

# Inspection of Ecole Française de Londres Jacques Prévert

59 Brook Green, London W6 7BE

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Inspection dates: 28 and 30 June 2022

## **Overall effectiveness**

**Outstanding**

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The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Early years provision

**Outstanding**

Overall effectiveness at previous inspection

Outstanding

Does the school meet the independent school standards?

**Yes**

## **What is it like to attend this school?**

Pupils receive a high-quality education. Leaders and teachers are very ambitious for what pupils can achieve. Pupils strive to meet the high expectations that leaders set. Leaders and staff provide strong support for pupils. They think carefully about how to support pupils' academic and personal development through the curriculum. Educational visits and extra-curricular clubs are a key feature of the school's work. Clubs organised by parents, carers and leaders include science, tennis, debating and chess.

Leaders give reading high priority. The school's French and English libraries have extensive collections of books. Pupils enjoy borrowing books from both collections. Pupils read stories together outside at breaktime sitting on cushions. Leaders make sure pupil welfare and safety are prioritised. Pupils are safe and happy.

Pupils behave exceptionally well. They are self-disciplined and responsible when moving around the school and highly motivated in class. Teachers foster respectful, nurturing relationships with pupils. Pupils trust and are confident that school staff care about their well-being. Staff sort out any problems, including bullying, should they arise.

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

The school's curriculum carefully sets out the knowledge and skills that pupils need to learn in each cycle of learning. Teachers have very strong subject knowledge. Leaders and teachers have created a broad and rich curriculum from the early years onwards. They decide what subject knowledge to teach that helps pupils to connect knowledge together in different subjects. For example, pupils in Year 6 history drew upon their geography knowledge of pollution and overcrowding when during a discussion about the industrial revolution.

Teachers find highly engaging ways to teach the curriculum. For example, pupils in Year 5 enjoyed creating scale maps of the school as part of their learning in geography and mathematics. Teachers make sure pupils revisit and recap knowledge regularly. They use assessment information to plan the next steps in pupils' learning. This helps pupils keep up with the demanding work teachers provide.

Leaders use a systematic approach to teach pupils to read in French and English. Leaders train teachers to teach phonics. Teachers check the letters and sounds pupils know and remember. Leaders ensure the books pupils read are matched to these sounds precisely. As a result, pupils become confident, fluent readers. This includes pupils with special educational needs and/or disabilities (SEND) and those who speak English as an additional language (EAL).

Leaders work closely with parents to identify any pupils with SEND. Leaders use advice from a range of external experts including medical professionals and therapists to provide the right help for pupils. Teachers work together to provide

effective support. They adapt the curriculum well so that pupils achieve in line with their peers.

In all year groups, pupils are motivated and eager to learn. Behaviour does not interrupt learning in lessons. Leaders provide many opportunities for older pupils to act as role models for younger children. For example, pupils of different ages work together on fund raising activities. Teachers help pupils to find solutions to any problems that may arise. Teachers encourage pupils to celebrate pupils' achievements and offer advice and help to their peers.

Leaders organise residential visits for pupils in Year 1 upwards. Pupils in Year 2 said how much they enjoyed learning about teamwork on a recent residential outing. Pupils are taught to respect differences. Pupils spoke emphatically about why discrimination is wrong and why it should not be tolerated. Pupils are taught about the importance of healthy relationships in an age-appropriate way and encouraged to keep themselves safe. Pupils are taught about different families in line with the statutory guidance on relationships education. Leaders invite external visitors including the police and the NSPCC to support this teaching.

Leaders and members of the proprietor body understand their statutory responsibilities and meet regularly to check these are met consistently. Members of the proprietor body ensure that the school complies with schedule 10 of the Equality Act 2010 and the independent school standards. Leaders gather feedback from staff in a variety of ways. Teachers value the support they receive from leaders to manage their workload and wellbeing.

## **Safeguarding**

The arrangements for safeguarding are effective.

All school staff receive safeguarding training appropriate to their role. Leaders provide regular updates to re-refresh school staff's knowledge. As a result, school staff know how to identify any pupil who may be in need of help.

Leaders make sure that all necessary checks are completed before staff start working at the school. They work with external organisations to ensure they have accurate, up-to-date knowledge of all statutory requirements. Leaders work effectively with professionals to seek appropriate advice and support where required. Leaders take appropriate action and maintain detailed records. The safeguarding policy is published on the school website.

## **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.

If you are the provider and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## School details

<b>Unique reference number</b>	100371
<b>DfE registration number</b>	205/6359
<b>Local authority</b>	Hammersmith & Fulham
<b>Inspection number</b>	10214687
<b>Type of school</b>	Other Independent School
<b>School category</b>	Independent School
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	255
<b>Number of part-time pupils</b>	None
<b>Proprietor</b>	Ecole Française de Londres Jacques Prevert Ltd
<b>Chair</b>	Laurent Odeh
<b>Headteacher</b>	Sylvie Wanin
<b>Annual fees (day pupils)</b>	£7,723 to £8,622
<b>Telephone number</b>	020 7602 6871
<b>Website</b>	<a href="http://www.ecoleprevert.org.uk">www.ecoleprevert.org.uk</a>
<b>Email address</b>	<a href="mailto:info@ecoleprevert.org.uk">info@ecoleprevert.org.uk</a>
<b>Date of previous inspection</b>	20 to 22 March 2018

## Information about this school

- Ecole Francaise de Londres Jacques Prevert is an independent day school for boys and girls. The school follows the French national education system.
- The school has an exemption from the learning and development requirements of the Early Years Foundation Stage.
- The current headteacher joined the school after the previous inspection.
- The school does not make use of any alternative provision.

## Information about this inspection

Inspectors carried out this inspection under section 109(1) and (2) of the Education and Skills Act 2008. The purpose of the inspection is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

The school meets the independent school standards. These are the requirements set out in the schedule to the Education (Independent School Standards) Regulations 2014.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school leaders and have taken that into account in their evaluation.
- Inspectors met with the headteacher and deputy head teachers during the inspection.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, art and personal, social, health education. For each deep dive inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also spoke to leaders about the curriculum in some other subjects.
- Inspectors checked safeguarding records and documentation. They spoke with leaders, school staff and pupils about how pupils' welfare is safeguarded.
- Inspectors considered parent, staff and pupil responses to Ofsted's online surveys.
- Inspectors spoke with some parents before school.
- Inspectors observed breaktime and the visited the dining room at lunch time.

## Inspection team

Andrea Bedeau, lead inspector

Her Majesty's Inspector

Lascelles Haughton

Her Majesty's Inspector

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