

Inspection of The London Oratory School

Seagrave Road, London SW6 1RX

Inspection dates: 13 and 14 September 2022

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Sixth-form provision	Outstanding
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

Ofsted has not previously inspected The London Oratory School under section 5 of the Education Act 2005. However, Ofsted previously judged The London Oratory School to be outstanding, before it opened as an academy.

What is it like to attend this school?

This is a school where pupils thrive. They are happy and safe. Leaders have high ambitions for the achievement of all pupils. The academic curriculum is broader than the national curriculum. Leaders have very high expectations for the behaviour of pupils in the school and pupils behave exceptionally well. Pupils are polite and well-mannered. They are curious learners who work hard in class.

Music and singing are at the heart of the school. The Junior House curriculum has a deliberate emphasis on the development of pupils' musical ability. In curriculum music in Years 7 to 9, all pupils learn to play musical instruments. There is a wide range of choirs and orchestral groups where talented pupils blossom. Leaders ensure that all pupils have the same opportunities to access all that the school has to offer.

Leaders encourage pupils to become considerate and critical thinkers through their well-established, character-developing curriculum. Students in the sixth form are role models to younger pupils. They support younger pupils by reading with them and organising enrichment clubs and events. Pupils described the school community as a family. Bullying is never tolerated.

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

Leaders ensure that all pupils study a broad range of subjects. In the sixth form, students achieve very highly. Leaders ensure that the expectations of pupils are consistent across the school.

Subject leaders have organised the order in which curriculum content is taught so that it deepens pupils' understanding over time. Pupils learn to make meaningful links between different pieces of information. They are taught the key vocabulary leaders want pupils to know. Over time, pupils successfully retain what they have learned and achieve highly.

Teachers are subject experts. When appropriate, they encourage pupils to attempt work beyond what is expected for their age. Pupils love to be challenged in this way. They work hard in lessons and are determined to succeed. They demonstrate highly positive attitudes to learning. In class, low-level disruption is very rare so learning proceeds uninterrupted.

Teachers check that pupils have a secure understanding of new learning. They address misconceptions swiftly when they occur. When pupils struggle, teachers are skilful in supporting pupils to catch up.

Leaders foster a love of reading in pupils. Pupils spend time reading together each day. Pupils in the Junior House study challenging texts in English. Teachers encourage pupils to develop skills in writing from a young age. Pupils learn about

the historical context of the texts they study. Leaders support any pupils with weaker reading skills to develop reading fluency and confidence.

Pupils make the most of the extensive opportunities on offer outside the taught curriculum. Large numbers of pupils take part in the wide range of music enrichment, including choirs and orchestral groups. Sports clubs in rugby, water polo and boxing are also very popular. Pupils develop their confidence through activities that promote public speaking and leadership skills. Through these, the school encourages pupils to develop their perseverance and resilience.

Leaders encourage pupils to become responsible citizens. For example, students from the sixth form complete community service in local care homes and primary schools. The provision for careers information, education, advice and guidance is comprehensive. Pupils receive talks from a wide range of employers and apprenticeship providers. Leaders ensure that pupils receive the support they need to make choices for their futures.

Pupils with special educational needs and/or disabilities (SEND) are extremely well supported. Leaders ensure that their needs are identified and that appropriate resources and adaptations are in place to support them. In class, teachers work effectively with specialist staff to enable pupils with SEND to access the full curriculum and achieve as highly as their peers.

Leaders and governors strive for excellence in all aspects of the school. They are continuously reviewing and improving the school's work. Leaders ensure that all staff understand and contribute to addressing the school's priorities. They consider the well-being of staff when making decisions for the future. Staff appreciate the efforts of leaders to manage their workload.

Safeguarding

The arrangements for safeguarding are effective.

Leaders prioritise the welfare and safety of pupils. Leaders responsible for safeguarding work well with local outside agencies to make sure vulnerable pupils and their families get the help they need. The policies and procedures for safeguarding are robust and understood by all staff. Leaders ensure that procedures for the safe recruitment of staff are secure.

Pupils are taught how to stay safe. This includes online safety and mental health. Pupils are confident to go to adults in the school if they need help. They appreciate the sources of support available to them, such as the school counselling service.

Leaders in the school ensure that all pupils learn the importance of respecting others. All pupils receive age-appropriate guidance about healthy relationships, sexual harassment and consent. Leaders have been proactive in addressing concerns raised by students in the sixth form. They work with a focus group of male

and female sixth-form students to ensure they have an accurate understanding of any issues that pupils may face.

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](#)' 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

Unique reference number	137157
Local authority	Hammersmith & Fulham
Inspection number	10242411
Type of school	Secondary comprehensive
School category	Academy converter
Age range of pupils	7 to 18
Gender of pupils	Boys
Gender of pupils in sixth-form provision	Mixed
Number of pupils on the school roll	1,373
Of which, number on roll in the sixth form	380
Appropriate authority	Board of trustees
Chair of trust	Andrew Zarraga
Headteacher	Daniel Wright
Website	www.london-oratory.org
Date of previous inspection	Not previously inspected

Information about this school

- The London Oratory School converted to become an academy in September 2011. When its predecessor school, The London Oratory School, was last inspected by Ofsted, it was judged to be outstanding overall.
- The current headteacher took up post in January 2018.
- The school has a Roman Catholic religious character. The school had its last section 48 inspection by the Diocese of Westminster in May 2019.
- The school meets the requirements of the Baker Clause, which requires schools to provide pupils in Years 8 to 13 with information about approved technical education qualifications and apprenticeships.
- School leaders use one registered alternative provision.

Information about this inspection

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

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher and other school leaders, members of the governing body and members of the teaching staff, including early career teachers and non-teaching staff.
- Inspectors conducted deep dives in the following subjects: English, reading, science, geography and modern foreign languages. Inspectors met with curriculum leaders, classroom teachers and pupils. They visited lessons and reviewed the work of pupils. They also visited a wider sample of subject lessons across the curriculum.
- Inspectors reviewed a range of school documentation. This included school policies, records of pupils' attendance rates and behaviour and school improvement reports.
- Inspectors spoke with leaders, pupils and staff about the arrangements for safeguarding and reviewed safeguarding documentation, including pre-employment checks on staff.
- Inspectors spoke to a range of pupils and staff members and reviewed the responses to Ofsted's online pupil and staff surveys. They also considered the views of parents who made responses to the parent online survey, Ofsted Parent View.

Inspection team

Annabel Davies, lead inspector	His Majesty's Inspector
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Jonathan Roddick	Ofsted Inspector
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