

# Inspection of a good school: Salvatorian Roman Catholic College

High Road, Harrow Weald, Harrow HA3 5DY

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Inspection dates:

22 and 23 February 2022

## **Outcome**

Salvatorian Roman Catholic College continues to be a good school.

## **What is it like to attend this school?**

The school is a strong, caring community that nurtures pupils' talents and abilities. Leaders seek to develop in pupils the virtues that will help them to become leaders of good influence. The motto, 'once a Salvatorian, always a Salvatorian' sums up the bond between pupils at the school. Indeed, pupils are proud to belong to the Salvatorian Roman Catholic College.

Leaders have high expectations of all pupils. They want every pupil to succeed at school and in life. Pupils meet these expectations and strive to achieve excellence. Teachers help pupils to improve their work and provide extra support when pupils need it.

Pupils behave in a courteous and respectful manner. Leaders have established a calm and orderly environment. They do not allow poor behaviour to affect pupils' learning. Bullying is not tolerated. On the rare occasions it does occur, leaders deal with it immediately and effectively.

Pupils enjoy attending the school. They are safe here and know who to go to should they have any concerns. Leaders provide them with a range of clubs and activities to enrich their education and promote healthy lifestyles. These include kung fu, science and drama clubs, 'body pump' fitness and many sports.

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

Leaders are committed to providing pupils with a broad and balanced academic education. They have established a culture of mutual respect and understanding, informed by a clear set of values. Leaders engage with staff about their workload and well-being. They ensure staff have access to any support they need. Staff value leaders' approach, they enjoy working at the school and do their best for pupils.

Leaders have developed a curriculum that is ambitious for all pupils. This includes for pupils with special educational needs and/or disabilities (SEND). The curriculum is generally well

constructed and coherent. It is designed so that pupils know and remember more over time. In a few subjects, further curriculum thinking is required. This would ensure pupils gain knowledge and develop subject-specific skills in sufficient depth. Pupils study a broad range of subjects. All pupils study religious education from Year 7 to Year 11. Leaders meet the government's ambitions with regard to entry for the English Baccalaureate.

Teachers have good subject knowledge. They use it well to present new information to pupils and to revisit what pupils have learned before. Sometimes teachers do not check systematically for pupils' understanding before moving on to the next stage of learning. This means that some pupils need extra help to understand the work set. Teachers check pupils' work regularly. Their comments help pupils to improve their work. Pupils work hard and show commitment to their learning. In lessons, low-level disruption is very rare. When it does occur, teachers address it effectively.

Pupils with SEND access the full curriculum. They receive effective help in lessons from learning support assistants. Teachers understand these pupils' needs. They adapt resources accordingly. This means that pupils with SEND complete the same work as other pupils and achieve well.

Leaders give reading a high priority. Those pupils at an early stage of reading receive appropriate help to catch up. Teachers check that they are making progress. Leaders provide more support for those whose progress is slow. Leaders promote a love of reading in all pupils. They have introduced a regular 'drop everything and read' initiative. Pupils celebrate World Book Day with their teachers.

Leaders prepare pupils well for life during their school years and beyond. Pupils learn about relationships at an age-appropriate level. Teachers educate pupils about different cultures and viewpoints. They encourage pupils to discuss and debate important moral issues. Leaders give prominence to events such as Black History Month and Holocaust Memorial Day. Prayer and reflection are key features of school life. From Year 7 onwards, pupils receive careers education, information, advice and guidance. This allows them to make well-informed choices about GCSE options and post-16 education and training.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders have developed a strong culture of safeguarding across the school community. They know pupils well and establish positive relationships with parents and carers. Leaders provide regular training and updates for staff. Staff are alert to signs of concern in pupils and report these immediately. Leaders are quick to identify those pupils who need help. They work effectively with external agencies to secure the help these pupils need. Leaders check pupils at risk frequently and provide safe spaces for them. Pupils are safe in the school. They learn about how to keep themselves safe, including online.

## What does the school need to do to improve?

### (Information for the school and appropriate authority)

- Sometimes teachers do not systematically check pupils' understanding before moving on to the next stage of learning. This means that some pupils need additional help when tackling the next task. It also means that, even with this support, some pupils' learning is not fully secured. Teachers must ensure that they check more carefully that pupils have understood essential knowledge before getting them to use this knowledge to answer questions and solve problems.

## Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the first section 8 inspection since we judged the school to be good in January 2017.

## 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.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## Further information

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

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	138458
<b>Local authority</b>	Harrow
<b>Inspection number</b>	10211288
<b>Type of school</b>	Secondary comprehensive
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	11 to 16
<b>Gender of pupils</b>	Boys
<b>Number of pupils on the school roll</b>	476
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	John McAleer
<b>Headteacher</b>	Martin Tissot (Executive Headteacher) Alan Bryant (Head of School)
<b>Website</b>	<a href="http://www.salvatoriancollege.com">www.salvatoriancollege.com</a>
<b>Date of previous inspection</b>	25–26 January 2017, under section 5 of the Education Act 2005

## Information about this school

- Salvatorian Roman Catholic College works in partnership with the Cardinal Hume Academies Trust.
- The school is of the Roman Catholic denomination. It is in the Archdiocese of Westminster. The school's last section 48 inspection took place in November 2014. Section 48 inspections were suspended during the pandemic and restarted in September 2021. The school's next section 48 inspection will be within eight years of its previous section 48 inspection.
- The school uses no alternative provision.

## Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the executive headteacher, head of school, members of the leadership team, and members of the board of trustees.

- Inspectors carried out deep dives in these subjects: science, mathematics, history and art. For each deep dive, inspectors met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also spoke with subject leaders for geography and physical education and visited lessons in these subject areas.
- Inspectors met with the school's designated safeguarding lead (DSL) and deputy DSL. They looked at safeguarding documentation and record-keeping, including the single central record. Inspectors also spoke with staff and pupils about safeguarding.
- Inspectors considered 109 responses to Ofsted's pupil survey, 21 responses to the staff survey and 120 responses to the online survey for parents, Ofsted Parent View.

### **Inspection team**

Ian Rawstorne, lead inspector

Her Majesty's Inspector

Annabel Davies

Her Majesty's Inspector

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