

Anglo European School

Willow Green, Ingatestone, CM4 0DJ

Inspection dates

2–3 May 2013

Overall effectiveness	Previous inspection:	Not previously inspected	
	This inspection:	Good	2
Achievement of pupils	Good		2
Quality of teaching	Good		2
Behaviour and safety of pupils	Outstanding		1
Leadership and management	Good		2

Summary of key findings for parents and pupils

This is a good school.

- This is a distinctive school where exceptionally strong global links, especially within Europe, enable students to have rich and fulfilling experiences of many other cultures and languages. Students' spiritual, moral, social and cultural development is outstanding.
- Students achieve well and reach high standards of work by the end of Key Stage 4. They make outstanding progress in a wide range of modern foreign languages. This is important given that almost all students study two languages to GCSE and some take three.
- Teaching is good and teachers set high expectations for their students. They provide interesting tasks that engage students well.
- Students' behaviour is outstanding and they have exceptionally good attitudes to learning. They feel very safe at school.
- The sixth form is outstanding and sixth form students achieve exceptionally well. None leave without a placement for education or further training and most go on to study at university.
- The school is led and managed well. A rigorous approach to improving teaching has led to good improvements in the way lessons are taught. Teachers are now more confident when teaching groups and encouraging students to think for themselves.
- An outstanding range of subjects and activities with a strong international dimension provide exceptional depth, variety and challenge for students' learning. In particular, they prepare students exceptionally well for the sixth form.
- Governors are astute in their analysis of how well the school is doing. They provide well-informed support and challenge to senior staff.

It is not yet an outstanding school because

- Marking does not always provide students with enough guidance on how to improve their work.
- At times, students' ongoing progress is not checked closely enough or work set at just the right level of difficulty for all students.
- While the school collects a considerable amount of information to show how well students are progressing, the data on Key Stage 3 students is not analysed or presented in a way that makes it easy for all to understand or use effectively.

Information about this inspection

- Inspectors observed 44 lessons, a number of which were seen together with members of the senior leadership team. In addition, the inspection team made shorter visits to lessons to focus on specific aspects such as the effectiveness of support for pupils who have special educational needs.
- Members of the inspection team held meetings with three groups of pupils, one from each key stage.
- Discussions were held with the two headteachers, other senior and middle leaders and a local authority representative. The lead inspector met with a group of governors, including the Chair of the Governing Body and the Chair of the Partnership Trust.
- Inspectors took account of the 196 responses to the online questionnaire for parents and carers, Parent View, in informing the inspection findings. They also analysed 111 questionnaire returns from staff.
- The inspection team looked closely at a range of documentation, including information on pupils' performance, the school's own analysis of its strengths and weaknesses, improvement plans, safeguarding and behaviour policies, and records and documents relating to the targets set for teachers to improve their work.

Inspection team

Gulshanbir Kayembe, Lead inspector	Additional Inspector
Tusharkana Chakraborti	Additional Inspector
Alan Jarvis	Additional Inspector
Sa'ad Khaldi	Additional Inspector
Jane Lander	Additional Inspector

Full report

Information about this school

- The school is much larger than other secondary schools. It draws its students from a wide range of areas in Essex and beyond the county into London and as far afield as Suffolk.
- The school converted to an academy in December 2011 and is also part of a partnership trust which includes Anglia Ruskin University, The Cooperative Society and the four primary schools in Ingatestone.
- This is the first inspection of the school since it became an academy. When the predecessor school, also called The Anglo European School, was last inspected by Ofsted, it was judged to be satisfactory.
- Two headteachers run the school in partnership. They are often referred to as the co-headteachers.
- The school has substantial international links which underpin its international programmes, such as the International Baccalaureate Middle Years Programme, The International Baccalaureate Diploma and the International Baccalaureate Career-Related Certificate, as well as a programme of modern foreign language education. It gives its students first-hand experiences of other cultures and languages through visits and exchanges with students abroad.
- As part of its international work, the school provides outreach support in modern foreign languages to local primary schools as well as other schools in Essex.
- The school holds a number of awards related to its international work such as The International School Award and Accord Award and recognition by the International Baccalaureate as a World School.
- A comparatively high proportion of students come from a wide range of minority ethnic backgrounds though the majority, close to 60%, are White British. A little under a fifth of the students speak English as an additional language, though most are fluent English speakers.
- Due to the international nature of the school, the proportion of students who join or leave the school partway through their secondary education is higher than usual.
- The proportion of students supported by the pupil premium is well below average. This is extra government funding given to the school on the basis of the numbers known to be eligible for free school meals, in the care of the local authority or from service families.
- The proportion of disabled students and those who have special educational needs who are supported at school action is below the national average. The proportion at school action plus or with a statement of special educational needs is also below average.
- The school meets the government's current floor standards, which set the minimum expectations for students' progress and attainment in English and mathematics.
- A very small number of students spend part of their education at local colleges.

What does the school need to do to improve further?

- Improve the quality of teaching to outstanding and raise achievement further by ensuring that:
 - all teachers use assessment information effectively to match work closely to the capabilities of individual students in their classes
 - all teachers regularly check students' ongoing progress in lessons and adjust their teaching accordingly
 - written feedback when work is marked consistently shows students the next steps they need to take to improve their work, and students respond to these comments.

- Analyse and present Key Stage 3 data in a way that allows subject leaders, teachers and governors to interpret it easily and use it effectively to support the school in raising achievement further.

Inspection judgements

The achievement of pupils **is good**

- Students begin at the school with attainment that is above average. By the end of Key Stage 4 and the sixth form, standards of attainment are high with a high proportion of students gaining grades A* and A in most subjects. Examination results are improving, and the current Year 11 students are on track to attain higher results than last year.
- Students make good progress across the main school and outstanding progress in the sixth form. In Years 7 to 11, progress in English, mathematics and science is consistently good and improving, and in modern foreign languages it is exceptional. Students also make good progress in humanities subjects. Roughly two thirds of the students study these subjects to GCSE, and achieve well.
- The school does not usually enter students early for GCSE examinations. This is sometimes done, and effectively so, in languages for students who are doing particularly well or have prior, or home, experience in a particular language.
- A very effective approach to developing the use of reading across the school has strengthened students' literacy skills even further. Students are well equipped to deal with a wide range of reading material across the curriculum. They write with confidence and quickly as required in lessons, and their numeracy skills are strong and support them well in subjects such as science.
- Disabled students and those who have special educational needs are nurtured exceptionally well and given effective support in lessons by teachers and teaching assistants. Consequently, they make good progress in their learning. The very small number of students who study at local colleges also do well.
- Students who are supported by the pupil premium tend to begin school with lower attainment than others, but make similar progress. In 2012, their GCSE results were broadly in line with national averages but about a grade lower on average than the results of other students in the school. The funding is used well to provide a wide range of support for eligible students, such as additional and intensive literacy support or support for homework. As a result, their progress is being accelerated and this is helping to narrow the in-school gap in attainment between students eligible for free school meals and others.
- Students work well in lessons and explain their work lucidly. They are confident about sharing their ideas with others and finding out information or solving problems on their own.
- There are no significant differences between the achievements of boys and girls or different ethnic groups. Students who speak English as an additional language, many of whom arrive partway through their secondary education, flourish in an environment where different languages are appreciated and understood exceptionally well. They make rapid progress in extending and developing their English, especially the higher level academic language needed at GCSE and A level, so that they are able to express complex ideas orally and in writing.
- Overall, students who join the school late make at least the same amount of progress as those who begin at the start of Year 7. This has much to do with the outstanding and inclusive atmosphere, where students from a wide range of backgrounds are seamlessly integrated into the school community.

The quality of teaching is good

- Teaching across the school is good, including in English and mathematics, and an increasing amount is outstanding. Consequently, most students, including those who have special educational needs and those known to be eligible for support through the pupil premium, make good progress and achieve well over time.
- Teaching in the sixth form is outstanding, enabling students to achieve exceptionally well over time.
- Teachers identify clearly for students what they expect them to do, and link the outcomes closely to examination criteria. As a result students know what they need to know and understand in order to reach, for example, their target grade in the topic they are studying.
- Relationships are strong, so students trust their teachers and other adults and are confident to ask for help or clarification when they need it.
- In most lessons, teachers provide well-developed tasks and activities that engage students well and enable them to practise new skills or extend their understanding in a systematic way. They are making good and increasing use of group work and other interactive methods of teaching. Students enjoy working with others in lessons and exchange ideas readily, thus furthering their own academic development.
- While teachers provide a variety of different work to match the capabilities of different groups of students in the same class, they do not always make enough use of assessment information to pitch the level of difficulty of the work just right for all students.
- In the best lessons, all students are challenged to the limit of their capabilities so they deepen their knowledge and understanding considerably in a short space of time. Teachers in these lessons question students skilfully to make sure more difficult material or ideas are fully understood.
- At times, though, teachers miss opportunities to check students' ongoing progress during a lesson. Consequently, they do not pick up quickly or rigorously enough areas where students are less confident or where they could move on more quickly.
- Teaching assistants are used effectively in lessons to provide additional support and this is particularly helpful for students who have learning difficulties or behavioural needs.
- Teachers mark students' work regularly, and their comments often provide detailed guidance on improvement. However, these are not consistently used to guide students on their next steps, and occasionally the comments are either too brief or not analytical enough.
- The skills of reading, writing, communication and mathematics are taught well with particularly effective approaches to reading as this has been a focus this year. The school is now moving on to focus on writing across the curriculum to make this even more effective.

The behaviour and safety of pupils are outstanding

- Students' behaviour in and around the school and in lessons is exemplary. They are polite and helpful to one another and to adults.
- The highly positive atmosphere contributes to a strong sense of community and students from a very wide range of backgrounds get on exceptionally well together.
- The participation in events, visits, including international visits and exchanges, and extra-curricular activities is very high. The pupil premium funding is used to ensure that all students can participate in the international life of the school.
- The highly positive climate combined with the international dimension of the school makes a strong contribution to students' personal development. Consequently, they develop into mature and exceptionally well-rounded individuals who are confident and articulate.
- Almost all parents and carers agree that their children are safe and happy at school. Bullying is not an issue and students say they are confident that if any should occur, it would be dealt with swiftly by staff. Students are aware of how to keep themselves safe, including when using the internet.
- Through the school's strong personal development and global citizenship programmes, students develop a strong moral understanding of prejudice and discrimination. They appreciate the cultural and linguistic diversity within the school.
- Students demonstrate highly positive attitudes to learning. They want to do well and are prepared to work hard to achieve the best results they can. Many students travel considerable distances to come to the school but attendance is above average. This reflects their commitment to school and their studies.
- Sixth-form students are excellent ambassadors for the school. They work hard and are as keen to do well as younger students.

The leadership and management are good

- The very positive staff responses to the Ofsted questionnaire indicate the extent to which the school's international and global dimensions are central to its success. Staff are proud to be a part of the school.
- The two headteachers work well as a team to lead the school. They bring complementary skills to their role and provide highly effective leadership for the international work of the school.
- Strong leadership has ensured that day-to-day teaching quality is now much more consistent, and that teachers set high expectations for what students can achieve. The school has taken a very systematic approach to improving teaching and is now very well focused on developing it further.
- Regular checks on the quality of teaching have helped to pinpoint the further developments needed to move the teaching to outstanding. Targets for individual teachers' performance are used very effectively to help to continue to improve teaching and learning.
- Subject leaders are becoming increasingly involved in checking how well teaching is developing

in their areas of responsibility and supporting members of staff in their subjects to continue to improve their performance.

- The school keeps a close check on the performance and progress of individual students and different groups. However, the analysis of progress across Key Stage 3 does not give a clear enough picture for governors, for example, to question or challenge how well different groups are doing. Nor does it provide progress information for leaders, such as subject leaders, in a way that enables them to compare the school's performance with that of others, or to make the most effective use of the data to improve performance further.
- The school has continued to work with the local authority since it became an academy and this has been useful in supporting improvements, particularly in teaching and learning.
- The school's partnership work has a very positive impact on developing languages within its primary feeder schools. This contributes to the progressive development of students' skills before they begin at the school, and also helps generally to ensure a smooth transition from primary to secondary.
- The trust helps the school to widen its opportunities for learning both in the UK and abroad. For example, Anglia Ruskin University provides venues for school events and The Cooperative Society works with the business studies department to promote students' understanding of the world of work. Through their links with the school and the governing body, the trustees maintain a good overview of the school's work and how well it is doing.
- **The governance of the school:**
 - Governors are well informed about the work of the school. They are particularly effectively involved in overseeing the quality of teaching and how well teachers are improving their performance. They are very diligent in linking pay to performance so that the school obtains good value for money from its staff. Governors also keep a close eye on how well the pupil premium is being spent and the impact it is having in narrowing the gap in attainment between different groups of students. The governing body questions and challenges senior leaders effectively and ensures that statutory requirements are met, including for safeguarding.

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

Unique reference number	137727
Local authority	N/A
Inspection number	406681

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

Type of school	Academy converter
School category	Non-maintained
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	1339
Of which, number on roll in sixth form	300
Appropriate authority	The governing body
Chair	Ken Hoyle
Headteacher	Jill Martin, David Barrs
Date of previous school inspection	Not previously inspected
Telephone number	01277 354018
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