

St Olave's and St Saviour's Grammar School

Goddington Lane, Orpington, Kent, BR6 9SH

Inspection dates 6–7 March 2014

Overall effectiveness	Previous inspection:	Outstanding	1
	This inspection:	Outstanding	1
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- All students make outstanding progress, in all years, in a wide range of subjects, including English and mathematics. Their GCSE, AS and A level results are very high.
- The very small proportion of students entitled to extra educational funding, such as those who are disabled or with special educational needs, also make outstanding progress and achieve as well as other students.
- Students develop a wide range of literacy, numeracy and other skills to great effect and use these widely in lessons so that they make outstanding progress in all years.
- Teachers have very high expectations of all students. They help students to have high levels of self-confidence and to be enthusiastic about learning.
- Teachers gauge the quality of students' work very well, set them challenging targets and show students clearly how to improve their work.
- Students' behaviour in lessons and around the school is outstanding. They work hard and concentrate very well in lessons.
- The sixth form is outstanding. Outstanding teaching and learning is reflected in well above national AS and A level results. Many students gain places at the top universities and medical schools. Sixth formers are very well prepared for higher education.
- The curriculum is outstanding. It promotes and sustains students' academic achievement generating students' scholarship, curiosity and intellectual endeavour.
- The school encourages excellence beyond the classroom by providing an enormous range of extra-curricular activities, trips, visits and distinguished outside speakers.
- Students' spiritual, moral, social and cultural development is promoted exceptionally well. They mature into considerate, thoughtful young adults who are determined to pursue stimulating professions and careers.
- The headteacher's, governors' and other senior and middle leaders' leadership is outstanding. They provide the successful drive and ambition to keep improving the quality of teaching, students' achievement and the use of modern technology.

Information about this inspection

- Inspectors observed 31 lessons, eight of which were jointly observed with a member of the senior leadership team. Inspectors observed an assembly and some extra-curricular activities.
- Inspectors held meetings with several groups of students, members of the senior leadership team, leaders in charge of subjects and other aspects of the school's work, and staff who taught a range of subjects. The lead inspector met the Chair, Vice Chair and one other member of the governing body and held a telephone conversation with a representative of the local authority.
- Inspectors discussed lessons they had seen with teaching staff and examined a range of documents including the school improvement plans and data about progress, standards, pupil premium funding, exclusions, attendance and behaviour.
- Inspectors looked at a range of students' work in lessons.
- Inspectors took into account 256 responses to Ofsted's on-line Parent View questionnaire, eight letters from parents and questionnaires completed by 63 members of staff.

Inspection team

Jackie Jones, Lead inspector	Additional Inspector
Clare Gillies	Additional Inspector
Jacqueline Jenkins	Additional Inspector
Carol Morris	Additional Inspector

Full report

Information about this school

- The school is an average sized secondary school with a large sixth form. It is an Anglican foundation, selective grammar school which attracts students from a wide range of feeder schools.
- In Years 7 to 11 it is a boys' only school; girls join the school in the sixth form.
- The school has a specialism in mathematics and computing, and in science.
- About half the students are White British with an above average percentage of students from minority ethnic backgrounds. Asian heritage students make up about a fifth of the student population with small percentages from other groups.
- An above average proportion of students speak English as an additional language but all are fluent in English.
- A very small, and well below average proportion of students is eligible for the pupil premium, which provides additional funding for specific groups, including looked after children, students known to be eligible for free school meals and children of service families. The school has no looked after children or children from service families and only about two or three students eligible for free school meals in any year.
- The proportion of disabled students and those with special educational needs supported through school action is well below the national average. The proportion of students supported at school action plus or with a statement of educational needs is also well below average. The most common needs relate to the autistic spectrum disorder.
- No students are eligible for Year 7 catch-up funding as all students enter the school with at least Level 5 in English and mathematics.
- The school does not use any off-site, alternative education provision.
- The headteacher was appointed since the previous inspection.
- The school meets the government's current floor standard, which sets the minimum expectations for students' attainment and progress.

What does the school need to do to improve further?

- Share best practice with local schools through the 'Putting London ahead through mathematics, science and technology' project funded by the London Schools' Excellence Fund by:
 - running projects to support other schools to develop computer programming and robotics
 - sharing expertise in guiding students to apply for Oxbridge and medical schools successfully.

Inspection judgements

The achievement of pupils

is outstanding

- Students join the school with well above national averages levels of attainment. By the end of Year 11 all students achieve five or more GCSE grades A* to C, including English and mathematics with an extraordinary high percentage of A* grades at GCSE and A Level.
- Students, whether from Year 11 or from other schools, enter the sixth form with very strong GCSE results. In 2013 all achieved results significantly above national averages. In all years, there are no differences in achievement between boys and girls, ethnic groups or those who are in receipt of additional government funding. The school makes excellent use of the funding for the very small number of students eligible for free school meals.
- Students with disabilities and special educational needs achieve significantly above the national average at GCSE, AS and A level and as well as their peers.
- Many of the examination results students achieve are extremely high. In 2013 GCSE mathematics, 85% of the students achieved an A* grade, in English literature 92% achieved A*-A grades, and in many other subjects over 88% of students attained A*-A grades. Early entry for the top mathematics set for iGCSE is very successful. In November 2013, all thirty, Year 11 students entered for this qualification attained A* grades.
- Students arrive at the school with high levels of literacy and numeracy which contributes to their outstanding achievement. They read widely and know, particularly in the sixth form, that they are expected to carry out research and go beyond the basic examination requirements.
- The school is committed to ensuring equality of opportunity for all its students and monitoring the progress of groups of students closely. The school uses very effective tracking to monitor progress of all groups of students against challenging targets. Where teachers spot students at risk of not meeting these targets, additional help swings into action through booster classes. Attendance at these is very good which contributes to students' outstanding achievement. Students eligible for free school meals achieve outstanding examination results which are in line with all other students.
- The extended project for sixth form students and the higher project for students in Year 11 ensure that the most able students are challenged intellectually. They achieve outstanding results in these qualifications which require high levels of scholarship.
- Students also achieve outstanding standards in sports, music and the arts. Many students learn musical instruments to a high level.

The quality of teaching

is outstanding

- Teaching in all subjects and years, including the sixth form, is typically outstanding which supports students' outstanding achievement. Teachers have expert knowledge of the subjects they teach which they use to plan and deliver stimulating lessons for all students.
- Teachers' enthusiasm for their subject fully engages students' interest and discussions in lessons reflect students' intellectual maturity. Sixth form students debating income inequality showed they have a well-developed understanding of economic theory and practice. In a Year 8 history lesson, analysing propaganda from the First World War, students probed a recruiting poster in depth for the messages it conveyed and then fully analysed a challenging piece of text about the Gallipoli campaign.
- Students regularly participate actively in lessons. In a sixth form science lesson the teacher guided the learning skilfully but it was also the students' discussions, as they worked together on the practical work, which extended their knowledge and understanding.
- Students' observations about how they master new concepts and prepare for examinations confirm that teaching involves strategies which help them to learn extremely well. In English, students enjoy and understand Shakespeare because teachers select plays which are of increasing complexity and

require greater understanding, matching students' increasing maturity.

- In mathematics, in a different notebook from the one they use to practise work, students write clear summaries of how to carry out calculations, plus accurate examples; they find these helpful and very useful for revision. At the start of each new topic in sixth form mathematics, students receive sheets outlining the key points so they are off to a flying start.
- Literacy and numeracy are continually developed by all teachers. Teachers extend students' vocabulary and application of numeracy and refer them to websites and articles which will enrich their understanding and knowledge. Technology, Entertainment and Design (TED) talks are used in several subjects to stimulate scholarship and introduce students to advanced thinking skills. This contributes to their outstanding achievement in all subjects.
- Teachers give students regular and helpful feedback by writing comments on their work and discussing it with them in class. These give students clear targets for improvement closely linked to examination criteria. Students always use this guidance to improve their work which contributes to their outstanding achievement.
- Students who are disabled or have educational needs are well supported by the special needs coordinator and a teaching assistant and as a result all these students make outstanding progress.
- Teaching in the sixth form is outstanding. Students take responsibility for monitoring their work and progression against individual targets. Girls entering the school in the sixth form are carefully supported during transition, fully involved in lessons and as a result their achievement is outstanding.

The behaviour and safety of pupils are outstanding

- The behaviour of students is outstanding in lessons and around the school. In all lessons, regardless of the subject or year group, students show a love of learning and a thirst for knowledge. This is a major factor contributing to their outstanding achievement.
- Students work extremely hard, are enthusiastic, keen to do really well and achieve highly. They relish the high level of academic work and combine this with their ambition and determination to work in professional careers.
- Students conduct themselves thoughtfully and politely and their behaviour in an assembly was exemplary. They also regulate their own and others' behaviour as seen in a football lesson where they worked in groups and were quick to correct anybody who was not fully focused.
- Students 'buy-in' to the culture of the school from the start of their school life. They respect teachers and teachers respect students. As one student said: 'they trust us.' Relationships in lessons are exemplified by intellectual challenge, equality of opportunity for all students and good humour.
- Students are polite and considerate towards visitors: holding open doors and willing to engage in conversation.
- There is no litter around the school and equipment and facilities are respected. The libraries and sixth form common room are well looked after.
- Attendance is significantly above average and has improved since 2011.
- The school's work to keep students safe and secure is outstanding. Students feel totally safe in school and the curriculum supports them very well in learning how to stay safe. They have a very clear understanding of e-safety, including the risks associated with social media.
- There are very few fixed term exclusions. Students reported that rare incidents of bullying are dealt with quickly and firmly. The numbers of bullying incidents are small. They are recorded meticulously, and monitored during and after resolution. The school involves parents fully when appropriate.
- Students are confident that there are adults they can talk to if they wish to and the school counsellor and chaplain are well respected members of the pastoral support team. Sixth form students mentor younger students to ensure that they settle in school happily. Many boys in

Years 7 to 9 said how much they appreciate having sixth form prefects attached to their forms. They can discuss small concerns with them and also get help with their work.

- There is very little racist or homophobic bullying. As students observed, the school is a multi-cultural community and all members of the community respect students or staff whatever their personal lifestyles. The school fosters good relationships extremely well.
- The large majority of respondents to Parent View consider that behaviour is managed well, that their children are happy at school and that they feel safe.

The leadership and management are outstanding

- The headteacher, senior and middle leaders have an uncompromising and successful drive to further improve the highest levels of academic excellence. Students enter the school with high levels of attainment, and are set targets which are 'out of grasp, but within reach'.
- Leaders at all levels create a culture of high expectations and aspiration. Students are encouraged to develop their interests as well as academic excellence. Sixth formers set up clubs, contribute to academic journals and mentor younger students so that the culture of aspiration is fostered. The number of students who progress to the top universities is very high.
- The school's self-evaluation is robust and accurate. It informs an outstanding school improvement plan that has measurable outcomes.
- The management of teaching and its impact on learning are outstanding. The school's judgements on the quality of teaching are accurate. This is informed by rigorous monitoring across the school by senior and middle leaders.
- The provision of professional development for staff is personalised and based on an accurate analysis of need. Each department is given a budget for professional development in addition to training provided by the school. Staff welcome opportunities to share best practice by working in groups and posting suggestions on the school's virtual learning platform.
- The system of performance management is well organised and relates fully to the Teachers' Standards. Salary progression only occurs when merited by good performance.
- The curriculum is outstanding. It challenges students and provides flexibility at GCSE, AS and A level with the majority of students getting their first choices in option subjects. Students have outstanding opportunities to engage in a very wide variety of activities outside the classroom. The average student follows two sporting activities and three that are not related to sport. These include World Challenge, the Duke of Edinburgh scheme and younger students have the opportunity to become Queen's choristers.
- The leadership of the school ensures that all students have equality of opportunity and that any form of discrimination is not tolerated. If needed, the school uses additional funding to support students' participation in activities provided by the school.
- Students' spiritual, moral, social and cultural development is promoted very well. It is fostered by citizenship and personal development lessons, a range of visits, work in the community through the school's 'Le Chavetois Society' and a wide variety of activities in art, music, drama and sport.
- The school works closely with parents through consultation evenings and involvement in pastoral matters where appropriate.
- The school has recently secured funding from the London Schools' Excellence fund to run a 'Putting London ahead through mathematics, science and technology' (PLASMA-T) scheme. This will lead projects supporting other schools to develop computer programming and robotics and to share expertise in guiding students to apply for Oxbridge and medical schools.
- The school works closely with the local authority which has supported the school in further developing the school's care and guidance for its students.
- **The governance of the school:**
 - The governing body gives very strong leadership to the school. It makes sure that all safeguarding and child protection responsibilities are met and that all appropriate policies are

in place. It has a very good understanding of the school's strengths and aspects for continued development.

- Governors manage the school's finances well, including the pupil premium; they check that this extra funding is spent wisely and contributes to individual student's success. They speak confidently about the quality of teaching and how this has generated students' outstanding achievement. They are fully aware of how well the school achieves in comparison with other selective schools.
- Governors are ambitious for the school and describe how they challenge school proposals such as suggested curriculum changes, to ensure learning for students is not adversely affected. They show a detailed understanding of students' achievement and are fully aware of the relatively weaker performance of a few subjects. Governors are fully involved in the performance management arrangements for all staff. They know what the school is doing to reward good performance and how it tackles the rare cases of underperformance. They support the school's enthusiasm for all teachers to follow the Outstanding Teacher Programme.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	101676
Local authority	Bromley
Inspection number	440484

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Grammar (selective)
School category	Foundation
Age range of pupils	11 - 18
Gender of pupils	Boys
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	955
Of which, number on roll in sixth form	378
Appropriate authority	The governing body
Chair	The Revd Professor Galloway
Headteacher	Aydın Önaç
Date of previous school inspection	1–2 November 2006
Telephone number	01689 820101
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