

National Society Statutory Inspection of Anglican Schools Report

Slough and Eton Church of England Business and Enterprise College

Ragstone Road
Slough. SL1 2PU

Diocese: Oxford

Local authority: Slough

Dates of inspection: 9th June 2011

Date of last inspection: 14th May 2008

School's unique reference number: 142

Headteacher: Paul McAteer

Inspector's name and number: Gillian Allison NS142

School context

The school is of average size with a growing sixth form. It is non-selective, in an area with selective schools and a girls' school. There are twice as many boys as girls. Pupils come from a wide variety of backgrounds and most are from minority ethnic backgrounds. A large number do not speak English at home. Over 75% of pupils are Muslims. Since the last inspection a major building programme has been completed and new leadership has been in place since September 2008. The school is seeking academy status.

The distinctiveness and effectiveness of Slough and Eton Church of England Business and Enterprise College as a Church of England school are outstanding

The school's approach to providing the best education for all of its pupils reflects, very effectively, the Church of England tradition of service to the community. It successfully harnesses the high level of faith commitment in an atmosphere of mutual respect, so that members of the school are bound by tolerance and spiritual maturity.

Established strengths

- The inspired leadership and vision of the headteacher
- Respect for faith which is woven through the life of the school
- The continued success of the religious education programme

Focus for development

- Seek advice and support for developing visitor involvement in collective worship

The school, through its distinctive Christian character, is outstanding at meeting the needs of all learners

Pupils are aware of the school's Christian foundation and feel that, whatever their background and faith position, they are valued and respected. This is because the school is very successful in promoting understanding of faith and its importance to individuals and communities. Pupils and parents speak well of the successful religious education department. High quality collective worship also promotes this ethos. Well-used quiet areas are conducive to prayer and reflection, supporting outstanding spiritual development. The school's commitment to every individual means that educational and personal development are very good indeed. Outstanding opportunities within classes and extra-curricular activities are tailored to pupils' needs. High satisfaction with the school is demonstrated by its popularity and increased attendance levels. Partnerships with local organisations and involvement with wider community initiatives enrich pupils' development. For example, groups of older pupils participate, with peers from state and independent schools, in seminars aimed to deepen spiritual and moral understanding. Their enthusiasm for engagement with those from different backgrounds and their confidence to debate faith and moral positions inspires other pupils to participate in a programme which is being extended to satisfy demand. Considerable charitable efforts reflect pupils' strongly held moral concerns. Sixth formers, who are impressive role models for younger pupils, also make valued contributions to the local community. Excellent relationships modelled by staff create a climate of trust in which pupils feel confident to express themselves and to seek advice. Outstanding care and support mean pupils flourish, some when they have failed to thrive elsewhere. The behaviour policy is well

understood and consistently applied, so that pupils identify with the promotion of fairness and reconciliation. Its impact supports individuals and promotes harmony in the locality, creating a circle of mutual support within the community.

The impact of collective worship on the school community is outstanding

The strength of collective worship lies in the school's recognition of the depth of faith commitment amongst learners. Working with this, in the context of the church foundation, the school delivers high quality, inclusive worship. In a community of many faiths everyone takes part, including staff. Since the last inspection the school has built upon good practice to ensure consistency of experience. Now, with building development complete, shortcomings in the regularity of worship have been effectively addressed. This reorganisation, coupled with focussed planning, demonstrates the importance of worship. Sensitively designed to respect all faith stances worship is not overtly Anglican but incorporates themes from the Bible, references Christian festivals and promotes common values. As one pupil commented, "It brings us together, different religions experiencing the same." Pupils are very positive about worship. The school knows this because careful evaluation of staff and pupils' views influences development. They appreciate themes which are relevant and inspirational, in a setting which allows everyone to develop their own perspective. Many comment that the values which are promoted in worship are consistent with those promoted in the home. Pupils enjoy active involvement in worship, including initiating special presentations. Their confidence in engaging with worship is symptomatic of the spiritual maturity of many pupils. Behaviour is very good because school's values promote respect and tolerance of others' right to worship, which makes time for prayer and reflection meaningful. The school is considering ways of involving visitors, to reinforce good community partnerships and enrich the experience.

The effectiveness of the leadership and management of the school as a church school is outstanding

The headteacher, supported by senior staff and governors, has a clear vision for this church school, serving this diverse community. It is well thought-through and effectively articulated so that all stakeholders understand what it means. Communication is two-way, so that adults and pupils' views influence the self-evaluation which supports development. Key values in the mission statement are constantly referenced in developing policy and in judging its impact, so that the ethos is sustained and strengthened. The school's focus on working with the local community is very effective because it generates mutual respect and harmony. There are very good relationships with parents, many of whom value the centrality of faith in the school. Investment in liaison staff and adult education helps bridge language barriers so that pupils and families are well served. Varied community links beyond the locality and with international contacts enrich pupils' understanding of shared values and the contributions they can make to society. One link with a Ugandan school is strengthened by Ugandan diocesan connections. Recent changes to the governing body mean that an interim board is in place, led by an experienced foundation governor who brings valued insight to matters of church school governance. There are supportive governor links to, for example, the development of collective worship and to the innovative leadership of religious education. Governance is also benefiting from strengthening relations with the parish church. The senior leadership team and governors have a good understanding of where their church school strengths lie as they are exploring academy status and there is a determination to sustain the school's ethos within the new structure. The academy strategy also involves support from diocesan leadership and proposals to strengthen ties with neighbouring Church of England schools.