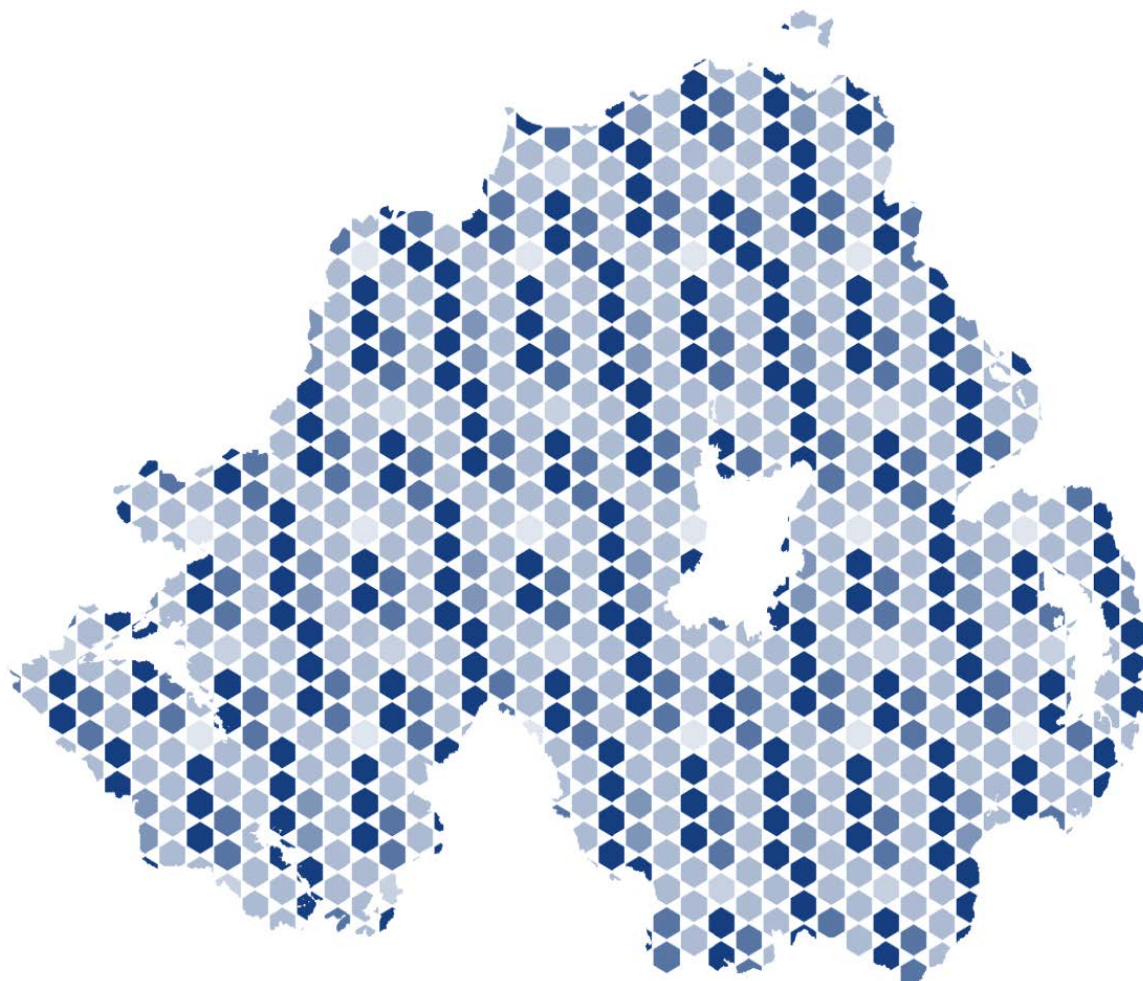


POST-PRIMARY INSPECTION



Education and Training
Inspectorate

Priory Integrated College,
Holywood

Controlled, integrated, 11.18, non-selective school

Report of an Inspection
in April 2013



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CONTEXT OF THE INSPECTION (METHOD)

The key questions and quality indicators which guide inspection and self-evaluation of post-primary schools, which were applied to this inspection, are available in the Inspectorate's publication *Together Towards Improvement: a process for self evaluation* at: <http://www.etini.gov.uk/index/together-towards-improvement/together-towards-improvement-post-primary.htm>.

QUANTITATIVE TERMS

In this report, proportions may be described as percentages, common fractions and in more general quantitative terms. Where more general terms are used, they should be interpreted as follows:

| | | |
|-------------------------|---|---------------|
| Almost/nearly all | - | more than 90% |
| Most | - | 75%-90% |
| A majority | - | 50%-74% |
| A significant minority | - | 30%-49% |
| A minority | - | 10%-29% |
| Very few/a small number | - | less than 10% |

PERFORMANCE LEVELS

The Education and Training Inspectorate (ETI) use the following performance levels (grades) in reports:

| DESCRIPTOR |
|----------------|
| Outstanding |
| Very Good |
| Good |
| Satisfactory |
| Inadequate |
| Unsatisfactory |

Data on the questionnaire returns is shown in the table below.

| Questionnaire | Number issued | Number returned | Percentage returned | Number with comments |
|---------------|---------------|-----------------|---------------------|----------------------|
| Parents | 102 | 30 | 29 | 18 |
| Teachers | 39 | 27 | 70 | 12 |
| Support Staff | 16 | 6 | 37 | * |

* fewer than 5

1. INTRODUCTION

1.1 CONTEXT OF THE SCHOOL

Priory Integrated College draws its pupils from a wide catchment area across North Down and greater Belfast. The enrolment has remained stable over the past four years, however, the year 8 intake has dropped and there has been a decline in the percentage of pupils entering the school with the expected levels in English and mathematics to less than half the intake. Furthermore the school population fluctuates during the course of each year due to the migration of pupils to and from other areas of Northern Ireland, the United Kingdom and Europe. The changing pattern impacts on overall school attainment figures at key stages (KS) 3 and 4. The school has an Autism Support Centre (ASC) and the percentage of pupils requiring additional support with their learning has increased significantly over the last four years. The percentage of pupils entitled to free school meals has also increased marginally.

While the sixth form is small the numbers have grown steadily over the past five years and currently stand at 57. In addition, a further 64 pupils access sixth form provision through collaboration within the North Down and Ards Learning Community. In total 121 pupils access post-16 provision in Priory Integrated College.

| Priory Integrated College | 2009/10 | 2010/11 | 2011/12 | 2012/13 |
|--|-------------|-------------|-------------|--------------|
| Year 8 Intake | 99 | 97 | 85 | 75 |
| Enrolment | 471 | 481 | 509 | 491 |
| % Attendance (NI Average) | 89 (91) | 89 (91) | 91 (91) | N/A (N/A) |
| FSME Percentage | 20 | 22 | 22 | 25 |
| % (No) of pupils on SEN register | 27 (127) | 32 (156) | 33 (169) | 37 (182) |
| No. of pupils with statements of educational needs | 16 | 11 | 22 | 22 |
| No. of newcomers | 10 | 16 | 16 | 22 |
| Intake | | | | |
| % of Y8 pupils with L5 English | 2 | 3 | 5 | 5 |
| % of Y8 pupils with L5 mathematics | 6 | 4 | 7 | 5 |
| % of Y8 pupils with L4 and above in English | 54 | 58 | 48 | 45 |
| % of Y8 pupils with L4 and above in mathematics | 63 | 62 | 46 | 43 |

Source: data as held by the school.

1.2 FOCUS AND SCOPE OF THE INSPECTION

The inspection focused on achievements and standards, learning and teaching, curriculum provision and on leadership and management across the school as a whole.

Specialist inspectors paid particular attention to English, mathematics and science provision, and provided detailed oral feedback to the teachers in these areas; a summary of the findings is reported in Appendix 2.

The inspection also focused on: the provision for pastoral care and the arrangements for safeguarding; the provision for pupils requiring additional support with their learning and their inclusion in all aspects of school life; the provision for careers education, information, advice and guidance (CEIAG); and, the progress towards the Entitlement Framework.

1.3 OVERALL FINDINGS OF THE INSPECTION

| Overall Performance Level | Satisfactory |
|----------------------------|--------------|
| Achievements and Standards | Satisfactory |
| Provision for Learning | Satisfactory |
| Leadership and Management | Satisfactory |

2. ACHIEVEMENTS AND STANDARDS

2.1 The standards achieved by the pupils are satisfactory.

KEY FINDINGS

The pupils are friendly and welcoming; they engaged enthusiastically and confidently with visitors and were keen to show and talk about their work. Most of the pupils demonstrate a positive disposition to learning; they work well together and have good thinking, social and interpersonal skills.

Data on Year 12 (Key Stage 4) performance:

| GCSE and GCSE equivalent subjects - *following permitted exclusions | 2010 | 2011 | 2012 |
|--|-----------------------------|----------------------|---------------------------|
| *Percentage of Year 12 taking GCSE & Equivalents in at least 5 subjects | 98 | 94 | 91 |
| *Percentage of Year 12 obtaining Grades C or above in at least 5 subjects | 60 | 51 | 48 |
| <i>The NI average for similar schools in the same free school meals category¹</i> | <i>In line with average</i> | <i>Below average</i> | <i>Well below average</i> |
| *Percentage of Year 12 obtaining Grades C or above in at least 5 subjects including GCSE English and GCSE mathematics | 30 | 25 | 15 |
| <i>The NI average for similar schools in the same free school meals category</i> | <i>In line with average</i> | <i>Below average</i> | <i>Well below average</i> |
| *Percentage of Year 12 obtaining Grades E or above in at least 5 subjects | 85 | 80 | 86 |
| Percentage of Year 12 entitled to free school meals achieving 5 or more GCSEs Grades A* to C or equivalent (including GCSE English and GCSE Mathematics) | 13 | 20 | 29 |

Source: Data as held and verified by the school, with DE benchmarks²

² DE Circular 2011/03: 'School Development Planning and Target-Setting'.

Over the past three years there has been a decline in the number of the pupils entered for five or more GCSE³ examinations which reflects the changing ability range of the pupils progressing through the school. There has been a drop in attainment at GCSE level since 2010 when the percentage of year 12 pupils obtaining grades A* to C in at least 5 subjects and including English and mathematics was in line with the average for similar schools. Over the same period the percentage attaining A*-E remained steady. The school's internal and external baseline data indicates that of the 2012 cohort, attaining lower levels in English and mathematics (for the reasons outlined at 1.1) almost one-fifth of the pupils had left the school before reaching year 12. In contrast to previous years there was a significant migration of pupils; 26 pupils left the school before completing their GCSE's and 14 new pupils joined the school, the highest level of migration to and from the school in the last five years. The pupil's attainment in vocational qualifications in 2012 is very good.

The school recognised that the 2012 GCSE examination results were inadequate and identified the need to raise attainment in GCSE examinations as a key priority. The newly-appointed Principal in her short time in post has identified accurately the shortcomings in the school's achievements and standards; she has put in place appropriate action plans and made effective use of the school's internal and external monitoring and performance indicators to baseline the 2013 cohort and to support staff in order to improve the GCSE outcomes in line with previous years.

Over the past three years the percentage of year 12 pupils entitled to free school meals achieving 5 or more GCSE's grades A*-C including English and maths has increased from 13% to 29% which is above the NI average. A small number of newcomer pupils have successfully completed a GCSE in their home language. The majority of pupils who require additional support with their learning achieve well in external examinations.

Data on Year 14 (A2) performance

| GCE A Level or equivalent | 2010 | 2011 | 2012 |
|---|------|------|------|
| Percentage of Year 14 taking A2 levels & Equivalents in at least 3 subjects | 92 | 83 | 85 |
| Percentage of Year 14 obtaining Grades C or above in at least 3 A2 levels | 62 | 78 | 70 |
| Percentage of Year 14 obtaining Grades E or above in at least 2 A2 levels | 92 | 100 | 97 |

Over the last three years the percentage of Year 14 pupils obtaining grades C or above in at least 3 GCE A⁴ levels or equivalent has always been more than 20 percentage points above the average for non-selective schools and almost all pupils have achieved 2 A levels or equivalent at grade E or above. The school's sixth form has increased and currently provides access to 121 pupils through collaboration with the North Down and Ards area learning community. The percentage of year 12 pupils progressing to further education and of year 14 pupils progressing to higher education is well above the Northern Ireland average.

³ General Certificate of Secondary Education

⁴ General Certificate of Education Advanced Level

3. PROVISION FOR LEARNING

3.1 The quality of the provision for learning is satisfactory.

KEY FINDINGS

The quality of the provision in English is inadequate; in science and mathematics it is satisfactory⁵;

In almost two-thirds of the lessons observed the quality of learning and teaching was good or better. These lessons were well structured, with appropriate pace and challenge, and were relevant to the pupils' interests and learning experiences. The learning experiences were connected effectively to the pupils' previous learning and, as a result, the pupils achieved good outcomes. In one-third of the lessons observed, the learning did not match closely to the needs and ability of all of the pupils; there was insufficient focus on the intended outcomes. The teachers in these lessons deployed a narrow range of teaching approaches including over-directed whole class teaching, and questions which did not challenge the pupils.

3.2 The quality of the care, guidance and support of pupils is good.

KEY FINDINGS

The quality of pastoral care is good.

The pupils value highly the pastoral and academic support provided by the staff. They spoke positively about their experiences in the school and know what to do if they have any concerns about their safety or well being. The parents who completed the confidential questionnaire indicated a very high level of satisfaction with the work of the school and commented, in particular, on the caring, conscientious, approachable teachers and the forward-thinking principal.

A dedicated pastoral team creates a caring, supportive environment for all pupils which is underpinned by a comprehensive range of policies and procedures providing clear guidance for staff to work with pupils both in the school and in other settings.

The implementation of the pastoral policies is not consistent in all classrooms. The school has identified appropriate areas which require further development, such as the review of the taught personal development programme and formal arrangements to enable the pupils to contribute more fully to the work of the school.

The quality of the provision for pupils with special educational needs is satisfactory.

The pupils, in the ASC and the mainstream school, who require additional support, develop well their social skills, are included in all aspects of school life and benefit from the effective support of the classroom assistants. In the best practice, the class teachers help the pupils to overcome barriers to learning and to address their individual needs. However such practice is not consistent across the school and the current individual education plans provide limited guidance to the teachers on effective strategies to support individual pupils.

⁵ For detailed findings of the provision in English, mathematics and science see Appendix 2.

Links between the special educational needs co-ordinators, classroom teachers and the literacy and numeracy co-ordinators are insufficiently developed to ensure that the learning needs of all pupils who have special educational needs are being met effectively. The senior leadership team (SLT) has carried out an extensive audit of the provision and the resulting action plan has identified appropriate areas for further development.

The quality of the provision for careers education and guidance is good.

The pupils identify, assess and use their skills to develop good personal career plans and make well-informed, realistic careers decisions. The well-managed work experience programmes in years 11 and 13 provide good opportunities for the development of their employability skills and the effective links with outside agencies complement the work of the careers department. The head of careers has a clear understanding of improvement planning and has identified the need to review current arrangements for teaching employability at KS 3, which currently lacks cohesion.

3.3 The curricular provision for the pupils is good

KEY FINDINGS

The curriculum at KS 3 is suitably broad and balanced. At KS 4 and post 16, the school is meeting the requirements of the Entitlement Framework through the very good collaboration within the North Down and Ards Area Learning Community and provides the pupils with an appropriate range of pathways to meet their needs and interests; this is reflected in the positive examination outcomes in the applied subjects. The effective partnership with the neighbouring selective school provides sixth form pupils with access to a wide range of GCE general subjects, which complements and enhances the schools own provision which is focused on applied subjects. However, the uptake of GCE general subjects remains low. In addition, through collaboration within the North Down and Ards Learning Community, a further 64 pupils access applied subjects in Priory Integrated College.

4. LEADERSHIP AND MANAGEMENT

4.1 The overall quality of leadership and management is satisfactory.

KEY FINDINGS

The senior leadership team (SLT) lead well their respective areas of responsibility. They provide effective leadership and have a clear strategic vision for the future of the school. Significant actions to bring about further improvement in the pastoral and academic provision have been implemented which will take time to effect improved outcomes and raise standards. In September 2012 the SLT, in consultation with the staff and the Board of Governors, instigated a one-year interim improvement plan with a necessary focus on learning and teaching, staff development, raising standards and improving outcomes.

A comprehensive school development plan, currently in draft, meeting fully the Education (School Development Plans) Regulations (Northern Ireland) 2010 will be implemented in September 2013.

It will be important that the SLT reviews and evaluates the effectiveness of the school development plan in light of the inspection findings in order to: develop the use of assessment data to tailor learning programmes more closely to the needs of pupils; develop more effectively the start made to individual target-setting, and ensure greater consistency in learning and teaching practices.

The governors are well informed about important aspects of the life and work of the school and have a good awareness of the school's low performance in GCSE examinations. However, it will be important, in the interests of the pupils that the governors work closely with the Principal in raising standards and that they exercise their challenge function more explicitly. The parents, staff and school community can have confidence in the effectiveness of the governance and leadership.

The ETI reported to the Principal and representatives of the governors the many very positive responses and the few minor areas of concerns emerging from the questionnaires and, where appropriate, these have been commented on in the report.

On the basis of the evidence available at the time of inspection, Priory Integrated College has comprehensive arrangements in place for safeguarding children which reflect the guidance issued by the Department of Education.

The accommodation is used effectively to support learning and teaching. The governors, parents and staff expressed some concerns over aspects of the accommodation and the delay with the new school building.⁶

5. CONCLUSION

5.1 In the areas inspected, the quality of education provided by the school is satisfactory. The strengths outweigh areas for improvement in the provision. The inspection has identified areas for improvement in achievements and standards, learning and teaching, and leadership and management which need to be addressed if the needs of all the pupils are to be met more effectively.

The main areas for improvement include the need to:

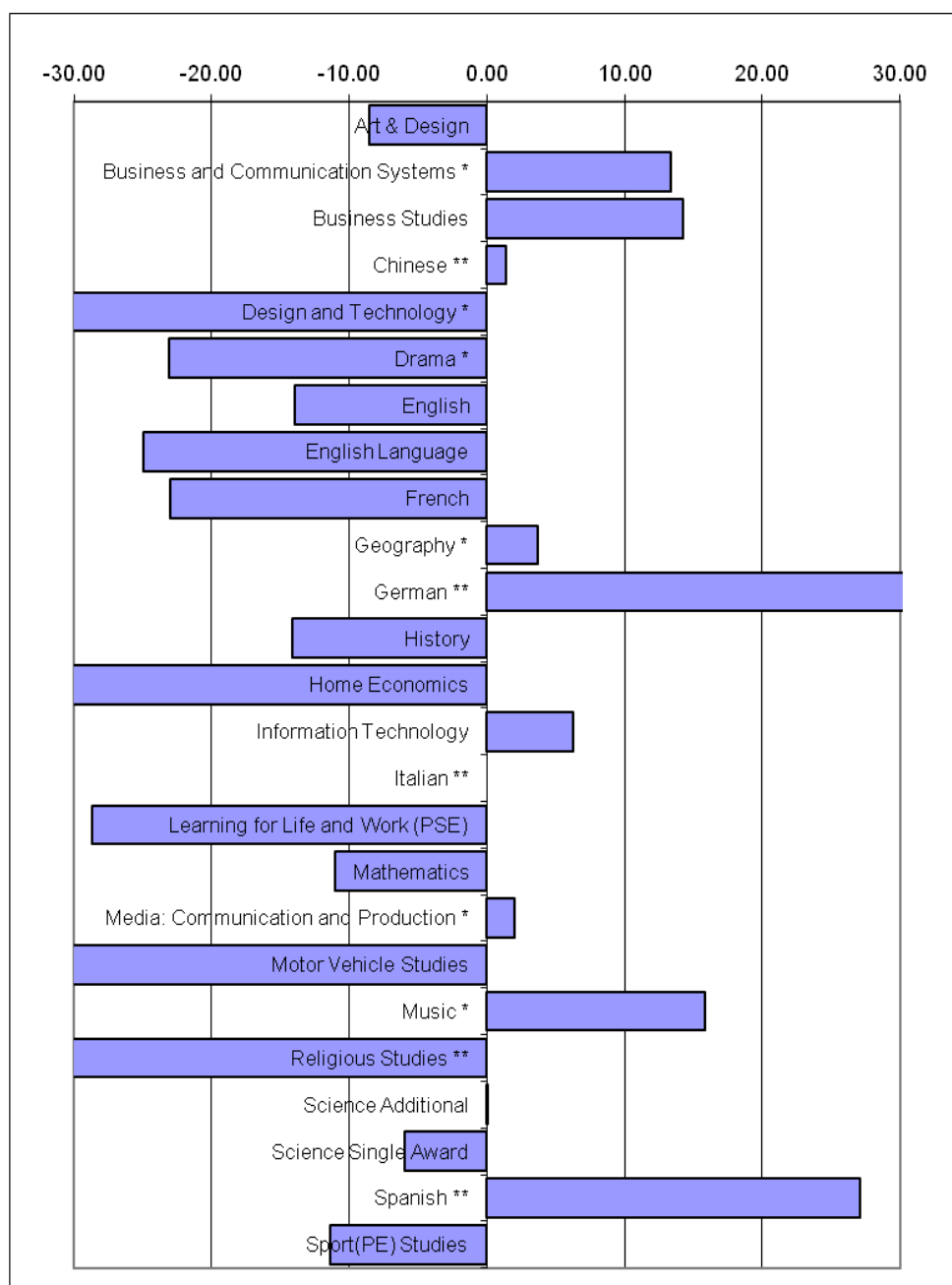
- improve the outcomes achieved by the pupils in GCSE examinations;
- Improve further the quality of learning and teaching, with a key focus on differentiation, to meet more effectively the wide range and continually changing range of abilities of the pupils; and
- to collate, analyse and use more effectively qualitative and quantitative data to identify both low achievement and underachievement, track pupils' progress, set targets and inform appropriate intervention.

The ETI will monitor and report on the school's progress in addressing the areas for improvement over the next 18-24 months.

⁶ Issues relating to the schools accommodation are detailed in appendix 3.

1.1 GCSE EXAMINATION RESULTS

Comparison with the three-year NI average at grades A*- C from 2009-10 to 2011-12



* total number of entries fewer than 30

** total number of entries fewer than 5 and only one year of data

TABLE 1: OTHER EXAMINATION RESULTS: KEY STAGE 4

Other level 2 courses taken in the last three years.

| Subject | 2009/10 | | 2010/11 | | 2011/12 | | Total Entry over 3 Years |
|------------------------------------|---------|--------|---------|--------|---------|--------|--------------------------|
| | % A*-C | % A*-E | % A*-C | % A*-E | % A*-C | % A*-E | |
| Health and Social Care OCR Level 2 | | | 100 | 100 | 100 | 100 | 34 |
| Leisure and Tourism | 59 | 75 | 50 | 90 | 85 | 92 | 55 |
| Occupational Studies | 77 | 96 | 86 | 97 | 76 | 100 | 113 |
| CoPE | | | | | 100 | 100 | 65 |

TABLE 2: LEVEL 3 EXAMINATION RESULTS: POST 16

| Subject | 2009/10 | | 2010/11 | | 2011/12 | | Total Entry over 3 Years |
|------------------------------------|---------|--------|---------|--------|---------|--------|--------------------------|
| | % A*-C | % A*-E | % A*-C | % A*-E | % A*-C | % A*-E | |
| Business Studies (Single) | 100 | 100 | 100 | 100 | 90 | 100 | 22 |
| Business Studies (Double) | 100 | 100 | 90 | 100 | 100 | 100 | 30 |
| Health and Social Care OCR Level 3 | | | 80 | 100 | 100 | 100 | 13 |
| BTEC Sport Level 3 | | | | | 86 | 100 | 7 |
| Travel and Tourism | 50 | 100 | 80 | 100 | 50 | 100 | 15 |
| Information Technology | 64 | 91 | 72 | 100 | 100 | 100 | 34 |

Fewer than five pupils entered for GCE A level subjects in each of Bengali, English, home economics, Polish and sports studies from 2009-2010 to 2011-2012.

TABLE 3: STAYING ON RATE 2011/2012 (Current year 13/14 as proportionate of year 12 from 1/2 years previously)

| | | | | |
|---------|------|----------------|--|------|
| Year 13 | 37.5 | NI Av. Year 13 | | 47.9 |
| Year 14 | 31.4 | NI Av. Year 14 | | 36.5 |

TABLE 4: LEAVER'S DESTINATIONS

| | Year 12 | NI % | Yr 13/14 | NI% |
|---------------------------------|------------|------|-------------|------|
| Total Number of Leavers | 49 | | 19 | |
| Another School | 10% | 15.8 | 0% | 2.5 |
| Employment | 4% | 4.4 | 5% | 11.7 |
| Full-time Further Education | 65% | 45 | 16% | 31.1 |
| Full-time Higher Education | N/A | N/A | 79% | 38.5 |
| Full-time Training | 8% | 28 | 0% | 6.5 |
| Seeking Employment/Unemployed | 4% | 3.5 | 0% | 6.6 |
| Unknown/Long Term Sick/Pregnant | 8% | 3.3 | 0% | 3.1 |

SUMMARY OF THE MAIN FINDINGS: ENGLISH, MATHEMATICS AND SCIENCE

English

The provision for English is inadequate.

The main strengths are:

- the commitment of all staff, particularly the newly-appointed head of department, to bringing about improvement; and
- the improving achievements at key stage 3; and

The areas for improvement are the need:

- to develop further the role of the recently-appointed head of English in all key improvement processes including more effective self-evaluation;
- to develop more productive links between the English teachers, the co-ordinators, special educational needs, and the literacy support teacher to track the pupils' progress more comprehensively and provide more effective intervention; and
- to enhance departmental planning, to develop a wider range of learning, teaching and assessment strategies, in order to raise standards in public examinations, which have been below average over the last three years.

Mathematics

The provision for mathematics is satisfactory.

The main strengths are:

- the very good relationships between the teachers and the pupils in almost all of the lessons observed;
- the good learning and teaching in the majority of lessons taught by permanent members of staff and the range of additional support provided;
- the good use being made of a range of quantitative and qualitative data to track the progress of individual pupils and year groups; and
- the pupils' enthusiasm and their very good contribution to practical and investigational learning activities when given the opportunity.

The areas for improvement are the need for:

- the teachers to raise their expectations of what the pupils can achieve and improve the standards achieved by the pupils at GCSE;

- the teachers to differentiate the learning to take account of the ability range in classes leading to greater challenge and enjoyment for pupils; and
- the head of department to monitor more closely and evaluate the quality of the learning, teaching and the standards achieved by the pupils

Science

The provision for science is satisfactory.

The main strengths are:

- the positive working relationships between the teachers and the pupils in the lessons observed;
- the willingness of the pupils to respond enthusiastically and apply their scientific knowledge when given the opportunities;
- the good or very good quality of the teaching in the majority of the lessons observed; and
- the commitment of the head of department and the departmental team to review and improve classroom practice.

The areas for improvement are the need:

- to improve the standards attained by the pupils in GCSE examinations;
- to broaden the range of learning and assessment strategies to meet the needs of all of the pupils; and
- to continue to develop a more strategic approach to action planning that focuses on improving the quality of the pupils' learning and is informed by rigorous monitoring and evaluation of classroom practice and the quality of the pupils' work.

ACCOMMODATION AND HEALTH AND SAFETY

- Leaks and dampness resulting in peeling plasterwork in some areas of the school.
- Lack of an outside grass area for physical education and games.
- The heating and toilet facilities are inadequate.

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