CSSC
Controlled Schools' Support Council

CSSC Community Profiling Toolkit (CPT)

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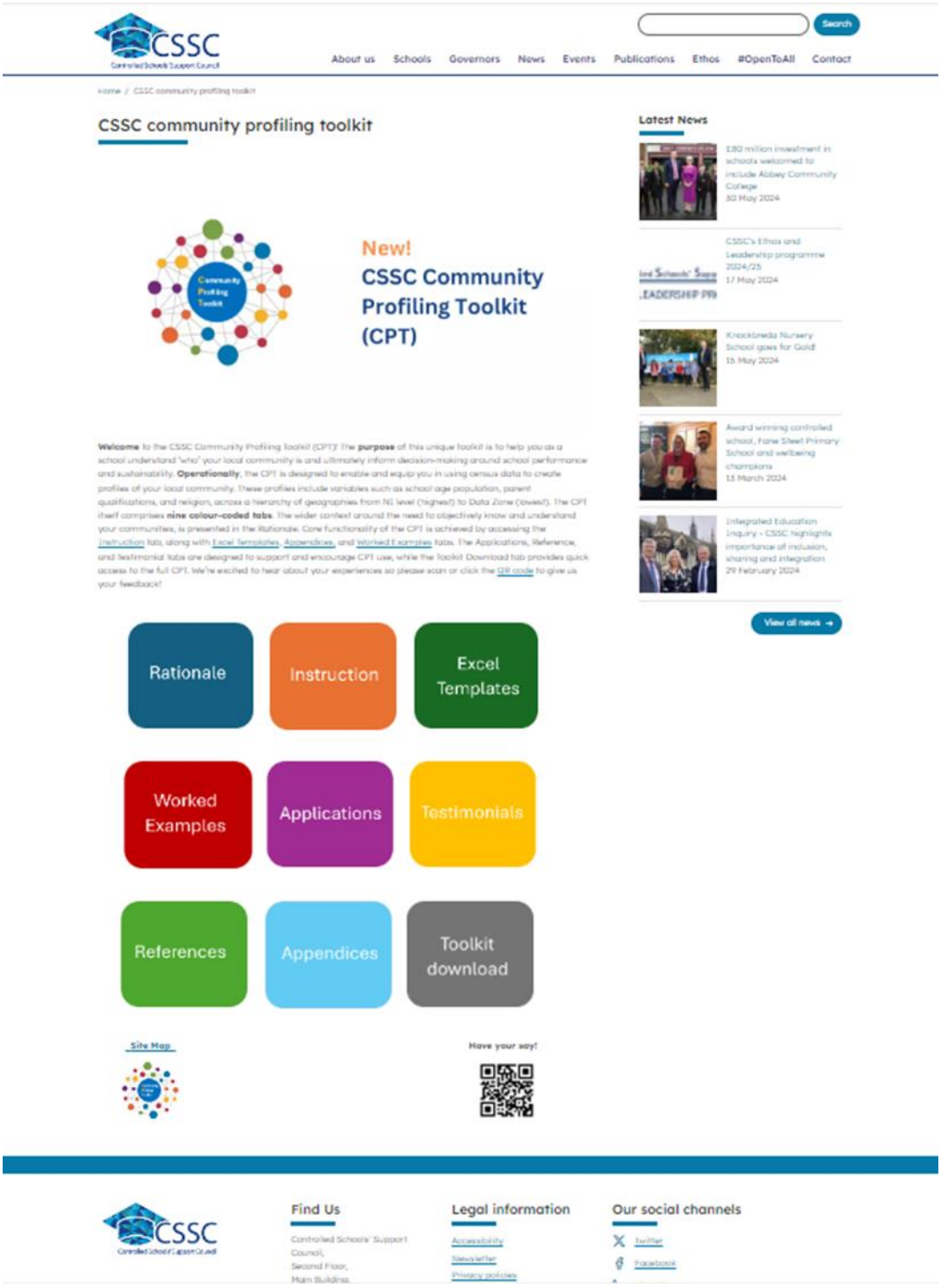
CSSC CPT Homepage

https://www.csscni.org.uk/cssc-community-profiling-toolkit-0



1 Rationale

Infographic

Video link/embed

2 Instruction

The CPT Summary sheet download (2.1) provides all you need to **get started**, with highly practical advice!

An overview of the data generation process, including the tools to access at each stage, is shown in the **process flow chart** (2.2).

Step-by-Step instructions on how to identify the geographies relevant to your school using both location services, and manual identification, are detailed in the **ID Data Zone 'step-by-step' instruction** (2.3). This means geographically you will be able to access and compare NI level statistics right down to the smallest geography – the Data Zone. **The NISRA FTB 'step-by-step' instruction** (2.4) will enable you to capture the data you need to profile your local school community. It is advised to **print** and/or **download** and **save** the instruction to your computer so that you can follow it easily while also navigating the online tools.

Appendix 3 (2.4) also includes two **NISRA videos** which provide general instruction on how to build a simple table and improve your results using NISRA FTB. This will help you to become familiar with the NISRA FTB and interface.

A **Troubleshooting sheet** (2.5) identifies critical points in the community profiling process which could be problematic and how to take action to manage these.

2.1 CPT Summary Sheet: Getting Started!

'People do not wander around and find themselves at the top of Mount Everest'
Zig Ziglar

Where to start?
Click on the logo to access the CPT or use URL https://www.csscni.org.uk/cssc-community-profiling-toolkit-0

Look at the **flow chart** under the **instruction** tab to get an overview of the profiling stages.

Click through *each* of the **coloured tabs** on the CPT homepage, read the introductory **text**, and view each of the **downloads**, to familiarise yourself with overall content.

Save the instructions (ID Data Zone, FTB Community Profiling) to your computer, along with Appendix 2 (Variables). **Print** each of these documents so you have a hard copy to refer to when working onscreen. **Download** the *county* level Excel Template relevant to your school location.

ID Data Zone: the smallest area within which your school sits, for which there are statistics

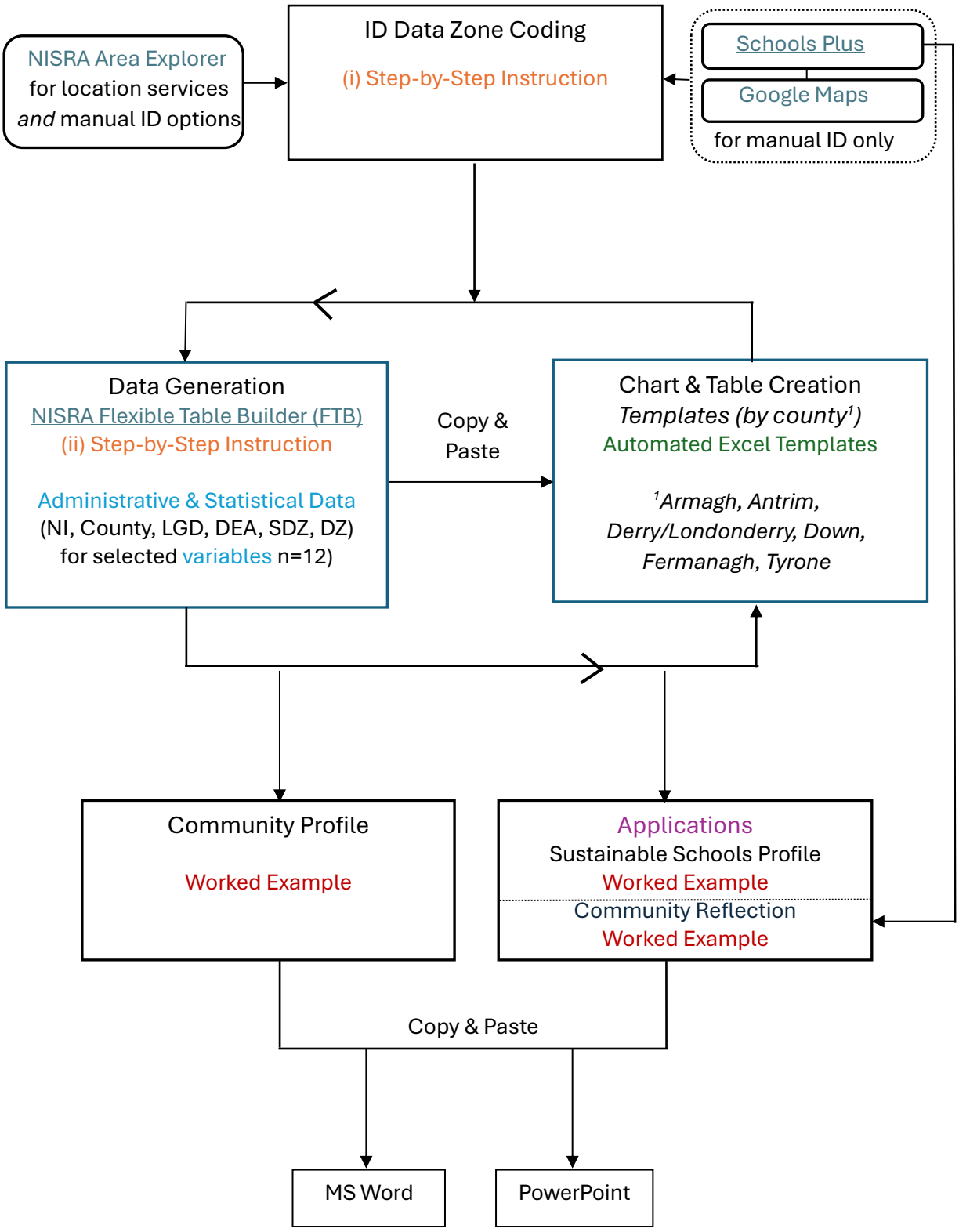
- Have the printed copy of the **ID Data Zone instructions** to hand and **follow**.
- Identify your Data Zone when you are **in your school** so you can use the location services option. This is the simplest method of working out which data zone your school sits in.
- In identifying the data zone, you will also have identified your Super Data Zone (SDZ), and District Electoral Area (DEA). The Local Government District (LGD) is simply the name of your local council. This **geographical hierarchy** enables contextualisation of your local community.
- Data zones (DZs) are the building blocks for refining 'who' your local community is. In practice combining DZs can be used to build a realistic picture of your current or potential **school catchment area**, providing relevant statistics for the variables of interest. This is important to understand, for example, the number of potential school age children in the area, religion of the community, and socio-economic classification (SEC). It can also help you understand where your school community boundaries may overlap with other schools in the area, which may be important for shared learning opportunities.

Flexible Table Builder (FTB) for Community Profiling: ABC – **A**ccess data, **B**uild table, **C**reate charts

- Pick **one** variable such as school age children or religion to familiarise yourself with the CPT
- Open your saved county level **Excel** Template (or download from the **Excel Template** tab)
- Have the hard copy of your **FTB Community Profiling instructions** to hand for reference
- Carefully **follow** the FTB Community Profiling instructions using the variable classifications in Appendix 2 to capture the data for your selected variable from the NISRA FTB database.
- All **calculations and charts are created automatically** in your downloaded Excel template, once you copy and paste the data for your selected variable eg religion, from the table generated by the NISRA FTB
- Use the **worked examples** found under the **red** tab as a reference to understand what a community profile looks like and to keep you on track as you navigate through the process
- As with everything – first time through takes a bit more time and effort. This time is well spent! If you familiarise yourself with the process using the variables - religion, school age children, and parent qualifications - this will equip you to navigate the CPT and generate statistics for any other variable of interest. **Enjoy the journey!**

Have your say – scan or click on the QR code at the bottom of CPT homepage to send feedback!

2.2 Instructional Overview: Process Flow Chart

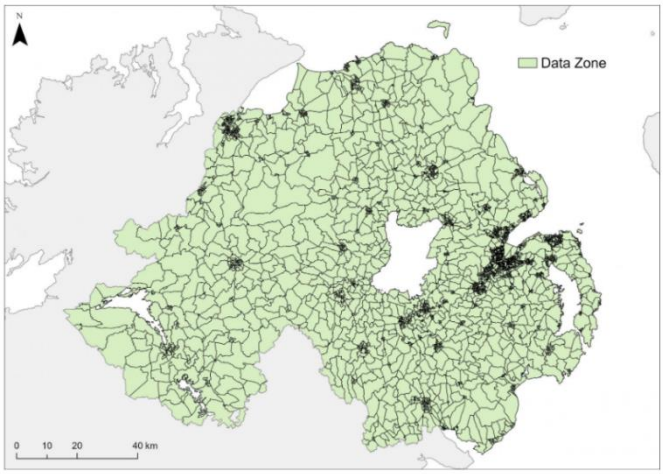


2.3 Instruction: Step-by-Step Guide

(i) Identification of School Data Zone

The Data Zone (DZ) is a statistical output geography and a new geography specific to the 2021 Census data. There are on average 500 people in a data zone, and it is the lowest geography for which statistics can be generated (Appendix 1).

ILLUSTRATIVE MAP – Data Zones in NI (n=3780)



Data Zones (Census 2021) | Northern Ireland Statistics and Research Agency (nisra.gov.uk)

Each school sits within **one** Data Zone (DZ). Knowing the DZ within which the school of interest is located is essential in generating statistics to build a Community Profile using NISRA's Flexible Table Builder (FTB). The DZ is the smallest NISRA geography and each DZ has a unique identifier code. The Data Zone code can be identified without the need for GIS technology, using readily available online tools including Schools Plus, Google Maps, and NISRA Area Explorer. The steps in the following pages will demonstrate exactly how to do this using both a *location services* option and a *manual* option. The school randomly selected for illustration purposes in the *manual* STEP-BY-STEP process is:

ABBEY PRIMARY SCHOOL, 90 Movilla Road, Newtownards, Co Down, BT23 8RQ

In identifying the school's DZ you will also identify the Super Data Zone (SDZ) and District Electoral Area (DEA). These are higher geographies, the specifics of which are also needed to generate related statistics using NISRA's FTB. The SDZ, as a larger statistical geography, combines multiple DZs, while the DEA is an important administrative geography designed for governance. In NI there are 3780 DZs, 850 SDZs and 80 DEAs (Appendix 1).

Once you know the DEA, SDZ, and DZ for your school, this won't change, unless your school location does, or the administrative or statistical boundaries are redefined! So, essentially, the process to ID the School Data Zone (and related geography) is a one-off activity. You can then simply feed the school's DEA, and SDZ and DZ codes into NISRA's Flexible Table Builder (FTB), as detailed in the FTB Community Profiling module of this instructional series, to get relevant data for your school locality across a wide range of variables.

Guidance is also provided in this instruction on using DZs to capture the school catchment area, as it is likely that this extends beyond the singular data zone within which the school is located.

Options

There are two options in identifying your school's DZ and related geography.

OPTION 1 – Location Services

Criteria:

- Location services enabled on laptop/desktop
- Present (or laptop present) at the school's location

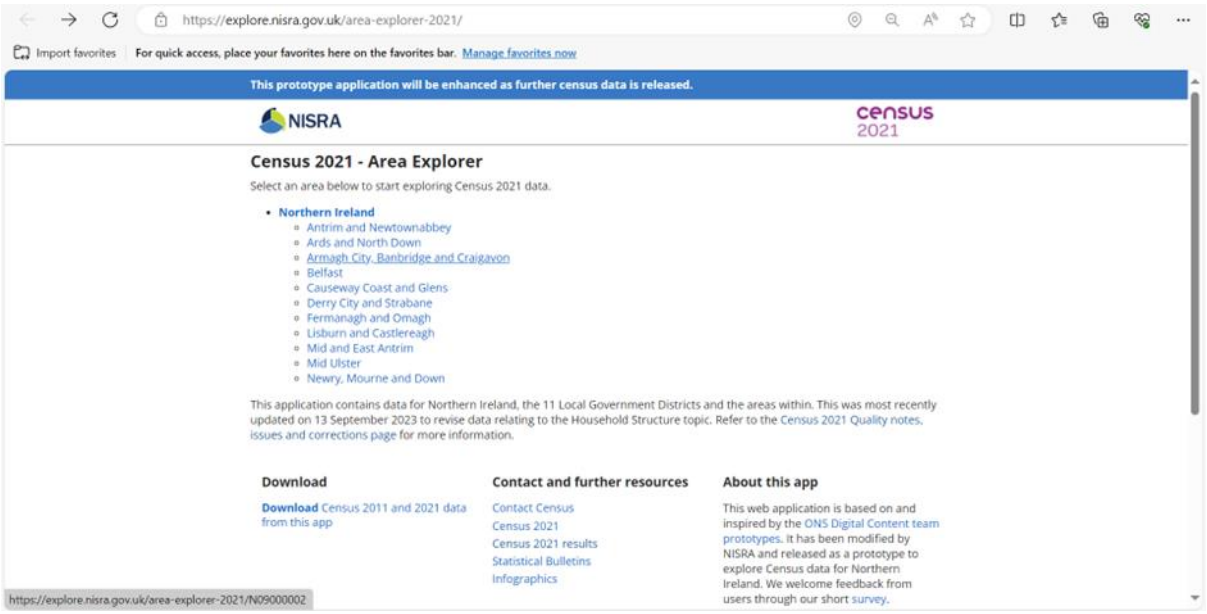
OPTION 2 - Manual

Manual identification provides an option for Principals, Governors, and school staff who do not meet criteria under option 1. It also provides an option for researchers and school support staff interested in data for a wide range of schools where they are not present to use location services or when they do not have location services enabled.

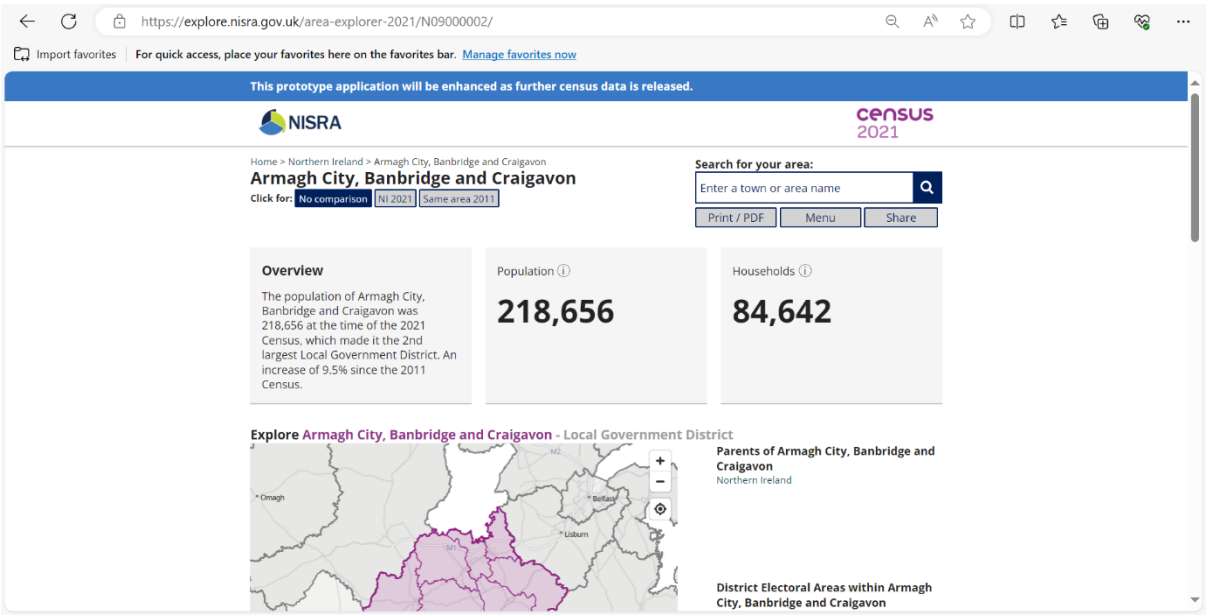
OPTION 1 – Location Services

1. Access **Interactive Map** and related content

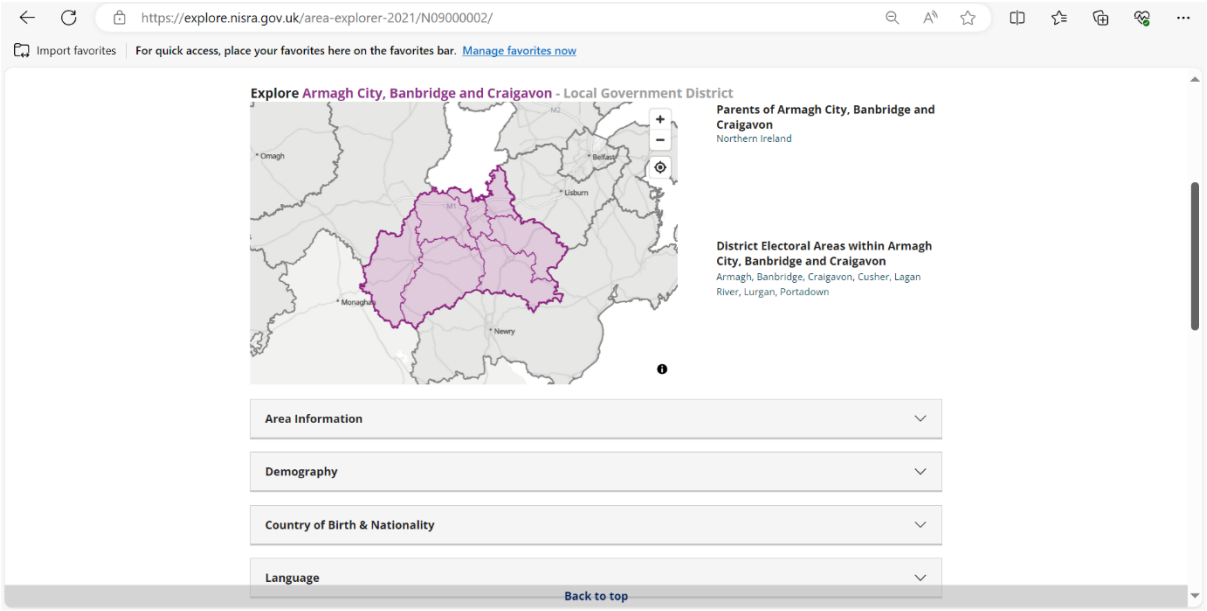
(a) Open the NISRA Area Explorer application and *click* on school's Local Government District (LGD) or council area. In this example it is Armagh City, Banbridge, and Craigavon.



(b) The following screen will be displayed, showing population and number of households for your selected LGD, and an interactive map.



(c) *Scroll down* to fully display interactive map onscreen.

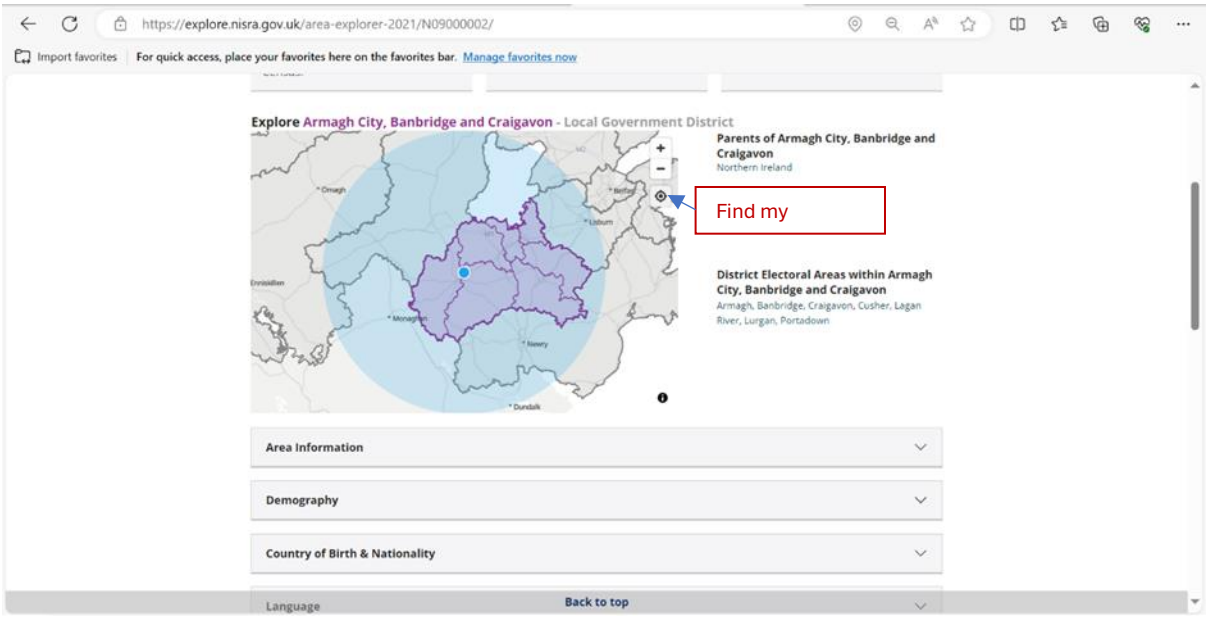


Note: Information about your selected geography (in this case Armagh City, Banbridge, and Craigavon LGD) is shown to the right of the map. It includes the geography *above* ie parent, and the geography *below* ie District Electoral Areas (DEA).

2. **Find your location**

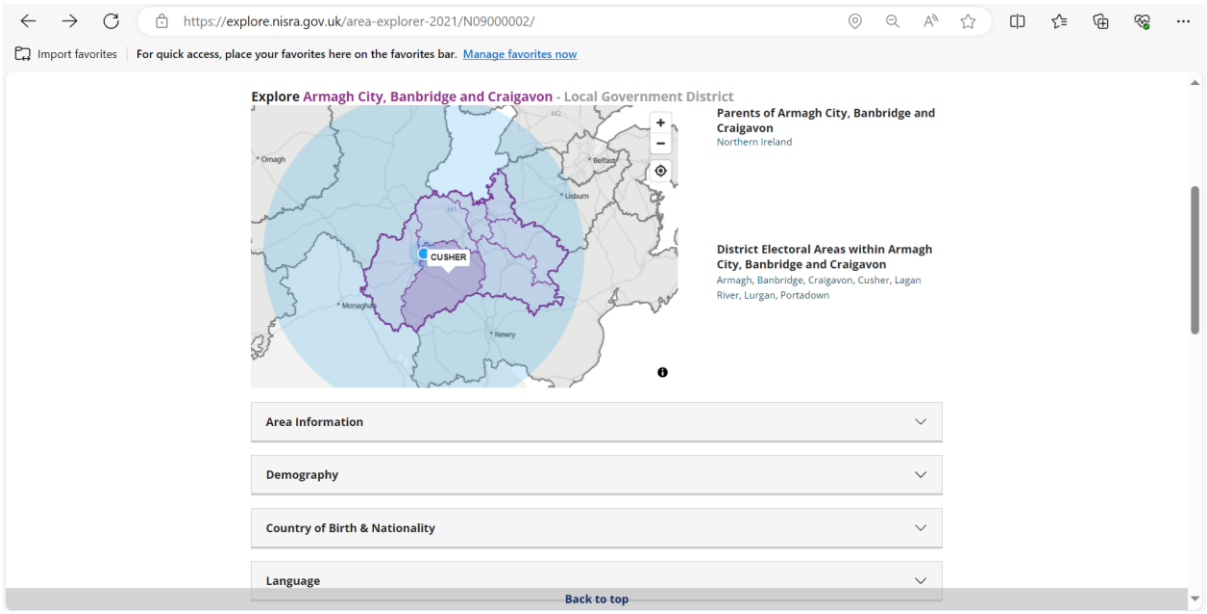
(a) *Click* on the compass-like icon at the top right-hand corner of the interactive map. A small 'darker' blue dot will appear at your current location (which should be at your school), within a much larger 'lighter' blue circle.

Note: When you hover the cursor over the compass-like icon, a Find my location label will be displayed onscreen.



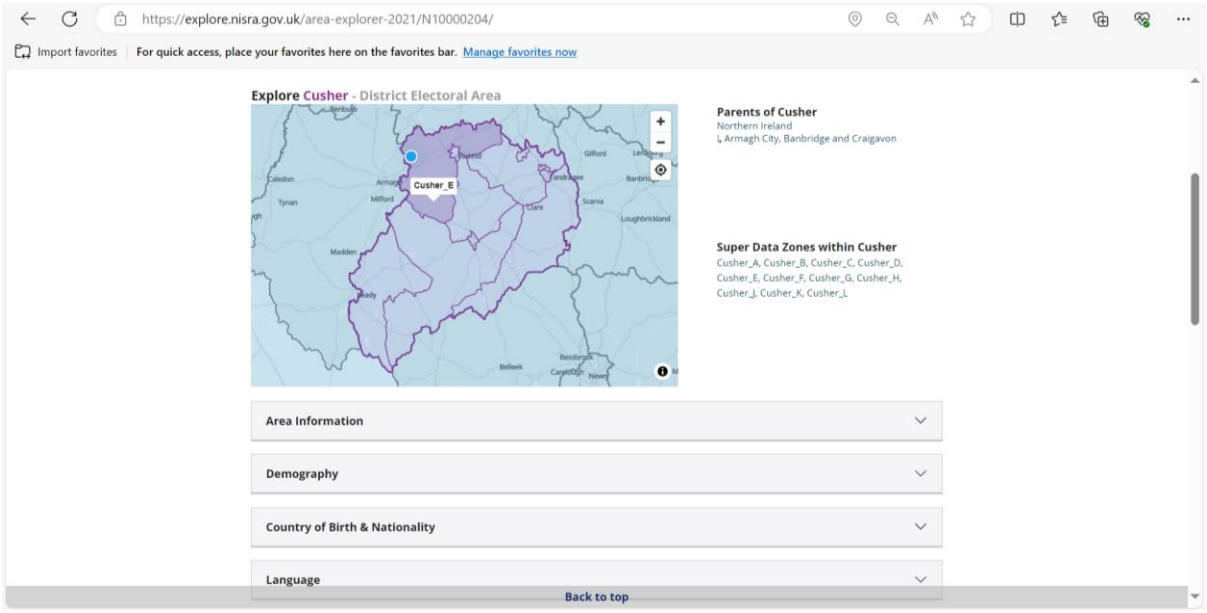
3. Identify **District Electoral Area (DEA)**

Hover the cursor over the darker blue dot. A bordered area of the map around the dark blue dot will appear darker and a label will appear onscreen – this is the **District Electoral Area (DEA)**, and in this case it is CUSHER. Now *Click* on darker blue dot.



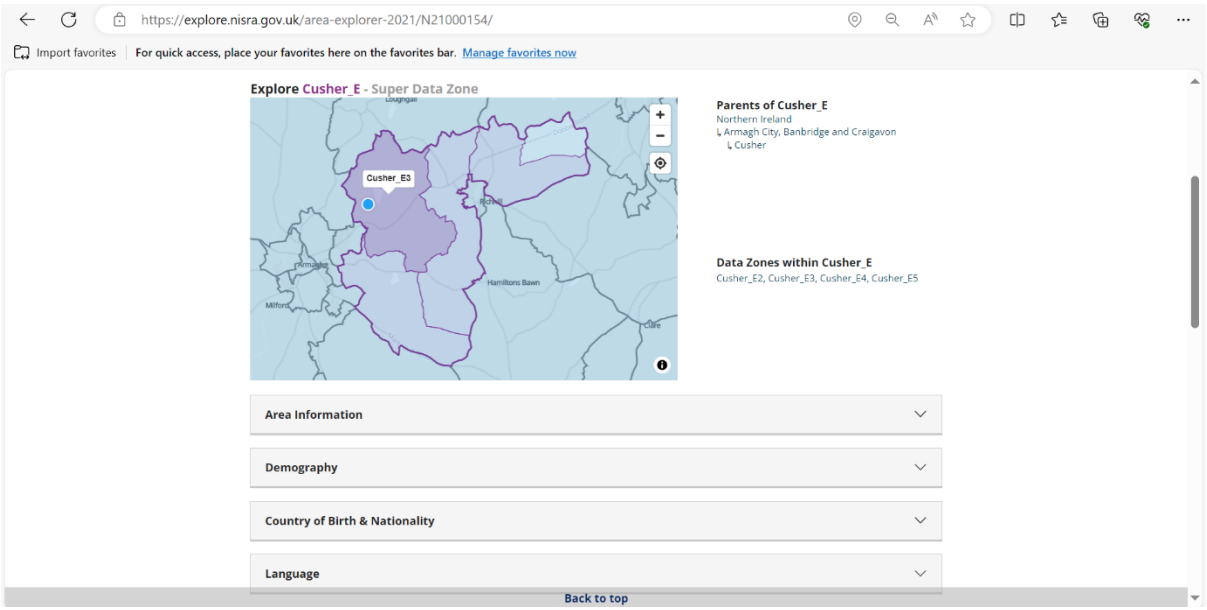
4. Identify **Super Data Zone (SDZ)**

Hover the cursor near the blue dot. The bordered area around the blue dot will appear darkened and a label will appear onscreen – this is the **Super Data Zone**, and in this case, it is Cusher_E. *Click* on blue dot again.



5. Identify **Data Zone (DZ)**

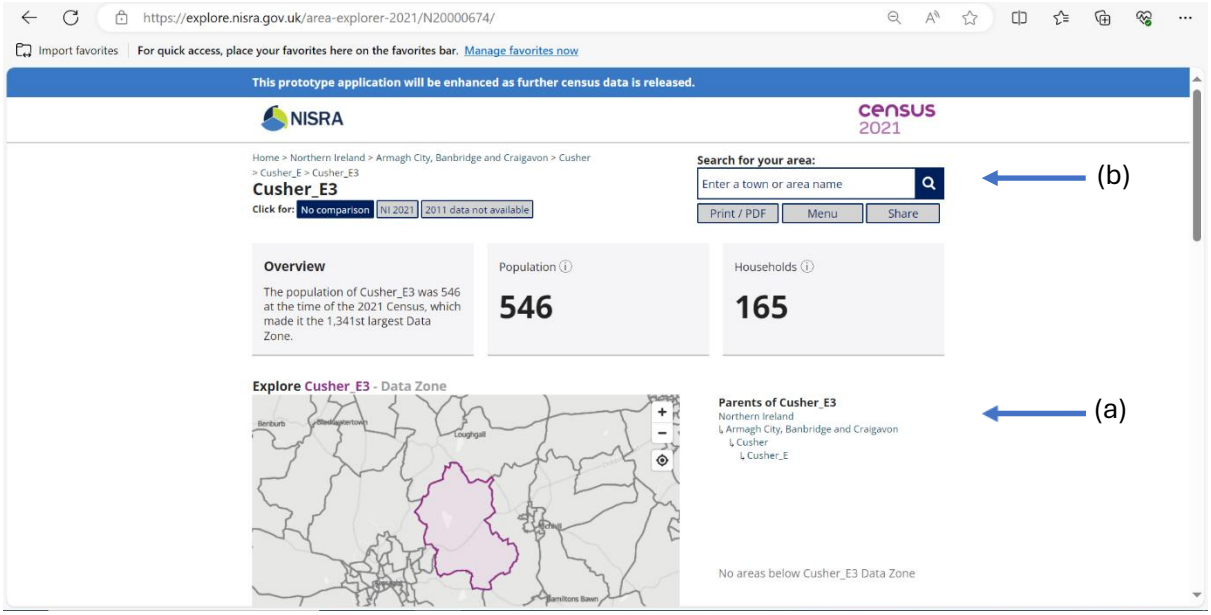
Hover the cursor near the blue dot. The bordered area around the blue dot will appear darkened and a label will appear onscreen – this is the **Data Zone**, and in this example, it is Cusher_E3.



Note: You have now identified all the geographies (LGD, DEA, SDZ, and DZ). Take a note of these. You will need them to feed into NISRA's Flexible Table tool to generate a community profile for your school.

Search Tip: Once you know the DEA, SDZ, and DZ within which your school is located, you can:

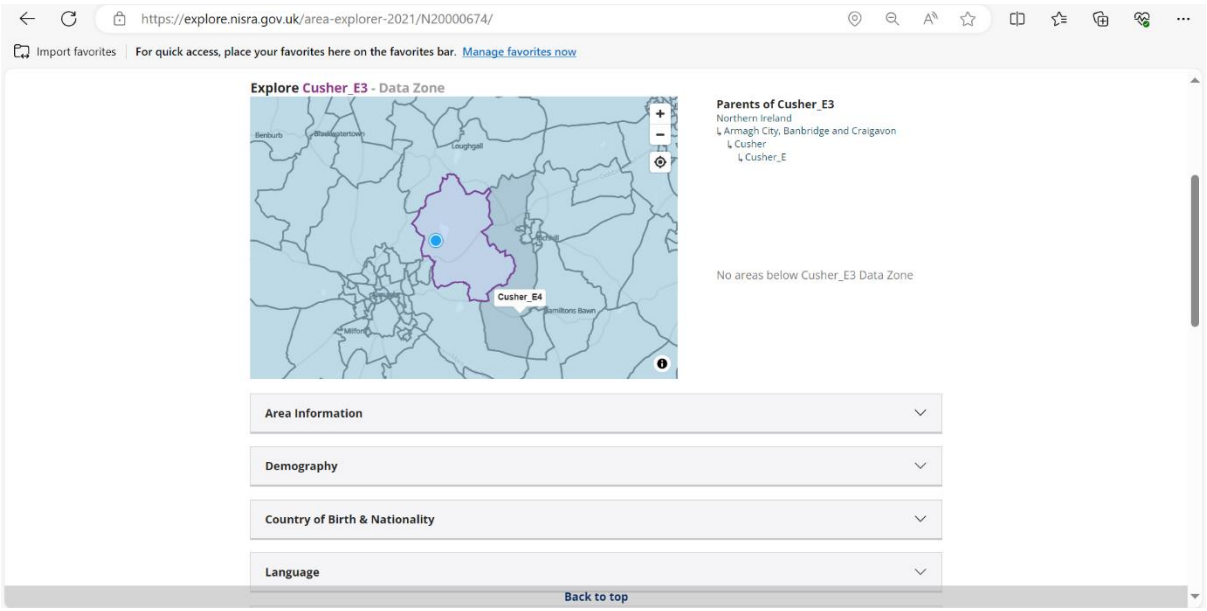
(a) *click* on the *hyperlinks* to the right of the map for quick access to your geography of interest *or*
(b) use the *search* facility 'Search for your area' at the top right of screen (LGD, DEA only).



***School Catchment Area*:** It is highly likely that the **catchment area** of a school will extend beyond the immediate local community or data zone within which the school is located, with extent related to school phase ie primary or post-primary. A school's catchment may also be directionally skewed if the school sits at the boundary of a data zone. It can therefore be useful to understand the **current** school catchment area and related demographics, as well as **potential** opportunities using the data zone statistical geography. An ability to identify data zones such as those surrounding the school (general) and those which refine the school's local community or catchment area based on local intelligence can help build current and future statistical profiles, supporting vision, and ultimately school sustainability. **Steps 6** and **7** will show you how to identify and map data zones around your school, and **Step 8** will show you how to build a catchment area profile, using the interactive map in NISRA's area explorer.

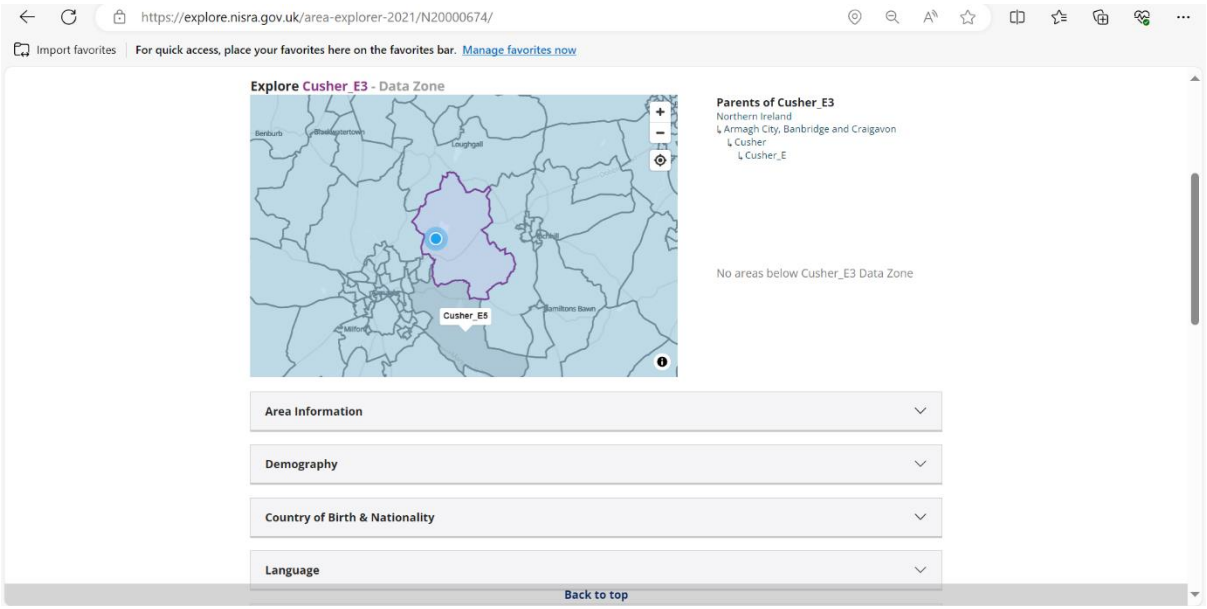
6. Identify **Data Zones around School Data Zone**

(a) *Hover the cursor* over any of the DZs adjacent to the school's data zone of Cusher_E3 (bordered in pink). In this example, the first data zone selected is Cusher_E4.

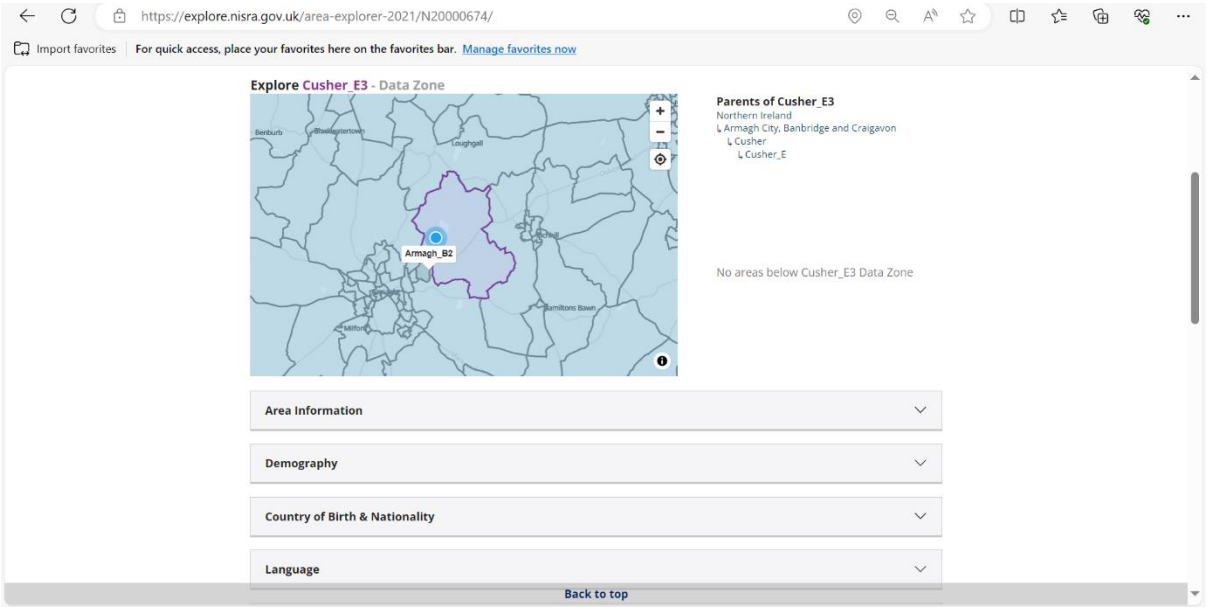


Note: Zoom in and out using+ and – toggles on top right-hand corner of map. Zoom in (+ toggle) to see more map detail or zoom out (- toggle) to see more of the map at any one time.

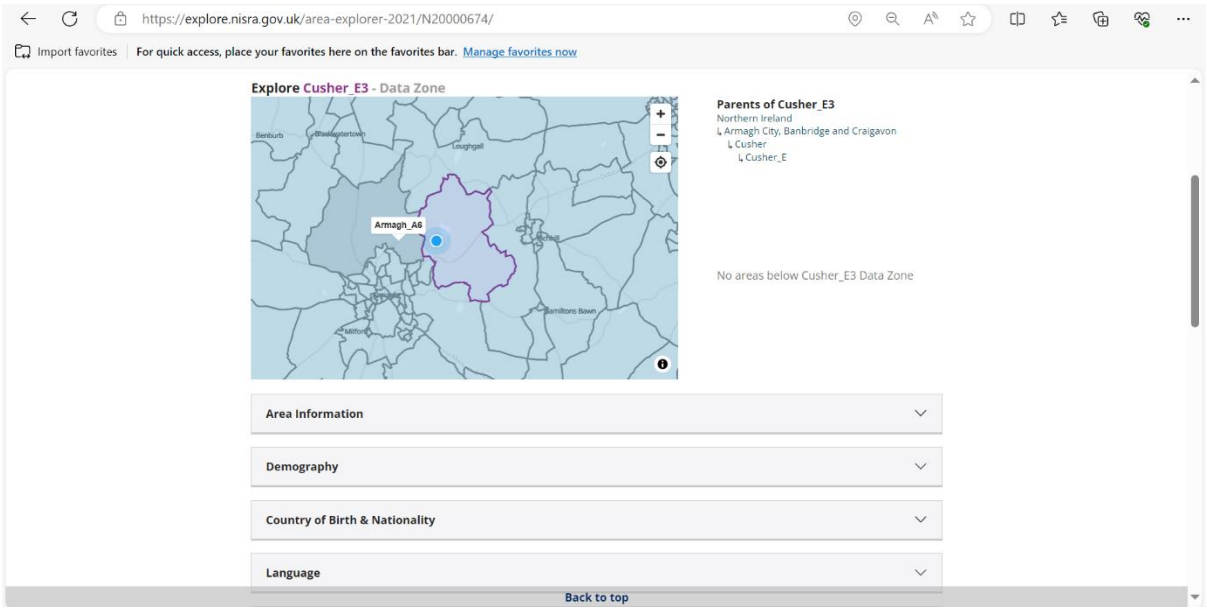
(b) Continue to *hover* the cursor in each of the DZs adjacent to the border of the school's DZ of Cusher_E3. The next DZ in this example, moving in a clockwise direction, is Cusher_E5.



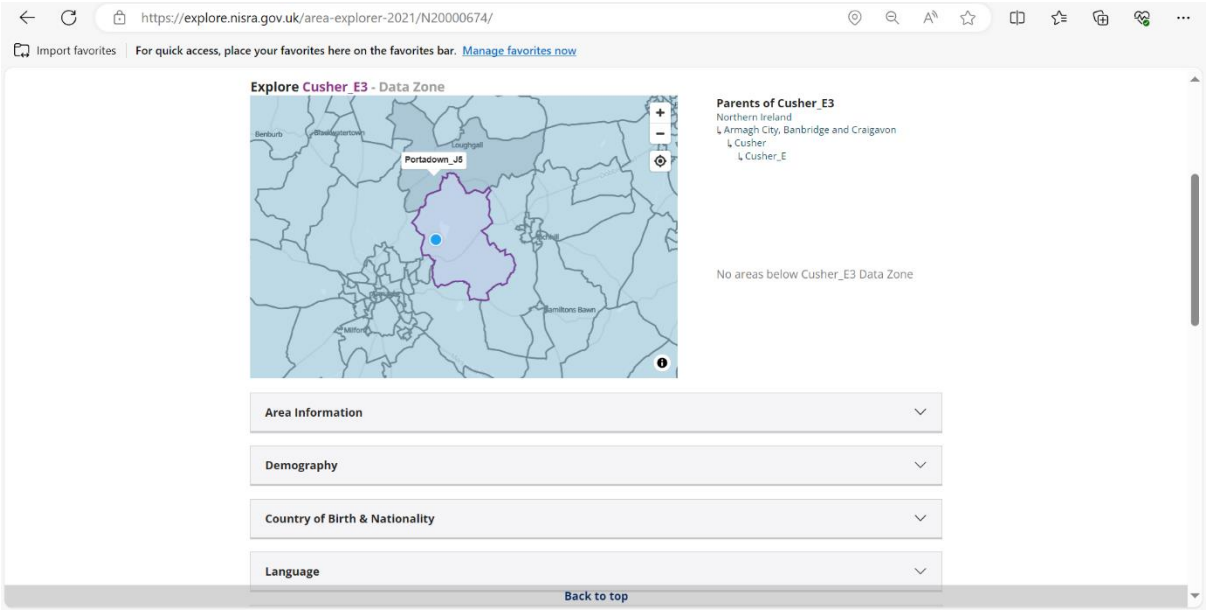
(c) Work your way round the DZs bordering the school data zone until you have identified them all. The next DZ is Armagh_B2.



(d) Then Armagh_A6



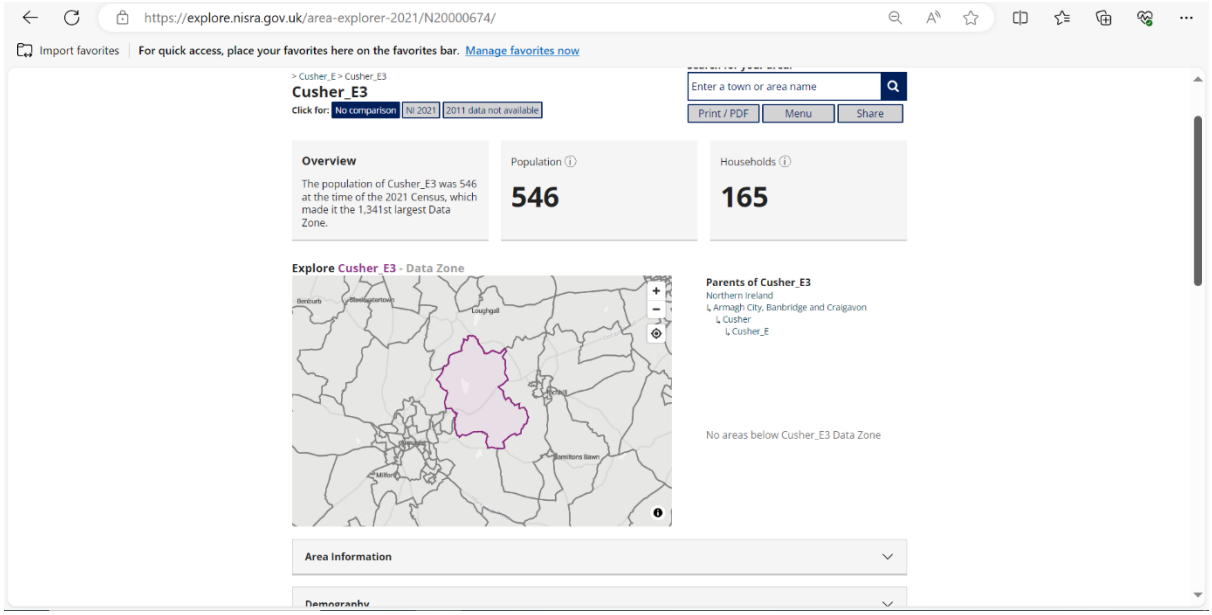
(e) The final DZ bordering the school DZ is Portadown_J5.



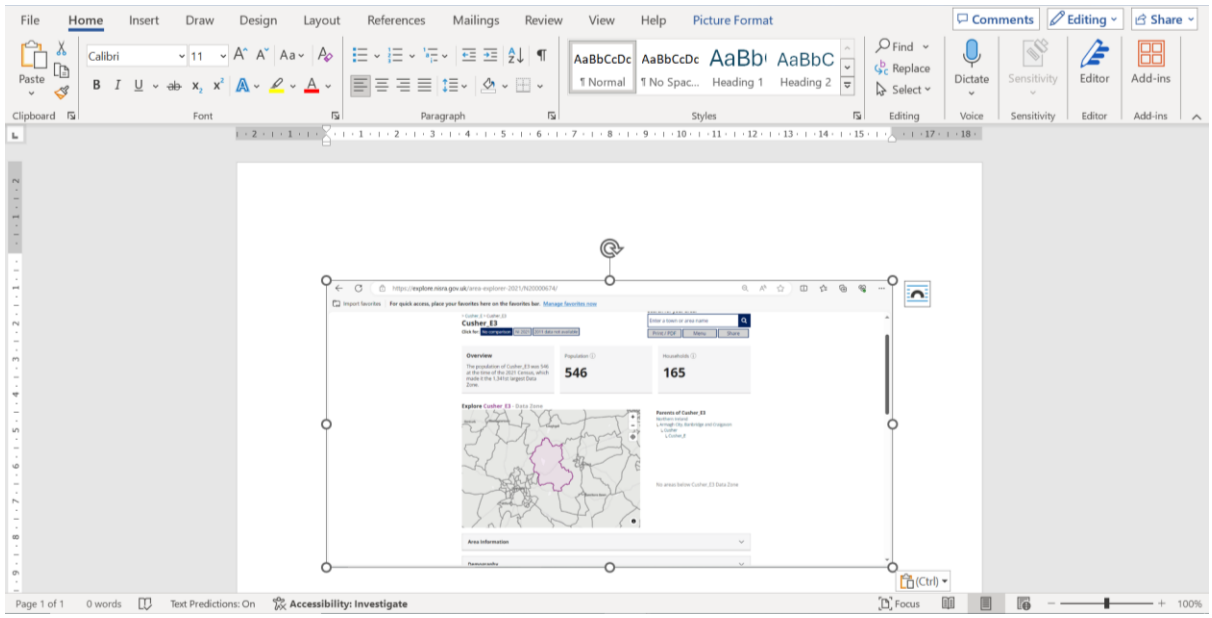
7. **Map** adjacent DZs

Mapping the DZ geography for your school can be useful in contextualising the generated data as part of the community profile.

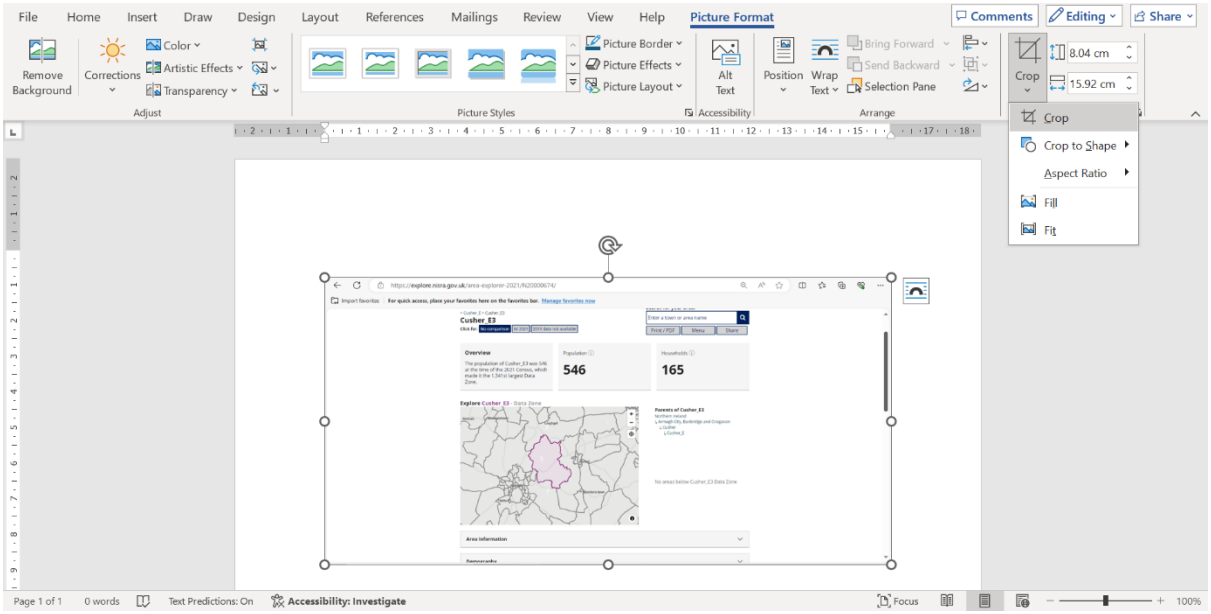
(a) In NISRA Area Explorer take a *Screenshot* (press *fn* and *prt sc* keys simultaneously) of interactive map with school DZ selected (in this case Cusher_E3), *right click* in Word document or PowerPoint and *paste* using picture format option.



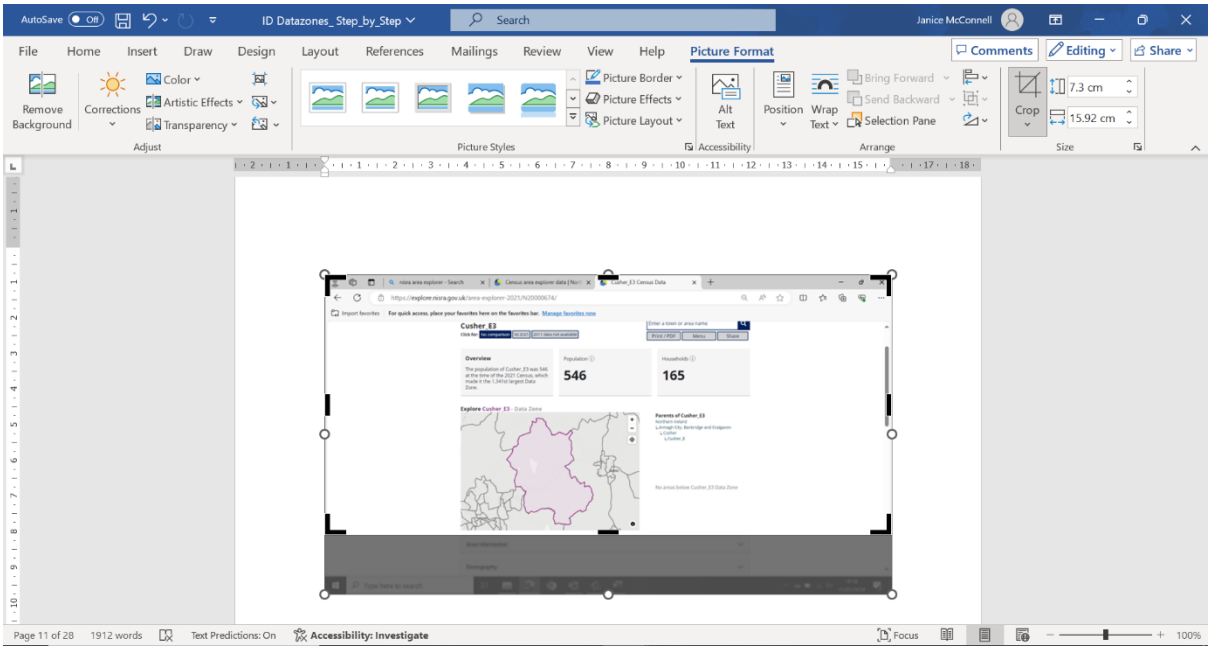
(b) *Activate* screenshot by *clicking* on it, then *click* on Picture Format (in blue) on the text ribbon at top of screen.



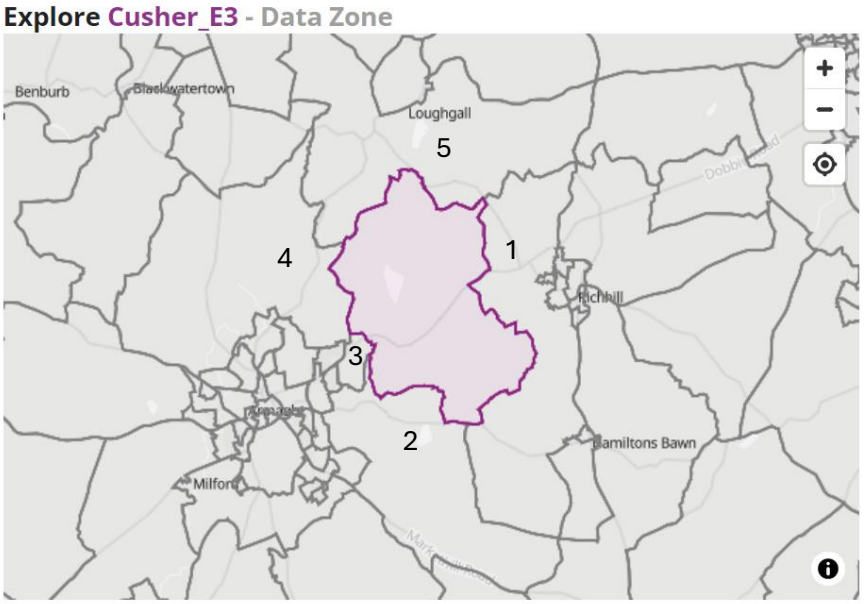
(c) *Click* on Crop on the formatting ribbon to the right of the screen.



(d) Resize handles will appear. *Hold left click* and *drag* handles to crop the map, removing the unwanted surrounding areas from the screenshot.



(e) *Annotate* the map with DZ labels by *inserting* text boxes and labelling each DZ with a number (and legend) or full label text (eg Portadown_J5).



The adjacent DZs to our example of Cusher_E3 are:
[1]Cusher_E4, [2]Cusher_E5, [3]Armagh_B2, [4]Armagh_A6, and [5]Portadown_J5.

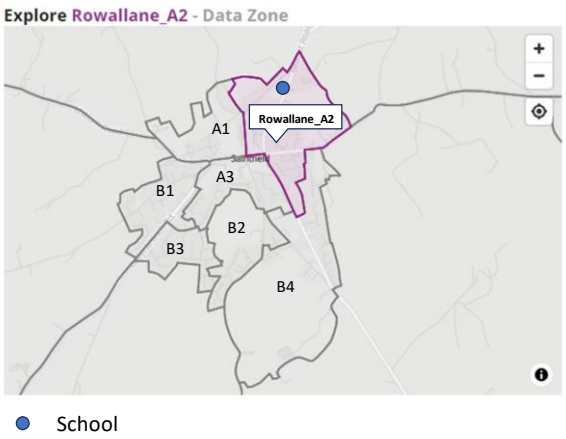
8. Identify and profile current/potential **catchment area**

The school's current and/or potential catchment area can be mapped by identifying DZs beyond the school's data zone and bordering DZs using **Step 5** and **Step 6** of this instruction, and NISRA Area Explorer. It is anticipated that the inclusion of DZs to refine the school's community border to one which is more reflective of the school's catchment area will be based on your school's intelligence both in terms of where your pupils are drawn and/or from where you would like pupils to be drawn.

(a) Example

The example below identifies densely populated DZs within an urbanized area up to a half of a mile from the school, extending the school's community border to reflect the current catchment community and/or potential catchment. However, it is of note that the school in this example sits close to the border of a larger (land size not population) more rural data zone to the North of the school. The flow of pupils (actual or future) from this DZ, and those rural DZs east and west of the school therefore should also potentially be considered in refining the school's community border. This demonstrates the need to fully understand the school's geography, and the usefulness of data zones as building blocks for tailored community borders and data-driven decisions.

Religion – Urban (mean population density = 22.9/ha)
(Data Zones ≤0.5mile to the west of Rowallane_A2. Includes Rowallane_A1, A3, B1, B2, B3, and B4.)



In our example, combining the identified DZs extends the community 'border' beyond the pink-bordered data zone of the school, building a more realistic representation of the school's current (or potential) urban community or catchment.

(b) Profile

A newly 'bordered' community based on combining DZs relevant to catchment can be profiled using the **community profiling** instruction. This would similarly involve capturing data from NISRA's FTB for each of the identified DZs, for the variable of interest. The data for each DZ can be summed for the variable of interest, by category. For example, for the religion variable, Catholic, Protestant, Other Christian (including Christian-related), Other Religions, and No religion/not stated would represent categories. These category totals can then be calculated as a percentage of the overall total, and charted, to provide a profile of the 'redefined' community, based on DZ combining. In the case of the variable for School Age Children, absolute numbers rather than percentage values can be used. Knowing the absolute potential numbers for school enrolment within a catchment area can help to inform realistic expectations or opportunities, and related activities.

Conversation Starter?

As seen in the Community Reflection worked example, a visual response to the question 'does my school reflect the local community', using religion as an example, can be gained by comparing the newly defined local community (generated by combining multiple data zones), and the school's data zone, with school census data for religion from Schools Plus.

(c) Application

Catchment area analysis can be particularly useful if for example, there is concern:

(i) about the current catchment area in terms of pupil enrolment figures

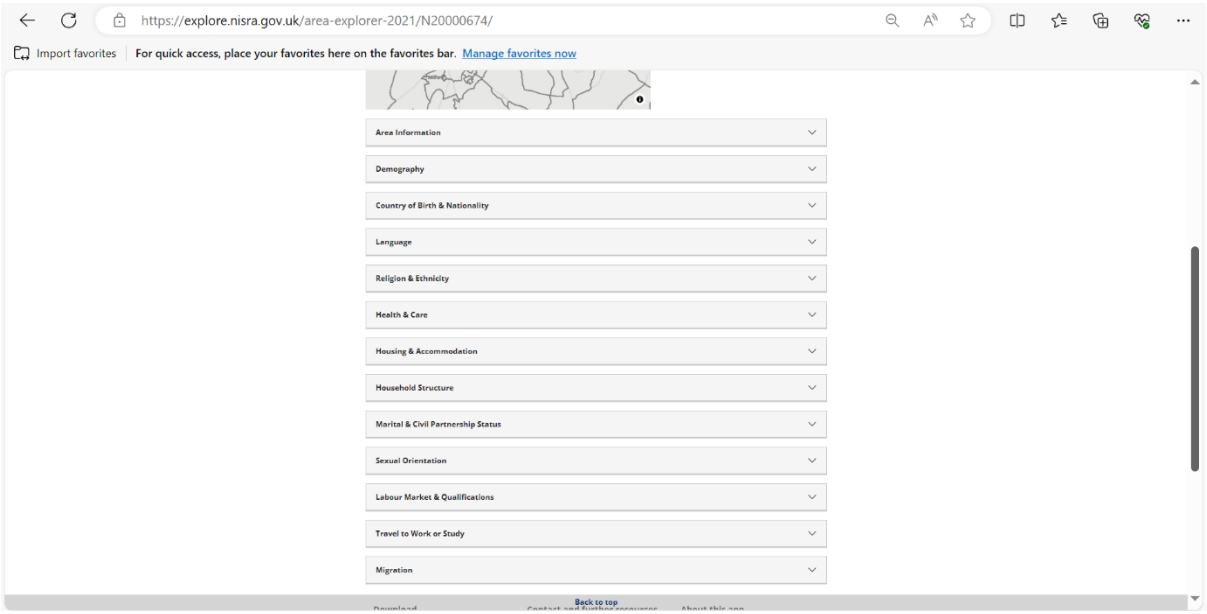
(ii) that the school reflects its community

For further illustration of utilising data for basic catchment area analysis, see the Sustainable Schools worked example.

9. Area **Demographics**

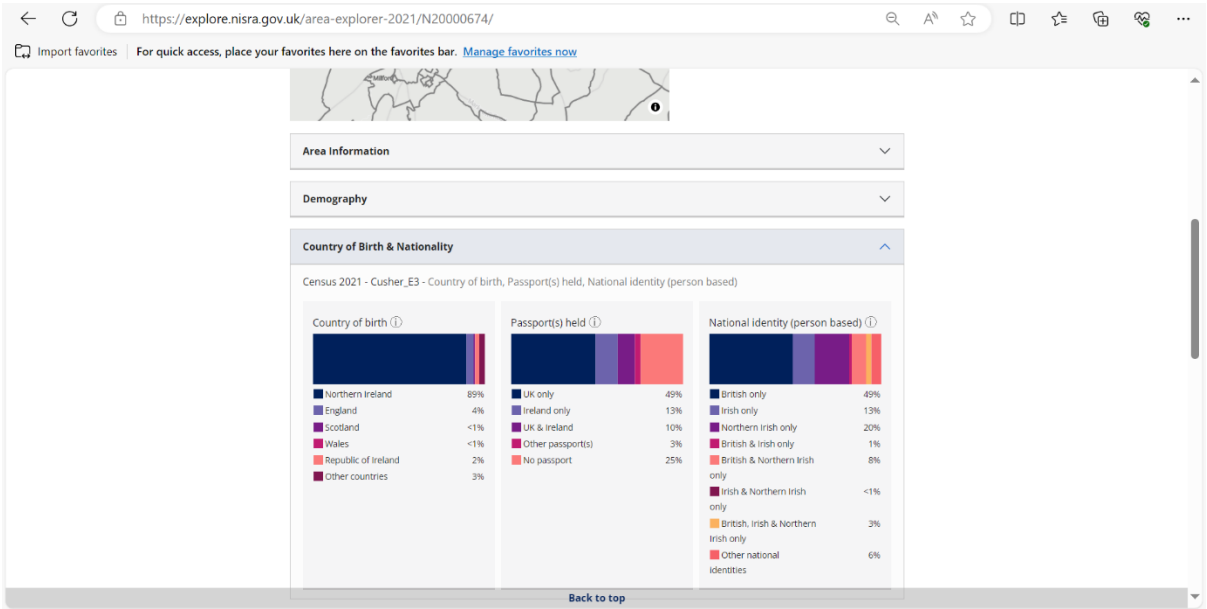
Statistical information can be explored for 13 NISRA pre-selected variables from NI to DZ geography levels within [NISRA Area Explorer](). The geography for which the data is displayed is shown at the top of the screen. Geographies can be selected by *clicking* the area of interest on the interactive map.

(a) *Scroll* down to the variables listed below the interactive map. *Click* on the down arrow (v) to the right of the grey bar for any listed variable of interest.



Note: To create bespoke charts and visuals for a wide range of variables across geographies, including school age population, and parent qualifications, follow the step-by-step [instruction]() for [NISRAs Flexible Table Builder (FTB)]().

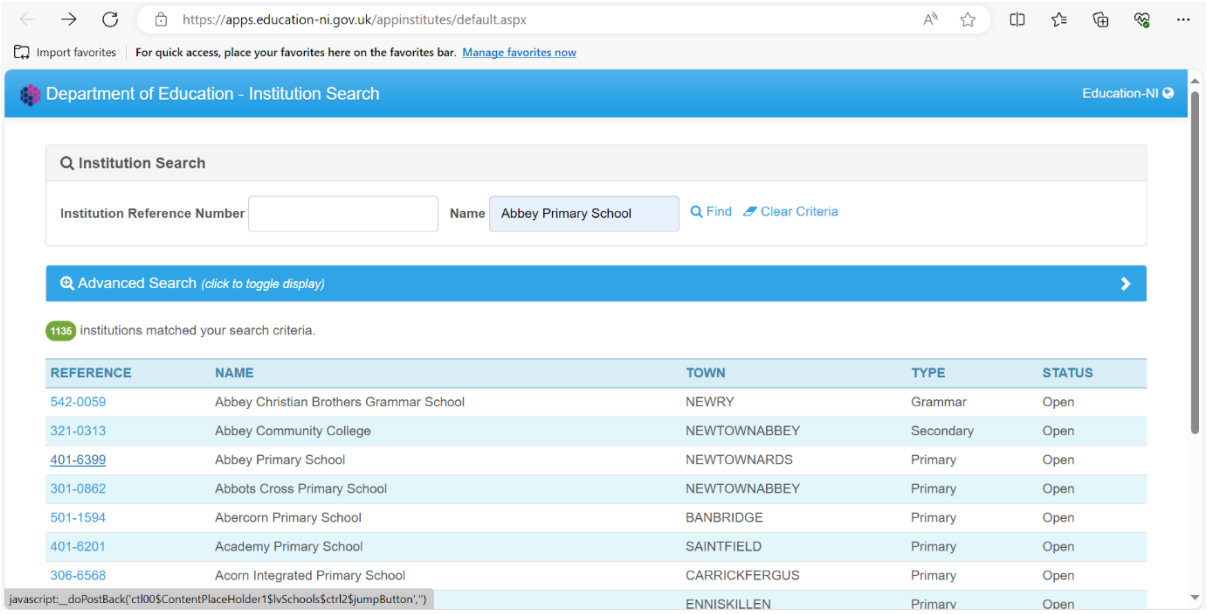
(b) This opens a window of charts for the selected geography. Once opened, the arrow changes to an up arrow (^). *Click* on the up arrow (^) to close the chart window. Continue to explore statistics across variables and selected geographies of interest.



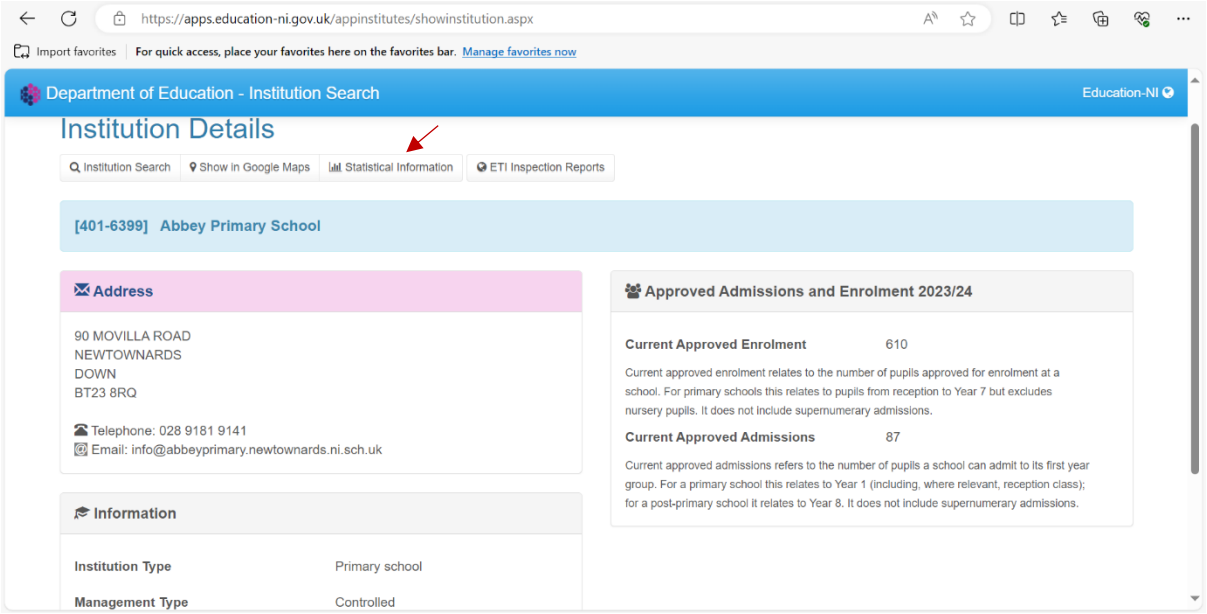
OPTION 2 - Manual

1. Find full **school address** details

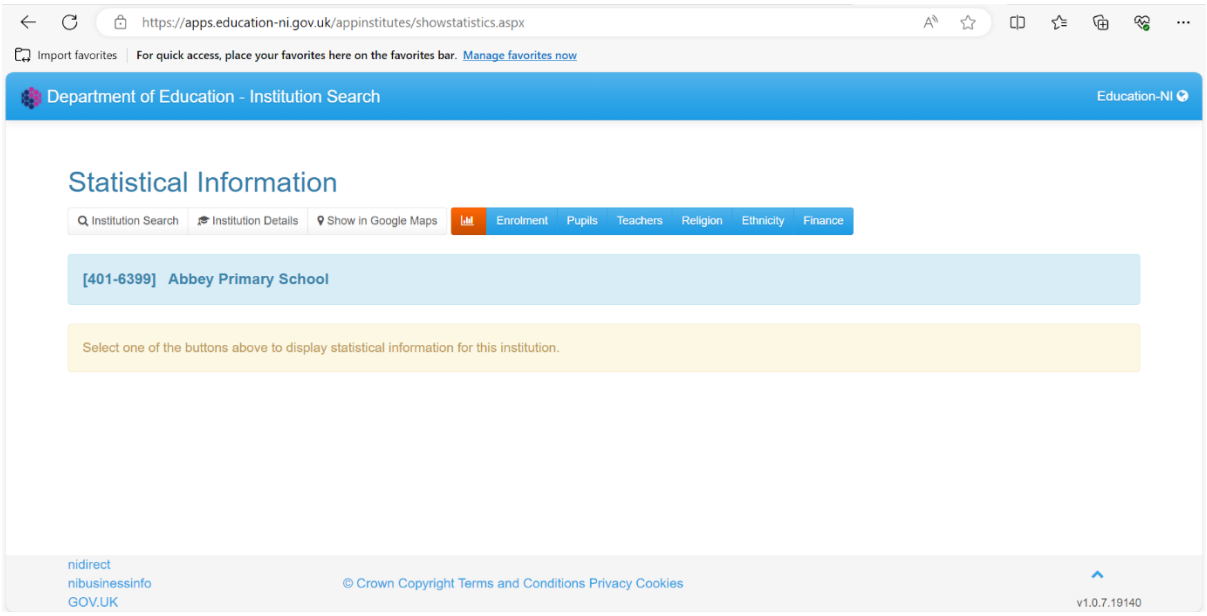
(a) Open Schools Plus database, *enter* school name in search facility, *scroll* down until you find school, and *click* on the Reference Code. In this example we are using Abbey Primary School.



(b) The following screen will appear with the school's full address details. This page also functions as a portal or access point to *school census* Statistical Information. To view, *click* on statistical information.

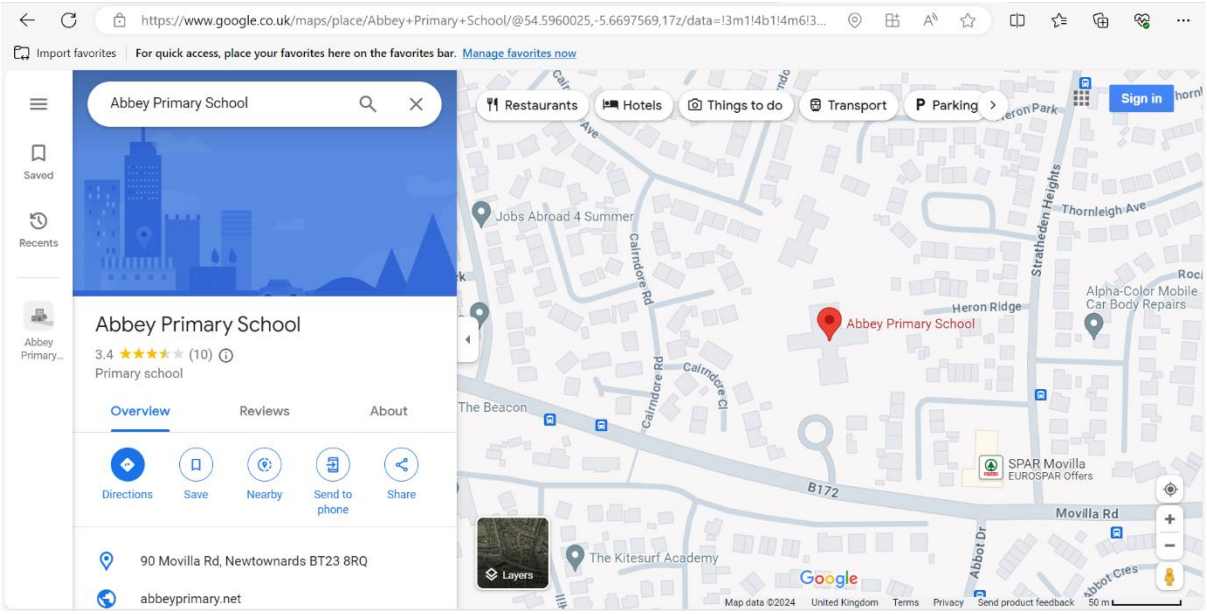


Tip: Selecting the Religion tab, for example, provides data for the academic year. This can be used to compare the school community with the local community at data zone level, as well as catchment area level by combining multiple data zones, as in the worked example Community Reflection.



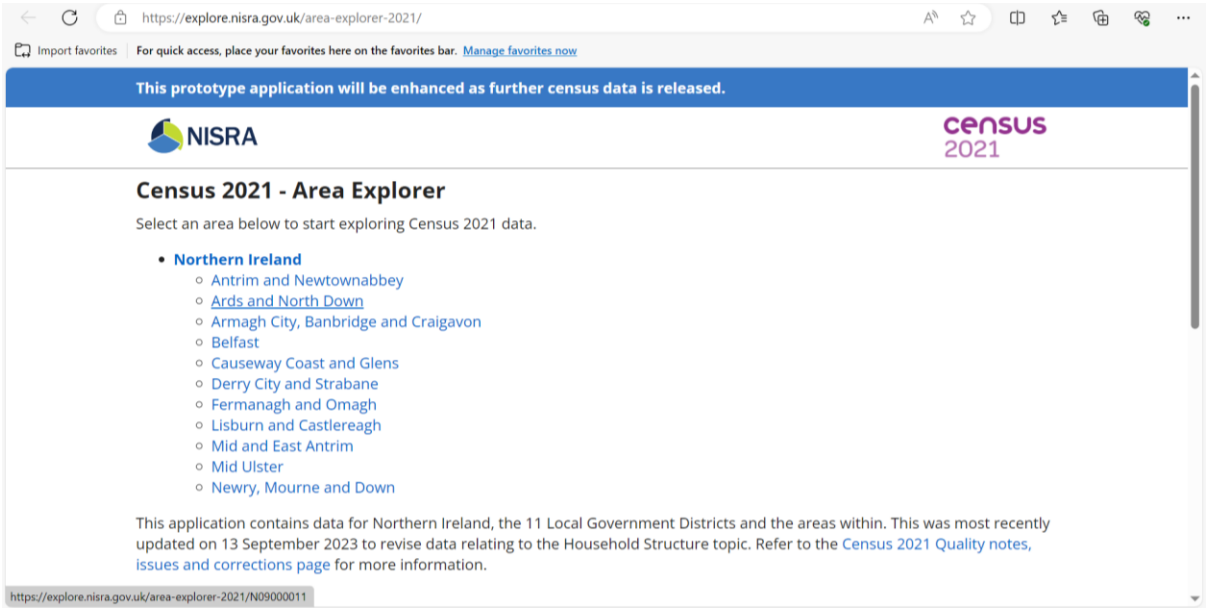
2. Familiarise with **school location**

Open Google Maps. Type name of school and town eg Abbey Primary School Newtownards into search facility. Close search and *click* anywhere onscreen to clear any open windows. *View map* and *familiarise* with area around the school including landmarks, street layouts, and main roads.



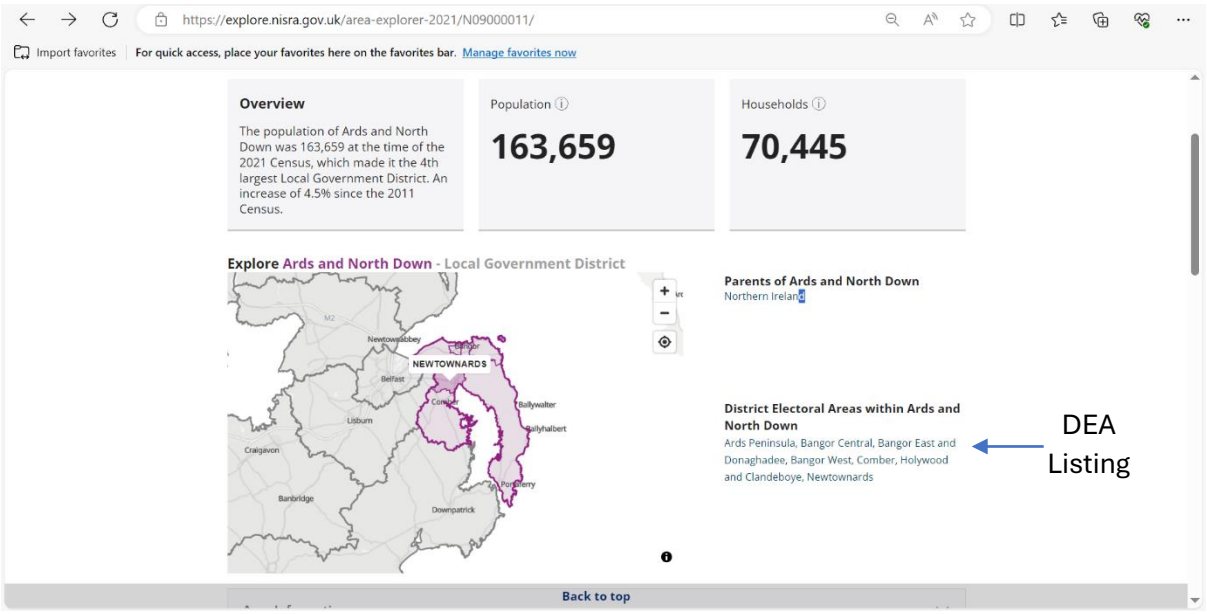
3. Identify **Local Government District (LGD)** for school

Open NISRA Area Explorer and *click* on the Local Government District (LGD) or council area within which the school of interest is located. In this example, the LGD is Ards and North Down.



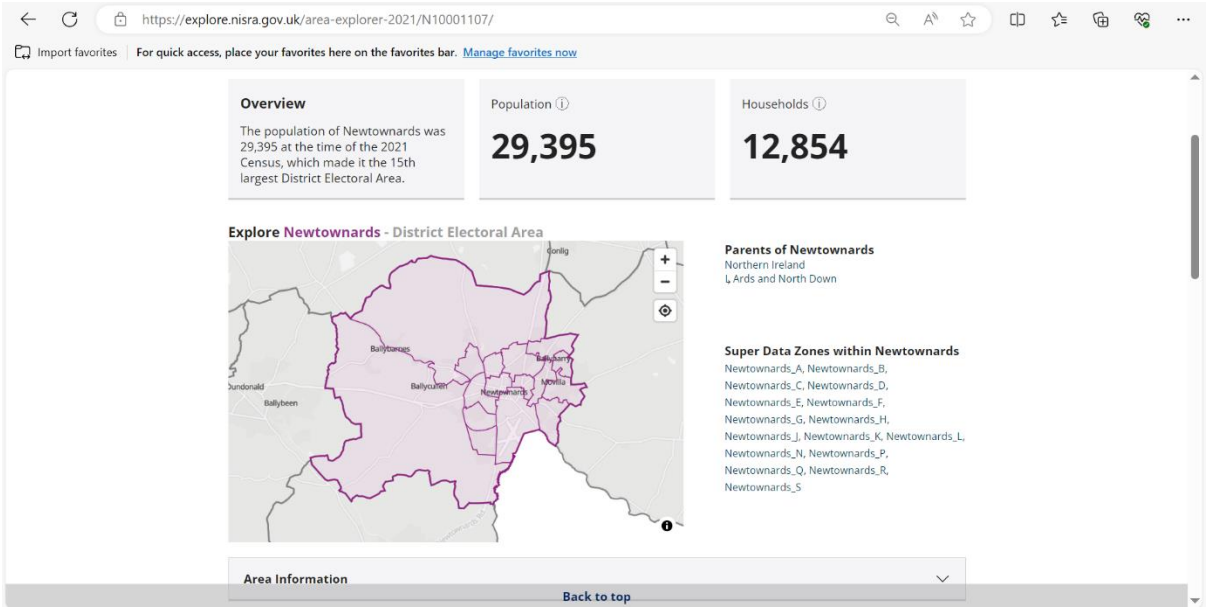
4. Identify **District Electoral Area (DEA)** for school

The following screen will be displayed, showing population and number of households for your selected LGD, and an interactive map.



If you know the DEA in which the school is located, *select* it from the listing to the right of the interactive map. Alternatively, *click* on the area of the interactive map. The DEA label will appear as you *hover* the cursor over each bordered section within the pink-bordered LGD area.

The following screen will be displayed, showing the DEA (in this case Newtownards) and statistics for the area.

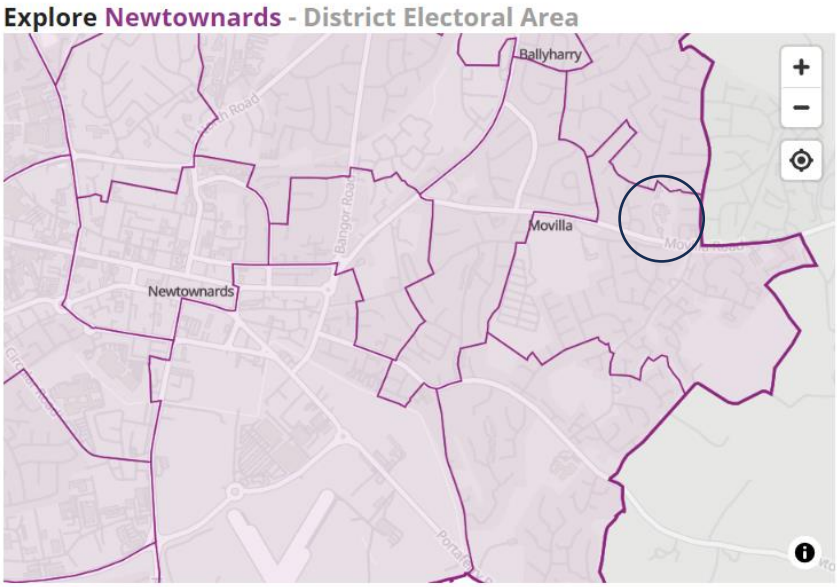


If you are unsure of the DEA in which the school is located, then:

(a) Identify the general location of the school within the LGD view of the interactive map, based on common knowledge of the geography.

(b) *Hover* the cursor over the selected area. A named DEA will appear. In this example, it is **Newtownards**. This is the identifier for the DEA. *Click* on the DEA in the LGD view to show the interactive map view of the DEA, as shown on pg20.

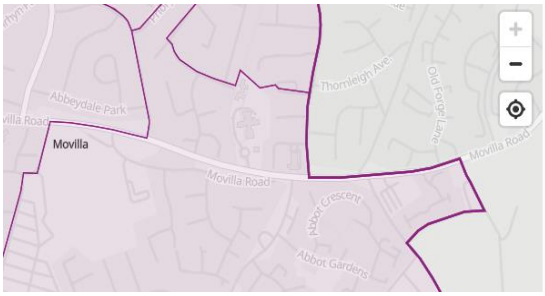
Tip To confirm your selected DEA, zoom (+), view map and identify the Road the school is on. In this example the road is Movilla Road and it can be viewed on the map by *applying 2 zooms* (+) and *moving map* to the left (*hold left click* and use mouse or trackpad to move map across to the left). You will see Movilla Road on which the school, in this example, is located. If, as in this case, the road the school is located on extends into another DEA, toggle between Google maps and NISRA's integrated map to check the landmarks and the school's location on Google maps, and locate the school on the NISRA Area Explorer integrated map (**Figure 1**). Check the school is within the boundary of the selected DEA. In the example it is seen to sit to the left of the boundary (encircled).



The zoomed views below demonstrate the usefulness of landmarks and the physical representation of the school. **Note** the distinctive school layout/shape, and street network to the left of the school.

Figure 1 – Toggle between views in Google Maps and NISRA Interactive map to identify school

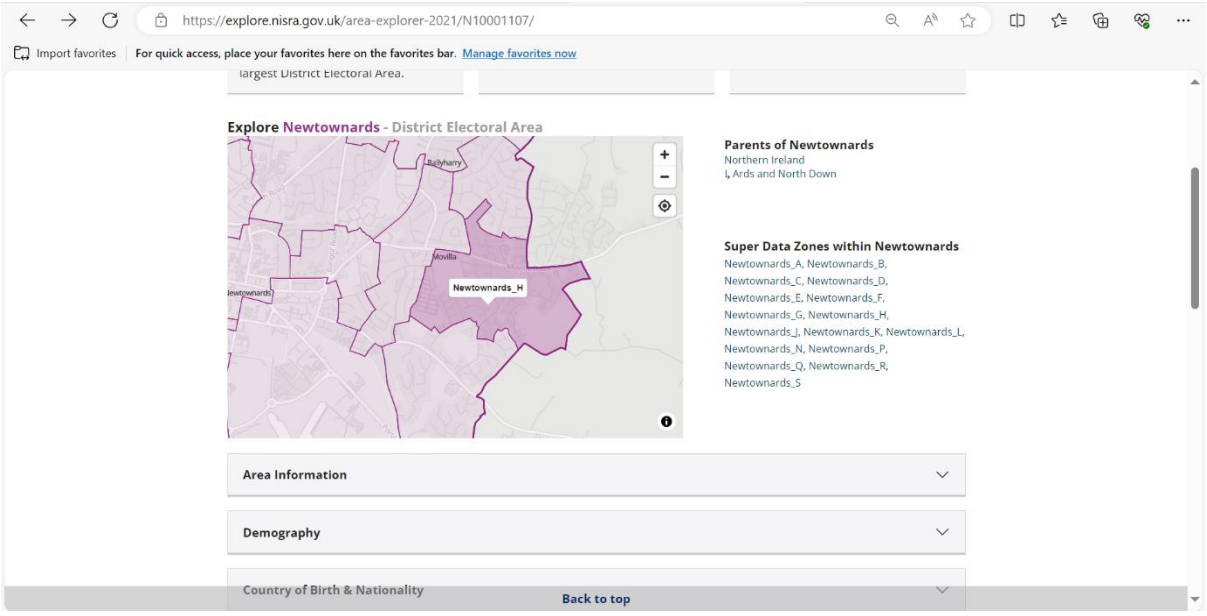
Google Maps



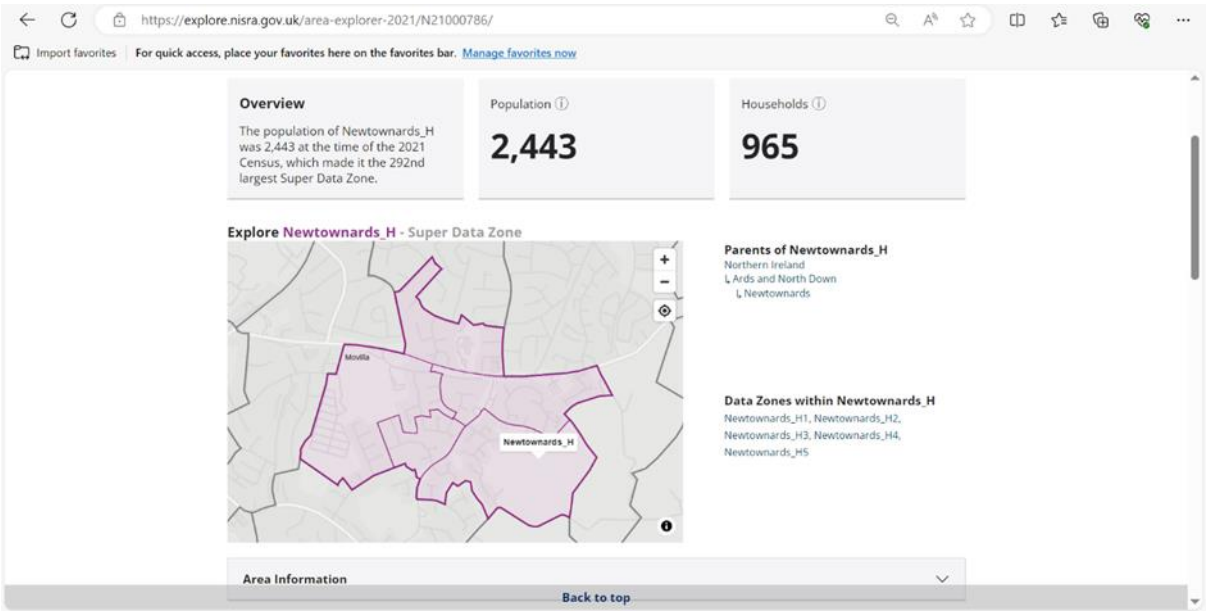
NISRA Interactive Map

5. Identify **Super Data Zone (SDZ)** for school

(a) Click on DEA (Newtownards), zoom (+), view map and identify the Road the school is on. In this example the road is Movilla Road and it can be viewed on the map by *applying 2 zooms* (+) and *moving map* to the left (*hold left click* and use mouse or trackpad to move map across to the left). You will see Movilla Road on which the school is located. The school itself can be located on the interactive map by toggling between the interactive map and Google Maps (see ***Figure 1***, pg 20). *Hover* the cursor in the boundaried area that contains the school – it will display darker pink and reveal the SDZ label. In this case the identifier for the SDZ is **Newtownards_H**. *Click* on the highlighted pink area labelled Newtownards_H.

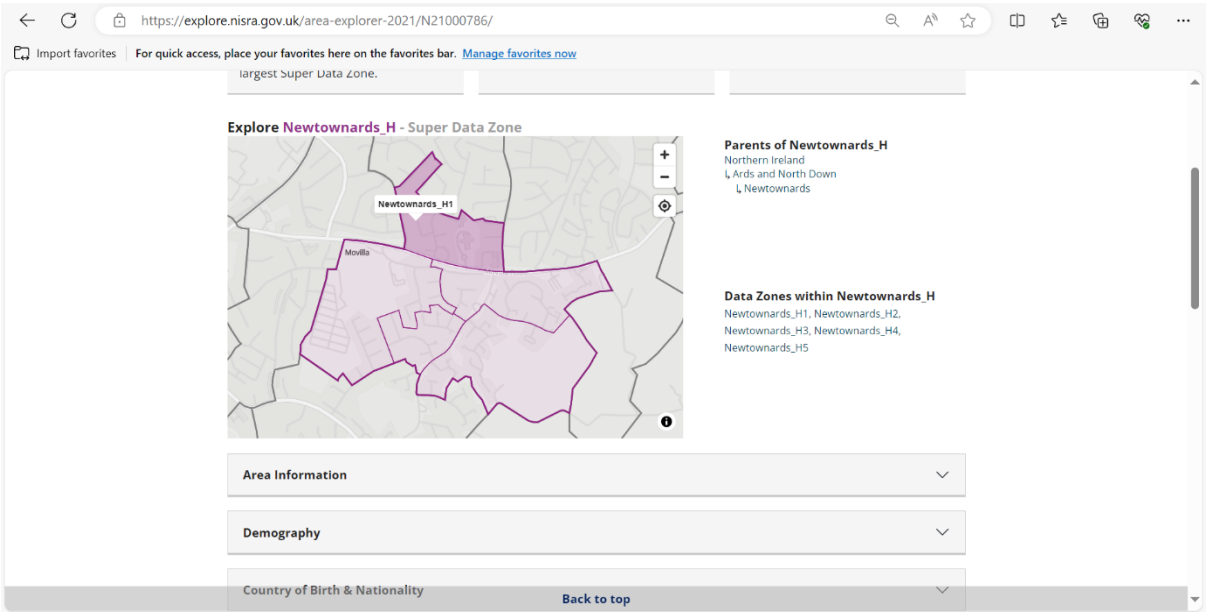


(b) The interactive map will display the SDZ, Newtownards_H. Statistics related to the SDZ are also displayed on this screen.

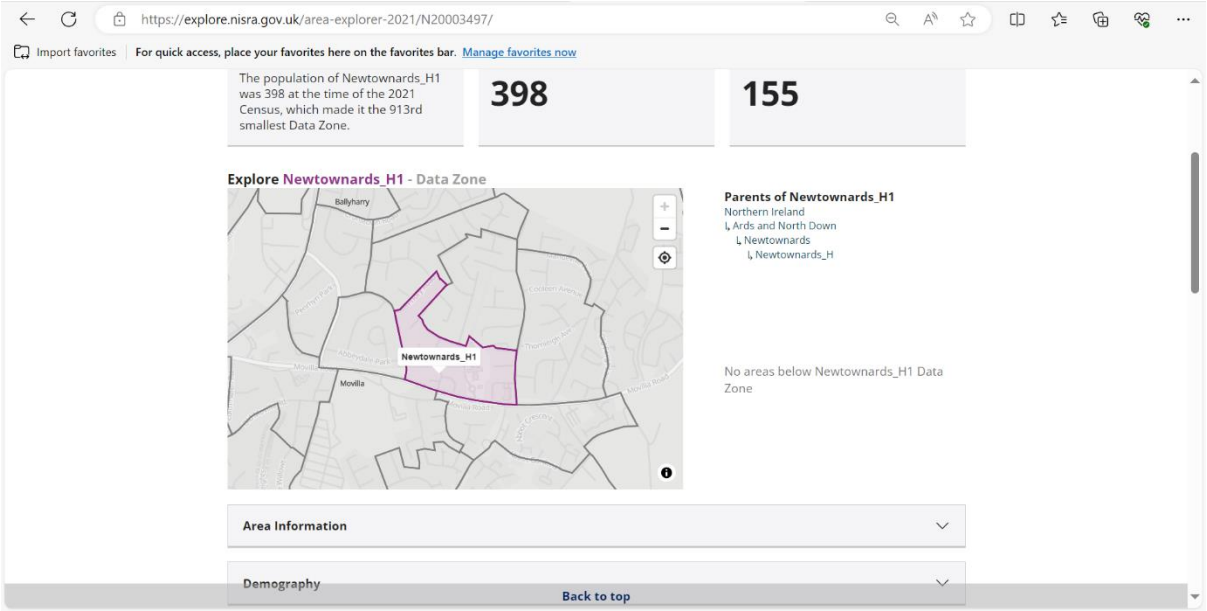


6. Identify **Data Zone (DZ)** for school

(a) Locate Movilla Road and the school within the pink-coloured SDZ on the interactive map. *Hover* the cursor in the boundaried area that contains the school - it will display darker pink and reveal the DZ label. In this case the identifier for the DZ is **Newtownards_H1**. *Click* on the darker pink area labelled Newtownards_H1.



(b). The interactive map will display the DZ, Newtownards_H1. Statistics related to the DZ are also displayed on this screen.



Note: You have now identified all the geographies (LGD, DEA, SDZ, and DZ). Take a note of these. You will need them to feed into NISRA's Flexible Table tool to generate a community profile for your school. See **Search Tip** on pg6.

7. School **Catchment Area**

Follow Steps 5-8 (pgs7-14) under Option 1 Location Services to identify and profile current/potential school catchment area.

8. Area **Demographics**

Follow Step 9 (pg15) under Option 1 Location Services to explore NISRA pre-selected area demographics.

2.4 Instruction: Step-by-Step Guide

(ii) FTB Community Profiling

The goal of this instruction is to equip and enable you to create charts for your school community like those in the Community Profile worked example. Such a community profile has multiple applications for schools. The creation of this community profile uses NISRA's Flexible Table Builder (FTB) tool and CPT Excel Templates. Before starting this profiling activity, you will need to have identified your school's District Electoral Area (DEA), Super Data Zone (SDZ), and Data Zone (DZ) using the ID Data Zone instructions.

Tools for Community Profiling

- The NISRA Flexible Table Builder
- CPT Excel templates have been created for each county (n=6)[1]. There are 12 worksheets in each Excel template, one for each variable. The tab for each worksheet is labelled with the variable name. The Excel templates have been set up to accommodate a simple 'copy and paste' function – *copying* the Counts data from the created NISRA FTB tables, for each geography and variable, and *pasting* into the spreadsheet of the related Variable tab and geography within the CPT Excel template[1]. Formulae already inserted into the CPT Excel templates mean that conversion of Counts to percentages for comparison of geographies, and automatic re-categorisation of variable categories where necessary (eg school age population – categorising to 0-4yrs, 5-11yrs, and 12-18yrs) is enabled, as well as automatic creation of all charts. Once created, these charts can be copied and pasted into Word documents and/or PowerPoint slides for multiple applications.
- Appendices
    - Appendix 1 defines the geographies – NI, County, LGD, DEA, SDZ, DZ
    - Appendix 2 contains a list of variables (n=12) detailing which classifications to select and what categories the selected classification of the variable contains. It would be useful to have this to hand when creating your community profile to quicken the process of selecting variable classifications. These variables have been selected as determinants of educational attainment, either directly or indirectly.

[1]Antrim, Armagh, Derry/Londonderry, Down, Fermanagh, Tyrone

Instruction Format

Generation of the Community Profiling data is as demonstrated in Example 1, which provides instruction applicable to ten of the twelve profiling variables using an **ABC** (Access, Build, Create) format. Two other variables require specific instruction. These are **Parent Qualifications**, which necessitates the creation of a Pivot Table and **School Age Population** which requires re-categorisation of the Age variable prior to percentage computation and chart creation.

Example 1 – **Creating data tables and charts** across geographies, ***pg5***

The LGD geography will be used as a full illustrative example, from start to chart. However, points of difference ie selecting *geographic* level and *area* selection, for each of the other DEA, SDZ, and DZ geographies, will also be demonstrated. This methodological process works for all variables except for those highlighted in **Example 2** and **Example 3** where specific instruction has been included to enable you chart these.

EXAMPLE

Variable: Religion or Religion Brought Up In

Geographic level: Local Government District (LGD)

Geographic area: Ards and North Down

Example 2 – **Creating a pivot table** (relevant to Variable Parent Qualifications) ***pg18***

EXAMPLE

Variable: Parent Qualification

Geographic level: Data Zone

Geographic area: Lurgan_S1

CPT Excel Template: Co Armagh

Example 3 – **Re-categorisation of variables**, *pg31*

EXAMPLE

Variable: School Age Population

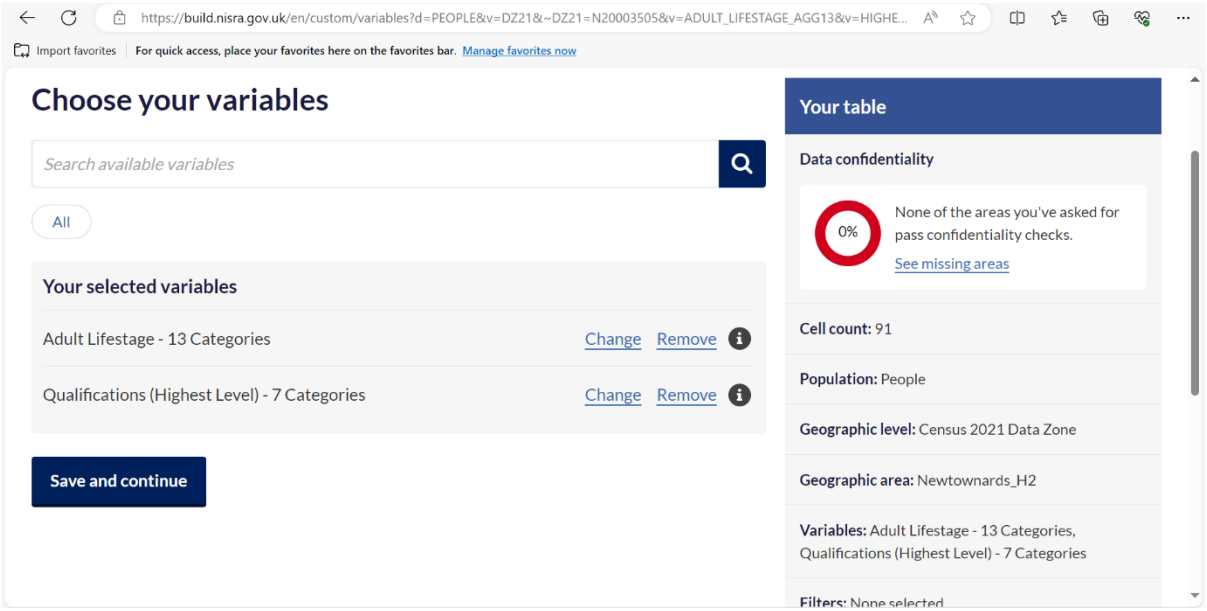
Geographic level: Data Zone

Geographic area: Lurgan_S1

CPT Excel Template: Co Armagh

Note Data Confidentiality

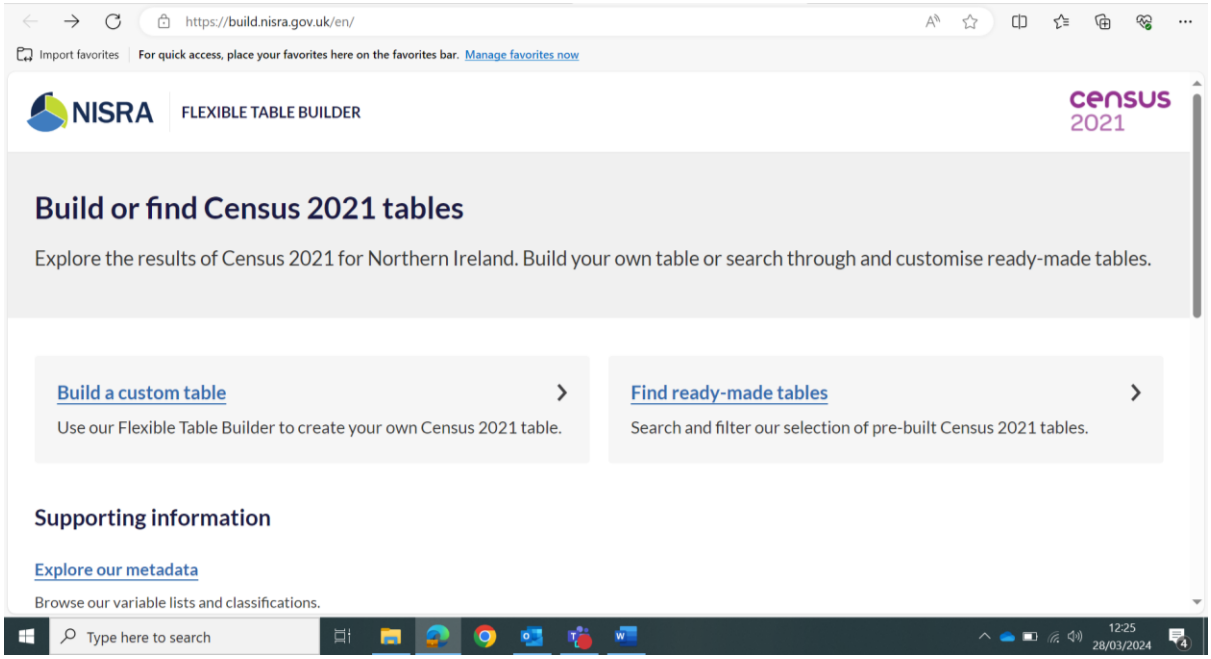
On rare occasions, data generated using NISRA's FTB tool does not pass confidentiality checks. If this is the case, no data is displayed and a red data confidentiality notification appears . It is most likely to occur at lower geographic levels such as the data zone level, and with pivot tables in particular. The example below is for Newtownards_H2 which did not pass confidentiality checks for the Parent Qualifications variable. The lowest level of data that can be generated for this variable is at the SDZ.



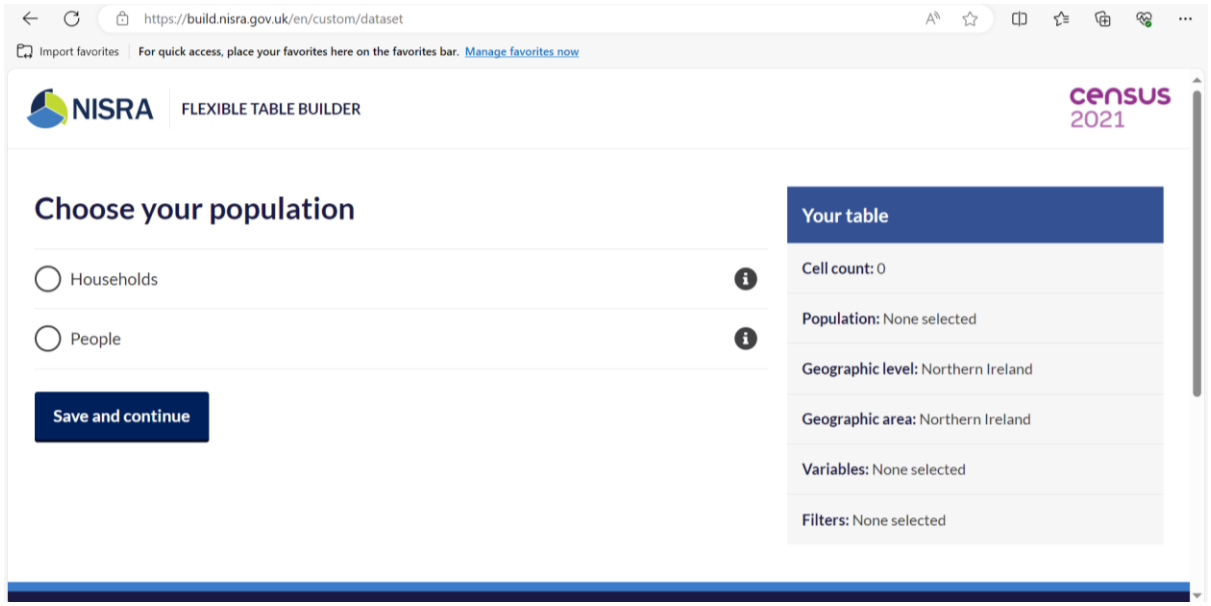
The **ABC** to creating a community profile: **A**ccess, **B**uild, **C**reate!

A. **Access** the Flexible Table Builder (FTB)

Open NISRA Flexible Table Builder and *click* on Build a Custom Table link.



The following screen will appear. This is the interface for the Flexible Table Builder (FTB) Tool. All queries for both geographies and variables can be searched using this tool.



A recommended area hierarchy for community profiling and comparatives is NI, County, LGD, DEA, SDZ and DZ (Appendix 1). The NI and County level data has already been added to your CPT Excel templates. The remaining geographies for which data needs generated are therefore LGD or council area, DEA, SDZ and DZ. Use your school's LGD, DEA, SDZ, DZ to generate a Community Profile for your school. The following steps will illustrate how to generate data tables for these geographies using NISRA's FTB for transfer into CPT Excel Templates and automated chart creation.

EXAMPLE 1 – Generating data table and charts for Community Profile

This process applies to 10 of the 12 variables listed in Community Profile variable listing Appendix 2. Exceptions are *Parent Qualifications*, and *School Age Population*. Steps for these variables are shown in Example 2 (Pivot Table), and Example 3 (Re categorisation), respectively.

EXAMPLE

Variable: Religion or Religion Brought Up In

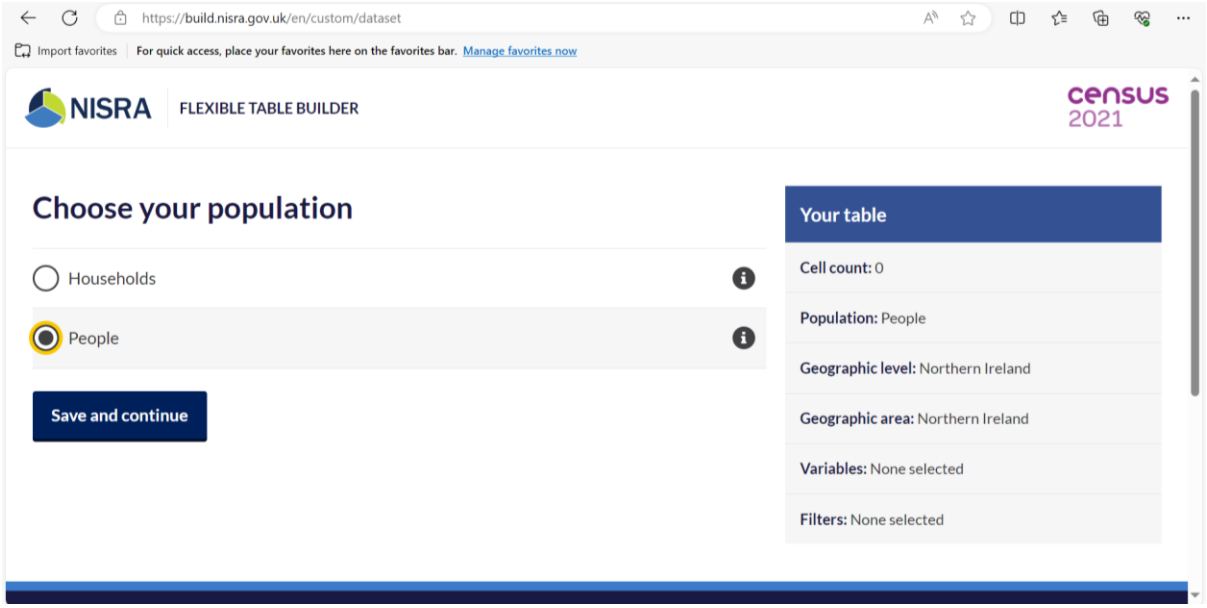
Geographic level: Local Government District (LGD)

Geographic area: Ards and North Down

B. **Build** Data Table

1. Choose **Population** for Table

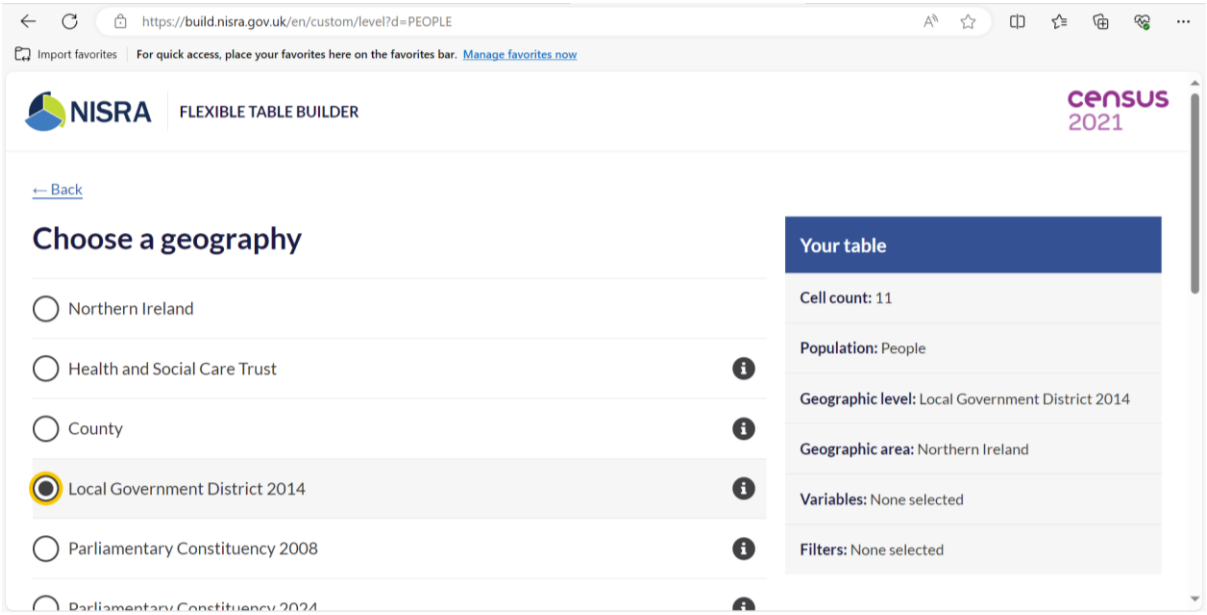
Select People, then *click* Save and continue



Note: the table to the right of the screen provides a summary of the table building selections made

2. Choose **Geography** level for Table

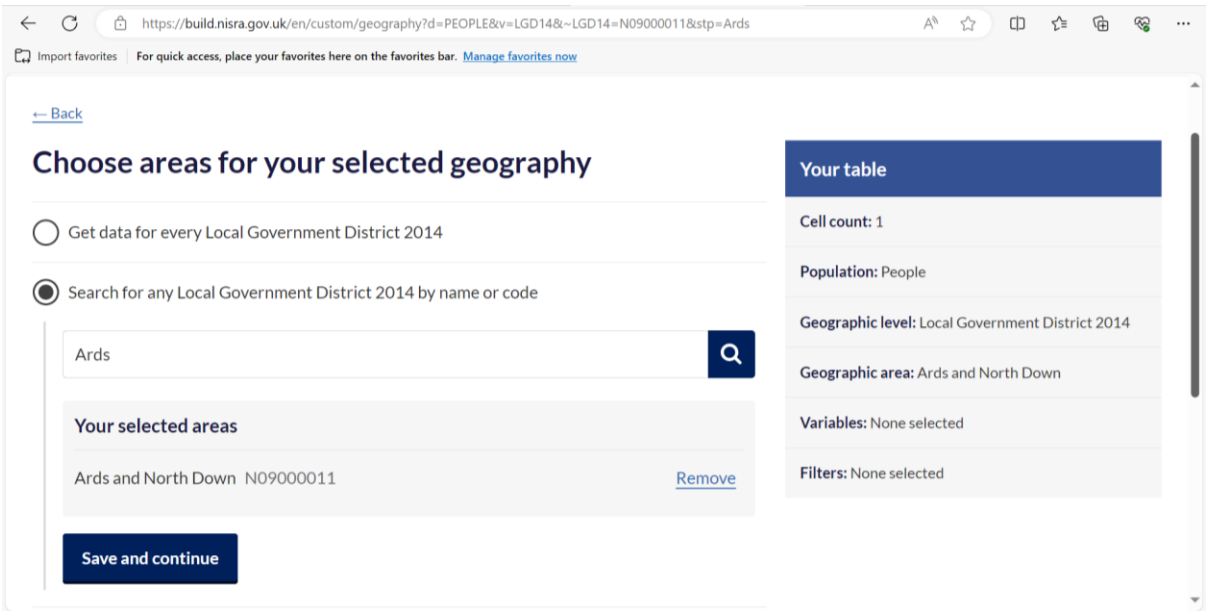
Select Local Government District (LGD) 2014, then *click* Save and continue



Note: You may choose any geography you are interested in from the listing. The current example is for LGD geographic level. Please refer to Box 1 for guidance on selecting DEA, SDZ, and DZ **geographies**.

3. Choose **Area** for selected geography

Select Search for any Local Government District 2014 by name or code. Start typing the Local Government District name, within which your school is located, in the text box, *click* the search icon to display, and *click* Save and continue.

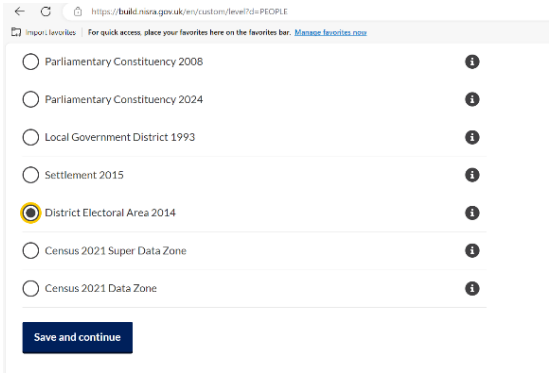


Note: Please refer to Box 1 for guidance on selecting **areas** for DEA, SDZ, and DZ geographies.

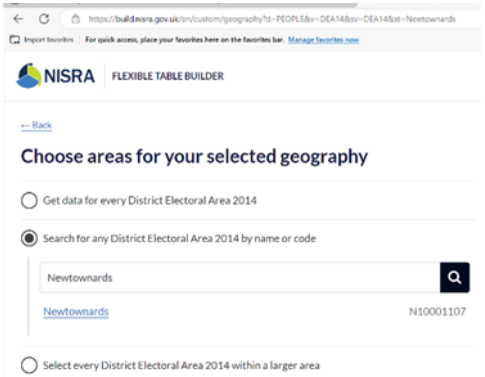
BOX 1 Selecting **Geography** and **Area** options

District Electoral Area

Choose a Geography: *Scroll* to Census 2021 Data Zone

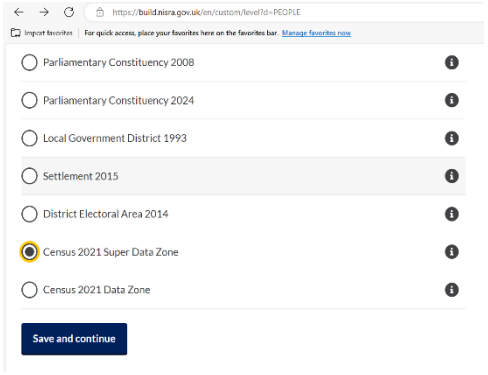


Choose Area: *Select* Search for any District Electoral Area 2014 by name or code, *enter* DEA of interest, *click* on search icon, and *click*

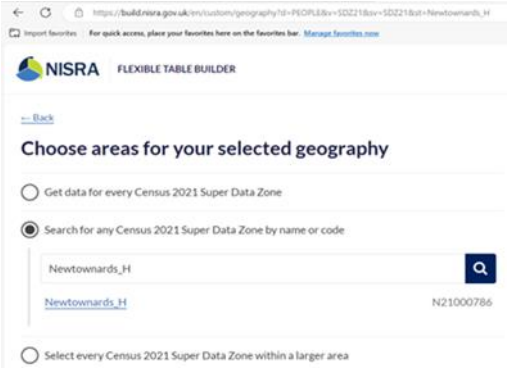


Super Data Zone (SDZ)

Choose a Geography: *Scroll* to Census 2021 Data Zone

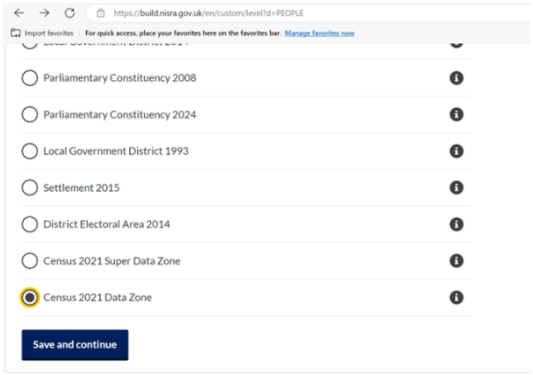


Choose Area: *Select* Search for any Census 2021 Super Data Zone by name or code, *enter* SDZ of interest, *click* search icon, and

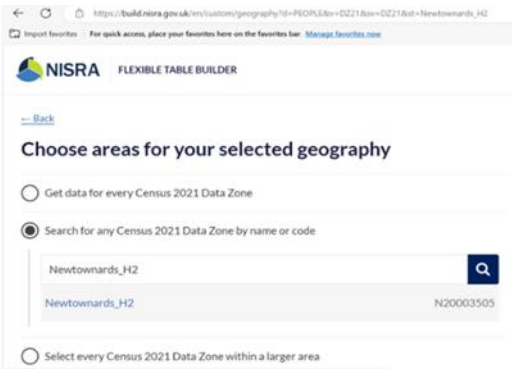


Data Zone (DZ)

Choose a Geography: *Scroll* to Census 2021 Data Zone



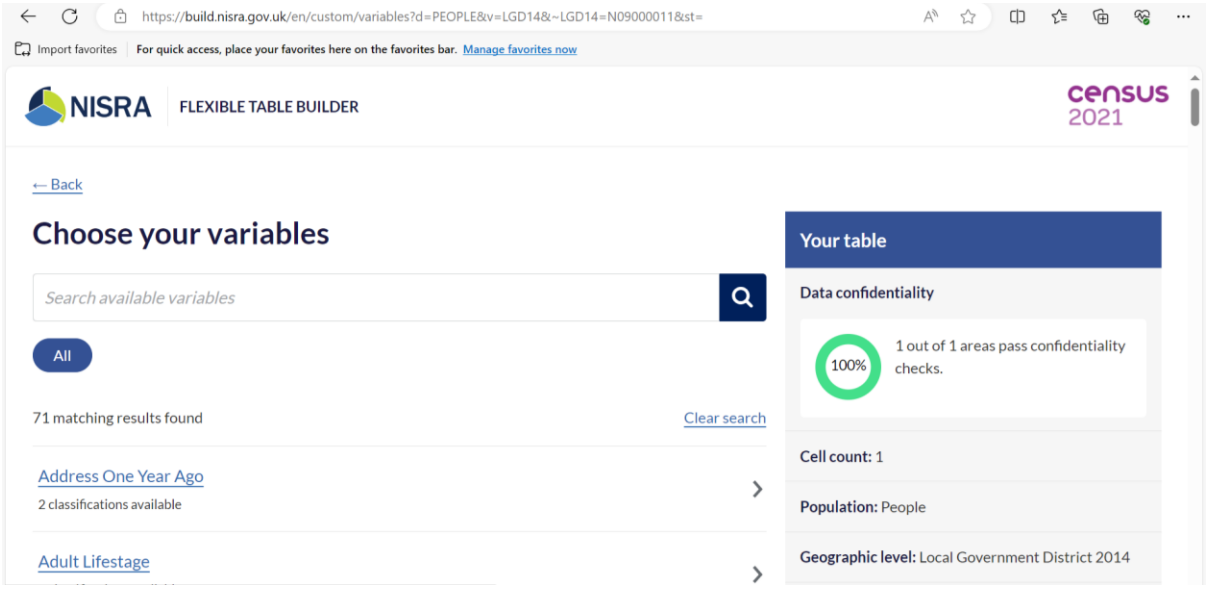
Choose Area: *Select* Search for any Census 2021 Data Zone by name or code, *enter* DZ of interest, *click* search icon, and



Note: when inserting Geographic area ensure to place an underscore between the DEA and SDZ/DZ eg Newtownards_H and Newtownards_H2. On selection of the geography of interest, simply continue to Step 4.

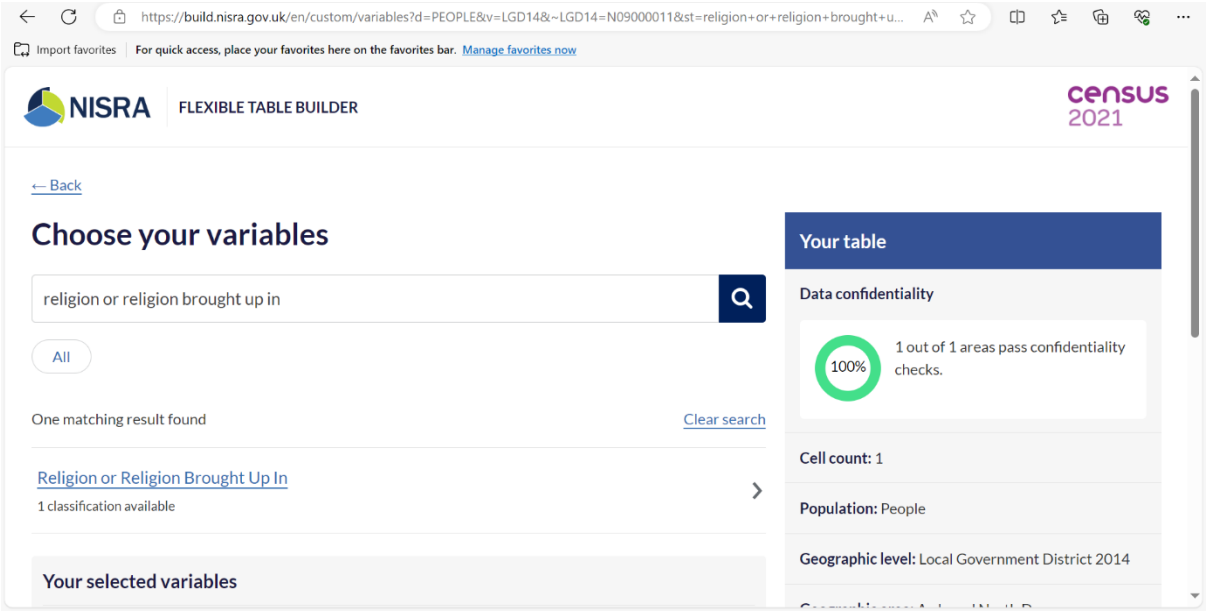
4. Choose **Variable** for Table

(a) If you know the name of the variable you want, simply type it in the text box and *click* on the blue search icon (see Variables reference list in Appendix 2). Or *select* All for the full listing and *click* on your variable of interest from the list. As an example, we will use Religion or Religion Brought Up In

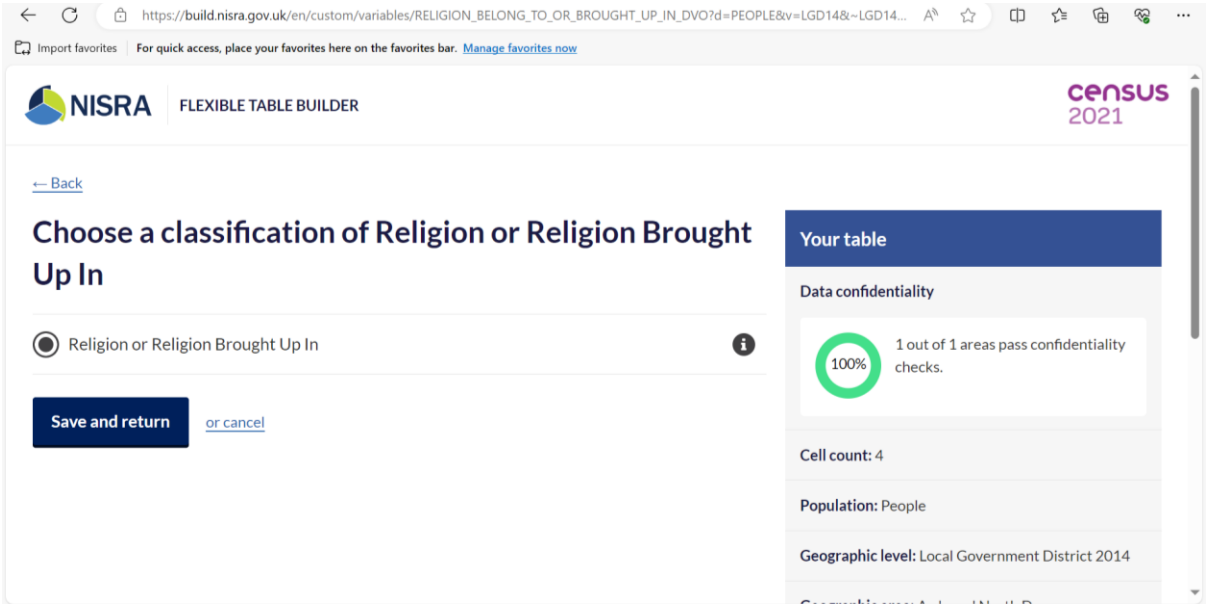


Note: The summary table to the right of the screen will now also display data confidentiality status.

(b) *Select* the variable Religion or Religion Brought Up In, either by *typing* in text box and *clicking* blue search icon, or by *clicking* All and *scrolling* the list of alphabetised variables to locate. *Click* on Religion or Religion Brought Up In hyperlink.

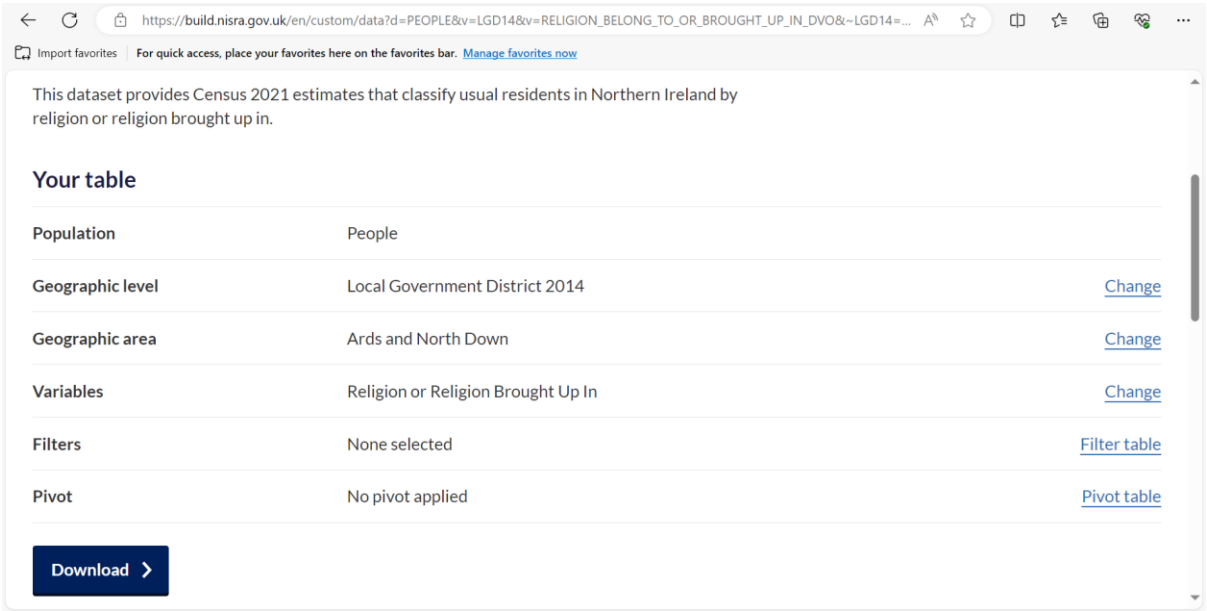


(c) The following screen will appear. This variable has only one classification to choose from, so simply *click* on Save and return



Note: click on the 'i' icon to find out more about the variable, and the categories that make up the classification

(d) Summary of chart variables is displayed for your information. This is also the interface for making changes to the Geographic level, Geographic area, and Variable selected. For example, if creating a table for a range of geographies for the Religion or Religion Brought Up In variable

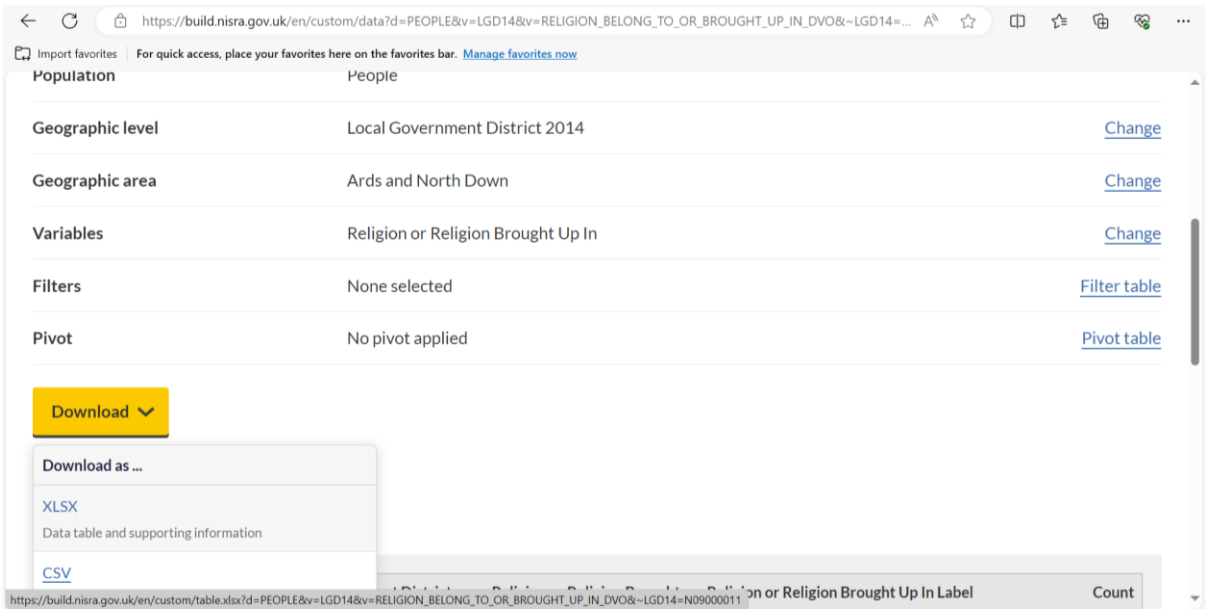


Note: in creating a community profile for your school, it will be helpful to start with the range of Variables in Appendix 2.

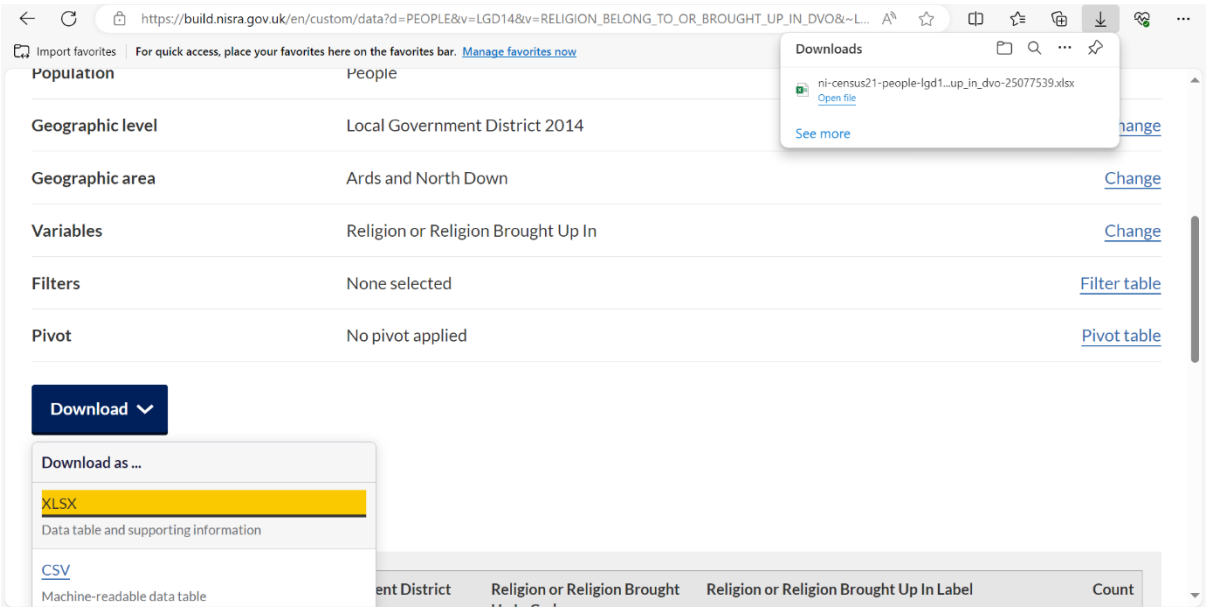
Change interface –Once you have data for LGD you can select a new geographic level and area (for same variable) or select a new variable for a new chart

5. **Download** data table

(a) *Click* on download, which opens a window to download formats. Click on XLSX to open Excel spreadsheet

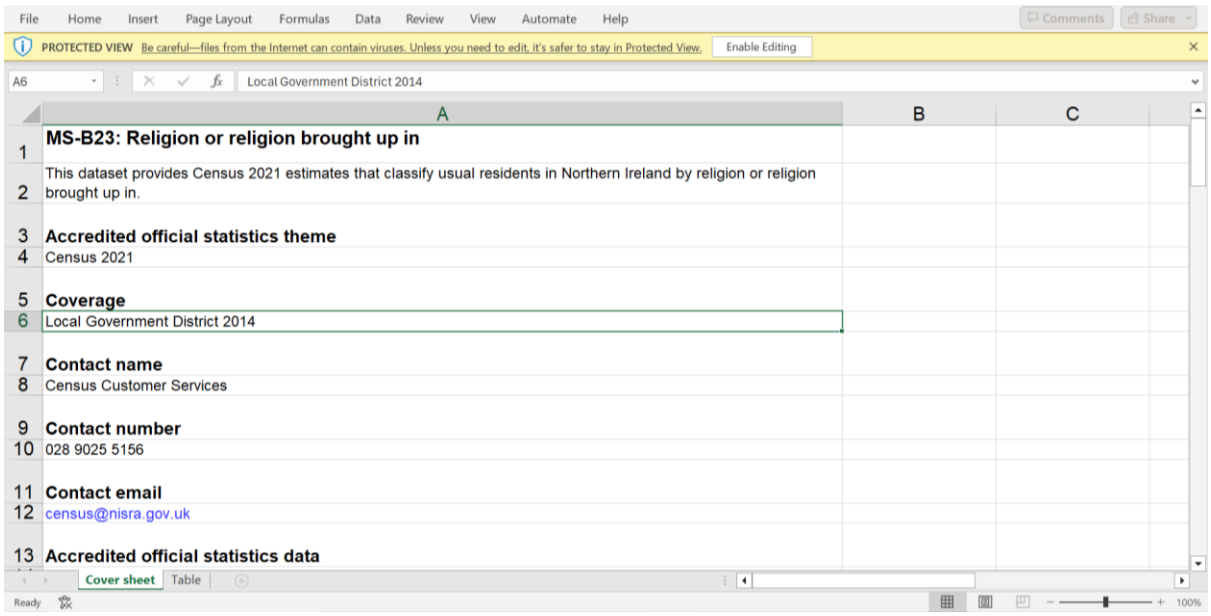


(b) This opens a download window on the top right of screen. *Click* on Open file to open Excel spreadsheet containing the generated data table.

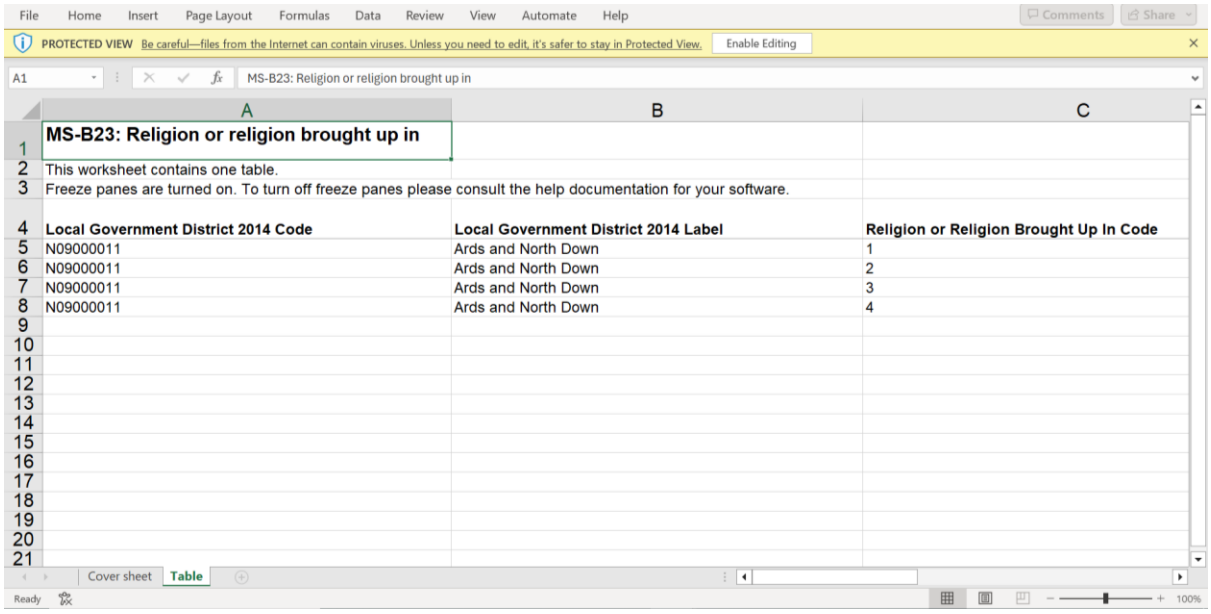


6. Data **Extraction**

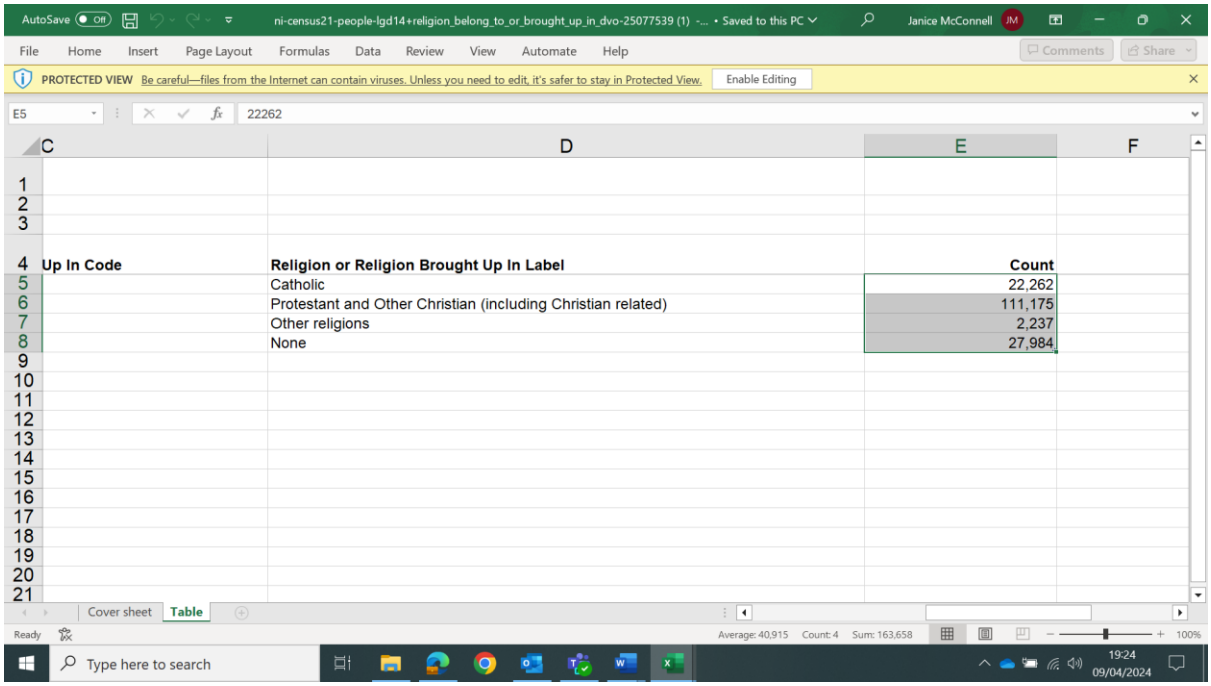
(a) Following on from Step 5c, the Excel spreadsheet will open in a new window at the Cover Sheet. *Click* the Table tab at bottom left-hand corner to reveal the generated data table



(b) Column B confirms the geography level (LGD). *Scroll* across to the **Count** column (E) using scroll tab in bottom right-hand corner until the Count column can be seen onscreen.



(c) *Select* the numbers in the **Count** column (Column E, Rows 5-8) and right click to *copy* data

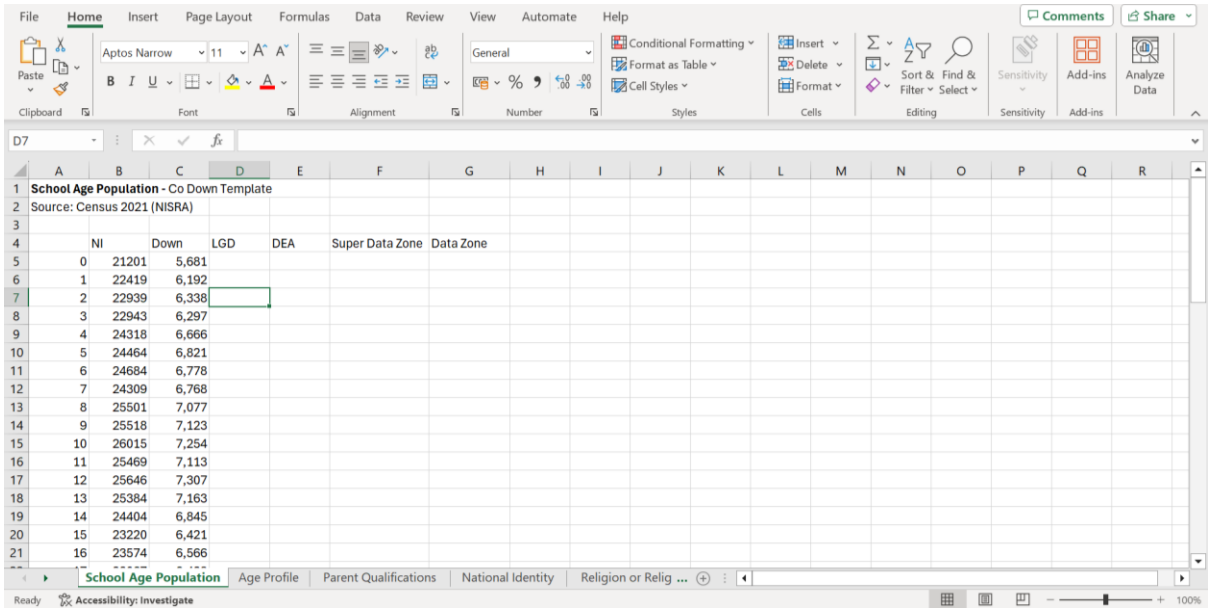


Up In Code	Religion or Religion Brought Up In Label	Count
	Catholic	22,262
	Protestant and Other Christian (including Christian related)	111,175
	Other religions	2,237
	None	27,984

C. **Create** Charts

7. Navigate CPT Excel Template

(a) *Open* relevant County level CPT Excel Template based on school's location and *save a copy* onto your computer for editing. In this example, it is the Co *Down* CPT Excel Template.

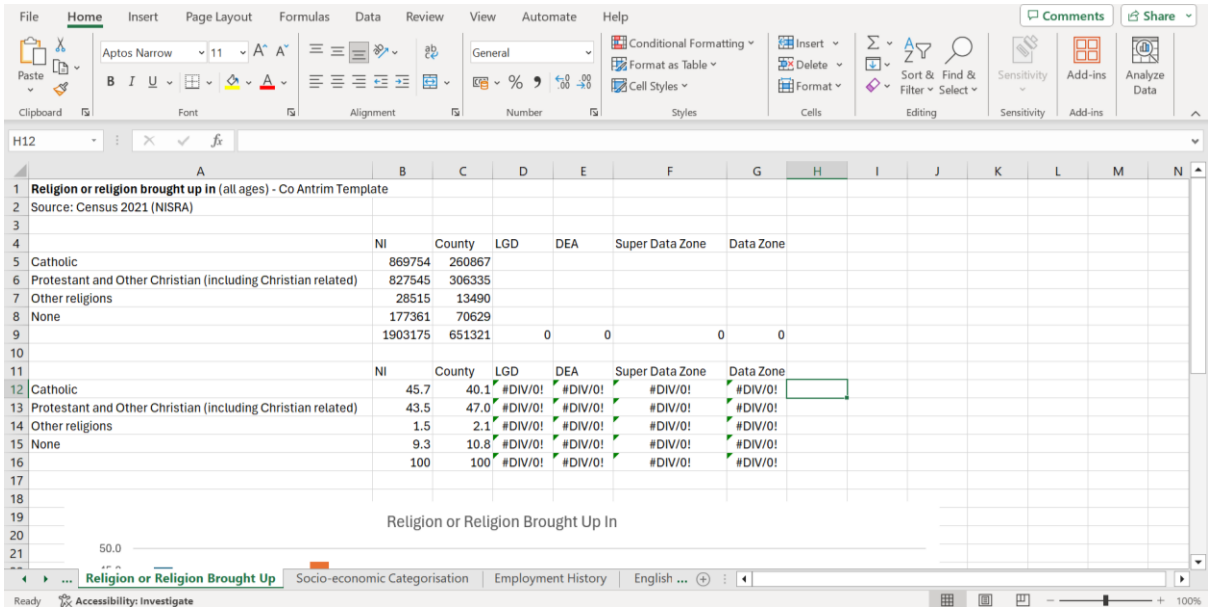


School Age Population - Co Down Template
Source: Census 2021 (NISRA)

	NI	Down	LGD	DEA	Super Data Zone	Data Zone
0	21201	5,681				
1	22419	6,192				
2	22939	6,338				
3	22943	6,297				
4	24318	6,666				
5	24464	6,821				
6	24684	6,778				
7	24309	6,768				
8	25501	7,077				
9	25518	7,123				
10	26015	7,254				
11	25469	7,113				
12	25646	7,307				
13	25384	7,163				
14	24404	6,845				
15	23220	6,421				
16	23574	6,566				

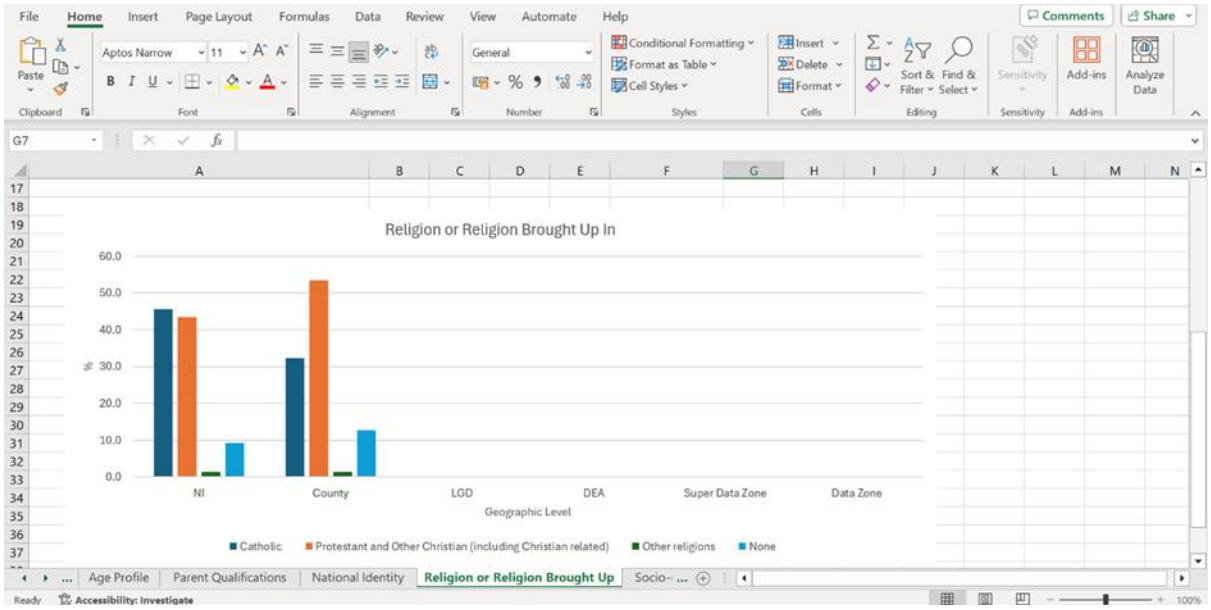
Note: Tabs to access the CPT spreadsheet templates for each of the 12 variables (Appendix 2) making up the Community Profile, can be found at the bottom of the spreadsheet, starting with *School Age Population*.

(b) *Click* on the Religion or Religion Brought Up In variable tab at bottom of CPT spreadsheet to display the Religion and Religion Brought Up In spreadsheet template.



	A	B	C	D	E	F	G
1	**Religion or religion brought up in** (all ages) - Co Antrim Template						
2	Source: Census 2021 (NISRA)						
3							
4		NI	County	LGD	DEA	Super Data Zone	Data Zone
5	Catholic	869754	260867				
6	Protestant and Other Christian (including Christian related)	827545	306335				
7	Other religions	28515	13490				
8	None	177361	70629				
9		1903175	651321	0	0	0	0
10							
11		NI	County	LGD	DEA	Super Data Zone	Data Zone
12	Catholic	45.7	40.1	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
13	Protestant and Other Christian (including Christian related)	43.5	47.0	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
14	Other religions	1.5	2.1	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
15	None	9.3	10.8	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
16		100	100	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!

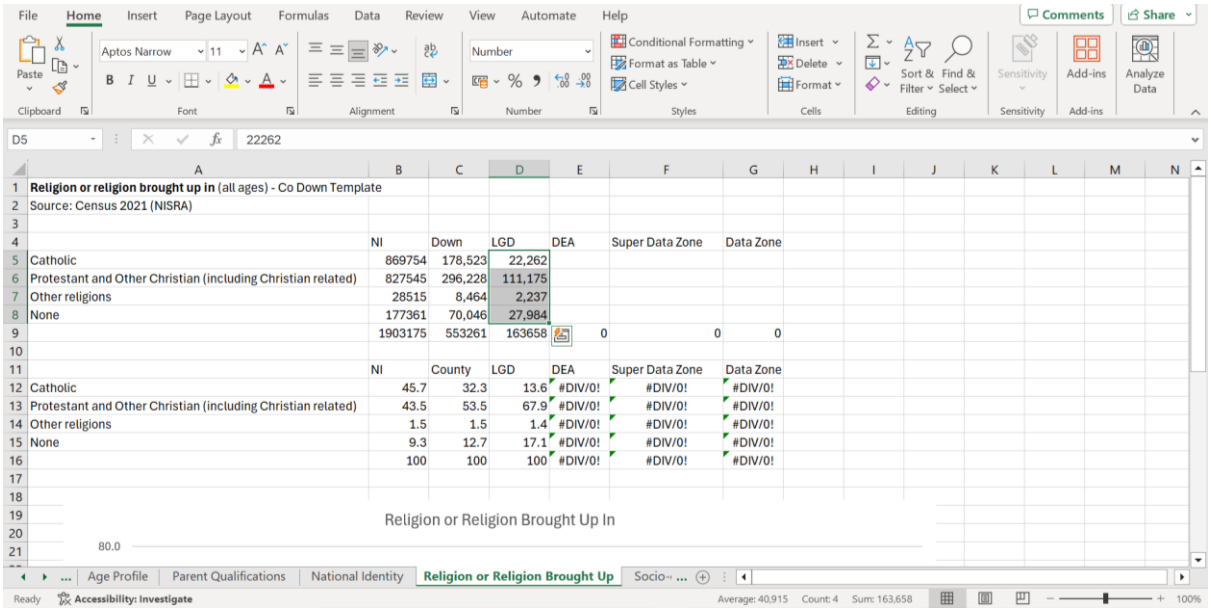
(c) *Scroll* down to view the chart which is populated with NI and County level data. *Scroll* back up to the data tables.



8. Copy and Paste Count data between NISRA FTB and CPT Excel spreadsheets to create chart

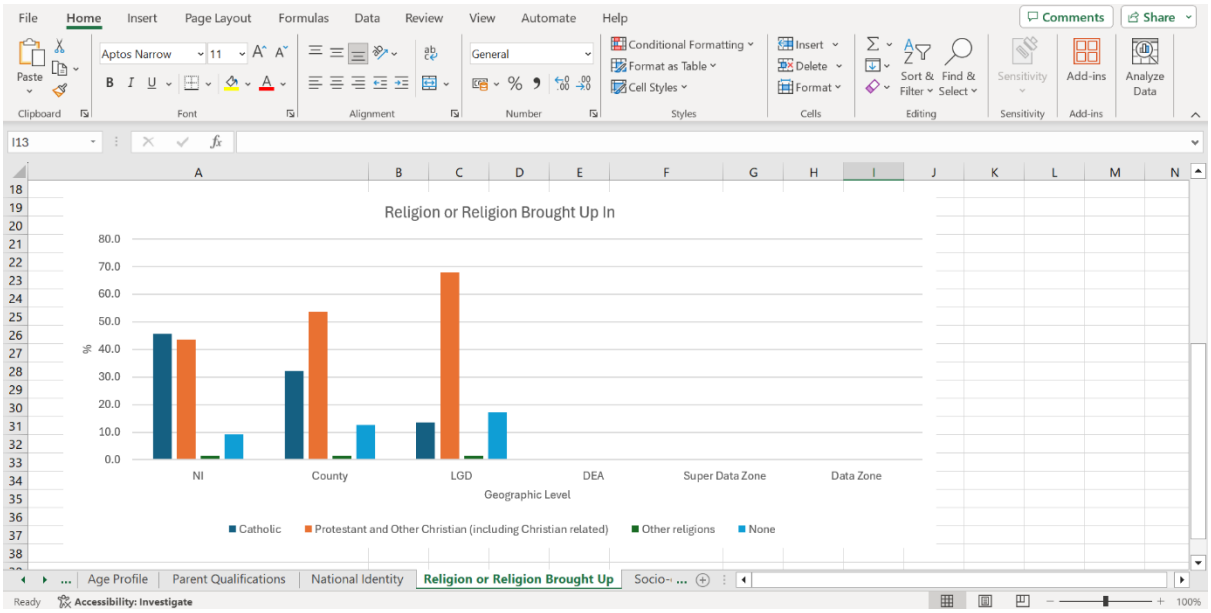
(a) *Paste* Count data (copied from NISRA FTB spreadsheet - Step 6c) into the empty LGD column in first table of CPT Excel Template.

Notice how the percentage figures are automatically calculated in the table directly below where you pasted the Count data. The data in the percentage table is the one used to generate the charts since percentages are necessary for direct comparison of variables across different geographic levels.



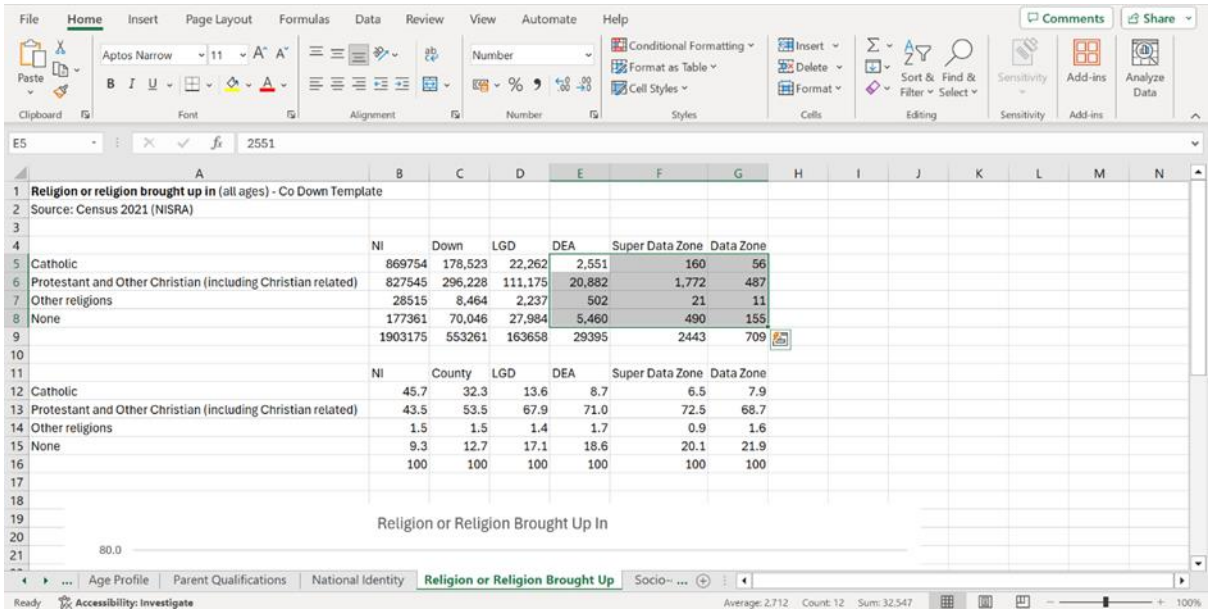
Tip – when right clicking to paste data, use Paste Special. This will match the number font/size to the destination format ie CPT Excel Template.

(b) *Scroll* down to *view* the chart in the CPT spreadsheet which will be updated automatically with the LGD level data.



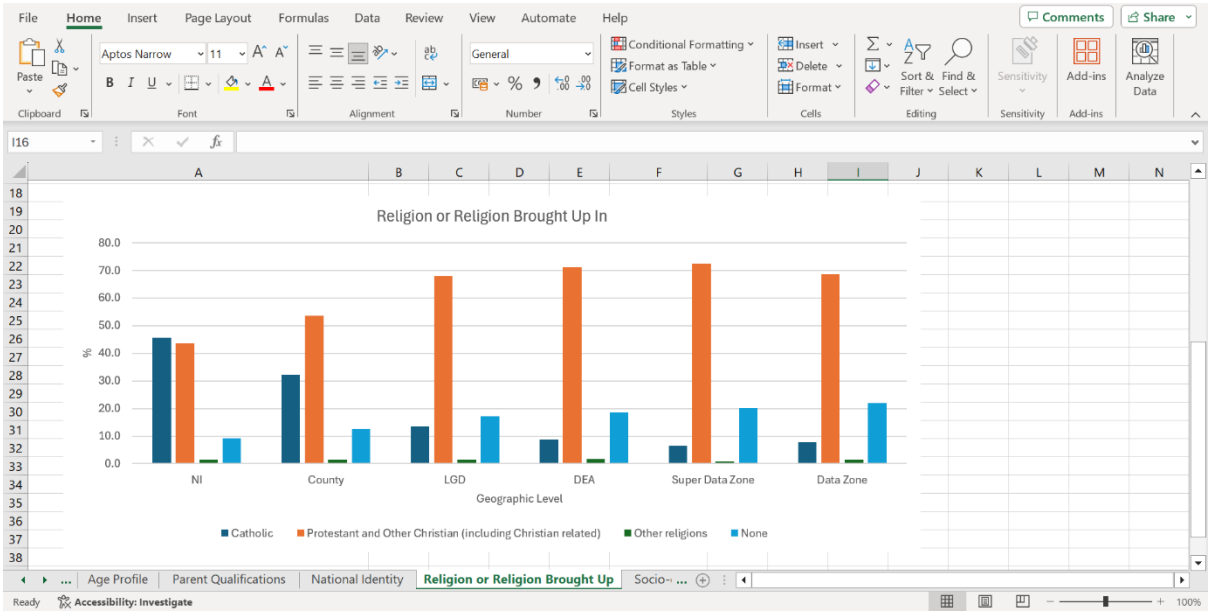
(c) Continue this process of building the CPT Excel data table, copying Count data from NISRA's FTB Excel spreadsheet (**Steps 6a to 6c**) and pasting into the CPT Excel Template (**Step 8b**) for each of the DEA, SDZ, and DZ geographies, until the Count table is complete.

Notice again how the percentage figures are automatically calculated in the table directly below where the Count data is pasted.



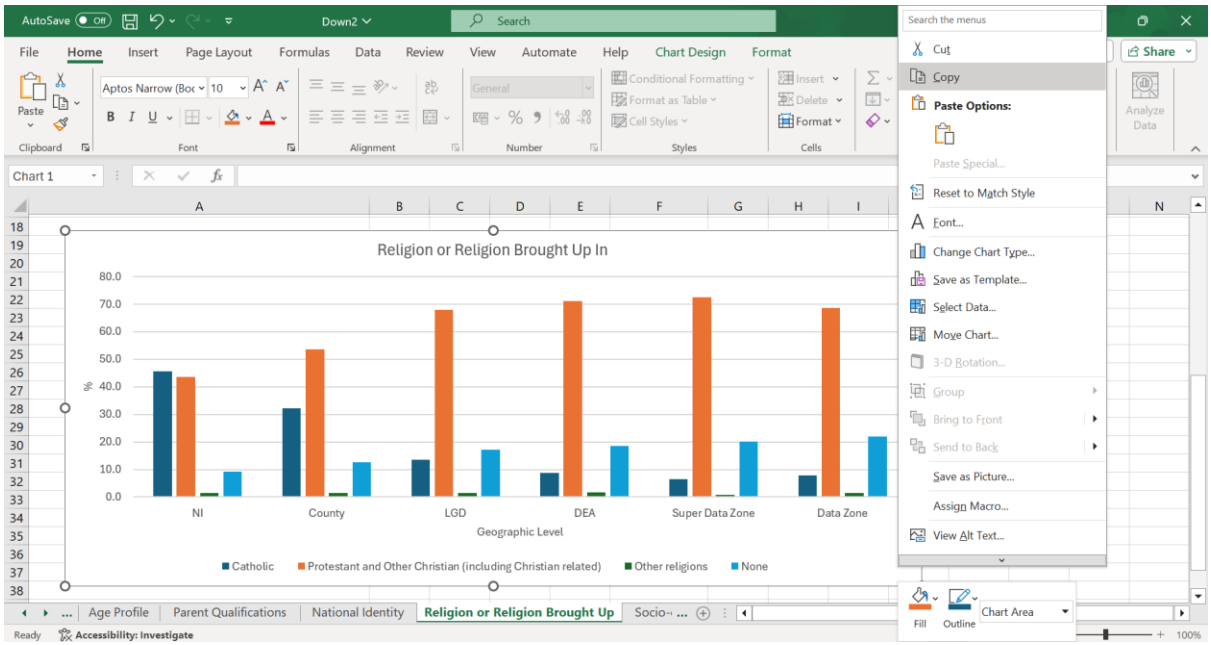
	A	B	C	D	E	F	G
1	**Religion or religion brought up in** (all ages) - Co Down Template						
2	Source: Census 2021 (NISRA)						
3							
4		NI	Down	LGD	DEA	Super Data Zone	Data Zone
5	Catholic	869754	178,523	22,262	2,551	160	56
6	Protestant and Other Christian (including Christian related)	827545	296,228	111,175	20,882	1,772	487
7	Other religions	28515	8,464	2,237	502	21	11
8	None	177361	70,046	27,984	5,460	490	155
9		1903175	553261	163658	29395	2443	709
10							
11		NI	County	LGD	DEA	Super Data Zone	Data Zone
12	Catholic	45.7	32.3	13.6	8.7	6.5	7.9
13	Protestant and Other Christian (including Christian related)	43.5	53.5	67.9	71.0	72.5	68.7
14	Other religions	1.5	1.5	1.4	1.7	0.9	1.6
15	None	9.3	12.7	17.1	18.6	20.1	21.9
16		100	100	100	100	100	100

(d) *Scroll* down to view the final chart for the variable, in this case, Religion or Religion Brought Up In.

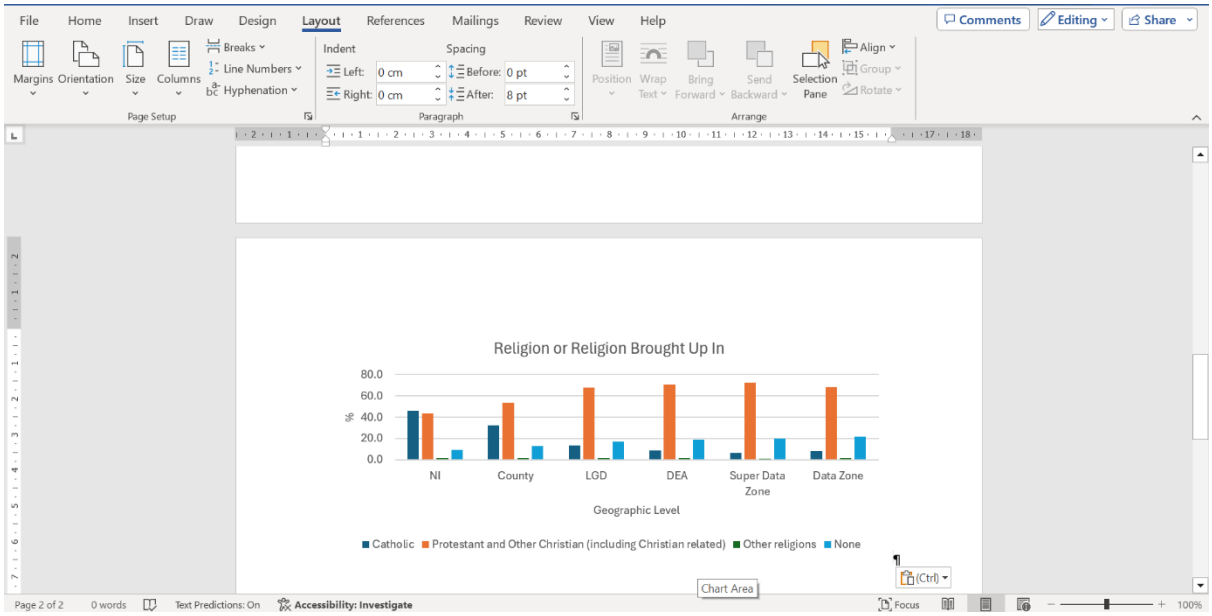


9. Copying Excel Chart from CPT spreadsheet to MS Word or PowerPoint

(a) *Click* on chart to highlight/frame, then *right-click* and *copy*



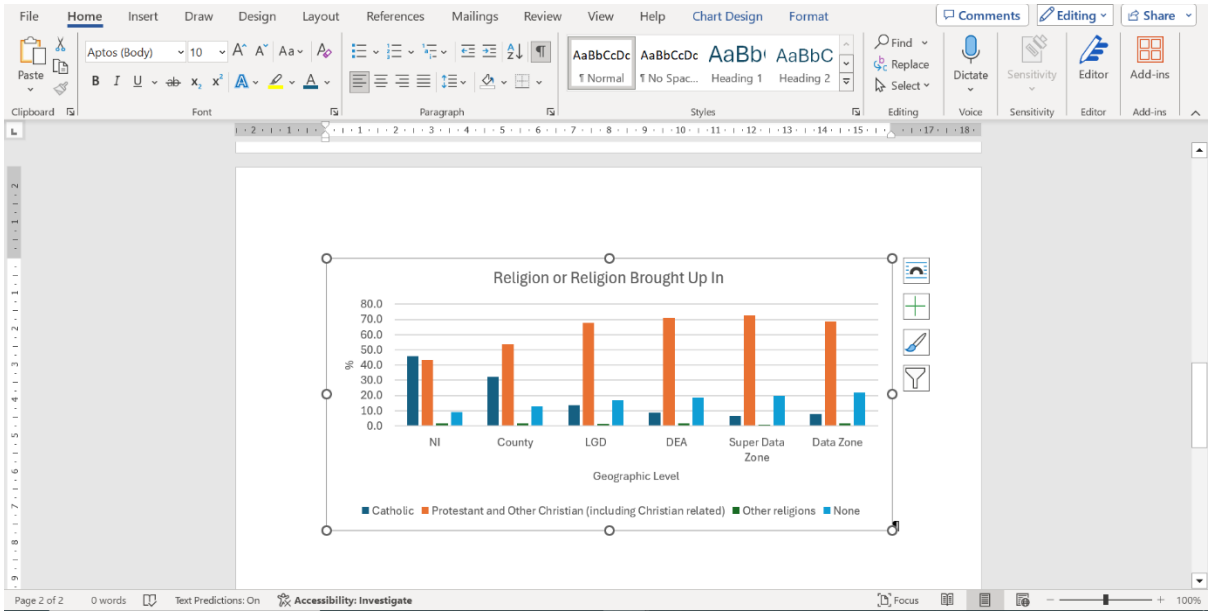
(b) *Paste* Excel Chart in preferred application eg MS Word or PowerPoint using the <u>Keep Source Formatting and Link Data</u> paste function.



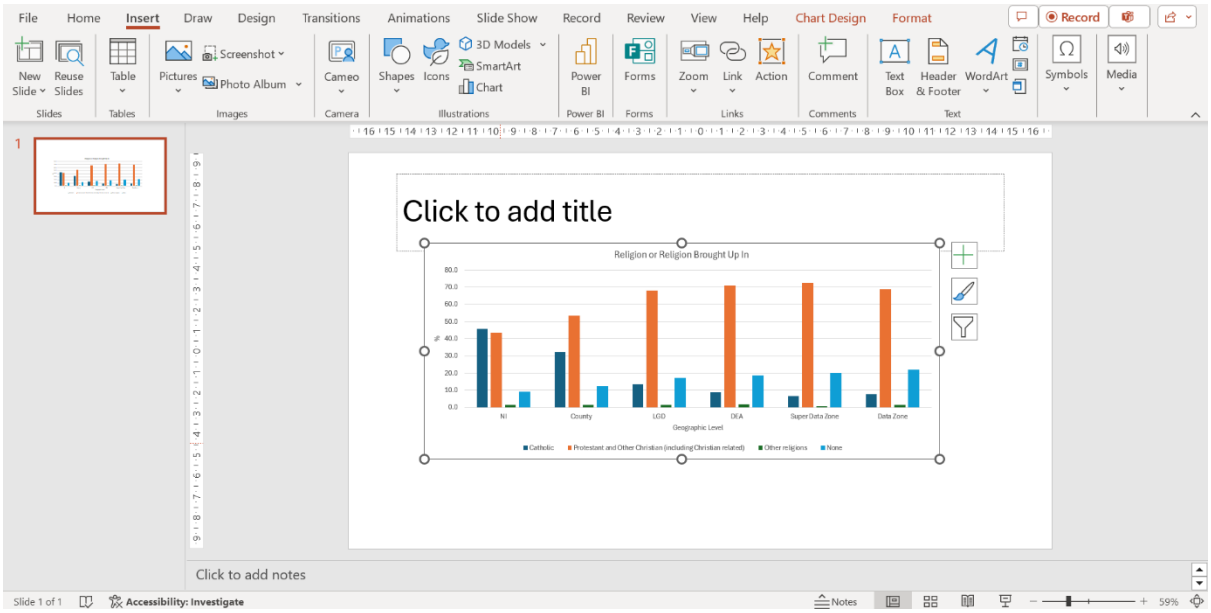
Note: The <u>Keep Source Formatting and Link Data</u> paste function links data in your copied chart (Word/PowerPoint) to the CPT Excel Template. This means when you make changes to the Excel template, for example, change chart type, or add a new geography, your copied chart will automatically be updated, as long as you don't rename either the Word document/PowerPoint or CPT Excel Template. If you do rename either, the data link will be broken, meaning you will have to *copy and paste* again if you make any changes to the chart in CPT Excel Template.

10. Editing Chart

(a) To *resize* the chart in **MS Word** simply *click* the chart and then *drag* the bottom central sizing handle (circle) using mouse or trackpad until the y-axis (labelled as percentage) shows 10% increments, as per original chart in CPT Excel spreadsheet.



(b) To *resize* the chart in **MS PowerPoint**, simply *click* the chart and then *drag* the sizing handles using mouse or trackpad until the chart is the size you want.



Note: the middle handles (circles) move the chart horizontally or vertically only, while the corner handles move the chart both vertically *and* horizontally simultaneously.

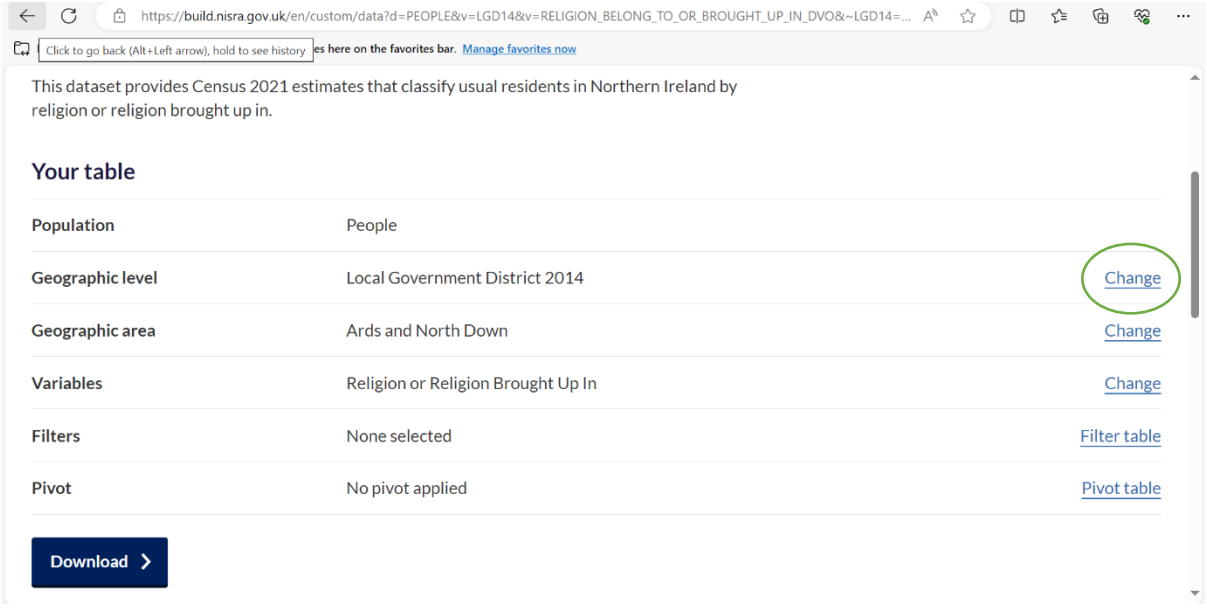
EXAMPLE 2 – Creating a Pivot Table

In this example, we will generate data at the Super Data Zone (SDZ) geographic level for Newtownards_H. The Variable - **Parent Qualifications** requires input from two variables: Adult Lifestage, and Qualifications (Highest Level), and creation of a Pivot Table. The following instructions will take you through the complete process, step-by-step.

11. Changing **Geographies**

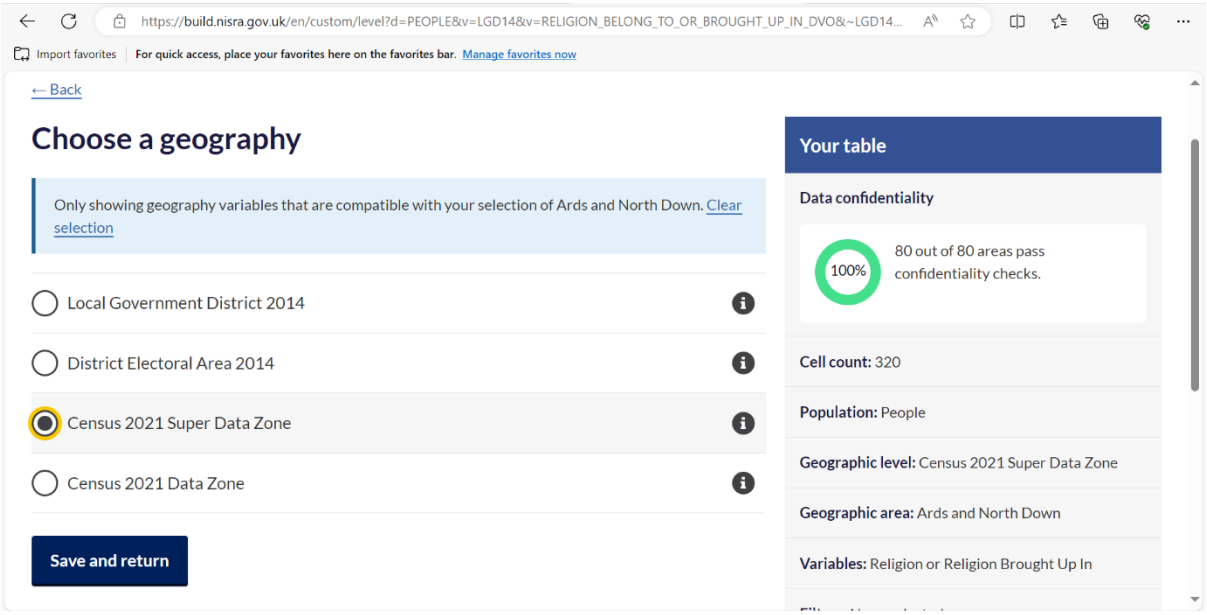
(a) Return to NISRA's FTB at the point you left off ie **Step 5b** Table Summary screen. On the summary screen, *click* on the Change hyperlink at the Geographic level.

Note: alternatively, change selections by clicking the browser back button, until you reach the Geographic level screen and follow Steps (2) to (4) to select new geographies and variables.



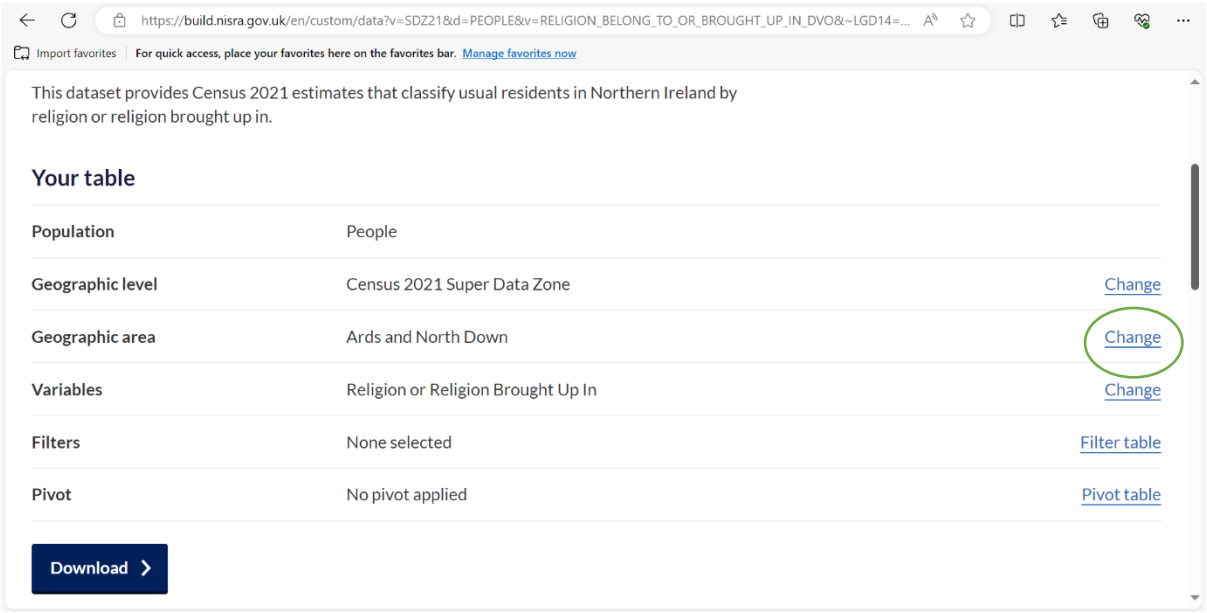
(b) Select **Geographic level**

Select Census 2021 Data Zone and *click* on Save and return.

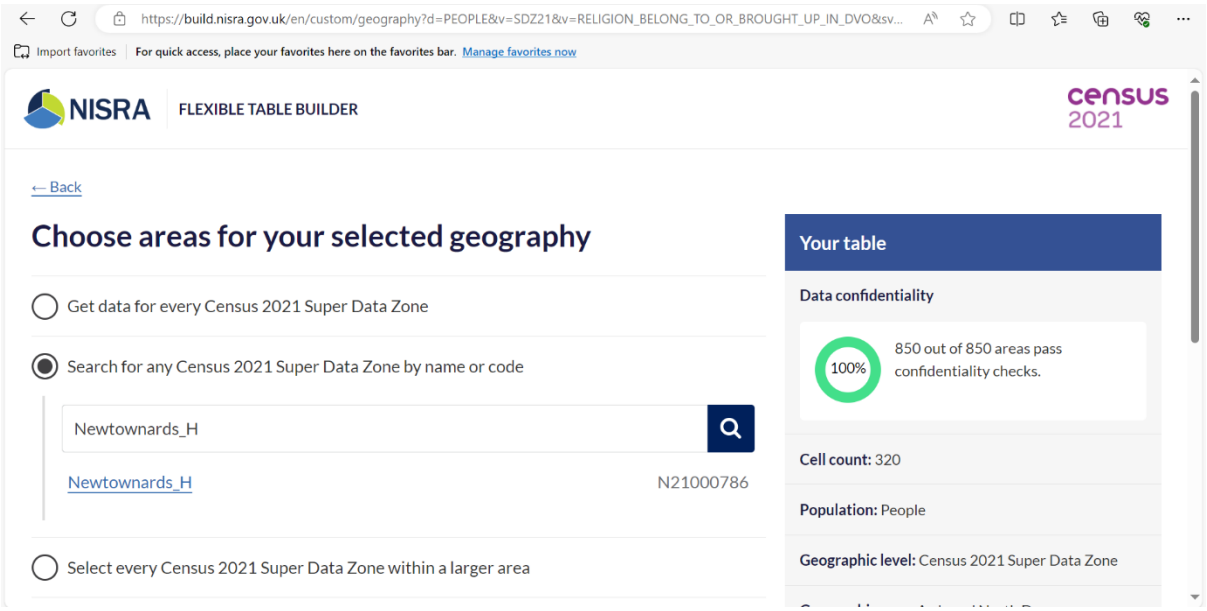


(c) Select **Geographic area**

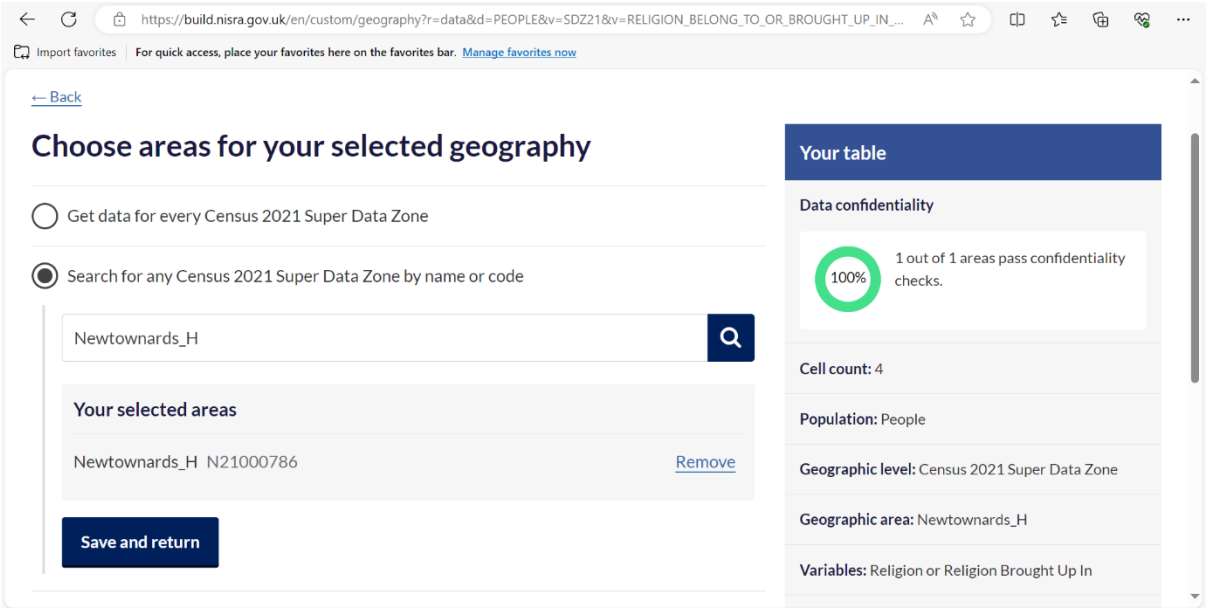
Note: on the table summary screen, the Geographic level is now Super Data Zone.
Click on the Change hyperlink at the Geographic area.



(d) *Select* Search for any Census 2021 Super Data Zone by name or code, *enter* the text Newtownards_H, and *click* the blue search icon. *Select* Newtownards_H



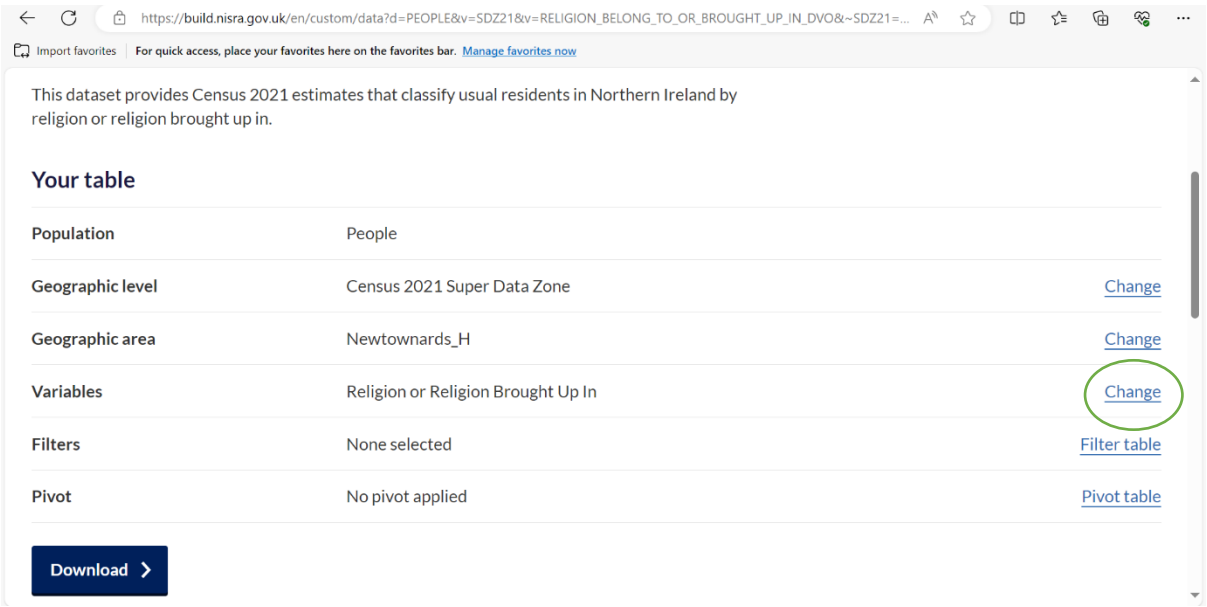
(e) *Click* Save and return



12. Changing **Variables**

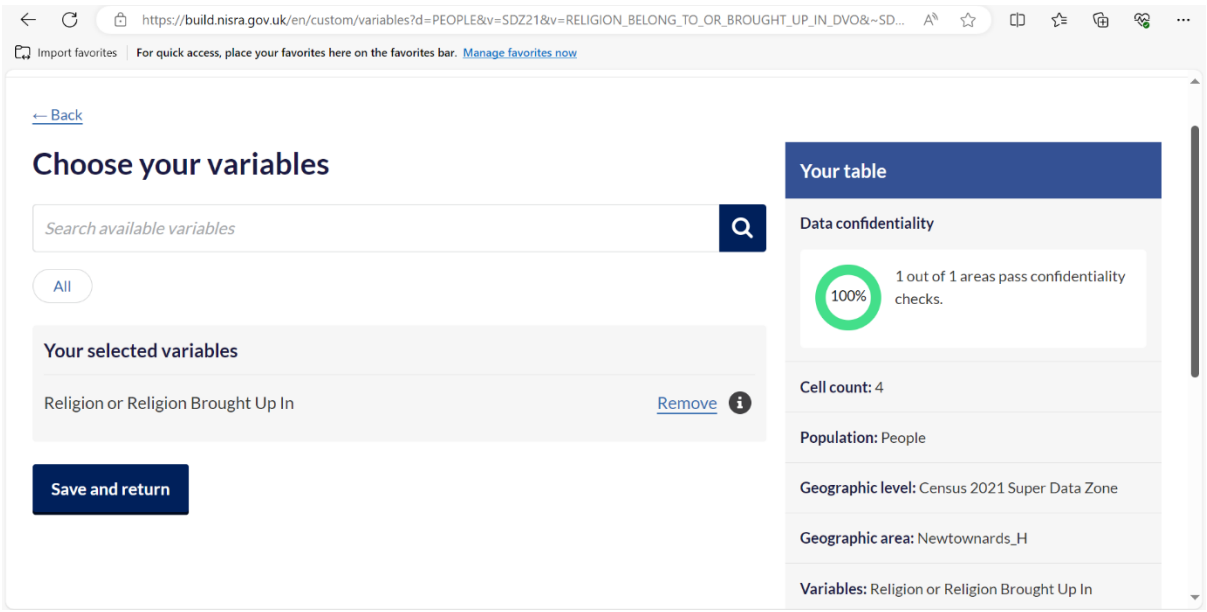
(a) *Click* on the Change hyperlink at Variables

Note: On the table summary screen, you will see both Geographic level and Geographic area have been changed to the Super Data Zone of Newtownards_H.

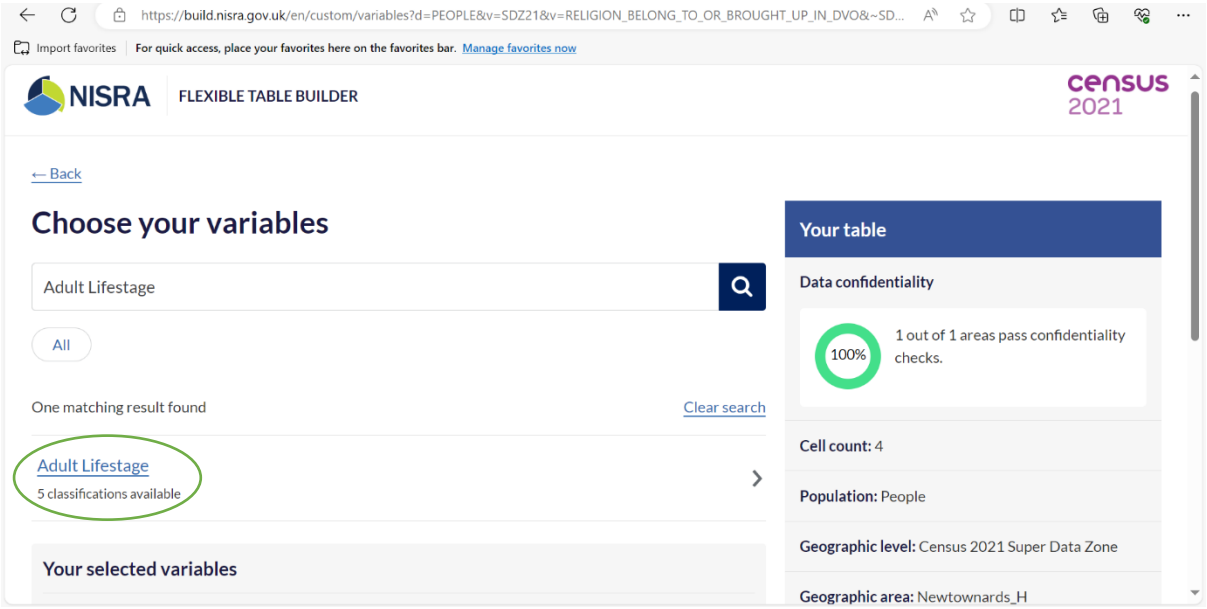


(b) Select **variables**

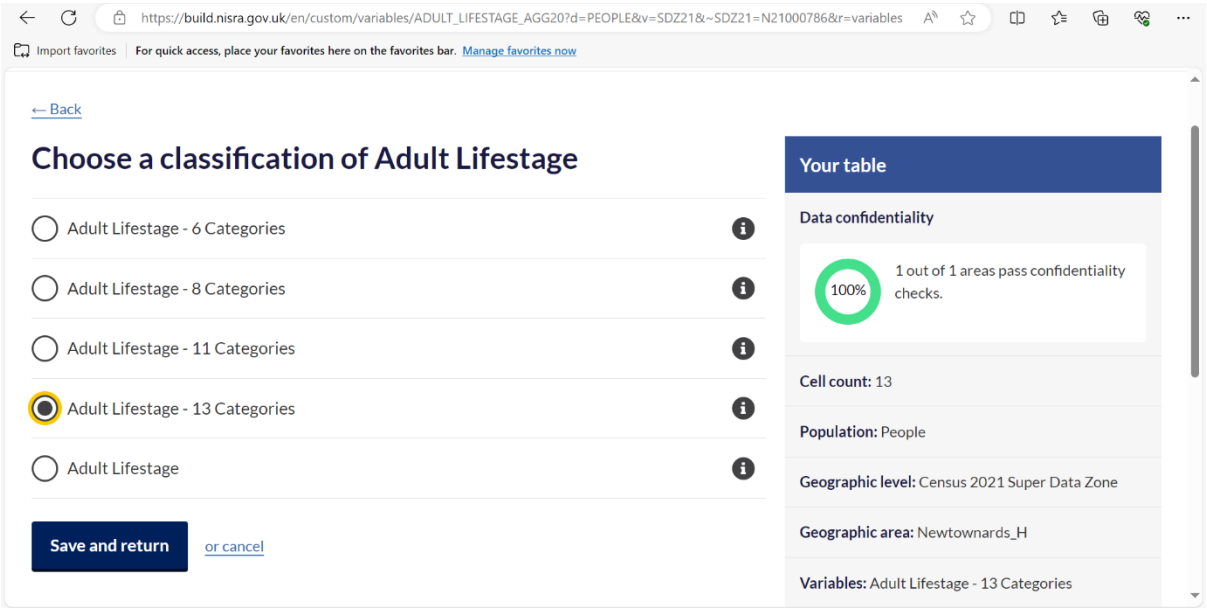
In the Your selected variables dialogue box *click* on Remove to clear the currently selected variable of Religion or Religion Brought Up In



(c) *Select* the variable Adult Lifestage by entering as text into the text box and *clicking* on the blue search icon. *Click* on the matching result Adult Lifestage hyperlink.

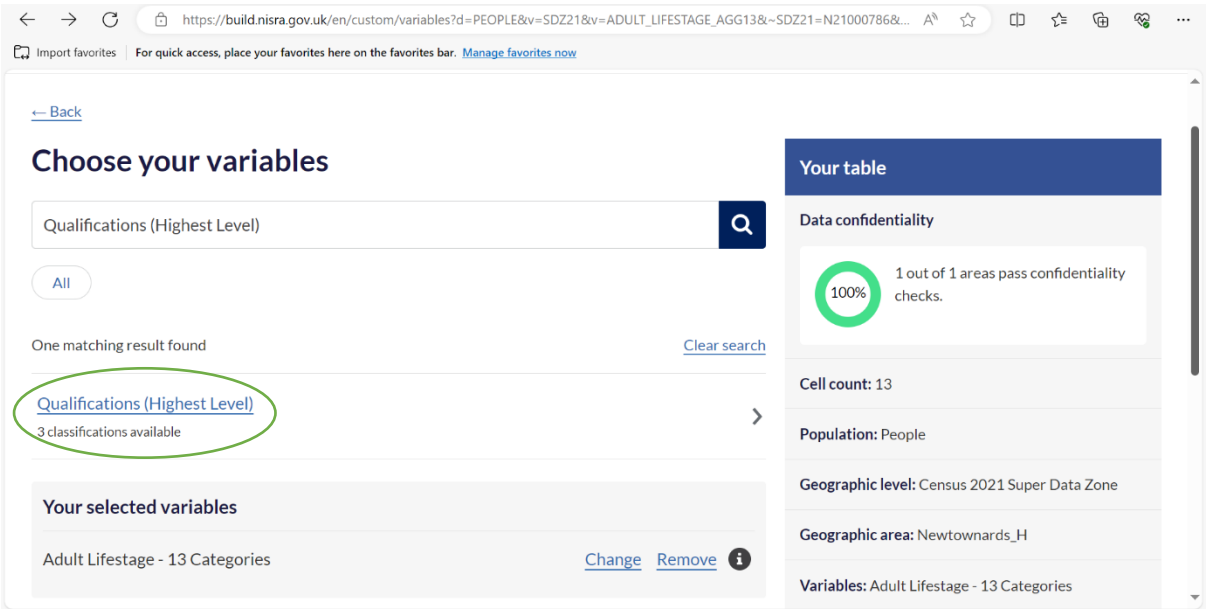


(d) *Select* Adult Lifestage – 13 categories. Then *click* Save and return.

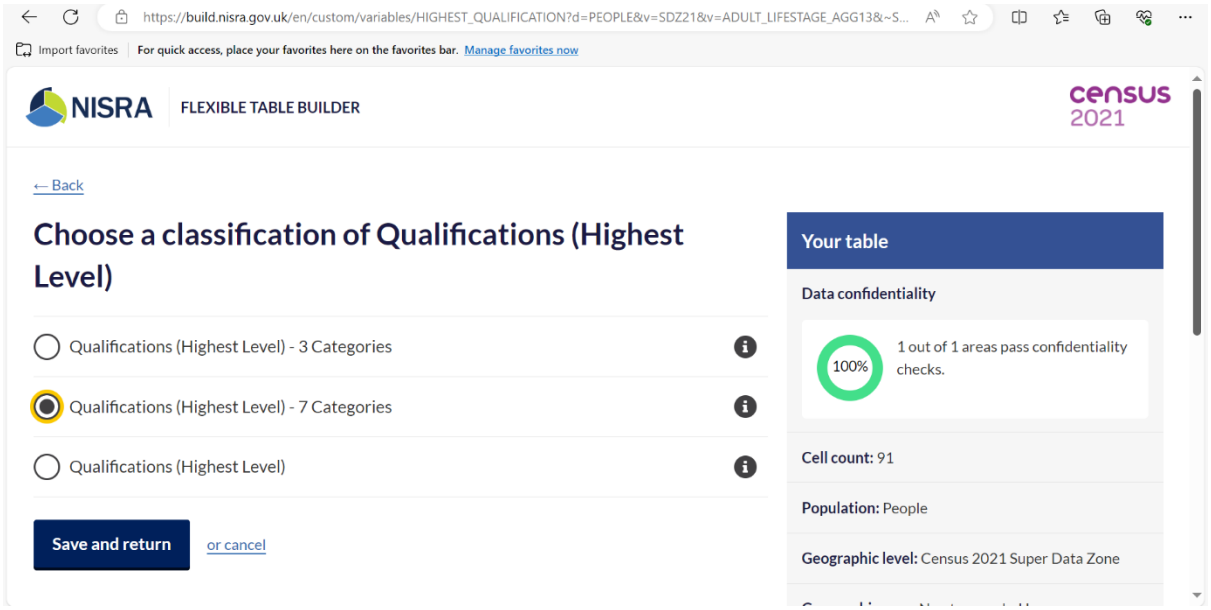


Note: The variable listing in Appendix 2 specifies the classification to select for each variable in the community profile (n=12)

(e) *Select* second variable Qualifications (Highest Level) by entering as text into the text box and *clicking* on blue search icon. *Click* on matching result Qualifications (Highest Level) hyperlink.

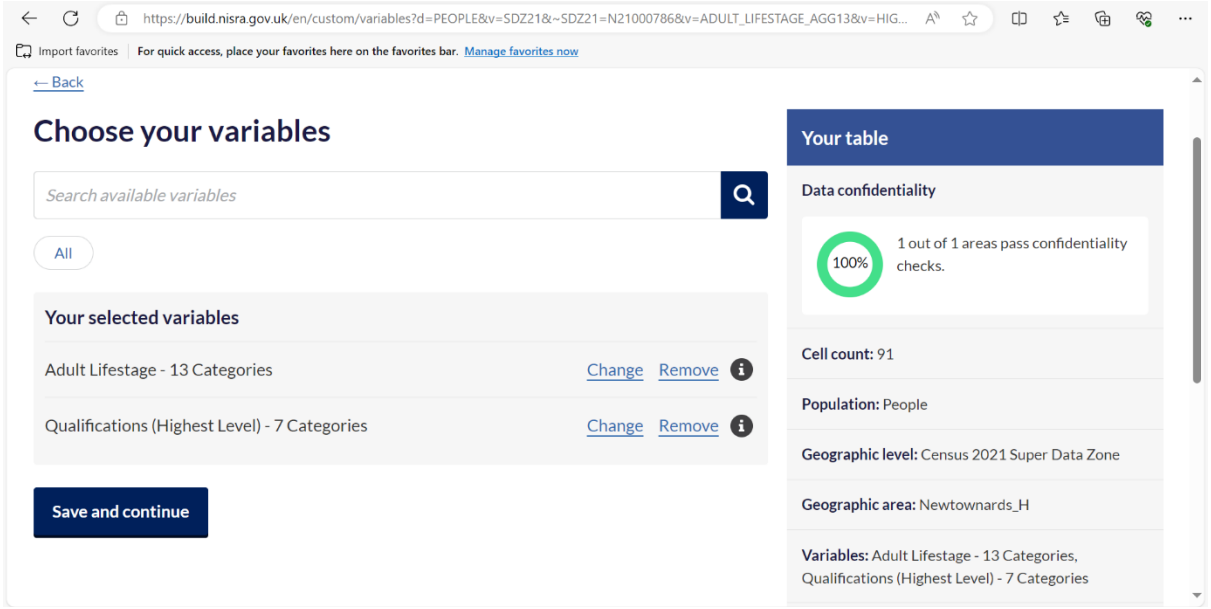


(f) Use the variable listing in Appendix 2 to select the relevant classification. In this case, *select* Qualifications (Highest Level) – 7 categories. Then *click* Save and return.



(g) *Click* Save and continue

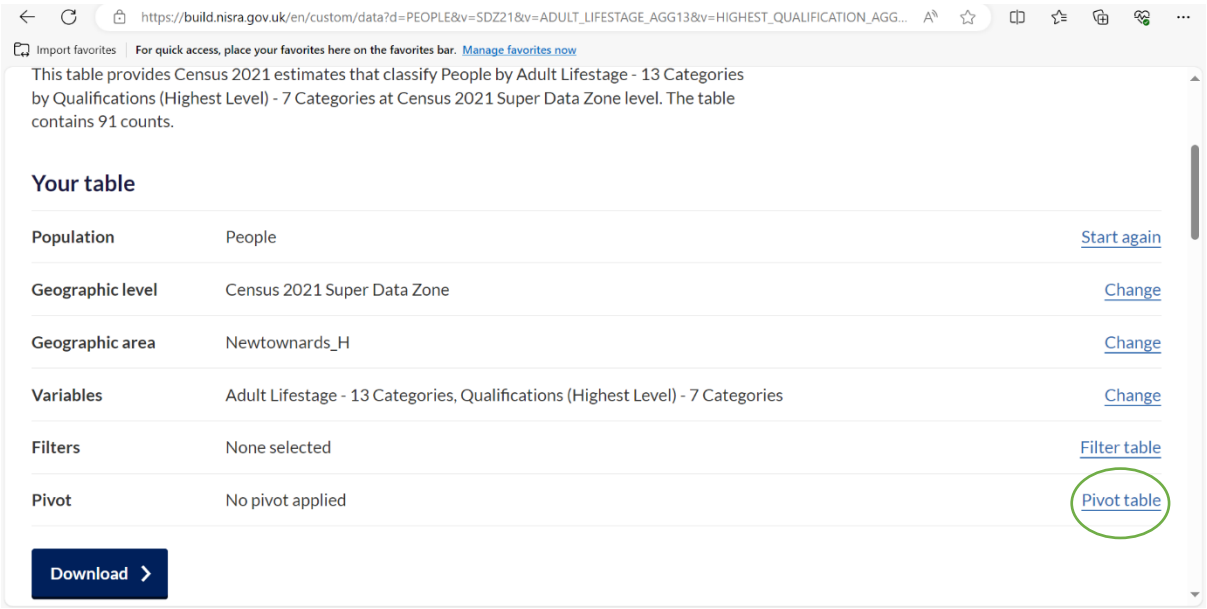
Note: Dialogue box shows selected variables and classification



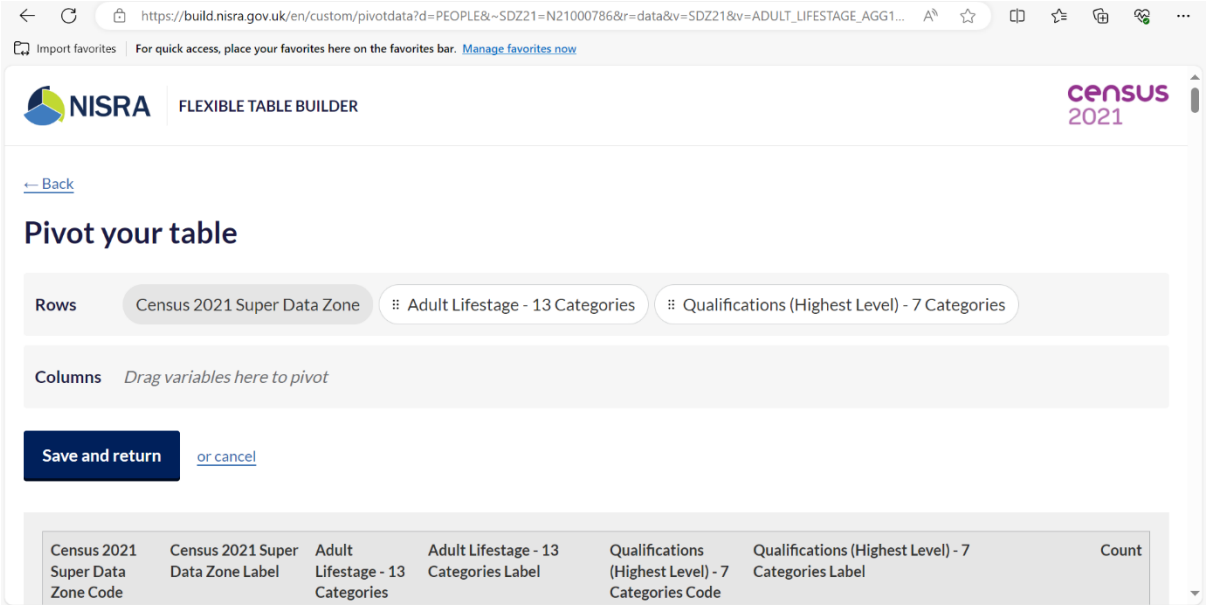
13. Create Pivot table

Note: Summary table now shows selected Geographic level (Super Data Zone), Geographic area (Newtownards_H), and Variables: Adult Lifestage, Qualifications (Highest level).

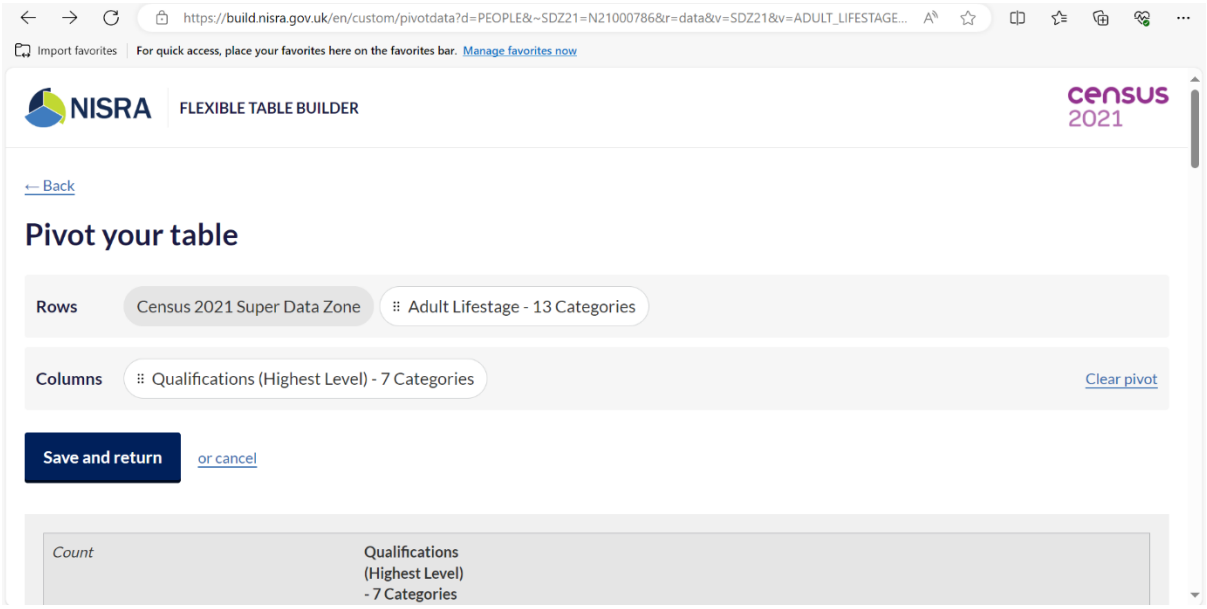
(a) *Click* on Pivot Table hyperlink at the Pivot area to start creating the pivot table



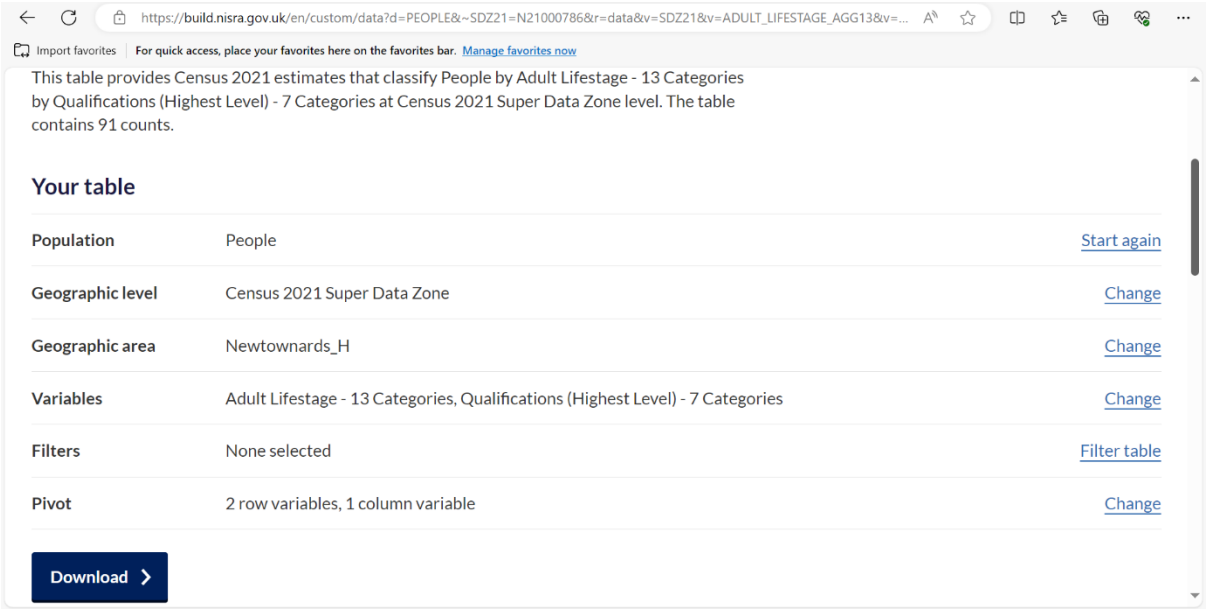
(b) To pivot your table, *drag* the qualifications (highest level) variable (move curser to Qualifications variable to highlight, *hold left click* and *move* mouse or *navigate* track pad to move the variable) from the Rows section into the Columns section.



(c) *Click* on Save and return

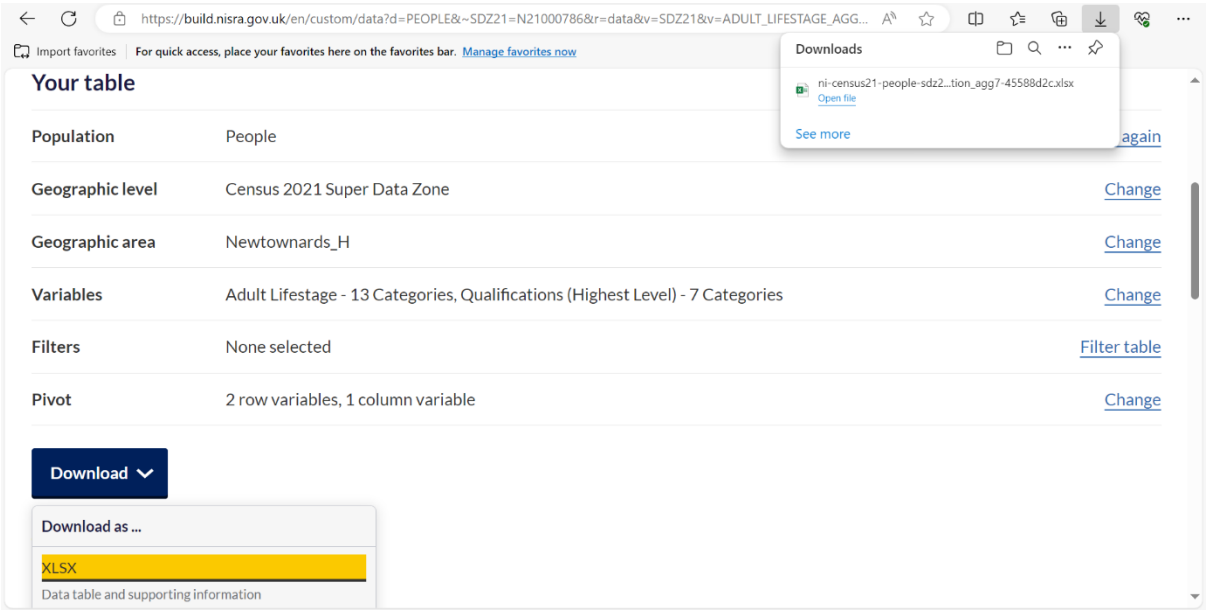


(d) Check table summary of Geographic level, Geographic area, Variables, and Pivot options.

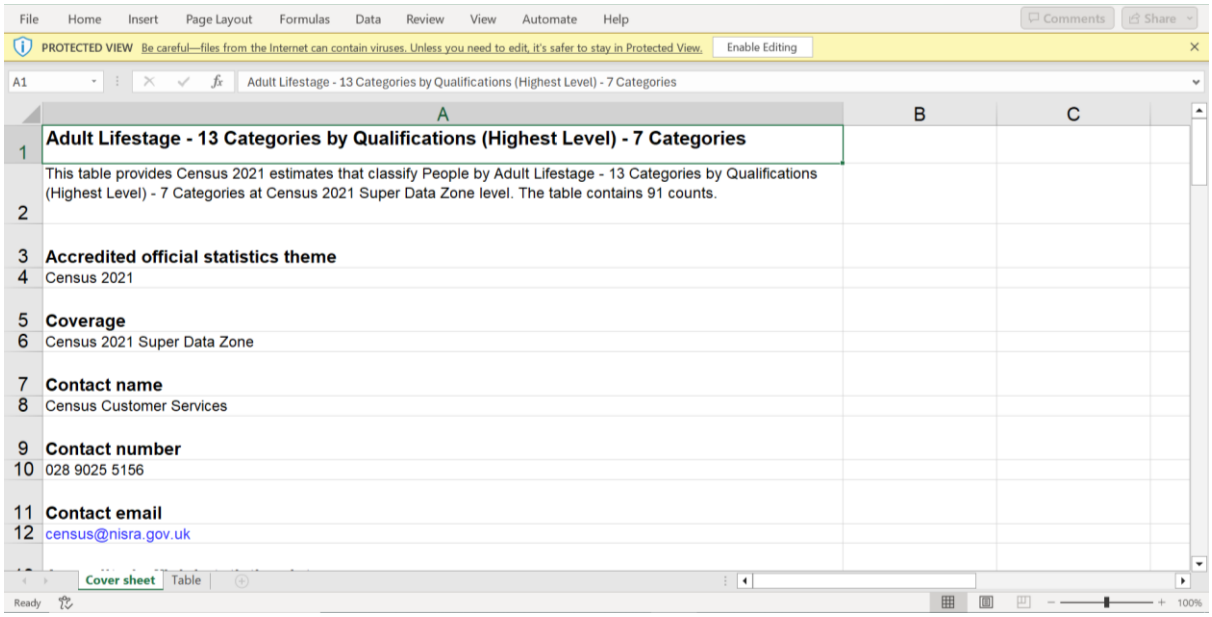


14. Data **Extraction**

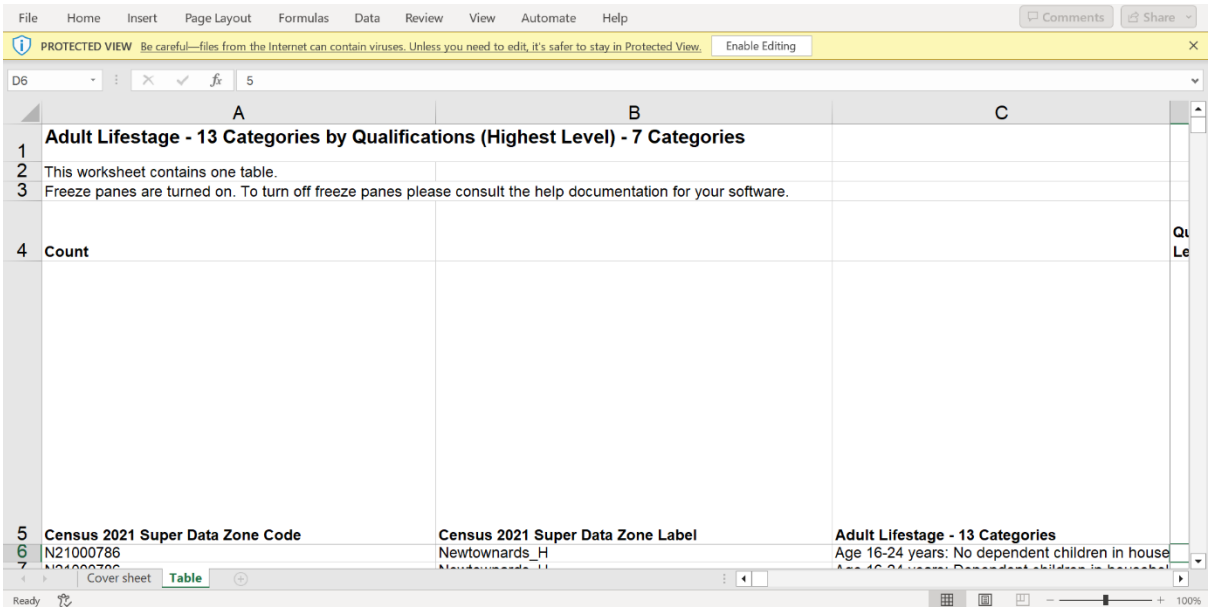
(a) *Click* on download, which opens a window to download formats. Click on XLSX to open Excel spreadsheet download window on the top right of screen. *Click* on Open file at top right corner of screen to open Excel spreadsheet containing the generated data table.



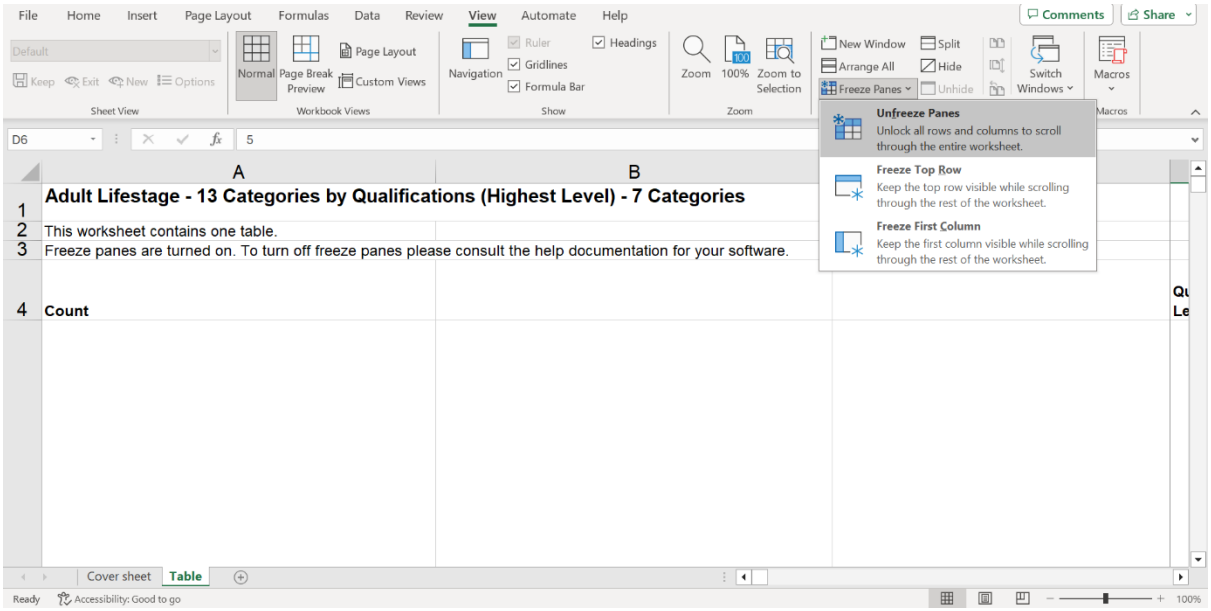
(b) The NISRA FTB Excel spreadsheet will open in a new window at the Cover Sheet. *Click* the Table tab at bottom left-hand corner of the spreadsheet to open the generated data table.



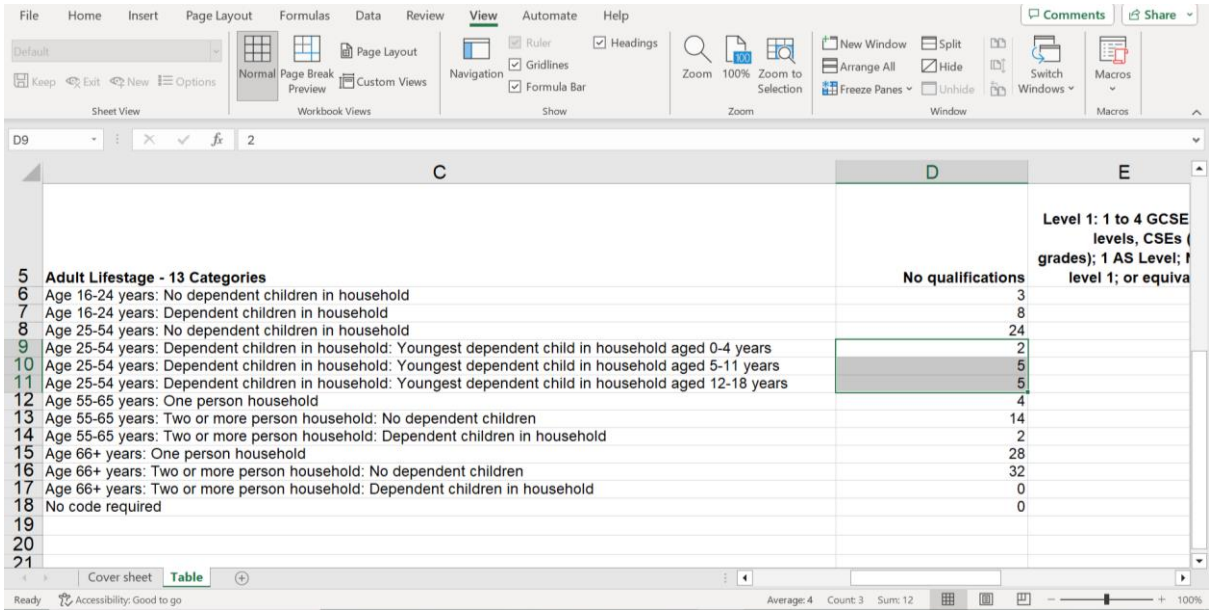
(c) *Click* on Enable Editing in the yellow band at the top of the screen.



(d) *Click* on View in the NISRA FTB Excel spreadsheet ribbon (row of tabs and icons located at the top of the Excel window), then *click* on drop-down arrow at Freeze Panes, and *click* on Unfreeze Panes.



(e) *Scroll* down and across to column C (Adult Lifestage categories) and *select* Counts for No Qualifications in Column D, and rows 9-11, (ie youngest dependent child in household aged 0-4yrs, 5-11yrs, 12-18yrs), *right-click* and *copy* data. Keep this NISRA FTB Excel spreadsheet open.

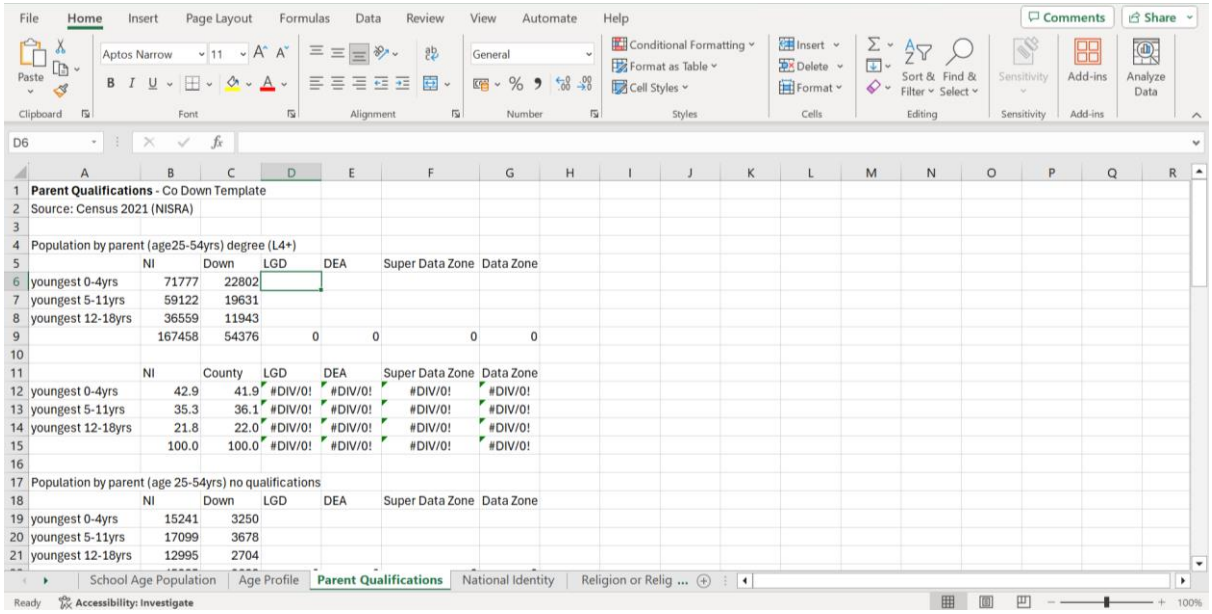


	C	D	E
5	**Adult Lifestage - 13 Categories**	**No qualifications**	**Level 1: 1 to 4 GCSE levels, CSEs (grades); 1 AS Level; N level 1; or equiva**
6	Age 16-24 years: No dependent children in household	3	
7	Age 16-24 years: Dependent children in household	8	
8	Age 25-54 years: No dependent children in household	24	
9	Age 25-54 years: Dependent children in household: Youngest dependent child in household aged 0-4 years	2	
10	Age 25-54 years: Dependent children in household: Youngest dependent child in household aged 5-11 years	5	
11	Age 25-54 years: Dependent children in household: Youngest dependent child in household aged 12-18 years	5	
12	Age 55-65 years: One person household	4	
13	Age 55-65 years: Two or more person household: No dependent children	14	
14	Age 55-65 years: Two or more person household: Dependent children in household	2	
15	Age 66+ years: One person household	28	
16	Age 66+ years: Two or more person household: No dependent children	32	
17	Age 66+ years: Two or more person household: Dependent children in household	0	
18	No code required	0	
19			
20			
21			

C. **Create** Charts

15. Navigate CPT Excel spreadsheet

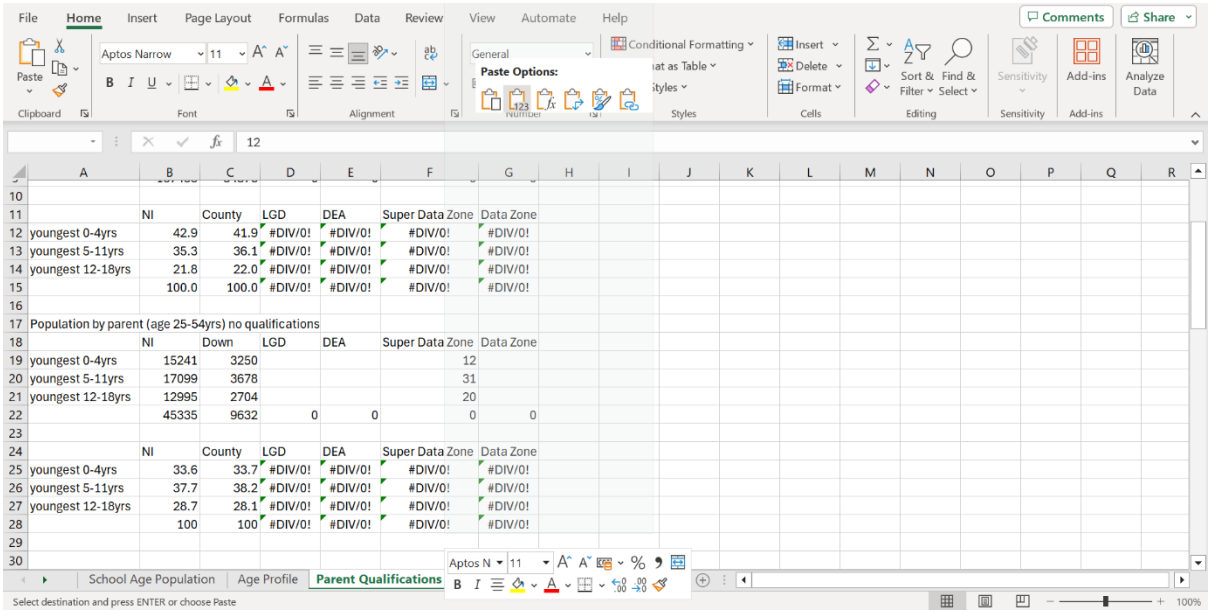
(a) *Open* your saved CPT Excel Template, if not already open. In this example, it is the Co *Down* CPT Excel Template. Use the arrow buttons in bottom left-hand corner of screen to *scroll* variable tabs, then *click* on the Parent Qualifications tab.



	A	B	C	D	E	F	G
1	**Parent Qualifications** - Co Down Template						
2	Source: Census 2021 (NISRA)						
3							
4	Population by parent (age25-54yrs) degree (L4+)						
5		NI	Down	LGD	DEA	Super Data Zone	Data Zone
6	youngest 0-4yrs	71777	22802				
7	youngest 5-11yrs	59122	19631				
8	youngest 12-18yrs	36559	11943				
9		167458	54376	0	0	0	0
10							
11		NI	County	LGD	DEA	Super Data Zone	Data Zone
12	youngest 0-4yrs	42.9	41.9	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
13	youngest 5-11yrs	35.3	36.1	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
14	youngest 12-18yrs	21.8	22.0	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
15		100.0	100.0	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
16							
17	Population by parent (age 25-54yrs) no qualifications						
18		NI	Down	LGD	DEA	Super Data Zone	Data Zone
19	youngest 0-4yrs	15241	3250				
20	youngest 5-11yrs	17099	3678				
21	youngest 12-18yrs	12995	2704				

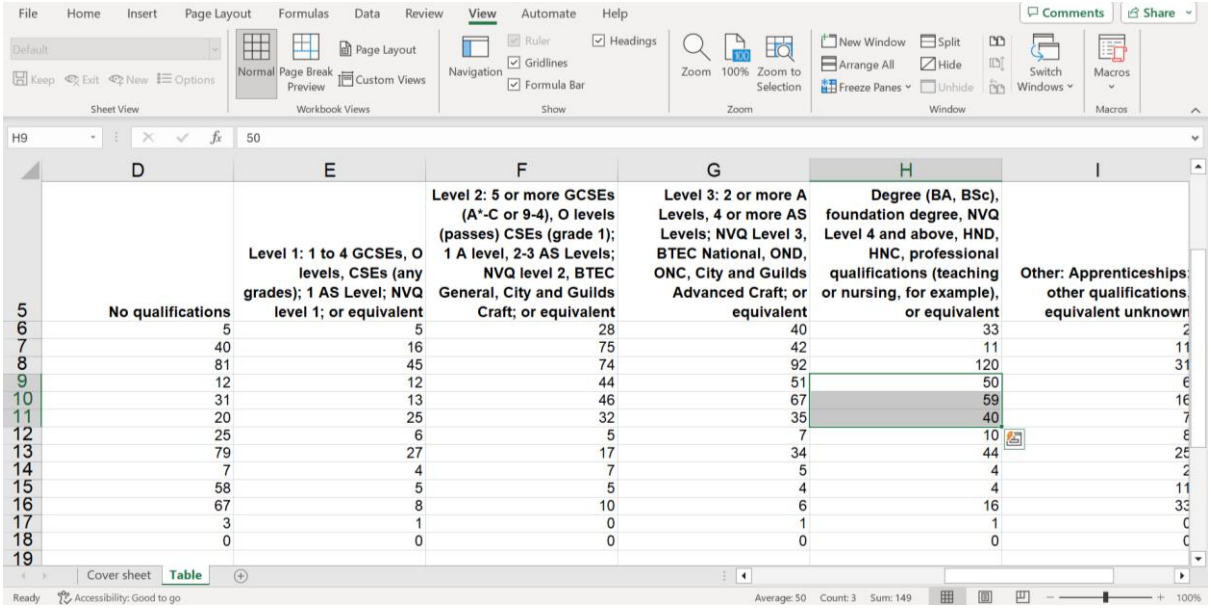
16. Copy and paste Count data between NISRA FTB and CPT Excel spreadsheets.

(a) *Select* Super Data Zone cells (F19-21) in the table 'Population by parent (age 25-34yrs) no qualifications' in the CPT Excel spreadsheet, then *right click* and *paste* the values (*123* paste option) copied from the NISRA FTB Excel table into the Super Data Zone Column (F). Keep the CPT Excel spreadsheet open.



	A	B	C	D	E	F	G
11		NI	County	LGD	DEA	Super Data Zone	Data Zone
12	youngest 0-4yrs	42.9	41.9	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
13	youngest 5-11yrs	35.3	36.1	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
14	youngest 12-18yrs	21.8	22.0	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
15		100.0	100.0	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
17	Population by parent (age 25-54yrs) no qualifications						
18		NI	Down	LGD	DEA	Super Data Zone	Data Zone
19	youngest 0-4yrs	15241	3250			12	
20	youngest 5-11yrs	17099	3678			31	
21	youngest 12-18yrs	12995	2704			20	
22		45335	9632	0	0	0	0
24		NI	County	LGD	DEA	Super Data Zone	Data Zone
25	youngest 0-4yrs	33.6	33.7	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
26	youngest 5-11yrs	37.7	38.2	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
27	youngest 12-18yrs	28.7	28.1	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
28		100	100	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!

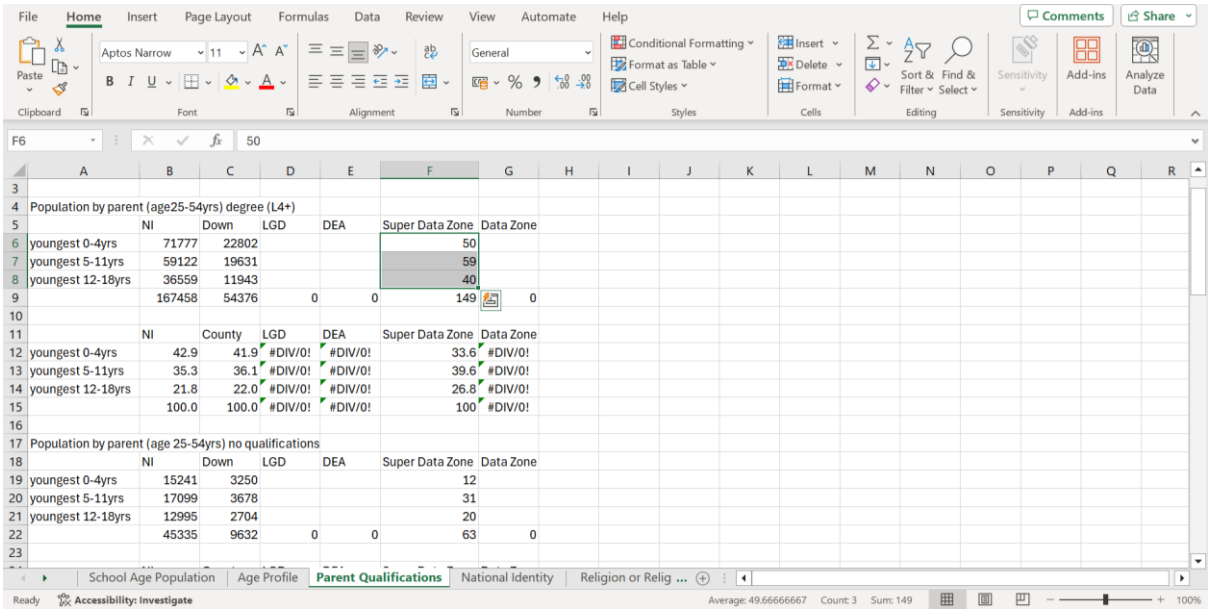
(b) Return to the NISRA FTB pivot table. *Scroll* across to column H (Adult Lifestage categories) and *select* Counts for Degree (L4+) in rows 9-11 (ie youngest dependent child in household aged 0-4yrs, 5-11yrs, 12-18yrs), *right-click* and *copy*



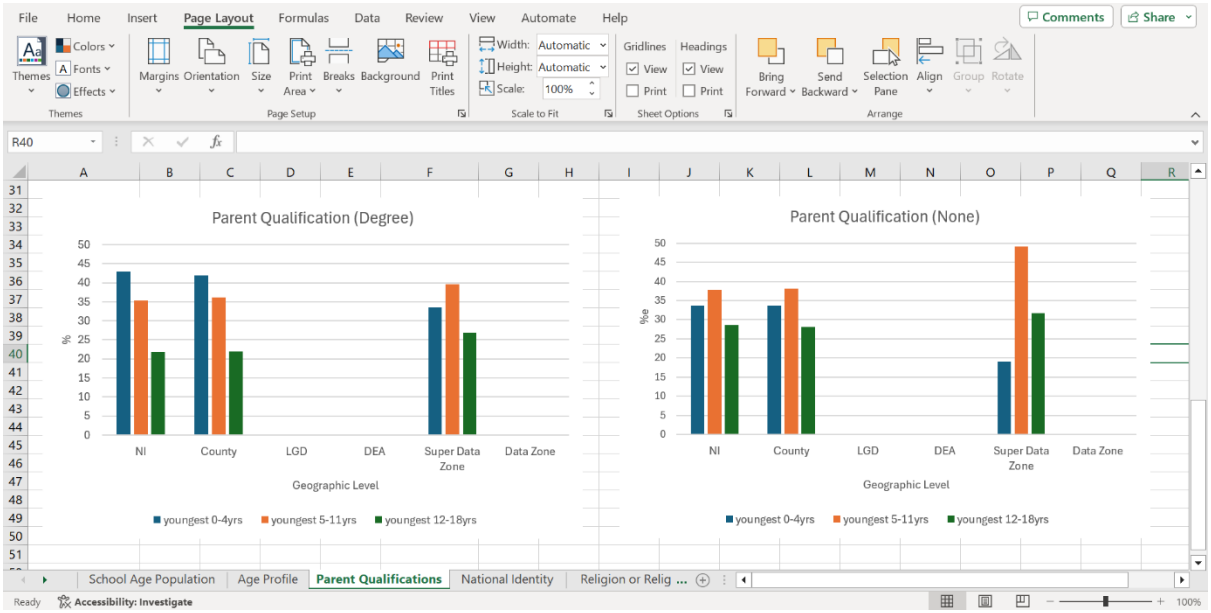
	D	E	F	G	H	I
5	No qualifications	Level 1: 1 to 4 GCSEs, O levels, CSEs (any grades); 1 AS Level; NVQ level 1; or equivalent	Level 2: 5 or more GCSEs (A*-C or 9-4), O levels (passes) CSEs (grade 1); 1 A level, 2-3 AS Levels; NVQ level 2, BTEC General, City and Guilds Craft; or equivalent	Level 3: 2 or more A Levels, 4 or more AS Levels; NVQ Level 3, BTEC National, OND, ONC, City and Guilds Advanced Craft; or equivalent	Degree (BA, BSc), foundation degree, NVQ Level 4 and above, HND, HNC, professional qualifications (teaching or nursing, for example), or equivalent	Other: Apprenticeships; other qualifications; equivalent unknown
6	5	5	28	40	33	2
7	40	16	75	42	11	11
8	81	45	74	92	120	31
9	12	12	44	51	50	6
10	31	13	46	67	59	16
11	20	25	32	35	40	7
12	25	6	5	7	10	8
13	79	27	17	34	44	25
14	7	4	7	5	4	2
15	58	5	5	4	4	11
16	67	8	10	6	16	33
17	3	1	0	1	1	0
18	0	0	0	0	0	0

(c) Switch to the CPT Excel Template, *select* the Super Data Zone cells (F6-8) in the table Population by parent (age 25-34yrs) degree (L4+), then *right click* and *paste* the copied values.

Note: notice how on pasting the Count data, the corresponding percentage values are automatically calculated in the table below it. It is this percentage data that is used to create the chart.



(d) *Scroll* down the spreadsheet to view the Super Data Zone charts for Parent Qualification (Degree) and Parent Qualification (None)



(e) Complete the Parent Qualifications chart by creating pivot tables for the remaining geography levels of LGD, DEA and DZ using *Steps 11, 13, 14 and 15* (**pgs 18-28**).

(f) Follow *Steps 9 and 10* (**pgs 16-17**) to copy the Parent Qualifications chart from the CPT Excel spreadsheet to MS Word or PowerPoint for editing.

EXAMPLE 3 – Re-categorisation of Variable Categories

Variable: **School Age Children**

Data generation for this variable involves extraction of 0-18yrs data from the Age variable in NISRA's FTB Excel spreadsheet, with auto categorisation to 0-4yrs, 5-11yrs, and 12-18yrs in CPT Excel spreadsheet.

17. Follow Step 11 to select Geographic level, and area. In this example, we will use the following:

EXAMPLE

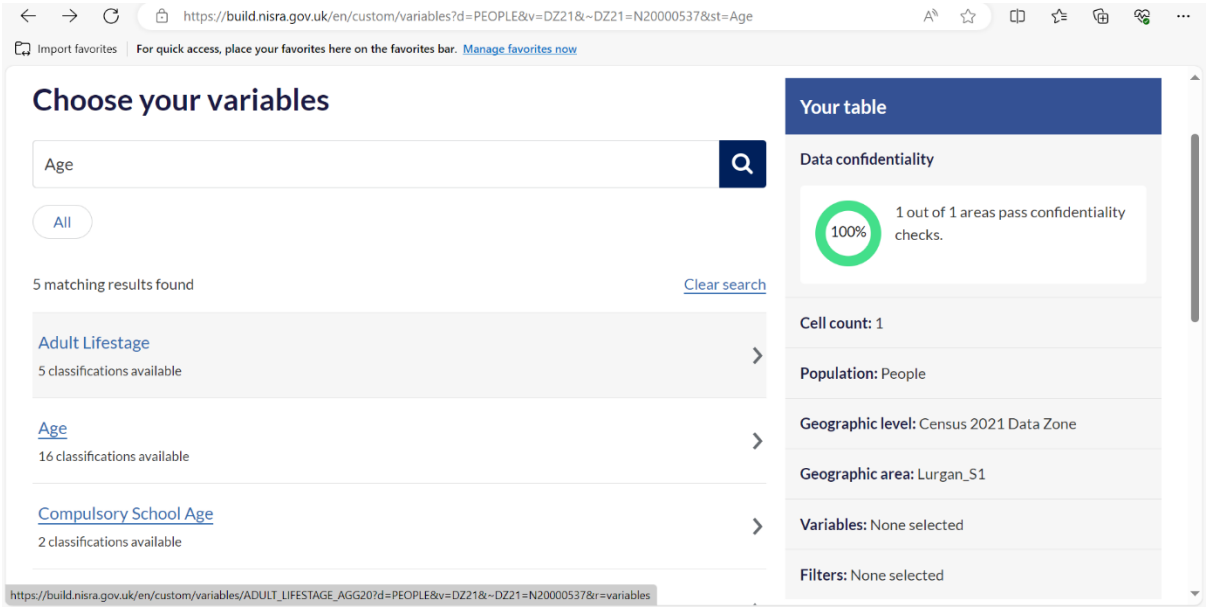
Geographic level: Data Zone

Geographic area: Lurgan_S1

CPT Excel Template: Co Armagh

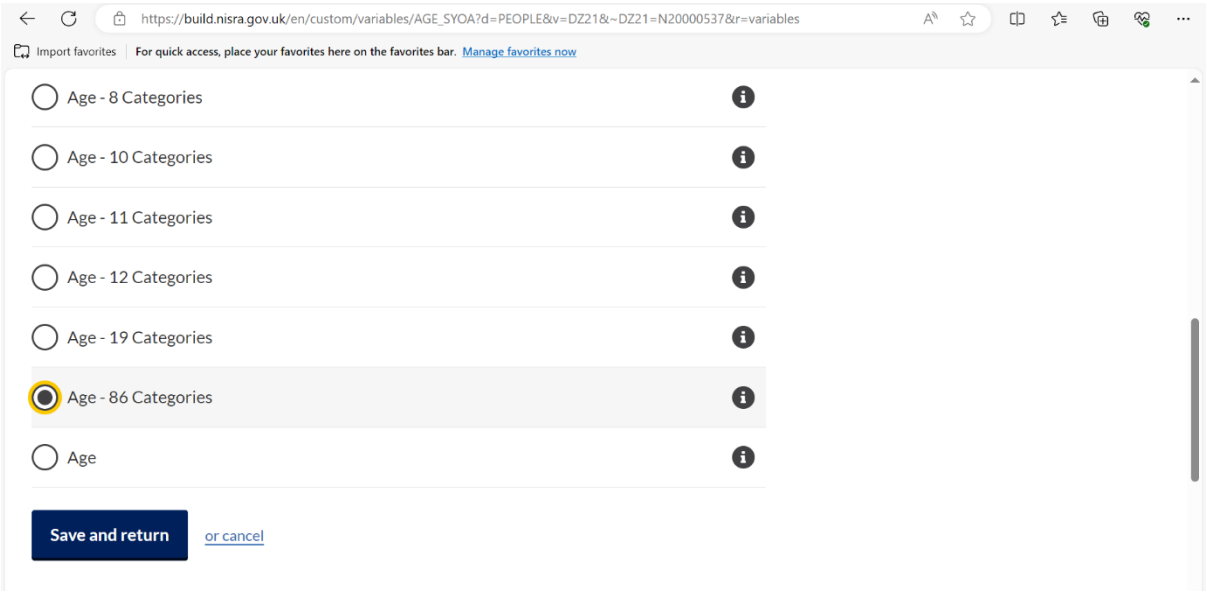
18. Select Variables

(a) *Select* the variable Age by entering as text into the text box and *clicking* on the blue search icon. *Click* on the Age hyperlink under matching results.

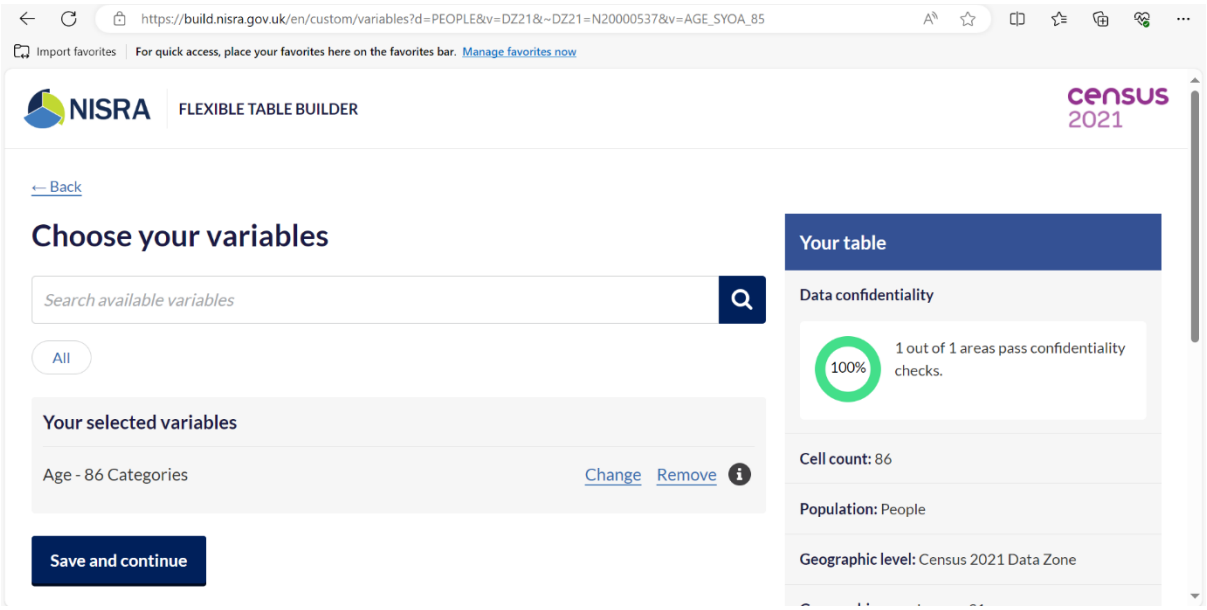


(b) *Select* Age – 86 categories. Then *click* Save and return.

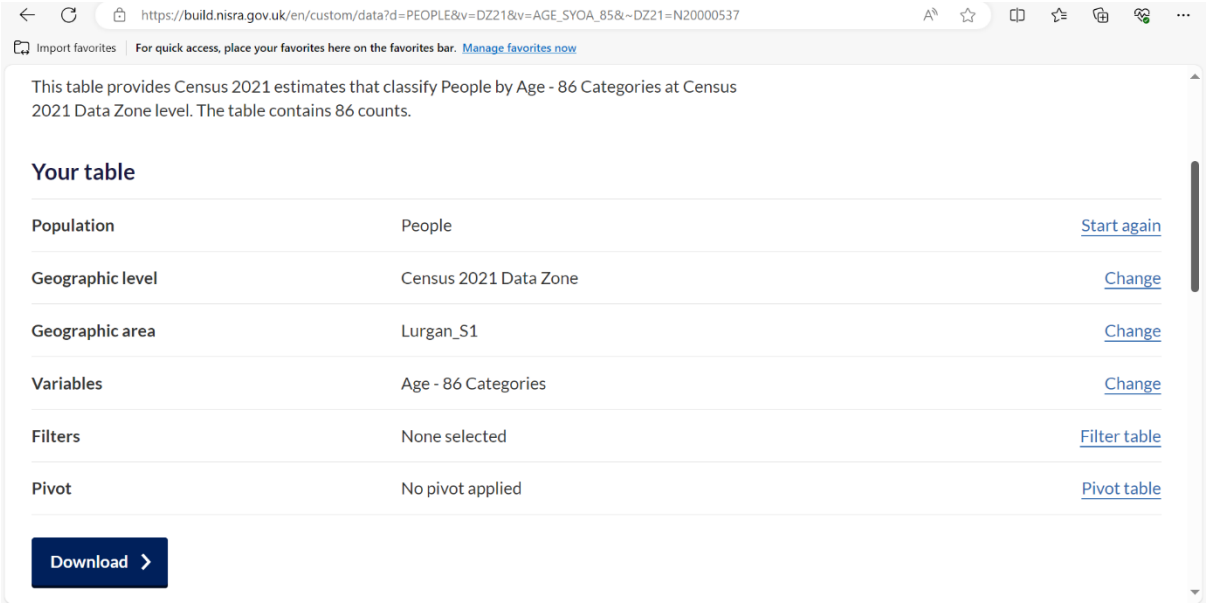
Note: The variable listing in Appendix 2 specifies the classification to select for each variable in the community profile (n=12).



(c) *Click* on Save and continue

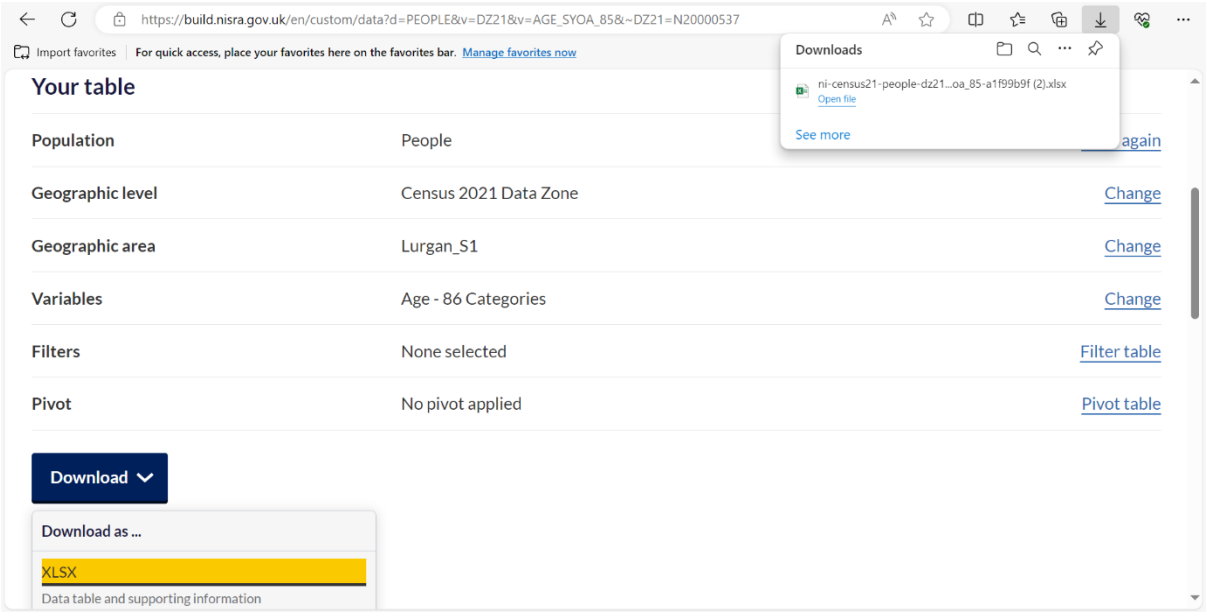


(d) Check table summary of Geographic level, Geographic area, and Variables.

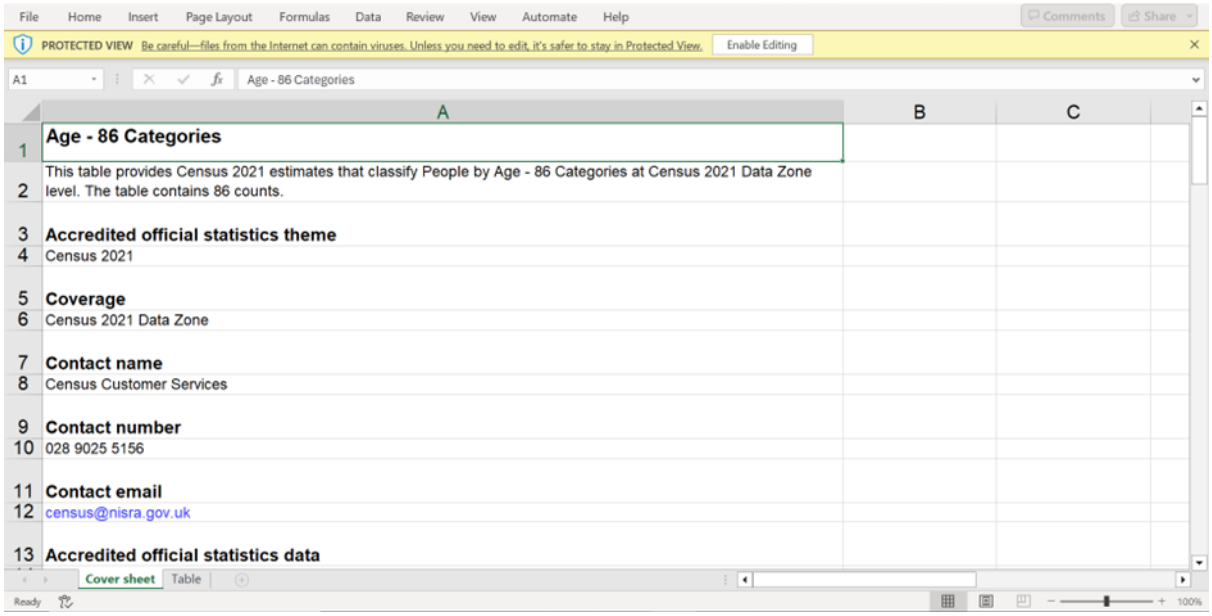


19. Data **Extraction**

(a) Click on download, which opens a window to download formats. Click on XLSX to open Excel spreadsheet downloads window on the top right of screen. *Click* on Open file.

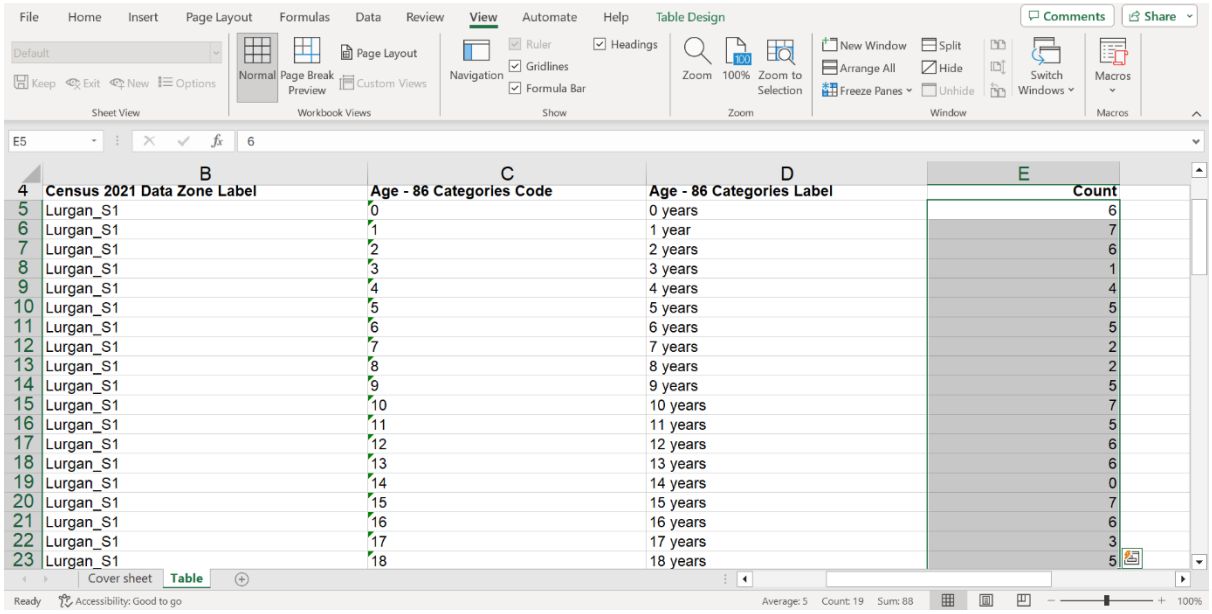


(b) Click on Table tab



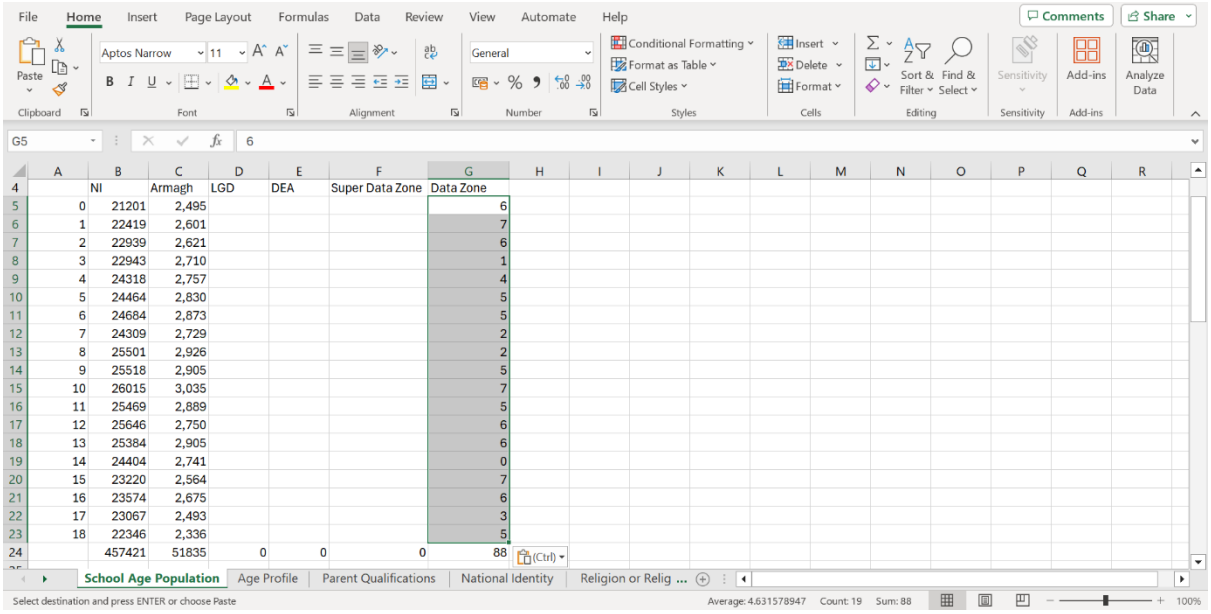
(c) In NISRA's FTB spreadsheet, *scroll* across to the Count column in Column E, and *select* the counts/numbers for 0-18yrs, *right click* and copy.

Note: column B confirms the geography level



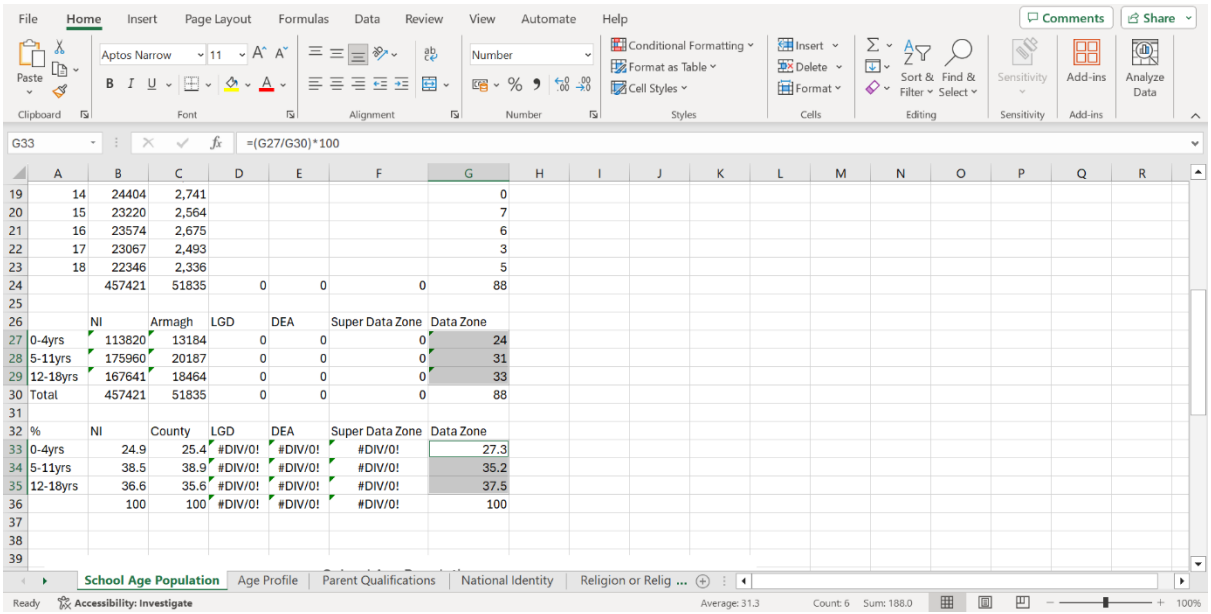
20. Chart Creation

(a) *Open* CPT Excel Template (in this case Co Armagh). In School Age Population spreadsheet, paste count data into Data Zone column G, to correspond with age in Column A.



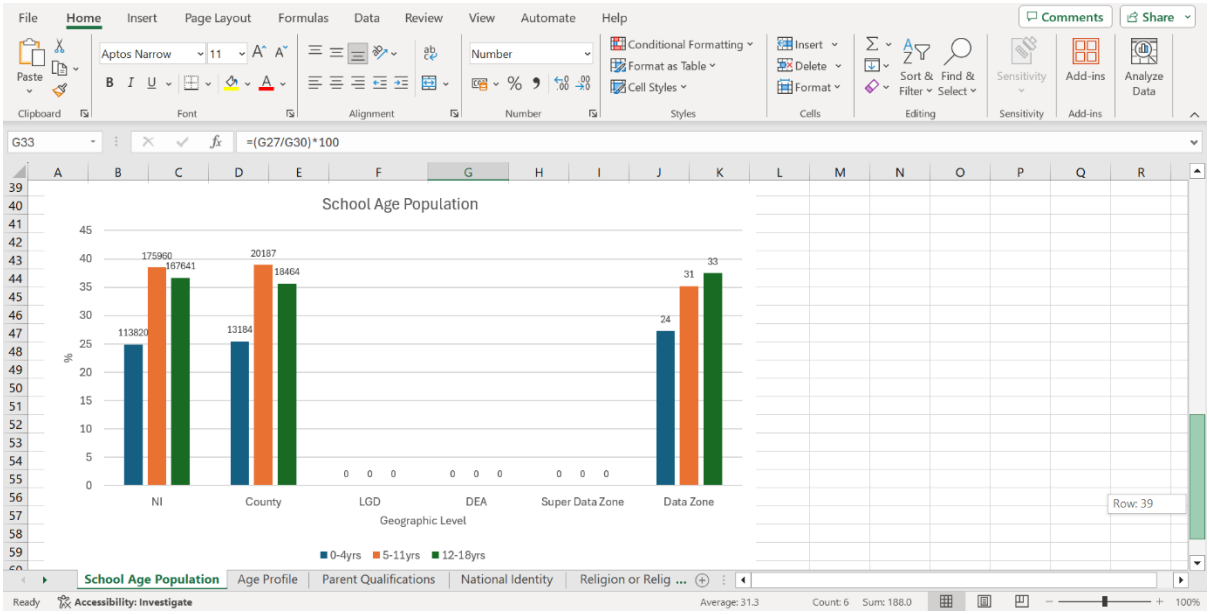
	A	B	C	D	E	F	G
4		NI	Armagh	LGD	DEA	Super Data Zone	Data Zone
5	0	21201	2,495				6
6	1	22419	2,601				7
7	2	22939	2,621				6
8	3	22943	2,710				1
9	4	24318	2,757				4
10	5	24464	2,830				5
11	6	24684	2,873				5
12	7	24309	2,729				2
13	8	25501	2,926				2
14	9	25518	2,905				5
15	10	26015	3,035				7
16	11	25469	2,889				5
17	12	25646	2,750				6
18	13	25384	2,905				6
19	14	24404	2,741				0
20	15	23220	2,564				7
21	16	23574	2,675				6
22	17	23067	2,493				3
23	18	22346	2,336				5
24		457421	51835	0	0	0	88

(b) Re-categorisation of ages into 0-4yrs, 5-11yrs, and 12-18yrs and related counts and percentages are automatically calculated in the two tables below where you pasted the original data from the NISRA FTB spreadsheet.



	A	B	C	D	E	F	G
19	14	24404	2,741				0
20	15	23220	2,564				7
21	16	23574	2,675				6
22	17	23067	2,493				3
23	18	22346	2,336				5
24		457421	51835	0	0	0	88
25							
26		NI	Armagh	LGD	DEA	Super Data Zone	Data Zone
27	0-4yrs	113820	13184	0	0	0	24
28	5-11yrs	175960	20187	0	0	0	31
29	12-18yrs	167641	18464	0	0	0	33
30	Total	457421	51835	0	0	0	88
31							
32	%	NI	County	LGD	DEA	Super Data Zone	Data Zone
33	0-4yrs	24.9	25.4	#DIV/0!	#DIV/0!	#DIV/0!	27.3
34	5-11yrs	38.5	38.9	#DIV/0!	#DIV/0!	#DIV/0!	35.2
35	12-18yrs	36.6	35.6	#DIV/0!	#DIV/0!	#DIV/0!	37.5
36		100	100	#DIV/0!	#DIV/0!	#DIV/0!	100
37							
38							
39							

(c) *Scroll* down the CPT Excel spreadsheet to *view* Data Zone level data in chart. The columns in the chart represent percentage values, while the actual numbers of children in each age category are shown at the top of each column.



(d) Complete the School Age Population chart by creating NISRA data tables for the remaining geography levels of LGD, DEA and DZ and copying and pasting into the CPT Excel spreadsheet using *Steps 11, 13, 14 and 15* (**pgs18-28**).

(e) Follow *Steps 9 and 10* (**pgs16-17**) to copy the School Age Population chart from the CPT Excel spreadsheet to MS Word or PowerPoint and edit.

2.5 CPT Troubleshooting Sheet

Critical Point	Action
Setting up	The CPT is designed as a portal to access downloads to facilitate area/community profiling. **Downloads do not open in a new window due to system limitations**. It is important therefore to do the following before you attempt any profiling activity: • **Save** downloads, especially instruction downloads, and county level Excel Templates to your computer. This will allow you to switch between views. • It is advised that if you do not have a double screen, to **print** instructions (ID Data Zones, FTB Step-by-Step) to have a hard copy reference while navigating NISRA Area Explorer, and NISRA Flexible Table Builder (FTB) *and* have saved instructional downloads **open** in separate windows to enable interaction with hyperlinks.
Data Zone (DZ) identification (*when using Option 2 – Manual of ID Data Zone step-by-step instructions*).	Once school DZ has been identified, check school shape and other landmarks, including the road the school is located, to confirm selected DZ. This involves toggling between Google maps, and NISRA's Area Explorer interactive map.
Refining School Catchment Area	Data Zones are the key building blocks for defining the school catchment area. Once the data zone of the school is identified, the school area can be refined by combining the statistics for each of the DZs surrounding the school DZ. Alternatively, based on local knowledge, DZs can be selected which define the current catchment area, and/or future or potential catchment area.
Copying data from NISRA	Column B in NISRA's Flexible Table Builder (FTB) Excel spreadsheet shows the geography level of the data. It is useful to check that this matches the selected geography before copying the count data or absolute numbers from Column E to the CPT Excel spreadsheet.
Pasting data into Excel spreadsheet	The number of rows/cells available in the CPT Excel spreadsheet should match the number of rows/cells being copied. If the data copied from NISRA Excel spreadsheet does not match the CPT Excel Template, then either the wrong data has been selected from the NISRA Excel template *or* the wrong variable tab has been selected in the CPT Excel spreadsheet.
Excel calculations	Errors can occur by not pasting in right cells (see above), pasting over column headings, and deleting formula. It is necessary **only** to paste numbers/counts from NISRA Excel spreadsheet into the matching cells/spaces in the CPT Excel spreadsheet. Everything else in the CPT Excel spreadsheet will be generated **automatically**, based on the numbers you pasted, including percentage values, and charts.
Variables	Remember to scroll through the variable tabs at the bottom of the CPT Excel Template to find the right one. There are 12 sheets in the CPT Excel Template with tabs for each sheet labelled with the variable.

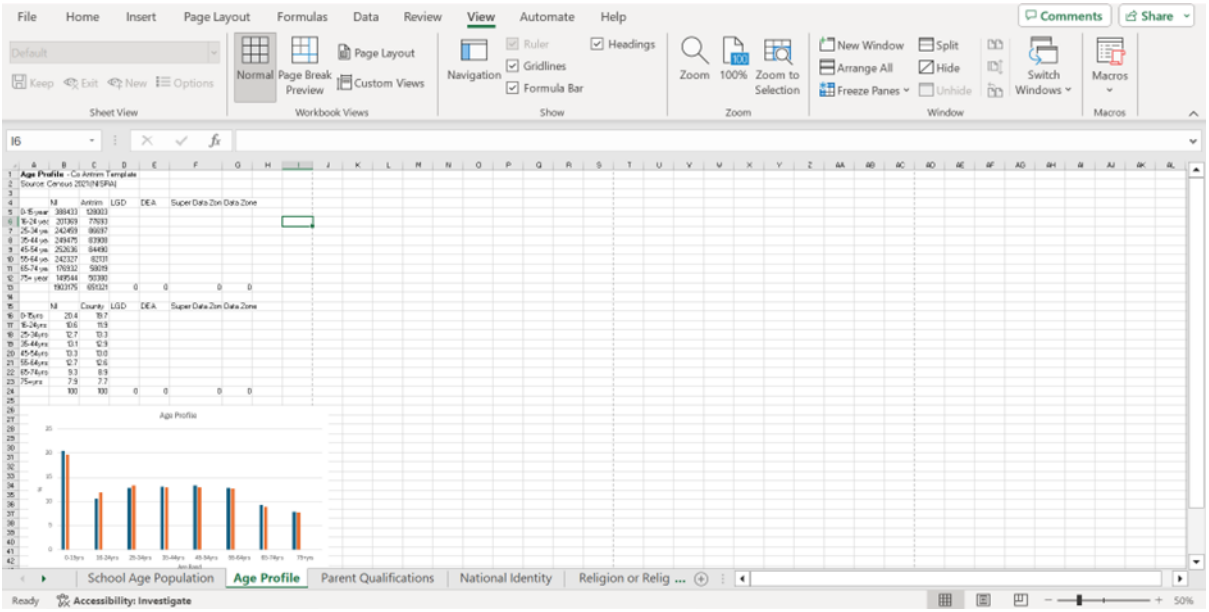
3 Excel Templates

The Excel Templates are the 'powerhouse' of CPT functionality. There are **six templates** available, one for each county:

- Antrim
- Armagh
- Derry/Londonderry
- Down
- Fermanagh
- Tyrone

Simply download the Excel template for the county within which your school is located. There are **12 worksheets** in each Excel template, one for each variable. The tab for each worksheet is labelled with the variable name.

The example below shows the Age Profile Variable Sheet for the Co Antrim template.



Use CPT instructions to guide you in using NISRA's flexible table builder to generate the count data for LGD, DEA, SDZ and DZ geographies. NI and county level data have already been added to the CPT Excel Templates for your convenience. Formulas have also been inserted into the Excel Spreadsheet so that when count data is entered for the LGD, DEA, SDZ, and DZ geographies, percentages are calculated, and charts generated. automatically.

4 Worked Examples

There are three main Community Profile prototypes: Community Profile, Sustainable Schools profile, and Community Reflection.

A **Community Profile** can be generated by following CPT instructions. It graphically shows data across six geographies (NI, County, LGD, DEA, SDZ, DZ) for each of 12 selected variables. A full worked example is demonstrated in the PowerPoint download and pgs??.

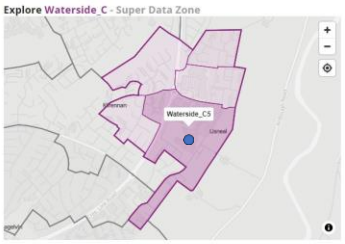
A **Sustainable Schools** profile provides insight on Religion and School Age Population. This profile can be built with an ability to (i) identify Data Zones, (ii) refine local community by identifying and combining DZs within the school's (current or potential) catchment area using school's intelligence (ID Data Zones), and (iii) gather data (NISRA FTB). Creation of this profile uses the same instructions or skillset used to generate a community profile, but with an emphasis on refining the school's local community by current or potential catchment area for a more tailored profile. Examples of the type of content that can be generated using this approach are shown for a Primary School (pgs??), and Post-primary School (pgs??) with both urban and rural communities within the school's catchment area.

Community Reflection uses school census data from Schools Plus on religion and compares with the 'local community' in a series of pie charts to determine the extent to which the school reflects its community. The comparator identifies 'local community' both in terms of the Data Zone within which the school is located, and catchment area, which is a combination of Data Zones (ID Data Zones). An example is shown in the Community Reflection download and pgs??.

Community Profile

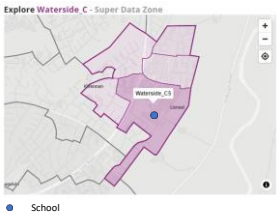
PROTOCOL: NI (*highest*), County, LGD, Data Zone (*lowest*) geography levels

Northern Ireland
County = Londonderry
LGD = Derry City and Strabane
Super Data Zone = Waterside_C
Data Zone = Waterside_C5



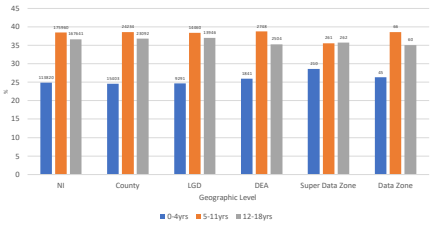
Source: NISRA Flexible Table Builder, Census 2021

Data Zone – Waterside_C5 (N=630)

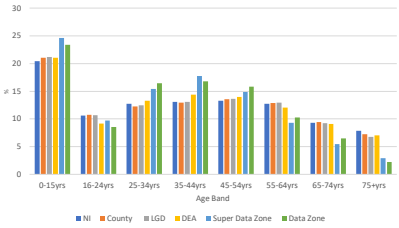


Super Data Zone – Waterside_C (N=2533)

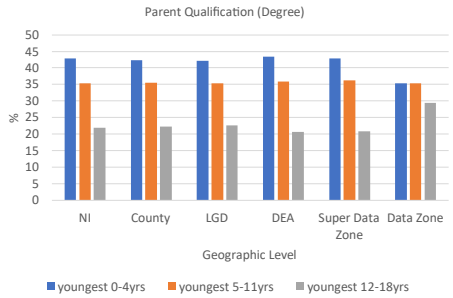
School Age Population

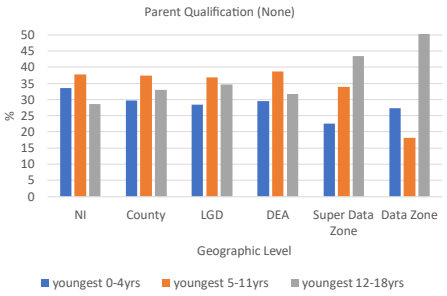


Age Profile

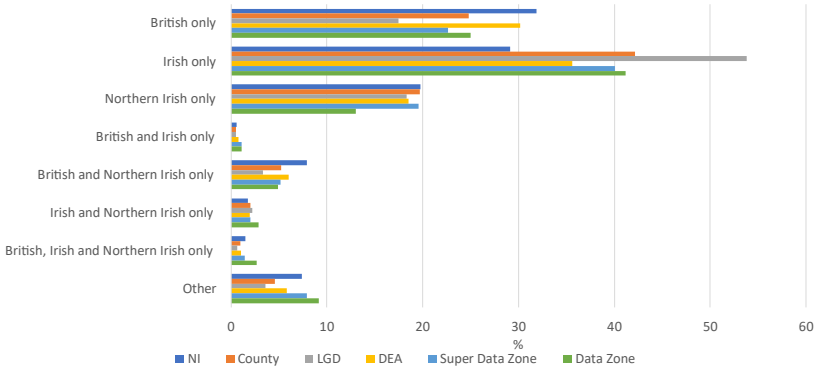


Parent Qualifications

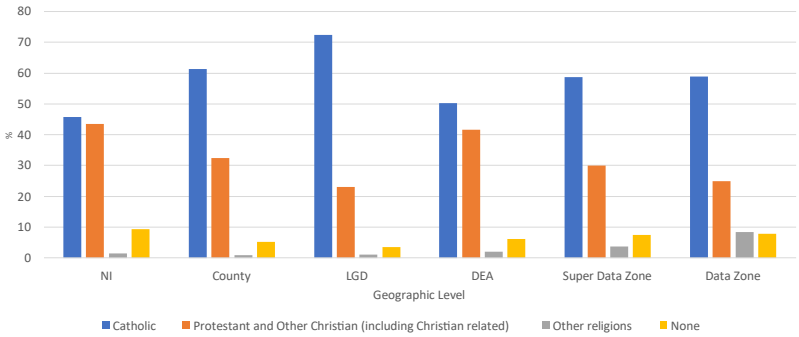




National Identity

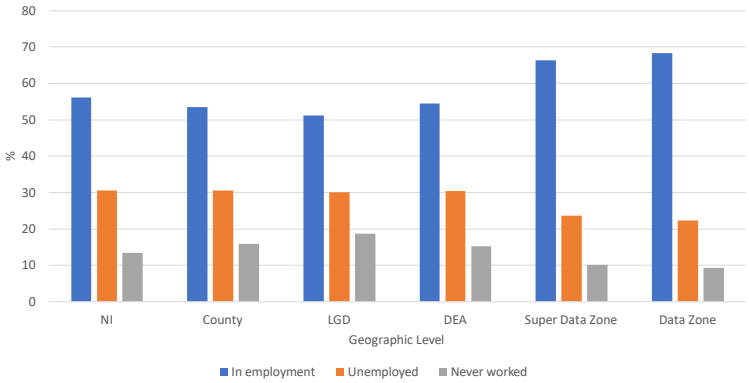


Religion or Religion Brought Up In

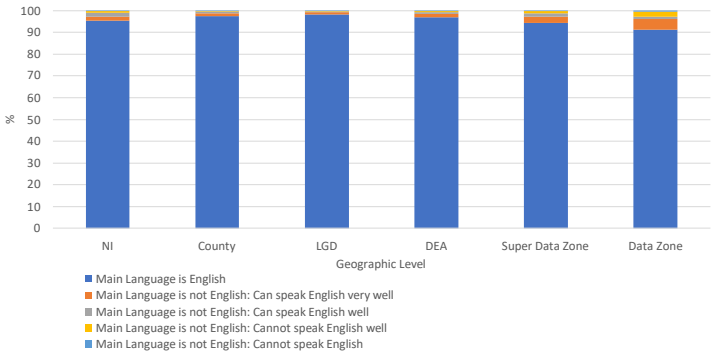


Socio-Economic Categorisation (SEC)

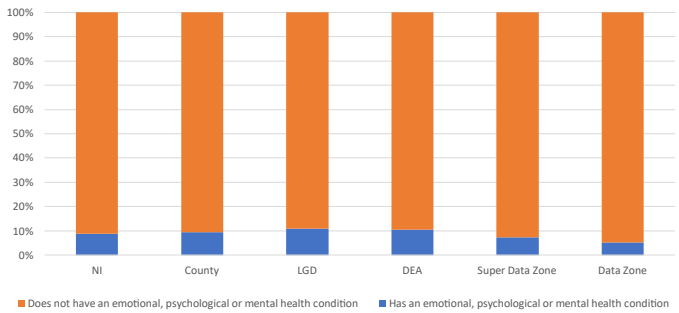
Employment History



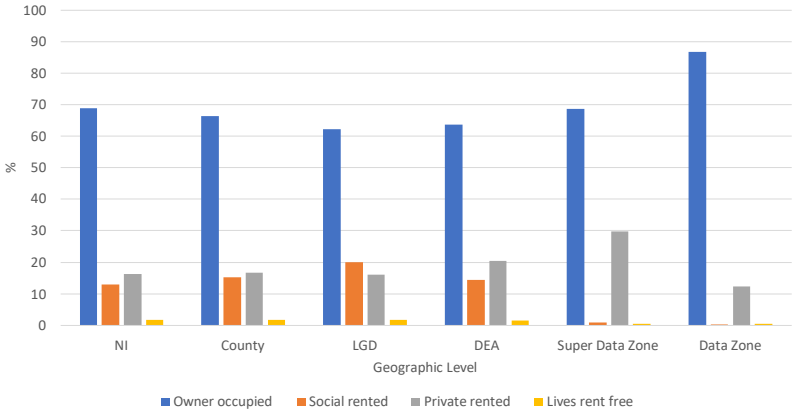
English Language Proficiency



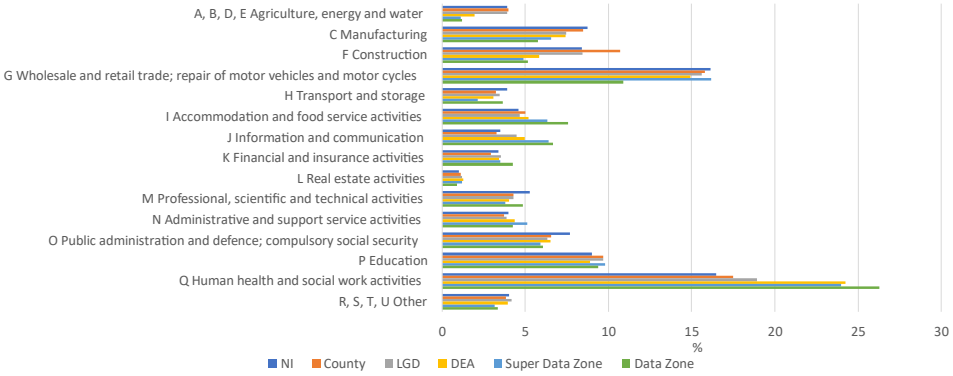
Health Condition (Emotional or Mental Health)



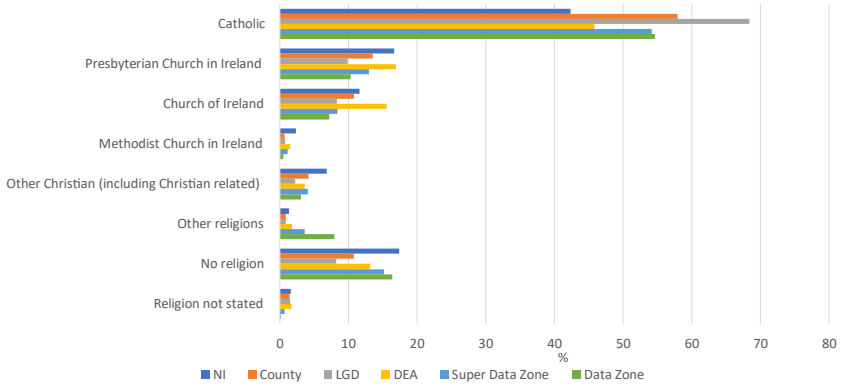
Household Tenure



Industry



Religion



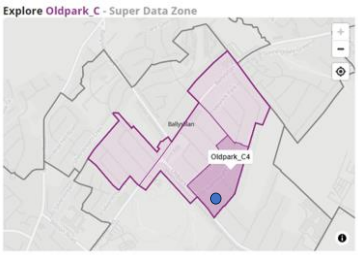
Sustainable Schools

(a) Primary School

PS - Oldpark_C4

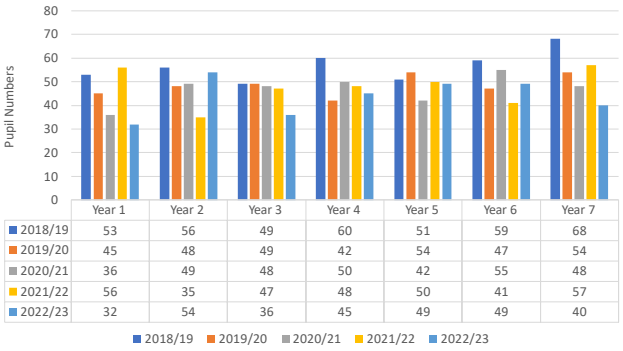
Geography Levels:

NI
County – Antrim
LGD - Belfast
District Electoral Area (DEA) - Oldpark
Super Data Zone (SDZ) - Oldpark_C
Data Zone (DZ) – Oldpark_C4



PS

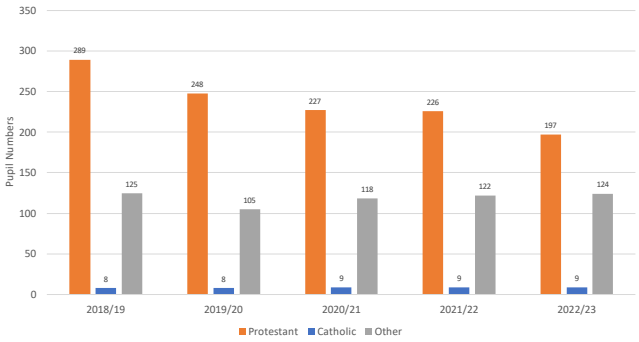
School Pupil Numbers



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
2018/19	53	56	49	60	51	59	68
2019/20	45	48	49	42	54	47	54
2020/21	36	49	48	50	42	55	48
2021/22	56	35	47	48	50	41	57
2022/23	32	54	36	45	49	49	40

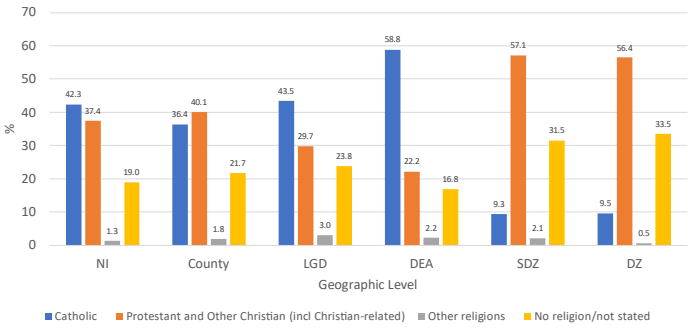
Source: Schools Plus, Department of Education

School Pupil Numbers by Religion



Source: Schools Plus, Department of Education

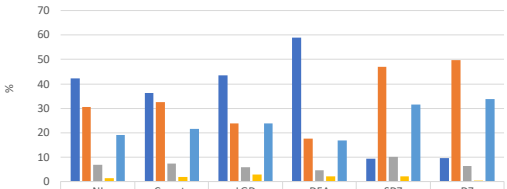
Religion – comparison of geographies



Geography levels: NI; County Antrim; LGD – Belfast; DEA – Oldpark; SDZ – Oldpark_C; DZ – Oldpark_C4

Source: NISRA, Census 2021

Religion – comparison of geographies
('Protestant' and 'Other Christian' categories)



	NI	County	LGD	DEA	SDZ	DZ
Catholic	42.3	36.4	43.5	58.8	9.3	9.5
Protestant	30.5	32.6	23.8	17.6	47.0	49.7
Other Christian (incl Christian-related)	6.9	7.5	5.9	4.5	10.0	6.4
Other religions	1.3	1.8	3.0	2.2	2.1	0.5
No religion/not stated	19.0	21.7	23.8	16.8	31.5	33.8

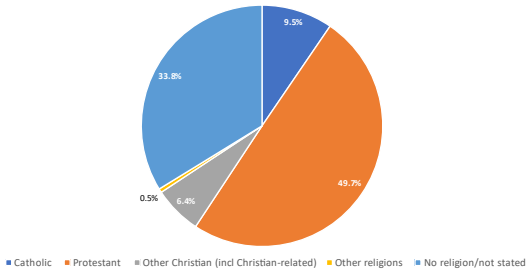
Catholic Protestant Other Christian (incl Christian-related) Other religions No religion/not stated

Geography levels: NI; County Antrim; LGD – Belfast; DEA – Oldpark; SDZ – Oldpark_C; DZ – Oldpark_C4

Source: NISRA, Census 2021

Religion (Data Zone for PS) – Oldpark_C4

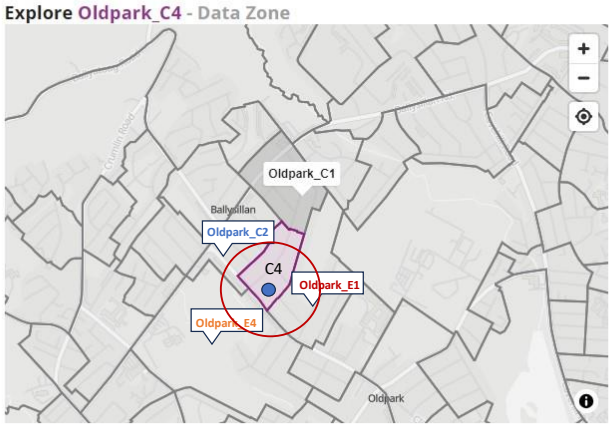
N=390 people



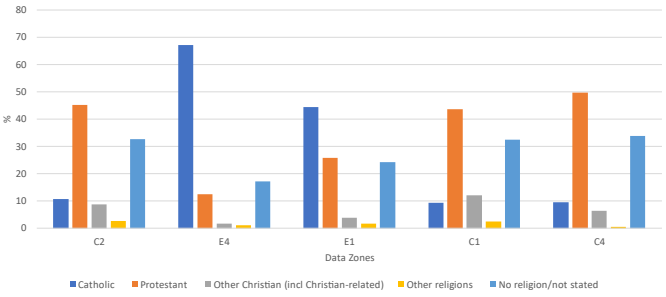
Data Zone (DZ) = Oldpark_C4

Source: NISRA, Census 2021

Religion – Data Zones on statistical geography boundary of Oldpark_C4. Includes Oldpark_C1, C2, E4, and E1.

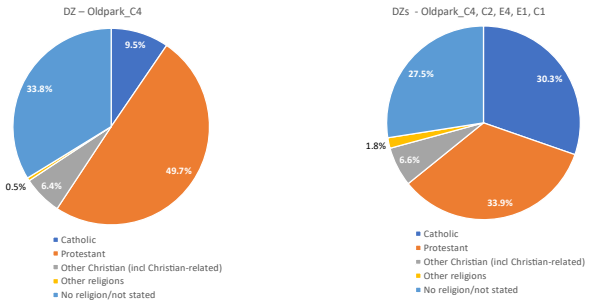


Religion – Profiles of DZ Oldpark_C4 compared to boundary DZs of Oldpark_C2, E4, E1, and C1

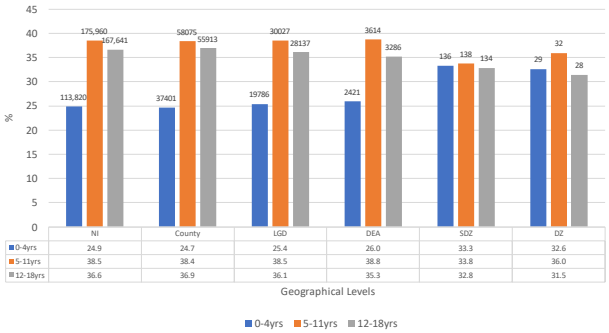


Source: NISRA, Census 2021

Comparison – DZ + DZs in surrounding area (ie those DZs bordering the School DZ Oldpark_C4)



School Age Population – comparison of geographies

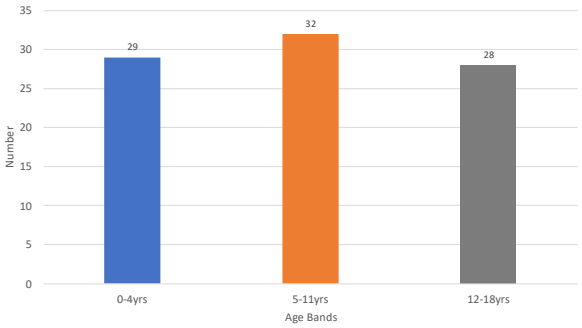


Geography levels: NI; County Antrim; LGD – Belfast; DEA – Oldpark; SDZ – Oldpark_C ; DZ – Oldpark_C4

Source: NISRA, Census 2021

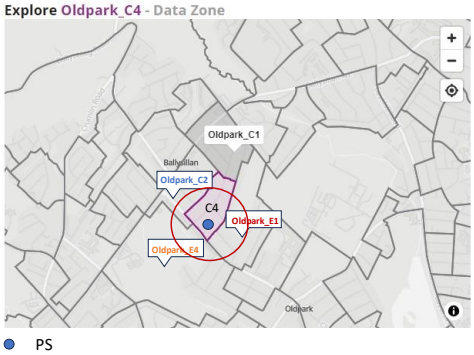
School Age Population

(Data Zone for school: Oldpark_C4) – N=390 people

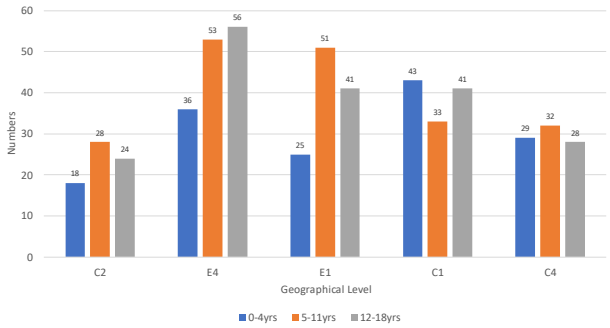


Source: NISRA, Census 2021

School Age Population – Data Zones on statistical geography boundary of Oldpark_C4. Includes Oldpark_C1, C2, E4, and E1.

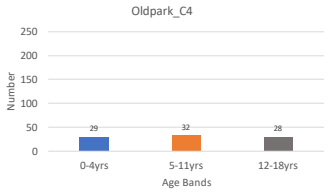


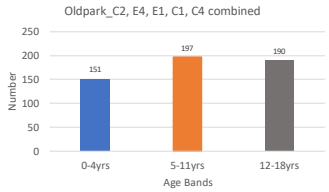
School Age Population – Profiles of DZ Oldpark_C4 compared to boundary DZs of Oldpark_C2, E4, E1, and C1



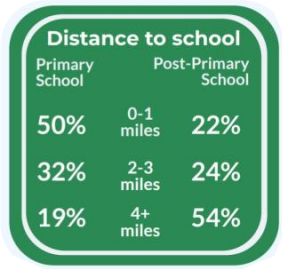
Source: NISRA, Census 2021

Comparison – DZ + DZs in surrounding area (ie those DZs bordering the School DZ Oldpark_C4)





Distance to School



Source: Department of Infrastructure, School Statistics (2021/22)

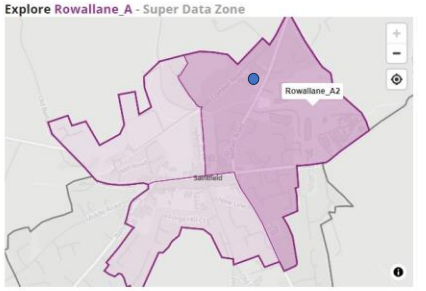
Sustainable Schools

(b) Post-primary school

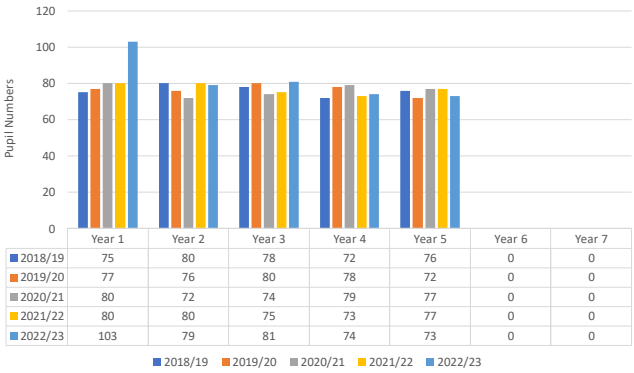
HS - Rowallane_A2

Geography Levels:

NI
County – Down
LGD – Newry, Mourne and Down
District Electoral Area (DEA) - Rowallane
Super Data Zone (SDZ) – Rowallane_A
Data Zone (DZ) – Rowallane_A2



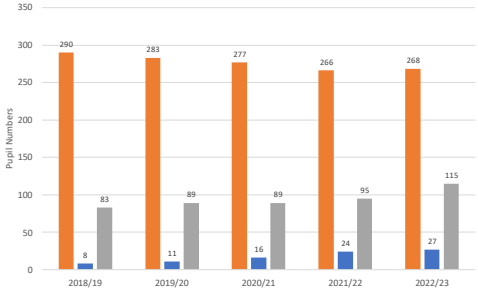
School Pupil Numbers



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
2018/19	75	80	78	72	76	0	0
2019/20	77	76	80	78	72	0	0
2020/21	80	72	74	79	77	0	0
2021/22	80	80	75	73	77	0	0
2022/23	103	79	81	74	73	0	0

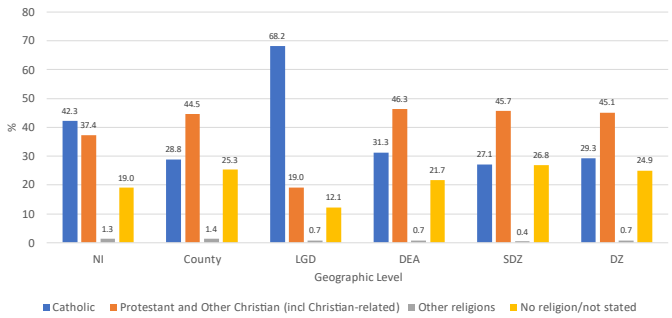
Source: Schools Plus, Department of Education

School Pupil Numbers by Religion



Source: Schools Plus, Department of Education

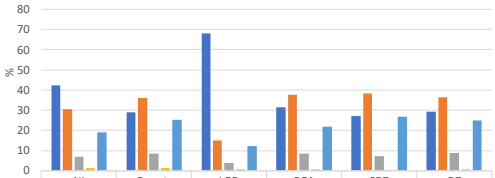
Religion – comparison of geographies



Geography levels: NI; County Down; LGD – Newry, Mourne, and Down ; DEA – Rowallane; SDZ – Rowallane_A ; DZ – Rowallane_A2

Source: NISRA, Census 2021

Religion – comparison of geographies
('Protestant' and 'Other Christian' categories)



	NI	County	LGD	DEA	SDZ	DZ
Catholic	42.3	28.8	68.2	31.3	27.1	29.3
Protestant	30.5	35.9	15.1	37.6	38.3	36.4
Other Christian (incl Christian-related)	6.9	8.6	4.0	8.6	7.4	8.7
Other religions	1.3	1.4	0.7	0.7	0.4	0.7
No religion/not stated	19.0	25.3	12.1	21.7	26.8	24.9

Geographic Level

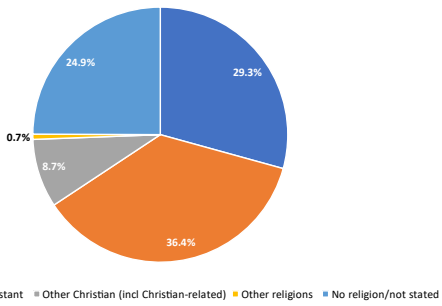
Catholic Protestant Other Christian (incl Christian-related) Other religions No religion/not stated

Geography levels: NI; County Down; LGD – Newry, Mourne, and Down; DEA – Rowallane; SDZ – Rowallane_A ; DZ – Rowallane_A2

Source: NISRA, Census 2021

Religion (Data Zone for School) – Rowallane_A2

N=758 people

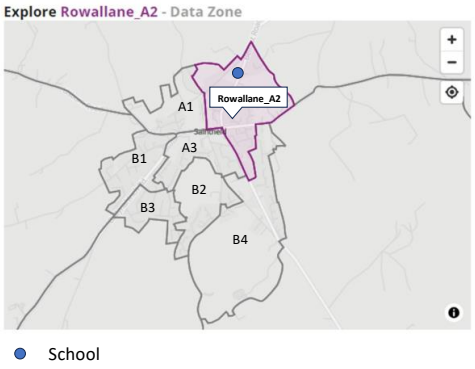


Data Zone (DZ) = Rowallane_A2

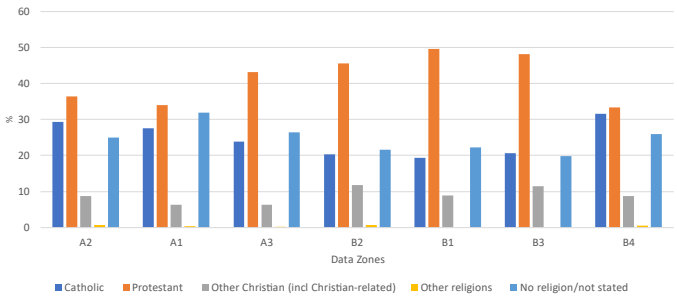
Source: NISRA, Census 2021

Religion – Urban (mean population density = 22.9/ha)

(Data Zones ≤0.5mile to the west of Rowallane_A2. Includes Rowallane_A1, A3, B1, B2, B3, and B4.)

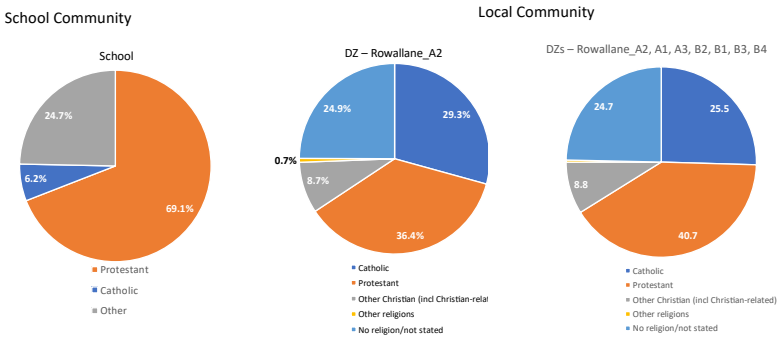


Religion – Profiles of DZ Rowallane_A2 compared to urban DZs of Rowallane_A1, A3, B2, B1, B3, B4)



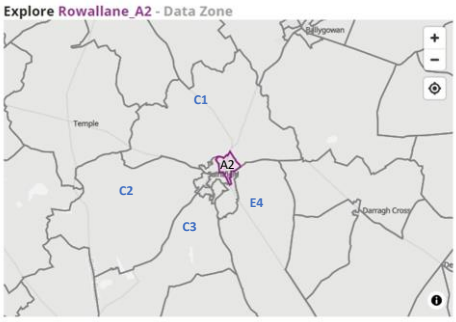
Source: NISRA, Census 2021

Comparison – School community, School DZ, and DZs in surrounding urban area of School DZ Rowallane_A2)

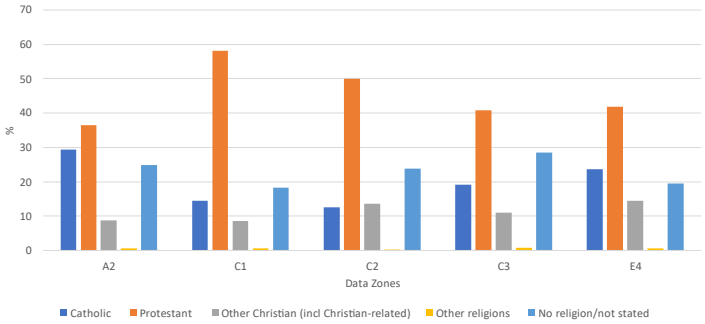


Religion – Rural (mean population density = 0.4/ha)

(Data Zones of surrounding rural area, within approx. 5-mile of Rowallane_A2. Includes Rowallane_C1, C2, C3, and E4.)

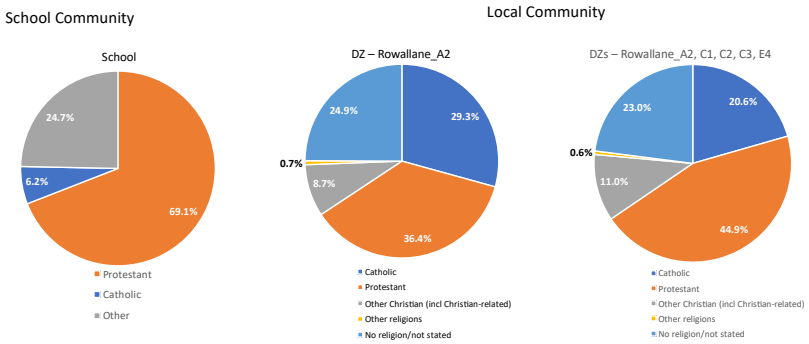


Religion – Profiles of DZ Rowallane_A2 compared to boundary DZs of Rowallane_A2, C1, C2, C3, and E4



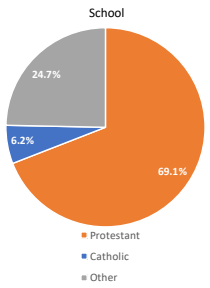
Source: NISRA, Census 2021

Comparison – School community, School DZ, and DZs in surrounding rural area of School DZ Rowallane_A2)

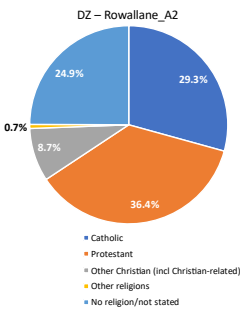


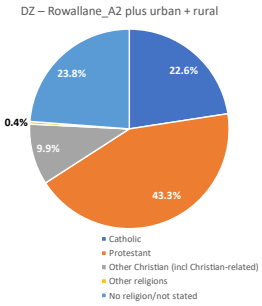
Comparison – School community, School DZ, and DZs in surrounding urban/rural area of School DZ Rowallane_A2)

School Community

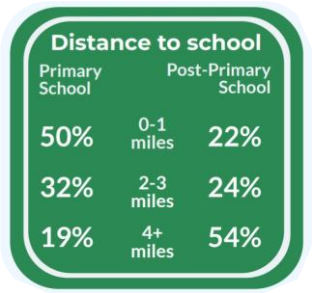


Local Community





Distance to School

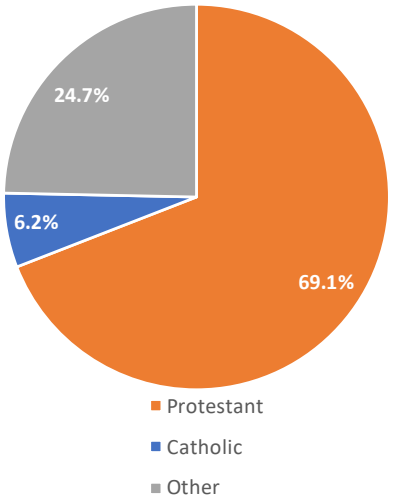


Source: Department of Infrastructure, School Statistics (2021/22)

Comparison of school community, school DZ, and DZs surrounding the school

School Community

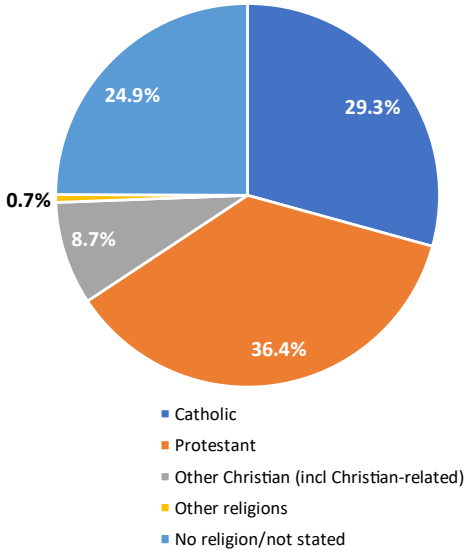
School



Source: School Census Data
Schools Plus

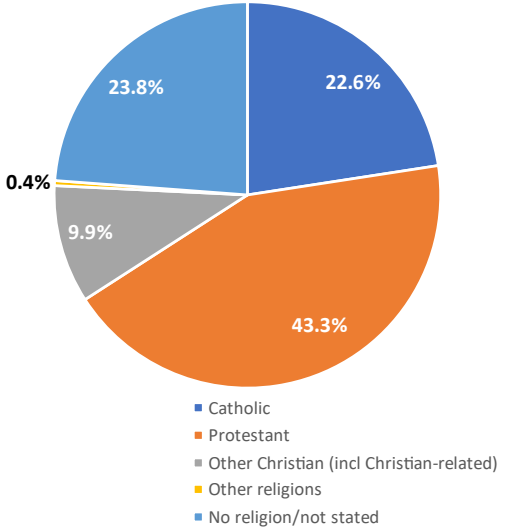
Local Community

DZ



Source: Population Census Data
Census Area Explorer
NISRA FTB

DZs surrounding the school

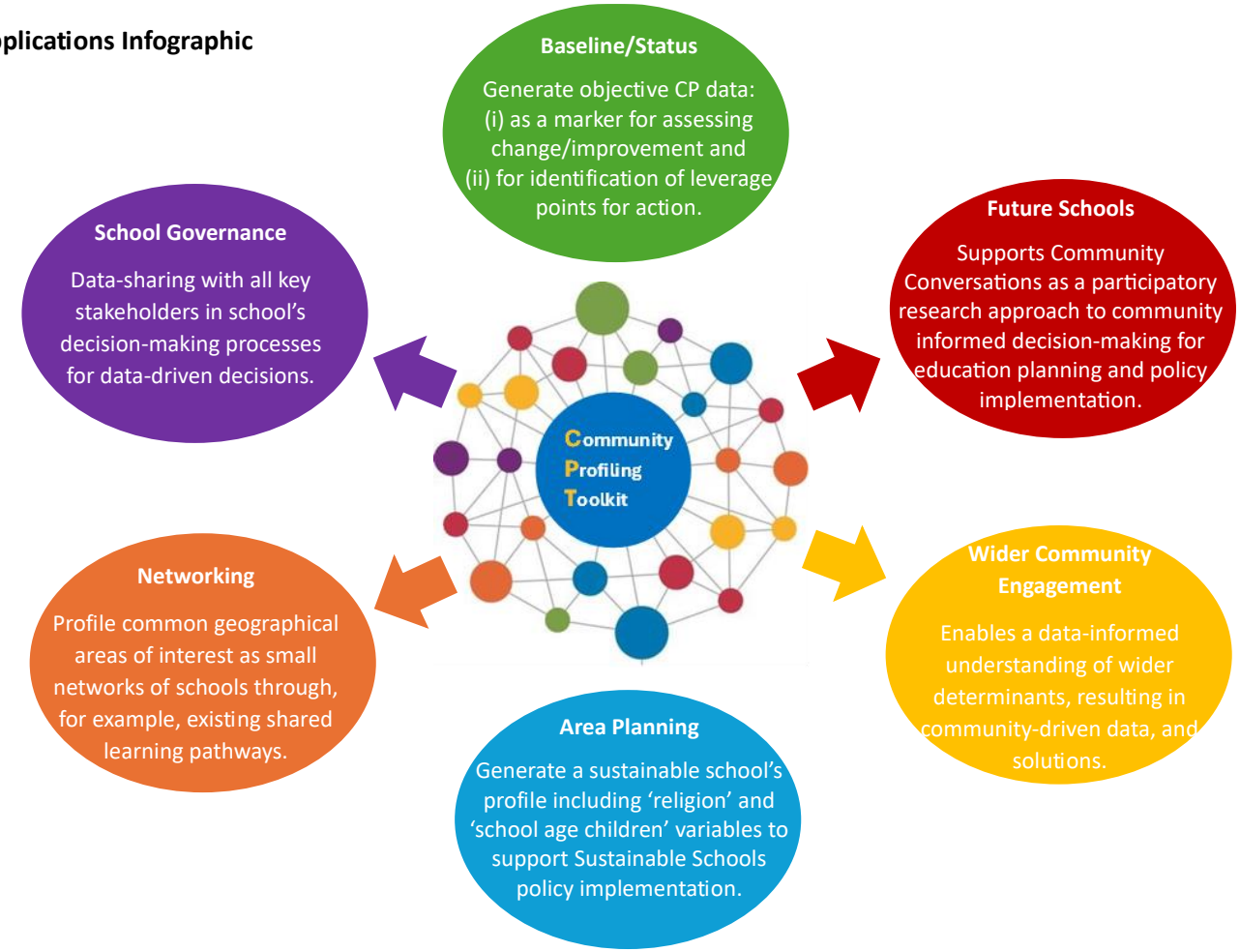


Source: Population Census Data
Census Area Explorer
NISRA FTB

5 Applications

The CPT enables the generation of data and visuals for a range of education-specific applications. Take a look at the Applications Infographic for some ideas. If you would like to share how you have used the CPT, please scan or click the Have Your Say QR code on the home page.

CPT Applications Infographic



6 Testimonials

The testimonial section aims to provide a dynamic platform to share your experiences of the CPT, both as a resource and in its application. Just have a look at what some of your peers are saying about the CPT and profiles! Sharing your experiences can be a source of encouragement for others and a trigger for networking opportunities among peers. It also provides us with an opportunity to hear your views on how we could improve the CPT to best suit your needs. Just click **here** to have *your* say!

CPT Testimonials

The community profile for our school has been a great resource for us. We have used it to raise awareness around the need for change at our governor meetings. It has provided us with the objective data and the leverage we need to have those important discussions about our school and its future.

School Principal
CSSC Engagement Event participant

CPT output personifies the phrase 'a picture is worth a thousand words', graphically presenting the answers to critical questions like *'Who' is your local community* and '*does your school reflect its community?*' I personally have used CPT-generated profiles in sustainability conversations, and to raise awareness with schools around the need for data-supported decision-making. The data profiles have on each occasion been met with great interest, and open engagement.

Mark Baker
CEO, CSSC

I have enjoyed trialling this tool. Having had some experience in accessing NISRA data I have found the CPT to be an efficient way to both build capacity in data management and produce meaningful output. I will be using the CPT to both support my role in Area Planning and engage with the schools I support.

Andrew Brown, SSO, CSSC

The CPT is a real game changer for schools, and governors, enabling rapid generation of visuals and graphics across educationally relevant variables and geographies from regional to local level, with built-in flexibility to refine the school's catchment area. I found the tool easy to use and responsive to our data needs.

School Principal

As an educationalist, I can see the CPT becoming an asset to schools, supporting them in accessing census data in a way which provides for informed decision-making at the local level.

CSSC
Controlled Schools' Support Council

Community Profiling Toolkit

7 References

Additional reading on evidence and policy will be updated with any new relevant research and policy as it becomes available.

Additional Reading

Census 2021 output geography

Census 2021 output geography information papers | Northern Ireland Statistics and Research Agency (nisra.gov.uk)

https://www.nisra.gov.uk/publications/census-2021-output-geography-information-papers

Community Conversations

Integrated Education Fund - COMMUNITY CONVERSION TOOLKIT FINAL - Page 1 - Created with Publitas.com

https://view.publitas.com/integrated-education-fund/community-conversion-toolkit-final/page/1

Community Engagement

Full article: What is true community engagement and why it matters (now more than ever) (tandfonline.com)

https://www.tandfonline.com/doi/full/10.1080/17538068.2021.1935569

Creating Links between the School and the Community Beyond its Walls: What Teachers and Principals Do to Develop and Lead School-Community Partnerships | Teaching and Learning (brocku.ca)

https://journals.library.brocku.ca/teachingandlearning/index.php/home/article/view/429

Database Linkage

The influence of socio-demographics and school factors on GCSE attainment: results from the first record linkage data in Northern Ireland (tandfonline.com)

https://www.tandfonline.com/doi/epdf/10.1080/03054985.2022.2035340?needAccess=true

Policy_Brief_Understanding_and_addressing_educational_underachievement_in_Northern_Ireland_March_2022.pdf (adruk.org)

https://www.adruk.org/fileadmin/uploads/adruk/Documents/Policy_Brief_Understanding_and_addressing_educational_underachievement_in_Northern_Ireland_March_2022.pdf

Demography

Census 2021 Main statistics for Northern Ireland - Statistical bulletin - Demography and households (nisra.gov.uk)

https://www.nisra.gov.uk/system/files/statistics/census-2021-main-statistics-for-northern-ireland-phase-1-statistical-bulletin-demography-and-households.pdf

Future Schools

Future Schools - Ulster University

https://www.ulster.ac.uk/research/topic/education/our-research/current-research-projects/future-schools

Independent Review of Education

Independent Review of Education - Final Report | Department of Education (education-ni.gov.uk)

https://www.education-ni.gov.uk/publications/independent-review-education-final-report

Inequalities

Educational attainment in Northern Ireland: Understanding inequalities through administrative data | BERA

https://www.bera.ac.uk/blog/educational-attainment-in-northern-ireland-understanding-inequalities-through-administrative-data

Unveiling school effectiveness: Progress 8, parental choices and closing the achievement gap | Institute for Fiscal Studies (ifs.org.uk)

https://ifs.org.uk/publications/unveiling-school-effectiveness-progress-8-parental-choices-and-closing-achievement-gap

School Improvement

Every school a good school - a policy for school improvement | Department of Education (education-ni.gov.uk)

https://www.education-ni.gov.uk/publications/every-school-good-school-policy-school-improvement

Sustainable Schools Policy

Sustainable schools | Department of Education (education-ni.gov.uk)

https://www.education-ni.gov.uk/publications/schools-future-policy-sustainable-schools

Appendix 1: Recommendations – Independent Review of Education 2023[1]

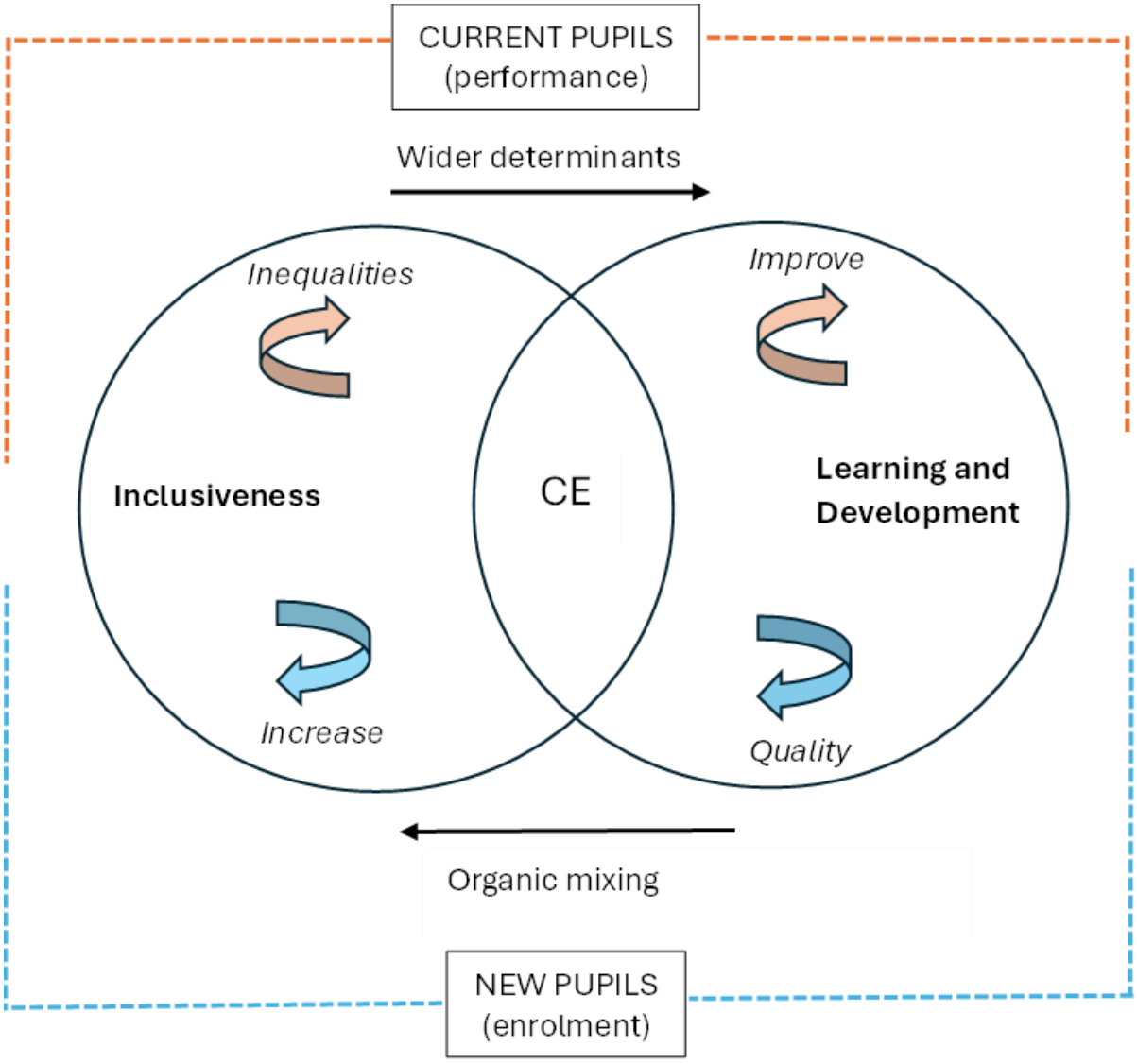
No	Recommendation	Lead	Timescale	Report Ref (V2)
Investing in the Education Journey				
1	**Raise the age of educational participation**	DE	Within 2yrs	Ch4
2	**Expand early years education**	DE	Phased approach with full expansion within 10yrs	Ch1
3	**Give everybody the opportunity to access basic education throughout their lifetime free of charge**	DE	Within 5yrs	Ch6
4	**Undertake major reform of the curriculum and keep it under continual review**	DE/ Curriculum Agency	Within 3yrs	Ch4 & 5
5	**Modify the transition process**	DE	Within 3yrs	Ch5
6	**Provide new curricular pathways for all at 14**	DE/ Curriculum Agency/FE colleges	Within 5yrs	Ch5
7	**Ensure assessment supports progression**	DE/CCEA	Within 3yrs	Ch4 & 5
8	**Reform the Careers Service to promote understanding of the world of work**	DE/Careers Service	Within 2yrs	Ch 2, 4, 5, 6 & 7
9	**Retain local talent**	DE	Within 10yrs	Ch 6
Investing in Support for our Learners, Educators and Parents				
10	**Invest in education**	NI Executive	Immediate	Ch10
11	**Transform SEN support to cater equitably for the needs of all learners**	DE/EA	Work to commence immediately. Workforce programme within 6mths	Ch3
12	**Value the education workforce**	DE	Immediate	Ch7
13	**Provide expert curriculum advice**	DE/ Curriculum Taskforce/ Curriculum Agency	Immediate start with initial 3-year work prog for Taskforce. Agency come into effect during that period.	Ch4

No	Recommendation	Lead	Timescale	Report Ref (V2)
14	**Facilitate learner-centred interventions**	DE	Within 2yrs	Ch8
15	**Give additional support to allow parents to get back into work**	Executive	Immediate	Ch1
16	**Prioritise wellbeing**	DE	Within 2yrs	Ch3
17	**Combat disadvantage**	DE	Within 3yrs	Ch2
Investing in the Education System and Structures				
18	**Establish a single Department for the entire education journey**	NI Executive	Within 6mths	Ch8
19	**Reform school management arrangements**	DE	Controlled sector management - immediate	Ch8
	Reform school management arrangements		Single authority – within 2yrs	
20	**Reconfigure the network of schools (a)**	DE/ Independent Planning Commission	2yr planning period	Ch10
	Reconfigure the network of schools (b)		10yr delivery period	
21	**Promote learners learning together**	DE	Immediate	Ch5, 8, & 9
22	**Promote a cost effective, thriving, and value-for money college sector**	DE	Within 3yrs	Ch6
23	**Use broad measures of success**	DE/ETI	Immediate	Ch5
24	**Strengthen accountability**	DE/ETI	Immediate	Ch8 & 9
25	**Introduce a legislative framework that enables innovation**	DE	Within 5yrs	Ch9

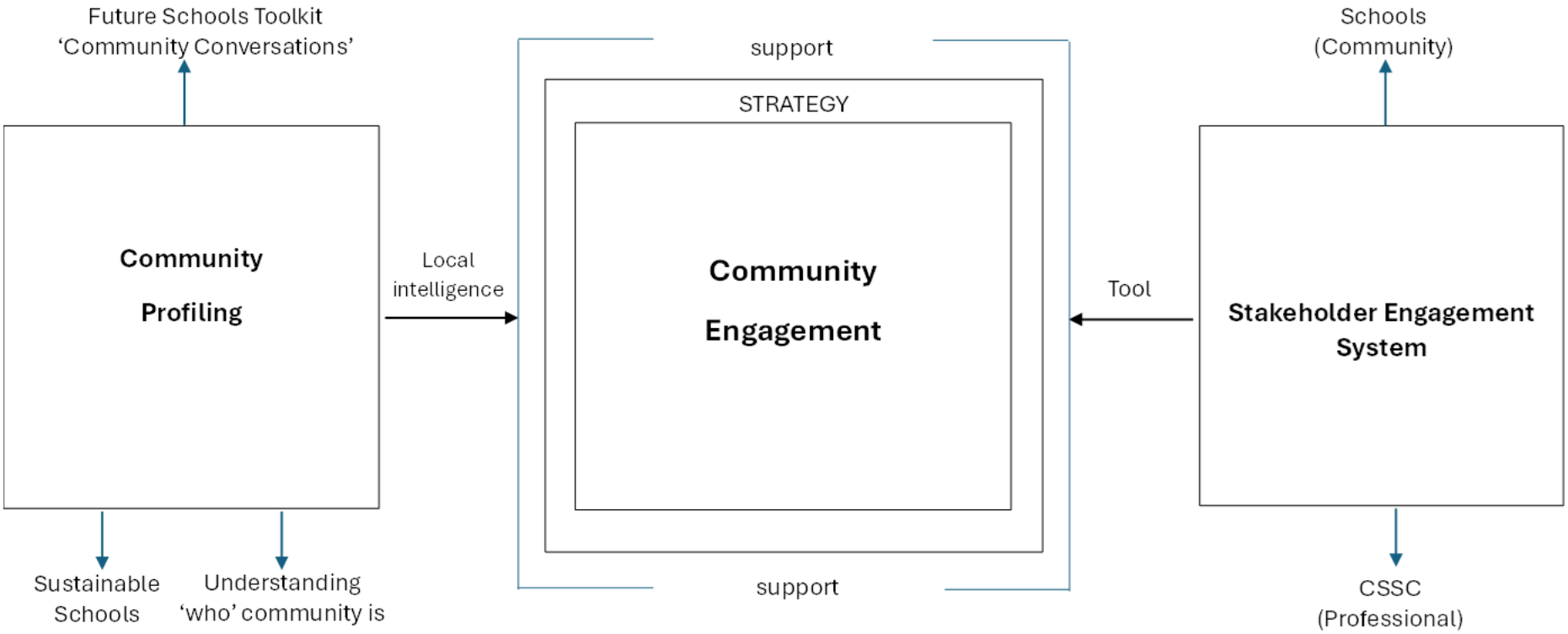
Timescale: **Immediate – 6mths**; **up to 5yrs**; **up to 10yrs**

[1]Investing in a Better Future | Independent Review of Education

Appendix 2: Adding Value: Why Community Engagement matters



Appendix 3: Community Profiling in Context



8 Appendices

The following appendices have been included to support community profiling activity. Available **geographies** are described at a quantitative level in Appendix 1. Appendix 2 is designed to support navigation around NISRA's flexible table builder in building the community profile, by defining the **variables** for selection. Appendix 3 embeds **instructional videos** on NISRA's Flexible Table Builder (FTB) as a generic overview.

Appendix 1: Administrative and Statistical Geographies

NI	County	LGD[1]	DEA[2]	SDZ[3]	DZ[4]
N=1	N=6	N=11	N=80	N=850	N=3780
	Antrim Armagh Derry/Londonderry Down Fermanagh Tyrone	Antrim and Newtownabbey Ards and North Down Armagh City, Banbridge, and Craigavon Belfast Causeway Coast and Glens Derry City and Strabane Fermanagh and Omagh Lisburn and Castlereagh Mid and East Antrim Mid Ulster Newry, Mourne and Down	Each DEA is an amalgam of 5,6, or 7 wards	Mean 2240 persons per SDZ	Mean 500 persons per DZ

[1]Local Government District; [2]District Electoral Area; [3]Super Data Zone; [4]Data Zone

Appendix 2: Variables

Variable	Classification		Category
	Number	**Selection**	
Age (School Age Popn)	N=15	Age – 86 Categories	0-18yrs
Age (Age Profile)	N=15	Age – 8 Categories	0-15yrs 16-24yrs 25-34yrs 35-44yrs 45-54yrs 55-64yrs 65-74yrs 75+yrs
Parent Qualifications (PIVOT Table)	N=5 N=3	Adult Lifestage – 13 Categories Qualifications (Highest Level) – 7 Categories	No qualifications Level 1 Level 2 Level 3 Level 4 and above (degree) Other (No code required)
National Identity	N=5	National Identity – 8 Categories	British only Irish only Northern Irish only British and Irish only British and Northern Irish only Irish and Northern Irish only British, Irish, and Northern Irish only Other
Religion or religion brought up in	N=1	Religion or religion brought up in – 4 Categories	Catholic Protestant and Other Christian (including Christian-related) Other religions None
Socio-economic categorisation	N=3	National Statistics Socio-economic Classification – 10 Categories	L1, L2, L3: Higher managerial, administrative, and professional occupations L4, L5, L6: Lower managerial, administrative, and professional occupations L7: Intermediate occupations L8, L9: Small employers and own account workers L10, L11: Lower supervisory and technical occupations L12: Semi-routine occupations L13: Routine occupations L14.1, L14.2: Never worked and long-term unemployed L15: Full-time students (No code required)
Employment History	N=2	Employment History – 4 Categories	In employment Unemployed Never worked (No code required)

Variables	Classifications		Category
	Number	Selection	
English Language Proficiency	N=2	English Language Proficiency	Main Language is English Main Language is not English: can speak English very well Main Language is not English: Can speak English well Main Language is not English: Cannot speak English well Main Language is not English: Cannot speak English
Health Condition (Mental Health)	N=1	Health Condition (Emotional or Mental Health)	Has an emotional, psychological or mental health condition Does not have an emotional, psychological, or mental health condition
Household: Tenure	N=3	Household: Tenure – 5 Categories	Owner occupied Social rented Private rented Lives rent free (No code required)
Industry	N=5	Industry – 16 Categories	A, B, D, E Agriculture, energy, water C Manufacturing F Construction G Wholesale and retail trade; repair of motor vehicles and motor cycles H Transport and storage I Accommodation and support service activities O Public administration and defence; compulsory social security P Education Q Human health and social work activities R, S, T, U Other (No code required)
Religion	N=5	Religion – 8 Categories	Catholic Presbyterian Church in Ireland Church of Ireland Methodist Church in Ireland Other Christian (including Christian related) Other religions No religion Religion not stated

Appendix 3: NISRA FTB instructional videos

How to build a simple table https://youtu.be/RbXQM3uMkPE

How to improve your results https://youtu.be/57oHQtnEFMw

Have your Say