

St Patrick's RC High School

Address: 56 New Lane, M30 7JJ

Unique reference number (URN): 105986

Inspection report: 25 November 2025

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

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.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard ●

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.

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.

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, 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 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 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.

About this inspection

The chair of the board of governors in this school is Mrs Jacqueline Brooks.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMI) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the headteacher, the senior leadership team, middle leaders and a selection of teaching and support staff during the inspection. An inspector met with members of the governing body, including the chair of governors.

The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

The inspectors confirmed the following information about the school:

This school is registered as having a Roman Catholic religious character. The last section 48 inspection took place in December 2018.

The school makes use of one alternative provision. That provider is unregistered.

Headteacher: Mrs Alison Byrne

Lead inspector:

Eleanor Belfield, His Majesty's Inspector

Team inspectors:

Will Smith, Ofsted Inspector

Matthew Fearn-Davies, His Majesty's Inspector

Andy Cunningham, His Majesty's Inspector

Tim Johnson, His Majesty's Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 25 November 2025

School and pupil context

Total pupils

928

Close to average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 1,067

School capacity

900

Below average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 1,152

Pupils eligible for free school meals (FSM)

20.04%

Below average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 28.9%

Pupils with an education, health and care (EHC) plan

4.63%

Above average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.09%

Pupils with Special Educational Needs (SEN) support

17.35%
Above average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 13.4%

Location deprivation

Close to average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

English and maths GCSE

Percentage of pupils who achieved grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25	55.2%	45.2%	Above
2023/24	49.2%	45.9%	Close to average
2022/23	51.4%	45.3%	Close to average

Attainment 8

A measure of pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25	53.7	45.9	Above
2023/24	49.7	45.9	Close to average
2022/23	51.1	46.3	Above

Progress 8

How much progress pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National average	Compared with national average
2023/24	0.07	-0.03	Close to average
2022/23	0.39	-0.03	Above

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils achieving grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25	36.7%	25.6%	Above
2023/24	25.5%	25.8%	Close to average
2022/23	40.8%	25.2%	Above

Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25	44.3	34.9	Above
2023/24	36.5	34.6	Close to average
2022/23	45.2	35.0	Above

Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National average	Compared with national average
2023/24	-0.74	-0.57	Close to average
2022/23	-0.05	-0.57	Above

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils who achieved grade 5 or above in English and maths GCSE.

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25	36.7%	52.8%	-16.1 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2023/24	25.5%	53.1%	-27.6 pp
2022/23	40.8%	52.4%	-11.6 pp

Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25	44.3	50.3	-6.0
2023/24	36.5	50.0	-13.6
2022/23	45.2	50.3	-5.1

Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National non-disadvantaged score	School disadvantage gap
2023/24	-0.74	0.16	-0.90
2022/23	-0.05	0.17	-0.21

Destinations after 16

Destinations after 16

Percentage of pupils staying in education or employment for at least 2 terms after the end of secondary school (key stage 4).

Year	This school	National average	Compared with national average
2023 leavers	91%	91%	Average
2022 leavers	96%	93%	Average
2021 leavers	96%	94%	Average

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (1 term)	5.8%	7.7%	Below
2023/24	7.2%	8.9%	Below
2022/23	7.1%	9.0%	Below

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (1 term)	14.0%	21.1%	Below
2023/24	18.4%	25.6%	Below
2022/23	18.5%	26.5%	Below

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standards expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standards set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <https://reports.ofsted.gov.uk>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.gov.uk/ofsted

© Crown copyright 2026



© Crown copyright