



# Diocese of Westminster

## **INSPECTION REPORT**

### **Salvatorian College**

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D/ES Number: 310/5400  
URN 102244

Headteacher: Mr A M Graham  
Chair of Governors: Mr P O' Connell

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Canonical Inspection under Canon 806 on behalf of the Archbishop of Westminster  
and inspection of Denominational Education under Section 48 of the Education Act 2005

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Date of inspection: 13<sup>th</sup> November 2007  
Date of previous inspection: 9 December 2002

Reporting Inspector: Mr C Mathew

Associate Inspector: Mrs J Goring

## Description of School

The Salvatorian College is an 11-16 voluntary aided comprehensive school for boys under the trusteeship of the Society of the Divine Saviour. It was granted specialist status as a science college with mathematics in 2006. The College serves the Catholic population of North West London and the socio-economic mix within the College reflects that to be found in the area. Overall attainment on entry is slightly above the national average. The proportions of pupils eligible for free school meals is below the national average and the number of pupils with special educational needs is slightly above the national average. The College has a very clear mission statement and has a solid Catholic ethos which permeates all that it endeavours.

### Key for inspection grades

Grade 1: Outstanding;      Grade 2: Good;      Grade 3: Satisfactory;      Grade 4: Inadequate

## Overall effectiveness of this Catholic school

The Salvatorian College is a good Catholic school. The college community does have a clear and well developed sense of itself as a Salvatorian Community with the Mission Statement as the foundation for all that it does. This vision is supported by the governors, leadership team, teaching and support staff, parents and pupils, and significantly by the school chaplain. The boys are proud of their school and are confident and articulate young men who are a credit to the school. The contribution made by senior pupils as prefects and mentors is outstanding and a real strength of the community. There are frequent and regular opportunities for the community to participate in and contribute to the prayer and liturgical life of the College. Standards achieved by pupils in Religious Studies at Key Stage 4 are very good, but there are concerns relating to the current level of achievement at Key Stage 3 which is significantly lower than would be expected.

**Grade 2**

## Improvement since the last inspection

The College has worked well to make improvements since the last inspection and the use of ICT and interactive white boards was witnessed in many of the lessons observed. The department is now well resourced with the necessary text books and visual materials, which make the classrooms engaging areas in which learning can take place. This is evidenced by the continued upward trend in the Key Stage 4 results, which last year achieved the best results to date. The issue of succession planning for the role of school chaplain has yet to be addressed and may become an area of serious concern in the near future. This needs to be considered as a matter of urgency.

**Grade 2**

## The capacity of the school community to improve and develop

There is good capacity for the College to further improve and develop. The leadership team has clearly indicated that they have the vision and understanding to take the College forward. The College has a sound tracking system in place, which enables staff to monitor pupil progress and intervene when support is needed.

**Grade 2**

## What the school should do to improve further

- Support and consolidate the role of the newly appointed head of department
  - Evaluate the progress made from Key Stage 2- Key Stage 3 and implement a strategy to improve results
  - Appoint suitably qualified members of staff to the religious education department
  - Consider alternative models of chaplaincy for the future
  - Offer additional support to staff in the provision and preparation of daily prayer
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## The Catholic Life of the School

### Leadership and Management

The Leadership team demonstrates a clear vision of what a good Catholic school should be. This is shared with the governing body, who understands its strategic role and is fully involved in the life of the school, and with the trustees, who take the lead in initiatives to promote further the Salvatorian tradition. The leadership of the College has been strongly focussed on raising standards and promoting the personal development of all learners. All the staff at the school promote high quality pastoral care and effective discipline; they encourage an aspirational ethos and a strong feeling of respect for others and for their environment. The pupils value the caring attitude of the staff, who support them with their difficulties and challenges. There are good relationships with home and parishes.

**Grade 2**

### The Prayer Life of the School

The prayer life of the school is good. Acts of worship are well prepared but sometimes lack imagination. Pupils participate with confidence and reverence; many were willing to contribute to assemblies and some spontaneously to classroom prayer. At a Year 7 Assembly, the prayers were written by the pupils themselves, there was good use of ICT and the assembly was skilfully directed by the head of year. The Chaplain has a very positive impact and contributes substantially to Catholic life of the school. There are plans to develop the prayer life and liturgy still further, following some evaluation of these areas of school life. The school satisfies the requirements for acts of worship, although it must be noted that some of the classroom acts were perfunctory and would be improved by a wider variety of styles of prayer and greater pupil involvement.

**Grade 2**

### How effectively does the school /college promote community cohesion?

The school is an inclusive and welcoming community. There are good relationships throughout the school and the boys appreciate the support given to them by the staff. Pupils with a range of backgrounds and challenges are well cared for by the Learning Support Department. The school has recently established a Seclusion Room, with its own manager, to ensure vulnerable pupils are supported further. Pupils mixed well and there were opportunities for specially trained Year 10 boys to act as Peer Workers for Year 7 pupils; this was valued by both the Year 10 boys and those in Year 7. Pupils raise money regularly for local and national charities. Amongst the activities observed was the preparation by a Year 7 form for an auction in aid of CAFOD. There was also advertising for the annual collection of items for the Christmas hampers which will be distributed locally to the elderly. Of particular note is the support the school gives

to the education of a Haitian boy. Specialist Status provides opportunities for working with the local community, which have been well developed and there are very strong links with St Joseph's parish and local primary schools. The pupil voice is heard and acted upon and there are representatives from the school population on the Harrow Youth Forum. Collective worship promotes cohesion by the welcome extended to all. The formal religious education curriculum makes a strong contribution through a focus on developing an understanding of the different faiths and cultures which reflect the diverse community in North West London, from where these pupils travel.

**Grade 1**

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## **Religious Education**

### **Achievement and Standards in Religious Education**

The pupils show good interest in religious education. In the lessons observed they were able to express religious concepts and had a good and wide range of vocabulary. They were able to ask questions which showed clear, logical and on occasions challenging thought processes. The staff fully engaged with the pupils and dealt with these areas well. The standards achieved at Key Stage 4 are very good and have shown an upward trend since the last inspection. During their time in the College pupils make good progress from Key Stage 2-4 but the lack of progress at Key Stage 3 is a concern and at odds with the success at Key Stage 4. The head of department is correctly using the Key Stage 3 results for English, in order to set challenging targets for the current Year 10 cohort at GCSE. The College policy of monitoring pupil progress is sound and should be implemented fully within religious education to identify the problems evident at Key Stage 3. The books sampled showed some evidence of diagnostic marking, but the lack of qualified specialist teachers within the department will make this area a key priority for the head of department to ensure a consistent approach across the department. The spiritual development of the pupils is very good. The culture of the College and the input from the religious education department has made a significant contribution to this development.

**Grade 2**

### **Teaching and learning in Religious Education**

The quality of teaching and learning observed was judged to be satisfactory. The lessons observed contained good features, but there was little group or paired work taking place to encourage pupil led learning or self assessment. A variety of teaching styles could have benefited the pupils giving greater opportunities for them to express their views and debate areas more openly. The lack of suitably qualified staff, while being noted, should not detract from the good work and efforts of those staff currently delivering the curriculum. The head of department, who is new to the post, is an experienced and long standing member of the school community, who will benefit from the support given by the leadership team. This will be essential to ensuring the continued growth and future development of religious education within the College. Special needs pupils do achieve well and the College is making significant efforts to ensure that all pupils have access to the curriculum; the appointment of an inclusions manager has been made to support this aspiration. Pupils commented on the use of booster classes and said that teachers were prepared to, "go the extra mile" for them. The identification of C/D border pupils has obviously made an impact on the levels of success in religious education. This along with the fact that five boys were entered and passed the AS level, should be commended.

**Grade 3**

### **Quality of the Curriculum**

The provision at Key Stage 3 and Key Stage 4 meets both the requirement of the Curriculum Directory and the time allocation recommended by the Bishop's Conference. Most pupils make good progress by the end of Key Stage 4. Staff are encouraged to share resources and good practice which is essential given the current situation. The lack of specialist teachers within the department does have an impact on the ability of the department to meet the demands of the curriculum. The resources devoted to religious education in terms of rooms and ICT are good. The curriculum makes a good contribution to the spiritual, moral and cultural development of the pupils, the levels of respect for each other and staff being good.

**Grade 2**

### **Leadership and management of Religious Education**

At this stage the leadership of the subject is firm, competent and committed to the school's mission. Management of the department ensures that the department runs smoothly given the difficult circumstances which have been commented upon. There are very good links with the parents, parish and diocesan agencies. The leadership team are very supportive of the department. The long term vision for the department is unclear at this moment in time and efforts are firmly focused on the short term delivery of the curriculum.

**Grade 3**