

# Inspection of Hockerill Anglo-European College

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

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

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Good</b>
Sixth-form provision	<b>Outstanding</b>
Overall experiences and progress of children and young people in the boarding provision	<b>Good</b>
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

Ofsted has not previously inspected Hockerill Anglo-European College as an academy under section 5 of the Education Act 2005. Until November 2020, the academy's predecessor school, and, consequently, the academy, were exempted by law from routine inspection, so there has been a longer gap than usual between the last inspection of the predecessor school and the first inspection of the academy.

Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last inspection of the predecessor school.

## **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 Year 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.

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

Leaders have high expectations for pupils and have designed a curriculum that matches these ambitions. Leaders expect pupils to reach high academic success and also make sure that pupils experience a very broad range of enrichment activities. For example, students in the sixth form study six subjects for the International Baccalaureate diploma. In addition to their chosen subjects, students in the sixth form study the theory of knowledge and participate in creative and service enrichment activities. Typically, students go on to study their chosen courses at university.

Subject leaders give very careful thought to the content of their courses and the order in which it is taught. Pupils build up their knowledge step by step and are ready for demanding work at diploma level in Year 12. Teachers check often what pupils know and remember. When teachers identify any gaps or misconceptions in pupils' knowledge, they recap key subject content and rectify them swiftly. Subject leaders and teachers review how well pupils have learned important knowledge and adapt their curriculum thinking where needed.

Leaders are highly ambitious for pupils with special educational needs and/or disabilities (SEND). They are quick to identify any pupils with SEND and provide the support in class that they need to access the full curriculum. Leaders help pupils who have struggled to learn to read and provide appropriate support to build up reading confidence and fluency so that they can access the full curriculum.

Leaders have high expectations of pupils' behaviour. Pupils are considerate of one another and learning generally proceeds without interruption. Pupils' attitudes to

learning are typically positive. On occasion, where teachers' expectations of pupils' behaviour are not as routinely high, pupils are not as focused on their work and staff do not always follow up low-level disruption.

The provision for pupils' personal development is exceedingly strong. Personal, social, health and economic education includes age-appropriate teaching about positive and healthy relationships, the significance of consent, and physical health and fitness. Leaders have carefully considered how the relationships education programme develops from Year 7 to Year 13. Staff address any issues that may arise.

Leaders ensure that all pupils have every opportunity to expand their interests beyond the classroom. Many pupils learn to play musical instruments and participate in the school's choir. They enjoy devising their own performance pieces and take responsibility for scriptwriting, stage design, music and acting. Pupils regularly journey abroad to practise their language skills and to study aspects of the curriculum such as German history. Many pupils achieve the Duke of Edinburgh's Award. Students in the sixth form lead workshops for local primary school pupils, for example as part of International Day of Women and Girls in Science. Leaders make sure that all pupils receive the information they need to make informed decisions about their future education and careers.

The governing body understands its statutory role and holds leaders to account effectively. Staff are proud to work at the school and typically feel that their workload is taken into consideration by leaders. They value the support and training that they receive. The overall experiences and progress of pupils in the boarding provision are good.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders ensure that all staff identify quickly any pupils at risk of harm and secure the support they need. They make sure that all staff have up-to-date safeguarding training. Staff recognise possible safeguarding concerns and respond appropriately should any issues arise.

Recent improvements mean that safeguarding concerns are usually managed carefully, following appropriate processes. Leaders usually follow up any concerns promptly with appropriate outside agencies and keep accurate records of any referrals. However, during the inspection, inspectors found that, on one occasion, external safeguarding agencies were not consulted when they should have been. This did not lead to harm to children in the school; however, senior leaders failed to manage the concern appropriately. Consequently, a more robust system has been agreed for future concerns.

## What does the school need to do to improve?

### (Information for the school and appropriate authority)

- On occasion, leaders have not followed the school's clear safeguarding policy as rigorously as they should. This means that action taken is not consistent with, and closely aligned to, statutory guidance at all times. Leaders should ensure that all safeguarding actions reflect the school's policies and current statutory guidance precisely and consistently.
- Sometimes, teachers' expectations of pupils' behaviour across classes and subjects are not consistent. As a result, sometimes pupils' behaviour varies depending on the subject or member of staff. Leaders must ensure that all staff share their high expectations of pupils' attitudes and behaviour and apply these consistently.

## 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](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	136482
<b>Social care unique reference number</b>	SC061728
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	10211909
<b>Type of school</b>	Secondary Comprehensive
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	11 to 18
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in sixth-form provision</b>	Mixed
<b>Number of pupils on the school roll</b>	925
<b>Of which, number on roll in the sixth form</b>	225
<b>Number of boarders on roll</b>	386
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Dee Spackman (Acting)
<b>Principal</b>	David Woods
<b>Website</b>	<a href="http://www.hockerill.com">www.hockerill.com</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- The school provides boarding provision for pupils in Years 7 to 13 as well as day school provision.
- The boarding accommodation and school are located on the same site. Boarders are accommodated in five boarding houses. Some pupils board full time. Others board during the week and return home at weekends. Some day pupils stay on at school at the end of the school day, have their evening meal in the boarding accommodation and then return home.

- Hockerill Anglo-European College converted to become an academy in a single academy trust, Hockerill College Academy Trust, in February 2012. When its predecessor school, Anglo-European College, was last inspected by Ofsted, it was judged to be outstanding overall.
- The school uses one registered alternative provider.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 7 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- The inspection visits were carried out at the same time as inspection of the school's boarding provision. The two inspection teams arrived and left the school at the same time at the beginning and end of each inspection visit. Inspectors carried out some inspection activities and held some meetings with leaders jointly with inspectors of the boarding school provision. The boarding provision is the subject of a separate boarding school report.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation of the school.
- Inspectors carried out inspection visits to the school in June 2022, September 2022 and February 2023. All the visits were part of the same graded inspection. The second and third visits were carried out to complete the inspection after Ofsted accepted some of the concerns raised by the school about elements of the initial inspection process.
- Inspectors met with the principal and other senior leaders. Inspectors met with the acting chair of the local governing body and other members of the governing body.
- Inspectors did deep dives in these subjects: English, drama, science, geography and history. For each deep dive, inspectors visited a sample of lessons, reviewed pupils' work, met with pupils to discuss their learning and met with subject leaders and teachers to discuss the curriculum. Inspectors also considered pupils' learning in other subjects, including mathematics and modern foreign languages.
- Through discussions with leaders, the governing body, pupils and staff, inspectors considered how effectively pupils are safeguarded. Inspectors also looked at records related to safeguarding, including records of employment checks carried out before staff are appointed.
- Inspectors met with groups of pupils in all key stages. Pupils' behaviour in lessons and at breaktimes was observed.

- Inspectors spoke to a range of staff, including about safeguarding and behaviour. Inspectors also took account of responses to Ofsted’s online surveys for staff, parents and carers, and pupils.

### **Inspection team**

Mark Smith, lead inspector	His Majesty’s Inspector
Philippa Darley	His Majesty’s Inspector
Wendy Varney	His Majesty’s Inspector
Kristian Hewitt	His Majesty’s Inspector
John Lucas	His Majesty’s Inspector
Liz Smith	His Majesty’s Inspector
Al Mistrano	His Majesty’s Inspector
Bessie Owen	His Majesty’s Inspector
Susan Sutton	Ofsted Inspector
Georgina Atkinson	Ofsted Inspector

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Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

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Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

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