



"Promoting Personal Excellence"

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Inspection process needs to consider a number of factors when conducting an inspection:

- Due to falling rolls, grammar schools have lowered their entrance criteria and are now taking students that would normally have chosen St. Patrick's. As a result the academic ability of our intake is gradually declining and this will be reflected in our results at GCSE and beyond.
- Cuts in relation to SEN has meant that less support is available in school. Classroom Assistant support has also been reduced and this has also had a negative impact. Cuts in the support from CASS service has also had a negative impact on school performance. These factors need to be considered when assessing school performance.
- The importance of value added does not feature as part of an inspection process. For some students achieving D and E grades is a great success but in the current process they are regarded as failures, as are the schools they achieve them at. In the current process the 5+ A*-C is the only factor that seems to determine success.
- KS2 results from primary schools are not always accurate and seem to be inflated in many cases. If students do not improve or move up to the level expected they are viewed as regressing or under achieving. How do we correlate performance in the CCS at KS3 with GCSE performance when the assessment mechanisms have changed immensely?
- Exam boards are constantly changing the goal posts in terms of assessment. The move away from coursework to terminal exams is particularly harsh on students in non selective schools.
- Some schools have moved towards BTEC type qualifications even in subjects like Maths and English and this has moved them up the league tables. These qualifications are acknowledged in the Inspectorate R, but are these qualifications really equivalent to GCSEs? Will they change in the same way GCSEs have changed?