

# Inspection of St Patrick's RC High School

56 New Lane, Eccles, Manchester, Greater Manchester M30 7JJ

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Inspection dates: 21 and 22 June 2022

**Overall effectiveness** **Good**

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The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Previous inspection grade	Outstanding

## **What is it like to attend this school?**

Pupils are polite and welcoming. They greet visitors warmly and with respect. Pupils were eager to showcase what their school has to offer. They spoke enthusiastically about the range of extra-curricular opportunities available to them.

Pupils are proud of their school. They celebrate the tolerance and open-mindedness within the school community. Any rare acts of bullying or discrimination are dealt with effectively by staff. Pupils are safe and happy.

Leaders' high expectations for pupils' achievement and conduct are reflected by pupils' mature attitudes. Pupils benefit from a well-thought-out curriculum. They learn well.

Pupils behave in a calm and orderly manner, both in lessons and during social times. Classroom environments are positive places where pupils can thrive. Pupils work well with each other, debating and discussing their learning confidently.

Pupils frequently act as role models to others, for example as peer mentors. They contribute well to society through their extensive charity work. Pupils' understanding of equality permeates all aspects of the personal development curriculum. Pupils are kind to each other. They are accepted for who they are.

## **What does the school do well and what does it need to do better?**

Leaders are aspirational for all pupils at the school. They have recently taken well-informed steps to increase the breadth of the curriculum at key stage 3. In many subjects, leaders have thought carefully about the knowledge that they want pupils to learn. For the most part, the improved curriculum affords pupils greater opportunities to develop and deepen their knowledge. Pupils are well prepared for the next stage of their education.

In a small number of subjects, leaders are still finalising their curriculum thinking. This is because leaders have put on hold their development of the curriculum in Year 9 to address the gaps in pupils' learning as a result of the impact of the COVID-19 pandemic. While leaders have acted judiciously to ensure that pupils are supported to catch up quickly with lost learning, this means that some aspects of the curriculum are still being refined. A few subject leaders are still in the process of ensuring that the content within their subject curriculums is as ambitious as it should be.

In key stage 4, leaders have placed the English Baccalaureate suite of subjects at the heart of the curriculum. Pupils eagerly choose from a wide range of subjects that meet their interests and ambitions. Pupils, including pupils with special educational needs and/or disabilities (SEND), achieve well.

Teachers have strong subject knowledge. This enables them to select appropriate activities to deliver the curriculum content well so that pupils can build on their prior learning. Teachers prioritise the development of vocabulary. The positive environments that teachers create in their classrooms foster pupils' desire to learn.

Most teachers routinely use a range of approaches to help pupils to remember what they have learned successfully. Teachers are skilful in using discussions to elicit pupils' deeper responses and to address any misconceptions that pupils may have. Many pupils can recall their knowledge of different subjects fluently.

Support for pupils with SEND is strong. Leaders identify pupils with SEND as quickly as possible. Teachers are furnished with rich information that they use expertly to ensure that these pupils access the same ambitious curriculum as their peers.

Leaders are clearly prioritising reading across the school. Pupils engage in a wealth of activities during form time and across the curriculum to develop their love of reading. Leaders have strong systems in place to identify pupils who struggle with their reading. Younger pupils are supported by well-trained staff to catch up quickly. Despite this, there are still some older pupils who do not read as well as they should. This hinders how well some of these pupils access the curriculum.

Strong relationships with adults, coupled with positive attitudes to learning, mean that pupils learn without disruption.

Leaders' work to enhance pupils' spiritual, moral, social and cultural development is strong. Leaders have ensured that the personal development curriculum reflects modern society while preparing pupils to become responsible citizens.

The school is well led. Governors challenge leaders effectively about the quality of education that pupils receive. Staff appreciate the decisions that leaders and governors have made to reduce workload and support well-being.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders ensure a strong culture of safeguarding. Staff are fully conversant in the procedures for keeping pupils safe. They are alert to the signs that a pupil may be at risk of harm and act swiftly to ensure that pupils get the help that they need.

Leaders have put in place intensive support for vulnerable pupils so that they receive appropriate and timely help from a range of external agencies. Leaders prioritise pupils' emotional well-being. Staff follow up on any concerns about pupils diligently.

Pupils learn how to stay safe online and in the community.

## What does the school need to do to improve?

### (Information for the school and appropriate authority)

- Leaders are in the process of finalising their curriculum thinking in Year 9. In a small number of subjects, some pupils have not received a curriculum that is as ambitious in its content as it should be. Leaders should ensure that all subject curriculums contain the knowledge that pupils need to achieve all that they should.
- Some older pupils do not read as well as they should. This hinders how well some of these pupils access the wider curriculum. Leaders should ensure that these older pupils who have deficits in their reading knowledge are supported to catch up quickly. This is so that they can access the curriculum as well as their peers.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	105986
<b>Local authority</b>	Salford
<b>Inspection number</b>	10211857
<b>Type of school</b>	Secondary comprehensive
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	11 to 16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	933
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Jackie Brooks
<b>Headteacher</b>	Alison Byrne
<b>Website</b>	<a href="http://www.stpatricksrhigh.co.uk">www.stpatricksrhigh.co.uk</a>
<b>Date of previous inspection</b>	16 January 2008, under section 5 of the Education Act 2005

## Information about this school

- This school is part of the Diocese of Salford. The last section 48 inspection took place in December 2018.
- Leaders use alternative provision for a small number of pupils at four registered and two unregistered providers.
- The school meets the requirements of the Baker Clause, which requires schools to provide pupils in Years 8 to 13 with information about approved technical education qualifications and apprenticeships.

## Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection that the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.

- Inspectors met with the headteacher, the senior leadership team, middle leaders and a range of teaching and support staff. An inspector spoke with six members of the governing body, including the chair of governors.
- An inspector met with the school improvement partner, a representative of the local authority and a representative of the Diocese of Salford.
- As part of this inspection, inspectors carried out deep dives in English, mathematics, modern foreign languages, geography, science and art and design. Inspectors met with subject leaders to discuss their curriculums, visited some lessons, looked at pupils' work and spoke with pupils and teachers.
- Inspectors met with groups of pupils from Years 7 to 11. Inspectors also observed breaktimes and lunchtimes.
- Inspectors checked the school's safeguarding procedures and the checks made on staff. Inspectors met with leaders, staff and pupils to evaluate the culture of safeguarding.
- Inspectors reviewed a range of documentation, including that relating to safeguarding, the school development plans, self-evaluation documents, the curriculum, minutes from meetings of the governing body and behaviour records.
- Inspectors considered the responses to Ofsted's online survey for staff and the responses to Ofsted's online survey for pupils.
- Inspectors also considered the views of the parents and carers who responded to Ofsted Parent View. This included the comments received via the free-text facility.

### **Inspection team**

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