

Ecole Française de Londres Jacques Prévert

Independent School

Inspection report

DCSF Registration Number	205/6359
Unique Reference Number	100371
Inspection number	322040
Inspection dates	10-11 June 2008
Reporting inspector	Jill Bainton

This inspection of the school was carried out under section 162A of the Education Act 2002 (as amended by schedule 8 of the Education Act 2005).

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Purpose and scope of the inspection

This inspection was carried out by Ofsted under section 162A of the Education Act 2002, as amended by schedule 8 of the Education Act 2005, in order to advise the Secretary of State for Children, Schools and Families about the school's suitability for continued registration as an independent school.

Information about the school

Ecole Française de Londres Jacques Prévert is a French school, which admits boys and girls aged four to eleven years of age, mainly from the local community of French nationals. It is also registered as an independent school with the Department for Children, Schools and Families (DCSF). There are currently 251 pupils on roll. The great majority comes from French speaking or English/French bi-lingual backgrounds. The school is held in a residential area of West London. Founded in 1974, the school is *une école conventionnée* subject to the authority of the French Ministry of Education, exercised through the *Agence pour l'Enseignement Français à l'Etranger* (AEFE) and the French Embassy in London, including visits from the French Inspectorate. The headteacher and full-time French teaching staff are appointed directly by the French education authorities. The school teaches the French national school curriculum in French. A substantial amount of time is devoted to the teaching of English. The vast majority of pupils continue their education in the Lycée Français. The school was last inspected by Ofsted in 2005 when it did not meet a number of regulations.

The school aims to *'promote a friendly, familiar atmosphere...to provide a harmonious educational experience based on the official French programmes.'*

Evaluation of the school

Ecole Française de Londres Jacques Prévert is a happy, friendly school where all the pupils are very well known to the staff. The pupils receive a good standard of education. Through using both the French and English National Curricula effectively and as a result of good teaching in both languages, pupils make good progress. By the end of their time at the school pupils have consolidated their ability in both languages. The school is successful in encouraging pupils to become independent learners and self-confident young people ready for the next stage of their education. The school meets most of the regulations for registration.

Quality of education

The curriculum is good. It is based on the first three cycles of the French National Curriculum, which was judged to be good in the last French inspection in 2007. It offers consistent grounding in the basic skills of literacy and numeracy in

combination with a broad spectrum of subjects. The school has good policy documentation to support the curriculum which staff put to effective use. The school also teaches an appropriate English curriculum, which has been devised in conjunction with the Lycée Français. This is sufficiently broad to ensure easy transition between the French and the English education systems. Personal, social and health education is integrated throughout the curriculum. The emphasis the school puts upon visitors and visits outside school is an outstanding feature that enhances the curriculum and broadens the pupils' ability to apply their learning. In addition there is a range of after-school clubs which include sports, chess, Japanese studies and drama.

The quality of teaching is consistently good with some outstanding features. It is effective in ensuring that pupils make good progress in their learning. The staff are well prepared for their lessons through their detailed weekly planning. They have high expectations of pupils' progress and behaviour. Staff support pupils well in lessons using effective questioning to both challenge their thinking and encourage further discovery. For example, during a geography lesson pupils used their numeracy skills to understand and predict the impact of time zones on travel. Lessons are usually conducted at a brisk pace and pupils respond by concentrating, generally working hard and applying themselves to the task. Pupils apply their knowledge well in practical circumstances, for example during a *découverte du monde* lesson where pupils used their understanding of numerical sequencing to order a list of birthday celebrations. In line with French practice the lessons are mostly teacher led, but there are some opportunities for peer interaction. The younger pupils are given the opportunity for practical, play-based learning.

During the English lessons the staff give effective support to pupils in developing their skills in reading, writing, listening and speaking. Pupils are carefully assessed and put into ability groups where they are given appropriate support and their progress is then constantly monitored. Pupils who need additional help in either language are well supported both within lessons and in some group activities. All pupils make consistently good progress in both languages as a result of supportive teaching, which is often challenging.

The assessment of pupils' learning is good. In line with French practice the pupils' skills and understanding are regularly tested and parents receive termly reports, which they can discuss with staff. The reports on pupils' progress in English are satisfactory but of a general nature and do not include information about work covered during the term and what they could do next to improve.

Spiritual, moral, social and cultural development of the pupils

Provision for pupils' spiritual, moral, social and cultural development is good with some outstanding features. Following the French system the education is secular, but there are opportunities for pupils to attend classes in catechism and religious guidance after school which are organised by the parents. The pupils' cultural

development is outstanding. There is a wide range of visitors to the school, including musicians and travelling theatre groups, who augment the curriculum specifically in relation to the arts. There is an extensive range of outings to museums and art galleries in London as well as a residential week in France for the oldest pupils. These pupils are encouraged to reflect on their experiences on their return and after the most recent French visit produced an attractive, informative, well-presented booklet. Recently one class of older pupils visited the Houses of Parliament and met their local MP. Such experiences increase pupils' awareness of local, national and international public services and institutions.

There are positive relationships between staff and pupils throughout the school. All the pupils are very well known to staff and this adds to the feeling of well-being and contributes to the friendly, welcoming atmosphere in the school. The pupils say that they are happy and enjoy school and this is reflected in their good behaviour in class and around the school. Attendance is good. Some pupils made comments such as: *'All the teachers are really good, it is easy to be both French and English'...* *'the teachers try to make the lessons interesting and are helpful'*. During the year there are a number of weeks aimed at specific themes, which help to enhance the pupils' personal development and well-being; for instance, bullying was recently addressed. Pupils are encouraged to take on individual responsibilities within their class and each class has a representative who sits on the *conseil de delegues*. The school takes part in a number of charity events each year including Action against Hunger and book collections for Africa. The school celebrates the cultural differences of all pupils with evidence of good racial harmony.

Welfare, health and safety of the pupils

The provision for the welfare, health and safety of the pupils is good. The school has devised and implemented effectively a range of policies, which include anti-bullying, health and safety of pupils on visits outside school and child protection. The member of staff responsible for safeguarding pupils has attended training but this now needs updating to meet current guidelines. The school reacted promptly when so informed and has made arrangements to enrol members of staff on to the next available training course. Procedures relating to fire safety, first aid, accident reporting and risk assessment for visits are robust and the school is a safe place in which to work and learn. The school keeps an appropriate admission register but the attendance registers do not meet DCSF regulations. The school fulfils its duties with regard to the Disability Discrimination Act 2002. The pupils are aware of what they must do to be healthy. The school canteen is very popular; it offers healthy, well-balanced lunches which pupils and staff enjoy. There is limited space for outdoor play but the school has done all it can to ensure that pupils can play easily and safely and they have frequent opportunities for regular physical exercise. The school travel plan has been approved by the London Borough of Hammersmith and Fulham.

Suitability of the proprietor and staff

The school has checked the suitability of staff to work with children appropriately and holds the information on a single central register as required.

School's premises and accommodation

The premises and accommodation ensure effective learning. The school is held in a Victorian property, which is in a good state of decoration and repair. The building has been adapted over the years for use as a school. The classrooms are suitable and provide safe and effective learning environments. The school makes good use of every available space and has reached maximum capacity. There is a well-stocked library for each language and a well-equipped computer suite. There is a small music room and a room used for physical education and drama. The facilities for outdoor play are limited but the playtimes are carefully staggered. In addition, the pupils use the play area on Brook Green which is adjacent to the school. This is very carefully supervised and provides a valuable additional outdoor play area. In addition the older pupils are taken to a nearby sports facility and all pupils have weekly swimming. There are sufficient toilet facilities for all pupils. The school does not have appropriate facilities for pupils who are ill. Some of the classrooms are insufficiently ventilated and are airless during warmer weather.

Provision of information for parents, carers and others

Parents, carers and others are provided with a good range of information. There is a prospectus and a very informative website in both languages; attractive termly magazines called Pré-Vert Express and the daily *cahier de liaison* support effective communication between home and school. The school has improved the information available to parents significantly since the last inspection. The vast majority of parents who responded to the pre-inspection questionnaire were highly supportive of the school, making comments such as '*we could not praise the school highly enough...it produces happy, mature, well-motivated children*'. They confirmed that their children enjoy coming to school but some felt that they were not sufficiently informed about their child's progress. They have three reports each year and an initial meeting with staff at the beginning of the school year. Parents can request a meeting with the staff at a mutually convenient time.

Procedures for handling complaints

The school has a set of procedures, available to parents on request, which meet the regulations.

Compliance with regulatory requirements

The school meets all of the Education (Independent School Standards) (England) Regulations 2003 as amended January 2005, with the exception of those listed below.

The school does not meet all requirements in respect of provision for pupils' welfare, health and safety (standard 3) and must:

- ensure that all staff receive safeguarding training and update the policy in line with DCSF guidance *Safeguarding children and safer recruitment in education (2007)* (paragraph 3(2)(b))
- maintain attendance registers in accordance with the Education (Pupil Registration) (England) Regulations (paragraph 3(9)).

The school does not meet all requirements in respect of the premises and accommodation (standard 5) and must:

- provide facilities for pupils who are ill (paragraph 5(l))
- improve the ventilation in classrooms where needed (paragraph 5(p)).

What the school could do to improve further

While not required by the regulations, the school might wish to consider the following points for development:

- include more information in the reports on the English teaching to show what work the pupils have covered and what they need to do next to improve.

School details

Name of school	Ecole Française de Londres Jacques Prévert		
DCSF number	205/6359		
Unique reference number	100371		
Type of school	Foreign national nursery and primary school		
Status	Independent		
Date school opened	1974		
Age range of pupils	4-11		
Gender of pupils	Mixed		
Number on roll	Boys: 124	Girls: 127	Total: 251
Annual fees	£3,850		
Address of school	59 Brook Green London W6 7BE		
Telephone number	0207 602 6871		
Fax number	0207 6023162		
Email address	Info@ecoleprevert.org.uk		
Headteacher	Christophe Gachet		
Proprietor	Ecole Française de Londres Ltd		
Reporting inspector	Jill Bainton		
Dates of inspection	10-11 June 2008		