

Anglo European School

Inspection report

Unique Reference Number	115358
Local Authority	Essex
Inspection number	357740
Inspection dates	18–19 January 2011
Reporting inspector	Alan Alder HMI

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

Type of school	Comprehensive
School category	Foundation
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	1357
Of which, number on roll in the sixth form	299
Appropriate authority	The governing body
Chair	Ken Hoyle
Teacher in charge	Jill Martin and David Barrs
Date of previous school inspection	21 February 2008
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and four additional inspectors. They observed 38 lessons, led by 38 different teachers. Meetings were held with groups of students, members of the school's staff and the Chair of the Governing Body. Inspectors observed the school's work, and scrutinised a wide range of documents including those relating to safeguarding, students' performance data, the school's records of lesson observations as well as action plans. In addition questionnaires were analysed from 78 parents and carers, 131 students and 92 members of staff.

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

- The progress made by different groups of students in their learning, and any variations between the main school and the sixth form.
- How accurately the school assesses its own performance, and particularly the quality of teaching.

Information about the school

This school is larger than the average secondary school. The proportion of students known to be eligible for free school meals is much lower than the national average and the proportion who are from minority ethnic groups, including those who speak English as an additional language, is above the national average. The proportion of students who have special educational needs and/or disabilities, including those who have a statement of special educational needs, is below average. The school draws students from a very wide and diverse area and is regularly oversubscribed for places in Year 7.

The school's specialism is modern foreign languages. This matches its international focus. Approximately half of the students spend some time during the school year visiting a foreign country as part of their education, and some students spend two months in a German school working alongside German students. The great majority of students in the main school study at least two modern foreign languages. The school holds a number of awards including the International School and Accord awards and Healthy Schools status and recognition by the International Baccalaureate as a World School.

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?

3

The school's capacity for sustained improvement

2

Main findings

Anglo European School is a satisfactory school which has an outstanding sixth form. Some aspects of provision are excellent, and the students' personal development is outstanding throughout the school. However, the quality of teaching is satisfactory and this means that students in the main school make no better than satisfactory progress in their work. As a result, the school's overall effectiveness is satisfactory. Students join the school in Year 7 with above average attainment. It remains significantly above average by the time they take their examinations at the end of Year 11. All aspects of provision and outcomes in the sixth form are outstanding.

The school has a very strong ethos, which strongly guides its work. Its influence is clearly evident in the way the school provides for students. The curriculum, for example, is unusually challenging with two modern foreign languages taken by most students. In addition there is a requirement for students to study a humanities subject as well as a technology subject. In the sixth form, many students study the International Baccalaureate. There is a very wide range of opportunities for students of all ages; this includes travel to foreign countries, which about half the students take part in each year. The opportunities students have to engage with students and families from other cultures are unusually extensive. The ethos has a very positive effect on students' personal development. There is a clear mutual respect of people's differences. Relationships with adults are good and students speak with them confidently. Students also work well collaboratively and this, combined with high attendance levels and strong basic skills, helps to ensure that their preparation for future economic well-being is outstanding.

Teaching is satisfactory. However, the lessons that inspectors observed covered the full spectrum from outstanding to one that was inadequate. Students show a commendable desire to learn, but lesson planning does not always take advantage of this. In particular, information about students' prior knowledge is not always used to set and adjust tasks in line with students' different abilities. Similarly, the generally good use of varied teaching methods is sometimes undermined by insufficient pace.

The school's capacity to improve is good. Attendance is rising impressively and attainment is improving. The management of this unusually complex school is effective. The subject leaders are involved well in detailed and accurate evaluations of their areas of responsibility. Senior leaders are aware of where the school's strengths and weaknesses lie, and take the necessary actions to bring about improvement. This is leading to improvement in some recently underperforming subjects. Where groups of students have underachieved in the past, this has not been repeated. There is a commendable concern to keep improving the quality of teaching and a range of support mechanisms are in place to do this. However, some over-generous grading of teaching results from too much

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emphasis being placed on what the teacher does in a lesson, rather than its impact on learning.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Improve the progress that students make in their learning, so that it is at least good, by ensuring that the best practice in the following areas is standard practice in lessons:
 - maintaining a good pace of teaching and learning
 - using data more comprehensively in setting tasks that are related to the abilities of individual students
 - checking students' understanding during lessons and adapting the teaching where necessary.
- Ensure that the monitoring of teaching quality is robust by:
 - ensuring that judgements about the quality of teaching in each lesson take fully into account the extent of learning that takes place in the lesson.

Outcomes for individuals and groups of pupils

3

Students reach above average standards in their work. The proportion of students who achieve five or more higher grade GCSE passes, including English and mathematics, is significantly above the national average. The proportion who achieve a higher grade pass in a modern foreign language is almost three times the national average. All groups of students of significant size attain more highly in their best eight subjects, including English and mathematics, than do their counterparts nationally. However, when they arrive in Year 7, students' attainment is above average and the progress they make in their learning, both overall and in specific subject such as English and mathematics is satisfactory. This was the case in the GCSE examinations in 2010 and inspectors confirmed this in their observation of lessons. Students who have special educational needs and/or disabilities are appropriately supported so that they also make satisfactory progress.

Students' high attendance, outstanding behaviour and attitudes to work make a good contribution to the progress they make both in their academic learning and in their personal development. They are polite, respectful of others and at ease when speaking with adults. The exclusion rate is very low and this reflects the quality of behaviour seen in classrooms and around the school generally. The students' questionnaires showed that they feel very safe in school.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	1
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	1
Pupils' behaviour	1
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?

Lessons generally feature a good mix of activities, including collaborative group work and individual work. This maintains students' interest and helps to keep them well motivated. In an outstanding mathematics lesson, students' learning was impressively developed by the teacher's focus on their understanding of mathematical processes rather than on simply how to solve the problems set. In a small minority of lessons, the motivation of one or two individuals was not matched by the opportunities provided. For example, a more-able student had completed the work set, and finished his work early because of the absence of extension activities. In a lesson in which assessment was used well, the teacher used questions to establish understanding and adapted the teaching accordingly. The teacher's knowledge of students' abilities was used well in a lesson where the difficulty of questions was geared closely to the ability of the individual students being asked. However, the use of such information is generally no better than satisfactory.

The curriculum is innovative. It includes well-developed cross-curricular provision and a strong international dimension. The range of languages taught, which includes Russian, Chinese and Japanese as well as several European languages, is impressive. Extra-curricular and enrichment activities are extensive. Students' cultural and social development is outstanding. This is helped by the very strong emphasis placed on international study. It leads not only to frequent overseas visits for learning, but also permeates what is taught in the classroom. For example, in one lesson some cross-

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curricular work linked the learning of fractions with ancient Egyptian culture. There is also good provision for students whose interests and aspirations lie outside academic work. They are able to take a more work-related approach through the school's partnership with a local college.

Care, guidance and support are outstanding. The work to increase attendance from what was already above average has been highly effective. Students are looked after extremely well. Safeguarding is a complex area for the school, partly because it places students with foreign families for quite lengthy periods of time and also arranges similarly lengthy return visits by foreign students. The work done to ease the transition process from primary to secondary and through the different stages of secondary school life is exemplary. It includes individual counselling for students in Year 9 and 11 and in the sixth form.

These are the grades for the quality of provision

The quality of teaching	3
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

How effective are leadership and management?

The senior leaders are innovative in their approach and continue to introduce new features to the school. Recently it has been the only state school in the country to provide the International Baccalaureate Career-Related Certificate, for example. There are clear lines of accountability for senior and middle leaders. These include regular means by which senior leaders provide support and challenge to middle leaders, such as those who are responsible for subjects: their work in bringing about improvement is developing well as a result. However, the plans for improvement lack sufficient measurable targets and indications of expected progress at intervals through the year. This makes it difficult for proper evaluation of progress to bring about a change of approach or an increase in resources if necessary.

The governing body knows the school well and plays a strong part in deciding its strategic direction. It is fully involved in deciding the school's statutory targets. The engagement with parents and carers is good. A very high proportion attends the parents' evenings. Information provided to parents and carers about students' progress is regular and of good frequency. The school's work to improve attendance shows evidence of effective liaison with parents and carers, but the work to increase the progress made by students is satisfactory. This is reflected in the responses parents and carers made to the inspection questionnaire. The promotion of equality is good. The ethos of the school conveys a very powerful and effective anti-discriminatory message. Safeguarding is outstanding. Policies and procedures follow the very best practice and fully meet national requirements, including the detailed work that is done to ensure students' safety and well-being in school and on visits and residential experiences. Appropriate steps are taken to ensure the school

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site is secure and monitored. Community cohesion is good. It is particularly strong in terms of the international dimension.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	3

Sixth form

Students in the sixth form make outstanding progress, particularly in their GCE Advanced courses. Students are highly confident and speak very positively of their experiences in the sixth form. They play an important role in the school and the community, for example teaching modern foreign languages in primary schools.

Teachers' subject knowledge is very good, as is the quality of teaching. Students say that they are suitably challenged and that the teachers' expectations of them are very high.

The curriculum is broad and has recently been further developed to include the International Baccalaureate Careers Certificate, unique in this country. Leadership of the sixth form is highly effective and has a clear focus on further improving students' personal and academic development. One aspect of this is that some students spend two weeks in Germany on work experience, while maintaining their school studies via computer links.

Students' progress is monitored effectively, and the resulting information used to remedy any underachievement. A high proportion of students go on to university, many to their first choice.

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These are the grades for the sixth form

Overall effectiveness of the sixth form	1
Taking into account:	
Outcomes for students in the sixth form	1
The quality of provision in the sixth form	1
Leadership and management of the sixth form	1

Views of parents and carers

The proportion of parents and carers who responded to the questionnaire was much lower than average, and their views may therefore not be fully representative. They are less positive than the teachers' and the students' views. However, a greater proportion than average agrees with the statements that their child enjoys school and is safe there.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Anglo European School 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 78 completed questionnaires by the end of the on-site inspection. In total, there are 1357 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	39	50	32	41	7	9	0	0
The school keeps my child safe	37	47	39	50	2	3	0	0
My school informs me about my child's progress	25	32	43	55	10	13	0	0
My child is making enough progress at this school	32	41	30	38	12	15	1	1
The teaching is good at this school	28	36	32	41	17	22	0	0
The school helps me to support my child's learning	22	28	40	51	14	18	0	0
The school helps my child to have a healthy lifestyle	21	27	40	51	15	19	0	0
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)	34	44	27	35	7	9	2	3
The school meets my child's particular needs	36	46	27	35	11	14	0	0
The school deals effectively with unacceptable behaviour	28	36	34	44	13	17	0	0
The school takes account of my suggestions and concerns	24	31	34	44	9	12	2	3
The school is led and managed effectively	42	54	26	33	5	6	0	0
Overall, I am happy with my child's experience at this school	36	46	34	44	7	9	0	0

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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 2009 to 31 August 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 2009/10 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.



20 January 2011

Dear Students

Inspection of Anglo European School, Ingatestone, CM4 0DJ

Thank you for the help you gave us when we inspected your school. We spoke to quite a number of you and were impressed by your confidence and maturity.

We found that your school is satisfactory, although it has a number of outstanding characteristics. The curriculum, with its emphasis on modern foreign languages and its international approach, is a good example. We also judged your behaviour to be outstanding. You show this around the school and also in classrooms, where your commitment to learning is clearly evident. Your ease with people who may be different from you is an impressive feature. These aspects of your behaviour are helped by the school's curriculum and approaches to teaching. These also help you to develop impressively morally, cultural and socially and spiritually.

We noted that in the questionnaires a number of you completed, a very high proportion of you had positive views about your school. For example, you agree that the headteacher and senior staff do a good job, you are shown how to improve your work, you are well prepared for the future, you know how well you are doing, you feel safe and you enjoy school. Inspectors found evidence to support these views.

Nevertheless, there are areas in which your school can improve. Although you achieve high standards in your work, you are making satisfactory progress and should be making at least good progress. Inspectors have recommended that teaching becomes more challenging to help you to do this and have recommended to the school's leaders ways in which this should be brought about. The school may receive a one-day monitoring visit from an inspector before the next inspection to check that your progress is increasing.

Yours sincerely

Alan Alder

Her Majesty's Inspector

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