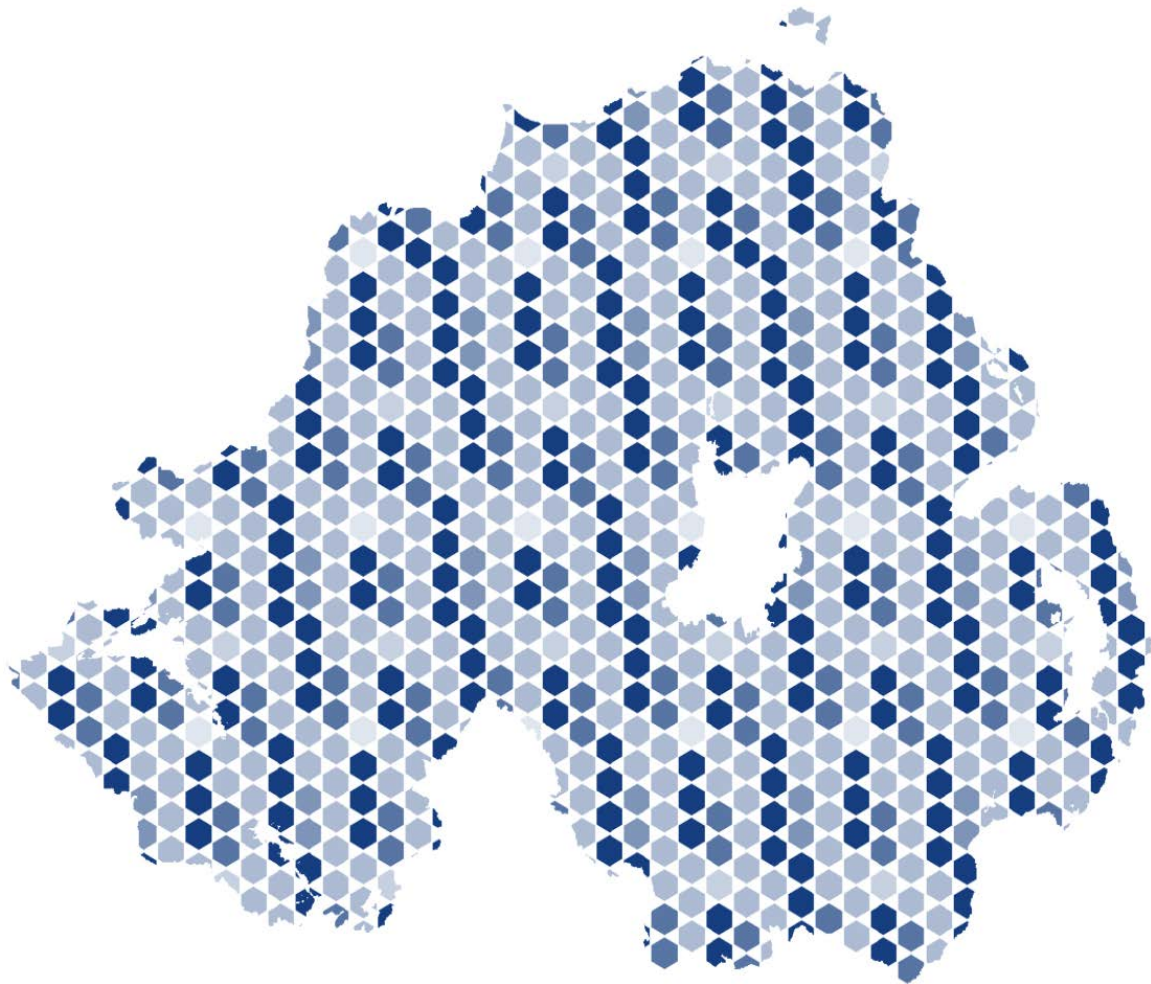


POST-PRIMARY INSPECTION



Education and Training
Inspectorate

Priory Integrated College,
Holywood, County Down

Controlled, integrated

Report of a Follow-up Inspection
in November 2016



The Education and Training Inspectorate
Promoting Improvement

Providing inspection services for:

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SECOND FOLLOW-UP TO THE INSPECTION OF PRIORY INTEGRATED COLLEGE, HOLYWOOD, CO DOWN, BT18 9ER (425-0024)

The Education and Training Inspectorate (ETI) carried out an inspection¹ of Priory Integrated College in April 2013, when the quality of education was evaluated as satisfactory². A follow-up inspection was carried out in January 2015 when the quality of education remained satisfactory.

The areas for improvement identified during the follow-up inspection were the need to:

- continue to develop more effective leadership and management arrangements and build capacity at all levels; and
- improve and sustain further the standards achieved by the pupils, with a particular focus on the variation in achievements in English.

The school's action plans were of a good quality and the school development plan was adjusted in light of the inspection findings. The progress being made in the areas for improvement was discussed with the school during two interim follow-up visits carried out by the ETI in October 2015 and May 2016. The school reports that the Education Authority staff provided significant support during the follow-up process. A second follow-up inspection took place in December 2016.

In the interval since the follow up inspection, the following actions or changes which affect the work of the school have taken place:

- the enrolment has increased to 601 pupils (at the time of the original inspection, 491 pupils were enrolled);
- the proportion of pupils entitled to free school meals has increased from 34% to 39%; and
- an extended leadership team has been appointed to support the pastoral structures, the use of data and the development of e-learning to promote improvement.

Key Findings

The quality and effectiveness of leadership, management and action to promote improvement are now good. The senior leadership team has been very effective in providing sound strategic direction for school development and improvement, underpinned by appropriate support and challenge to build the capacity of staff.

An important feature of the improvement work is the more effective use of data to track pupil progress, identify underachievement and set appropriate targets for improvements in the provision and the standards achieved by the pupils across the school.

The quality of the provision for learning remains good. Most of the lessons observed during the follow-up inspection were effective (good or better) at promoting and progressing the pupils' learning. The strengths in the more effective practice included: high expectations of the pupils; well differentiated planning to meet the wide range of ability and the pupils' individual learning needs; and the effective questioning which enabled pupils to reflect on and improve their learning.

¹ See standard inspection report at: <https://www.eti.gov.uk/publications/standard-inspection-priory-integrated-college-hollywood>

² From September 2015, the overall effectiveness of a school previously evaluated as satisfactory has been reported as the school needing to address important areas for improvement.

There has been a notable improvement in the attainment by the pupils in public examinations, although more work is necessary to ensure the improvements are sustained and built upon. The proportion of pupils attaining five or more GCSE qualifications or equivalent at grades A* to C is now in line with the Northern Ireland (NI) average for similar schools in the same free school meals band. When English and mathematics are included, an improving trend over the last three years has seen the percentage rise from 23% in 2014 to 40% in 2016, which is now just below the corresponding NI average. The attainment of pupils entitled to free school meals in five or more GCSE qualifications or equivalent at A* to C, including English and mathematics, has improved from 21% in 2014 to 32% in 2016. The percentage of pupils attaining three or more GCE A levels or equivalent at grades A* to C is now above the NI average.

The improvement in achievements and standards is a direct result of a sustained and continuing focus on raising the standards attained by all of the pupils. There remains variation in attainment across a small number of individual subjects and this, together with an ongoing curriculum review, remains an ongoing priority for further improvement.

The standards attained by the pupils in English have improved. The percentage of pupils attaining at grades A* to C in GCSE English has risen from 32% in 2014 to 78% in 2016. Given the changing profile of the pupils entering the school, it is important that the school maintains its focus on ongoing improvement in English.

It is important that the employing authority, governors and the staff continue to plan for and manage issues related to the sustainability of the sixth-form provision in order to address more effectively the current and future needs of the pupils and staff.

Overall Effectiveness

Priory College demonstrates the capacity to identify and bring about improvement in the interests of all learners.

The ETI will monitor how the school sustains improvement in:

- sustaining and raising further the standards achieved by the pupils in public examinations.

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