

# St Patrick's RC High School

URN: 105986 | Inspected: 25 November 2025

## Safeguarding

standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

## Achievement

Strong standard

Pupils achieve well at St Patrick's. Over several years, overall attainment has been well above national averages, including in English, mathematics and science. Pupils talk confidently about what they are learning, use precise subject vocabulary and tackle demanding work with care and persistence. As they progress from Year 7 to Year 11, they understand increasingly complex ideas and explain their thinking in greater depth. Pupils who face the greatest barriers, including disadvantaged pupils, pupils with special educational needs and/or disabilities and pupils known to social care, do very well compared with similar pupils nationally. They follow the same ambitious curriculum as their peers and their work shows secure, often detailed, knowledge and growing independence. Older pupils talk with pride about what they have achieved and with ambition about what comes next. They are well prepared for their

next steps

in education, training or employment.

## Curriculum and teaching

Strong standard

Leaders have designed a broad and ambitious curriculum that reflects the school's mission and the needs of its community. Across subjects, curriculum plans set out clear end points and well-sequenced units. Teachers know how the knowledge in their lesson connects to what pupils have learned before and what comes next. Pupils' writing, mathematical reasoning and scientific explanations become more sophisticated over time, as they undertake increasingly complex tasks and use precise technical vocabulary.

Teaching is typically highly effective. Teachers use secure subject knowledge, explicit vocabulary teaching and well-chosen examples to help pupils to connect ideas and deepen their understanding. In English, pupils explore universal themes such as jealousy, ambition and pride through the study of Shakespeare and relate these themes to contemporary issues. In mathematics and science, teachers use skilful questioning and regular checks on learning to secure pupils' accuracy and to address misconceptions quickly. Reading is prioritised for every pupil. Reading support, including phonics intervention for older pupils and structured use of subject texts,

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ensures that pupils can access demanding material. Pupils with special educational needs and/or disabilities and those who are disadvantaged benefit from thoughtful adaptations that remove barriers and maintain ambition. As a result, pupils enjoy learning, remember important knowledge and are well prepared for the next stage of their education.

## Inclusion

### Strong standard

Inclusion defines this school's work. Leaders know pupils as individuals and identify needs early using precise information about those who are disadvantaged, those with special educational needs and/or disabilities (SEND) and those known to social care. Clear pupil profiles and regular reviews ensure that support remains sharply focused on removing barriers. Pupils typically learn the same ambitious curriculum as their peers. Thoughtful adaptations, for example sentence starters, pre-teaching of vocabulary and tasks with in-built support, help pupils to succeed without reducing expectations. As a result, disadvantaged pupils and those with SEND achieve highly from their starting points, reflected in national outcomes that are significantly above average for both groups. Leaders evaluate the impact of additional funding thoroughly. Pupil premium spending is directly linked to improving pupils' attendance, confidence and progress. For example, the school provides bespoke tutoring, reading development and pastoral mentoring for pupils who need it. Governors check that money follows need and that strategies are working quickly enough. Where barriers are acute, leaders take bold decisions in pupils' best interests. The 'Emerald Centre classroom' keeps pupils with severe anxiety or prolonged absence learning, gaining qualifications and reconnecting with school life. Leaders' tenacious work with families, the virtual school and external agencies ensures that pupils with the greatest challenges remain included, known and expected to succeed.

## Leadership and governance

### Strong standard

Leaders set a clear, values-driven direction rooted in the school ethos and in their precise understanding of pupils' lives. They use detailed information about achievement, attendance, safeguarding and pupils' wider experiences to identify priorities and plan improvement. They keep the focus on those who face the greatest barriers, while sustaining high expectations for all. Decisions are consistently made in pupils' best interests. Leaders keep responsibility for pupils who are educated off site and work closely with the virtual school, health and social care so that vulnerable pupils remain on track academically and emotionally. Alternative provision is commissioned rarely and reviewed carefully to ensure it is right for each pupil. Professional learning is a major strength. Staff, including early career teachers, describe a coherent, research-informed programme that helps them refine the curriculum, teaching, assessment and pastoral work. Leaders are mindful of workload when shaping this. Governors know the school well and fulfil their statutory duties with rigour and care. Through planned reviews, committee work and regular visits, they test leaders' claims about outcomes, curriculum, safeguarding and inclusion. They can point to specific decisions that have changed pupils' experiences, including

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investing in additional leadership capacity and targeted provision for the most vulnerable. Governors keep a close eye on leaders' workload and wellbeing while maintaining a sharp focus on the difference the school makes for disadvantaged pupils, those with special educational needs and/or disabilities and those known to social care. This gives every pupil the best possible chance to succeed. Personal development and well-being Strong standard Pupils talk with pride about 'the St Patrick's way' – to be ambitious, to serve others and to act with kindness. Across subjects, assemblies and relationships, sex and health education (RSHE) they explore big ideas about power, justice, identity and relationships. In discussions, pupils think carefully about gender expectations, fairness and how to challenge unkindness. They show clear respect for others' views. The wider offer is broad, carefully targeted and rooted in the school's context. Mission days, retreats, faith trails, cultural visits, sports, arts and community projects give pupils rich experiences they might not otherwise have. Leaders track participation in clubs and uptake of leadership roles and enrichment and use this to invite in pupils who are less likely to step forward. As a result, disadvantaged pupils, those with special educational needs and/or disabilities and those known to social care are well represented in the extra-curricular opportunities available. This includes through bespoke work such as the 'Girls with Grit' programme, which has transformed some pupils' confidence, attendance and destinations. Pupil leadership, peer mentoring and the highly active student council all help pupils to see themselves as citizens of the school, local area and wider world. RSHE and the teaching of wider wellbeing are planned with care and updated regularly. Staff receive scenario-based training and clear guidance so that sensitive topics, including consent, healthy relationships, mental health and online risks, are taught with confidence. Pupils say they know how to keep themselves safe and healthy and who they would go to if worried. Careers education is carefully planned. Pupils benefit from one-to-one guidance, visits from colleges and apprenticeship providers and meaningful work experience. They describe with quiet certainty the futures they are working towards. Together, these experiences mean pupils leave St Patrick's as confident, thoughtful young people who know who they are, what they stand for and how they can contribute to the communities they join next.

## What it's like to be a pupil at this school

Pupils belong to a calm, ambitious community where they are treated with dignity and respect. They greet adults warmly, hold doors open for visitors and their peers and talk about being 'proud to come here'. Older pupils see it as their responsibility to look after younger ones and to 'be a positive example'. Around the site, including in less-supervised areas, behaviour is settled and self-managed. Pupils say they feel safe in school, know exactly who they would talk to if they were worried and are clear about how staff deal with any unkindness or bullying. Pupils enjoy their learning and achieve highly. In lessons they listen closely, use ambitious vocabulary and explain their thinking with confidence. They understand how today's work links to what they have learned before and to what they will study next. Pupils feel well prepared for their future education and employment. Pupils with special educational needs and/or disabilities, those who are disadvantaged and those known to social care learn the same demanding curriculum as their peers. Tailored support, such as adapted resources, pre-teaching and carefully scaffolded questioning, helps them to grasp complex ideas and succeed. Many pupils face significant challenges outside school. They describe how staff know them 'inside out', listen carefully and help them rebuild confidence and ambition. Attendance is high because pupils see school as the place where they are known, supported and expected to do well. They take part in a wide range of clubs and visits, and take on leadership roles, including peer mentoring and sitting on the student council. They talk with quiet certainty about the

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futures they are working towards. At St Patrick's, pupils achieve well, feel that they belong and grow into thoughtful, confident young people who contribute positively to their community. In their daily conduct, pupils bring the school's mission fully to life.

## Attendance and behaviour

**Strong standard**

Pupils attend well because this is a place where they are seen, known and expected to succeed. Overall attendance is above national averages including for disadvantaged pupils and pupils with special educational needs and/or disabilities (SEND). Attendance is seen as everyone's responsibility. Staff notice changes in attendance quickly. They work closely with families and other professionals to adapt support so that pupils can keep learning. For a small number of pupils who struggle to attend school, the 'Emerald Centre classroom' provides a carefully tailored pathway that rebuilds their confidence and leads to worthwhile qualifications and

next steps

. Pupils' behaviour is calm, kind and rooted in mutual respect. They greet adults, hold doors open and older pupils keep an eye out for younger ones, whether in busy corridors or quieter corners of the site. In lessons, pupils listen, participate and settle quickly so learning is rarely interrupted. Staff apply agreed behaviour expectations consistently. They make thoughtful adjustments for pupils with SEND, for example checking plans with the SEND Co-ordinator before any sanction. When things go wrong, incidents are logged carefully and followed up so pupils learn from them. This has led to fewer suspensions, very little repetition of poor behaviour and rare use of internal exclusion.

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**For detailed performance data including disadvantage gap analysis, historical trends, and comparison tables, visit the school's profile on WhatSchool:**

<https://whatschool.ai/en/school/st-patricks-rc-high-school-manchester>