The St Patricks RC High Family Forum







Prayer

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

- Feedback on any actions from last Family Forum
- Attendance Strategy
- Collective Worship
- Ofsted feedback
- AOB

Feedback from the previous Family forum

- Parents/carers would like a greater understanding of behavioural incidents involving their child using the Class Charts parental app. This would give them a greater degree of context so they can discuss the behaviour log and any consequence with their child to support the School's work.

Actions:

Discussed as a Senior Leadership team. A decision has been made to open up the notes section on Class Charts so that Parents can see more detail regards specific behaviour logs on class charts. Not all logs will have "context" due to

a) GDPR
b) Safeguarding
c) The simplicity of the log i.e. Equipment no pencil

When: After staff have been trained on

a) What behavioural logs require context/extra detail
b) The level of content required

Feedback from the previous Family forum

- Parents/carers wanted to be able to communicate directly with staff and respond on Class charts. *“Reception results in nothing happening”.* They would like a dialogue with staff either via email or via class charts to respond.

Actions:

This was discussed at as Senior leadership. It was decided at this stage to not open up two way communication on Class Charts or distribute staff email addresses to all parents. It was felt that staff wellbeing could be negatively affected but recognized that communication can improve, especially when responding to an enquiry.

However, it will be an item on the agenda at the Staff forum in February to gauge wider staff views.

In addition we will be:

- Communicating with parents before the end of this half term with clarity on alternative methods on how to communicate with the School to get a timely, effective response
- Ensuring internally key staff are aware of their responsibilities when dealing with parental/carer enquiries

Attendance – Current state of play

- Currently at 93.4% (0.7% lower than last year, but gap closing)
- Persistent absence (PA) 16.94% & Severe absence (SA) 2.48% - these should decrease as time goes on
- Lots of holidays in September put us on the backfoot
- Attendance nationally has decreased (not just a St. Patrick's issue)
- Still 3rd in Salford and much higher than both Salford (91.5%) and National (92%) averages
- Responsive intervention currently planned at all levels e.g. incentives for all pupils, targeted intervention for key cohorts of pupils and recognition of those pupils who have improved since Christmas (lots of pupils without a day off yet!)



Attendance – How days off impacts attainment

If your child's attendance is	Approx. days missed in a year	Lessons missed	Percentage gaining Grade 4 or better in English and Maths	Who is responsible for monitoring?	What should they do?
97% or above	6	30	93%	Form tutor	Monitor, look for patterns, check for anyone dropping, parental communication
97- 95%	9.5	47.5	68%	Head of year	Monitor, look for patterns, parental communication, curriculum liaison, ensure on time to lessons, support with mentoring/intervention attendance
90-95%	19	95	58%		
90%-50%	95	475	30%	Pastoral Leads, LG, LS, EWO	Transcends HoY day to day intervention – personalised intervention, which may include phased timetable, reduced curriculum, home visits, off-site intervention, on-site intervention, EBSA, SEND referral, AP **once pupils improve, transition to HoY*
50% or lower				EWO, LA	Liaise with school on what is happening and what school needs to action e.g. exam entries, providing tuition, etc.

- Educational research provides strong evidence that attendance to school has a large impact on GCSE outcomes – the more time pupils have off, the less likely they are to succeed
- We see this internally at St. Patrick's year-on-year; pupils' chances of Grade 4+ in En/Ma goes from 93% with 97%+ att. to 58% with attendance between 90-95%
- Teachers will of course support pupils to catch work up and maximise success – but they need to be in the building

Attendance - Support

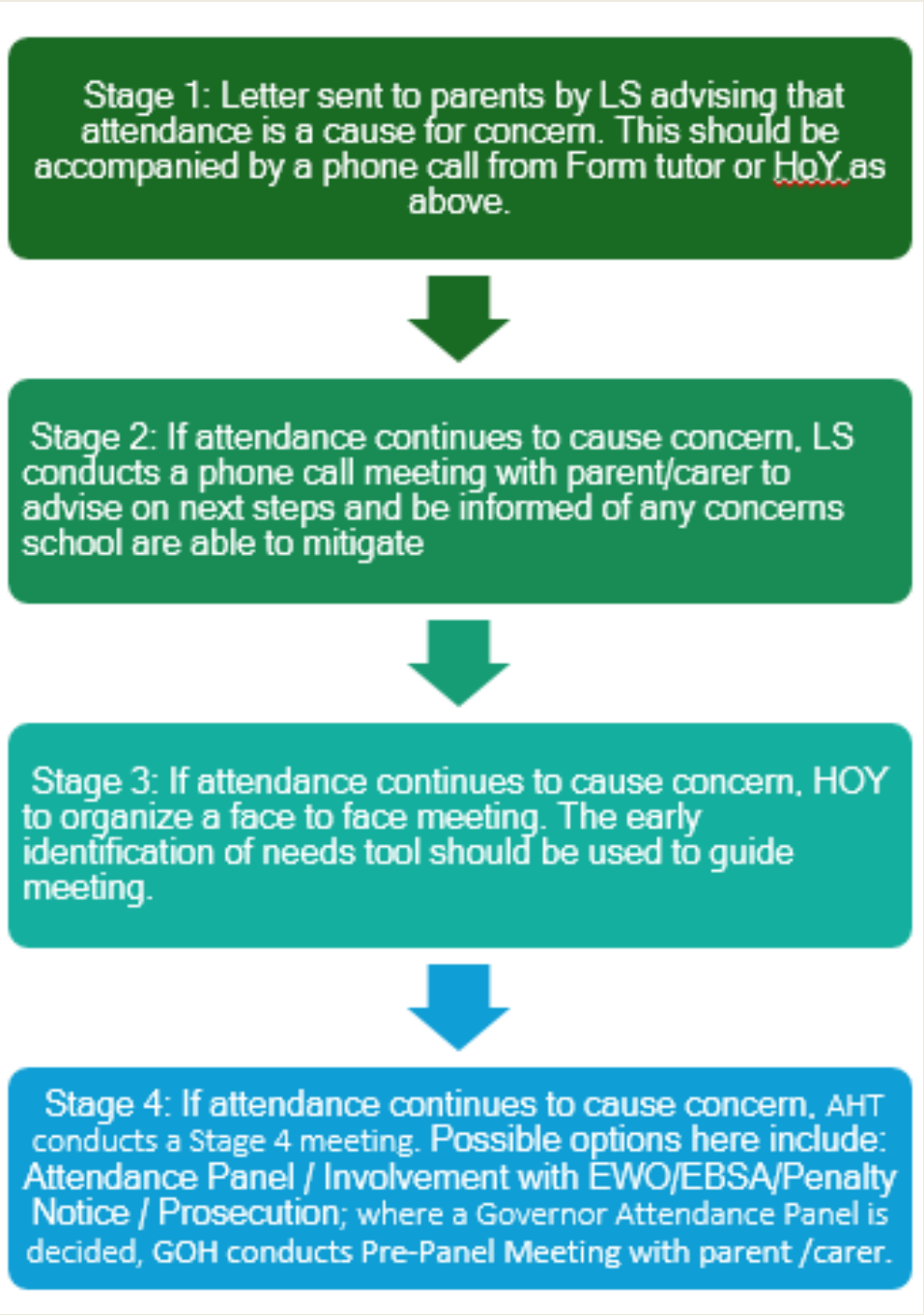
Every pupil and circumstance is different and the response to poor attendance is tailored to the individual case

All/Some/Few approach taken:

- **ALL pupils receive**: messaging around the importance of attendance, weekly updates on how they are doing, pastoral support to remain/return to school, various incentives (e.g. weekly raffle tickets for 100% attendance, inter-form competitions, end of term badges), support to catch up work by teachers, their voices heard via pupil voice
- **SOME pupils** may need additional support from HoY, pastoral leads, and other strategies e.g. peer mentoring etc. and/or escalate up our attendance stages – including meetings with parents
- **FEW pupils** may need more intense support; external agency support, use of our Emerald Centre to bridge back into the classroom, meetings with AHT, HT or governors to discuss attendance



Graduated staged response to low attendance



Fast Track and Penalty notices may be issued at any point

All Stage 4 cases must have a SPA action plan completed and added to Edukey; LS/LC to complete

Attendance Rewards

- Weekly raffle ticket for 100% attendance – this can be placed in:
  - Weekly draw raffle box for large chocolate bars
  - Termly draw raffle box for £25 gift vouchers
  - Yearly draw raffle box for huge prize (up to £500!)
- Attendance badges: bronze for 1 term, silver for 2 terms, gold for 3 terms
- Weekly achievement points (which contribute to other rewards)
- St. Patrick's Way criteria checked off
- Inter-form competition e.g. we are currently running a 'last form standing' incentive where the best attending form wins a lunch of their choosing at the end of this half-term
- Rewards for attendance improvers (postcards, golden ties, form pupil of the week, chocolate bars and other recognition)

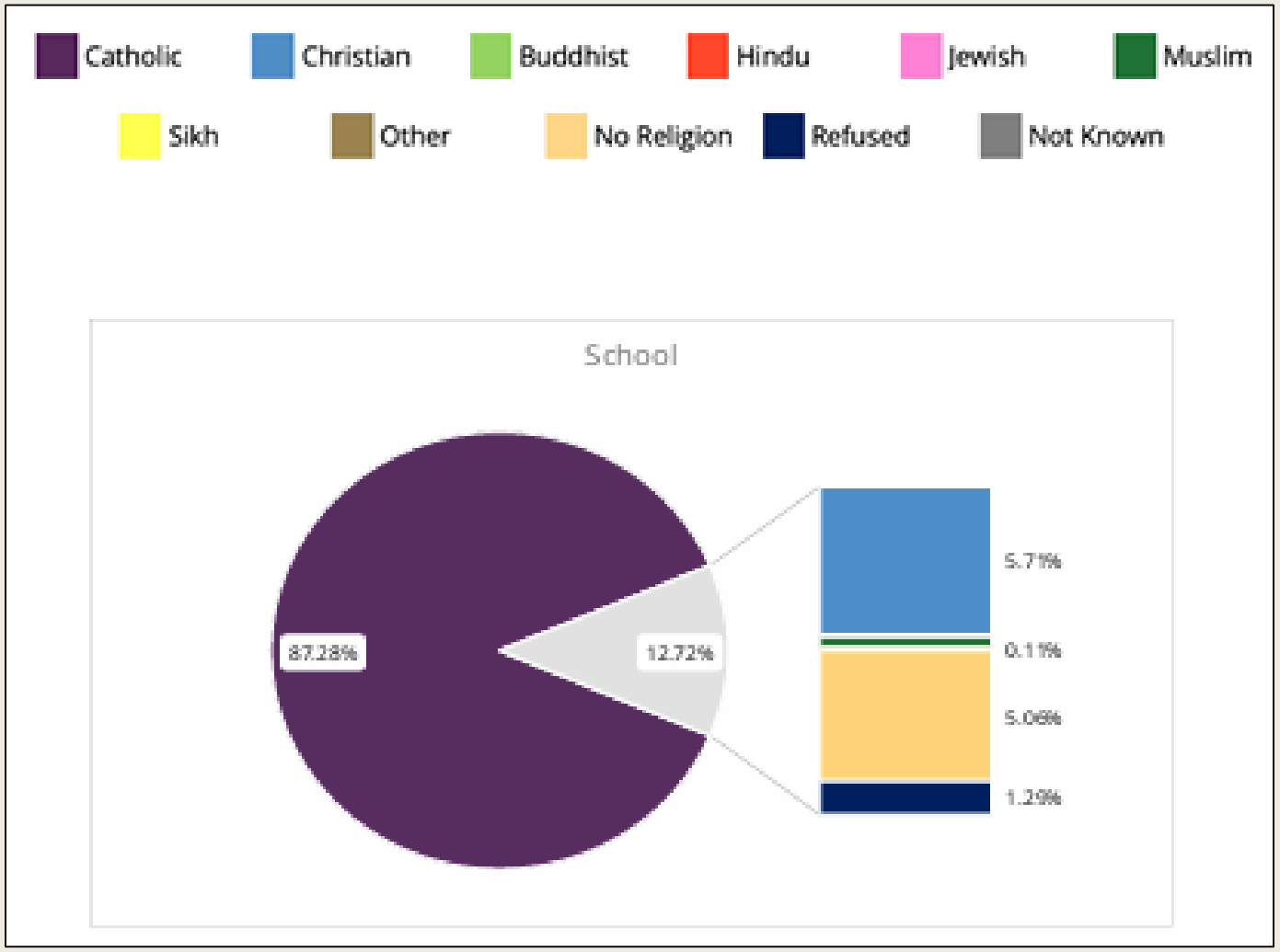


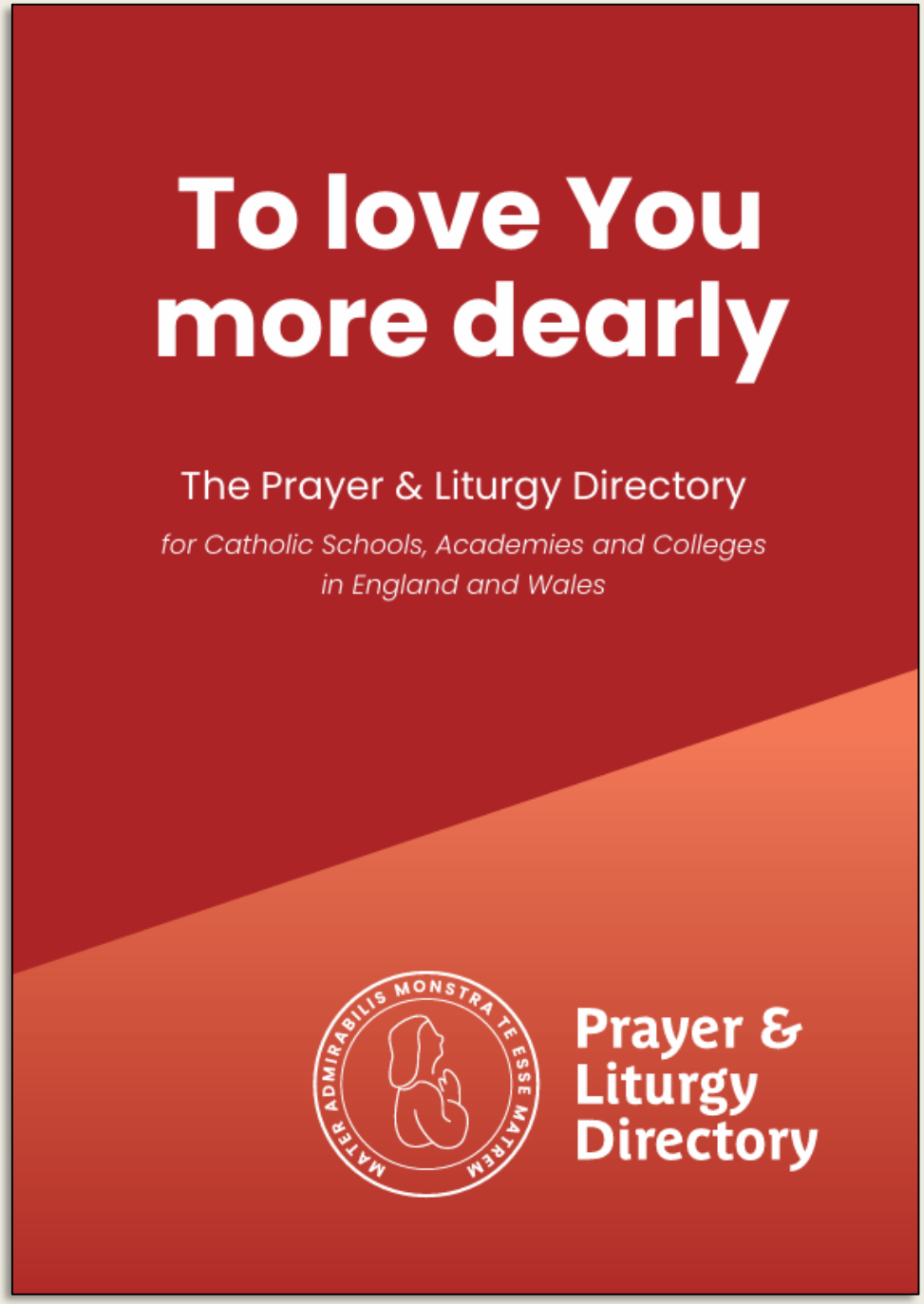
- We would welcome your thoughts on any aspect of our attendance strategy including the work we do with parents regards improving pupil attendance.

Please discuss for 2 minutes and feedback any relevant points

Family Forum: Collective Worship

Our context at St Patrick's…





Our provision for Collective Worship is in line with the Catholic Education Service's Prayer and Liturgy Directory, which has been compulsory since **September 2025**.

Spend a few moments reviewing and discussing our provision for Collective Worship.

CHAPLAINCY AT ST PATRICK'S 2025-2026

Chaplaincy at St Patrick's is rooted in Christ's teaching of the Greatest Commandment (Mark 12:28-31): *'One of the scribes came up and heard them disputing with one another, and seeing that he answered them well, asked him, "Which commandment is the most important of all?" Jesus answered, "The most important is, 'Hear, O Israel: The Lord our God, the Lord is one. And you shall **love the Lord your God** with all your heart and with all your soul and with all your mind and with all your strength.' The second is this: 'You shall **love your neighbour** as yourself.' There is no other commandment greater than these."'*

"Love the Lord your God" - Prayer and Liturgy (Coordinator: Miss Hazlewood)	*CSI area: Collective Worship*
DAY	**Private prayer:** All pupils and staff can access the chapel daily at lunch times for independent, quiet contemplation. A prayerful atmosphere is created to support reflection through aids to prayer and music. Provision is also made for pupils of other faiths.
	Morning prayer: All pupils participate in collective worship every morning through form time or assemblies. This time of prayer is facilitated by form teachers and assembly leaders, and takes a different format each day to ensure students benefit from a variety of opportunities for prayer. This includes Celebrations of the Word during assemblies and formulaic, extempore, meditative and creative prayer during form time. Pupil Chaplains take a lead role in supporting their Form Teachers.
WEEK	**Wednesday prayer:** This opportunity for collective worship is available weekly in our chapel at lunchtime, is facilitated by Fr Martin Collins and is led by a different form each week. All members of the school community are invited to gather in prayer.
MONTH	**First Friday Masses:** Collective liturgical worship takes place monthly in our hall during P1. This is led by Fr Martin Collins with a different year group each time; pupils actively participate through music and other lay ministries. Each year group celebrate First Friday Masses twice per annum. Local parishioners and pupils' families are invited to join us, and are welcomed by members of the Senior Leadership Team before mass begins.
TERM	**Parish Masses:** Once per term, pupils and staff represent St Patrick's at Sunday Mass at Holy Cross RC Church. We are involved in leading music and other lay ministries, such as reading, and we serve refreshments after Mass.
ANNUAL	**Staff Welcome Mass:** On our September staff INSET day, we begin the school year with our 'walking talking' Mass. This is an opportunity to celebrate Mass together (led by Fr Martin Collins), and to reflect on the meaning and significance of the different parts of liturgical worship. Staff participate through lay ministries, with our staff choir leading joyful singing.
	Year 7 Welcome Mass: Year 7 pupils begin their journey of faith at St Patrick's with their Welcome Mass in September at Holy Cross RC Church. This is celebrated by Fr Martin. Pupils' families and the Headteachers of our partner primary schools are invited to join us. Pupils also participate through music and other lay ministries.
	The Rosary: All pupils benefit from praying the Rosary together during October. Pupils gather to reflect on the meaning and importance of this form of popular piety before praying together using Rosary beads in accordance with the relevant mystery of the day. This takes place during an RE lesson, and is facilitated by RE teachers.
	Remembrance Service: All pupils participate in this Celebration of the Word each November. We gather together in the heart of the school to listen to the Last Post, and centre our commemoration of those who have died in service to our country in scripture and prayer. We conclude with two minutes of reflective silence at 11am.
	Advent Prayer: During the weeks of Advent in December, a further opportunity for collective worship is available before school in line with traditional themes (Hope, Peace, Joy and Love). These take the form of Celebrations of the Word, which have been created by our Pupil Chaplains and partner primary school GIFT teams during our Advent chaplaincy collaboration event. Staff and pupils are invited to gather together.
	Advent Carol Service: Pupils, families, staff and friends of St Patrick's are warmly invited to join this act of collective worship at Holy Cross RC Church in December. We sing together joyfully, pray together faithfully and listen to readings in preparation for celebrating the birth of Christ. The service is facilitated by Fr Martin Collins with members of the St Patrick's community leading through readings, prayers and music.
	Ash Wednesday: All pupils participate in their year group's Ash Wednesday service in February/March (unless Ash Wednesday falls during half term). This is led by Heads of Year, with all students having the opportunity to receive their ashes.
	Lenten Prayer: During the weeks of Lent between February – April, a further opportunity for collective worship is available before school in line with Lenten themes (Pray, Fast, Give). These take the form of Celebrations of the Word, which have been created by our Pupil Chaplains and partner primary school GIFT teams during our Lenten chaplaincy collaboration event. Staff and pupils are invited to gather together.
	Stations of the Cross: All pupils benefit from praying the Stations of the Cross together during Holy Week in March/April (or the previous week depending on the Easter holidays). Pupils gather to reflect on the meaning and importance of this form of popular piety before praying the stations. This takes place during an RE lesson, and is facilitated by RE teachers.
	St Patrick's Day Masses: All pupils participate in this act of collective liturgical worship on St Patrick's Day every March at Holy Cross RC Church. The two masses are celebrated by Fr Martin Collins, with pupils participating through lay ministries and music.
	Reconciliation: Pupils have the opportunity to receive the sacrament of reconciliation annually. We aspire for this to take place during Lent, but it may take place during the summer term depending on the availability of the clergy who support us.
	Confirmation: We work closely with the parish and deanery to inform and encourage pupils (predominantly in Year 8) to prepare for Confirmation during the Spring term, we host the deanery Confirmation retreat and show our support through ensuring a staff presence at the rite of Confirmation, which usually takes place at Holy Cross RC Church in May.
	Year 11 Leaver's Mass: Year 11 pupils conclude their time at St Patrick's with their Leaver's Mass in June. This is celebrated by Fr Martin in our hall. Pupils' families are invited to join us. Pupils also participate through music and other lay ministries.
	Holy Days of Obligation: Where Holy Days of Obligation fall on a school day, we offer a voluntary Mass over lunch time with Fr Martin. In 2025-2026, Mass will be celebrated for The Epiphany and The Ascension in our Chapel by Fr Martin.

Daily Acts of Worship: Morning Prayer

Formulaic Prayer	Extempore Prayer	Meditative Prayer	Creative Prayer	Celebrations of the Word
Practice praying a traditional Catholic prayer aloud together.	Pupils write their own prayers and pray for their own intentions.	Pupils benefit from opportunities for quiet contemplation.	Pupils participate in a short prayerful activity.	Delivered by Assembly Leaders during assemblies.
Reflect on the meaning of these prayers in our lives today.	Reflect on the purpose and importance of personal communication with God.	A short meditation script is available to use alongside music.	Resources will be supplied for pupils to use as aids to prayer.	A chance to listen to the Word of God, reflect on the meaning of scripture and consider our mission.

Two x Pupil Chaplains have been appointed in every form.

Opportunity to Feedback

What do you feel is working well in terms of our offer/provision for Collective Worship?

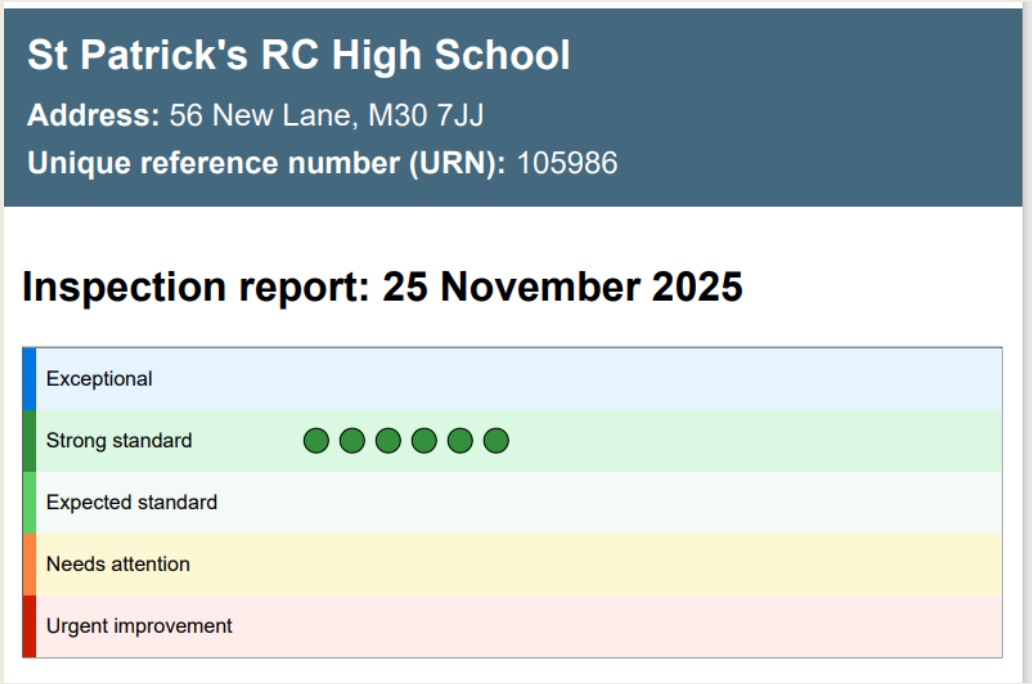
What do you feel we could/should do to improve Collective Worship further?

Please note: Parents/carers are invited to all First Friday Masses, the Y7 Welcome Mass and the Y11 Leavers' Mass – please join us!

Ofsted Feedback:
Mike Connelly

Ofsted Inspection

The new inspection Framework commenced on the 10th November 2026. St Patrick's volunteered to be inspected much earlier than we were due to be June 2026.



The new framework was assessed very differently with a large focus on Inclusion.

The Inspection Framework now has 5 level of grading and each school gets a "Scorecard" in 6 areas.

These scores can be different in the 6 areas. We secured STRONG in all 6 areas

The previous inspection framework had 4 grade levels and a school overall would be classed as 1 grading:

- Outstanding
- Good ← Our 2022 inspection grading
- Requires Improvement
- Inadequate

Ofsted Inspection

It is fair to say that in 2022 we were very disappointed with the Ofsted judgement of a Good.

However, we recognised what they had to say and implemented a number of things over the 3 years that have improved the School. We are delighted for our pupils, parents and carers, staff and governors that we secured STRONG in all areas from our recent inspection.

“Good” and “Strong” are not really comparable especially with the latest rigour of the current inspection.

Area of School	Ofsted Scorecard Grade
Safeguarding	Standard met (Cannot get higher)
Achievement	Strong
Attendance and behaviour	Strong
Curriculum and teaching	Strong
Inclusion	Strong
Leadership and governance	Strong
Personal development and well-being	Strong

Achievement

“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 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.

Attendance and behaviour

“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). They work closely with families and other professionals to adapt support so that pupils can keep learning.

Pupils’ behaviour is calm, kind and rooted in mutual respect. 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.”

Curriculum and teaching

Teachers know how the knowledge in their lesson connects to what pupils have learned before and what comes next.

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.

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.

Inclusion

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.

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.

Leadership and governance

Leaders 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.

Governors know the school well and fulfil their statutory duties with rigour and care. 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

Pupils talk with pride about 'the St Patrick's way' – to be ambitious, to serve others and to act with kindness.

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.

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

- *Calm, ambitious community where they are treated with dignity and respect.*
- *They 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'.*
- *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.*
- *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.*
- *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.*

Next steps post Ofsted

Continue to do everything we are already doing!

1. Continue to develop our Catholic mission so children feel they belong and understand the faith (we are beginning to prepare for CSI)

2. Continue to develop our teaching for pupils with SEND

3. Continue to improve the attendance of Disadvantaged pupils and make sure teachers catch pupils up when they return from absence

4. Continue to look at how we prepare looked after/cared for children for life beyond St Patrick's



Thoughts on the Ofsted report

Any other business/points to raise?

Thank you for taking the time to attend.



Family Forum

Summer 2026

Wed 29th April

4.30pm to 6.00pm