



CHURCH OF ENGLAND  
ARCHBISHOPS' COUNCIL  
EDUCATION DIVISION



The **Methodist Church** 

## National Society Statutory Inspection of Anglican and Methodist Schools Report

### Slough and Eton Church of England Business and Enterprise College

Ragstone Road, Slough. SL1 2PU

**Previous SIAMS grade: Outstanding**

**Current SIAMS grade: Outstanding**

Diocese: Oxford

Local authority: Slough

Date of inspection: 4 and 5 July 2016

Date of last inspection: 9 June 2011

School's unique reference number: 123213

Headteacher: Aruna Sharma

Inspector's name and number: Robin Sharples 398

#### School context

Slough and Eton Church of England Business and Enterprise College has 1116 students with over 200 in the sixth form. Male students substantially outnumber female students as Slough also has selective schools and girls schools. Students come from a wide variety of ethnic and faith backgrounds. A large number of students do not speak English at home. A minority of students are from a Christian background. The school is now an Academy in the Slough and East Berkshire Multi Academy Trust.

#### **The distinctiveness and effectiveness of Slough and Eton CE Business and Enterprise College Primary school as a Church of England school are outstanding.**

- The distinctive Christian ethos emphasises the place of faith in life and enables students to articulate this with reference to their own faith as well as Christianity
- The practical outworking of Christian values through extensive extra-curricular provision means that the school meets the needs of vulnerable and disadvantaged pupils
- Christian values form a basis from which the school models a 'never give up' approach to pupils' needs which has a positive impact on standards
- The school is effectively maintained as a Christian community by the consistent engagement with and modelling of the values by the leadership in daily school life

#### Areas to improve

- Seek to identify, with the student body, characteristics of spirituality and use this alongside diocesan advice to develop a highly developed understanding of spirituality
- Review worship to build upon current success through development of student responsibility for both patterns and planning of worship, in particular to strengthen tutor time reflective worship

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

Slough and Eton is a place of living faith. Pupils are enthusiastic about their own faith, the place that it holds in their lives and they place great value on the faith of others. The strong and consistent ethos based in Christian Values is apparent in the very respectful behaviour of students and in particular their understanding of their own heritage *'it makes you strong in your own faith'*. Students speak of the ethos of the school as supporting their learning and refer explicitly to the Christian values of the school as developed through worship and modelled by staff. Learning is very good and students are very confident in their teachers and are keen to emphasise the significance of teachers' support *'beyond the school day'*. The curriculum is broad and student progress is celebrated in all areas. Students see in this a passion for teaching and thus develop, for themselves, a passion for learning. The impact of this is that the school has high academic standards and is successful in sporting and artistic events. Great pains are taken to ensure the varieties of language do not form a barrier to learning and curriculum access through specific programmes and the employment of multi-lingual support staff. The relationships within the school reflect the Christian ethos and are perceived by students as opportunities for spiritual, moral, social and cultural (SMSC) learning. These opportunities are identified across the curriculum and linked to students' well-being and resilience. SMSC is appreciated by students who discuss such ideas as conscience and respect at some depth. The diversity of faith and ethnicity in the school is seen as a strength and is celebrated through worship, at an annual Multi-Cultural Evening as well as in the dramatic display of flags in the school hall. Religious Education (RE) has a prominent profile in school. The learning is of high quality and the opportunities it provides for students to reflect upon their own faith and to become fluent in discussing religious concepts is significant. . All students take GCSE RE and the Christian component of RE has been strengthened recently leading to the exploration of deeper themes such as the Trinity, aspects of worldwide Christianity and other faiths. The links between faith and learning in the school are very strong, found in various subject areas, but especially so in RE. Students' spiritual development is good and students are articulate about what spirituality means but the school has not yet developed a coherent communal understanding of spirituality to enable them to access a consistent spiritual language.

**The impact of collective worship on the school community is outstanding.**

Worship has a powerful impact on the students. They create their own collective worship in year groups around the values using prayers, presentations and reflections. A reflection book has been written by the students to act as a resource for this, and also for the reflection worship which takes place during tutor time. Use has been made of National Society resources such as [www.WorshipWorkshop](http://www.WorshipWorkshop) and [www.Christianvalues4schools](http://www.Christianvalues4schools) to strengthen worship. The students speak of worship as enriching both when presenting and when attending noting, especially, the way in which prayer enhances their faith and gives them a chance to *'engage with the message'*. It gives students an opportunity to express their faith; in the act of worship seen from Year 8 there was a superb articulation of the spiritual significance of Ramadan - *'fasting is not about killing time it is about learning to overcome difficulties. To keep going ... even if it is uncomfortable'*. Worship has a strong base in Christianity with both the person of Jesus and the Bible having a prominent place. Worship is well structured; the language and patterns are still developing with the worship leader taking greater account of Anglican liturgical resources and diocesan advice. The consistency of impact from tutor time worship has been improved through the creation of the reflection book but this does not yet have the same level of student involvement in structure and pattern as other school worship. Worship is monitored using an evaluation sheet. The form has been helpful but the school has identified that it needs to be modified in order for it to continue to be useful in the development of worship within the school community. The monitoring itself enables constructive discussion of worship which

has led to greater understanding of the place of worship within the school's diverse community and to improvement of the worship itself.

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

Christian values have been a strong force in the distinctive vision developed by the leadership of the school. Standards are high; leaders and governors monitor the work of the school and this is actively supported by the trustees and the executive headteacher. The Christian vision has been developed by the headteacher, supported by the governors. The leaders of the school and the trustees all have a consistent view of the work of the school as a Church school. A Christian Values Group (CVG) has been established including governors, trustees and teachers which is instrumental in the maintenance and development of the Christian character of the school. The active role of this group is seen in the impact of the values in school and the monitoring of the impact of these in school – including, for example, the amendment of the worship monitoring form noted above. The vision can be seen practically in the use of Student photographs coupled with Christian values and the schools '8 Characteristics of a Slough and Eton Learner', and the flags in the hall representing all the ethnicities in the school. Leadership is distributed across the staff and is active in the life of the school, ensuring the maintenance of standards and particularly behaviour in the context of the Christian ethos. Governors and trustees are concerned for the future leadership of the school and are planning for succession at Slough and Eton as well as providing models for leadership in other schools. Members of staff have attended appropriate diocesan courses to develop their expertise in such areas as worship, awareness of Church school character and RE. This has led to significant improvement in their impact on the life of the school. RE and Worship meet statutory requirements. The parents speak very highly of the school they particularly identify the impact of the ethos and the school's consistent and continuous support for vulnerable and disadvantaged students. They also expressed great confidence in the school when responding to parental concerns. There are good links to the local church through clergy and visits which are growing as the school develops as a Church Academy.