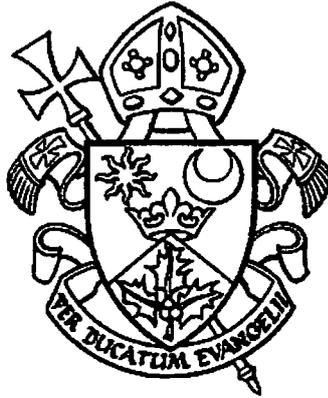


## THE VALIDATION REPORT – SUMMARY



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>	Farleigh School
<b>ADDRESS</b>	Red Rice Andover Hampshire SP11 7PW
<b>CHAIR OF GOVERNORS</b>	Mr Michael Dawson
<b>HEADMASTER</b>	Fr Simon Everson
<b>NAMES OF VALIDATORS</b>	Miss Catherine Hobbs Mr Tony Shrubsall
<b>DATES OF THE VALIDATION VISIT</b>	19 <sup>th</sup> November 2008 25 <sup>th</sup> November 2008

## Information about the school

Number of pupils on roll	415
Number of boys	230
Number of girls	185
Number of statemented pupils	2
Percentage of Catholic pupils	46
Number of teaching staff	48
Number of support staff	89
Percentage of Catholic staff	18

Farleigh School was founded in 1953 as a Catholic preparatory boarding school for boys. It now offers co-educational kindergarten, pre-preparatory and preparatory education, both boarding and day. The school's numbers increase in year 3, with additional pupils joining the school at the preparatory stage. An increasing number of pupils also move from being day to boarding pupils as they move through the school. Approximately 150 pupils board for at least one night a week. The majority of pupils live in a 25 mile radius of the school. A small proportion of pupils come from ethnic minorities, with their homes located outside of the U.K. The school moved to its present site on the outskirts of Andover in 1982. The school buildings, centred on a Georgian mansion, are set in 60 acres of attractive park and woodland. The grounds provide good provision for a variety of sporting and leisure activities.

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

Farleigh is an example of a Catholic school that is strongly committed to Christ being at the centre of all it does. Leadership at all levels is strong and centred on the Christian vision. The personal witness to this mission is lived out through the quality of the relationships within the school and the welcome that it extends to all who enter Farleigh.

In providing a good standard of religious education (RE), referred to in the school section as religious studies (RS), the pupils are given a firm faith foundation. The drive towards high achievement in the common entrance exam, along with a commitment to the subject being taught by specialists, means that religious education is given a high status within the school. The co-ordination of the subject is outstanding, with real commitment to further development and support for staff.

The ethos of Farleigh permeates all aspects of school life and provides many opportunities that contribute to pupils' outstanding spiritual and moral development. Respect, care and value of and for the individual are key features of the life of Farleigh.

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

**The Christian leadership at Farleigh provides a very strong vision and direction for the work of the school.**

The validators commend the school for the following:

- The personal witness to the faith provided by the headmaster and other staff members.
- The leadership and vision of the headmaster, in leading the school through significant change.
- The leadership shown by the school in developing initiatives among Catholic independent schools.
- The governors know their school. They are committed to further developing its mission.
- The commitment shown by those leading the school to supporting pupils and families with difficulties.
- The school's involvement in hosting and running a weekly club for pupils from Icknield School with severe learning difficulties.
- The common entrance results to senior schools are consistently very good.
- The high status given to religious education, through the commitment that, from year one onwards, it is only taught by subject specialists.
- How the children value religious education and its contribution to their life, which inspires pupils to further their studies in this area at higher levels.
- The variety of teaching styles employed across the year groups to engage the pupils in their learning.
- The headmaster provides clear spiritual support and guidance through his role as chaplain.
- The value the children place on the importance of prayer in the school.
- Excellent standards of behaviour.
- The involvement of pupils in supporting a range of worthwhile causes.
- An environment of respect for one another, shown through good relationships in school.

b) Key areas for development

- To ensure that pre-preparatory and preparatory develop a whole school identity.
- To ensure that acts of collective worship allow all, who are gathered, the opportunity to reflect and respond.
- To link with the Diocese and other schools in order to benefit from and to share good practice.
- To review the timetabling and staffing of religious education to ensure that it complies with the requirements issued by the bishops of England and Wales.
- To ensure that the diocesan self-review process is embedded into the life of the school.

c) Progress since the last validation

The school has worked hard to address the issues raised from the last report. The scheme of work for religious education has been completed and revised in all departments, to incorporate developments in teaching and learning, nationally and in published schemes. With the employment of additional Catholic teachers the school has increased the amount of time devoted to religious education, although consideration needs to be given to extending this further. The school has fully embraced the desire for worship to be a communal experience for all members of the community. This has enriched the spiritual dimension of the school, along with the retreat programme established for pupils in years 3 -8.

d) Summary of parents' views of the school

As part of the validation, parents were asked to complete a questionnaire on the Catholic life of the school. Altogether 193 completed questionnaires were received and analysed. The vast majority of parents are strongly in support of the school and are made to feel welcome, regarding the school as a supportive and caring Catholic community. They feel encouraged to take part in the religious and worshipping life of the school. The proportion of parents, who disagreed with any aspect of the school, is a very small minority. Parents regard the school as a place where their children develop morally and spiritually and where they are happy.

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

As part of the validation process:

Two validators spent half a day in school, meeting with the headmaster, discussing the school's self-review report, touring the school and gathering evidence;

Two validators carried out the validation in the course of a school day;

As part of the validation, interviews and discussions were held with:

- The headmaster
- The head of the RE department
- The chair of the governors' academic committee.
- A representative group of pupils.

Four religious education lessons were observed;

One pre-preparatory act of collective worship was observed;

An act of collective worship was observed, led by a class for the rest of the school.

A sample of pupils' work was scrutinised;

Prior to and during the validation, documentation was analysed and evidence examined;

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

Feedback was given to the headmaster, chair of governors and a group of staff at the end of the validation visit.

## **CONCLUSION**

The validators would like to thank the headmaster, head of RE, staff, governors, parents and pupils of Farleigh School for their preparatory work for the validation. They would also like to express their appreciation for the warmth of welcome they received and the support given during the validation process.