for St Fanchea’s College and St Joseph’s College. The Trustees of the Clogher Diocese schools (St Michael’s Educational Trust) will bring forward the proposals for St Michael’s College and Mount Lourdes Grammar School. The proposals will be submitted together as an area solution for the Catholic Managed post-primary schools in Enniskillen.

The Department of Education (DE) sets policy for the management of sustainable schools, the Sustainable Schools Policy 2009 (see below P4). The Education Minister makes the ultimate decision on whether to approve any proposals or not.

**Where did these proposals come from?**
The proposals came from analysis conducted by Trustees and CCMS as part of an ongoing project to determine the future of post-primary provision in the area. Representatives of the four schools advised on elements of the proposals most significantly: declining enrolment numbers; co-education; and improving the curricular offer for all pupils. The overarching objective of the project is to give children and young people the best start in life by delivering strategic change to post-primary provision in the Catholic-managed sector in the Enniskillen area. The key conclusions drawn were the following: tShe Trustees and CCMS intention is to plan a network of sustainable schools capable of delivering excellent educational provision in line with DE’s Sustainable Schools Policy.

The change to the size of the schools will allow:
- DE’s Entitlement Framework for the curriculum to be delivered more effectively in schools with higher pupil numbers;
- the effective management of the anticipated downturn in the local school population of 10% within the next 10 years; and
- the management of the significant financial pressures all schools are facing making it increasingly challenging to sustain a broad and balanced curriculum.

Co-education is being proposed as it:

- is family-friendly allowing brothers and sisters to continue to be educated together;
- allows for a wider range of curricular and extra-curricular activities to be provided by schools; and
- can provide further Specialist Educational Provision.

The proposals for two larger co-educational schools will provide an opportunity to enhance the curriculum to provide the following outcomes.

- A diversified curriculum for all pupils, offering vocational and academic pathways
- Responsive curriculum for a changing qualification landscape and career pathways.
- Increased capability and capacity to offer additional specialised subjects.
- Enhanced collaboration between both schools to develop a comprehensive curriculum offer.
- Continued co-operation and development within the Fermanagh Learning Community.

The modern working and social environment requires young people to develop the skills needed to collaborate, communicate and succeed together. Trustees, CCMS and school representatives advise a co-educational setting offers the best preparation for this environment. The following values were identified when the project was established in 2019.

Any proposals for the future of post-primary education should reflect the following values.

- **Excellence** – provision must meet the needs and aspirations of individual pupils through high quality leadership, learning and teaching, within a system that provides a high level of pastoral care for all. Provision will inspire confidence in the schools' communities.
- **Gospel values** – provision that creates communities which are welcoming, caring, and respectful with Christ at their centre.
- **Achievable** – a model that is supported by all stakeholders within the context of broader provision.
- **Sustainable** – a model that is financially and educationally sustainable for current and future generations.
- **Inclusive & accessible** - provision that ensures all children have access to a school that prepares them for the opportunities and challenges of the modern world.
- **Aspirational** - a model of provision that establishes a vision for future capital investment whilst maximising existing infrastructure.

The proposals address the values above.

**What were the relevant policies and strategies for the project?**

The aim of the DE Area Planning Strategy is to ensure the development of a network of sustainable schools across Northern Ireland. It states that schools should be able to provide access to a range of education provision that is appropriate to the needs of pupils.[2] Its strategy aims to ensure that every pupil has:

- access to a broad and balanced curriculum with opportunities to realise his or her potential;
- an education in which the learning outcomes are appropriate to his/her needs;
- access to quality teaching delivered in a caring and supportive environment; and
- an education delivered in modern, well-resourced facilities, suitable for the provision of education in the twenty-first century.

[2] https://www.eani.org.uk/publications/providing-pathways-strategic-area-plan-2017-2020

The proposals are in line with the following policies and strategies.

- Entitlement Framework Policy (The Education (NI) Order).[3]
- Sustainable Schools Policy 2009.[4] (See Appendix 1 for more detail.)
- Strategic Area Plan 2022-27 - Planning for Sustainable Provision.[5]
- Northern Ireland Commission for Catholic Education (NICCE) Post Primary Review Strategic Regional Report (2012).[6]
- The United Nations Convention on the Rights of the Child (UNCRC).[7]
- Section 75 of the Northern Ireland Act (1998).[8] and
- Rural Needs Act (2016).[9]

**What happens once this pre-publication consultation finishes?**

Once the consultation finishes the responses will be reviewed and a decision will then be made on whether to proceed with the proposals. If any consultee provides an alternative option, this will be considered. If Trustees and CCMS decide to progress the proposals, they will instruct the Education Authority (EA) to carry out a consultation on the proposals with local schools as well as initiating an 8-week public objection period on the proposal. The DE will consider all information received from consultees during this time and make a proposal to the Education Minister who will make the decision on the proposals. DE has produced detailed guidance on development proposals, which is how proposed changes to schools are made. The guidance is available on the DE's website. [10]

[3] https://www.education-ni.gov.uk/sites/default/files/publications/de/Entitlement-Framework-Directions-2017.PDF
[4] https://www.education-ni.gov.uk/sites/default/files/publications/de/a-policy-for-sustainable-schools.pdf
[5] Strategic Area Plan 2022-27 - Planning for Sustainable Provision_0.pdf (eani.org.uk)
[6] http://erstni.org/wp-content/uploads/2012/02/PPR-2012-v12.pdf
[7] https://treaties.un.org/doc/Treaties/1990/09/19900902%2003-14%20AM/Ch_IV_11p.pdf
[8] https://www.equalityni.org/ECNI/media/ECNI/Publications/Employers%20and%20Service%20Providers/S75GuideforPublicAuthoritiesApril2010.pdf
[9] http://www.legislation.gov.uk/nia/2016/19/pdfs/nia_20160019_en.pdf
[10] https://www.education-ni.gov.uk/publications/circular-201709-guidance-publication-development-proposal-updated-september-2018

## 2. BACKGROUND TO SCHOOLS

The four schools in the project are located within the town of Enniskillen. See Appendix 2 for the pupil location maps for all four schools.

**Mount Lourdes Grammar School**
The school was established in 1909 by the Sisters of Mercy with the aim of providing an education that would qualify the girls of Fermanagh for the full range of employment opportunities that were available at the time. The school is located on Belmore Street in the centre of the town. It is an 11-19 school and in 2026-27 has an enrolment of 751 girls, with 492 girls in KS 3 and 4 and 259 in sixth form. The enrolment and admission numbers are 760 and 96 respectively. See Appendix 3 for the school's pupil location map.

There are 62 pupils (8.3%) in the school entitled to free school meals. School data (2026/27) shows 8.7% (65) of the 751 pupils are on the SEN register, 16 of whom are at Stage 3 with a further 49 pupils on Stages 1 and 2.

According to the schedule of accommodation, there are a total of 56 learning and teaching spaces.

**St Fanchea's College**
The school was established in 1960 and was originally located in Mill Street, close to the rear of the Mount Lourdes Grammar School building, in the centre of the town. The first enrolment was of 252 girls. As provision expanded and pupil numbers grew the school moved to new premises on a more spacious site. The new build was occupied in January 2006. The campus is located on Coa Road on the outskirts of the town. It is an 11-19 school and in 2026-27 has an enrolment of 311 girls, with 294 girls in KS 3 and 4 and 17 in sixth form. The enrolment and admission numbers are 350 and 60 respectively.

There are 85 pupils (27.3%) in the school entitled to free school meals. School Census data (2026/27) show that 30.3% (94) of the 311 pupils are on the SEN register, 45 of whom are at Stage 3 with a further 49 pupils on Stages 1 and 2.

According to the schedule of accommodation, there are a total of 25 learning and teaching spaces. See Appendix 3 for the combined accommodation details for St Fanchea's College and Mount Lourdes Grammar School.

**St Joseph's College**
The school was established in 1960 by the Presentation Brothers. It is located on Chanterhill Road, adjacent to St Michael's College. It is an 11-19 school and in 2026-27 has an enrolment of 257 boys, with 238 boys in KS 3 and 4 and 19 in sixth form. The enrolment and admission numbers are 370 and 74 respectively.

There were 94 pupils (36.6%) in the school entitled to free school meals. School data (2026-27) show that 158 (61.4%) of the 257 pupils are on the SEN register, 86 of whom are at Stage 3 with a further 72 pupils on Stages 1 and 2.

According to the schedule of accommodation, there are a total of 22 learning and teaching spaces.

**St Michael's College**
The Presentation Brothers founded a college for boys in 1903. St. Michael's College was formed in 1957 on the current site and was designated a Diocesan College. It was established to cater for the educational needs of Catholic boys from the Northern half of the Diocese of Clogher. The building opened in 1957 was designed to cater for 160 pupils. Boarding facilities were available for

about 60 boys. Since its foundation the College has continued to grow and expand. It now has 695 pupils. It is an 11-18 boys' grammar school and in 2026-27 has an enrolment of 690 with 517 pupils in KS3/4 and 173 in sixth form. The enrolment and admission numbers are 770 and 100 respectively.

There are 57 pupils (8.3%) in the school that are entitled to free school meals. School data (2026/27) show that 20% (138) of the 690 pupils are on the SEN register, 47 of whom are at Stage 3 with a further 91 pupils on Stages 1 and 2.

According to the schedule of accommodation, there are a total of 45 learning and teaching spaces. See Appendix 4 for the combined accommodation details for St Michael's College and St Joseph's College.

| **Mount Lourdes Grammar School** (**2420041**)**:** Enrolment Statistics * | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| School Year | Year 08 | Year 09 | Year 10 | Year 11 | Year 12 | Year 13 | Year 14 | Total (Y08-14) |
| 2019/20 | **98** | **94** | **97** | **98** | **96** | **131** | **126** | **740** |
| 2020/21 | **98** | **97** | **91** | **96** | **98** | **140** | **129** | **749** |
| 2021/22 | **101** | **98** | **99** | **91** | **95** | **128** | **139** | **751** |
| 2022/23 | **102** | **99** | **96** | **102** | **91** | **141** | **122** | **753** |
| 2023/24 | **96** | **102** | **99** | **96** | **98** | **128** | **138** | **757** |
| 2024/25 | **99** | **97** | **102** | **99** | **96** | **122** | **127** | **742** |
| 2025/26 | **100** | **100** | **97** | **106** | **98** | **124** | **125** | **750** |
| 2026/27 | **97** | **100** | **96** | **98** | **101** | **137** | **122** | **751** |

Table 1: Enrolment Statistic *Source: DE Census 2026-27 data from school*
* The enrolment figure includes supernumerary pupils (which are pupils with a statement of Special Educational Needs).

| **St Fanchea's College (2230099**)**:** Enrolment Statistics * | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| School Year | Year 08 | Year 09 | Year 10 | Year 11 | Year 12 | Year 13 | Year 14 | Total (Y08-14) |
| 2019/20 | **61** | **51** | **66** | **57** | **57** | **22** | **16** | **330** |
| 2020/21 | **51** | **60** | **53** | **67** | **57** | **6** | **16** | **310** |
| 2021/22 | **65** | **56** | **65** | **57** | **67** | **15** | **4** | **329** |
| 2022/23 | **68** | **66** | **55** | **65** | **58** | **7** | **12** | **331** |
| 2023/24 | **55** | **67** | **70** | **54** | **64** | **8** | **7** | **325** |
| 2024/25 | **64** | **55** | **67** | **66** | **50** | **12** | **7** | **321** |
| 2025/26 | **68** | **61** | **53** | **66** | **64** | **13** | **12** | **337** |
| 2026/27 | **56** | **65** | **61** | **50** | **62** | **6** | **11** | **311** |

Table 2: Enrolment Statistic *Source: DE Census 2026-27 data from school*
* The enrolment figure includes supernumerary pupils (which are pupils with a statement of Special Educational Needs).

| **St Joseph's College (2230100):** Enrolment Statistics * | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| School Year | Year 08 | Year 09 | Year 10 | Year 11 | Year 12 | Year 13 | Year 14 | Total (Y08-14) |
| 2019/20 | **51** | **37** | **53** | **22** | **38** | **24** | **12** | **237** |
| 2020/21 | **47** | **51** | **37** | **57** | **22** | **12** | **21** | **247** |
| 2021/22 | **51** | **54** | **54** | **48** | **64** | **7** | **9** | **287** |
| 2022/23 | **46** | **52** | **52** | **55** | **43** | **25** | **7** | **280** |
| 2023/24 | **55** | **47** | **59** | **55** | **55** | **10** | **18** | **299** |
| 2024/25 | **49** | **52** | **45** | **57** | **54** | **10** | **6** | **273** |
| 2025/26 | **47** | **48** | **52** | **48** | **52** | **10** | **10** | **267** |
| 2026/27 | **43** | **47** | **49** | **52** | **47** | **9** | **10** | **257** |

Table 3: Enrolment Statistic *Source: DE Census 2026-27 data from school*
* The enrolment figure includes supernumerary pupils (which are pupils with a statement of Special Educational Needs).

| **St Michael's College (2420043):** Enrolment Statistics * | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| School Year | Year 08 | Year 09 | Year 10 | Year 11 | Year 12 | Year 13 | Year 14 | Total (Y08-14) |
| 2019/20 | **102** | **104** | **100** | **92** | **101** | **120** | **76** | **695** |
| 2020/21 | **107** | **102** | **103** | **97** | **92** | **92** | **119** | **712** |
| 2021/22 | **104** | **106** | **100** | **102** | **98** | **93** | **92** | **695** |
| 2022/23 | **105** | **104** | **105** | **101** | **101** | **87** | **98** | **701** |
| 2023/24 | **106** | **105** | **103** | **108** | **100** | **86** | **89** | **697** |
| 2024/25 | **109** | **106** | **105** | **103** | **108** | **92** | **81** | **704** |
| 2025/26 | **105** | **109** | **105** | **104** | **101** | **89** | **94** | **707** |
| 2026/27 | **101** | **102** | **107** | **103** | **104** | **93** | **85** | **695** |

Table 4: Enrolment Statistic *Source: DE Census 2026-27 data from school*
* The enrolment figure includes supernumerary pupils (which are pupils with a statement of Special Educational Needs).

## Current SEN provision in the schools

Each of the schools meet the needs of pupils with SEN. They have safeguarding, child protection and pastoral care responsibilities. They have established safeguarding policies and procedures (including risk assessment procedures). St Joseph's College and St Fanchea's College both have two Specialist Provisions in Mainstream (SPiMS) for Key Stage 3 and Key Stage 4.

## 3. THE REASONS WHY DISCUSSIONS WERE COMMENCED ON SCHOOLS IN THE AREA

### i. Context

There have been a number of area planning initiatives in the wider Fermanagh area in recent years which reflect the imperatives to address co-educational provision; curricular provision and sustainability. The initiatives include the following.

- Opening of Erne Integrated College 1994.
- Amalgamation the Duke of Westminster High School, Kesh and Enniskillen High School 2004, creating Devenish College. It later amalgamated with Lisnaskea High School 2013.
- Amalgamation of Portora Royal School and Enniskillen Collegiate Grammar School in 2016 creating Enniskillen Royal Grammar School
- Amalgamation of St Comhghall's College, Lisnaskea, and St Eugene's College, Roslea in 2017 to form St Kevin's College Lisnaskea.
- Closure of St. Mary's High School in Brollagh in 2020.
- This project is part of a wider project to deliver sustainable provision in the Fermanagh area part of the Area Planning Operational Plan 3 (2026-27).

### ii. Co-education

The Trustees and CCMS consulted on the future of schools in Fermanagh in 2012 and recommended there be two schools in Enniskillen with the "feasibility of gradually moving away in the longer term to co-educational provision." Both bodies consider now is the time to consult on the introduction of co-education as fits society's expectations of boys and girls learning together, from pre-school onwards in preparation for their future life and work. Co-education is a family friendly approach and has the potential to allow pupils access to a wider range of subject and extra-curricular activities. The Trustees and CCMS note any move from single sex education to co-education provision in other areas of NI has been welcomed by pupils, parents and staff and that single sex primary provision in the area ceased in 2000 with the establishment of Holy Trinity Primary School; replacing St Teresa's Girls PS and St Michael's Boys PS.

### ii. Curriculum

The need for change to the post-primary curriculum was identified for post-primary schools, in the early 2000's, after widespread consultation with schools.[11] The key driver for change was the need to broaden the curricular pathways for all. To date significant broadening of the curriculum has been possible through schools working together in Area Learning Communities. It is noted that larger schools can offer a broader range of subjects, in house, within viable classes, and can be more adaptable as pupils' expectations and needs adjust in response to societal and economic change.

At KS4 and Post-16, the Entitlement Framework sets out the minimum number and range of courses a school should offer. This is set (by DE) as 21 courses with a balance of applied (vocational) and general (academic) subjects. The latest Skills in Demand survey from Ulster University was published on 10 Feb 2025 and sets out the skills and qualifications that will be in demand until 2033. Schools need to take account of the survey to ensure their offer is economically relevant and individually engaging with clear progression pathways for all pupils. The curriculum needs to be pupil-centred, future-focused and agile in response to a changing social and economic context.[12] Larger schools can provide more choice for pupils with greater flexibility

[11] Burns and Costello

[12] www.economy-ni.gov.uk/sites/default/files/2025-02/Skills%20%20Barometer%20Infographic%20-%20Final%20Draft%20for%20print.PDF

in offering combinations of subjects, in viable class sizes to meet the needs, interests and career aspirations of all pupils.[13]

### iii. Sustainability

The issue of larger schools reflects DE's sustainability policy and the CCMS and Trustees desire for a network of sustainable schools across NI.[14] Such a network needs to able to withstand the pressures of a declining population such as the downturn that is occurring now in our primary schools. Primary school numbers and birth rates indicate a 15% decrease in the post-primary population in Fermanagh and Omagh LDC 2027 -2043.

The expected impact on the 4 schools in Enniskillen is for a 10% drop in pupil numbers in the next 10 years from 2018 pupils to <1800 pupils potentially. This number does not allow for four or even threesustainable schools. The minimum number of pupils required for a sustainable post-primary school is 600 with Post-16 although it is generally accepted by many educationalists that a higher number of pupils is more desirable. The pattern of the two grammar schools reaching their current enrolment number of 1530 is likely to further reduce the enrolment of other Catholic post primary schools which are already significantly below the sustainability threshold. It is important to note that 55% of Catholic sector pupils in NI are in schools of 900 plus, and that most large schools are either close to capacity or are oversubscribed, indicating that they are meeting the needs of pupils and their families. See Appendix 6 for enrolment information on larger schools, figures taken from DE Census 2025/26.

[13]

[14] https://www.education-ni.gov.uk/sites/default/files/publications/de/a-policy-for-sustainable-schools.pdf

## 4. OPTIONS

**What options were considered for the future of Post Primary Provision in Enniskillen?**
The options noted below were reviewed as part of considering the way forward for the Catholic sector's post-primary schools in Enniskillen. All four schools are characterised by their educational excellence, sense of community and high levels of pastoral care. There is a high standard of learning experiences provided by all schools, and any proposals for change seek to further enhance and embed best practice.

**Option 1 No change**
This option, based on current enrolments, does not comply with the Sustainable School's Policy. It does not deliver the following key components:

- sustainability for all schools;
- co-education for all pupils;
- access to a broad and balanced curriculum, offering applied (vocational) and general (academic) pathways;
- a wider range of extra-curricular activities for boys and girls;
- management of financial pressures; and
- capacity to withstand fluctuations in enrolment numbers.

It is an unsustainable model and does not best serve the current and future needs and aspirations of pupils in the area.

**Option 2 One school**
This option would use the current four buildings with different year groups on different sites. This option would deliver the following key components:

- sustainability for all schools;
- co-education for all pupils;
- access to a broad and balanced curriculum, offering applied and general pathways
- a wider range of extra-curricular activities for boys and girls;
- management of financial pressures; and
- capacity to withstand fluctuations in enrolment numbers.

Whilst this option delivers on the components above it faces significant challenges in regard to implementation on Day 1. These include the following issues.

- A school building for 2,100 pupils (approx.) would not be delivered in a timely manner given the pressure on the DE budget. It is reasonable to assume the project would be expected to operate over a number of sites for many years.
- The four schools would close to create one school with all pupils and staff being disrupted to some degree with some being disrupted to a significant degree.
- There would be significant challenges associated with an amalgamation of the four schools into one. The principal designate would have to allocate staff and pupils from four different parent schools into a school of 2,100 across three sites, addressing all the associated challenges which can be expected during any amalgamation process.

The possible educational gains associated with a one school model on one site are outweighed by the potential negative impact on pupils and staff associated with having three sites. The many benefits and efficiencies one large school would be reduced or lost when the constraints of managing a permanent split site are taken into account. There is a significant risk that this option would have a negative impact on the quality of pupil and staff experiences.

**Option 3 Two single sex schools**
This option would use the current four buildings with St Michaels College and Joseph's College twined and Mount Lourdes Grammar Schools and St Fanchea's College twined. This option would deliver the following key components:
• sustainability for all schools;
• access to a broad and balanced curriculum, including applied and general pathways;
• a wider range of extra-curricular activities for boys and girls;
• management of financial pressures; and
• capacity to withstand fluctuations in enrolment numbers.

This option does not deliver on the key component of facilitating co-education provision commencing at Year 8.

**Option 4 Two co-educational schools with increased collaboration at Key Stage 4/ Post 16 options (proposal)**
This option would use the current four buildings with St Michaels College and St Joseph's College twinned and Mount Lourdes Grammar School and St Fanchea's College twinned. This option would deliver the following key components:
• sustainability for all schools;
• co-education for all pupils;
• access to a broad and balanced curriculum, including applied and general pathways;
• a wider range of extra-curricular activities for boys and girls;
• management of financial pressures; and
• capacity to withstand fluctuations in enrolment numbers.

It is intended that the two schools would cooperate to provide increased opportunities at KS4/Post 16 to ensure all pupils have the widest possible choice of extra -curricular courses and career pathways.

**What would the educational impact of the proposed change be?**
Option 4 two co-educational schools is the basis of the proposals being put forward. They create two expanded sustainable schools' with an approved enrolment number of 1000 each and admissions numbers of 150 each. The introduction of co-education has the potential to be more convenient for a significant number of families. The change would facilitate the effective and efficient use of facilities and create the opportunity to enhance existing resources.

The implementation of these proposals would give pupils (including those with SEN) the opportunity of engaging in a broader range of curricular and pastoral activities. Pupils would benefit from access to more niche subjects being delivered at KS4 and Post-16.

Staff in larger schools have access to greater levels of professional interaction and mutual support which can in turn lead to improved pupil outcomes. A larger staff would offer a wider range of expertise and subject specialisms which enhances the skills base of the staff as a whole.

Pupils with special educational requirements would continue to have their needs met in the expanded schools. CCMS would work together with the Education Authority's (EA) SEND and Youth Directorate to ensure the smooth transition of the existing specialist provisions, currently managed by St Joseph's College and St Fanchea's College into the newly configured schools.

The establishment of any additional specialist provision in the expanded schools would be determined by the EA in consultation with both schools. It is recognised the introduction of co-education in the expanded schools could offer increased opportunities for specialist provision.

Planning for sustainability requires building on current strengths to create a future which continues to provide high quality education for all. The provision planned for must be capable of meeting new educational and social challenges in what are demanding circumstances within school and in society generally.

These proposals are based on a strategic vision shared by the leadership of all four schools and their respective governing bodies. At the heart of this proposal is co-operation between schools rather than competition. The plan is to build a sustainable educational community through collaboration and development of resources which will improve opportunities for all young people and the wider community.

**Views and Alternative Sustainable Options**
This is a pre-publication consultation process, and consultees should contribute their views and any alternative options to Trustees and CCMS. All views received will be given due consideration and will inform the decision on whether to progress with these proposals.

## 5 EQUALITY SCREENING

**5.1 Explain the objectives of the proposal and the desired outcomes if approved – for example to reduce number of available places or to increase enrolment to meet demand. Detail how this aligns to Departmental policies and consideration given to Statutory Duties.**
The proposals noted above will support an area planning solution for the area in that it is addressing issues of sustainability, ensuring that school places are located as required and is consistent with Every School a Good School,[15] the Sustainable Schools Policy,[16] Providing Pathways, [17] and the Strategic Area Plan 2022-27: Planning for Sustainable Provision.[18]

The proposal will meet the educational needs of pupils. It will also continue to provide additional support to those who require it, ensuring those pupils with Special Educational Needs (SEN) realise their full potential. Pupils with SEN will continue to have their special educational requirements met, supported by SEND and Youth Directorate. Sections 1-4 above outline how the proposal will contribute to the delivery of education provision within the area.

**5.2 Equality Duty**
Equality screening of the proposals has been carried out (please see the attached Equality Screening document). Section 75 of the Northern Ireland Act 1998: A Guide for Public Authorities advises:

> The first duty is the Equality of Opportunity duty, which requires public authorities in carrying out their functions relating to Northern Ireland to have due regard to the need to promote equality of opportunity between the nine equality categories of persons of different religious belief, political opinion, racial group, age, marital status or sexual orientation; men and women generally; persons with a disability and persons without; and persons with dependants and persons without.[19]

The evidence received to date suggests that there are no major impacts on the protected groups within Section 75 of the Northern Ireland Act 1998.

As part of your response to the proposal, you may want to consider the following questions.
a. Are there any data needs or issues in relation to any of the Section 75 equality categories that have not been identified in Equality Screening consultation document? If so, what are they? Please provide details.
b. Are there any adverse impacts in relation to any of the Section 75 equality groups that have not been identified in the Equality Screening document? If so, what are they?
c. Please state what action you think could be taken to reduce or eliminate any adverse impacts that have been identified by CCMS or that you have identified.

**5.3 Voice of the Child**
The United Nations Convention on the Rights of the Child (UNCRC) Article 12 (1) of the UNCRC notes:

[15] https://www.education-ni.gov.uk/articles/every-school-good-school-esags
[16] https://www.education-ni.gov.uk/publications/schools-future-policy-sustainable-schools
[17] https://www.eani.org.uk/publications/providing-pathways-strategic-area-plan-2017-2020
[18] Planning for Sustainable Provision: Strategic Area Plan 2022-27 Primary and Post-primary Schools 29 June 2022
[19] https://www.equalityni.org/ECNI/media/ECNI/Publications/Employers%20and%20Service%20Providers/S75GuideforPublicAuthoritiesApril2010.pdf
Section 75 of the Northern Ireland Act 1998: A Guide for Public Authorities p7.

> Parties shall assure to the child who is capable of forming his or her views the right to express those views freely on all matters affecting the child, the views of the child given due weight in accordance with the age and maturity of the child.[20]

Consultation engagement with pupils is being managed by the four schools.

**5.4 Rural Needs Act 2016**

Section 1(1) of the Rural Needs Act (NI) 2016 ('the Act') requires public authorities to have due regard to rural needs when developing, adopting, implementing or reviewing a policy, strategy or plan and when designing or delivering a public service. The obligation to "have regard to" in section 1 of the Rural Needs Act only imposes an obligation to consider the relevant issues, not to give them any particular weight. The relevant issues are noted in the attached Rural Needs Impact Assessment. The areas from which each school attract pupils is, according to the Inter-Departmental Urban-Rural Definition Group, defined as rural.[21]

This document considers the potential of options for Post-primary provision in Enniskillen. The options were discussed with the Board of Governors of the school and are now part of the consultation with staff, BoG, parents/guardians and pupils of the four schools. This ensures information is received from the impacted stakeholders on all matters, including rural needs.

In determining whether to proceed with this proposal, due consideration will be given to the balance between meeting the enrolment, educational and financial requirements of the SSP and the proposals made. Pupils from the wider area will continue to access Post-primary schools in Enniskillen and transport will continue to be provided for children who meet the eligibility criteria.

The intention of this proposal is to advance the aspirations, aims and objectives of the SSP: "It is important that children in rural communities have access to a quality education in cost effective provision."[22] The proposal meets this requirement.

As part of your response to the proposal, you may want to consider the following questions.

a. Are there any data needs or issues in relation to the Rural Needs Impact Assessment that have not been identified? If so, what are they? Please provide details.
b. Are there any adverse impacts in relation to rural needs that have not been identified in the Rural Needs Impact Assessment? If so, what are they?
c. Please state what action you think could be taken to reduce or eliminate any adverse impacts that have been identified by CCMS or that you have identified.

[20] https://www.ohchr.org/en/professionalinterest/pages/crc.aspx
The United Nations Convention on the Rights of the Child p5.
[21] https://www.ninis2.nisra.gov.uk/public/documents/ur_report.pdf
[22] https://www.education-ni.gov.uk/sites/default/files/publications/de/a-policy-for-sustainable-schools.pdf p27.

## 6. IMPLEMENTATION

### What happens if the Department of Education approves the change proposed?

If the DE approve the proposals, CCMS, Trustees and the governors can start planning for the future. The following issues will be resolved by the governors with CCMS, the Diocesan Trustees, the EA and DE.

### Staffing

The Governors will decide how the classes should be organised in the expanded schools and what shape the associated management structure should be. Teaching staff from the closing schools will be afforded employment protection, for two years, under the School Re-organisation Agreement 2013/2. The non-teaching staff will be afforded employment protection for one year under the Collective Agreement (JNC Circular 224). In addition, TUPE legislation provides protections for employees where a business, service or undertaking transfers from one organisation to another. Where TUPE applies, employees are entitled to transfer to the new employer, and, with limited exceptions, their terms and conditions and continuous employment is preserved. Representatives of CCMS and the Education Authority will meet staff to discuss options should the development proposals be approved and an action plan for implementation be moved forward.

### Modifications to the buildings Day 1 and longer term

The current schools' estate has been audited, and the buildings can accommodate the new enrolment numbers. The current schools were designed to cater for either boys or girls therefore some reconfiguration of facilities will have to take place before Day 1 so that co-education is adequately provided for.

Mount Lourdes GS will continue to use the St Fanchea's College site and operate a split site which will be managed to best suit the requirements of pupils, and to allow the most efficient and effective use of staff. As soon as possible after reorganisation, capital investment will be sought from DE so that all pupils can be educated on the same site.

### Admissions

Each school's Board of Governors will determine its admissions criteria for entry at Year 8 and Post-16. Both schools will remain Voluntary Grammar schools but will not use academically selective admissions criteria. The schools will serve the feeder schools in Fermanagh and Tyrone which have traditionally sent pupils to all four schools.

### What is the timeline for implementation?

Trustees and CCMS are required to publish a development proposal with a Case for Change outlining the proposed changes to schools. At this point affected schools in the area are consulted on the proposed changes after which the EA publishes the proposal for public consultation. Once the public consultation finishes, the proposal is assessed by DE and the Minister of Education decides on it. The timetable below is provisional and is subject to approval to proceed to public consultation. The timeline can also be impacted on by the DE's decision-making process. If approved, the closure of St Fanchea's College and St Joseph's College would take effect from 31 August 2029, or as soon as possible thereafter. The expansion of St Michael's College and Mount Lourdes Grammar School would take place from 01 September 2029 or as soon as possible thereafter.

| Development Proposal Timeline | |
|---|---|
| **Proposal: Consultation on the future of** | **Proposed Timeline** |
| Consultation with Governors, Staff, Parents/Guardians<br><br>Consultation Responses to be forwarded<br><br>Responses will be considered and presented to CCMS Education Provision Committee.<br>Responses will be considered and presented to the St Michael's Educational Trust.<br>CCMS and St Michael's Educational Trust will make a shared recommendation. | 19 November 2026<br><br>17 December 2026<br><br>February 2027 |
| If agreed CCMS/St Michael's Educational Trust will forward a development proposal to the EA for publication and 4 weeks affected schools' consultation. | March 2027 |
| Statutory Objection Period (2 months)<br>Objections/comments to be forwarded to DE | May 2027 – June 2027 |
| Await Ministerial/DDE Decision | TBC |
| **Implementation**<br>If approved, the closure of St Fanchea's College and St Joseph's College would take effect from 31 August 2029, or as soon as possible thereafter. The expansion of St Michael's College and Mount Lourdes Grammar School would take place from 01 September 2029 or as soon as possible thereafter. | |

Table 5: Development Proposal Timeline

**HOW TO RESPOND**

Your views on the proposals noted on Page 2. You are encouraged to respond by **17th December 2026** using the online version of the pre-publication consultation questionnaire.

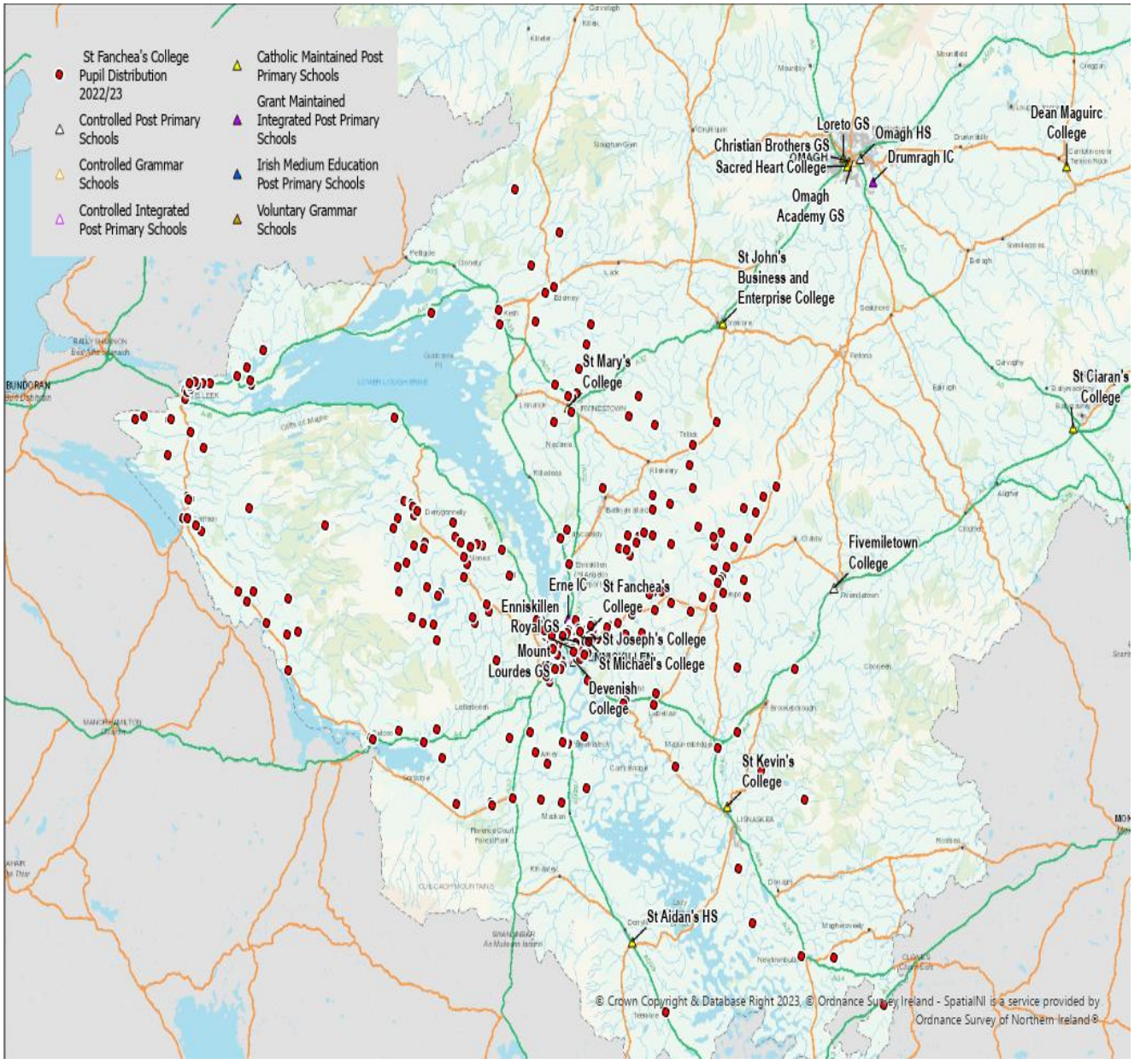
**Appendix 1**

Since 2011, statutory planning authorities and school managing authorities have been engaged in implementing the objectives of the Sustainable Schools Policy (SSP). A number of objectives from the SSP (p.4-5) are of particular relevance to this proposal. They are to:

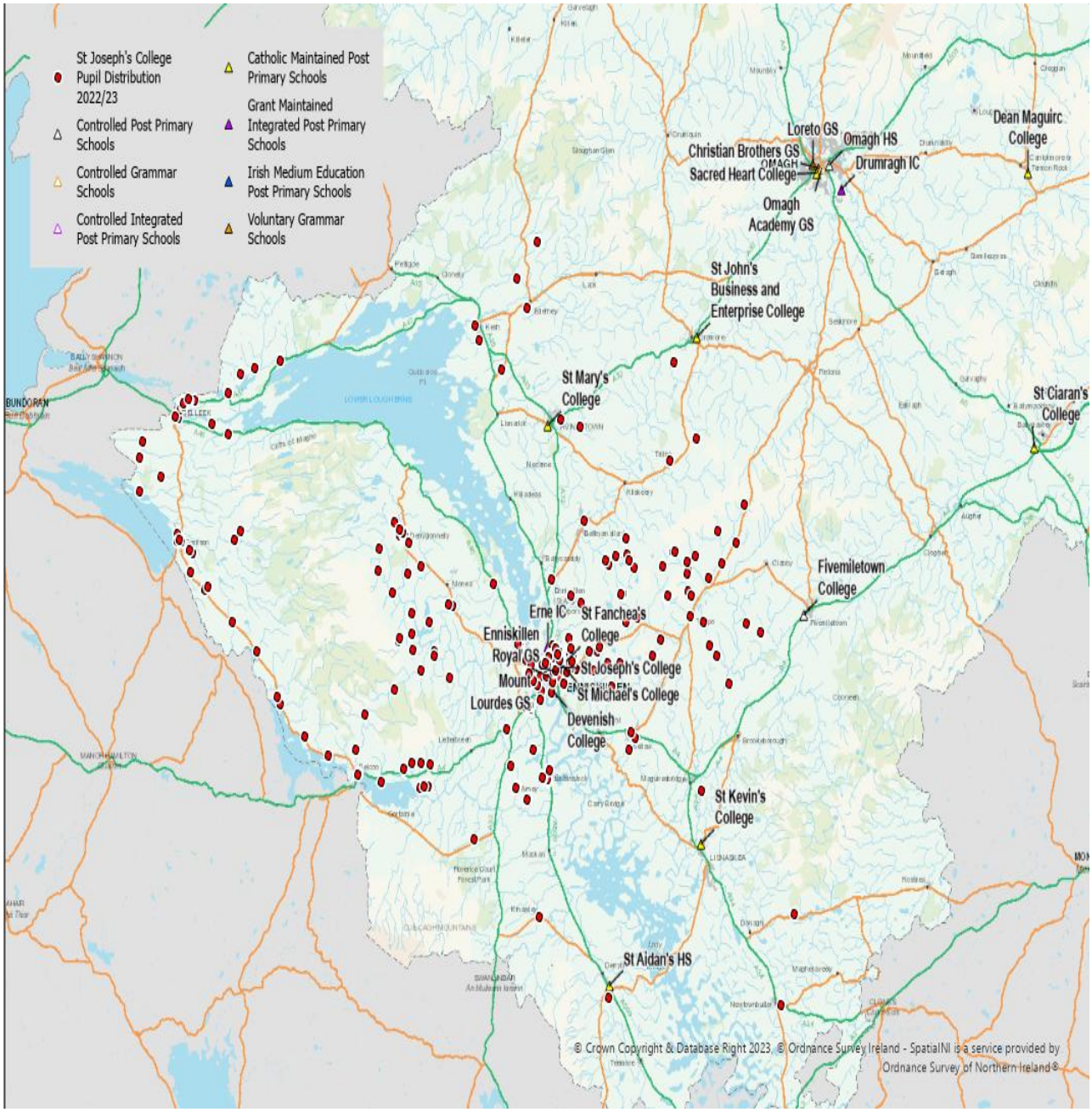
- ensure that the excellent quality of education available to some young people is made available to all, in both urban and rural settings, in accessible, modern, fit-for-purpose accommodation;
- improve outcomes for all but, in particular, to provide additional support to those who require it, including those children with Special Educational Needs, to realise their full potential;
- encourage schools to co-operate in sharing best practice to support children with Special Educational Needs and those with other barriers to learning;
- sustain strong, successful and viable schools, well led by their governors representing local stakeholders, principals and their staff, to be the centre of the education system, supported by effective administrative and strategic direction;
- implement a revised curriculum offering fresh opportunities, particularly to those for whom education is currently not working well enough;
- move away from the division of academic and vocational education to ensuring access to a broader educational experience for all young people, supported by better quality careers advice, signposting the appropriate pathways to the future;
- ensure that each school or set of schools can sustain the ethos which it values and has upheld for many years;
- create a new set of relationships amongst schools and colleges, based on strong, successful and sustainable institutions, well-funded and equipped but building on the expertise of the different sectors;
- sustain the quality, morale, health and well-being of the teaching workforce, youth workers and other educational professionals and support staff, helping them to prepare and implement the major education reforms and deal with the range of social challenges affecting young people, particularly in an increasingly diverse population; and
- uphold an education system that plays a powerful and positive role in the normalising of society, helping to make it sustainable and vibrant, with greater sharing amongst communities.

## Appendix 2 Pupil Maps

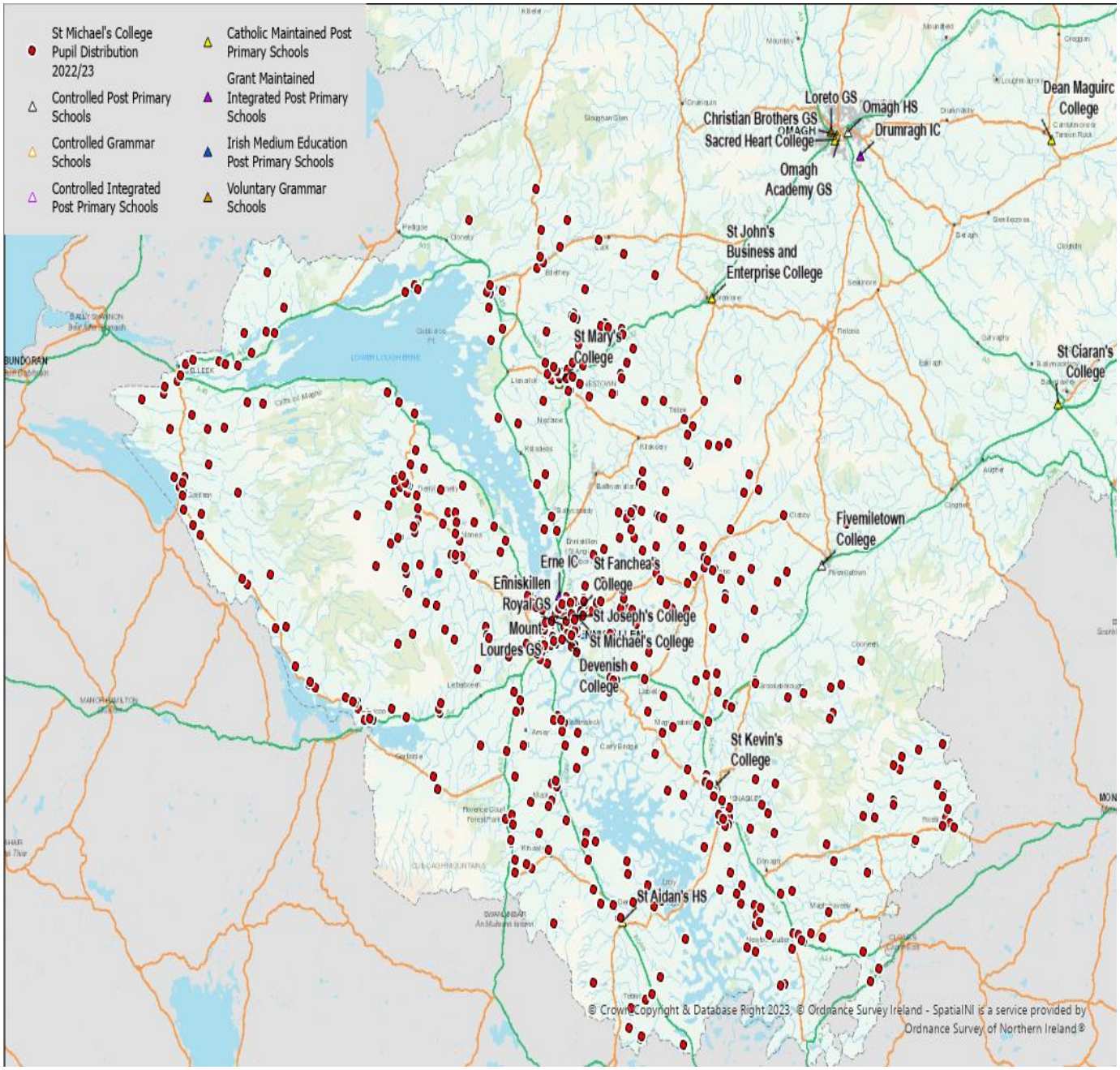
### St Fanchea's College



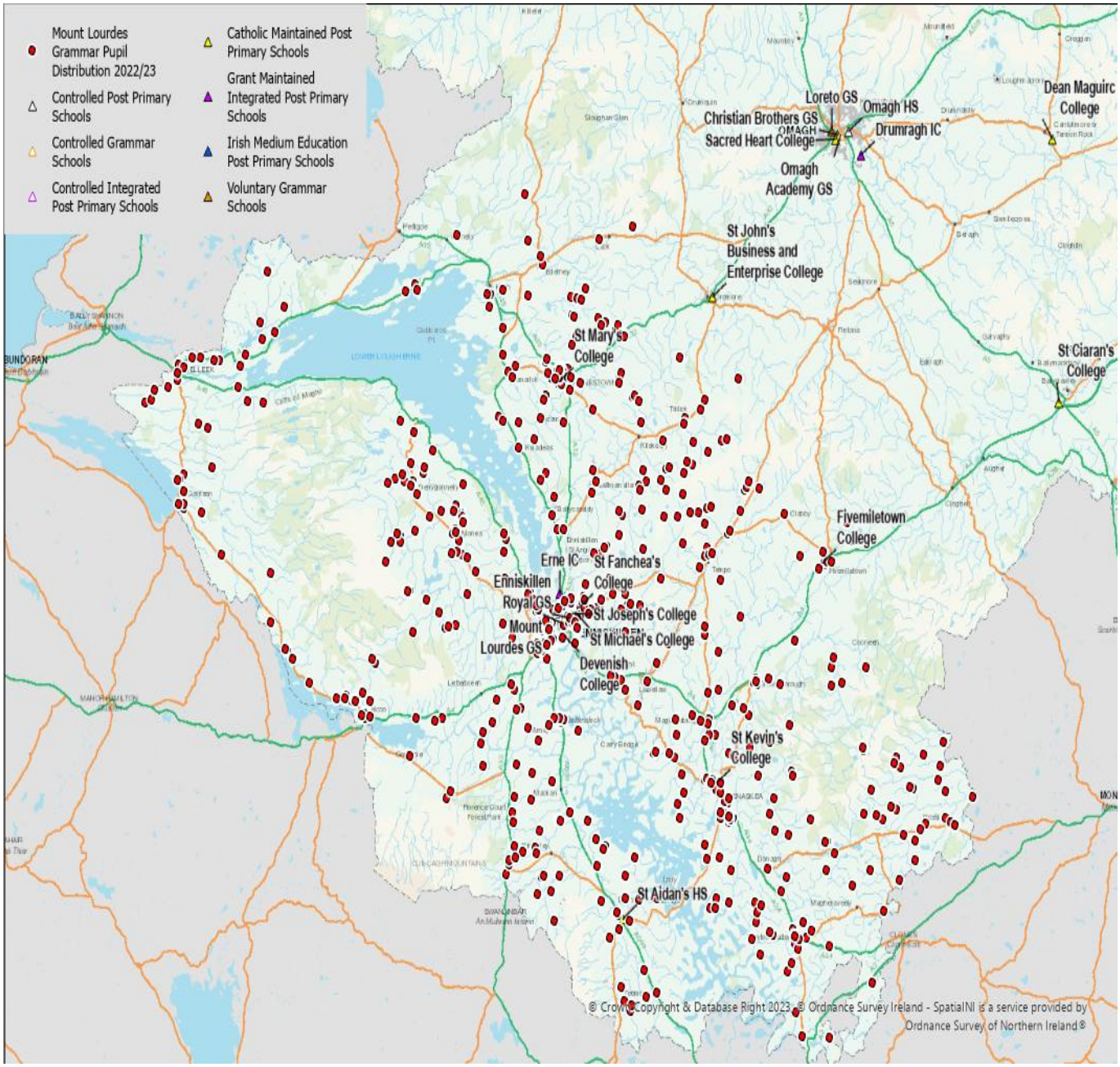
**St Joseph's College, Enniskillen**



**St Michael's College**



**Mount Lourdes College**



## Appendix 3 Accommodation at Mount Lourdes VBS and St Fanchea's College

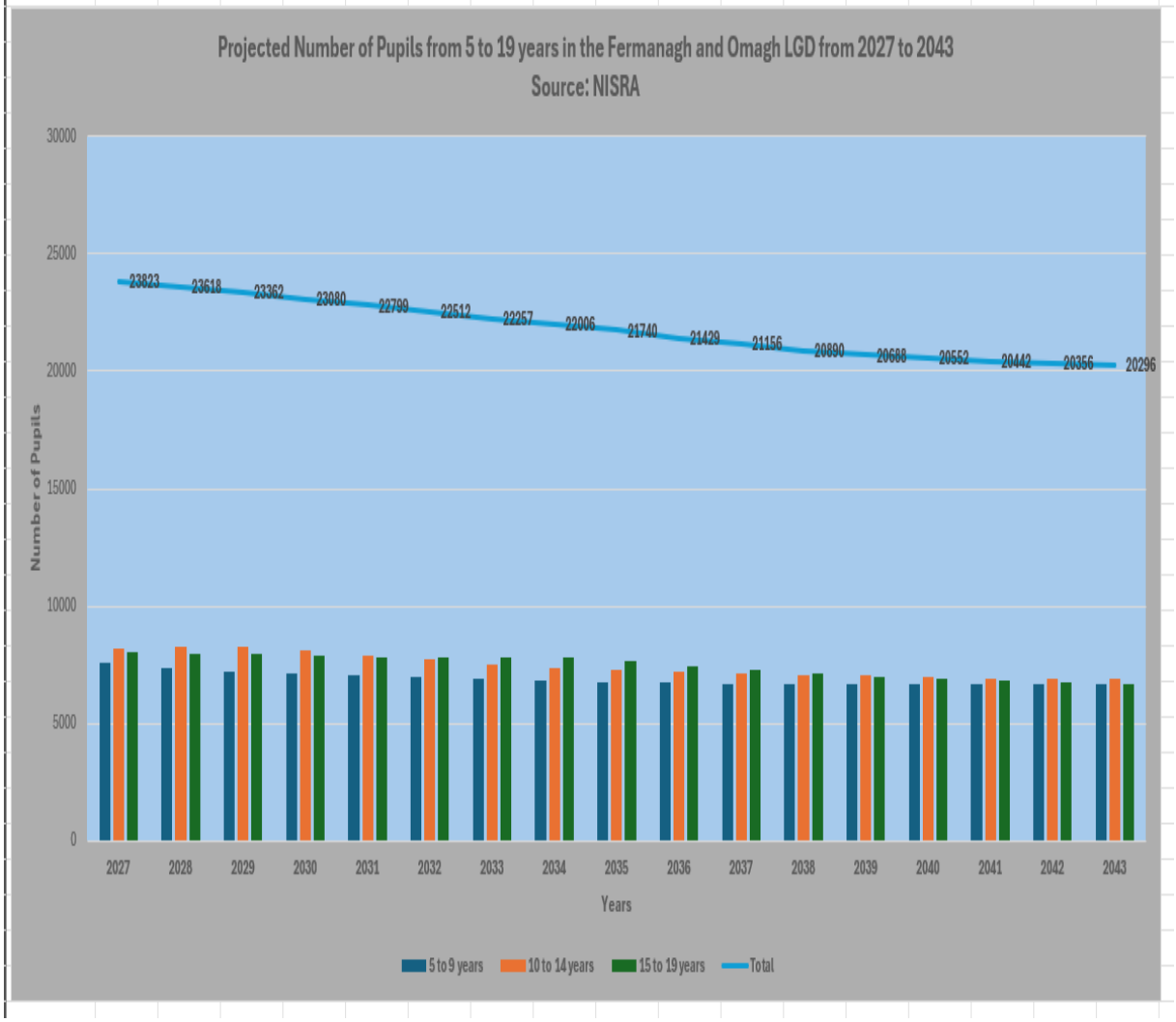
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|---|---|---|---|---|---|---|
| Teaching & Learning Spaces | MLGS | SoA | SFC | SoA | Total | Total |
| | En. No. 760 | 760 | En. No. 350 | 350 | Existing | SoA |
| | | | | | | |
| Science | 8 x 90 m2 | 6 x 90 m2 | 3 x 83 m2 | 3 x 83 m2 | 11 | 9 |
| | | | | | | |
| Technology & Design | 3 x 90 | 3 x 90 | 1 x 90 | 1 x 90 | 6 | 6 |
| | 1 x 83 | 1 x 83 | 1 x 83 | 1 x 83 | | |
| | | | | | | |
| Home Economics | 2 x 90 | 2 x 90 | 1 x 90 | 1 x 90 | 3 | 3 |
| | | | | | | |
| Art & Design | 2 x 90 | 3 x 90 | 2 x 83 | 2 x 83 | 4 | 5 |
| | | | | | | |
| Music | 1 x 83 | 1 x 83 | 1 x 67 | 1 x67 | 3 | 3 |
| | 1 x 67 | 1 x 67 | | | | |
| | | | | | | |
| Business Info Systems | 2 x 74 | 2 x 74 | 1 x 74 | 1 x 74 | 3 | 3 |
| | | | | | | |
| Geography & History | 2 x 74 | 2 x 74 | 2 x 74 | 2 x 74 | 8 | 8 |
| | 3 x 67 | 3 x 67 | 1 x 67 | 1 x 67 | | |
| | | | | | | |
| Physical Education | 1 x 440 | 1 x 440 | 1 x 440 | 2 x 260 | 3 | 4 |
| | 1 x 260 | 1 x 260 | | | | |
| | | | | | | |
| Drama | 0 | 1 x 90 | 0 | 0 | 0 | 1 |
| | | | | | | |
| Media Studies | 0 | 1 x 74 | 0 | 0 | 0 | 1 |
| | | | | | | |
| Learning Support Classroom | 1 | 1 x 60 | 1 | 0 | 2 | 1 |
| | | | | | | |
| General Classrooms | 22 | 13 x 60 | 9 | 7 x 60 | 31 | 24 |
| | | 4 x 51 | | | | |
| Total Centrally Timetabled | 50 | 46 | 24 | 22 | 74 | 68 |
| | | | | | | |
| Information Technology | 6 x 74 | 2 x 74 | 1 x 74 | 1 x 74 | 7 | 3 |
| | | | | | | |
| Multi-Purpose Hall | 1 x 260 | 1 x 260 | 1 x 260 | 0 | 3 | 2 |
| | | | | | | |
| Library | 1 x 138 | 1 x 138 | 1 x 55 | 1 x 110 | 4 | 4 |
| | | | | | | |
| Careers Suite | 1 x 75 | 1 x 75 | 1 x 75 | 1 x 75 | 3 | 4 |
| | | | | | | |
| Dance/Lecture/Drama Theatre | 1 | 0 | 1 | 0 | 3 | 0 |
| | | | | | | |
| Sixth Form Study | 1 | 1 | 1 | 1 | 5 | 1 |
| | | | | | | |
| Counselling Room | 1 | 0 | 1 | 0 | 3 | 0 |
| | | | | | | |
| LIA | 14,174 | | 5980 | | 20,154 | |
| | | | | | | |
| Total T & L Spaces | 56 | 48 | 25 | 23 | 81 | 71 |

## Appendix 4 Accommodation at St Joseph's College and St Michael's College

| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|---|---|---|---|---|---|---|
| Teaching & Learning Spaces | SJC | SoA | SMC | SoA | Total | Total |
| | En. No. 370 | 370 | En. No. 770 | 770 | Existing | SoA |
| Science | 2 x 83 m2 | 3 x 83 m2 | 7 x 90 m2 | 6 x 90 m2 | 9 | 9 |
| Technology & Design | 2 x 90 | 1 x 90 | 3 x 90 | 3 x 90 | 7 | 6 |
| | 1 X 83 | 1 x 83 | 1 x 83 | 1 x 83 | | |
| Home Economics | 1 x 90 | 1 x 90 | 2 x 90 | 2 x 90 | 3 | 3 |
| Art & Design | 2 x 83 | 2 x 83 | 1 x 90 | 3 x 90 | 3 | 5 |
| Music | 1 x 67 | 1 x 67 | 1 x 83 | 1 x 83 | 3 | 3 |
| | | | 1 x 67 | 1 x 67 | | |
| Business Info Systems | 1 x 74 | 1 x 74 | 1 x 74 | 2 x 74 | 2 | 3 |
| Geography & History | 1 x 74 | 2 x 74 | 2 x 74 | 2 x 74 | 4 | 8 |
| | | 1 x 67 | 1 x 67 | 3 x 67 | | |
| Physical Education | 1 x 260 | 2 x 260 | 1 x 396 | 1 x 440 | 2 | 4 |
| | | | | 1 x 260 | | |
| Drama | 0 | 0 | 0 | 1 x 90 | 0 | 1 |
| Media Studies | 0 | 0 | 0 | 1 x 74 | 0 | 1 |
| Learning Support Classroom | 2 x 60 | 0 | 0 | 1 x 60 | 2 | 1 |
| General Classrooms | 6 | 8 | 22 (8 are rented from the Diocese) | 17 | 28 | 25 |
| Total Centrally Timetabled | 20 | 23 | 43 | 46 | 63 | 69 |
| Information Technology | 2 x 74 | 1 x 74 | 2 x 74 | 2 x 74 | 4 | 3 |
| Multi-Purpose Hall | 0 | 0 | 1 x 260 | 1 x 260 | 1 | 1 |
| Library | 0 | 1 x 120 | 0 | 1 x 138 | 0 | 2 |
| Careers Suite | 0 | 1 x 75 | 1 x 75 | 1 x 75 | 1 | 2 |
| Dance/Lecture/Drama Theatr | 0 | 0 | 1 x 120 | 0 | 1 | 0 |
| Sixth Form Study | 1 | 1 | 2 (1 rented from the Diocese) | 1 | 3 | 2 |
| Counselling Room | 0 | 0 | 1 | 0 | 1 | 0 |
| LIA | 3,563 | | 10,278 | | 13,841 | |
| Total T & L Spaces | 22 | 24 | 45 | 48 | 67 | 72 |

## Appendix 5: Population Fermanagh and Omagh LDC

| | 2027 | 2028 | 2029 | 2030 | 2031 | 2032 | 2033 | 2034 | 2035 | 2036 | 2037 | 2038 | 2039 | 2040 | 2041 | 2042 | 2043 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 5 to 9 years | 7567 | 7351 | 7185 | 7104 | 7029 | 6964 | 6903 | 6844 | 6794 | 6751 | 6716 | 6693 | 6680 | 6676 | 6681 | 6696 | 6719 |
| 10 to 14 years | 8233 | 8268 | 8241 | 8116 | 7912 | 7740 | 7530 | 7371 | 7292 | 7218 | 7151 | 7091 | 7033 | 6982 | 6939 | 6902 | 6879 |
| 15 to 19 years | 8023 | 7999 | 7936 | 7860 | 7858 | 7808 | 7824 | 7791 | 7654 | 7460 | 7289 | 7106 | 6975 | 6894 | 6822 | 6758 | 6698 |
| Total | 23823 | 23618 | 23362 | 23080 | 22799 | 22512 | 22257 | 22006 | 21740 | 21429 | 21156 | 20890 | 20688 | 20552 | 20442 | 20356 | 20296 |



## Appendix 6

| School name | Total pupils | En No | Adm No |
|---|---|---|---|
| Bangor Academy & Sixth Form College | 1867 | 1420 | 242 |
| Methodist College, Belfast | 1855 | 1810 | 240 |
| St Paul's High School, Bessbrook | 1805 | 1355 | 215 |
| St Ronan's College, Lurgan | 1788 | 1725 | 280 |
| St Louise's Comprehensive College | 1508 | 1500 | 220 |
| Holy Cross College, Strabane | 1503 | 1830 | 300 |
| Lecale Trinity Grammar School | 1484 | 1600 | 250 |
| Regent House Grammar | 1484 | 1450 | 210 |
| St Patrick's Academy, Dungannon | 1475 | 1320 | 189 |
| Lagan College, Belfast | 1472 | 1300 | 220 |
| Belfast Royal Academy | 1454 | 1410 | 200 |
| Our Lady & St Patrick's College, Belfast | 1421 | 1330 | 190 |
| Thornhill College, Derry | 1362 | 1410 | 200 |
| St Patrick's College, Maghera | 1362 | 1355 | 190 |
| Banbridge Academy | 1349 | 1320 | 192 |
| Blessed Trinity College | 1344 | 1300 | 195 |
| Lismore College, Drumgask | 1329 | 1200 | 210 |
| St Catherine's College, Armagh | 1261 | 1072 | 155 |
| Rathmore Grammar School | 1258 | 1260 | 180 |
| Ballyclare High School | 1247 | 1210 | 186 |
| Ballymena Academy | 1228 | 1200 | 176 |
| St Malachy's College, Belfast | 1220 | 1139 | 170 |
| St Columb's College, Derry | 1217 | 1500 | 220 |
| Integrated College, Glengormley | 1213 | N/A | N/A |
| Grosvenor Grammar School, Belfast | 1208 | 1170 | 175 |
| St Louis' Grammar, Ballymena | 1200 | 960 | 139 |
| Wallace High School, Lisburn | 1189 | 1160 | 170 |
| Lisneal College, Londonderry | 1161 | 960 | 192 |
| St Mary's Grammar, Magherafelt | 1156 | 1070 | 153 |
| Integrated College, Glengormley | 1149 | 1000? | 210? |
| St Mary's Christian Brothers Grammar School | 1145 | 1180 | 175 |
| Belfast Boys' Model School | 1132 | 1100 | 200 |
| St Pius X College, Magherafelt | 1131 | 850 | 140 |
| St Mark's High School, Warrenpoint | 1131 | 850 | 150 |
| Friends' School, Lisburn | 1093 | 970 | 140 |
| Dromore High School | 1088 | 1000 | 160 |
| Hazelwood Integrated College, Newtownabbey | 1081 | 1010 | 175 |
| Sullivan Upper School, Holywood | 1078 | 1060 | 150 |
| Slemish Integrated College, Ballymena | 1076 | 880 | 160 |
| The Royal Belfast Academical Institution | 1073 | 1050 | 150 |
| St Dominic's High School, Belfast | 1062 | 966 | 141 |
| Dominican College, Fortwilliam | 1060 | 1050 | 150 |

| | | | |
|---|---|---|---|
| **Belfast Model School for Girls** | **1056** | **740** | **130** |
| **St Patrick's High School, Keady** | **1055** | **1000** | **160** |
| **St Malachy's High School, Castlewellan** | **1051** | **950** | **164** |
| **Parkhall Integrated College** | **1044** | **865** | **150** |
| **Coleraine Grammar School** | **1026** | **1060** | **156** |
| **St Genevieve's High School, Belfast** | **1019** | **1000** | **160** |
| **Glenlola Collegiate, Bangor** | **1018** | **1100** | **157** |
| **Holy Trinity College, Cookstown** | **1015** | **1070** | **195** |
| **Colaiste Feirste** | **1009** | **910** | **150** |
| **Ballyclare Secondary School** | **1000** | **960** | **180** |
| | **65052** | | |
| | | | |
| **Loreto College, Coleraine** | **996** | **1010** | **160** |
| **Enniskillen Royal Grammar** | **966** | **900** | **130** |

The table above shows all the schools which have enrolments of ≥1000 pupils during the school year, 2025-26. These 52 schools represent 27.5% of the 189 post primaries in the north and are attended by 65,052 pupils (41.5%) of the total secondary enrolment of 156,766.

The two schools highlighted in yellow are of a similar size to the two new schools being proposed for the Catholic sector in Enniskillen.