



## Catholic Schools Inspectorate inspection report for

URN: 106372

Carried out on behalf of the **Right Rev. Bishop John Arnold, Arch/bishop of Salford** on:

**Date: 24-25 May 2023**

Overall effectiveness The overall quality of Catholic education provided by the school.....	<b>3</b>
Catholic life and mission (p.3) How faithfully the school responds to the call to live as a Catholic community at the service of the Church's educational mission.....	2
Religious education (p.5) The quality of curriculum religious education.....	3
Collective worship (p.7) The quality and range of liturgy and prayer provided by the school.....	2
The school is fully compliant with the curriculum requirements laid down by the Bishops' Conference	Yes
The school is fully compliant with all requirements of the diocesan bishop	Yes
The school has responded to the areas for improvement from the last inspection	Partially

## Summary of key findings

### What the school does well

- The school's distinctive Catholic mission helps create a welcoming, inclusive environment in which each student is respected and valued by committed staff.
- Students and staff are proud of their school and recognise the recent work that the headteacher and senior leaders have undertaken to instill a sense of ambition for all, including the most vulnerable.
- The school offers a wide range and growing number of enrichment opportunities to develop students social, moral, and spiritual formation.

What the school needs to improve:

- To develop the planning and sequencing of the curriculum in religious education, including the identification of component knowledge and associated assessment.
- To improve outcomes in religious education so that it is a leading department within the school.
- To build on recent training to further develop daily prayer to include a wider variety of experience for students and an increased focus on scripture.

## Catholic life and mission

How faithfully the school responds to the call to live as a Catholic community at the service of the Church’s educational mission.

Catholic life and mission key judgement grade:.....

2

### Pupil outcomes

The extent to which pupils contribute to and benefit from the Catholic life and mission of the school .....

2

### Provision

The quality of provision for the Catholic life and mission of the school .....

2

### Leadership

How well leaders and governors promote, monitor and evaluate the provision for the Catholic life and mission of the school .....

2



At St Antony’s there is a sense of a school that is on a journey of improvement which is underpinned by its Catholic ethos. Students can clearly articulate the mission of the school and have a good understanding of it. They value its distinctive nature, and the majority of students understand that St Antony’s is different because it is a Catholic school, where the values are based on the teachings of Jesus. Students accurately describe it as a welcoming community and they have a sense of belonging. As one student said, “St Antony’s is friendly and inclusive; it is a small school and so staff know students well.” Students buy into the golden rule of respect and are confident to highlight the ambition of the school to “let the light and splendour of Christ shine.” They appreciate the care they are given, as well as recognising their own responsibilities of care for the common home and the Common Good. This was especially evident in dialogue with the chaplaincy team and eco group. Recent staff training on Catholic Social Teaching has resulted in this being embedded into the curriculum at subject level. Leaders recognise the need to map this provision so that they have an overview of students’ experiences and are able to effectively monitor the impact. The school has increased opportunities for students to undertake leadership positions such as anti-bullying ambassadors, mental health champions and peer mentors. This has increased student’s confidence and helped them to live out the school’s mission day-to-day. For the school to be judged as outstanding in this area, more students need to be involved in leading the Catholic life and mission of the school.

The school’s mission statement was reviewed in 2021 and is lived out in the school. Staff are committed to the Catholic life of the school and recognise the valuable contribution that the new headteacher and his leadership team are making to improvements at the school. Staff are positive role models and described the mission of the school as bringing a “strong moral purpose to the service we give to our children”. The invaluable contributions that Father Ged and Sister Linda make to the life of the school are highly valued by staff and students. The newly commissioned chaplaincy

team have embraced the value of service with weekly visits to a local care home, as well as further developing transition links with a local feeder primary school. They are actively leading aspects of prayer and liturgy in year group assemblies.

Leaders and governors place Christ at the heart of the school and recognise that the school's mission is the mission of the church. The option for the poor is evident in the resources that are allocated to those in greatest need, including a strong and highly effective pastoral team and a significant and impactful investment into the Padua Centre which provides a caring environment for students who require additional support. Whole school professional development has included sessions on Catholic Social Teaching and collective worship, which are correctly identified as areas for further development. Provision for relationships, sex and health education as part of a wider personal development curriculum is good and meets statutory and diocesan requirements. The local governing board provide good support and challenge to the leadership team and place the Catholic life of the school at the heart of their ambition. Minutes of governors' meetings show that governors have a clear understanding of the school's mission and are confident in holding leaders to account. The senior leadership team has demonstrated the capacity to improve further and to ensure St Antony's becomes an outstanding Catholic school.

## Religious education

The quality of curriculum religious education

Religious education key judgement grade:.....

3

### Pupil outcomes

How well pupils achieve and enjoy their learning in religious education.....

3

### Provision

The quality of teaching, learning, and assessment in religious education.....

3

### Leadership

How well leaders and governors promote, monitor, and evaluate the provision for religious education.....

3



Outcomes in religious education require improvement. There is little evidence of clear guidance on curriculum planning or pedagogy that supports teachers. This needs addressing, particularly for the non-specialist teachers in the department. Student voice is not always positive about religious education. Students indicated they enjoy lessons when they are given the opportunity and freedom to discuss religion and ethical issues, however, they explained that these opportunities are limited. This was also the case in lessons observed. The behaviour of students is compliant; however, a thirst and love of learning was not evident in religious education. In the best examples of teaching, students demonstrated good prior knowledge and were religiously literate, using key terminology accurately. In one lesson observed, a student posed the question “what would happen if a baby died and wasn’t baptised? Would they go to heaven?” A lively discussion followed, exploring Catholic teaching and other world views. As a result, students were interested and engaged in their learning. In order to be judged as good in this area, this needs to be the consistent experience of all students.

Students do not experience a well-planned and thoughtful curriculum in religious education. It was not evident during the inspection that the curriculum adheres to the *Religious Education Curriculum Directory*. It is not easy to judge how well students are making progress by knowing more, remembering more, and doing more when measured against the planned curriculum because the curriculum is not planned effectively. Students are not confident to describe how well they are progressing in religious education or what they need to do to improve. In lessons, questioning of students was inconsistent and often cursory with limited opportunities for them to give extended answers or to work creatively and independently or take any initiative in their work. The school are rightly trying to improve teacher workload by reducing the demands on marking and feedback, however, the strategies by which students are able to self-assess need to be refined to maximise the value of this activity.

Senior leaders recognise and have identified the need for improvements in the planning and delivery of the religious education curriculum. The subject leader has worked extensively with the religious education diocesan advisor and has worked closely with senior leaders in school around curriculum development. Strategies for improvement have been put into place, including the introduction of 'topic guides', however, there has been insufficient time for these plans to positively impact on provision and outcomes. An implementation plan has been prepared outlining how the new *Religious Education Directory* will be introduced from September and this will support with curriculum planning moving forward. Leaders and governors have ensured that religious education is well-resourced in terms of budget and resources so that it has parity with other core subjects. The school is compliant with the requirement to dedicate a minimum of 10% curriculum time to the teaching of religious education. In order for religious education to be good, the school needs to ensure that the curriculum is appropriately planned and sequenced so that all teachers are able to consistently deliver high-quality lessons to students.

## Collective worship

The quality and range of liturgy and prayer provided by the school.

Collective worship key judgement grade:.....

2

### Pupil outcomes

How well pupils participate in and respond to the school's collective worship .....

2

### Provision

The quality of collective worship provided by the school .....

2

### Leadership

How well leaders and governors promote, monitor and evaluate the provision for collective worship .....

2



The typicality of daily acts of collective worship has been focused on rote prayer with limited opportunity for students to lead in this area. Leaders are aware of this and have provided professional development for all staff on planning and delivering prayer and liturgy. Where best practice was seen, form tutors use time effectively. Routine checks of uniform and equipment are completed promptly at the start and the time is devoted to appropriate prayer and reflection. In these good examples, teachers used a meaningful inspirational video clip, an image, or time and space for silent reflection to create the right conditions for prayer and worship. In one observed form period, the teacher used this technique to provide students with time to think about how they could undertake small acts to care for our common home. Whilst this quality is not yet the routine experience for all students, the school recognises this and has undertaken work to develop teachers' skills and confidence. In order to be outstanding in this area, all teachers need to be secure in delivering creative and engaging prayer and worship in form time.

Outside of form time, students experience a wider diet of prayer and worship. For example, in assemblies, the chaplaincy team takes more of a role in preparing and leading. This was the case in one assembly observed in which students played a prominent role. Students entered the assembly hall respectfully and remained so throughout. Students spoken to confirmed that this was routinely the case. In addition to assemblies, students also experience a wide variety of opportunities for different kinds of prayer inside and outside school. For example, the stations of the cross facilitated by Sister Linda during the season of Lent, opportunity to say the rosary in the school chapel in the month of May and attendance at The Flame conference. The Eucharist is celebrated on Holy days and feast days, as well as at the end of each term at St Hugh of Lincoln parish church. The newly formed chaplaincy team are developing their confidence and skills in planning and preparing liturgy in school. They support preparation for the celebration of the Eucharist as well as choosing

appropriate scripture to share with students in assemblies, where they write a short commentary explaining its relevance. Students are clearly proud to be part of this team. As one student explained, they became involved because they wanted to “help and serve others”, whilst another commented on their desire to “spread joy”. Students recognise the importance of their role and that they inspire other students. However, they do not yet routinely evaluate the impact of their work. Senior staff model prayer effectively and the school makes good use of prayer spaces.

Leaders understand the importance of prayer and liturgy and provide opportunities for the school community to celebrate the Eucharist and the Sacrament of Reconciliation at key points throughout the year. Professional development on prayer and liturgy has been provided this year, identifying the need for staff to develop their own confidence and in turn the confidence of students to plan, prepare and deliver opportunities for whole school events and significantly, on a daily basis in form time. Students are starting to plan and prepare acts of prayer and worship and a newly appointed staff member is effectively developing this aspect of school life. A recently introduced policy for collective worship provides a sound framework on which to build. School has begun to evaluate the quality of prayer in form time and this will ensure that they are able to take the next steps in ensuring that best practice spreads across the school community.



## Information about the school

Full name of school	St Antony's Roman Catholic High School
School unique reference number (URN)	106372
Full postal address of the school	Bradfield Road, Urmston, Manchester. M41 9PD
School phone number	0161 911 8001
Name of head teacher or principal	Mr Anthony Campbell
Chair of governing board	Mrs Patricia Brown
School Website	<a href="https://st-antonys.com">https://st-antonys.com</a>
Multi-academy trust or company (if applicable)	Emmaus Catholic Academy Trust
Type of school	Secondary comprehensive
School category	Academy
Age-range of pupils	11-16
Trustees	Diocese of Salford
Gender of pupils	Mixed
Date of last denominational inspection	19 June 2015
Previous denominational inspection grade	Good

## The inspection team

Claire Wallace	Lead inspector
Michael Wright	Team inspector
Name of inspector	Lead/team
Name of inspector	Lead/team

## Key to grade judgements

Grade	England	Wales
1	Outstanding	Excellent
2	Good	Good
3	Requires improvement	Adequate and requires improvement
4	Inadequate	Unsatisfactory and in need of urgent improvement

