

PRIORY **INTEGRATED** **COLLEGE** **HOLYWOOD**





**TOGETHER
WE ARE
PRIORY
INTEGRATED
COLLEGE**





WELCOME TO PRIORY INTEGRATED COLLEGE

In the following pages you will find a flavour of the richness of our school community. We have selected some key aspects about us to give you a glimpse of who and what we are. Priory Integrated College is an exceptional school which values the unique talents and potential of every pupil. Each young person is supported, stretched and challenged to become resilient, confident and successful learners who are proud of who they are and what they achieve. Our pupils have a zest for life and make a positive contribution to society. The College has a warm, purposeful atmosphere and a joyful effervescing spirit.

Priory Integrated College is a school for the whole community.



Principal

Mrs N Wilson BA (Hons); MEd (CANTAB); NPQSL

TOGETHER WE ARE INTEGRATED

We welcome children from both the Catholic and Protestant traditions, as well as children of other faiths and none. We seek to promote parity of esteem between all pupils and we celebrate difference in all its manifestations. Together (the word on our College crest) reflects our belief that we are stronger being an active part of the

Priory family and together we achieve. Pupils who come to Priory Integrated College learn about themselves and others and how to respect both. Through our lens which values all people as equal, Priory pupils appreciate our diverse community and the warm atmosphere which supports each pupil to be and do their best.





WE ACHIEVE



AWARDS

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WE ARE SUCCESSFUL

We are very proud of the exceptional achievements of all our young people.

Priory Integrated College is a community which seeks to provide education at its best. We are determined to draw out and develop the aptitudes and talents of our pupils. We treat each pupil as an individual and get to know them so we can support their interests and passions, develop them on their learning journey and support them in becoming community focused and globally minded.

Excellence for All embodies our ethos and we expect each pupil to succeed academically, commensurate with ability and to always have a positive attitude to learning. Manners and good behaviour matter here and we seek to prepare our young people with the etiquette necessary to participate in all aspects of society and excel on their learning pathway.



WE EXCEL ACADEMICALLY

Key Stage 4 and 5 results are hugely impressive and pupil progress compares extremely well with schools in any sector. In 2022 95% of pupils achieved 5 or more GCSEs at grades A*-C and 87% of pupils achieved 3 or more qualifications at grades A*-C in A Level study or equivalent. We saw 70% of our Year 14 pupils go on to study competitive university courses both locally and further afield.

"I know I can always go to any member of staff when I need support in my studies."

Year 12 Pupil

"My favourite subject is Home Economics because I love learning how to cook and then eating or drinking what I have made."

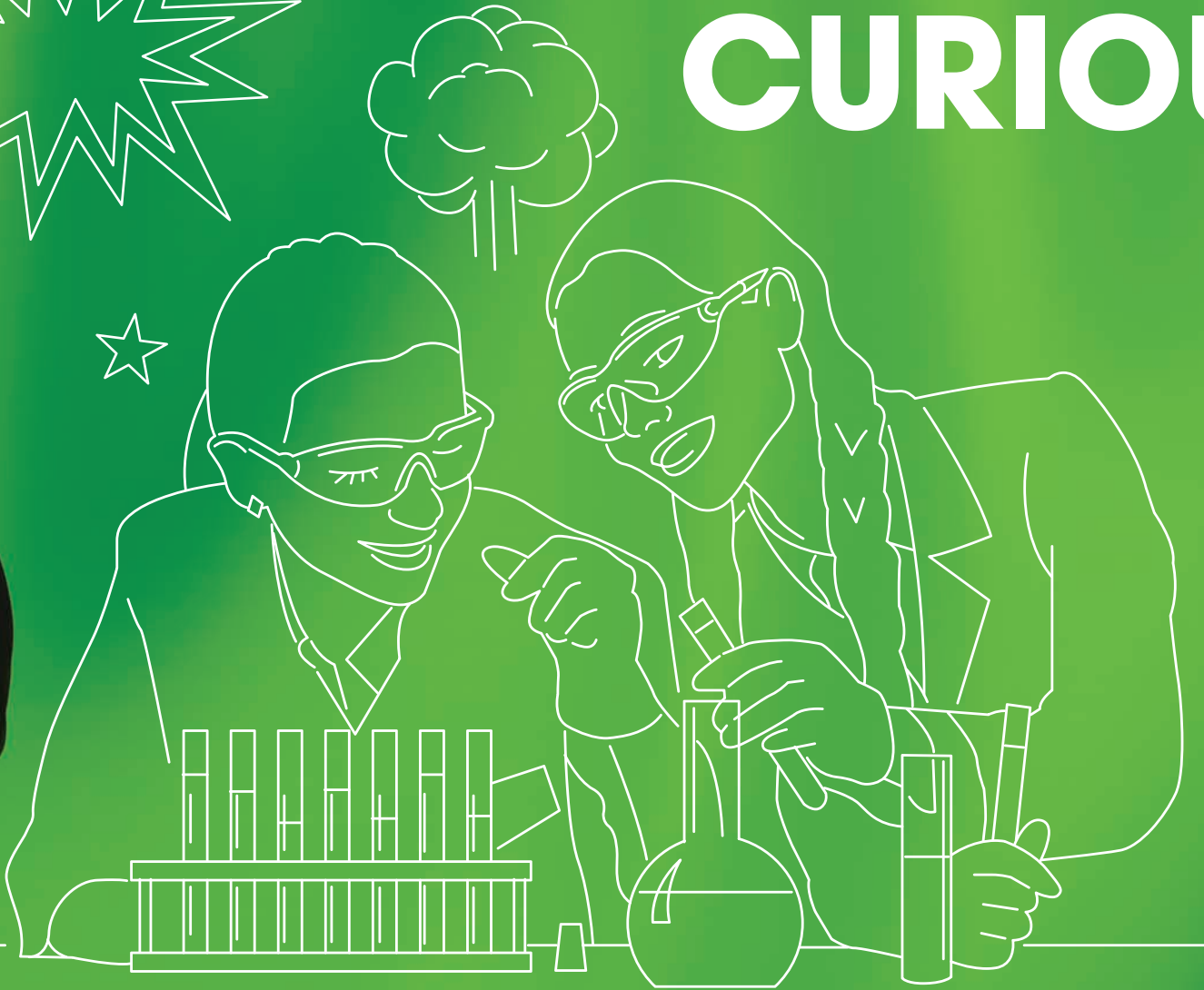
Year 8 Pupil

"I enjoy Priory because it is full of great people, including pupils and teachers. It isn't the biggest school in size, so it's easy to get settled in, know where you're going and what you need to do."

Year 14 Pupil



WE ARE CURIOUS



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LEARNING & TEACHING

All learners are different - that is something we celebrate.

Whether your child is a high flyer academically, an all-rounder or lacks confidence in their learning, we tailor our support so that each young person can do their best, gain exceptional results in external exams and most importantly, feel valued and supported.

Our teachers are experts in their subject areas and are highly experienced in delivering cutting edge pedagogy. As such Priory pupils are motivated, engaged and enjoy their learning.

Teachers plan for learning so that each pupil can make progress and understand how to improve further.

Active learning is embedded into our practice so that pupils are dynamic participants in the discovery of knowledge, understanding and synthesis. Key skills such as group work and problem solving are fostered to support lateral thinking and making connections. Connected learning is important in order for school based learning to make sense in the context of the world around us and for pupils to value their learning as relevant.

Skills based learning is embedded into our teaching so that learning experiences develop pupils proficiency in literacy, numeracy, ICT, problem-solving, decision-making and creative thinking. This type of learning is essential for success in the world of work.

Assessment for learning is a key part of our lessons as it provides important feedback to pupils so they can make the next steps in their learning. It is regular and low stakes so that the focus remains on progress. This is linked to formative assessment which is a more formal assessment process and usually is accompanied with a mark/score to indicate progress as well as feedback to support understanding of what is going well and what could be improved.

Behaviour for learning is something our pupils demonstrate both inside and outside of the classroom. The purposeful atmosphere in College reflects the positive attitudes of pupils and the respect they show to each other and staff. We have very high standards of behaviour for learning and our pupils are rewarded and positively recognised for exhibiting these attributes.

INDIVIDUAL LEARNING NEEDS

In Priory Integrated College we welcome pupils who are very confident in their learning and also those who are motivated to succeed but require support in overcoming barriers to learning.

We have a small 'Base' class each year for Key Stage 3 and 4. Each class has a maximum of 8 pupils and provides specialised teaching and support for pupils who have difficulties with social communication and adaptation (including Autistic Spectrum Disorder/ Asperger's Syndrome). We fully promote the integration of the pupils within mainstream classes and the wider aspects of post primary school life.





WE ARE TALENTED



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KEY STAGE 3

TASTE OF EVERYTHING

Pupils in Junior College experience a broad, balanced and relevant curriculum in a supportive learning environment, which enables them to develop their knowledge, understanding and skills. Additional opportunities are provided for all pupils to develop the skills of independent learning and working with others.

Our Junior College curriculum covers all of the following areas of study:

- English
- Mathematics
- Science and Technology
- Environment and Society
- Creative and Expressive Studies
- Language Studies

All of our Junior College pupils are encouraged to develop a range of transferable skills in Communication, Using Mathematics, Using ICT, thinking skills and personal capabilities.

The following subjects are studied:

- Art and Design
- Design and Technology
- Drama
- English
- French
- Geography
- History
- Home Economics
- Information and Communication Technology
- Learning for Life and Work
- Mathematics
- Music
- Physical Education
- Religious Education
- Science

This range of subjects is extended in Year 10 to include:

Business Studies, Hospitality, Leisure and Tourism.

EXEMPLAR TIMETABLE

8:50-9:10 Registration & Assembly						
Time	Period	Monday	Tuesday	Wednesday	Thursday	Friday
9:10-10:10	1	Maths	Careers	Technology & Design	Home Economics	Information Technology
10:10-11:10	2	Music	Maths	Science	Art & Design	Science
11:10-11:25		Breaktime				
11:25-12:25	3	Geography	English	History	Drama	Physical Education
12:25-12:55		Lunchtime				
1:00-2:00	4	English	Physical Education	French	Maths	Geography
2:00-3:00	5	Religious Education	Physical Education	English	Science	LLW



WE ARE LEADERS



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KEY STAGE 4 PATHWAYS TO SUCCESS

At the end of Year 10, after extensive careers guidance and consultation involving pupils, parents/carers, subject teachers and pastoral leaders, pupils make a number of subject choices appropriate to their academic confidence, interests and career aspirations. Our Pathways in Key Stage 4 provide access to both academic and applied learning pathways ensuring that every pupil can access a suitable curriculum.



The courses offered to our Senior College pupils have been designed to ensure breadth and balance. Pupils are also encouraged to identify their individual learning style and so create the best possible opportunity for successful learning.

Appropriate levels of support are provided through:

- Positive staff/pupil relationships
- Learning guidance and target setting
- Pre-exam subject blast sessions
- Revision classes
- Targeted academic intervention in class
- Teaching on revision strategies
- Attitudes for Learning mentoring
- Pastoral mentoring

SIXTH FORM

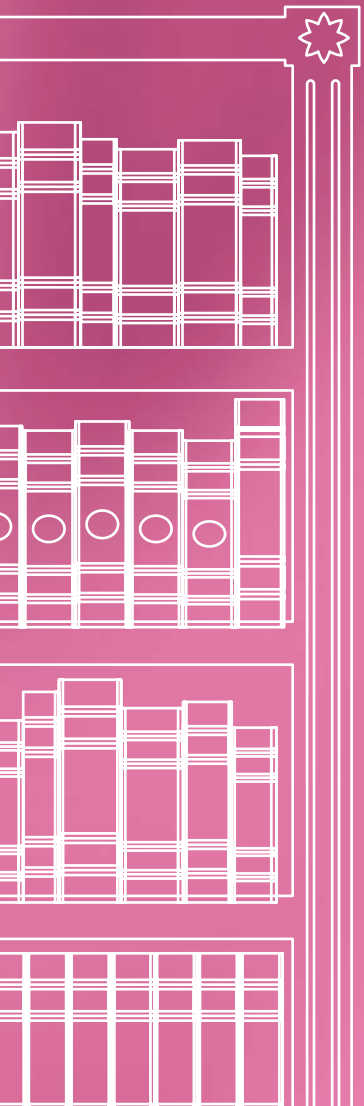
Priory has a successful and growing Sixth Form. We are very proud of the academic achievement of all our pupils. We take an individual approach to high quality pastoral care and are fortunate to have experienced and dedicated teachers who have a wealth of knowledge and a passion for teaching. When we combine these two elements, we are able to ensure the highest levels of care and achievement for all our Sixth Form pupils. It is a privilege to be able to support our young people at this crucial stage of their educational journey.

Key Headline Figures	NI Average	Priory 2022
% of pupils achieving 3 or more Level 3 qualifications at grades A* - C or equivalent	52%	87%
% of pupils achieving 2 or more Level 3 qualifications at grades A* - E or equivalent	95%	100%

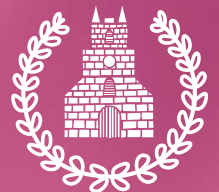




WE LOVE LEARNING



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APPLE DISTINGUISHED SCHOOL

Priory Integrated College is proud to be one of the few schools in the UK to have achieved the status as an Apple Distinguished School. It is a validation of all of the hard work invested by the young people and the College staff over recent years. In that time, learning across the curriculum has been transformed.



**Distinguished
School**

Our Apple Distinguished School status highlights our success in providing an innovative and compelling learning environment that engages pupils of all abilities and provides tangible evidence of their academic achievements. Pupils across the ability range have been motivated, excited and empowered by the wider variety of opportunities for individualised learning that the iPad has provided.

Recognised by Apple as a distinguished school for continuous innovation in learning, teaching, and the school environment.



THINKING SCHOOLS

Priory Integrated College is working with 'Thinking Matters' to take an explicit, evidence informed, whole school approach to developing pupils' cognitive capability and intelligent learning behaviours. We aim to involve both our pupils and staff in learning how to think reflectively, critically and creatively through the employment of metacognitive visual tools and approaches in our learning. Our goal is to instil independent and co-operative learning skills, high levels of achievement, enjoyment and satisfaction in learning.

The College is emphasising the use of Thinking Frames, which are metacognitive visual tools, to help pupils organise their thinking at a higher level, help remember information in the process and be able to enhance their outcomes in terms of verbal and written tasks.





WE ARE CONFIDENT



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PASTORAL CARE

RESTORATIVE PRACTICE

The pastoral care in Priory Integrated College is very strong and begins with the fact that we know each pupil as an individual and we passionately want them to succeed and thrive. Pupils often comment on how safe they feel in school, seeing it as a community and family in which they belong and can explore their gifts and talents.

Our Leader of Pastoral Care and Welfare oversees pastoral provision but a key relationship pupils have is with their Form Tutor who they see regularly in the morning and their Head of Year.

The school uses Familyworks and Extern counselling services and links in with external agencies to provide the right level of support for each pupil.

Pupils are guided in their development through a taught pastoral period and learn about looking after themselves and others via the preventative pastoral curriculum. Peer mentoring is strong within the college and is led by Sixth Form pupils.

Our pastoral staff are trained in restorative practice which assists in developing a healthier educational environment, where pupils take responsibility over their own behaviour and learning. Restorative approaches can develop emotional literacy, responsibility and empathy.

Priory pupils enjoy school and are cared for in order that each can reach their full potential.



RIGHTS RESPECTING SCHOOL

Priory Integrated College is a UNICEF Rights Respecting School. Within our school community the UN Convention on the Rights of the Child is championed and it provides the framework for all decision making. As a school we endeavour to create an environment where the rights of each child are protected and provided for. We currently are on Silver Level and are working towards our accreditation for Gold Level. This process involves all members of our school community learning about what rights each child is entitled to and how we can all work together to promote them. This takes place within our curriculum and pastoral provision.

Our Rights Respecting Steering Group are the representatives of pupil voice within our school community. This group of pupils meet to discuss what rights need to be prioritised within the school community and how to promote them. So far they have been involved in aiding the creation of new policies within school and have given input into decisions involving positive behaviour, uniform and mobile phones. At present they are working on promoting health and safety within school regarding the current health crisis.





WE ARE DEDICATED



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TRIP TO INDIA

In partnership with the Saphara charity our senior pupils have the opportunity to join an educational programme for children living in Delhi's poorest slums. The programme gives our young people the opportunity to engage in issues of justice and global citizenship. During their time with Saphara, they work with other young people from across the community divide as well as with disadvantaged children in India, sharing stories about the things that matter to them and learning how they can work together for social change.

"It's safe to say that my Saphara journey has surpassed all of my expectations. I thought I would be giving everything to them, but instead the children have given me so much more. My journey has changed my concept of sharing love. In our SNEHA small groups one little girl said "I am special because Saphara loves me." Their appreciation for every small thing inspires me. Each child's determination to learn is truly magnificent. Every morning walking into the classrooms we were greeted enthusiastically with the children's smiles of pure happiness. We can do so much more daily to help - changing our attitudes and having more gratitude is the least we can do."

Nicole

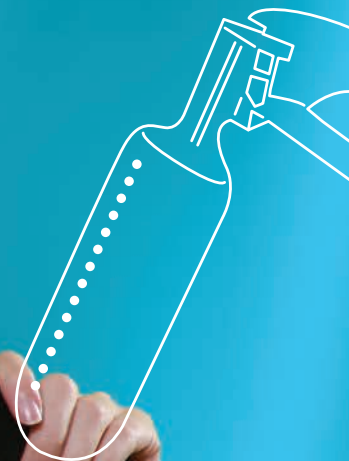
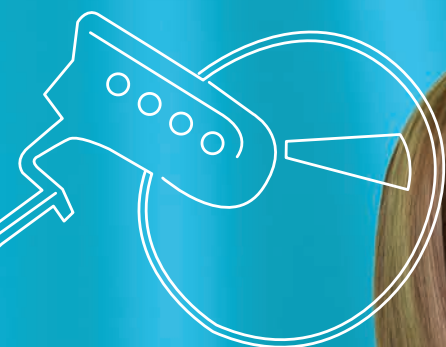


EXTRA CURRICULAR SPORT AND MUSIC

We believe that extra curricular sport should be for all, so we have training that can be attended by any pupil, regardless of ability or experience. Our core activities in recent years have been Football, Netball, Rugby Union and 7s, Gaelic Football, Basketball, Badminton, Athletics and Fitness. We offer opportunities to compete locally and nationally through blitzes, cups and leagues, and we also enter teams for swimming galas. Our aim is to develop pupil ability and encourage them to join local clubs if they are seeking to further enhance their involvement in a sport. There are also opportunities to achieve representative honours, ranging from district to international level. We hope to create lasting memories for all pupils involved, and nurture an interest in what may well become a lifetime activity.

All pupils have the opportunity to take part in a wide range of extra curricular activities in the Music department. We offer a wide range of lunchtime and after school clubs including Priory Singers, Orchestra, String Group, Wind Group, Junior and Senior Rock Group and Theory Club. There are plenty of performance opportunities; whole school productions, the College Carol Service, School Choir of the Year and assemblies. The Priory Singers perform each year within the local community including visits to local care homes and The Merchant Hotel. The Music department regularly welcomes professional musicians and artists for workshops including the Ulster Youth Choir and trips to see the Ulster Orchestra throughout the academic year.





UNIVERSAL STUDIOS®

SCENE

TAKE

ROL

DATE

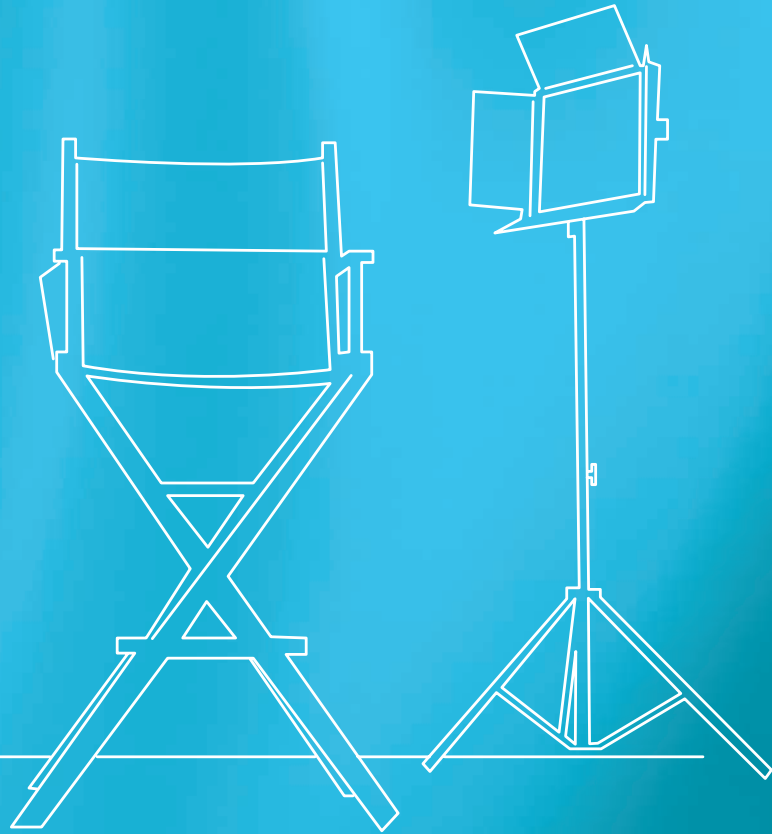
SOUND

PROD.CO.

DIRECTOR

CAMERAMAN

WE ARE VISIONARY



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YEAR 8 ADMISSIONS

The aim of the admissions policy is to achieve as even a balance as possible in the intake with regard to religious denomination. The Board of Governors will seek to reflect, in the total number of pupils admitted in the next academic year, a balance amongst all traditions. In order to achieve this aim Priory Integrated College will reserve a maximum of 20% of places for pupils from traditions other than Catholic and Protestant traditions or no stated religion; 40% to those of the Catholic tradition and 40% to those of the Protestant tradition.

The criteria set out below will be applied both consecutively and separately to each of the above three categories. If there are fewer applicants than places available in any one category, then the balance of the places will be divided equally between the remaining two categories. Should an odd number of places remain, then the additional place will be allocated to the category which has the greater number of applicants. Should an odd number of places remain, and the number of applications be equal in both categories, then the additional place will be allocated to the category which represents the minority tradition on roll, in the College, at any time of the Admissions procedure. If there are fewer applicants than places in two categories, then both balances of places will be allocated to the remaining category.

The religious affiliation of a pupil will be determined by the religious affiliation noted on or attached/uploaded to the online Transfer Application. If this information is not

provided on the Transfer Application the religious affiliation will be determined by the category of primary school which the pupil attends i.e. Controlled or Maintained. The Board of Governors reserves the right to verify religious affiliation as recorded in the Primary School Information Management.

Admissions policy

Please note: When considering which children should be selected for admission, the Board of Governors will only take into account information which is detailed on or attached to the Transfer Application. Parents / carers should therefore ensure that all information pertaining to their child and relevant to the school's admissions criteria is stated on the Transfer Application. Examples of such information include whether the child, at the date of application, has or has had within the last 5 years, a child of the family enrolled in the college.

Admissions criteria

In the event of there being more applications than there are places available the following criteria will be applied in the order set down:

1. Applicants who, at the date of application, have or have had within the last 5 years, a child of the family enrolled in the college.
2. Applicants who, at the date of application, are the eldest child or only child of the family eligible to apply for admission to the college, or in the case of a family recently arrived in Northern Ireland, the first to reach transfer age since arrival.

Year	No	Total Applications	Total Admissions
2020/21	100	181	100
2021/22	100	171	100
2022/23	100	218	122*

*In 2022/23 the Department of Education approved a temporary variation of the college's admission number from 100 to 122.

3. Applicants who are transferring from an Integrated primary school.
4. Applicants who are transferring from the following primary schools: Holywood PS, Knocknagoney PS, Rudolf Steiner, Rockport, St. Patrick's PS and Sullivan Preparatory School.
5. Applicants from a mixed relationship which we define as one parent/partner/carer being Catholic and the other partner being Protestant or one partner being of any other religion outside the main traditions in Northern Ireland.
6. Applicants from primary schools with a tradition of transferring pupils to Priory Integrated College: Abbey PS, Ballyholme PS, Ballymagee PS, Ballyvester PS, Belvoir PS, Bloomfield Road PS, Braniel PS, Brookland PS, Cairnshill PS, Castle Gardens PS, Clandeboye PS, Crawfordsburn PS, Cregagh PS, Dundonald PS, Elmgrove PS, Euston Street PS, Gilnahirk PS, Grange Park PS, Kilcooley PS, Kilmaine PS, Knockbreda PS, Knocknagoney PS, Leadhill PS, Londonderry PS, Nettlefield PS, Newtownards Model PS, Rathmore PS, Regent Prep, Rosetta PS, St Comgall's PS, St Finian's PS, St Joseph's PS Belfast BT5, St Malachy's PS Bangor, St Michael's PS Belfast BT6, Strandtown PS, Towerview PS, Victoria Park PS Belfast BT4, West Winds PS.
7. Tie-breaker criteria. By random selection of letters children will be selected for admission on the basis of initial letter(s) of surname (as entered on birth certificate) in the order set out below: C, L, E, D, R, T, Z, M, X, A, W, K, S, F, Mc, H, N, Y, O, Mac, U, Q, V, J, P, I, G, B. The order is determined by a randomised selection of letters and will change each year. In the event of surnames beginning with the same initial letter the subsequent letters of the surname will be used in alphabetical order. In the event of two identical surnames the alphabetical order of the initials of the forenames will be used.

Applying criteria

In the event that there are fewer applicants complying with a particular criterion than there are places available or remaining, those applicants complying with that criterion will be admitted and the next criterion will be applied to the remaining applicants. In the event that there are more applicants complying with a particular criterion than there are places available or remaining, those applicants complying with that criterion will go forward to be considered under the next criterion and those not complying with that criterion will be eliminated.

Duty to verify

The Board of Governors reserves the right to require such supplementary evidence as it may determine to support or verify information on any Transfer Application. Please note that provision of false or incorrect information or the failure to provide information within the deadlines set by the school can result in the withdrawal of a place on the part of any school nominated on the applicant's Transfer Application.

Waiting list policy

The College maintains a Waiting List for applicants in all year groups. Applications received after schools have been allocated to pupils will be placed, in order of receipt, at the end of the waiting list of those children not selected during the admissions process. For all year groups other than Year 8, if a place becomes available this will immediately be filled by the pupil who is top of the waiting list as determined through application of our normal admissions criteria.

Applications from children with a statement of special educational needs:

Applications from children with a statement of special educational need are administered separately and in consultation with the Education Authority.

SIXTH FORM ADMISSIONS

The College welcomes admissions to Sixth Form from our own Year 12 pupils and those who have completed Key Stage 4 in other schools.

Admissions criteria are:

Academic performance at Key Stage 4 (see table below)

Attendance record at Key Stage 4

Behaviour and contribution to College life

GCSE ENGLISH OR MATHS		OTHER GCSEs		BTEC QUALIFICATIONS		OTHER LEVEL 2 QUALIFICATIONS	
Grade A*	12	Grade A* or 9	11	Distinction*	11	Occupational Studies	3
Grade A	11	Grade A or 7/8	10	Distinction	10	OCN	5
Grade B	10	Grade B or 6	9	Merit	9	Princes Trust Diploma	7
Grade C*	9	Grade C* or 5	8	Pass	7	Princes Trust Certificate	6
Grade C	8	Grade C or 4	7				

GCSE English Grade C is an essential requirement for the study of Level 3 qualifications.

39 qualification points are needed to apply for a 3 or 4 Level 3 package of study.

Make A Difference

Be Yourself

Be Outstanding

Be Community





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