



*The Education and Training Inspectorate -
Promoting Improvement*

**Providing Inspection Services for
Department of Education
Department for Employment and Learning
Department of Culture, Arts and Leisure**



Education and Training Inspectorate

Report of a Follow-up Inspection

**Priory Integrated College
Holywood**

January 2015

FOLLOW-UP TO THE STANDARD INSPECTION OF PRIORY INTEGRATED COLLEGE HOLYWOOD, BELFAST, BT18 9ER (425-0024)

The Education and Training Inspectorate (ETI) carried out an inspection of Priory Integrated College in April 2013 when the quality of education was evaluated as satisfactory¹. The inspection identified the need: for improvement in the quality of learning and teaching, with a focus on differentiation; to collate and use data more effectively to identify low achievement and under-achievement; and to address and meet more effectively the wide range in the ability of the pupils.

ETI carried out interim follow-up visits in December 2013 and September 2014, with a follow-up inspection in January 2015. Since the original inspection, the management structure has been reorganised appropriately and additional members appointed to lead the strategic development of learning and teaching, special educational needs and the use of data for school improvement. A new acting head of department was appointed for mathematics in September 2013, and permanent heads of department appointed for English and home economics. Enrolment has grown from 500 to 550: the proportion of pupils on the special educational needs register has increased to almost half of the enrolment and almost one in six have a statement of special educational need. The proportion of pupils entitled to free school meals has increased to more than one-third. The number of pupils admitted from other post-primary schools both here and overseas, has increased to 4%.

In this more challenging context, the following are the most important improvements since the original inspection.

- The quality of learning and teaching has improved, taking better account of the pupils' abilities and making more effective use of quantitative and qualitative data to set targets and track progress. Almost all lessons observed were good or better, with two-thirds very good, resulting in more effective progress in the pupils' learning.
- In a short time, under the leadership of a new head of English and with the support of the principal, the quality of the provision, the setting and use of appropriate targets to raise standards, and the use of a range of appropriate measures are improving.
- The percentage of year 12 pupils obtaining grades A*-C in 5 GCSE subjects or equivalents has increased steadily from 47% in 2012 to 61% in 2014, which is in line with the average for similar schools.
- The provision for, and the standards achieved in, GCSE mathematics have improved significantly and consistently to good, with GCSE grades A*-C rising from 27% in 2012 to 49% in 2014 and grades A*-B from 6% to 16%.
- In GCSE English, the percentage of pupils achieving grade A*-C increased markedly to 40% in 2013, although the improvement was not sustained consistently and was 32% in 2014.

¹ <http://www.etini.gov.uk/index/inspection-reports/inspection-reports-post-primary/inspection-reports-post-primary-2013/standard-inspection-priory-integrated-college-hollywood.htm>

- As a consequence, the percentage of pupils achieving grade A*-C in 5 subjects, when GCSE English and mathematics are included, increased from 15% in 2012 to 23% in 2014, which is below average for similar schools.
- The provision for, and the standards achieved in, science have improved significantly to good in both GCSE single award science, with grades A*-C rising from 46% in 2012 to 61% in 2014, and in GCSE additional science from 70% gaining grades A*-C in 2012, to 82% in 2014.

CONCLUSION

Considerable progress has been made in addressing the areas for improvement originally identified. The overall quality of education remains satisfactory; the strengths outweigh the areas for improvement in the provision.

As the school continues to develop more effective leadership and management arrangements and build capacity at all levels, it will be important to improve and sustain further the standards achieved by the pupils, with a particular focus on the variation in achievements in English.

It is important that the employing authority, governors and the staff 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 the staff.

The Education and Training Inspectorate will monitor and report on the school's progress on addressing the areas for improvement over the next 12-18 months.

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