

# Slough and Eton C of E Business and Enterprise College

Ragstone Road, Slough, SL1 2PU

## Inspection dates

21–22 November 2013

Overall effectiveness	Previous inspection:	Not previously inspected	
	This inspection:	<b>Outstanding</b>	<b>1</b>
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

## Summary of key findings for parents and pupils

### This is an outstanding school.

- Almost all students make outstanding progress across a range of subjects, including English and mathematics, given their very low starting points on entry to the school. Teaching is consistently good and frequently outstanding. In almost all lessons, teachers have high expectations and challenge students to excel in their learning regardless of their ability.
- Students from different groups, including disabled students and those with special educational needs, those who speak English as an additional language, and those eligible for additional funding, make excellent progress because they benefit from well-targeted and skilful additional support.
- The school's curriculum is outstanding. It offers students a wide range of appropriate and varied courses that meet the needs and interests of students of all abilities across all key stages.
- Students' behaviour is outstanding. They are immensely proud of their multicultural community and are respectful and courteous towards each other and towards their teachers and other adults. This contributes to the purposeful, calm and harmonious atmosphere in lessons and around the school.
- The sixth form is outstanding. Teaching is strong and students are given excellent guidance and support to help them successfully move on to higher education, training or employment.
- Students' social, moral, spiritual and cultural development is extremely well supported through a rich curriculum and a variety of extra-curricular activities and educational visits.
- The headteacher, senior leadership team, governors and staff are determined to build on their success in improving teaching and students' achievement.

## Information about this inspection

- Inspectors observed 53 part lessons, 13 of which were observed jointly with senior staff.
- Meetings were held with the headteacher, senior and middle leaders, a cross-section of staff and five groups of students. In addition, a discussion took place with the Chair of the Board of Directors of the Slough and East Berkshire C of E Multi-Academy Trust, of which the school is a member, and the Chair of the Governing Body.
- Inspectors examined students' books, talked to students about their work, and heard them read in lessons. They observed other aspects of the school day, including an assembly, form-tutor time, students' behaviour at break and lunchtime, and students' arrival and departure from school.
- Inspectors took account of the views of 23 parents and carers who responded to the online questionnaire (Parent View), one letter from a carer, and 85 responses to the staff questionnaire.
- A wide range of documents was reviewed, including the school's own data on students' recent examinations results and current progress, its self-evaluation and development plan, information about the work of the staff linked to training arrangements, checks on teaching, records of students' behaviour and attendance, arrangements for the safeguarding of students, and details of governance.

## Inspection team

Ann Behan, Lead inspector	Additional Inspector
Carol Worthington	Additional Inspector
Steven College	Additional Inspector
Jackie Jones	Additional Inspector

## Full report

### Information about this school

- Slough and Eton C of E Business and Enterprise College is an average-sized secondary school. It converted to an academy on 17 August 2011, and is a member of the Slough and East Berkshire C of E Multi-Academy Trust. When its predecessor school, Slough and Eton Business and Enterprise College, was last inspected by Ofsted, it was judged to be outstanding.
- Most students are from minority ethnic backgrounds. The largest of these groups is of Pakistani heritage. The large majority of students speak English as an additional language.
- The proportion of students eligible for the pupil premium, which in this school provides additional funding for students who are known to be eligible for free school meals and those in the care of the local authority, is well above the national average.
- About one third of students in Years 7 and 8 benefit from the nationally funded catch-up programme.
- The proportion of disabled students and those with special educational needs supported at school action is well above the national average. The proportion supported at school action plus or through a statement of special educational needs is also well above the national average.
- The school has two designated resource bases. One provides support for a small number of students with speech, language or communication difficulties and the other supports a small number of students with complex learning needs.
- A small number of Key Stage 4 students attend part-time vocational courses provided by Haybrook College, Slough.
- The school meets the government's current floor standards, which set the minimum expectations for students' attainment and progress.

### What does the school need to do to improve further?

- Increase the proportion of outstanding teaching, across all subjects and year groups, by ensuring that all teachers consistently plan lesson activities that challenge students of all abilities.

## Inspection judgements

### The achievement of pupils

### is outstanding

- Students join the school with attainment that is well below the national average. By the end of Year 11, the proportion gaining five GCSE passes at grades A\* to C including English and mathematics is broadly in line with the national average. This represents outstanding achievement, given students' low starting points, and reflects the excellent teaching and support that they receive.
- Students' achievement in mathematics has been consistently outstanding. In 2012 and 2013 the proportion making or exceeding expected levels of progress in mathematics was significantly above national averages. Current assessments show that achievement is continuing to improve, particularly at the higher levels.
- Students' achievement in English has not been as strong as in mathematics but there have been marked and rapid improvements. In 2013 the proportion of students making at least the expected progress was above the national average and current assessments show that this rapid improvement is set to continue. This represents outstanding progress given that a significant number of students enter the school with very low-level English language development.
- The attainment and progress of more-able students are improving; the proportion gaining A\* and A grades increased in 2013.
- The progress of students who speak English as an additional language is excellent because of the effectively targeted support they receive from teachers and well-qualified teaching assistants. In addition, the emphasis on speaking, reading and writing across all subjects allows students to practise and consolidate the literacy skills learnt in English.
- Disabled students and those with special educational needs make outstanding progress because the school provides additional support that is tailored to meet their particular needs. They benefit from small-group and one-to-one teaching, and from the very effective in-class support from specialist teaching assistants.
- The school makes good use of pupil premium funding to provide additional support. As a result, eligible students attain significantly better than similar students nationally in English and mathematics, and their attainment in English is similar to that of other students in school. In 2012, eligible students' attainment in mathematics was half a grade below other students' in the school, but current assessments show that this gap is narrowing.
- Students who enter Year 7 with attainment below national expectations and who are eligible for additional support receive intensive help to improve their literacy and numeracy skills. The school's assessment data show that these students are making fast progress so that the gap between them and others in Years 7 and 8 is reducing.
- The school has entered selected students for GCSE early in English and mathematics. This has had a positive impact on results and increased the percentage of students achieving grade C or above. Many students have gained confidence and experience from early entry, and have gone on to achieve higher grades at the end of Year 11.
- The small number of students who attend courses off-site make similar progress to their peers. Those students who attend the school's special resource bases make outstanding progress because of the specific, tightly matched individual teaching and support that they receive.
- Students' achievement in the sixth form has improved significantly and is now outstanding. The courses that students follow are well matched to their needs and their progress is closely monitored so that any sign of a student falling behind is identified quickly and additional support is given swiftly. This has resulted in improved examination results and an increase in the number of students gaining higher grades.

**The quality of teaching is outstanding**

- Teaching in the vast majority of lessons in all subjects, including in the sixth form, is at least good and very often outstanding. As a result almost all students make outstanding progress.
- Teachers have excellent subject knowledge and high expectations of what students can achieve. They carefully use assessment data to plan activities that are exciting, stimulating and challenging. However, just occasionally, teachers set work for the whole class that fails to account for the range of different abilities represented; in these few cases, students are not all challenged to achieve their best.
- The skills of teaching assistants and additional adults are exceptionally well used to give help to those students who need it. They work alongside teachers in a collaborative, well-planned way to give excellent support to students who have special educational needs, are from minority ethnic backgrounds, speak English as an additional language, or are eligible for pupil premium and Year 7 and 8 catch-up, so that their progress is outstanding.
- Teachers give excellent, detailed feedback to students in lessons and through their marking. They show students what they are doing well and explain clearly what they need to do to get to the next level. They allow time for students to reflect on their advice, and encourage a dialogue so that students can respond to their comments.
- Teachers use questioning very effectively to ask open and searching questions to check students' understanding and to challenge them to think more deeply about subjects that they are studying. This was seen in an outstanding Year 11 art lesson where students were experimenting with shape and colour. The teacher asked the students to explain the thoughts behind their work, involved other students in discussions, and encouraged them to give their views and ideas about the work of their peers. Students were perceptive and reflective, and their progress was outstanding.
- The intensive support given to improving students' reading, writing and speaking skills, and the focus across subjects on improving literacy, are having positive effects on students' progress. The school's drive to promote reading for enjoyment is providing students with confidence and they were keen to read aloud in lessons during the inspection.

**The behaviour and safety of pupils are outstanding**

- Students have outstanding attitudes to learning. They behave very well in lessons, show high levels of cooperation, respect and courtesy, and work well with each other and their teachers. Their behaviour around the school is exemplary.
- Students say that they feel safe and well cared for and value being part of a multicultural community. They spoke with pride about the large number of different nationalities represented in the school and were impressed that each nationality has its own flag displayed in the school hall.
- The curriculum is well planned to give students a good understanding of how to stay safe. They know about different kinds of bullying, including racist, homophobic and cyber-bullying, and are aware of the dangers of the internet and social networking sites. They are taught about the advantages of healthy living and the adverse effects of different kinds of substance abuse.
- Attendance is higher than the national average, and exclusions are reducing. This is due to the very effective pastoral support given to vulnerable students and the good working relationships that have been built up between parents and carers and the school through the very effective work of school's home-school liaison officers.
- Sixth-form students provide excellent role models for younger students and make many positive contributions to the school community.
- The vast majority of parents and carers who responded to Parent View, and staff who completed the staff questionnaire, felt that students are safe, well behaved and well cared for, and that the school deals with any bullying effectively.

**The leadership and management are outstanding**

- The headteacher is determined to improve standards and sets the tone for all of the staff. His commitment is shared by the overwhelming majority of staff who responded to the staff questionnaire. One teacher wrote, 'I genuinely believe that this school succeeds in providing the best education for our youngsters. I could not be happier in my working environment and I believe both staff and pupils feel the same.' A member of the support staff wrote, 'The school is hugely committed to getting the very best out of every pupil.'
- The school's self-evaluation shows that senior leaders have a clear picture of the school's strengths and weaknesses. They have rigorous, detailed and well-focused plans for future developments which are linked to staff training and professional development. The school makes good use of external training, as well as sharing its own best practice in teaching and leadership and management to support improvements across the school.
- The regular and systematic monitoring of lessons, supported by high-quality professional development, has led to significant improvements in the quality of teaching. The headteacher and governors have put in place a robust system for performance management. Staff are set exacting targets to improve the quality of teaching and raise students' achievement, and these are linked closely to financial awards and pay progression.
- Funding for eligible students through the pupil premium is used extremely well to provide additional teaching and support in English and mathematics, to enhance pastoral support for vulnerable students, to facilitate small-group and individual work, and to ensure eligible students have full access to extra-curricular and cultural activities. This reflects the school's commitment to equal opportunities for all students, to tackling discrimination, and to being fully inclusive.
- The school provides an excellent range of courses that are well suited to meet the needs of students. Effective partnerships with local secondary and primary schools, colleges and businesses and other organisations through the Multi-Academy Trust enhance students' learning and future opportunities. Students at each stage of their education are given excellent external advice about the requirements for future education pathways and careers.
- Students' spiritual, moral, social and cultural development is promoted well through an extensive range of enrichment activities and after-school clubs, assemblies and the school's well-planned tutor periods.
- There is a good, mutually supportive relationship between the school and parents and carers. Those who responded to the online questionnaire were overwhelmingly pleased with the education provided by the school.
- Arrangements for ensuring the safeguarding of students meet statutory requirements and include risk assessments for students who are educated off-site.
- **The governance of the school:**
  - Governors are committed to providing the best education for students and ensure that all statutory requirements are met. They have high expectations of the school and contribute fully to the strategic planning and monitoring and evaluation processes. They are very well informed and bring a variety of experience to their positions. They have a good understanding of how well the school is performing and the quality of teaching and learning. As a result of their extensive training, they are able to analyse outcomes, including examination performance, and ask exacting questions about students' progress and achievement when compared to other schools. Governors are fully involved with the performance management of staff and are clear about the links between the quality of teaching, student performance and salary progression. They monitor finances closely, including the effectiveness of the use of pupil premium and Year 7 catch-up funding. They provide appropriate challenge and support to the headteacher and leadership team.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	137287
<b>Local authority</b>	Slough
<b>Inspection number</b>	426696

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

<b>Type of school</b>	Secondary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	11–19
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in the sixth form</b>	Mixed
<b>Number of pupils on the school roll</b>	1,093
<b>Of which, number on roll in sixth form</b>	234
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Jon Reekie
<b>Headteacher</b>	Mr Paul McAteer
<b>Date of previous school inspection</b>	5–6 May 2011
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