



DIOCESE OF **Arundel and Brighton**

DENOMINATIONAL (S48) INSPECTION REPORT

Salesian School

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School Unique Reference Number: 143367

Headteacher:	Mr James Kibble
Chair of Governors:	Rev John Dickson SDB
Lead Inspector:	Mr Damian G Fox
Associate Inspector:	Mr Peter Ward
Inspection date:	6 - 7 March 2019

	Previous Inspection: 1
Overall Effectiveness	This inspection: 1

Catholic Life:	1
Collective Worship:	1
Religious Education:	1

SUMMARY OF KEY FINDINGS FOR PARENTS AND STUDENTS

The Salesian School is an outstanding Catholic school because:

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| <ul style="list-style-type: none">▪ It has a distinct Catholic ethos in the spirit of Don Bosco. The teachings and values of the Gospel are fundamental to the life and work of the school.▪ It is an inspirational community in which everybody is welcomed and empowered to contribute.▪ The partnership between leaders at all levels is highly effective. They have a clear understanding of the Church's vision for Catholic education to develop young people of faith.▪ The headteacher and his leadership team serve as powerful role models of Salesian ethos.▪ Governors provide highly effective leadership. They are knowledgeable and fully understand the strengths and areas for development in all areas of the school.▪ The Catholic life of the school is outstanding. The high level of inclusion ensures that no student is left out. Students are encouraged, praised and supported in lessons and assemblies.▪ Pastoral care in the spirit of Don Bosco is significantly effective in providing a secure, spiritual learning environment.▪ Outcomes in Religious Education are outstanding and reflect the important role Religious Education plays as a core subject.▪ Collective Worship is recognised as fundamental to deepening the spiritual life of the school. It is led by passionate and experienced Chaplains. | <ul style="list-style-type: none">▪ Standards of attainment in Religious Education are consistently outstanding and in line with whole school performance.▪ Students of all abilities make at least good progress.▪ Teaching is generally outstanding. There is a consistent department approach to teaching and learning.▪ Students agreed overwhelmingly in saying that they enjoy Religious Education. Teachers employ a range of styles which result in a high level of interest and engagement in learning.▪ Students in general display outstanding, age-related standards of religious literacy.▪ Teaching assistants play a major part in supporting students with particular challenges. They work effectively in partnership with the teachers.▪ The headteacher, supported by his leadership team, is wholeheartedly committed to the highest standards of Religious Education. This is evidenced by outcomes in Religious Education and standards of religious literacy.▪ Governors have a thorough knowledge of standards of teaching and learning. They ensure that plans for sustained improvement are in place. |
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- The theme of the week sets the tone for community life. It is a living reality each day that manifests itself in the relationships within the school.
- Prayer and worship are central to the daily life of the school. Students have many opportunities to pray together and individually.
- Daily prayer, the celebration of the Mass and weekly assemblies, reflect the commitment of leaders and managers to deepening the spiritual ethos of the school.
- The effectiveness of Chaplaincy is evident in the range of liturgical opportunities and the rich variety of resources for prayer.
- The chapels on both sites are a significant feature of the school. They are placed at the heart of the school and are open for students and teachers throughout the day. The community is blessed to have the presence of the Blessed Sacrament.
- Students respond enthusiastically and respectfully during acts of worship. They recognise the significance of the chaplains in providing opportunities for prayer, worship and spiritual development.

- The Catholic life of the school is outstanding. The spirit of Don Bosco is a living reality and permeates the life and work of the whole community.
- Catholic life has a profound impact on the lives of all students. They articulate a deep understanding of what it means to be a Salesian.
- Pastoral care is outstanding. Students were erudite in articulating their appreciation of what teachers do for them.
- The word family was used by students and teachers to signify the main characteristic of the school.
- In discussions, staff expressed their deep understanding of the Salesian mission of service to young people.
- The spirit of togetherness is evident in the relationships and calmness throughout the school.
- Parents overwhelmingly praise the school for what they do for their children.
- Parents expressed their appreciation of the openness and support of the headteacher and his staff.
- The school's response to the wider community reflects the commitment of governors and school leaders to foster the vocation of service in teachers and students.

FULL REPORT

INFORMATION ABOUT THE SCHOOL

The Salesian School is an academy and a member of the Xavier Catholic Education Trust. It is an 11-18 mixed comprehensive school in the Surrey Education Authority. It serves the Weybridge Deanery of the Diocese of Arundel and Brighton. The school serves 12 parishes overall. The roll is 1586. This includes 349 in the sixth form. The academic profile of the school reflects the full ability range. The attainment of students on entry is above national average. The overall proportion of students who are baptised Catholic is 93%. A further 5% of students are from other Christian traditions. 10% students are on the SEND register covering all categories of need. Of these, 33% have an Educational Health Care Plan (EHCP), double the national average. The proportion of students eligible for support from student premium funding is lower than the national average at 9.5%. 71% of students identify themselves as white British, while 26.3% are from a variety of ethnic backgrounds. The proportion of homes where English is an additional language is 17.5%

WHAT DOES THE SCHOOL NEED TO DO TO IMPROVE FURTHER

- Increase the allocation of curriculum time for Religious Education in Key Stages 3 and 5 in line with the requirements of the Bishops' Conference.
- Ensure that the new Key Stage 3 curriculum and its assessment provides students with a firm foundation for GCSE Religious Education studies and acts as a foundation for later life.

CATHOLIC LIFE

THE QUALITY OF THE CATHOLIC LIFE OF THE SCHOOL

- The extent to which students contribute to and benefit from the Catholic Life of the school.
- The quality of provision of the Catholic Life of the school.
- How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school.

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The extent to which students contribute to and benefit from the Catholic Life of the school is outstanding.

- Students of all ages make an outstanding contribution to the Catholic life of the school and derive huge benefit from attending the Salesian School. Students embrace the demands and expectations that being a Salesian entails. As a result, they willingly take on responsibilities that promote and sustain the school's mission to serve and inspire a generosity of spirit.
- Through their attitudes and actions, students show their commitment to living the mission of the school. They demonstrate a real sense of belonging to a Salesian school. This is reflected in their understanding of what it is to be a Salesian and in their genuine commitment to building the Kingdom of God through their relationships with each other.
- RUAH, respect-understanding-affection-humour, means the 'breath of God'. It is evident in the spirit of friendship that permeates the community. Students said it was "ever present" in the way they live and work harmoniously together.
- The impact of student leadership is evident in the range of opportunities to take on roles and responsibilities. Year 11 students have established a Year 7/11 buddy system. Older students actively look to engage all year 7 students with activities, with personal invitations given to students who may have difficulty settling into school life. The impact is that students are supported in integrating into the community. Students affirmed that nobody is left to be lonely or troubled.
- Students' spiritual, moral and social development is evidenced in their behaviour towards one another and staff. Students are genuinely supportive of each other. They show an ability to express their thanks, to forgive and be forgiven. Praise is freely given. As a result, students are happy and confident.
- Sixth form student leaders are outstanding role models for younger students. They set an example of leadership and maturity to which students can aspire. The word 'family' was often used by students to characterise the ethos of the school.

- A significant strength of the school is the transition process from primary school. Pastoral staff engage with students and their families to establish high expectations and prepare them for life as a Salesian. Year 7 students spoke warmly of the support and encouragement they received from the beginning. A pastoral staff member described the transition as a year-long process.
- Students' understanding of Catholic social teaching is evident in the awareness they have of the needs of the school and wider community. Last year more than £28 000 was raised for charities they chose. They understand not only the importance of giving, but also the reason why they should be doing so in a Catholic school. A wide range of activities give the students a practical focus to their Christian mission of service. Students are aware of and seek to respond to their responsibilities towards others.

The quality of provision of the Catholic Life of the school is outstanding

- The school is distinctly Catholic. The charism of Don Bosco and the Salesian Order is encapsulated in the school's mission statement, 'Enlightening minds uplifting hearts'. It is a clear and inspiring expression of love and service. Testimony from staff and students of all ages emphasised the value of the significant presence of the Salesians. The community overwhelmingly respond in creating an authentic Catholic school through prayer and service to others.
- The impact of the mission statement is evident in the joyful and harmonious relationships throughout the school. All staff are fully committed to its implementation, as confirmed by students who spoke warmly of the support, praise and encouragement they receive. They commented on the extent to which interaction between the year groups contributed to their pastoral wellbeing.
- The school environment reflects the Salesian mission and identity through tangible and effective signs of the school's character. It is visibly and spiritually Catholic. The chapel on the main site is at the physical and spiritual heart of the school; that is the sixth form college is equally significant in the life of the community. Both are a permanent presence of God and a focus for prayer and worship.
- The induction into the Salesian ethos for new staff and regular inset on Catholic life are instrumental in developing a deep awareness of what it means to be a Salesian. Staff across the school spoke of their commitment to the Salesian vision to "meet the child on the playground".
- Pastoral care is outstanding and serves the needs, concerns and strengths of each child. Policies and practices are in place that have established a spirit of care and compassion for all. As a result, students are able to grow in confidence and maturity.
- The school provides effective support for students who, for whatever reason join during the school year. One teacher said the school's success in helping them settle was because all they needed was 'a lot of Salesian love'.

- Behaviour is exemplary as a result of policies that are clearly communicated to students at their induction and consistently applied. Students confirmed that good behaviour is the norm because everybody respects and wants the best for each other.
- The efficacy of chaplaincy provision is profound. It is instrumental in providing a range of opportunities for students to develop the practice of their faith. The Salesians are a permanent presence within and beyond the school.

How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school is outstanding.

- Leaders and managers are deeply committed to the Church's mission in education. They demonstrate a clear understanding of their responsibility to provide a school that responds to the needs and strengths of staff and students. They articulated a clear vision for deepening the impact of the Catholic life of the school.
- Leaders have a well-informed understanding of the strengths of the provision for the Catholic life of the school and areas for development. This is reflected in the self-evaluation with which inspectors agreed.
- The priority they give to the Catholic life of the school is reflected in the way staff and students work and pray together to sustain and deepen the spiritual nature of the school. The mission statement is a living reality. The school is a model of Catholic education in faith and practice.
- Governors monitor and evaluate the quality of the Catholic life by their presence around the school and attendance at liturgical celebrations. The link governor for RE reports to formal meetings. They commit themselves to training to promote the Catholic life of the school. Testimony from students and parents indicates that the school effectively maintains the distinctive Salesian ethos.
- The professional expertise and inspirational leadership of the headteacher is a significant factor in the efficacy of the Catholic faith in the life of the school. He is supported by all staff who demonstrate their own deep understanding of service in the way they conduct themselves. Students recognise that they are supported.
- The efficacy of the Salesian 'Journey in Faith' is seen in the powerful and lived Catholic ethos of the school that has led to a number of staff converting to Catholicism.
- Constant communication between the school and parents was affirmed in parental interviews. They are proud to be Salesian parents. They expressed their warm appreciation for the way the school complements and supports their work as parents. As a result, staff and students' understanding of the Salesian mission is outstanding.

COLLECTIVE WORSHIP / PRAYER AND PRAYER LIFE

- How well students respond to and participate in the school's Collective Worship and Prayer Life
- The quality of provision for Collective Worship and Prayer Life
- How well leaders and managers promote, monitor and evaluate the provision for Collective Worship and Prayer Life

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How well students respond to and participate in the school's Collective Worship and Prayer Life is outstanding.

- Students respond reverently and respectfully to the many opportunities to experience and participate in prayer and worship. Their enjoyment and appreciation of worship is evident in the prayerful silence and reverence in assemblies and prayer sessions observed during the inspection. A local parish priest confirmed that students pray and worship with sincerity and integrity. He commented that their preparation for the Sacrament of Reconciliation was excellent.
- Students are at the heart of the community life of prayer. They affirmed their level of participation and their readiness to prepare and participate as singers, servers and readers. Acts of worship are enhanced by the strong support of chaplains and the music department.
- Students recognise that prayer is part of the daily rhythm of school life. They acknowledged that the experience of living in a praying community has had a profound effect on the development of all, irrespective of ability or faith background.
- The assembly observed during the inspection was an excellent example of linking the work of Mary's Meals charity with Jesus who was a model of authenticity and integrity. It was a visually effective assembly that engaged over 200 students.
- Leadership of collective worship is highly effective through the spiritual life prefects and student chaplains who take an active role in preparing and leading chaplaincy activities.

The quality of provision for Collective Worship and Prayer Life is outstanding.

- Collective worship is central to the life of the school. Students confirmed the extensive and varied religious experiences that form the heart of school celebrations, are a significant part of the daily routine of learning.
- Staff are integral to the provision of collective worship. They begin the week with prayer and are inspired by the headteacher's reflection on the Sunday reading. He sets the theme for daily Christian living. Prayer resources based on the theme for the week are provided each week by the Chaplain. The assembly and form prayer demonstrated the impact of high quality resources on the engagement of staff and students in prayer.

- Collective worship has a clear purpose, message and direction. Themes chosen for worship reflect a deep understanding of the liturgical season. The extensive range of weekly Masses, assemblies and prayer experiences, serve to offer outstanding provision for all key stages. The whole school Masses for their feast day and other liturgical celebrations, were described by students as highlights of the year.
- Staff, including the chaplains, are highly skilled in leading quality worship. They display a thorough understanding of the purpose of collective worship as witnessed in a year assembly led by a senior leader.
- Students affirmed that the main school chapel is open each day and is regularly used by staff and students for individual prayer and reflection. The sixth form chapel at the college campus is the central focus for prayer, reflection and retreats. They both serve as a prayerful oasis in the midst of a busy school life.
- The extensive retreat and reflection day programme for students provides further opportunities for students to examine their faith and develop an understanding of their responsibilities to themselves and to others.
- Teachers are highly skilled in helping students plan and deliver collective worship. The chaplains are passionate about supporting the growth of faith in each person. They provide extensive resources to staff that deepen their understanding of the purpose of collective worship.
- Throughout the year, all members of the school are offered the Sacrament of Reconciliation.

How well leaders and managers promote, monitor and evaluate the provision for Collective Worship and Prayer Life is outstanding.

- Leaders and managers, including senior leaders and chaplains, demonstrate a deep understanding of their responsibility to provide spiritual and liturgical experiences in line with the Church's liturgical year. They ensure that prayer and collective worship are integral to the growth of a distinctly Catholic school. Staff affirmed that school leaders are models of outstanding practice.
- Leaders and managers, including senior leaders and chaplains, are highly visible as leaders of collective worship. The distribution of ashes that occurred during the inspection was organised and led by the chaplain. Senior leaders lead weekly assemblies.
- The headteacher is passionately committed to building an authentic Salesian community. His personal faith and vision for the school are understood and shared by all teachers. It is evident in the detailed programme and quality of spiritual and liturgical experiences for staff and students.

- Governors monitor and evaluate provision through their attendance at Mass and seasonal liturgies. The Chair, as link governor for RE, recognises the quality of collective worship. He meets the chaplain and the headteacher regularly and provides reports for the governing body.
- Chaplaincy constitutes a key strength of the school. The impact of the chaplains was affirmed by governors, staff and students. They are respected highly by all members of the community for his inspirational support. There is a widespread trust in the chaplains by the school community.

RELIGIOUS EDUCATION

THE QUALITY OF RELIGIOUS EDUCATION

- How well students achieve and enjoy their learning in Religious Education.
- The quality of teaching and assessment in Religious Education.
- How well leaders and managers promote, monitor and evaluate the provision for Religious Education.

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How well students achieve and enjoy their learning in Religious Education is outstanding.

- Religious Education is held in high regard by students. They respond positively to the curriculum and enjoy their learning. This is evidenced by outstanding behaviour for learning and high levels of engagement in observations during the inspection.
- Students were able to articulate to inspectors a high level of motivation to learn as a result of the praise and encouragement they receive for their work and attitude. They demonstrated an ability to work collaboratively and independently to great effect.
- Almost all students make progress in Religious Education above the national average and in line with other diocesan schools. Groups of students, including students with special educational needs and disabilities, make at least their expected level of progress, whilst some make outstanding progress.
- As a result of high-quality teaching, student attainment in Religious Education over the last three years has been consistently outstanding and in line with the school GCSE average. Attainment at A level, particularly at grades A*/A is consistently above the national average.

- Outcomes for the Extended Project Qualification research programme in Year 12 are excellent. Students confirmed that it is an engaging course. The religious, ethical and philosophical elements combined with independent study stimulated interest and high levels of motivation.
- During the inspection, students displayed good, and in most cases, outstanding, age-appropriate standards of religious literacy.

The quality of teaching and assessment in Religious Education is outstanding.

- Lesson observations and reviews of students' work during the inspection confirm the school's judgement that teaching is generally outstanding and never less than good. As a result, students make rapid and sustained progress in Religious Education.
- Students were confident working together and individually as a result of highly effective lessons that are characterised by excellent teacher subject knowledge and a range of methods which motivate students to engage in their own learning.
- Consistently inspiring and well planned learning across the department was exemplified in a GCSE lesson on conscience. A moral dilemma was posed. It provoked serious thought and a lively and intelligent discussion which highlighted the complexity of how we use our conscience.
- There is a consistency of high expectation and planning across the department. As a result, teachers are confident in using a wide range of resources and strategies that inspire students' engagement and learning. Lessons are planned in line with scheme of work and take account of students' prior learning. Students confirmed that they receive support and extra challenge as appropriate to their needs. The effective and well judged support given to students on the autistic spectrum was observed during the inspection.
- A rigorous and effective assessment process at Key Stage 4 is undertaken in line with the school's policy. It is used to measure progress against GCSE criteria and identifies students' strengths and areas that need further support.
- Moderation within the department and with other diocesan schools, results in consistent and accurate assessment of students' attainment and progress. Students in Year 11 said they knew their current grades and how to achieve their target grades.
- At Key Stage 3, the curriculum and assessment process have been reviewed. As a result, a new scheme of work and its assessment are in place. The impact of the Key Stage 3 curriculum and its assessments as a preparation for GCSE will be reviewed at the end of the year.

How well leaders and managers promote, monitor and evaluate the provision for Religious Education is outstanding.

- The self-evaluation of Religious Education by leaders and managers is a coherent reflection of rigorous monitoring and self-challenge. It demonstrates the understanding they have of the strengths of RE and areas for development.
- Leaders and managers are ambitious for sustaining high standards of teaching and learning in Religious Education. Governors are effective in supporting and challenging school leaders. They are proud of the school's achievements and are determined to lead the school in continually improving standards.
- The headteacher and his senior team demonstrate strong and inspirational leadership of teaching and learning in Religious Education. They regularly monitor teaching and learning through learning walks and joint observations with the Head of Department. This results in consistent feedback and accurate judgement.
- Leadership of Religious Education inspires whole-hearted commitment from staff and students. As a consequence, standards of teaching and learning are outstanding. He uses his experience as the subject lead for trainees in the Teach South East programme to support and improve the effectiveness of teachers of Religious Education.
- The curriculum across all key stages meets the requirements of the Religious Education Curriculum Directory. The allocation of curriculum time at Key Stage 4 meets the requirements of the Bishops' Conference but falls slightly below at Key Stage 5. The curriculum plan for 2019-2020 indicates governors' intent to meet the required timetable allocation at Key Stage 3 is in line with the requirements of the Bishops' Conference.
- The AQA B Specification is studied for GCSE. The second religion is Judaism. This meets the requirements of the Diocesan Bishop.

Summary of Inspection Judgements

How effective the school is in providing Catholic Education.

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Catholic Life

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The extent to which students contribute to and benefit from the Catholic Life of the school.

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The quality of provision for the Catholic Life of the school

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How well leaders and managers promote, monitor and evaluate the provision for the Catholic Life of the school.

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Collective Worship and Prayer Life

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How well students respond to and participate in the schools' Collective Worship and Prayer Life.

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The quality of provision for Collective Worship and Prayer Life.

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How well leaders and managers promote, monitor and evaluate the provision for Collective Worship and Prayer Life.

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Religious Education

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How well students achieve and enjoy their learning in Religious Education.

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The quality of teaching and assessment in Religious Education

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How well leaders and managers monitor and evaluate the provision for Religious Education

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