

Inspection of Anglo European School

Willow Green, Ingatestone, Essex CM4 0DJ

Inspection dates: 12 and 13 March 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Outstanding
Leadership and management	Good
Sixth-form provision	Outstanding
Previous inspection grade	Good

The headteacher of this school is Jody Gee. This school is part of the Anglo European Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is overseen by a board of trustees, chaired by Nicola Maher.

What is it like to attend this school?

Pupils at Anglo European School (AES) experience a broad curriculum with a uniquely international approach. They enjoy, and benefit from, a range of opportunities that develop their language skills, interest in the world, and their resilience. Most pupils attend overseas visits, for instance to China. Many participate in exchange visits with pupils from overseas.

Pupils become active, engaged citizens. They discuss issues articulately and respectfully. Pupils learn how to keep themselves safe. They have confidence in the actions teachers take to support them.

The school has worked hard to improve pupils' behaviour. Most pupils behave very well. When some do not, they receive the support they need to improve.

Pupils receive precisely tailored careers guidance that enables them to be extremely well prepared for their next steps. This goes beyond the expected. The majority of sixth-form students undertake overseas work experience. Pupils have rich opportunities to take part in enterprise activities and competitions. These develop a comprehensive understanding of the world of work.

Pupils, including those with special educational needs and/or disabilities (SEND), achieve well. Students in the sixth form can study a range of courses, including International Baccalaureate programmes and A levels. They achieve highly. Many students go on to study and work around the world.

What does the school do well and what does it need to do better?

The curriculum at AES is highly ambitious for pupils' academic and personal development. Pupils study a wide range of subjects in all key stages, for example many pupils study GCSE citizenship. This diverse offer is enhanced by the opportunities pupils have to study a wealth of languages.

The school has thought carefully about what pupils need to know. Teachers plan the curriculum so that pupils build their knowledge securely over time. They regularly revisit previous knowledge so that it sticks in pupils' memories. Teachers use their strong subject knowledge to introduce key concepts or techniques before pupils practise applying their knowledge.

Teachers know the needs of pupils with SEND well. They use this information to adapt the curriculum skilfully so that all pupils can access it.

Teachers often pose thought-provoking questions to pupils, but some do not check the understanding of all pupils in lessons well enough. As a result, gaps in pupils' knowledge are sometimes not identified. Opportunities to swiftly adjust the curriculum to close gaps are missed.

Pupils read widely and often, in a range of subjects and form time. The school checks on how well pupils can read. Staff spot weaker readers quickly. Trained staff provide pupils with the personalised support they need. This helps pupils to rapidly improve their fluency and accuracy.

Sixth-form students follow an exceptionally broad, challenging curriculum, inspired by the International Baccalaureate. All students are expected to engage in a wide range of studies that extend beyond the taught curriculum. These programmes support students' personal development and deepen their knowledge of a range of subjects. Students develop their presentation and inter-personal skills through a range of research projects. They also contribute to the wider community. Students learn how to work independently. They produce very high-quality work.

Pupils enjoy coming to school. Many travel long distances to do so. Despite this, attendance is high. Pupils get on well with each other and with adults. They are keen to take part in lessons. Pupils, and staff, are increasingly clear about what is expected of pupils' behaviour, and most pupils now meet these expectations. Pupils say that if bullying happens, it is dealt with swiftly and robustly.

The personal development programme at AES is exemplary. Pupils participate in an annual Charities week, culminating in an Eisteddfod and International Day, where students wear their national dress and share food and dance, celebrating the cultural diversity of the school. The personal, social and health education curriculum teaches pupils about topics including healthy relationships and how to spot 'fake news'. Pupils, and students in the sixth form, have many opportunities to take on leadership positions and work with school leaders to effect change. For example, the Equalities, Diversity and Inclusion committee has led the school's work on 'inclusive language'. This helps pupils understand how to speak appropriately to others.

School leaders, staff and governors are determined to make the school the best it can be for all pupils. They constantly look at how well pupils are doing. They explore ways the school can help pupils to do even better. As a result, staff are provided with high-quality training. Staff are supported with their well-being. They say that their workload has improved, but that some aspects of the school calendar and assessment policy still need further adjustment. Leaders are working with staff to improve this.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some teachers do not check carefully in lessons if all pupils have understood what they have been taught. As a result, gaps in knowledge are not always identified.

The school should ensure that teachers check the learning of all pupils so that they can identify gaps and swiftly adjust the curriculum to close them.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	137727
Local authority	Essex
Inspection number	10295045
Type of school	Secondary Comprehensive
School category	Academy converter
Age range of pupils	11 to 18
Gender of pupils	Mixed
Gender of pupils in sixth-form provision	Mixed
Number of pupils on the school roll	1,503
Of which, number on roll in the sixth form	321
Appropriate authority	Board of trustees
Chair of trust	Nicola Maher
Headteacher	Jody Gee
Website	www.aesessex.co.uk
Dates of previous inspection	11 and 12 October 2022, under section 8 of the Education Act 2005

Information about this school

- Anglo European School converted to an academy in December 2011. It is the sole member of the Anglo European Academy Trust.
- The school is a National Lead Languages Hub.
- Pupils attend AES from a wide geographical area. Pupils join in Year 7 from 114 primary schools across London, Essex, Hertfordshire and Suffolk, as well as some schools from overseas.
- The school currently uses one registered alternative provision for pupils.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

- In February 2023, parts of the school site were closed as they contained reinforced autoclaved aerated concrete (RAAC). Consequently, the school uses several temporary classrooms.

Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the second routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The lead inspector spoke to the members of the local governing body.
- Inspectors carried out deep dives in these subjects: English, mathematics, science, modern foreign languages, physical education and geography. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also discussed the curriculum in some other subjects and visited a range of lessons.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors held meetings with a range of leaders including the special educational needs and/or disabilities coordinator.
- An inspector met with early career teachers and staff involved in the induction of new teachers.
- Inspectors observed pupils' behaviour in lessons and at other times around school. They met with groups of pupils to discuss behaviour in the school.
- Inspectors scrutinised a range of records relating to behaviour and attendance.
- The lead inspector considered the 227 responses and 160 free-text responses received during the inspection to Ofsted's online survey, Parent View. He also considered the 113 responses to Ofsted's staff survey and the 284 responses to the pupil survey.

Inspection team

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