

Education and boarding inspection summary for Hockerill Anglo-European College

Dunmow Road, Bishop's Stortford, Hertfordshire. CM23 5HX

Inspection dates: 14 to 15 June 2022, 13 September 2022 and 8 to 10 February 2023

Outcome

The education overall effectiveness judgement is: good

The judgement for the experiences and progress of children in the boarding provision is: good

What is it like to attend this school?

Boarders and day pupils are happy here. They enjoy studying the school's ambitiously broad range of academic subjects from Year 7 to 13. Leaders have very high expectations for all pupils. Usually, pupils study at least two modern foreign languages up to Year 11. All students in the sixth form continue to study at least one language. Pupils achieve highly. They are extremely well prepared for the next stage of their education, training or work.

All pupils build character through the wide range of additional activities. Leaders organise numerous visits abroad including to France, Italy and Spain. Pupils are strongly encouraged to make an active contribution to the school and local communities. All pupils participate in action, service and community projects as part of their studies. Many pupils take part in the Combined Cadet Force, and the school's orchestra, and are first aid trained.

Pupils are safe and generally behave sensibly. Bullying is rare. Staff resolve any problems swiftly. Leaders have established a strong system of pastoral support. Pupils know who to speak to if they have any concerns.

The inspectors made two recommendations to help the school improve, covering leaders' actions to more rigorously follow the school's clear safeguarding policy and to ensure that all staff share leaders' high expectations of pupils' behaviour and attitudes.

What is it like to board at this school?

This is a good boarding provision. Boarders receive child-centred care and support from staff who know them well. The boarders make considerable social, emotional and educational progress because of the support that they receive.

Boarders forge strong and lasting relationships with the staff who support them. Staff encourage boarders to make positive contributions to their boarding houses, the school and the community. Fundraising activities take place often to support chosen charities. Boarders contribute to house committee meetings, which ensures that their views are considered.

Boarders are enormously proud of their school. Their feedback about the quality of education is exceedingly positive. Attendance levels for boarders in education are exceptional. Boarding staff and academic staff work in partnership to provide consistency and stability. As a result of this collaboration, boarders are supported to achieve great success in their studies.

Boarders have extensive opportunities for after-school enrichment. A broad variety of clubs, sporting activities and trips support the boarders' interests and talents. Opportunities stemming from the Duke of Edinburgh award and the Combined Cadet Force provide boarders with exciting and interesting recreational pursuits. Boarders are stimulated and occupied by activities that help to develop their confidence and leadership skills.

Boarding staff understand and respond well to boarders' individual health needs. Boarders are provided with very good emotional support, clinical advice and monitoring. A qualified nurse oversees an on-site health centre. She has extensive knowledge of matters relating to children's emerging health issues and trends. A particular strength is the cultural and organisational approach to positive mental health awareness and support. Systems to identify and escalate concerns or trends are proactive and rapid. The on-site health team works closely with the boarding staff. The communication between these staff is strong and demonstrates a proactive response to boarders' health concerns.

Boarders say that boarding has helped them with their organisational skills, independence and confidence. They see this as the main benefit and strength of boarding. They are pleased to be preparing for their futures and adulthood with the additional confidence that boarding has brought them.

Feedback from parents is generally positive. Parents describe the boarding staff as 'fantastic' and 'very caring'. Overall, parents say that their children have developed their independence and resilience. One parent says that their child is now a 'responsible world citizen' because of boarding at this school.

The school **meets all the national minimum standards.**

AND

The inspectors made **two recommendations** to help the school improve, covering the management of allegations made about staff and the quick identification and correction of hazards in the boarding houses.

- View the full inspection report for the education provision:
<https://reports.ofsted.gov.uk/23/136482>
- View the full inspection report for the boarding provision:
<https://reports.ofsted.gov.uk/provider/1/SC061728>



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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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