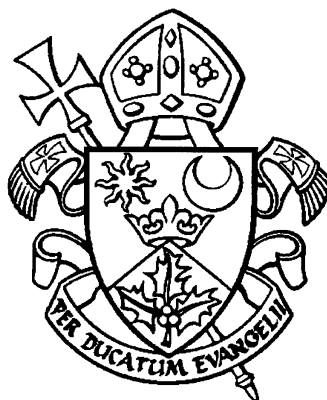


## THE VALIDATION REPORT - SUMMARY



This report to the Bishop of the Diocese under Canon 806 of the Code of Canon Law is also the report to the governors of the school on religious education. For Catholic maintained schools, the report also fulfils the requirements of Section 48 of the Education Act 2005.

<b>NAME OF SCHOOL</b>	Salesian College
<b>ADDRESS</b>	Reading Road Farnborough GU14 6PA
<b>CHAIR OF GOVERNORS</b>	Mr Antony Byrne
<b>HEADTEACHER</b>	Mr Patrick Wilson
<b>NAMES OF VALIDATORS</b>	Mr Chris Richardson Mr John Wright
<b>DATES OF THE VALIDATION VISIT</b>	4 <sup>th</sup> & 5 <sup>th</sup> February 2010

## Information about the school

Number of pupils on roll	605
Number of boys	594
Number of girls	11
Number of statemented pupils	2
Percentage of Catholic pupils	40%
Number of teaching staff	53
Number of support staff	21
Percentage of Catholic staff	33%

Salesian College, Farnborough is an independent Catholic grammar school for boys with a co-educational sixth form. It is a Salesian foundation offering an education grounded in the Catholic tradition, as expressed in the educational philosophy of Don Bosco. The college is pleased to offer places to students from Catholic and non-Catholic families and currently these are represented in roughly equal proportions. Entry is dependent on performance at entrance test. The main college site boasts excellent facilities, including a chapel and chaplaincy centre. The site also offers good circulation and recreational space. A second site provides sports grounds and a new pavilion.

## **The school's effectiveness in providing Catholic education**

Salesian College provides an outstanding experience of Catholic community living, which is sensitive to the diversity of the religious backgrounds of its members and inspired by the teaching and example of Don Bosco.

The quality of teaching and learning in religious education (RE) is outstanding. The highly skilled and committed team of teachers offers a lay witness that compliments the religious foundation of the college.

The spiritual and moral development of students is also outstanding. The Salesian approach to education permeates all aspects of the college and touches the lives of all its members.

### **a) Key strengths of the school**

- The college is commended for the accuracy of its self-review and the quality and professional presentation of its documentation.
- The work and witness of the college's leadership and in particular that of the headmaster, make an outstanding contribution to the Catholic life of the college. Their commitment to Salesian education gives direction to their work and informs the practice of all the staff.
- The governors are well informed and committed to ensuring a holistic Salesian education.
- The staff give generously of their time and expertise in service of their students and, in so doing, demonstrate that 'presence' called for by Don Bosco.
- Behaviour is excellent in an environment where openness and trust predominate.
- The religious education department is a highly effective and cohesive team. The recent seamless transfer of leadership has ensured a continuing high level of provision.
- Students enjoy and achieve in religious education. They feel supported to reach their potential and value the different perspectives that the subject brings.
- Religious education lessons are characterised by academic rigour and critical challenge. Teachers 'walk along-side' students and nurture a relevant appreciation of the life of faith.
- The sixth form is a friendly and dynamic student community, where leadership, initiative and the pursuit of excellence are encouraged. Students completing their sixth form studies are typically mature, well-adjusted and socially aware.
- The college makes full use of the world-wide Salesian network to promote international understanding and charitable endeavours.

### **b) Key areas for development**

In order to enhance further existing provision, the college should introduce explicit differentiation in key stage 4 and key stage 5 schemes of work in religious education.

In the light of the Bishops' Conference requirement that 10% of teaching time should be allocated to religious education, the college should keep under review its time-allocation to this subject.

c) Progress since the last validation

The college has built on its previous review and has improved provision in a number of areas. In particular the quality of the religious education programme has been enhanced and the opportunities for prayer and reflection have been extended, with the introduction of retreats for all age groups. It is clear that the college gives appropriate weight to developing its religious life.

d) Summary of parents' views of the school

The level of satisfaction, expressed by parents in the self-review questionnaires and confirmed by those met during the validation, is exceptionally high. There is no substantial area of concern expressed by parents; but there is a considerable level of praise for the quality of religious education on offer and the degree to which parents are encouraged to become involved in the life of the college.

## **SOURCES OF EVIDENCE FOR THE VALIDATION**

As part of the validation process:

Two validators spent an afternoon in school, meeting with the headmaster and head of RE, discussing the school's self-review report, touring the school and gathering documentary evidence.

Two validators carried out the validation during two school days.

During the validation days interviews and discussions were held with:

- The deputy head responsible for pastoral care;
- Three heads of year;
- Two governors;
- The head of RE;
- The head of PSHE;
- The head of learning support;
- The school council;
- The college captain and vice-captains;
- The head of sixth form
- Four parents
- The local parish priest;
- The chaplain;
- The RE department.

Four religious education lessons were observed.

One class liturgy and three class prayers were observed.

A sample of students' religious education books and folders was scrutinised.

Religious education resources were considered.

An analysis was made of the responses to the parental questionnaire.

Informal discussions were held with staff and students during the days.

Informal feedback was given to the chair of governors, senior leadership team and head of RE at the end of the second day.

### **Conclusion**

The validators would like to thank the governors, headmaster, staff and students for their welcome and for the open approach adopted towards the validation process. They would also like to thank the RE department for their high level of co-operation.