The St Patrick's RC High Family Forum







Prayer

ST PATRICK'S
Roman Catholic High School

Lord, as we gather today, we ask that You be with us.

Help us to make decisions that will be pleasing to You and in the best interests of the young people we all serve.

Help us to discuss matters with mutual respect, willing hearts, listening ears and open minds.

Guide us in our journey of working together for the greater good of our St Patrick's family.

Amen

St Patrick – Pray for us



Tonight's focus

ST PATRICK'S
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1) Assessment, Reporting and Parents Evening Cycle: Ms O'Hagan
2) Personal Development and Co-Curricular opportunities: Mrs Billington & Miss Mainwaring
3) Behaviour for learning (including information about changes to our School's behaviour policy): Mr Connelly

Assessment, Reporting and Parents' Evening Cycle: Ms O'Hagan

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Purpose of assessment: To evaluate how well your child is learning, to inform teacher adaptations and give feedback to pupils and their parents about their strengths and areas for development

Regularity of assessment: There are two types of assessment -

1. Formative assessment – takes place during learning; this might look like retrieval, quick quizzes, questioning, live marking, marking of classwork/homework (low stake)
2. Summative assessment – takes place after learning; this might look like end of unit tests or coursework (high stake)

There are **two whole school summative assessment points for each year group** where we collect centralised data.

Dates for your diary – Year 11

Date	Event
25th Sept	Careers Information Evening 3.15pm
10th Oct	Working Skills Day
13th Oct – 24th Oct	**PPE 1**
W/C 6th Nov	Construction PSA
14th Nov	Y11 Photographs
27th Nov	**Parents' Evening**
9th Jan	Y11 Friday Mass
23rd Jan	Mock Interview Day
W/C 26th Jan	Catering Exams
2nd – 13th Feb	**PPE 2**
17th Mar	Mock Results Day
17th Mar	**Y11 Report**
22nd Apr	MFL speaking /Art & Photography/3D Design exams
7th May	**GCSE Written Exams begin**
17th June	Final GCSE exam
24th June	Y11 Leavers' Mass
TBC	Prom
20th August	GCSE Results Day 2025

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Dates for your diary – Year 7

Date	Event
5th Sept	Year 7 Welcome Mass, 9am Holy Cross Church
W/C 8th Sept	NGRT Testing
23rd-26th Sept	Y7 Retreat Week - 7NC & 7RFR Tues, 7RL & 7JL Weds, 7FW & 7SN Thurs and 7BB Fri
26th September	Y7 Photographs
14th November	Y7 Catch Up Photographs (7BB on retreat 26th Sept)
W/C 5th Jan	**Assessment Week**
2nd Feb	**Y7 Reports**
5th Feb	**Parents' Evening**
6th Feb	Y7 Friday Mass
W/C 18th May	**Assessment Week**
29th June	**End of Y7 Report**

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How do we assess your child?

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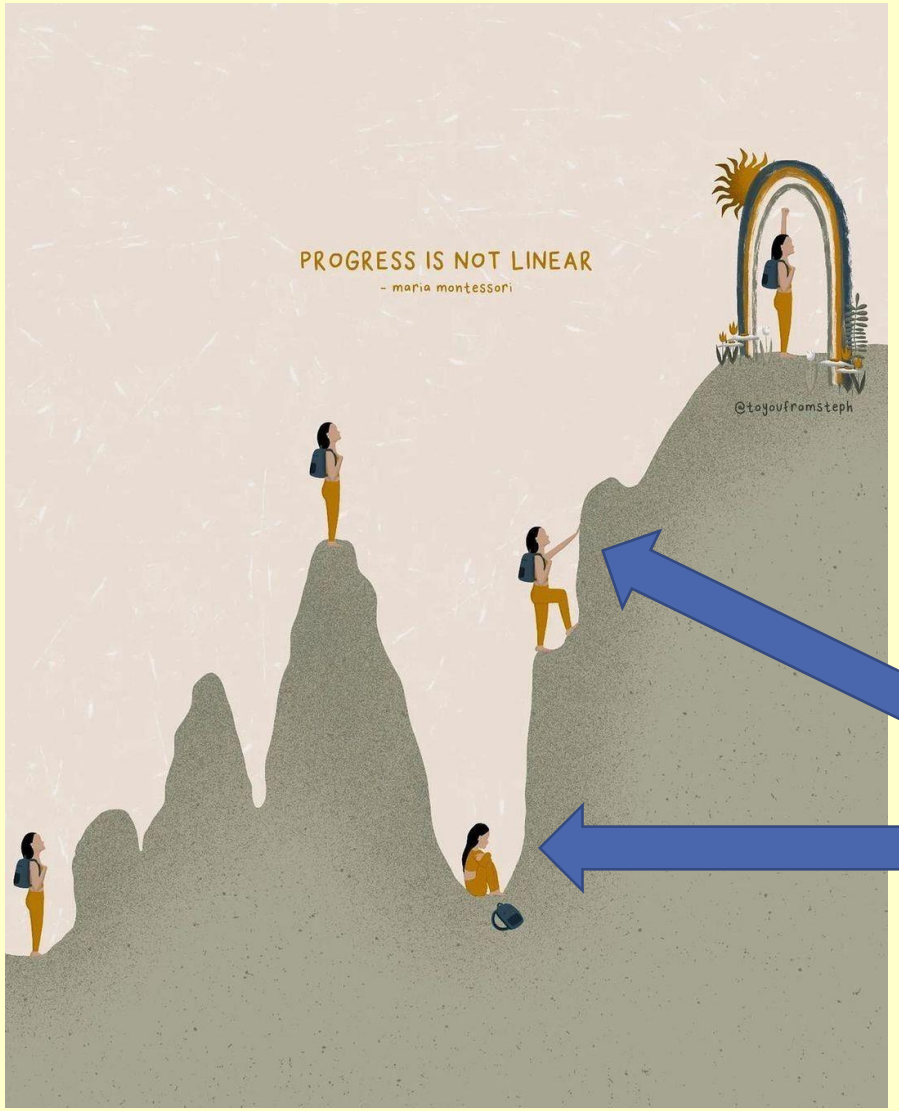
The DfE uses KS2 SATs data to identify our pupils' **prior attainment band.** This is available to you on SIMs.

Broadly, these bands then inform the progress a pupil should make by the end of KS4.

However…

- **Upper/High -** Average KS2 equal to or greater than 110
- **Middle -** Average KS2 equal to or greater than 100 but less than 110
- **Lower -** Average KS2 less than 100

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- **Upper/High -** Average KS2 equal to or greater than 110
- **Middle -** Average KS2 equal to or greater than 100 but less than 110
- **Lower -** Average KS2 less than 100

How do we assess your child at KS3?

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In order to measure pupil performance and provide a shared meaning between teachers and parents about the progress and attainment of your child, we use a rank order system.

On entry, KS2 data is used to determine a pupil's position in the cohort. After each assessment, a position is generated based on the percentage score and this is then compared to their original rank position.

This is communicated through the report – whether a child is making above expected progress, expected progress, or below expected progress.

KS2 Reading Scaled Score	KS2 Maths Scaled Score	KS2 Average Scaled Score
114	113	114

Subject	Behaviour	Effort	Homework	Average % Score for Year Group	% Score
English *Mr Pate*	Consistently Good	Positive Attitude to Learning	Usually good and on time	59.00	60.00
Maths *Miss Costello*	Consistently Good	Positive Attitude to Learning	Usually good and on time	59.44	89.19

How do we assess your child at KS4?

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We share a child's GCSE target grades in their mid-year Year 10 report. These are minimum expected grades we believe a pupil should be aiming for by the time they sit their GCSE exams.
These targets are based on a combination of factors, including:

- previous attainment, including Year 6 SATs
- current performance
- national data
- teacher expertise

Why Are Target Grades Important?
Give a clear academic goal and provide a benchmark for measuring progress throughout the school year

Help ensure that pupils are focused and motivated to reach their full potential.

Help teachers to tailor their teaching and support and decide on additional intervention

Percentage Attendance	Unauthorised Absences	Authorised Absences
94.80	0 session(s)	11 session(s)

(NB: 2 Sessions = 1 day)

Subject	Target Grade	% Score	Current Grade	Predicted Grade	Behaviour	Effort	Homework
English Literature *Miss Mollard*	6	43.30	4=	5+	Positively supports learning	Improvement needed	Inconsistent completion / effort
Maths *Mrs Millar*	6	31.88	4+	6-	Exemplary	Excellent	Inconsistent completion / effort
Religious Education *Mr Collins*	6	35.00	3=	3=	Negatively impacting learning	Improvement needed	Often incomplete
Science Combined *Mr Mallalieu / Mr Jeffery*	6	**Hgr** 49.00	5-4	6-5	Positively supports learning	Above and beyond	Always completed to a high standard
History *Mrs Rogers*	6	61.00	4-	5-	Positively supports learning	Improvement needed	Inconsistent completion / effort
Spanish *Mrs Jones*	5	**Fdn** 65.00		5=	Positively supports learning	Improvement needed	Inconsistent completion / effort
Business Studies *Mr Sloan*	5	50.00	4=	4=	Positively supports learning	Improvement needed	Always completed to a high standard
Games *Mr Challoner*					Positively supports learning	Excellent	

Assessment and Progress Cycle 2025-26

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Purpose: So that progress is communicated in an effective and timely manner to pupils and parents and intervention can take place
Start of year: KS4 MTG and ATG in books
3 weeks before assessment: Publish revision list and timetable
2 weeks before: Complete 'How to revise' lesson using revision list and Study Skills resources
ASSESSMENT WEEK
DTTR/ DIRT window
1.5 weeks after: Data deadline
By following Monday: Reports to parents
Thursday: Parents' Evening (except Y8)

Curriculum

Following assessments, each subject will identify:

1. Pupils for celebration based on progress and effort
2. Pupils in need of intervention within class or department
3. Curriculum or T&L adaptations and when these will be addressed

Pastoral

Following assessments, each Head of Year will identify:

1. Pupils for celebration based on progress and effort
2. Pupils in need of monitoring report for homework/E&E
3. Pupils in need of progress conversations with SLT link

How can you best support your child?

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1. Ensure that your child isn't missing valuable learning by making sure they are in every day

2. Ensure that homework is being done to support learning at home, and that it is being done to a high standard; creating a quiet environment where they can study and removing devices during that time is important



3. Ensure that your child is reading; reading fiction and non-fiction texts improves vocabulary and cognition skills

4. Ensure that your child is preparing for assessments; engage with the Study Skills information available on the website

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Personal Development: Mrs Billington

Personal development is the process of **improving your skills, knowledge, character, and understanding of yourself** so you can grow into the best version of who you are meant to be.

In school, we aim to guide pupils to:

- Build confidence, independence, and resilience
- Develop life skills like teamwork, communication, and leadership
- Understand your own values, strengths, and areas to improve
- Make informed choices about your future (careers, education, lifestyle)
- Stay healthy in mind and body
- Learn how to respect others and be a responsible member of your community

At **St Patrick's**, *personal development* means growing not just academically, but also **spiritually, morally, socially, and emotionally**, in a way that reflects our **Catholic values of Love, Truth, Resilience, Faith, and Service**

Why 'Co-curricular'?

At St Patrick's, we believe that learning doesn't end when the bell rings which is why we prefer co-curricular rather than 'extra-curricular' activities.

The word 'extra' suggests something optional or outside of the main purpose of education.

We believe, and we wish for pupils to believe, that such activities are not extras but powerful extensions of the school community that help to develop skills and create a shared sense of belonging and community.

Co-curricular affirms that these experiences work alongside academics and that, together, they develop the whole child.

Our current co-curricular offer









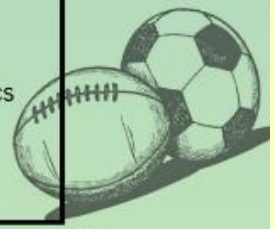
St Patrick's Co-curricular Timetable Autumn Term 2025

	Monday	Tuesday	Wednesday	Thursday	Friday
Lunchtime 12:15-12:55	Drama (G14) Lunchbox Docs (S17) Reading Champions (Library) Futsal (Sports Hall)	Lego Club (Library) Chess Club Year 7-9 (S13) Readopoly (Library) Futsal (Sports Hall	Laudato Si Manga Club (Library) Futsal (Sports Hall	Faith in Action Choir (G10) Chess Club Year 10-11 (S13) Jigsaw Club (S2) Murder Mystery Club (Library) Futsal (Sports Hall	Pupil Chaplains Newspaper Press Gang (Library) Coding Club (F8) Futsal (Sports Hall
After school 15:00-16:00	Boys' Football Handball Netball		Dance (Hall) Cinema Club (F20) Girls' Football	Running (until Oct half term) Volleyball	Gymnastics









"Be who God meant you to be and you will set the world on fire." Catherine of Siena

Personal Development and Building Character: The St Patrick's Way

A Journey of Growth, Service and Community

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Miss Mainwaring – Director of Personal Development.

What is The 'St Patrick's Way' Programme?

The St Patrick's Way Programme recognises and rewards pupils for their personal growth, service, and commitment to our school community. It encourages every pupil to live out our Catholic values of Truth, Love, Faith, Service and Resilience.

The programme is built around three pillars:

- Essentials – Attendance, effort, and engagement in learning.
- Contribute – Participation in clubs, worship, and community activities.
- Serve – Leadership, volunteering, and helping others.

Pupils can achieve Bronze, Silver, and Gold Awards, with a special 'Best of All' Award for those who complete every element.

For Year 11, 'St Patrick's Way and Beyond' helps students prepare for life after St Patrick's, reflecting on achievements and planning their next steps.

"We have been created for greater things — to love and be loved." – St Teresa of Calcutta

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- Serve – Leadership, volunteering, and helping others.

What do pupils need to achieve?

- **Bronze Award** – All *Essentials* + 3 *Contribute* activities
- **Silver Award** – All *Essentials* + consistent contribution across the year
- **Gold Award** – All *Essentials* + contributions + at least 2 *Serve* activities
- **'Best of All' Award** – Completion of *every* activity in all sections

Year 11 – The St Patrick's Way and Beyond

For Year 11, the focus shifts to preparing for life after St Patrick's. Pupils complete similar sections — *Essentials, Contribute, Serve* — but tasks link more to careers, leadership, and community engagement. Completing the programme helps them build confidence for their next steps and earn recognition before leaving school.

Key Questions for discussion

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- How do you see co-curricular activities contributing to your child's personal growth beyond academic success?

- What role can parents play in supporting a healthy balance between academics and co-curricular involvement?

- In what ways can the school and families work together to ensure that every child finds an activity to nurture their strengths and interests?

Behaviour, Culture and Climate: Mr Connelly

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From 2022 to 2025 St Patricks was a lead school in the national DfE : Behaviour hub programme. We were one of only 3 secondary schools in the NW to be awarded lead school status.

Behaviour HUBS

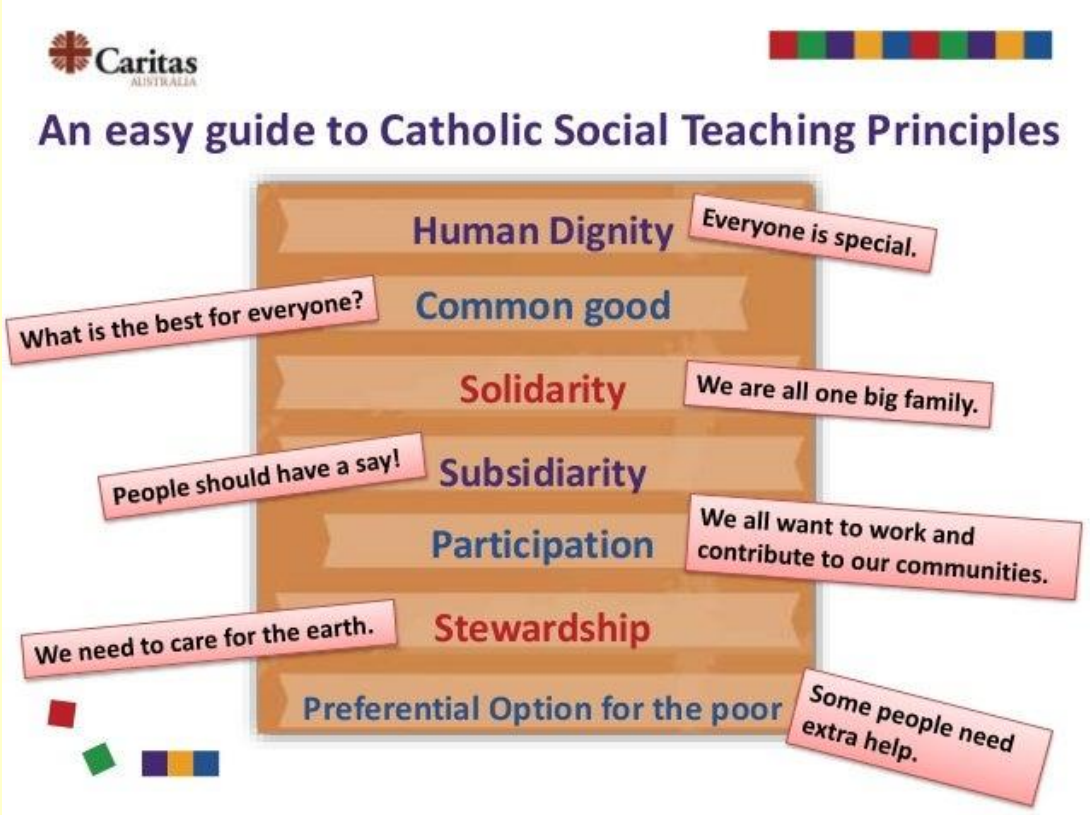
What did it involve?

- Application to DfE
- Quality assurance from the DfE will School visit
- St Patricks provided school to school support and mentored 10 schools over the 3 years with the mission to improve their behaviour processes and culture and climate. These schools were mainly rated "Requires Improvement" from Ofsted and all were committed to positive change. This had a positive impact that could influence over 12,000 pupils across these schools
- Hosting open days for Senior leaders across the country to visit St Patricks

Behaviour, Culture and Climate

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As a Catholic School we feel it is our Catholic Mission to help **ALL.** What better way to help others than to mentor other Schools to improve their behaviour and develop a culture and climate that provides better life opportunities for young people.



It also had many direct benefits to St Patricks, including:

- Financial: meaning we could invest money into our school
- Enabled us to reflect on our own current practices to confirm what we do well and also to learn from other Schools
- CPD for our own staff to help them develop

Behaviour, Culture and Climate

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In January 2026 the School is launching a modified Behaviour Policy

So far we have:

- Met as a leadership team and audited our current behaviour practices and routines and developed an action plan for behaviour, culture and climate
- Analysed stakeholder voice from surveys of parents and staff in 2024-25
- Formed a staff working party and met 3 times in the summer term to discuss behaviour, culture and climate

Next steps:

- Pupil voice
- Finalise drafting of the policy
- Communication of the policy with stakeholders with feedback period
- Confirmation from governors

Behaviour, Culture and Climate

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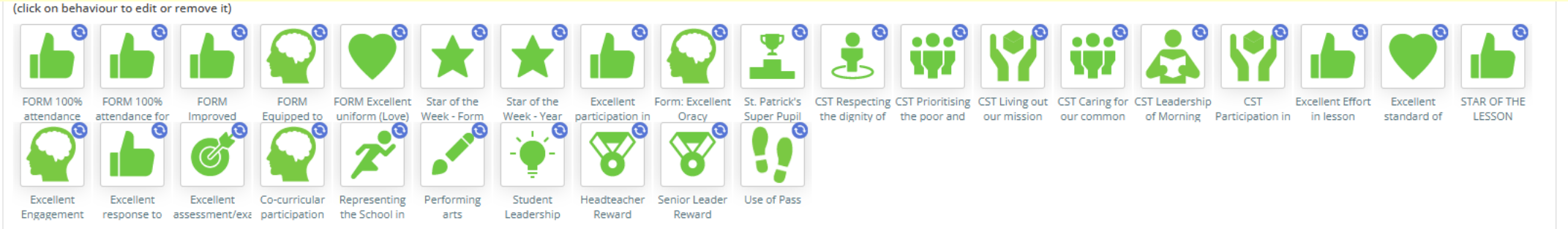
Some changes that we have already implemented for the autumn term:

- A review of our behaviour and achievement points resulting in a small number of category changes but also a simpler 3 point system including matching to our Catholic Values and Catholic Social teaching principles

Star of lesson: 1 point

Student Leadership: 2 points

St Patricks super pupil: 3 points



- Using the 3Cs staged approach of Chance, Choice, Consequence in lessons as opposed to Reprimand, Warning, Sanction C1/C2/C3
- Clear Escalation procedures for staff and pupils regards detentions

Behaviour, Culture and Climate

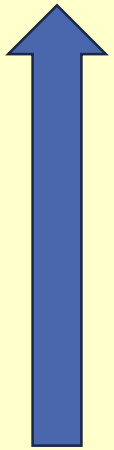
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Consequences need to be proportional and graduated. Young people make mistakes and what we want to see is that the pupils of St Patricks learn from these mistakes and act differently in the future.

The severity of a detention is less important than the certainty of the detention happening.

Detention Graduation example

- SLT Afterschool (1 hour)
- Head of Department Afterschool (45mins)
- Teacher Afterschool (30 mins)
- Teacher (lunch 30 mins)
- Teacher (break or lunch 15mins)
- 3 C's Chance Choice Consequence



Behaviour, Culture and Climate

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Rewards

The most instant reward anybody can receive is PRAISE. All our staff are constantly encouraged to Praise deserving pupils verbally, written in books (WWW) and via achievement points. However, praise must be sincere, deserved and proportionate

Weekly

- Achievement points for: attendance, equipment, uniform
- Form Pupil of the Week
- Golden Tie
- Attendance tickets for prize draws (weekly, termly, yearly)



Weekly prize draw



Half termly prize draw



End of year prize draw

Termly

- 100% attendance badges – Silver for those with two full terms of 100% attendance, Bronze for those who have just had this term 100%
- Achievement badges – (Top 2 in each form this term)
- Form Pupil of the term badge – (One per form)
- HOY pupil of the term badge (one per year)
- Best attending form for the term (chocolates)
- Best conduct form (chocolates)

Next steps: Pupil voice on Rewards and subsequent evaluation of the impact of rewards moving forward

Behaviour, Culture and Climate

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What does our data say about behaviour and culture and climate?

- Excellent Year 11 GCSE examination outcomes; Well above national for attainment and pupil progress
- Attendance is well above National and Salford averages
- Nearly 90% across the school at parent's evenings. Caring, supportive parents.
- Extremely low use of Fixed Term Suspension (FTS) – lowest in Salford of similar schools as of July '25
- Extremely low use of Internal Exclusion: 11% reduction from last year. Some Schools have a whole classroom dedicated to Internal Exclusion and removals
- Vast majority of FTS/IE is KS3 (72%): Pupils learn from their mistakes and their behaviour improves
- Zero Permanent exclusions for 23/24. Only school in Salford

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Family Forum

Spring 2026

Wed 21st Jan
4.30pm to 6.00pm

Ofsted Inspection

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There is now a new OFSTED Inspection framework that commences from Nov 2025. Our window of inspection was probably going to happen in June 2026

However, we have informed OFSTED that we would be happy to be inspected earlier. This **may** result in an inspection in November or December.

Therefore, we would kindly ask that you complete the OFSTED Parent view Survey that can be accessed directly from the school website

THANK YOU

