

# Salesian School

Guildford Road, Chertsey, Surrey, KT16 9LU

**Inspection dates** 11–12 September 2013

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Outstanding</b>	<b>1</b>
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.

- The headteacher, supported by senior leaders, middle leaders and governors, is successful in his determination that all students, irrespective of their circumstances, will receive the very best possible education.
- Achievement is outstanding across all key stages, in all subjects and for all groups, including those who are disabled, those who have special educational needs and those for whom the pupil premium provides support.
- Teaching is outstanding. Relationships are exemplary, expectations are high and teachers have excellent subject knowledge. They use this well to support learning and to ensure that students are well prepared for external examinations. However, on a very few occasions, the needs of all students are not fully met as they do not all have opportunities to reflect on and articulate their learning.
- Students have excellent attitudes to learning, and their behaviour, in and outside lessons, is exemplary. Students are very courteous and respectful towards each other and to their teachers. Harmonious relationships contribute significantly to the very positive ethos of the school and the strong sense of community. The school's promotion of students' spiritual, moral, social and cultural development is excellent.
- Governors are fully committed to the school. They have a secure and knowledgeable understanding of the school and how well it is doing. They rigorously hold senior leaders to account for all aspects of the school's performance and ensure that arrangements for safeguarding meet statutory requirements.
- The sixth form is outstanding because students' achievement is now outstanding. Improved teaching, personalised support and strong leadership are contributing successfully to the development and growth of the school's sixth form provision.

## Information about this inspection

- Inspectors observed 40 lessons or part lessons, including 18 joint lesson observations with senior staff. Inspectors looked at the students' work and discussed their progress with them.
- They held meetings with groups of students in all key stages and looked at samples of their work, focusing on attainment and progress.
- Meetings were also held with senior leaders, middle managers and other staff. The lead inspector met with representatives of the governing body and spoke to a representative of the local authority.
- Inspectors took account of 158 responses to the online questionnaire (Parent View) as well as 104 responses received from the staff questionnaire.
- They looked at a range of documentation including information on students' attainment and progress in the 2013 examinations, performance management data, lesson observation records and safeguarding procedures.

## Inspection team

Paul Metcalf, Lead inspector	Additional Inspector
Roger Fenwick	Additional Inspector
Jalil Shaikh	Additional Inspector
Ronnie Young	Additional Inspector
Kanwaljit Singh	Additional Inspector

## Full report

### Information about this school

- Salesian School is a very large 11 to 18 Catholic co-educational comprehensive school. The school has specialisms in mathematics and humanities. The main school and the sixth form are situated on different sites which are about one mile apart.
- The majority of students are White British. The proportion of students from minority ethnic groups is above the national average. The proportion who speaks English as an additional language is very high.
- The proportion of disabled pupils and those with special educational needs supported through school action is well below average. The proportion of students supported by school action plus or with a statement of special educational needs is in line with the national average.
- The proportion of students known to be eligible for the pupil premium, which is additional funding for students in receipt of free school meals, looked after children and children from service families, is well below average.
- A small number of Year 7 students are eligible for catch-up funding which is for pupils who did not achieve the expected Level 4 in English or mathematics at the end of Key Stage 2.
- No students attend alternative provision at other educational sites.
- The school meets the government's current floor standards, which set the minimum expectations for students' attainment and progress.

### What does the school need to do to improve further?

- Increase the proportion of outstanding teaching even further so that all staff are as skilled as the best by ensuring that:
  - the needs of all students are fully met in lessons through the provision of appropriate tasks and intervention
  - all students have opportunities to reflect and articulate their learning through skilful questioning and discussion.

## Inspection judgements

### The achievement of pupils

### is outstanding

- Students enter the school with attainment which is above national averages. By the end of Key Stage 4, the attainment of all groups of students is very high. Performance in the specialist subjects of mathematics and humanities is significantly above national averages for A\* to C and A\* and A GCSE grades.
- Students make rapid and sustained progress. Progress in English and mathematics during Key Stage 3 is very high. Similarly, the proportions of students who made or exceeded the progress expected by the end of Key Stage 4 in English and mathematics in 2011 and 2012 were very high in comparison with national figures. These progress measures were even higher in 2013.
- The Year 7 catch-up premium is used effectively to ensure that students acquire the skills they need to be successful. Students benefit from the school's early liaison with primary schools, one-to-one support from mentors and small group teaching allowing them to make outstanding progress.
- Students read and write very well and have excellent skills in numeracy supporting their learning and achievement in all subjects. Minority ethnic group students and those who speak English as an additional language make the same rapid progress as their peers.
- The learning and progress of all groups of students, particularly disabled students, those who have special educational needs and those for whom the pupil premium provides support, are similarly outstanding and confirm the school's strong commitment and success in promoting equality of opportunity for all students.
- Students engage quickly in lessons and maintain high levels of interest, involvement and enthusiasm. They have high expectations of themselves and each other. They work well in groups and support one another very well. Relationships are exemplary. Responses to the online questionnaire showed that the overwhelming majority of parents are pleased with the progress which their child is making.
- The school makes limited use of early entry to GCSE examinations. Where early entries are made, they are carefully planned and targeted so that students achieve the best possible grades of which they are capable.
- Students' achievement in the sixth form is consistently high, although results are better for A2 than AS-level courses. High quality teaching and systematic tracking ensure that students are well supported to meet their potential. Success rates are high and students are very well prepared for their next stage in their education. Recruitment has improved significantly since the last inspection and retention rates are above national averages.

### The quality of teaching

### is outstanding

- Much of the teaching in all key stages and across all subjects is good or outstanding so that students, including disabled students, those who have special educational needs and those for whom the student premium provides support, make outstanding progress.
- The quality of teaching has a high profile in the school and the school's detailed records, collated over time, accord closely with inspectors' views that teaching is outstanding overall. The very few teachers whose practice is not consistently high receive effective support to develop their expertise, especially in catering for the full spread of ability in classes.
- Outstanding teaching is supported by teachers' strong subject knowledge and their comprehensive insight into examination requirements which teachers share with their students. Lessons are carefully planned, structured and resourced. Teaching assistants are used to good effect in supporting learning. The pace of lessons is fast and students acquire knowledge and understanding securely. Expectations are always high.
- Most teachers systematically assess and monitor students' understanding during lessons; but, in a very few lessons, opportunities for students to reflect and articulate their learning through

skilful questioning and discussion are missed.

- Students' progress is measured regularly and robustly. Intervention is used well when students fail to meet the exacting targets set for them. Students know their targets and have a clear idea of exactly what they need to do to meet them. As a result, their progress is rapid.
- The teaching of literacy and numeracy is highly effective and evidenced in a wide variety of lessons including the use of numeracy in languages and the use of literacy in science. Subject specific words are highlighted and stressed in all lessons.
- Teaching in the sixth form is particularly strong and a significant number of outstanding lessons were observed in the sixth form during the inspection. Tracking data are used well to identify and quickly address any instances of underperformance.

### **The behaviour and safety of pupils** are outstanding

- Students' attitudes to learning are exemplary and their behaviour, in and outside lessons, continues to be a positive feature of the school. Constructive relationships pervade classrooms and students are courteous, polite and respectful. Students confirm that behaviour seen during the inspection is typical of behaviour over time.
- Parents expressed very positive views about behaviour in the online questionnaire as well as through the school's internal surveys. Members of staff expressed no concerns whatsoever about the students' conduct. Inspectors agree that behaviour is outstanding and contributes considerably to the success of the school.
- The management of behaviour is consistent and supports the positive ethos of the school as well as ensuring that lessons are used productively. Students confirmed that any instances of poor behaviour were dealt with very quickly and they were mindful of the consequences of their behaviour on other people.
- Students are fully aware of different possible forms of bullying, including cyber, racist and homophobic bullying. The school's pastoral team are supported closely by the police and other outside agencies to address and deal with any relevant social issues of a sensitive nature such as extremism and gang warfare.
- Attendance figures are consistently above national averages and persistent absence figures are significantly below. Students arrive punctually to school and to classes. Exclusions are rare with very few instances of repeat offenders. Attendance and punctuality in the sixth form are similarly high.
- A strong community spirit pervades the school within which everyone feels secure and supported. Students say, and parents agree, that they are very happy and feel very safe at school.

### **The leadership and management** are outstanding

- The headteacher, ably supported by senior leaders, middle leaders and the governing body, has been resolute in driving up standards and rigorously challenging underperformance. Self-evaluation is accurate and development planning vigorous and effective. Staff, at all levels, have an accurate and substantiated view of the strengths and weaknesses of the school.
- All staff are highly ambitious for the school and express the utmost confidence in the school's leaders and managers, as evidenced through the large and overwhelmingly positive response to the staff questionnaires.
- Leaders and managers focus tirelessly on improving teaching and learning by providing personalised professional development which is underpinned by robust performance management. The provision is summed up by one new teacher who commented, 'The school has been really supportive and has enabled me to develop as a teacher.'
- Staff turnover is high, befitting the aspirations and success of staff at the school. Recruitment is

carefully monitored and the school has made some excellent appointments including middle leaders and newly qualified teachers.

- The school's curriculum meets all statutory requirements. It is broad, balanced and responsive to students' needs, interests and aspirations. The curriculum is enhanced by an extensive range of extra-curricular and enrichment activities. All students receive independent career information, advice and guidance so that they are very well prepared for the next stage of education, training or employment. An increasing number of Year 11 students are now staying on in the school's sixth form.
  - The school's promotion of students' spiritual, moral, social and cultural development is excellent, with assemblies and tutor time well planned to support a range of spiritual, moral and ethical issues. Students are supportive and protective towards each other. They develop their understanding of other faiths very well. They enjoy visits abroad as well as cultural and sporting trips which develop their social skills. Their physical well-being is exceptionally well supported.
  - The school has a number of strategies for successfully engaging with parents. The very large majority of parental responses to the online questionnaire were positive and a very large majority agrees that the school is well led and managed. The overwhelming majority of parents say that they would recommend the school.
  - The local authority provides light touch support for this outstanding school. It commends the school on its extensive and highly valued support for neighbouring schools as well as the wider network of Catholic schools, strengthening achievement and supporting leadership.
  - **The governance of the school:**
    - Governors know their school extremely well. They are knowledgeable, supportive, perceptive and share the same values and aspirations as leaders and managers in the school. They have a very clear view of the strengths and weaknesses of the school as a result of regular training and frequent visits.
    - The governing body holds the school to account for examination results and is not afraid to ask difficult and challenging questions. They have an astute understanding of how the pupil premium and Year 7 catch-up premium are spent, as well as the impact which they are having on students' progress and narrowing the gap between the performances of different groups.
    - Governors are well aware of the quality of teaching across the school, the school's policy on performance management and the links between teaching, progress, performance and salary progression. They regularly review statutory policies and, through frequent audits, make sure that arrangements for safeguarding students are fully compliant and meet statutory requirements.
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## 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

<b>Unique reference number</b>	125312
<b>Local authority</b>	Surrey
<b>Inspection number</b>	426640

This inspection of the school was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Comprehensive
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	11–18
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in the sixth form</b>	Mixed
<b>Number of pupils on the school roll</b>	1411
<b>Of which, number on roll in sixth form</b>	289
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Father John Dickson
<b>Headteacher</b>	James Kibble
<b>Date of previous school inspection</b>	17–18 September 2008
<b>Telephone number</b>	01932 582520
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