



Diocese of Arundel and Brighton

## **INSPECTION REPORT**

### **Salesian School**

Guildford Road, Chertsey, Surrey KT16 9LU  
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e-mail address: info@salesian.surrey.sch.uk

DfE Number: **125312**

Headteacher: Mr J Kibble  
Chair of Governors: Rev W J Dickson SDB

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Canonical Inspection under Canon 806 on behalf of the Bishop of Arundel & Brighton  
and inspection of Denominational Education under Section 48 of the Education Act 2005

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Date of inspection: 27-28 March 2014  
Date of previous inspection: 4 November 2008

Lead Inspector: Mr P Ward  
Associate Inspector: Mr J Carvill

## **Description of School**

The Salesian school is a voluntary aided 11-18 mixed comprehensive school maintained by Surrey Education Authority. It is housed on two sites approximately one mile apart, the Sixth Form being situated on the Highfield Road site. The current roll is 1404 including 285 in the Sixth Form. The number of students eligible for free school meals is well below average. The proportion of students from minority ethnic groups is above the national average and the proportion who speak English as an additional language is very high. The proportion of disabled students and those with special educational needs supported through school action is well below average while the proportion supported through school action plus or statements of special educational need is in line with the national average.

The school is a specialist Mathematics and Humanities school and has recently been awarded Teaching School status. The school serves the Weybridge deanery and takes pupils from the 13 parishes in the deanery, the majority coming from St Anne's, Chertsey; St Erconwald, Walton-on-Thames; The Holy Family, Addlestone; St Barnabas, Molesey; All Saints, Hersham; Our Lady of the Assumption, Englefield Green; Christ The Prince of Peace, Weybridge and St John of Rochester, Egham Hythe. The proportion of pupils who are baptised Catholics is 97% overall and 93% in the Sixth Form. The proportion from other denominations and faiths is 3%. The average weekly amount of curriculum time given to religious education is 8% in Key Stage 3, 10% in Key Stage 4 and 5% in the Sixth Form, (General RE)

### **Key for inspection grades**

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

## **Overall effectiveness of this Catholic school**

Salesian School Chertsey is an outstanding Catholic school where the vision of St John Bosco and mission of the Salesian community of schools inspire and guide the implementation of the distinctive understanding of Catholic education, working collaboratively with students, parents and parishes. Clear leadership of the outstanding headteacher working in close partnership with the governing body and senior leadership team enables all to be valued and actively encouraged and supported to develop to the full as members of the school community committed to the common good. The school itself works collaboratively with other Salesian and diocesan schools and Catholic higher education institutions, to support and promote Catholic education and with other schools and organisations, to further education for the benefit of all. Thus, it very successfully realises its summary of Salesian education 'Enlightening minds, uplifting hearts', by showing all students the love of Christ and providing them with an education that develops them spiritually and morally as well as academically.

**Grade 1**

### **Improvement since the last inspection**

There have been considerable improvements since the last inspection report and all action points have been addressed.

**Grade 1**

### **What the school should do to improve further**

- Complete the ongoing review of the Key Stage 3 scheme of work including assessment and resources in order to prepare for implications of the new primary religious education programme and impending changes to GCSE and GCE examinations.
- Review curriculum time for religious education in Key Stage 3 in order to meet the requirements of the Bishops' Conference and reflect the fact that it is the core subject in a Catholic school.
- Promote further engagement in the prayer and liturgical life of the school.

## **The Catholic Life of the School**

### **Leadership and Management**

Leaders at all levels have a clear understanding of the distinct contribution of Don Bosco to the educational mission of the Church and the role of a Salesian school in expressing it. Informed by their membership of the worldwide family of Salesian schools, leaders provide very clear direction for the Catholic life of the school which is exceptionally well managed. The headteacher, who is a positive presence around the school, with the governing body and leadership team have a clear vision for the development of the school as a Catholic centre for learning and as an active Catholic community of pupils, parents, staff and governors, and are implementing it very effectively. Students appreciate that the school is a strong Catholic community that contributes to their achieving very high academic standards, not least in religious education.

Prayer and worship are at the heart of the school's life and together with religious education contribute strongly to the spiritual and moral development of students. Systems including very effective pastoral monitoring, support the commitment of staff to work for the good of all students in full co-operation with parents and carers. Morale is very high. Links with parish clergy, deanery schools and the diocese are strong, as they are with other local schools and agencies. The result is that students thrive and value the school's distinctive Salesian ethos.

### **Grade 1**

### **The Prayer Life of the School**

The celebration of Mass is central to the life of the school. School and year masses follow the liturgical and academic cycle. Some are held in the school grounds because of the limited size of the school hall. Voluntary lunchtime Mass is celebrated on both sites while all Year 7 to 11 tutor groups on the Guildford Road site have a timetabled Mass during the school day in the centrally situated chapel.

The Chaplaincy team which includes a Salesian brother is a particular strength of the school. The recently appointed Salesian priest chaplain has built on the work of his predecessor in animating and inspiring both staff and students within and beyond school. All liturgies are carefully prepared to promote student engagement and participation. Similar care is taken to resource the weekly programme of assemblies and tutor group prayer which take as their theme the previous Sunday gospel: video clips and Powerpoints contributing significantly to students' reflection. Each tutor group collaborates in leading an assembly reflecting on the weekly theme.

The inspectors observed a striking Year 7 assembly with student participation on the theme of living water and also excellent tutor time that skilfully combined digital resources and pupil activities to lead into a well chosen prayer. Students confirmed that both were representative of such activities. They enjoy worship and respond respectfully and prayerfully. Prayer boards are prominently displayed in all tutor rooms and are well used. Attendance is gradually increasing at voluntary opportunities in the chapel including morning prayers and lunchtime provision including exposition of the Blessed Sacrament. During Advent and Lent many students accept the opportunity to receive the Sacrament of Reconciliation.

Many volunteer to undertake key roles such as readers, servers and leading Taizé novenas and do so confidently. All students have the opportunity to attend a retreat and numbers participating are increasing. Following a period of preparation, some senior students were commissioned as Extraordinary Ministers of the Eucharist in a special celebration to which their family and parish priests were invited. The confirmation of each student is celebrated regardless of their particular Christian tradition. Students irrespective of faith

attend diocesan events such as Youth Gather. Meetings of staff begin with prayer, one weekly staff briefing being led by the headteacher with a reflection and prayer and supplemented by a written reflection circulated to all staff. Prayer and worship makes an excellent contribution to the spiritual and moral development of students.

**Grade 1**

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

The school is a manifestly Salesian educational community that embraces and values each of its members who are from a range of ethnic backgrounds. The Salesian ethos is encapsulated and promoted in the word 'RUAH', respect, understanding, affection and humour, which is the biblical term for the breath of God. This is evident in the respect and understanding for all that permeates the community reflecting the school policy 'to love the children and provide them with an education that develops them spiritually and morally as well as academically'. Relationships between and among students and staff are excellent. Students welcome the unobtrusive systems that enable new members of Years 7 and 12 to become members of the community. A thoughtful extensive extra-curricular programme deliberately promotes positive relationships while furthering a wide range of skills, talents and interests. Examples of this include the popular breakfast club and weekly youth club as well as the Justice and Peace League which visits Parliament annually.

There are many opportunities for individual service including the school council which contributes significantly to school life for example by suggesting the provision of a lunchtime study room 'staffed' by peer mentors to support younger students at lunchtime. Year 11 students serving as school prefects also contribute to community life while building self-esteem. The opportunity for Syrian students to study Arabic after school is an example of care for all members of the school, as is the Oratorian programme which enables more vulnerable students to flourish. An extensive programme of voluntary activities and charity fundraising amounting to £20,000 annually contributes to local community facilities including St Augustine's Nursing Home and the White Lodge Centre supporting disabled people as well as the Don Bosco Ashalayam in India and the Thai Children's Trust, both of which are visited annually by a few senior students. Some 20 students participate annually in a Lourdes pilgrimage.

Staff are very supportive of the school community; inspectors hearing of many examples of individual initiatives that go beyond the academic to embrace the holistic education of students. Students confirmed that they felt safe and knew to whom to turn in adversity, confident that they would be heard. Child protection posters in every classroom exemplify the school's commitment to safeguarding. There are substantial links with local deanery parishes and schools in addition to other local schools, St Mary's University and the Diocese. Parents confirmed that they are kept well informed and valued the parent portal on the school website.

**Grade 1**

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## **Religious Education**

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

Students make excellent progress throughout their school career and achieve very high standards, significantly above the national average at GCSE. Student achievement in Key Stage 3 matches that of the best achieving subjects in the school. In GCSE Religious Studies typically 90% of students achieve at least grade C with 53% achieving GCSE grades A\*/A in 2013. In the sixth form typically 60% of students obtain GCE A Level grades A\*-B and 61% similar grades in the Extended Project Qualification used to certificate general religious education. Students with learning disabilities and other vulnerable pupils generally achieve or better their target grades as do those for whom English is not their first language.

Students gain knowledge, skills and understanding progressively throughout their school career and so become religiously literate. This is demonstrated for example by the way Sixth Form students considered the concept of transubstantiation. Students confirmed to inspectors that they enjoyed the variety and challenge of lessons which significantly enhanced their learning. Behaviour in lessons is outstanding overall.

**Grade 1**

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

Based on lessons observed and the school's detailed records over time, teaching is outstanding. Highly committed teachers use their subject knowledge and an engaging range of activities to inspire and motivate students so that they learn extremely well. Outstanding lessons are very carefully planned by teachers based on accurate knowledge of their students and involve a range of imaginative teaching strategies which consistently engage and challenge students. Good use is made of well-chosen digital material to support and extend learning. Assessment for learning is fully integrated into lessons and involves both self- and peer-assessment as well as formative assessment by the teacher. As a result students relish learning and make very good progress. For example a Year 8 lesson exploring Jesus as 'saviour' enabled students working in groups to consider their understanding of the concept in a contemporary setting and present it to their peers in a way that revealed a well developed age appropriate and accessible soteriology.

Teaching reflects a commitment to the highest standards and openness to new strategies, witness participation in the trial use of iPad tablet devices. Attractive classroom displays of student work and informative displays further enhance the positive learning environment. Students confirmed to inspectors that they knew their actual and target level or grade and what they need to do to make further progress.

**Grade 1**

### **Quality of the Curriculum**

The religious education curriculum is matched to the requirements of the *Religious Education Curriculum Directory for Catholic Schools and Colleges 2012* and responsive to local needs. Student voice contributes to the annual curriculum review but a more substantial review is currently taking place in light of the introduction of the Come and See programme in Catholic primary schools. The systematic grounding in the Catholic faith provided in the Key Stage 3 curriculum is supplemented by the PSHE and citizenship curriculum which like religious education is rooted in the Salesian tradition within Catholicism. In Key Stage 4 students consider the person of Jesus as portrayed by Mark and the challenges of living a Catholic Christian life today in preparation for the AQA GCSE Religious Studies specification A units 2 and 5. In the Sixth Form general religious education is followed by all apart from GCE Religious Studies students. It is taught by means of the Extended Project Qualification with experienced religious education teachers directing and challenging students' exploration of an agreed focus. GCE A Level Religious Studies is appropriately timetabled and consistently attracts at least ten students. The final group of students who sat GCSE Religious Studies in Year 10 and commenced GCE AS religious studies in Year 11 completes Year 11 in July 2014.

The curriculum time devoted to religious education is unchanged since the last inspection. In the Sixth Form general religious education constitutes 5% of curriculum time and at Key Stage 4 religious education constitutes 10% of the curriculum and thus meets the requirements of the Bishops' Conference. At Key Stage 3, timetabled religious education falls short of this requirement but inspectors are satisfied that teaching and activities that form part of the *Curriculum Directory*, including elements of the area of study of The Church such as the Church's role as witness in society and of Revelation such as humanity created by God regularly and routinely take place as part of PSHE and citizenship. The issue of 10% of curriculum time for religious education at Key Stage 3 must engage leadership going forward.

**Grade 1**

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

Strategic direction is well embedded in the school with the Salesian chair of governors also the link governor for religious education thus ensuring that the governing body effectively discharges its responsibilities. Very effective and supportive line management by a deputy head teacher is enabling the acting head of department to lead and manage the department which has an established record of excellent teaching and outstanding GCSE results. The Salesian commitment to the inclusion and flourishing of all students is fully reflected in departmental policy and practice. The department development plan shows good self-evaluation and appropriately challenging targets. A well managed comprehensive review of the Key Stage 3 curriculum is underway and has already resulted in the development of new resources and schemes of work including assessment tasks. Effective monitoring, tracking and target setting is in place in line with whole school policy.

At this time of transition the established team of specialist teachers which includes two Salesians continues to work collaboratively to seek to raise student achievement. Morale is high and there is a strong commitment to professional development that will benefit students. A suite of five well appointed classrooms on the Guildford Road site and dedicated facilities at Highfield Road and appropriate funding of the subject contribute to the positive learning experience of students. Links with parents and local parishes and the diocese are very good.

### **Grade 1**