

Salvatorian Roman Catholic College

High Road, Harrow Weald, Harrow, HA3 5DY

Inspection dates 10 -11 October 2012

Overall effectiveness	Previous inspection:	Not previously inspected	
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Not all students are on track to obtain the high results in GCSE examinations which they are capable of achieving.
- The quality of teaching is not good enough to challenge and support students in making good or outstanding progress.
- Students' work is not always matched to their ability and teachers do not routinely assess how well they are learning.
- There are marked differences in the quality of leadership and management at all levels. Too many senior staff are not holding teachers to account for the quality of their work or students' performance.
- Rigorous action to tackle the academy's weaknesses has only begun recently and there is not yet a sustained track record of improvement. Governors are not rigorous enough in holding the academy to account for students' performance.

The school has the following strengths

- The new headteacher is making a very positive difference to the academy. He provides astute, robust and ambitious leadership. There is clarity of vision and direction which staff understand and fully support.
- Improvements are well planned and are being driven at a fast pace. The effect of this work can already be seen.
- Students are making good progress in English and mathematics.
- The sixth form is good. A small number of students are following well-chosen, work-related vocational courses. They are taught well and make good progress.
- Relationships are good and students are proud of the academy. They report that they feel very safe and happy.

Information about this inspection

- Inspectors observed teaching and learning in 24 lessons, taught by 24 teachers, of which four were joint observations with senior leaders.
- An inspector made three short visits to lessons with the headteacher to focus on whether the work was set at the right level for all groups of students.
- Meetings were held with students, the Chair of the Governing Body, a representative of the Trust, two representatives from the Harrow School Improvement Services and academy staff, including the headteacher, senior leaders, heads of department and teachers.
- Inspectors received 53 parent and carer responses to the online questionnaire (Parent View).
- Inspectors received 51 staff questionnaires returned during the inspection.
- Inspectors observed the academy's work, looked at the work in students' books and read a range of documents including the academy's self-evaluation, records related to the behaviour and safety of students, attendance and progress data.

Inspection team

Ann Welham, Lead inspector

Her Majesty's Inspector

Heather Leatt

Additional inspector

Kewal Goel

Additional inspector

Colin Mackinlay

Additional inspector

Full report

Information about this school

- Salvatorian College is smaller than most secondary schools and has specialist status in science.
- A sixth form centre opened in 2010 in partnership with Sacred Heart Language College.
- The predecessor school converted to academy status in August 2012 as part of the Salvatorian Order Trust.
- The proportion of students supported through school action is above average, at around 14%.
- The proportion of students supported through school action plus or who have a statement of special educational needs is above average, at around 15%.
- A third of students are White British; the remainder are from a range of minority ethnic backgrounds the largest groups being of Irish, Black African, Black Caribbean or Asian heritage.
- Around 16% of students speak English as an additional language.
- An average proportion of students are known to be eligible for the Pupil Premium (additional government funding) given to the academy for pupils who are eligible for free school meals and others whose circumstances mean that they need extra support to achieve well.
- The predecessor school met the government's current floor standard, which sets the minimum expectations for students' attainment and progress.
- The previous headteacher had been absent since March 2012. An acting headteacher was appointed in the interim period. The current headteacher took up his post five weeks before the beginning of the inspection.
- When the predecessor school was last inspected by Ofsted in 2009, it was judged to be good overall.

What does the school need to do to improve further?

- Make sure that all teaching is good or better by:
 - ensuring that all students' work is set at the right level, particularly for the higher ability students, so that they are set demanding and challenging tasks
 - ensuring that those students who need extra help receive effective support so they make at least good progress
 - checking that all students fully understand what they have been taught before they move on to the next activity
 - checking that teacher's marking tells students how to improve their work and correct their mistakes, and that time is built into lessons so that teachers can check that this is completed accurately.
- Ensure all students make at least good progress by:
 - improving teaching so that it is good or outstanding in all subjects
 - allowing students to take subjects at GCSE that are matched to their ability levels, particularly in science
 - providing effective help for all students who are eligible for pupil premium support.
- Ensure that all leaders and managers are effective in driving improvement by:
 - enabling governors to set demanding targets for senior leaders and heads of department, which are linked to improving students' progress and making sure governors take firm action if they are not met
 - making sure that governors carry out thorough checks on the academy's performance and by giving clear messages to senior leaders and staff about what needs to improve
 - ensuring all senior leaders accurately evaluate the quality of teaching and provide challenging feedback to teachers about how they can improve their performance

- providing suitable training for teachers and leaders so that the academy's weaknesses can be tackled effectively
- arranging an external review of governance in order to assess how the work of governors can be improved.

Ofsted will make recommendations on governance to the Salvatorian Order Trust as the authority responsible for the academy.

Inspection judgements

The achievement of pupils

requires improvement

- Students learn better in some subjects than in others. They are gaining above average standards in English and mathematics and make good progress. The leaders of these subjects have very high expectations for the students.
- In other subjects, teachers' expectations of what all students can achieve are not high enough. While students' performance is stronger in subjects such as French and German, they do not do as well in religious education, business studies, geography and design technology.
- In science, achievement for all groups requires improvement because there is too much weak teaching across the department and not enough higher ability students have the opportunity to study separate science subjects.
- Students make good progress in developing their reading, writing, speaking and mathematics skills in English and mathematics lessons but there is not enough emphasis on developing these skills further in other subjects because of a lack of planning between departments.
- Students do not have an equal chance to learn well in all lessons because the quality of teaching is not good enough. Students' progress in lessons depends too often on who teaches the lesson rather than their ability in the subject.
- Academy staff have started to evaluate the quality of support provided for students who are eligible for extra help through the pupil premium funding, but there is still much to do to improve provision and outcomes for this group of students.
- Inspection evidence confirms that students of Irish heritage do better than White British students and those of Asian background. Students of African and Caribbean descent make good progress overall.
- In the lessons seen, students supported through school action plus or with a statement of special educational need make similar progress to their peers. Where the quality of support is intensive and of good quality, these students have the confidence to work independently and make better progress. However, their work does not always match their learning needs and the quality of support they receive is inconsistent.
- The students in the sixth form are making good progress because they are taught well and their progress is checked regularly.
- Intervention strategies such as mathematics clinics, breakfast clubs, individual and group tuition are used well to support gifted and talented students to improve their performance. Students who spoke to inspectors indicated that teachers are prepared to stay behind and help them.

The quality of teaching

requires improvement

- Teachers do not regularly challenge students to think for themselves. Students are very keen to learn so they persevere even when the teaching is uninspiring.
- Students mostly behave well in lessons and do what they are asked but when the work is set at the wrong level they become disinterested or rely on the teacher to provide the answers. Where teaching is inadequate students do not understand what they are expected to do or how they are expected to complete their work. They lose concentration, become frustrated and their behaviour deteriorates.
- When the teaching is good, students are interested and enthusiastic. In good and better lessons teachers carefully explain the purpose of the lesson and how it links to what they already know. The pace is brisk and the teachers' good questioning encourages students to justify and extend their ideas.
- Students work hard to complete their work, but they learn slowly in some subjects because teachers do not check accurately whether everyone in the class has understood what is being taught. In several lessons, for example, inspectors observed students being asked to put their

hands up if they had understood what they were learning. The teachers did not test out whether students who did raise their hands had really understood nor did they check on the progress made by those students who kept their hands down.

- Teachers' marking does not routinely help students to make their work better. Teachers do not check if students read the comments written in their workbooks or whether students know how to respond to them.
- Teachers are starting to use assessment information to develop an accurate view about whether their teaching is helping students to make good progress. Although it is too early to evaluate the full impact of this work, emerging evidence indicates that matters are improving. Meetings to check information about students' progress are helping teachers understand how they can adapt their lessons to quicken the pace of learning.

The behaviour and safety of pupils

requires improvement

- Most staff report that behaviour is not consistently well managed but inspectors noted that suitable actions to tackle serious misbehaviour and quickly involve parents in remedying matters are in place.
- Inspectors observed good behaviour around the academy and in lessons during the inspection. Students are polite and courteous and considerate of each other and adults. They are punctual, respect the academy's rules and wear their uniform proudly.
- Students develop strong spiritual beliefs and moral values. The academy provides time for personal reflection, opportunities to discuss ethical issues, to understand and appreciate different cultures and to take part in sporting, artistic and musical activities. Students show imagination and creativity outside lessons by setting up clubs and developing their own magazines and newsletters. There are relatively few chances for students to organise their learning or be creative in completing work because in most lessons, the teachers keep tight control of how activities are to be completed.
- Students describe the close-knit academy community as a family where they can learn from their mistakes. They particularly value the 'Haven' where they can go at lunchtimes to socialise and play quiet games away from the noise and bustle of playground activities. They feel safe, understand the different forms that bullying can take and are confident that any incidents are dealt with quickly. Prefects and peer workers are good role models for younger students.
- Parents who responded to Parent View feel that their children are happy and safe at the academy and well looked after, but a few have concerns about how consistently behaviour is managed.

The leadership and management

requires improvement

- In a short time the new headteacher has started to have a positive effect on raising morale and on the quality of teaching and pupils' achievement.
- Nevertheless, there are some significant shortcomings in leadership that require further improvement. Senior staff, middle leaders and governors are not always checking with sufficient rigour the performance of teachers, pupils' work and progress.
- Preparatory work to introduce and sustain change over time is starting to have a positive effect because the headteacher's steely determination has driven his well-considered strategic plan at a rapid pace. This has been possible, because planning for improvement began before he entered the academy as the permanent headteacher.
- The headteacher has drawn on his previous experience, used research and involved staff through consultation and interviews to plan for improvement. He leads from the front while involving senior leaders and other staff in decisions so that they can take ownership of the strategic vision. For example, he has taken a lead in demonstrating his expectations of how performance management procedures will be used to improve underperforming departments. However, some senior staff are not fully holding to account those teachers whose

performance is still having little impact on pupils' achievement.

- The headteacher has acted swiftly to ensure that leaders at all levels can justify their pay and there is a clear understanding that mediocre performance is unacceptable.
 - The academy's work has been given a clear direction and priorities are well focused on accelerating students' attainment and progress. Some urgent actions have already taken place to improve teaching, students' behaviour and all aspects of leadership and management through training and development. Nonetheless, in some departments pupils should be achieving higher standards.
 - Senior and middle managers know and can articulate the vision for improvement. Their understanding of their roles and responsibilities is increasing because there is a no nonsense approach. As the 'drivers' behind improvement, they are aware of the consequences if there is insufficient rigour in the push for high achievement.
 - Weaknesses are being tackled at a rapid pace. Middle leaders spoken to say that there is 'overwhelming support' for the way things are being done. It is clear that the headteacher has gained the confidence and loyalty of the staff in a very short period of time.
 - The changes made since the academy opened have increased accountability at all levels. For example, line management meetings are regular and focused on analysing students' progress data – there is no hiding place; senior leaders meet weekly and minutes are carefully recorded to increase their accountability, transparency and communication. As a result, staff know and understand the development agenda and how to respond to the demands made on them. The headteacher has steered them in the direction of working together as a team to accelerate improvement, although some senior leaders are not doing enough to ensure that all teachers plan work for pupils that meets their needs and abilities.
 - Focus groups have clear remits to develop regular training for staff and clarify what good teaching represents. They are responsible for ensuring that the subjects which are taught meet the needs and interests of all students. The headteacher is making determined efforts to involve the parents as partners in moving the school forward.
 - Robust and challenging performance management procedures have been approved and implemented. The clear policies and expectations on teachers' performance and students' progress leave staff in no doubt about what is expected and the consequences if targets are not reached. Staff spoken to say that the 'reviews are not chummy'; rather, they are 'professional'. The headteacher has not shied away from giving difficult messages and spelling out how poor performance will be dealt with. The senior team has been strengthened with the appointment of aspiring new senior leaders.
 - Middle leaders are increasingly aware about their roles and the relative strengths and weaknesses of their respective departments. The quality of analysis of students' performance and development plans, however, vary in quality between departments. Although middle leaders are beginning to use assessment data more rigorously to see how well different groups are performing, some students are not on track to reach their targets, reflecting weaknesses in teaching that are not always being followed up or addressed quickly enough. As a result, some students do not achieve as well as they should.
 - The headteacher has ensured that leaders at all levels know the strengths of the academy and have started to monitor the quality of teaching and learning more routinely. A rolling programme of 'drops ins' to lessons to focus on specific themes and year groups is already providing information about areas for improvement which are linked to teachers' professional development.
 - Sound provision is in place to support students eligible for the pupil premium to make better progress. Core subjects such as English, mathematics and science have been given a special remit to focus sharply on this group of students. While it is too early to see the full impact of this strategy on pupils' achievement, there is evidence to indicate that heads of department are targeting students appropriately to improve results. Recent tracking evidence indicates that increasing numbers of students are projected to gain good GCSE grades, including those entitled to the pupil premium.
 - Safeguarding requirements are fully met, including training and development.
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- The local authority has provided effective support to the academy in tackling areas of weakness identified by the leadership team. This includes improving standards in science and brokering deals with other academies to provide training for staff and governors.

- **The governance of the school**

- Although improving now, governance has been weak and has not sufficiently held the school to account for any underperformance. The newly established governing body draws on a broad wealth of expertise from the business and educational communities which is starting to sharpen the way governors support and scrutinise the work of the school. Governors know the strengths and inherent weaknesses of the academy and are working closely with Harrow School Improvement Partners and the headteacher to accelerate improvement. Priorities for improvement are clear and they understand the pressing need to develop their role so they are well placed to challenge the academy's performance.
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What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupil's needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupil's needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	138458
Inspection number	407182

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Academy converter
School category	Voluntary aided
Age range of pupils	11-19
Gender of pupils	Boys
Gender of pupils in the sixth form	Boys
Number of pupils on the school roll	15
Of which, number on roll in sixth form	715
Appropriate authority	The governing body
Chair	Patrick O'Connell
Headteacher	Paul Kassapian
Date of previous school inspection	N/A
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