

Inspection of Salesian School, Chertsey

Guildford Road, Chertsey, Surrey KT16 9LU

Inspection dates:	22 and 23 October 2024
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Sixth-form provision	Outstanding
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

The headteacher of this school is Paul Gower. This school is part of the Xavier Catholic Education Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), James Kibble, and overseen by a board of trustees, chaired by Peter O'Brien.

Ofsted has not previously inspected Salesian School, Chertsey under section 5 of the Education Act 2005. However, Ofsted previously judged Salesian School, Chertsey to be outstanding for overall effectiveness, before it opened as an academy. The school received an urgent inspection under section 8 of the Act on 5 November 2019. Since September 2024, schools have not been awarded an overall effectiveness grade.

What is it like to attend this school?

Pupils flourish at this exceptional school. A sense of happiness pervades. They know that staff want the very best for them. Pupils are especially respectful of each other. Relationships are particularly strong. The school's deliberate and thoughtful actions ensure that pupils feel safe and cared for.

The school is unfailingly ambitious for the achievement of all pupils, including those with special educational needs and/or disabilities (SEND). Pupils rise to and exceed staff's high expectations consistently. Lessons are industrious. Pupils are thirsty to learn and curious. They concentrate well and take responsibility for their own learning. This prepares them remarkably well for the next stage of their education.

The way the school develops pupils' character is exemplary. The school's thoughtful 'co-curriculum' ensures that pupils are very well prepared to become active citizens who can make a difference. Countless opportunities exist for pupils to develop and extend personal and social skills, talents and interests, including in the sixth form. Everyone aspires to use their leadership skills to make a positive contribution. Older pupils proudly serve on the school council or as prefects. They act as strong role models for younger pupils to look up to. The school's values of respect, understanding, affection and humour are highly evident.

What does the school do well and what does it need to do better?

The curriculum is very effective from Year 7 to the end of sixth form. Pupils study a broad and balanced curriculum. The school has addressed the dip in the number of pupils who study the English Baccalaureate effectively. Rapidly growing numbers of pupils engage enthusiastically in modern foreign languages. Students in the successful sixth form study a broad range of academic and vocational qualifications. The school gives them timely, tailored support. This enables students to choose destinations that are extremely suitable for their high aspirations.

Caring staff create a positive climate for learning that enables pupils to flourish. Expert teachers focus sharply on pupils' learning. They revisit key information regularly to help pupils learn and remember it. Teachers' adept checks on pupils' learning significantly strengthen how well pupils remember the curriculum. Teachers address misconceptions swiftly. Staff masterfully direct purposeful and targeted support to those who need it the most, particularly disadvantaged pupils. Pupils are empowered to become independent learners. For example, in mathematics, pupils choose their own homework tasks autonomously to rectify any misunderstandings they may have. Everyone achieves exceptional outcomes that prepare them for future success excellently.

The school identifies the needs of pupils with SEND early and accurately, including those in the specially resourced provision for pupils with SEND (specially resourced provision). Skilfully trained staff support these pupils' needs so that they consistently achieve the very best outcomes across the curriculum. Pupils at the earlier stages of learning to read get meticulous support that helps them catch up quickly and keep up.

Pupils' wider personal development is a particular strength of the school. There is a multitude of activities deliberately designed to enhance pupils' enjoyment of school and to support learning. Pupils eagerly capitalise on the myriad opportunities to engage in sports, further academic study through subject-specific societies, creative arts, debate and support the spiritual life of the school. Trips and visits substantially supplement the exceptional curriculum offer, particularly in the sixth form, where students visit prospective universities. Work to develop pupils' spiritual, moral, social and cultural understanding is skilfully embedded in the curriculum and beyond. Deliberately chosen activities broaden pupils' experiences and understanding of the world around them and help everyone feel respected. Sixth-form students champion equality, diversity and inclusion passionately. Everyone receives timely and particularly personalised information to support and inform their choices after school. One student told inspectors, 'We are in charge of our own destiny, and we are supported to get there.'

Pupils' behaviour is impeccable. They respect the school's highly effective 'chance, choice, consequence' approach to maintaining order. Pupils arrive at lessons on time and eager to learn. Attendance is very strong, and the school is relentless in seeking to improve attendance further. Staff work tirelessly to address any barriers that may mean pupils miss out on vital learning.

Staff well-being is a priority. Staff are incredibly proud to work at the school. Individualised and purposeful staff training, which develops staff's existing skills and knowledge, benefits pupils by improving learning opportunities. Staff epitomise the school's ethos of being compassionate, dedicated and aspirational and model these values to pupils. One member of staff, typical of many, told inspectors, 'We feel loved by the school so that we, in turn, can love and serve the children here.' Governance is strong. Governors and the trust provide highly effective, rigorous and robust challenge. They provide appropriate support and champion the school's vision and culture unfailingly.

Safeguarding

The arrangements for safeguarding are effective.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	143367
Local authority	Surrey
Inspection number	10341818
Type of school	Secondary comprehensive
School category	Academy converter
Age range of pupils	11 to 18
Gender of pupils	Mixed
Gender of pupils in sixth-form provision	Mixed
Number of pupils on the school roll	1,849
Of which, number on roll in the sixth form	446
Appropriate authority	Board of trustees
Chair of trust	Peter O'Brien
CEO of the trust	James Kibble
Headteacher	Paul Gower
Website	www.salesian.surrey.sch.uk
Date of previous inspection	5 November 2019, under section 8 of the Education Act 2005.

Information about this school

- The school is part of the Xavier Catholic Education Trust.
- The current headteacher took up their post in September 2021.
- The school uses four registered and seven unregistered alternative provisions.
- The school has a specially resourced provision which provides support for 21 pupils with autism.
- The school has a Roman Catholic religious character. The school had its last section 48 inspection by the Diocese of Arundel and Brighton in March 2019.
- 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.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in these subjects: English, mathematics, science, modern foreign languages, art and history. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors held meetings with senior leaders of the school, the special educational needs coordinator, members of staff and some pupils. The lead inspector held a meeting with the chair of the trust and the CEO. The lead inspector also held a telephone conversation with a representative from the diocese.
- Inspectors visited lessons in other subjects and considered the school's work to support disadvantaged pupils.
- Inspectors spoke with groups of pupils and observed their behaviour at breaktime and lunchtime.
- To evaluate the effectiveness of safeguarding, the inspectors reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspectors took account of a range of other information, including the school's development plan, school policies and minutes from meetings of the governing body.
- The inspectors considered the responses to the online survey for parents, Ofsted Parent View, and the free-text comments. They also took account of the responses to the confidential online staff and pupil surveys and gathered the views of both staff and pupils throughout the inspection.

Inspection team

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