

Salvatorian Roman Catholic College

Address: High Road, Harrow Weald, Harrow, HA3 5DY

Unique reference number (URN): 138458

Inspection report: 23 June 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- Met: The school has an open and positive culture of safeguarding. All legal requirements are met.
- Not met: The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Exceptional

Attendance and behaviour

Exceptional 

Pupils want to come to this inclusive school because they receive high levels of care and support and feel a strong sense of belonging. The school sets clear expectations and works closely with families to remove any barriers to attendance. As a result, pupils' high rates of attendance, and low levels of persistent absenteeism, have been maintained over time.

Pupils' behaviour across the school is impressive. Leaders' approach to behaviour is particularly effective in developing pupils' self-discipline, which stands them in excellent stead for later life. The school's highly inclusive culture gives pupils the tools that they need to behave in a calm, orderly and respectful manner. This supports them to succeed academically and in their personal development. Around the school, pupils' conduct is considerate, purposeful and calm. Older pupils care for younger pupils and are excellent role models. Pupils can clearly articulate what it means to behave as a Salvatorian pupil and they take huge pride in meeting these expectations. Pupils consistently demonstrate exemplary levels of maturity and independence. They show high levels of respect for others. Poor behaviour, including bullying, is extremely rare but dealt with effectively by the school's leaders and staff should it arise. These exceptionally high standards of attendance and behaviour have been sustained over time. They contribute directly to pupils' highly positive academic success.

Strong standard

Achievement

Strong standard 

Pupils achieve highly. Pupils' published outcomes at key stage 4 show notable strength. Attainment and progress have been well above national figures for several years, including in English and mathematics. This includes pupils who face disadvantages. Through excellent teaching and with positive attitudes to learning, pupils develop rich and secure bodies of knowledge across the curriculum subjects that they study.

In lessons, pupils' work reflects the high quality of teaching that they receive. Pupils, and students in the sixth form, talk confidently about what they have learned and how their teachers help them to improve. Pupils with special educational needs and/or disabilities and those who are disadvantaged make excellent progress through the curriculum from their starting points. As a result, pupils are very well prepared for their next steps. They go on to appropriate education, training and employment, including into the school's new sixth form and beyond.

Curriculum and teaching

Strong standard 

Pupils benefit from a broad, ambitious and well-designed curriculum. Teaching consistently enables pupils to draw successfully on their prior knowledge. They enjoy lessons, where teachers explain new content clearly and check their understanding often. Teachers know

pupils very well and help them to overcome barriers to learning. This includes pupils with special educational needs and/or disabilities. Teachers are experts in the curriculum subjects that they teach. They use this to bring complex concepts to life and ensure that pupils understand new learning. As a result, pupils' knowledge builds up securely over time.

Where pupils have not acquired the building blocks for learning in reading, writing and mathematics, leaders put in place strategies that enable pupils to catch up to where they should be, quickly and effectively. This support includes small-group intervention to ensure that any gaps in knowledge are filled quickly. Information about gaps in pupils' knowledge is shared with staff and used appropriately to support pupils to access the curriculum successfully. Subject-specific vocabulary is taught deliberately and precisely across curriculum subjects and is used fluently by pupils.

Leaders have a precise and accurate understanding of the strengths of the curriculum. They use the information that they have about the quality of teaching to implement a highly effective professional training programme for staff. This reflects their high expectations for the quality of teaching and leadership. These opportunities enable staff to continue to develop their expertise.

Inclusion

Strong standard ●

Leaders have clear and robust systems to ensure that pupils with special educational needs and/or disabilities (SEND) and those who are disadvantaged are fully included in the life of the school. Leaders carefully check on pupils to identify any emerging needs, particularly those pupils with other vulnerabilities. Leaders use effective assessment and observation to put appropriate and well-informed support in place for pupils. Pupils say that staff understand them and make the right adjustments, so they can take part fully in lessons and wider school life with confidence.

Staff work highly effectively with external agencies in the best interests of pupils. The advice and guidance that they receive helps to shape carefully tailored provision that closely meets the needs of each individual. Expert staff provide personalised support and nurture for pupils with SEND, including those who spend time in the school's learning support centre. Classroom practice reflects this approach and enables all pupils to progress well through the curriculum.

Equitable access to enrichment, pupil leadership and wider school experiences are firmly embedded. This ensures that all pupils benefit from the same rich opportunities. Disadvantaged pupils thrive here. Leaders make sure that their use of additional funding has a positive impact on pupils who need it. Leaders make thoughtful use of alternative provision. It is used only when it is in pupils' best interests.

Leadership and governance

Strong standard ●

Leaders are skilled at ensuring that pupils thrive across all aspects of school life. They set high goals for every pupil. Their clear, well-understood ambitions underpin the school's success. Leaders provide highly effective direction to ensure that this vision is realised. Leaders have incrementally developed systems that now work seamlessly. They establish a culture of high expectations and unrelenting professionalism for their pupils and community.

Leaders are responsive in addressing any emerging needs with confidence. As a result, pupils and staff feel a high sense of pride in their school.

Leaders have a clear understanding of the school's strengths and priority areas. They are proactive and relentless in making things better for pupils. Their actions are informed by evidence and make a positive difference to the experiences of pupils. Governors, many of whom are ex-pupils, meet legal duties with rigour and have a deep understanding of the school's work. They offer effective challenge and continually check the impact of leaders' actions. Governors are clear about school priorities and ensure that decisions reflect the school's inclusive Christian ethos.

Leaders have created a school where staff feel valued and appreciated. Staff benefit from well-considered training. Leaders have designed a programme that supports individual, team and school development. This means that staff continually evolve in their practice to ensure that pupils achieve the best possible outcomes. Early career teachers speak positively about the support that they receive. Staff are highly positive about how leaders consider their workload while improving the school.

Personal development and wellbeing

Strong standard 

Pupils' personal development and wellbeing are at the heart of the school. Pupils are clear about the difference that the school makes to their personal development. It helps them to aspire to be the best that they can be. The curriculum for personal, social, health and citizenship education is comprehensive and age-appropriate. It meets all statutory requirements. Leaders have meticulously constructed a well designed programme that develops pupils' character and empowers them to be informed, active citizens. Pupils study a wide range of important topics. For example, they know how to keep themselves safe, both when they are online and offline. Sixth-form students also benefit from a well-planned enrichment curriculum that prepares them for adulthood and future study.

Pupils understand the fundamental British values that underpin society. They are proud of the rich mix of cultures in the school. Pupils, and students in the sixth form, speak with maturity, respect and confidence about celebrating differences. The taught curriculum is supplemented by assemblies, tutor time and activities designed to help pupils to absorb important learning. These experiences help pupils to make the school values their own. Pastoral support is highly effective. Staff skilfully support pupils with their mental health and wellbeing.

Leaders are particularly effective in supporting disadvantaged pupils and those with barriers to learning and wellbeing to engage with all that the school has to offer. Pupils are enthusiastic about the variety of educational visits, enrichment activities and learning experiences outside of the classroom. These contribute significantly to their high engagement and personal development. The leadership roles that pupils carry out help to shape school decisions. Pupils participate positively as active citizens within their local community.

Leaders have embedded a highly effective careers programme across all key stages. Pupils receive personalised guidance, employer encounters and work experience. This helps pupils to build the knowledge and skills that they need to make informed choices.

Post-16 provision

Strong standard 

The new sixth-form provision offers a broad range of options that are carefully tailored to students' needs. Leaders are deeply committed to serving their school community through a comprehensive provision that supports students into high-quality, sustained destinations in education and employment.

Staff are experts in their fields. They know the important knowledge and skills that students need to learn so that they can succeed. The curriculum is appropriately adapted so that students, who face barriers to learning, receive adaptations and additional support. As a result, students are highly motivated learners. Students learn how to study and how to manage their time successfully. They apply their knowledge well, and they produce work to a high standard. Students across the sixth form make excellent progress through the curriculum from their starting points.

High-quality pastoral guidance supports students with their post-18 choices. Students greatly appreciate the guidance that they receive in relation to preparation for life after sixth form, for example in applying for a university place or an apprenticeship. Through a well-planned programme of non-qualification activities, students learn about topics, including personal finance and consent. They access a wide range of experiences, including sports, enrichment and work experience, which strengthens their confidence and readiness for the future. Students are positive role models across the school.

What it's like to be a pupil at this school

Pupils feel a real sense of belonging in this welcoming and supportive school community. Relationships between pupils and staff are warm, trusting and professional. This creates an environment where pupils feel valued and listened to. Staff share the goal of all pupils achieving their personal best. Pupils, and students in the sixth form, are keen to meet the high expectations that staff have of them. They describe the school as a place where they feel known, welcomed and encouraged to be their best selves. As a result of this highly effective pastoral support, attendance is high.

Pupils are courteous, confident and welcoming to visitors. They focus on their lessons, are kind to each other and do not accept any form of discrimination. Sixth-form students act as positive role models for younger pupils, including through student leadership and mentoring roles. At social times, pupils get along harmoniously. Any bullying is dealt with swiftly by leaders.

Pupils study a broad and ambitious curriculum and achieve highly. Everyone is greeted warmly, when they arrive to lessons. Staff know and understand each pupil as an individual. They address any barriers to learning quickly and effectively. Pupils benefit from high-quality teaching that supports them to develop their knowledge over time. Pupils enjoy learning and

take pride in doing their best. Pupils from disadvantaged backgrounds, those with special educational needs and/or disabilities and those with other barriers to learning achieve as well as their peers.

The school is proudly inclusive. Staff make sure that all pupils have the same opportunities to thrive. Pupils take full advantage of the extensive extra-curricular programme, participating in clubs, taking part in high-quality performances and relishing their leadership roles. These experiences nurture their talents and interests, build their confidence and promote the skills that they need for their future lives. They talk maturely about their future ambitions and know their rights and responsibilities as future citizens.

Next steps

- Leaders and those responsible for governance should sustain the effectiveness of their work in all areas. They should seek continued improvement, overcoming barriers and challenges, in order to drive a transformational impact for all pupils. This includes in ensuring that pupils are consistently given opportunity to extend and develop their thinking across the curriculum. This will help ensure that all pupils can confidently articulate the detailed knowledge and skills that they learn, including in the personal development curriculum.
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About this inspection

This school is a single academy trust. The trust is overseen by a board of trustees, chaired by Patrick O'Connell.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the headteacher, senior leaders, members of the local governing body, members of teaching and non-teaching staff and several groups of pupils during the inspection.

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.

The inspectors confirmed the following information about the school:

The school is registered as having a Catholic religious character. The school's last section 48 inspection was in January 2023.

The school makes use of one registered alternative provision.

Lead inspector:

Sam Johnson, His Majesty's Inspector

Team inspectors:

Hayley Follett, Ofsted Inspector

David Booth, Ofsted Inspector

Dinesh Thurairasasingam, Ofsted Inspector

Facts and figures used on inspection

This was the data available at the time of the full inspection, taken from [different sources](#). More recent data may have been published since the full inspection took place.

 The inspector(s) used this data during the full inspection on 23 June 2026

School and pupil context

Total pupils

737

Below average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 1,067

School capacity

687

Well below average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 1,154

Pupils eligible for free school meals (FSM)

24.37%

Close to average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last 6 years.

National average: 28.9%

Pupils with an education, health and care (EHC) plan

2.71%

Close to average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.09%

Pupils with special educational needs (SEN) support

15.20%

Close to average

What does this mean?

The proportion of pupils with reported special educational needs support at the school.

National average: 13.4%

Location deprivation

Well above average

What does this mean?

Based on the English indices of deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced provision or SEND unit (if applicable).

All pupils' performance

English and maths GCSE

Percentage of pupils who achieved grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25 (final)	58.5%	45.4%	Above
2023/24 (final)	61.7%	45.9%	Above
2022/23 (final)	70.5%	45.3%	Above

Attainment 8

A measure of pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25 (final)	54.1	46.1	Above
2023/24 (final)	54.3	45.9	Above
2022/23 (final)	56.2	46.3	Above

Progress 8

How much progress pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National average	Compared with national average
2023/24 (final)	0.45	-0.03	Above
2022/23 (final)	0.62	-0.03	Above

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils achieving grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25 (final)	47.2%	25.8%	Above
2023/24 (final)	50.0%	25.8%	Above
2022/23 (final)	66.7%	25.2%	Above

Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25 (final)	47.4	34.9	Above
2023/24 (final)	50.8	34.6	Above
2022/23 (final)	47.7	35.0	Above

Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National average	Compared with national average
2023/24 (final)	0.63	-0.57	Above
2022/23 (final)	0.34	-0.57	Above

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils who achieved grade 5 or above in English and maths GCSE.

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25 (final)	47.2%	53.1%	-5.9 pp
2023/24 (final)	50.0%	53.1%	-3.1 pp
2022/23 (final)	66.7%	52.4%	14.2 pp

Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25 (final)	47.4	50.4	-3.1
2023/24 (final)	50.8	50.0	0.8
2022/23 (final)	47.7	50.3	-2.7

Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National non-disadvantaged score	School disadvantage gap
2023/24 (final)	0.63	0.16	0.47
2022/23 (final)	0.34	0.17	0.18

Destinations after 16

Destinations after 16

Percentage of pupils staying in education or employment for at least 2 terms after the end of secondary school (key stage 4).

Year	This school	National average	Compared with national average
2023 leavers (revised)	92%	92%	Average
2022 leavers (revised)	96%	93%	Not available
2021 leavers (revised)	96%	94%	Not available

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (3 term)	6.2%	8.4%	Below
2023/24 (3 term)	5.7%	8.9%	Below
2022/23 (3 term)	5.5%	9.0%	Below

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (3 term)	16.5%	23.4%	Below
2023/24 (3 term)	15.0%	25.6%	Below
2022/23 (3 term)	12.7%	26.5%	Below

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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