



OAKGROVE INTEGRATED COLLEGE

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School Profile September 2026

Welcome to Oakgrove

Oakgrove Integrated College is a school community committed to providing high-quality learning experiences within a welcoming, inclusive and aspirational environment. Four clear principles shape our work: Learn, Believe, Achieve, Together, which provide a framework for school improvement and reflect our ambition for every young person.

At the heart of Oakgrove is a belief that young people thrive when they experience excellent teaching, feel that they belong, are encouraged to aim high and have meaningful opportunities to contribute to the life and direction of their school.

Our values of Respect, Perseverance, Compassion, Courage and Leadership sit alongside the qualities of being Courteous, Cooperative and Considerate, helping to define the relationships and behaviours we seek to nurture throughout our community. These values underpin the priorities for the next stage of our development.



Our school, our city

Oakgrove Integrated College is a co-educational, all-ability Integrated College serving young people from across Derry~Londonderry and the surrounding area. Since its establishment, the College has sought to create a school community in which young people from different religious, cultural and social backgrounds are educated together and encouraged to learn from, understand and respect one another.

The establishment of Integrated Education in the city has particular significance. Derry~Londonderry is a city with a rich cultural heritage and a strong sense of community, but one whose history has also been shaped by division and conflict. Within this context, Oakgrove has an important role extending beyond academic education. By bringing pupils, families and staff from different traditions and backgrounds together in the daily life of one school, the College provides young people with opportunities to build relationships, challenge assumptions and develop the confidence to engage positively with difference.

Integration at Oakgrove is therefore not simply about pupils sharing the same building. It is about deliberately creating opportunities for dialogue, participation and leadership and ensuring that Equality, Faith and Values, Parental Involvement and Social Responsibility are reflected in the lived experience of the College. This commitment continues to develop, with Oakgrove preparing for assessment for the Excellence in Integrated Education Award in Autumn 2027

Examination Outcomes

Oakgrove is committed to ensuring that achievement reflects the abilities, aspirations and individual pathways of its pupils. As an all-ability College, our curriculum seeks to provide appropriate progression routes while maintaining high expectations for every learner. The College's Summer 2026 GCSE results show that **78.4%** achieved five or more A-C* grades, and **47.7%** achieved five or more A-C grades, including English and Mathematics. At A2 level, 88.89% of pupils received A*-E, with a 100% pass rate in Cambridge Technical IT and BTEC Sports and Leisure.



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At Oakgrove, learning and teaching remain at the centre of school improvement. We want our pupils to be active, thoughtful and increasingly independent learners, supported by teachers who have high expectations and use evidence-informed approaches to meet the needs of the young people in their classrooms.

During 2025/26, the College strengthened its structures for learning and teaching. The Teaching and Learning Policy was redesigned, opportunities for staff to share good practice were expanded through directed time and departmental structures, a Teaching and Learning Newsletter was introduced and Learning Leaders were established.

Staff professional learning is an important part of this improvement journey. All staff completed professional learning focused on "Getting pupils to think hard", while opportunities for professional development have been made increasingly accessible across the College, supported by the use of InnerDrive.

Our next steps

The 2026/27 priorities are Adaptive Teaching and Effective Homework & Assessment. The College will build upon work around retrieval, pre-learning and interleaving, while developing a shared understanding of adaptive teaching. Particular emphasis will be placed upon maintaining high expectations for all pupils and making effective in-class adaptations, including appropriate scaffolding, to support successful learning.

Homework and assessment will also be developed further. The Homework Policy will be reviewed in response to feedback from departments, pupils, parents and carers, alongside a departmental focus on improving the quality of homework. The developing Assessment Policy will seek greater consistency across departments and continued improvement in departmental assessment practice.

A particularly exciting aspect of this work is the development of an "Oakgrove Way" for learning and teaching. School-based action research will continue, with staff using research to bring about improvement in learning and sharing its impact upon classroom pedagogy.



We want every pupil at Oakgrove to feel known, valued and supported. Our improvement planning recognises that successful learning extends beyond academic outcomes. Attendance, wellbeing, safety, inclusion and a sense of belonging are essential if young people are to fulfil their potential.

The College has already strengthened systems for monitoring attendance. During 2025/26, attendance information was incorporated into pupil diaries and reviewed regularly during form time. The College's evaluation identified improving attendance as an area where further progress can be made. Consequently, Increased Attendance is one of the College's headline priorities for 2026/27.

The role of the Form Teacher will be developed further to identify patterns of lateness and absence, while proactive communication with pupils and parents/carers will strengthen shared responsibility for attendance. Importantly, attendance will increasingly be considered across an individual pupil's journey through Oakgrove rather than simply as a year-group statistic.

Pupil and Staff Health & Wellbeing is also a headline priority for 2026/27. The College has an established programme supporting its preventative curriculum. During 2025/26, staff received TRIP and ACEs training, and pupils participated in a range of workshops, supported by a Personal Development programme.

This work will continue to develop through pupil voice, age-appropriate workshops and greater engagement with parents, carers, governors and wider stakeholders. The College also intends to embed the Take 5 initiative and further develop pupil leadership so that young people can support their peers to make informed choices, minimise risk and understand how to access support when required.

High Expectations and a Curriculum for All

Achievement at Oakgrove is about enabling every young person to recognise their strengths, understand how they can improve and leave the College prepared for the next stage of their education, training or employment. The College is strengthening its use of assessment and data to ensure that information leads to meaningful action in the classroom. During 2025/26, staff participated in training focused on data analysis and interpretation.

In 2026/27 there will be an increased focus on interpreting CCEA Adaptive Testing, particularly to support English and Mathematics. Group and individual reporting will help identify crossover groups and enable more robust evaluation, alongside the use of CAT, SWIFT, CCEA data and CCEA Analytics. The key question is not simply what data is available, but “what are we doing with this data?”.

Review My Learning

Oakgrove wants pupils themselves to understand their learning. Pupil voice during 2025/26 indicated that the majority of pupils felt able to identify their strengths and areas for improvement. During 2026/27, pupils will complete the Review My Learning cycle three times and will be supported to develop their revision techniques and positive dispositions towards learning. Feedback will increasingly focus on the task, process and self-regulation, structured around three important questions:

Where am I going?

How am I going?

Where to next?

This will help make feedback purposeful, actionable and focused upon improvement.

Digital Learning and Artificial Intelligence

Oakgrove recognises that education must prepare young people for a rapidly changing digital world. The College has already established strong foundations. The mobile phone policy is embedded, staff and pupils in Years 8–10 have received cyber-safety training, and Oakgrove has achieved the CyberFirst Silver Award.

The next phase will move beyond digital safety towards digital innovation. Using AI effectively is one of Oakgrove's 2026/27 headline priorities. Staff will explore how artificial intelligence can support teaching, assessment, data analysis and workload while remaining informed about how pupils themselves are using emerging technologies. Good practice will be identified and shared across the College.

Alongside AI, Oakgrove will deepen cybersecurity knowledge and digital competence and continue its participation in CyberFirst initiatives, with the ambition of maintaining its Silver Award and further developing a culture of digital innovation and leadership among pupils and staff.

Preparing Young People for Their Future

Our responsibility extends beyond examination outcomes. Oakgrove seeks to prepare pupils to make informed decisions about their future and understand the range of pathways available to them. During 2025/26, work experience was established for more than 20 Year 11 pupils and careers fairs were successfully delivered. Pupil voice indicated increased awareness of future pathways.

During 2026/27, the College intends to expand this provision by introducing structured work-experience opportunities for the majority of Year 11 pupils. Heads of Department will also play an increasingly important role in highlighting careers through their subjects, including opportunities connected with the green economy.

By 2027/28, the ambition is for structured work experience to be available to all Year 11 pupils, enabling young people to make informed decisions about their future pathways and understand sustainable and socially responsible careers.



Integration, Pupil Leadership and Community

As an Integrated College, the principle of Together has particular significance for Oakgrove.

Integration is not simply part of our history or designation; it is something that must be experienced through relationships, curriculum, pupil leadership and engagement with the wider community. Pupil participation has therefore become increasingly important in school improvement. During 2025/26, pupil voice was gathered on three occasions through Head of Year focus groups using questions identified by Senior Leadership. The findings were considered by SLT and used to identify strengths and areas for development. Pupil voice now contributes directly to the College's three-year action planning and annual review processes.

During 2026/27, the College will make the impact of pupil voice increasingly visible through "You asked, we answered" approaches, demonstrating clearly how young people's views influence decisions.

Pupil Leadership

Senior pupils will deliver cultural identity workshops to younger pupils and partner primary schools, building upon work piloted in February 2026. By 2027/28, Oakgrove intends to extend these workshops to additional primary schools, with an increasing number of Oakgrove pupils taking leadership roles.

Sixth Form pupils are also increasingly contributing to the wider life of the College. The 2025/26 review records Sixth Form involvement in multicultural events, with Sixth Form mentoring of Year 8 pupils identified as a further development for 2026/27.

Excellence in Integrated Education

Excellence in Integration is one of Oakgrove's headline priorities for 2026/27, with the College preparing for an Excellence in Integrated Education Award (EIEA) assessment in Autumn 2027. This provides an important framework through which Oakgrove can evaluate and celebrate the impact of Integrated Education. Work during the next stage of the College's development will include staff development around a bias-busting curriculum, cultural identity workshops led by senior pupils, strengthened pupil voice, development of the Parent Council and deeper community partnerships. The College also intends to explore school-based research into the impact of integration, with potential partnerships identified within its planning documents.



Oakgrove's improvement journey is characterised by evaluation rather than assumption. Recent progress includes strengthened policies and systems, the establishment of Learning Leaders, enhanced professional learning, CyberFirst Silver accreditation, expanded careers and work-experience provision, and a stronger role for pupil voice.

Evaluation has also identified key areas for continued development, including assessment and feedback, attendance, adaptive teaching, AI and the further development of Integrated Education. These priorities shape the College's 2026/27 plan and its longer-term direction.

By 2027/28, Oakgrove aims to have embedded an "Oakgrove Way" for learning and teaching, strengthened attendance and parental engagement, expanded digital and AI leadership, provided work experience for all Year 11 pupils, increased pupil leadership and community partnerships, and progressed through the Excellence in Integrated Education Award process.

Oakgrove Integrated College enters the next stage of its development with a clear sense of direction.

We are building upon what works, evaluating our impact and responding to the voices of pupils, staff, parents and the wider community. We want excellent teaching and learning to be supported by strong relationships, high expectations, effective leadership and a genuine commitment to inclusion. Above all, we want every young person at Oakgrove to learn successfully, believe in themselves, achieve their potential and experience the strength of belonging to an Integrated school community – together.

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*"A school with a view
to a brighter future"*



Oakgrove Integrated College enjoys a truly unique and inspiring location on the edge of Derry-Londonderry, overlooking the River Foyle and the beautiful Creggan countryside.

Our campus combines modern, high-quality facilities with exceptional natural surroundings, creating an environment where young people can learn, grow and thrive.

Just minutes from the city, yet surrounded by green space and stunning views, Oakgrove offers the best of both worlds – the energy and opportunities of an historic city and the tranquillity of a scenic riverside setting.

A Place to Belong



Stunning Views

Panoramic views across the Foyle, ever-changing with the seasons, provide a breathtaking backdrop to school life.



Space to Grow

Extensive grounds and green space offer room for learning, recreation and reflection.



A Hub of the Community

Our modern facilities allow us to host a wide range of events, from performing arts and sporting events to community and cross-sector initiatives.



Address

Stradreagh, Gransha Park,
Strathfoyle, Londonderry BT47 6TG



Watch our Video



Our Campus

Modern facilities in spacious, green surroundings designed for learning and wellbeing.



Our Surroundings

A daily reminder of the opportunities a wider world can offer.



Our Community

A place where people, ideas and opportunities come together.