

Inspection of St Olave's and St Saviour's Grammar School

Goddington Lane, Orpington, Kent BR6 9SH

Inspection dates:	5 and 6 November 2024
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Sixth-form provision	Outstanding
Previous inspection grade	Outstanding

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding for overall effectiveness at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected under section 5 of the Act since March 2014. The school received an urgent inspection under section 8 of the Act on 6 and 7 February 2019. Since September 2024, schools have not been awarded an overall effectiveness grade.

What is it like to attend this school?

Pupils at St Olave's and St Saviour's Grammar School benefit from an exceptional all-round education. The school vision of 'Happiness – Success – Community' is deeply embedded in the day-to-day life of the school. The highly ambitious curriculum enables pupils to make exceptional progress. Results in national tests are very high for pupils, including those with special educational needs and/or disabilities (SEND).

The school also provides exceptional pastoral support to its pupils. They feel very happy and safe at school. If they have any concerns or worries, they know that the school's pastoral team will support them. Pupils' behaviour is exemplary, both in lessons and around the school site. Sixth-form students act as role models and mentors for younger pupils.

There are many well-attended clubs and societies run by sixth-form students. These include computer game design, debating, classics and board games. Pupils can join one of the many sports teams, music ensembles, or drama productions. They can also represent the school in external competitions on robotics, engineering or space design. All pupils take part in political awareness week, diversity week and activities weeks.

Parents and carers are incredibly positive about the school. One stakeholder said, representing the views of many, 'it's quite a special place, quite unique.'

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

The school's broad and ambitious curriculum embodies the high expectations it has for all pupils. The school has thoughtfully selected and sequenced the key knowledge that it wants pupils to learn. This ensures that pupils develop a deep and rich understanding in every subject. For example, in geography, pupils in Years 8 and 9 consider whether maps can ever be fully accurate due to erosion. In mathematics, pupils consider not just how but why mathematics works as it does.

Teachers demonstrate strong subject knowledge, particularly in the sixth form. This allows them to explain complex concepts clearly to pupils. They use whole-class questioning to deepen and check pupils' understanding. They identify and address pupils' misconceptions quickly. As a result, the knowledge that pupils learn is securely embedded in their long-term memory. For example, in English, pupils in Year 13 could confidently evaluate different interpretations of the tragic status of Shakespeare's Hamlet.

Pupils with SEND access the same ambitious curriculum as their peers. They achieve highly because their teachers know their individual needs and apply effective strategies to support them. Like their peers, they achieve strong examination results in a wide range of GCSE and A level subjects. The school promotes a wider love of reading to all pupils. Pupils benefit from well-stocked libraries for both Years 7 to 11 and the sixth form.

Pupil behaviour is exceptional. A culture of high expectations is embedded throughout the school. Pupils learn what it means to be an 'Olavian'. They develop impressive levels of maturity and treat each other and staff with courtesy and respect. In lessons, they demonstrate high levels of motivation and resilience. Students in the sixth form make a highly positive contribution to school life. The attendance of pupils, including those in the sixth form, is high.

Pupils across all years study a broad and comprehensive programme of personal, social, health and economic education. They learn about how to improve their mental and physical health. They learn about key issues such as healthy relationships, consent and gender stereotypes. If they are feeling stressed they can visit the well-being garden, the well-being practitioner or the well-being dog. Pupils spoke very positively about the diverse and inclusive atmosphere. One pupil noted correctly that 'there is a culture of acceptance and respect in this school.'

Pupils have a positive impact on the school through a wide range of leadership positions. The senior prefect team takes a lead role in key aspects of school life including the house system, charity events and community outreach. Many sixth-form students engage in the school's volunteering programme. Pupils across the school receive purposeful careers advice and guidance. As part of their weekly lecture series, sixth-form students learn about university, higher-level apprenticeships and the world of work. The support they receive enables them to progress to a range of ambitious destinations. These include medical school, veterinary college and prestigious universities.

Leaders at all levels share the same ambitious and caring vision for the pupils. Staff greatly enjoy working at the school. They appreciate the culture of cooperation, support and development. Parents, staff and pupils are all proud to be part of this exceptional and inspiring community.

Safeguarding

The arrangements for safeguarding are effective.

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	101676
Local authority	Bromley
Inspection number	10345746
Type of school	Grammar (selective)
School category	Voluntary aided
Age range of pupils	11 to 18
Gender of pupils	Boys
Gender of pupils in sixth-form provision	Mixed
Number of pupils on the school roll	1086
Of which, number on roll in the sixth form	446
Appropriate authority	The governing body
Chair of governing body	Adrian Boyd
Headteacher	Andrew Rees
Website	www.saintolaves.net
Dates of previous inspection	6 and 7 February 2019, under section 8 of the Education Act 2005

Information about this school

- The school is a Church of England school in the Diocese of Rochester. It was last inspected under section 48 of the Education Act 2005 in May 2017. The school's next section 48 inspection will be within eight school years.
- The school does not make use of any alternative provision.
- 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. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024, will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection 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 of the school.
- During the inspection, inspectors met with the headteacher, members of the school senior leadership team, a selection of subject leaders, teachers and support staff.
- Inspectors met with those responsible for governance, including the chair of governors. Inspectors also spoke with a representative from the local authority and a representative from the diocese.
- Inspectors carried out deep dives in these subjects: mathematics, geography, English and physical education. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also discussed the curriculum in some other subjects.
- 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's online surveys for parents, staff and pupils.

Inspection team

Christian Hicks, lead inspector	His Majesty's Inspector
Olivia Page	Ofsted Inspector
Yvonne Chisholm	Ofsted Inspector
David Lloyd	Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024