

Slough and Eton CofE Business and Enterprise College

Inspection report

Unique Reference Number	110081
Local Authority	Slough
Inspection number	356686
Inspection dates	5–6 May 2011
Reporting inspector	Daniel Burton HMI

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

Type of school	Secondary
School category	Community
Age range of pupils	11–19
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	918
Of which, number on roll in the sixth form	126
Appropriate authority	Interim executive board
Chair	Roy Evans
Headteacher	Paul McAteer
Date of previous school inspection	27 February 2008
School address	Ragstone Road Slough Slough SL1 2PU
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and four additional inspectors. The inspection team observed 41 lessons led by 41 teachers. Meetings were held with groups of students, members of the governing body and staff. Inspectors observed the school's work and looked at policies, data and the school's own analyses, including its self-evaluation, the governing body minutes, and 270 questionnaires completed by parents and carers. They also looked at questionnaires completed by staff and students.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Academic progress in mathematics and English for students in the lower ability sets and for those with special educational needs and/or disabilities.
- The impact of classroom teaching overall in meeting the needs of students with special educational needs and/or disabilities.
- The impact of recent changes to leadership and management in English and mathematics in improving the quality of provision and outcomes for students.
- The impact of revised governance arrangements on the school's capacity for sustained improvement.
- Success rates for sixth form students in their AS-level studies.

Information about the school

Slough and Eton CofE Business and Enterprise College is an average-sized school with a growing sixth form. The school is a non-selective school in a local authority which provides selective education and has a selective girls' school. Students come from a wide range of backgrounds and most are from minority ethnic backgrounds. Almost half are of Pakistani heritage. The large majority of students speak English as an additional language. There are twice as many boys as girls. The proportion of students with special educational needs and/or disabilities is well above the national average. The majority of needs relate to behavioural, emotional and social difficulties. The school has a designated resource base providing support for a small number of students with speech, language or communication difficulties. The school offers the full range of extended services and is a specialist college for business and enterprise. The school is pursuing academy status for September 2011.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

1

The school's capacity for sustained improvement

1

Main findings

- Slough and Eton CofE Business and Enterprise College has improved very significantly since the last inspection with the result that its overall effectiveness is now outstanding. Leaders and managers have built very successfully upon the school's previous areas of strength while addressing tenaciously the areas in need of improvement.
- The outstanding curriculum is complemented by highly effective systems to provide all students with excellent care, guidance and support. The school is extremely mindful of the challenging circumstances faced by a significant proportion of students and meets their needs extremely well. For example, induction procedures for students who have recently arrived in the United Kingdom are exemplary and ensure these students settle quickly and well.
- Students with complex needs, including those with speech, language and communication difficulties, are cared for exceptionally well and make good and often outstanding progress in their personal development and achievement. The school leaves no stone unturned in securing the help of specialist external agencies to ensure that provision is tightly matched to students' individual needs.
- As a result of these improvements, students' attainment overall has risen sharply and is now very closely aligned with the national average. This is a considerable achievement given students' very low starting points on entry to the school, particularly in English language development. Students' academic progress against targets by the end of Year 11 is outstanding. Students' behaviour and their commitment to healthy lifestyles are good and their attendance, and the extent to which they feel safe and contribute to the school and wider community, are outstanding. Spiritual, moral, social and cultural development is also outstanding.

These improvements are a result of strengthened leadership and management arrangements at all levels. The outstanding headteacher, supported by a very effective senior team, has helped raise expectations across the school. Nevertheless, leaders and managers are not complacent and recognise that further improvements are needed to secure outstanding outcomes for all groups of learners.

- While teaching is good overall, teachers' use of assessment is not consistent. This means that in some lessons teachers do not use the detailed information they hold on students' prior attainment to plan activities which meet the needs of the whole group. Similarly, not all teachers are equally effective in ensuring that all students have made sufficient progress in lessons before moving onto the next task. This helps to explain that, while students with special educational needs and/or disabilities make outstanding progress in the learning resource base or in the

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personalised skills unit, their progress in lessons across the curriculum is good rather than outstanding.

- The growing sixth form has continued to improve with the result that success rates for students completing A levels and vocational qualifications are outstanding. However, pass rates at AS level are not high enough because procedures do not fully ensure every student is directed onto the appropriate course.

Improvements to all aspects of provision since the last inspection, informed by rigorous and accurate self-evaluation and the school's proven success in exceeding very challenging academic targets, provide very clear evidence of the school's outstanding capacity for further improvement.

What does the school need to do to improve further?

- Increase the proportion of good and outstanding teaching to 90% by December 2011 by:
 - ensuring all teachers use assessment information equally effectively to plan learning activities which fully meet the needs of the whole group and use a wider range of strategies to check all learners have made the gains expected
 - ensuring that the outstanding specialist provision for students with special educational needs and/or disabilities is matched more consistently across the curriculum by subject teaching which is fully responsive to students' varying needs.
- Raise pass rates at AS level to be in line with those seen nationally by ensuring that all students are guided onto the correct courses in Year 12.

Outcomes for individuals and groups of pupils

2

- Behaviour has improved very significantly since the last inspection and inspectors saw good and often outstanding behaviour consistently in lessons. One student, typifying the views of many others, said, 'The school now provides a real working environment.' The proportion of students subject to fixed-term exclusions has dropped dramatically and is now in line with the national average. School leaders recognise that too many Somali boys continue to be excluded.
- Students, including those whose circumstance makes them more vulnerable, report that they feel extremely safe at school because of the excellent care they receive from teachers and each other. They know how to access help if ever they need additional academic or pastoral support.
- Students thrive when teaching is at its best. For example, in one lesson seen, students with very low basic skills made outstanding progress as they applied their rapidly developing numeracy skills to calculate averages. In this lesson, the students worked very effectively in individual and paired tasks and took great pride in sharing their learning gains with the teacher and each other. All students, including those with significant physical disabilities, demonstrated high levels of resilience, determination and enjoyment to ensure they met their challenging learning goals. In other outstanding lessons seen, for example in science and music, students made

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outstanding progress because teaching was imaginative and highly responsive to individual needs.

- Students with speech, language and communication difficulties make outstanding progress in numeracy and good progress in reading, spelling and speaking skills in the learning resource base. Similarly, students receiving specialist provision to improve their levels of literacy make excellent progress through one-to-one and small group tuition. Students who have experienced difficulties adjusting to school life make excellent gains in improving their behaviour as a result of highly personalised timetabling accompanied by very effective specialist support.
- In some lessons, students with special educational needs and/or disabilities sometimes make less progress than their peers because teaching is not always responsive enough to their individual needs. This explains why, in the past, some students have not made as much progress as others in English or mathematics. Changes to the leadership and management arrangements in mathematics and English now ensure that previous underachievement for students with special educational needs and/or disabilities and for those in the lower sets is being successfully addressed through better teaching, more flexible setting arrangements and excellent partnership working with specialist staff. As a result, students who have previously achieved less well than others are now making good progress and, in mathematics, younger students with special educational needs and/or disabilities are making outstanding progress.
- High proportions of students meet and surpass very challenging targets and there is no significant difference in the achievement of girls and boys. Teaching strategies are increasingly effective in ensuring that girls participate in lessons as fully as the boys, though in some lessons not all students are given sufficient opportunities to contribute to class discussion.
- Students make an outstanding contribution to the school and wider community, for example through their work as reading buddies for Year 5 students, or their actions to challenge issues such as obesity or racism in the local community. Students are rightly proud of their work to raise money for good causes, including the school they support in Uganda.

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Please turn to the glossary for a description of the grades and inspection terms

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	1
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	1
Taking into account: Pupils' attendance ¹	1
The extent of pupils' spiritual, moral, social and cultural development	1

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

- The large majority of teaching secures at least good progress in lessons. Teaching is enhanced by teachers' excellent subject knowledge, their increased proficiency in setting challenging targets and their skills in using a wide range of resources, including information and communication technology (ICT) to support learning.
- Teachers share learning objectives with students so that they have a clear understanding of what they are trying to achieve. Effective marking and assessment increasingly ensure that students have good understanding of how well they are performing against their personal targets and what they need to do to improve. However, day-to-day targets in lessons are seen less consistently and in some lessons, teachers do not establish success criteria clearly enough so that they and their students can assess how much students have achieved by the end of the lesson.
- Teachers make excellent use of teaching assistants to support students with special educational needs and/or disabilities or those at the early stages of learning English. On occasions when these students do not receive such support, teachers are not always sufficiently mindful of their needs.
- Students of all abilities are able to choose from a wide range of academic and vocational courses which meet their needs, interests and aspirations extremely well.

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Provision to develop students' literacy across the curriculum is good with outstanding examples seen in science, mathematics, business studies, ICT and art.

- The curriculum is extremely well tailored to support students with complex needs, including those exhibiting challenging behaviour and those with low levels of literacy and numeracy. Year 7 students benefit from a thematic approach to learning in the autumn term devised explicitly to raise low levels of literacy and numeracy typically seen on entry to the school.
- The curriculum is enhanced by extensive extra-curricular provision, including after-school, weekend and holiday classes for students preparing for public examinations. Students benefit from the opportunity to begin their Key Stage 4 studies a term earlier than usually seen, with the result that preparation time for accredited courses is maximised. More-able students, and those close to achieving national thresholds, benefit from well-targeted master classes delivered by their own teachers and staff from Eton College.
- The school's status as a Business and Enterprise College makes an important contribution to students' achievement. Courses linked to the school's specialism are popular and success rates are high. Provision to secure outstanding future economic well-being is enhanced by the rich extra-curricular enterprise and careers programme. As a result, the proportion of students not in education, training or employment is well below average.
- All students, including those most at risk, benefit from exceptional care, guidance and support. Staff monitor academic outcomes and students' personal development extremely rigorously with the result that underachievement is increasingly rare. An excellent raft of specialist support includes provision to address mental health difficulties, behavioural needs and physical disabilities. The school can point to striking examples of students who have failed to adapt to other settings who are now thriving in school. Excellent links with a local special school and alternative education provider typify the school's commitment to garnering all available support to secure the best possible outcomes for students.
- Arrangements to assess the prior attainment and potential of students at the early stages of learning English, including new arrivals to the United Kingdom, are extremely rigorous and are effective in ensuring that provision is quickly matched to need.
- Strategies to improve behaviour and attendance have been markedly successful with the result that behaviour is good and attendance is high.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	1

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How effective are leadership and management?

- The headteacher and his team have embedded ambition and driven improvement extremely well. All staff who completed the Ofsted questionnaire agreed or strongly agreed with the statement, 'I know what we are trying to achieve as a school.'
- Governance has been strengthened very considerably through the appointment of an Interim Executive Board (IEB). This has enabled the school to overcome previous weaknesses in financial management and has ensured that contracts with external organisations secure much better value for money than before. The IEB provides significant educational expertise and is extremely well placed to shape the future direction of the school.
- Middle leadership is much stronger than before and has been enhanced by some key appointments, including in mathematics and English. Leadership in these subjects has proved to be highly effective in improving the quality of teaching and in raising staff and students' aspirations with regard to achievement, particularly for those in the lower sets.
- Good leadership and management of teaching and learning have secured higher proportions of good and outstanding lessons than before and staff are developing well-considered and ambitious strategies to improve the quality of teaching further. The school relentlessly secures specialist support from a wide range of consultants and providers to capitalise on available expertise. Leaders and managers have an extremely accurate view of the quality of teaching and learning.
- Staff are dedicated to securing equality of opportunity with the result that all groups of students achieve well and some make exemplary progress. The school is highly effective in narrowing any gaps in attainment between different groups of learners, including students known to be eligible for free school meals.
- The school is an extremely cohesive community and students from a wide range of backgrounds get on well. Staff are acutely aware of the context within which the school works and plan carefully to ensure the needs of all community groups are well met. For example, the appointment of two outreach workers to help strengthen relations with the local Somali community will soon be complemented by similar posts to reach out to the Polish community and to support the increased number of Romanian students due to enter Year 7 in September 2011.
- Safeguarding arrangements are secure and maintenance of the single central register of staff is exemplary.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	1
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	1
The effectiveness with which the school deploys resources to achieve value for money	1

Sixth form

- Success rates and attendance for the very large majority of students are high.
- A wide range of vocational qualifications at levels 1, 2 and 3 is complemented by good and improved provision for A-level study. The learning for life programme makes a valuable contribution to students' wider personal development, not least in providing accredited qualifications in leadership.
- Sixth form students are excellent ambassadors for their school. They dress smartly and are excellent role models for younger students. They play a significant role in the wider life of the school through the prefect system, running the school council and through helping teachers to ensure that public events run smoothly. They also make an excellent contribution to the local community through their work as sports coaches and through their considerable and award-winning charity work.
- Students speak very positively about the quality of teaching they receive and are particularly appreciative of their teachers' willingness to prepare them well for examinations. As one commented, 'The teachers are always there for you.'
- Many aspects of care, guidance and support are outstanding and students receive excellent preparation for further study or the world of work. Some students benefit from mentoring by undergraduate students from local universities.
- Improvements to the sixth form are increasingly recognised in the wider community with the result that the sixth form is attracting growing numbers of external applicants.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

These are the grades for the sixth form

Overall effectiveness of the sixth form	2
Taking into account:	
Outcomes for students in the sixth form	2
The quality of provision in the sixth form	2
Leadership and management of the sixth form	2

Views of parents and carers

The response rate to the inspection questionnaire was higher than average. The very large majority of parents and carers are highly supportive of the school and the quality of education it provides. The very large majority agreed or strongly agreed that their child enjoys school. Responses were least favourable about the school's arrangements to take account of parents' and carers' suggestions and concerns. This is despite considerable consultation on proposed academy status and forthcoming changes to the school day. Nevertheless, these concerns have been shared with the school, and leaders and managers recognise that strategies to engage with all groups of parents and carers are not fully developed. A few parents and carers made negative comments about the school's strict approach to student conduct and behaviour. These were matched by a few comments from parents and carers who felt that behaviour was not sufficiently well managed. Inspectors looked closely at behaviour during this inspection and judged that the school's approach has proved to be highly effective in improving students' conduct and, consequently, their attainment, achievement and personal development.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Slough CofE Business and Enterprise College to complete a questionnaire about their views of the school. In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 270 completed questionnaires by the end of the on-site inspection. In total, there are 918 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	71	26	183	68	12	4	4	1
The school keeps my child safe	78	29	174	64	13	5	4	1
My school informs me about my child's progress	80	30	160	59	24	9	5	2
My child is making enough progress at this school	48	18	192	71	26	10	4	1
The teaching is good at this school	43	16	173	64	35	13	8	3
The school helps me to support my child's learning	55	20	161	60	45	17	4	1
The school helps my child to have a healthy lifestyle	59	22	172	64	33	12	6	2
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	68	25	160	59	20	7	5	2
The school meets my child's particular needs	45	17	176	65	37	14	4	1
The school deals effectively with unacceptable behaviour	67	25	165	61	21	8	11	4
The school takes account of my suggestions and concerns	40	15	150	56	38	14	14	5
The school is led and managed effectively	52	19	178	66	18	7	10	4
Overall, I am happy with my child's experience at this school	71	26	168	62	21	8	4	1

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



9 May 2011

Dear Students

Inspection of Slough and Eton CofE Business and Enterprise College, Slough, SL1 2PU

Thank you for the very warm welcome you gave to inspectors when we recently visited your school. Here are our main findings.

- Your school has improved significantly since the last inspection and its overall effectiveness is now outstanding. Your headteacher, his senior team and teachers have done an excellent job in helping you to improve examination results with the result that attainment by the end of Year 11 is in line with the national average. This reflects the outstanding progress the large majority of you make during your time in the school.
- You achieve well because the curriculum is very well matched to your individual needs and because staff work extremely hard to ensure that you are well supported.
- You told us how behaviour has improved and inspectors saw good and outstanding behaviour consistently in lessons. Your good behaviour now makes a significant contribution to the progress you make in lessons and over time.
- The growing sixth form provides a good and improving quality of education and attracts increasing numbers of students from other schools.

Mr McAteer and his team are determined to improve the school even more. To help ensure that the school continues to be outstanding, we have recommended some further improvements, as follows.

Increase the proportion of good and outstanding teaching to 90% by December 2011 by: ensuring all teachers plan learning activities which fully meet the needs of the whole group and use a wider range of strategies to check all learners are ready to move onto the next task

ensuring that all teachers plan equally effectively to meet the needs of students with special educational needs and/or disabilities.

Raise pass rates at AS level to be in line with those seen nationally by ensuring that all students are guided onto the correct courses in Year 12.

With best wishes

Yours sincerely

Daniel Burton

Her Majesty's Inspector

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