

Le Herisson School

Rivercourt Methodist Church, King Street, London, W6 9JT

Inspection dates 23–25 September 2014

Overall effectiveness	Good	2
Leadership and management	Good	2
Behaviour and safety of pupils	Good	2
Quality of teaching	Good	2
Achievement of pupils	Good	2
Early years provision	Good	2

Summary of key findings

This is a good school.

- Good teaching enables pupils to make good progress and achieve well.
- The school's nurturing and caring environment contributes well to pupils' personal development and outstanding behaviour.
- The new proprietor has since 2012 accurately identified the needs of the school. She has refurbished the premises and reviewed all health and safety policies to ensure that the welfare, health and safety of the children are a priority.
- The senior leaders have established and implemented effective systems and procedures to ensure that teaching is good and meets the needs of all pupils.
- Parents and carers are happy with the school and say that their children have settled well into the school, are well cared for and happy.
- The Early Years Foundation Stage is good. All the regulatory requirements are met and children are enabled to make good progress.

It is not yet an outstanding school because:

- There has not been enough time for leaders to ensure all teaching is outstanding.
- Some minor aspects relating to safety are good and not yet outstanding.
- The school has not developed a programme of training for teaching staff.

Compliance with regulatory requirements

- The school meets schedule 1 of The Education (Independent School Standards) (England) Regulations 2010, as amended by The Education (Independent School Standards) (England) (Amendment) Regulations 2012 ('the independent school standards') and associated requirements.

Information about this inspection

- The inspection was carried out with one day's notice.
- The inspector observed eight lessons and looked at pupils' work, teachers' planning and information about pupils' progress.
- Meetings were held with senior leaders, teaching staff and parents and carers.
- School policies and other documentation were examined.
- The inspectors took account of the responses in two staff questionnaires and the views of parents and carers through discussions.
- There were too few responses to the online Parent View questionnaire for these to be published.

Inspection team

Flora Bean, Lead inspector

Additional Inspector

Full report

Information about this school

- Le Herisson School is an independent French nursery and infant school. It opened in 1989 and caters for up to 76 pupils between two and six years of age.
- There are 72 pupils on roll between the ages of two and six who attend full time. All children speak French with varying levels of English.
- The school has two Nursery classes for children from age two to three (toute petite section) and for age three to four (petite section), and a Reception class (moyenne section) which are all part of the Early Years Foundation Stage, and a Year 1 class (grande section).
- There are no pupils with a statement of special educational needs.
- The school operates under the auspices of L'Agence pour l'Enseignement français à l'Étranger (AEFE) through the French Embassy in London.
- The aim of the school is 'to offer a French education in a caring environment, which will encourage the growth and development of each child'.
- The school follows the French National Curriculum in conjunction with the Early Years Foundation Stage and incorporates some teaching of English as a second language.
- The vast majority of pupils leave to take up places in independent French Primary Schools in London.
- The school's last inspection was in September 2008.
- The current proprietor has since 2012 sole responsibility for governance.

What does the school need to do to improve further?

- Further improve the quality of teaching so more is outstanding by sharing the best practice already established in the school.
- Ensure leaders provide further training opportunities for the teaching staff.
- Ensure that all aspects relating to the safety of pupils become outstanding.

Inspection judgements

The leadership and management are good

- The school is well led and managed effectively by the proprietor and headteacher.
- All of the independent school standards are met.
- The proprietor and headteacher continue to sustain a culture of high expectations for the behaviour and academic achievement of pupils throughout the school, including for children in the Early Years Foundation Stage.
- Since 2012, the proprietor has developed the school through using well-focused improvement plans.
- The premises have been refurbished to a high standard. All health and safety policies and procedures have been reviewed to ensure the welfare, health and safety of the pupils. All policies and procedures are effectively implemented and reviewed as required.
- Arrangements for safeguarding are rigorous and meet statutory requirements. The school has appointed a senior designated safeguarding person. All staff are well trained in safeguarding procedures and are highly aware of their responsibilities in relation to the welfare, health and safety of the pupils.
- Teaching is good and regularly checked through termly appraisals with targets set which are regularly reviewed. The school has yet to develop further training opportunities to meet the professional needs of all teaching staff.
- The curriculum is well planned and includes all the key areas of learning in literacy and numeracy for Year 1 and meets requirements for the Early Years Foundation Stage. The curriculum includes clear planning for personal, social and health education. Teaching promotes respect and tolerance for all, democracy and equality and the rights of the child in keeping with the aims and ethos of a French school.
- Assessment procedures are effectively implemented and the progress of all pupils is checked to identify any pupils with difficulties. Any such pupils are given good support.
- School leaders ensure that parents and carers have regular contact with staff to discuss any concerns. Parents and carers receive termly reports on the progress of their children.
- **The governance of the school:**

The proprietor, who has sole responsibility for governance, understands fully her responsibilities and duty of care. The proprietor ensures that the school promotes tolerance and respect for all and is preparing young people well for life in modern democratic Britain and the world at large. The proprietor works well with the headteacher to sustain and improve the quality of teaching and to support staff in their work so that the pupils make good progress in their learning and personal and social development. The proprietor has ensured that efficient management of financial resources has improved the quality of the premises. All policies and procedures are regularly reviewed to ensure the safety and well-being of the pupils.

The behaviour and safety of pupils are good

- The behaviour of pupils throughout the school is outstanding. From the Nursery though to Year 1 pupils are kind and considerate towards each other. They have positive attitudes to learning, for example when working independently, in groups or as a whole class. There is no disruption in lessons and a calm and harmonious atmosphere prevails.
- In the Early Years Foundation Stage and throughout the school, all the safeguarding and welfare requirements meet statutory requirements. They comply fully with government legislation and guidance.
- Pupils listen well and are keen to learn. From the youngest children through to Year 1 all pupils demonstrate increasing levels of social and personal skills. They are motivated, curious, show respect for each other and are learning to share and take turns well.
- Parents and carers report that their children are well looked after and are safe in school. They say that their children enjoy coming to school, have settled well into school routines and are making good progress in their learning.
- Pupils say that they enjoy school. They take part in a wide range of activities, trips and visits and regularly go out to play or to the park for games and for physical education. For example, this was seen in Year 1 where the pupils organised themselves into three groups and took part in a range of games.
- There is no bullying. Teachers work hard to ensure that all pupils feel accepted and are included and that they work together, showing respect and tolerance towards each other. This reflects the school's effective strategies to promote high standards which make a strong contribution to a positive learning environment.

- The school's work to keep pupils safe and secure is good. There are some minor aspects relating to safety that are not yet outstanding. Pupils say that they are safe at school and are learning about staying safe. The school organises regular visits from local police officers, for example, to ensure that all pupils have an age appropriate understanding of keeping safe both in and out of school.
- Pupils gain a practical understanding of British institutions and democracy through age-appropriate class discussions and educational visits. From the Nursery onwards, all pupils have increasing opportunities to develop their spiritual, moral, social and cultural awareness in preparation for the next stage of their education.

The quality of teaching

is good

- The quality of teaching is good. All the learning and development requirements for the French curriculum and for the Early Years Foundation Stage are met. The vast majority of the teaching is conducted in French to meet the requirements of the French National Curriculum. Pupils have some teaching in English through storytelling and through informal communication which takes place naturally in a bilingual setting.
- Teachers have high expectations for their pupils and expect high standards of behaviour to ensure that a calm and harmonious environment prevails, conducive to learning and working together.
- From the Nursery to Year 1, well-prepared and imaginative teaching ensures all children are fully engaged and make good progress in literacy by developing their knowledge of sounds and letters, and in numeracy by learning numbers and basic mathematical skills. Good daily routines are well established to help children settle into school life to enhance their learning and to ensure a good grasp all key skills across all subjects.
- Teaching ensures that pupils have plentiful opportunities to play and to develop good social, physical and creative skills. Music and movement lessons and computer lessons ensure a well-rounded curriculum for all.
- The caring and nurturing environment ensures that pupils develop well in all areas of their personal and social development and in their learning. Self-initiated play and activities directed by teaching staff give children in the early years setting good opportunities to develop basic skills, to play and to work well on their own, in small groups and as a whole class.
- Teachers know the pupils well and through careful checking and regular assessment ensure that all pupils are encouraged in their work and make good progress in their learning and personal and social development.
- Teachers listen to pupils and encourage pupils to listen to each other giving good opportunities for pupils to express themselves. They challenge pupils gently, constantly enabling pupils to develop a good range of skills across the curriculum.
- Effective teaching strategies and well-targeted support and intervention are matched closely to pupils' needs, including those most and least able, so that all pupils learn well in lessons and enjoy their learning.

The achievement of pupils

is good

- Pupils achieve well in this caring and nurturing school. Well-planned teaching for different groups of pupils in a wide range of appropriate subjects ensures all pupils make good progress from their starting points.
- Children join the school with knowledge and skills that are predominantly at the expected levels for their age. As a result of supportive nurturing and teaching and accurate assessment, they settle quickly into school and make good progress from their starting points.
- In the Nursery class, children make good progress in their learning in basic literacy and numeracy. Through song, music and movement, children learn sounds and letters and numbers and are making good progress in the initial stages of reading and numeracy. Children's learning profiles demonstrate an excellent range of topics covered and good progress made in basic skills over time.
- In the Reception class, a clear focus on the development of literacy and numeracy skills enables children to make good and often rapid progress and some are already recognising letters and words at the start of this academic year.
- In Year 1, lessons ensure that pupils make good progress in literacy and numeracy. This ensures that pupils develop good reading, speaking and mathematical skills and are well prepared for the next stage of

their education. By Year 1 most pupils are able to converse well in both French and English.

- Pupils with special educational needs make good progress from their starting points because they are well supported by highly skilled staff.
- Pupils throughout the school have regular access to information and communication technology (ICT) lessons through the good and regular provision organised by the school.
- Pupils make good progress in music and physical education as a result of the school's emphasis and good provision for regular music and movement lessons.

The early years provision

is good

- All the statutory requirements of the Early Years Foundation Stage are met.
- The vast majority of children start school at the expected level for their age. If children are below the expected levels the school provides good support to ensure they catch up to make good progress. Children with any learning needs make good progress because their needs are quickly identified with additional support put in place to ensure good progress.
- All children make at least typical progress and most make good progress from their starting points, developing key skills to ensure they are well prepared for the next stage of their education. Children are curious and motivated to learn and are keen to achieve well in their learning.
- The school covers all the early years learning and development requirements thus ensuring children have good opportunities to learn across all areas.
- The quality of the teaching is good and at times outstanding. Teaching provides an innovative and stimulating environment for children through well-organised teacher-directed and child-initiated activities and play.
- Teachers know the children well and set appropriate activities and challenges based on accurate assessment and ongoing checks on their progress and achievements. Effective checks ensure that should any require any specialist help this happens at an early stage in order to prevent delays in learning and development. The school has good contact with outside agencies for any required support.
- Children's excellent behaviour demonstrates that they feel safe and secure at school. They are learning how to remain safe within appropriate boundaries. They celebrate each other's differences through a variety of special days such as food festivals and language days and are learning to be tolerant and accepting towards each other.
- The school works closely with parents and carers to ensure that relevant information between school and home is shared to ensure the well-being and safety of all children. Staff are highly aware and sensitive to the needs of all children.
- The proprietor and headteacher make checks on the provision, have an accurate understanding of it and have worked hard to provide a bright and stimulating environment. Staff are well qualified and experienced but have had few opportunities for further training. The school has plans to develop this aspect of its work.

What inspection judgements mean

School	
Grade	Judgement
Grade 1	Outstanding
Grade 2	Good
Grade 3	Requires improvement
Grade 4	Inadequate

Detailed grade characteristics can be viewed in the *Non-association independent school inspection handbook* which is published on the Ofsted website: www.ofsted.gov.uk/resources/140053.

School details

Unique reference number	100376
Inspection number	443485
DfE registration number	205/6387
Type of school	Day
School status	Independent
Age range of pupils	2–6
Gender of pupils	Mixed
Number of pupils on the school roll	72
Number of part time pupils	0
Proprietor	Maria Frost
Chair	Maria Frost
Headteacher	Christine Behroozi
Date of previous school inspection	30 September 2008
Annual fees (day pupils)	£8,730 - £8,970
Telephone number	020 8563 7664
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