

# Le Herisson School

Rivercourt Methodist Church, Lower Ground Floor, Rivercourt Road London W6 9JT

## Inspection dates

11–13 December 2018

<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	<b>Good</b>
Quality of teaching, learning and assessment	<b>Good</b>
Personal development, behaviour and welfare	<b>Good</b>
Outcomes for pupils	<b>Good</b>
Early years provision	<b>Good</b>
Overall effectiveness at previous inspection	Inadequate

## Summary of key findings for parents and pupils

### This is a good school

- The proprietor, headteacher and middle leaders work effectively as a team to bring about improvements across the school, including in early years. They have ensured that all the independent school standards are met.
- The members of the newly established advisory board provide appropriate support and challenge to senior leaders.
- The quality of teaching is strong in French and mostly so in English. Consequently, pupils in Year 1 ('Grande section') and children in the early years ('Petite and Moyenne sections') make good progress.
- Leaders and staff ensure that pupils and children are kept safe. Safeguarding is effective.
- Pupils and children enjoy coming to school. Consequently, their attendance is above average. Their behaviour and attitudes to learning are good.
- Pupils' and children's personal development and welfare are effectively promoted. Regular play and physical activities in the nearby park contribute well to pupils' physical well-being.
- Pupils' and children's spiritual, moral, social and cultural development is effectively promoted. They are taught about tolerance, respect and British values.
- The curriculum is broad and balanced and engages pupils well in their learning. The French curriculum is designed well to take account of the requirements of the English national curriculum. There is a strong emphasis on developing pupils' and children's bilingual skills in French and English.
- In English, the teaching of phonics is not sufficiently strong to support pupils' and children's reading and help them in their writing.
- Teaching assistants are not consistently used well to support pupils' and children's learning, particularly the lower-attainers.
- There are limited opportunities for teachers to observe and share effective teaching practice.
- There are insufficient checks on the quality of teaching and learning in English to ensure improvements.

### Compliance with regulatory requirements

- The school meets the requirements of the schedule to the Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements.

## **Full report**

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

- Improve the quality of teaching, learning and assessment by ensuring that:
  - in English the teaching of phonics is sufficiently effective to support pupils' and children's reading and help them in their writing
  - teaching assistants are deployed effectively to support pupils' and children's learning, particularly those with lower attainment.
- Improve the quality of leadership and management by ensuring that:
  - staff training and development are strengthened to improve teaching and classroom practice
  - the quality of teaching in English is closely checked to bring about improvements.

## Inspection judgements

### Effectiveness of leadership and management

**Good**

- The proprietor, headteacher and senior leaders have worked effectively as a team to bring about improvements since the previous inspection. They have ensured that all the independent school standards are met.
- The proprietor knows the school very well, including its strengths and areas for improvement. The proprietor has worked successfully with leaders to address the weaknesses identified in the previous inspection.
- The school makes good use of an external educational consultant to support and advise leaders on school improvement issues.
- Leaders are ambitious for pupils and have created a culture of high expectations and respect. There are positive relationships between staff and leaders. Staff morale is high. This contributes well to the progress that pupils and children make.
- Leaders have improved the systems for communication with parents. The school's website is used well to share information with parents, and parental surveys are conducted to ascertain the views of parents. The proprietor makes herself available throughout the school day to engage with parents.
- The headteacher checks the quality of teaching and learning in French and provides good feedback to teachers to improve their classroom practice. However, checks on the quality of teaching and learning in English are insufficient to bring about improvements.
- Leaders and teachers know the pupils well. Their starting points are established when they join the school and their progress is monitored accordingly. Teachers use the assessment information and their secure knowledge of the pupils to plan appropriate lessons.
- The curriculum is broad, balanced and engaging. It meets the needs and interests of pupils in the 'Grande section' and children in the 'Petite section'. The school delivers the French L'école maternelle curriculum, which is part of the French national curriculum. This is adapted well by leaders to cover the requirements of the English national curriculum. The curriculum promotes bilingual skills well in French and English. The curriculum is enriched by a range of activities, including yoga, choir and visits to London landmarks and places such as the theatre and the zoo. Pupils and children participate in art exhibitions, enjoy music and play a range of musical instruments.
- Pupils' spiritual, moral, social and cultural development is strongly promoted. Pupils learn about respect for and tolerance of those who are different to them. They gain an appreciation of the cultural and religious diversity represented in modern Britain. Pupils enjoy learning about other languages through celebrating a 'language of the month'. British values are promoted well through the curriculum.
- There are limited opportunities for teachers to observe and share effective teaching in order to improve their skills and classroom practice.
- A very large majority of parents who responded to Ofsted's online survey, Parent View, are supportive of the school's leadership.

## Governance

- The role of governance is fulfilled by the advisory board. The members of the advisory board are knowledgeable and skilled and know the main strengths and weaknesses of the school.
- The members of the advisory board have worked closely with senior leaders to ensure all the independent school standards are met. They provide the appropriate level of support and challenge to bring about improvements.
- The members of the advisory board are committed to school improvement and are in regular contact with the proprietor to discuss the school's work. They visit the school to check for themselves the safety and well-being of pupils.
- The members of the advisory board have worked closely with leaders to ensure that the school has a higher profile in the community and that communication with parents is effective.

## Safeguarding

- The arrangements for safeguarding are effective.
- Leaders and staff have ensured that there is a strong safeguarding culture across the school and that all safeguarding arrangements are fit for purpose. All the relevant pre-employment checks are thoroughly carried out for all adults.
- All staff have received recent training on safeguarding based on current guidance, including 'Keeping children safe in education', September 2018. Staff are vigilant and know the possible signs of abuse to look out for. They understand their own responsibilities and are aware of the appropriate action to take if they have any concerns about pupils' safety and welfare.
- Leaders and staff work effectively with parents and other agencies to keep pupils safe. Risk assessments are rigorous in all aspects of school life in order to ensure the health and safety of pupils.
- The safeguarding policy is reviewed regularly and reflects the latest statutory guidance. The safeguarding policy is published on the school's website.

## Quality of teaching, learning and assessment

**Good**

- Leaders have improved the quality of teaching since the previous inspection. The quality of teaching, learning and assessment is now good throughout the school.
- The headteacher provides strong support and guidance to teachers to improve their classroom practice, particularly in the French curriculum. Consequently, the quality of teaching is good. Pupils in the 'Grande section' make good progress across a range of subjects. Pupils who spoke to the inspector said that they enjoy their learning.
- There is a positive and supportive learning environment in classrooms, with strong relationships and trust between staff and pupils. This helps pupils feel secure and provides them with the confidence to try hard to do their best.

- Teachers have a secure subject knowledge and know the pupils well. This, with the information they have on pupils' progress, enables them to plan learning to meet their needs.
- Teachers use questioning well to engage pupils, to test their understanding and consolidate their learning.
- Teachers provide sufficient opportunities for pupils to develop their speaking and listening skills. This also helps pupils, particularly those who are at early stages of speaking English as an additional language, to become more proficient and confident in their use of English.
- Teachers have high expectations for pupils' writing. For example, in a French lesson, the teacher demonstrated how pupils can improve their cursive writing. Pupils enthusiastically went to the front of the classroom to practise their skills on the whiteboard. Pupils make strong progress with their handwriting.
- Pupils are encouraged to reflect on their learning. For example, in a Year 1 mathematics lesson, pupils explained to each other how they used their reasoning skills to solve addition and multiplication problems.
- The most able pupils are provided with challenging tasks. In mathematics, for example, they are regularly provided with tasks to help them think hard and extend their learning.
- Sometimes, the teaching assistants do not provide effective support to pupils, particularly lower-attaining pupils, to ensure that they deepen their understanding.
- In English, the teaching of phonics is not sufficiently strong to support pupils' and children's reading and help them in their writing. Sometimes, pupils and children lack strategies to read unfamiliar or difficult words.
- There is good communication between staff and parents. Parents receive regular information on how their child is progressing.
- A very large majority of parents who responded to Parent View stated that their child is taught well and is making good progress.

## Personal development, behaviour and welfare

**Good**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils are friendly, polite and courteous. They are very respectful of adults and each other. Pupils engage easily with visitors and are keen to talk about their learning. They enjoy coming to school.
- Pupils show strong attitudes to learning and this contributes to the good progress they make.
- Pupils said that behaviour is good and that bullying is not an issue in the school. They said that they are happy and get on well with each other.
- Pupils said that they feel safe at school. They said that they are confident to approach a member of staff to deal with any concerns they may have. A few pupils said that they would also talk to their friends if they had any worries.

- Pupils are taught how to keep themselves safe, including fire safety and road safety. For example, on a visit to the park, pupils demonstrated how to cross the road safely.
- Pupils are taught about how to keep themselves healthy, including healthy eating. They appreciate their cooked healthy options at lunchtimes. They have regular physical activities in the park to keep themselves fit.
- Some pupils have classroom responsibilities as class monitors. There are plans in place to set up a school council to build pupils' confidence and strengthen pupils' voices.
- Leaders have good links with external agencies to ensure pupils' welfare needs are met.

## Behaviour

- The behaviour of pupils is good.
- Pupils conduct themselves well in class and around school. Occasionally, a few pupils lose concentration when activities are less engaging, particularly in English. However, incidents of low-level disruption are extremely rare. This is reflected in the school's behaviour records.
- Pupils enjoy coming to school. Their punctuality is good and their attendance is high. Persistent absence is very low.
- All parents who responded to Parent View, and all those who spoke to the inspector, said that their children are happy, safe and well looked after at school. All parents agree that behaviour is good.

## Outcomes for pupils

**Good**

- Pupils in the 'Grande section' currently at the school are making good progress across a wide range of subjects. This is reflected in the work seen in pupils' folders and books and the school's own progress information. Pupils' progress in the French curriculum is particularly strong.
- Although pupils' progress in English is generally good, some pupils are not secure with their understanding of phonics to enable them to read difficult or unfamiliar words. This also slows their progress in writing.
- The most able pupils are well catered for and make good progress across the curriculum, particularly in mathematics.
- Pupils develop their skills well in creative subjects, including in art, music, model making and dance. The good-quality paintings on display reflect pupils' strong skills in painting. Pupils love singing and all pupils, including children in the early years, sing together in a choir.
- Pupils develop their speaking and listening skills well. This promotes their learning and gives them confidence when interacting with each other, including in classroom discussions. This particularly helps pupils who are at early stages of speaking English as an additional language to make good progress.
- Pupils in the 'Grande section' are prepared well for the next stage of their education.

## Early years provision

Good

- Children's skills and abilities are assessed when they join the school. Their progress is tracked closely across all areas of learning. Staff use this information well to plan for their learning. The plans for the early years meet the requirements of the French curriculum and the English early years programme of study. Children are prepared well for the 'Grand section'.
- Children are provided with strong care and support from adults. This, together with the good quality of teaching they receive, ensures that they make good progress from their starting points.
- The strong teaching engages children well in their learning. Expectations are typically high and staff make good use of praise to motivate children. Occasionally, staff do not use their questioning skills effectively to extend children's vocabulary and language, particularly in English.
- Teachers use questioning well. For example, children in the Nursery enjoyed painting a 'rain scene' using different coloured paints. They worked together well and took turns to share the paint pots. The teacher used good questioning to reinforce children's knowledge of different colours.
- Staff record evidence of children's learning well through close observations. They take pictures and write captions on what children have done and can do, and identify children's next steps in their learning. Parents also contribute to children's 'learning journals' by sharing pictures of what their child has done at home. Parents said that they receive good feedback on the progress their child makes.
- The provision for the two-year-olds is particularly strong. Staff are fully aware of their developmental and emotional needs. Staff develop children's vocabulary and language skills well to help them in communicating and expressing their ideas. Staff skilfully use a range of activities to capture children's interest and engage them in learning. For example, children's interest in fire fighters was captured through children sitting in a row of chairs to form a 'fire engine' and equipped with 'fire hoses' to extinguish a 'fire'.
- Children interact well with each other and behave well. They demonstrate good levels of independence as they make choices about the activities they want to do.
- The small outdoor area is laid out purposefully to support different areas of learning. There are good levels of supervision by staff. Children in the Nursery enjoyed painting, making 'mud cakes' and writing numbers. Some children used small beakers and syringes to transfer water carefully from the water tray to another nearby tray making up a 'woodland' area. Children also have access to the nearby park to develop their awareness of the world and improve their physical fitness and development.
- The leadership and management of the early years is strong, with high expectations and a clear understanding of strengths and areas for improvement. The leader provides good guidance and support to staff to ensure the quality of teaching is good and children make good progress. The leader ensures that the systems to monitor children's progress are accurate and fit for purpose.

- Children learn about cultural diversity through, for example, music, dance and food from different cultures.
- Children are keen to learn and follow instructions well. In the Reception class, for example, children performed their dance movements to music accurately by closely following the dance movements demonstrated by the teacher.
- There are strong links with parents to ensure that children receive the support that they need. Staff meet and welcome parents every morning when they arrive with their child. Parents receive regular information on the progress their child makes. All the parents who spoke with the inspector were complimentary about the early years provision.
- Staff ensure that children's health and safety needs are met, including their medical needs.
- Children are well supervised and kept safe, and safeguarding is effective.
- The school meets the independent school standards in relation to the early years provision.

## School details

Unique reference number	100376
DfE registration number	205/6387
Inspection number	10055373

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

Type of school	Other independent school
School category	Independent school
Age range of pupils	2 to 6
Gender of pupils	Mixed
Number of pupils on the school roll	41
Number of part-time pupils	None
Proprietor	Maria Frost
Chair	Ursula Malewski
Headteacher	Sebastien Nowack
Annual fees (day pupils)	£9,300 to £9,780
Telephone number	020 8563 7664
Website	<a href="http://leherissonscool.co.uk">leherissonscool.co.uk</a>
Email address	<a href="mailto:administration@leherissonscool.co.uk">administration@leherissonscool.co.uk</a>
Date of previous inspection	4–6 July 2017

## Information about this school

- Le Herisson School is an independent day school in the London Borough of Hammersmith and Fulham.
- The school delivers the French L'école maternelle curriculum, which is part of the French national curriculum. The school is registered with the Agency pour l'Enseignement Français à l'Étranger (AEFE).
- The school occupies the lower ground floor of a church, which has been converted and adapted for educational use. The school has a small area of outside space and also uses other local facilities, including the local park, for recreation and for physical education.

- In line with the requirements of the French education system, reading and writing are not formally taught in French until pupils reach the age of six years.
- Pupils in Year 1 (the 'Grande section') make-up about a quarter of the school's population.
- Pupils leave the school after Year 1 and typically enter Year 2 in other French schools.
- Early years consists of a Nursery ('Petite section') with children between two and three years old and a Reception ('Moyenne section') with children between three and four years old.
- There are no pupils with special educational needs and/or disabilities or an education, health and care plan. There are no disadvantaged pupils.
- The headteacher has a full-time teaching commitment and leads on the French curriculum. There is new advisory board that fulfils the role of governance. There is also a new external educational consultant, who provides support and advice to leaders on school improvement issues.
- The school's standard inspection took place in July 2017, where the overall effectiveness of the school was judged as inadequate. The school submitted an action plan. Ofsted reviewed the action plan in December 2017 and found it to be acceptable. The Department for Education accepted the action plan.
- The school's previous inspection was a progress monitoring inspection, which took place in July 2018. At this progress monitoring inspection, the school met all the previously unmet standards.
- The school meets the statutory requirements for the publication of information on its website.

## Information about this inspection

- This full standard inspection took place with one day's notice.
- The inspector observed teaching and learning in all classes.
- The inspector held meetings with pupils in the 'Grande section' to discuss their learning and views about the school. The inspector also heard pupils read and discussed their reading with them. The inspector discussed pupils' learning with them in classrooms during lesson observations.
- The inspector checked pupils' work in their folders and books, and considered the school's own information on pupils' and children's progress. The inspector scrutinised pre-employment checks on all staff, and looked at pupils' attendance and behaviour records. The inspector also examined documents and policies in relation to the independent school standards, including safety and safeguarding policies and procedures.
- The inspector met with the proprietor, headteacher and the early years leader, who is also the special educational needs coordinator, and some members of the staff. The inspector held separate telephone discussions with two members of the advisory board and the school's educational consultant.
- The inspector undertook a tour of the premises with the proprietor and accompanied a class on a visit to the park for their physical activities.
- The inspection took account of the 16 responses to Ofsted's online questionnaire, Parent View. Seven free-text responses to Parent View were also taken into account. In addition, inspectors spoke to some parents during the inspection about their views.
- The inspector considered 11 responses to the staff survey.

## Inspection team

Avtar Sherri, lead inspector

Ofsted Inspector

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