

Inspection of St Antony's Roman Catholic School, a Voluntary Academy

Bradfield Road, Urmston, Manchester, Greater Manchester M41 9PD

Inspection dates: 5 and 6 June 2024

Overall effectiveness	Requires improvement
The quality of education	Requires improvement
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

The headteacher of this school is Anthony Campbell. This school is part of the Emmaus Catholic Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Daniel Copley, and overseen by a board of trustees, chaired by Catherine Anderson.

What is it like to attend this school?

Pupils enjoy their time at St Antony's School. The school community is warm and welcoming, and pupils are well cared for by staff. As a result, pupils feel safe in school.

The school values underpin the high expectations for pupils' behaviour. Pupils behave well in lessons and around school. They value their friends and the positive relationships that they have with staff. Pupils are happy in school and most attend regularly.

The school has recently increased the level of ambition that it has for pupils' achievement. For example, the school has made positive changes to the quality of education that pupils receive. However, it is too soon to see the impact of these changes on how well pupils achieve. Some pupils do not achieve as well as they should.

Pupils benefit from the strengthened personal development offer available to them. They have many opportunities to take part in an increasing number of extra-curricular activities. These activities include sports clubs and being navy cadets. The school supports pupils to broaden their interests and talents. Some pupils told inspectors that they were eagerly preparing for the forthcoming school production, which is the first for several years.

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

During the last two years, there have been considerable changes to the leadership of the school. With the support of the trust, the school has taken positive action to address weaknesses in the curriculum. In the main, this has been successful. However, some older pupils have not benefited from the strengthened subject curriculums. Some of these pupils do not learn as well as they should.

The school has carefully considered what pupils need to learn and when this content should be taught. All pupils, including those with special educational needs and/or disabilities (SEND), study a broad range of subjects. The proportion of pupils studying the English Baccalaureate suite of subjects is increasing.

Teachers have been provided with the support that they need to implement the updated curriculum effectively. In most lessons, teachers explain concepts clearly and they design learning that supports pupils to build their knowledge well. However, on occasion, the activities that teachers select do not match the renewed ambition of the curriculum. As a result, in some subjects, pupils' learning is uneven.

The school has strengthened its processes for checking how well pupils have learned the curriculum. Teachers identify and address most gaps in pupils' learning quickly. However, sometimes, teachers do not remedy gaps in pupils' learning as quickly as

they should. As a result, some pupils' misconceptions are not rectified before they move onto new learning.

The school has prioritised reading. Pupils who find reading difficult are provided with the support that they need to catch up. These pupils are becoming confident and fluent readers. The school has implemented a range of actions, such as the development of the school library, to strengthen the culture of reading for enjoyment.

The needs of pupils with SEND are accurately identified. The school ensures that staff have the information that they need to appropriately adapt the delivery of the curriculum. In the main, the needs of pupils with SEND are met suitably in the classroom. However, in subjects where the delivery of the curriculum is not as strong, some pupils with SEND do not achieve as highly as they could.

Behaviour across the school is calm and orderly. Typically, pupils are engaged and they want to learn. The school has intensified its actions to support pupils with low attendance. This has led to improved rates of attendance for most groups of pupils.

The school ensures that pupils are suitably prepared for life in modern Britain. For example, they can recall a range of important knowledge about healthy relationships and how to keep themselves safe. Pupils have a strong understanding of the importance of tolerance and respect for those who are different to themselves.

Pupils experience a comprehensive programme of personal development that includes information about careers. Pupils benefit from carefully tailored opportunities to help them to make informed choices about their next steps.

Staff are supportive of the momentum of change in the school. They appreciate leaders' consideration of their workload while new initiatives are being introduced. Staff value the support that the school has provided to enable them to implement the changes effectively.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some teachers do not deliver the revised curriculums as well as they should. This hinders how well some pupils, including some with SEND, learn the knowledge in the curriculum. The school should ensure that teachers are supported to design learning that helps pupils to develop deeper knowledge and understanding of key concepts over time.

- On occasion, some teachers do not use the school's assessment strategies sufficiently well. As a result, some teachers do not identify or address pupils' gaps in knowledge as quickly as they should. The school should ensure that teachers use assessment strategies well to remedy pupils' misconceptions and gaps in knowledge from missed or forgotten learning.

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.

Further information

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

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	148026
Local authority	Trafford
Inspection number	10337718
Type of school	Secondary Comprehensive
School category	Academy sponsor-led
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	699
Appropriate authority	Board of trustees
Chair of the trust	Catherine Anderson
CEO of the trust	Daniel Copley
Headteacher	Anthony Campbell
Website	st-antonys.com
Date of previous inspection	Not previously inspected

Information about this school

- St Antony's Roman Catholic School converted to become an academy school in July 2020. When its predecessor school, St Antony's Catholic College, was last inspected by Ofsted in October 2019, it was judged to be inadequate.
- The school is part of Emmaus Catholic Academy Trust. It joined this trust in July 2020.
- The current headteacher has been in post since September 2022.
- The school is part of the Diocese of Salford. The most recent section 48 inspection of the school's religious character took place in May 2023. The next section 48 inspection is due to take place during the academic year 2025/26.
- The school makes use of one unregistered alternative provider for a very small number of pupils.
- 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.

Information about this inspection

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

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection that the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation.
- Inspectors carried out deep dives in these subjects: English, mathematics, science, history and physical education. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke with teachers and pupils, and looked at samples of pupils' work.
- Inspectors spoke with the headteacher, other senior leaders, subject leaders and members of staff. The lead inspector met with trustees, including representatives of the diocese. They also met with members of the governing body and spoke with a representative of the local authority.
- Inspectors spoke to groups of pupils from Years 7 to 11 about their experiences of school and their views on behaviour and bullying. Inspectors also observed pupils' behaviour during lessons and at breaktimes.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors considered the responses to Ofsted Parent View, including the free-text comments. Inspectors also considered the responses to Ofsted's online surveys for staff and pupils.

Inspection team

Eleanor Overland, lead inspector	His Majesty's Inspector
Scott Maclean	Ofsted Inspector
Joe Barker	Ofsted Inspector
Michael Gun-Why	Ofsted Inspector

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