

# Inspection of L'Ecole des Petits School

2 Hazlebury Road, London SW6 2NB

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Inspection dates: 3–5 March 2020

<b>Overall effectiveness</b>	<b>Outstanding</b>
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The quality of education	<b>Outstanding</b>
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Behaviour and attitudes	<b>Outstanding</b>
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Personal development	<b>Outstanding</b>
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Leadership and management	<b>Outstanding</b>
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Early years provision	<b>Outstanding</b>
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Overall effectiveness at previous inspection	Outstanding
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Does the school meet the independent school standards?	<b>Yes</b>
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## **What is it like to attend this school?**

Children are very happy at this school. They become confident individuals and can speak two languages by the time they leave the school. The relationships between the staff and the children are excellent. Staff show great care for the children. Children respond readily to the adults' instructions. Behaviour is exceptional.

Children are highly motivated and interested in all aspects of the curriculum. They participate in class discussions in English and French. We saw children identifying foods with high amounts of salt or sugar and learning about the effect of tooth decay, using their French. Teachers demonstrate high expectations and ensure that the children speak sentences using formal grammatical conventions in both French and English.

Leaders and staff take great care to keep children safe. Children said that if any child upsets them they expect the child to apologise. They have great respect for each other. The school's silver star programme rewards groups of children who have shown collaboration and teamwork. The school is a cohesive community.

The overwhelming majority of parents and carers are very happy with the school. One parent commented: 'This (school) is really the best the French and English system can offer: with a big focus on academic learning, while helping to grow children's confidence.' This view was typical of many parents. Inspectors also agree.

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

The proprietors' vision is to provide a curriculum which combines the French academic rigour with opportunities for children to develop their artistic and sporting talents as well as their presenting and debating skills. This is being realised on a daily basis. Leaders are passionate that the school's mission is being implemented in all classes. As a result, children become well-rounded individuals, confident with their peers and adults, and bilingual in French and English.

Leaders have ensured that children start to learn the English phonic sounds. Staff have been trained to deliver the school's phonics programme. Children learn to correctly pronounce the sounds of the letters and teachers quickly correct any mistakes. Children are eager to learn new sounds and want to read. Leaders have invested in more suitable reading books for children which better match the sounds that they are learning. They become confident at blending the sounds to read words and sentences. Some children are also reading with expression. Parents commented positively about children learning phonics and wanting to read at home. Leaders encourage a love of reading. Children are expected to look at books every day. Children enthusiastically celebrated World Book Day by dressing up as their favourite characters.

Children experience a wide range of subjects to enrich their knowledge about the world. Their artwork is very impressive. Children learn to appraise the artwork of

famous artists. For example, young children studied the work of Pablo Picasso and learned how he drew and painted eyes on portraits. Children ably worked on their own to mix colours to recreate their own version of the artwork. They discussed with their classmates about how they mixed their colours and the techniques they used to draw their paintings.

Children demonstrate excellent physical coordination and control. High-quality dance instruction enables them to move skilfully and respond to the rhythm of the music. Children used the space well to move around as a bee or a ladybird. In football, they dribbled the ball and passed with accuracy.

The school ensures that all children are fully involved in all the activities. Leaders make appropriate adaptations for children with special educational needs and/or disabilities. All children achieve well. The school complies with schedule 10 of the Equality Act 2010.

The cultural development of children is particularly impressive. Leaders invite parents into school to talk about their own cultures. Each week, there is a special meal provided by the school for children to learn about food from different continents. There is a strong emphasis on learning about the cultural history of France and England. Children recently enjoyed a visit to the Tower of London. Each term, classes study a festival from around the world.

Children's personal development is prioritised. Staff teach children how to self-regulate their emotions and how they make others feel. Friendship and kindness are two values that are embedded and rewarded. Children can join an extensive range of extra-curricular clubs, which include cooking, drama and science. In the community, children raise money for charities and donate food to the local food bank.

Staff feel well supported by leaders and are proud to work at the school. Leaders have ensured that the school meets all of the independent school standards and the safeguarding and welfare requirements of the early years foundation stage.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders have ensured that staff are well trained in how to deal with any safeguarding concerns made by a child. School records are detailed. Leaders take advice from the relevant authorities if they have a concern. Appropriate risk assessments are in place for offsite activities. Recruitment checks on new staff are compliant with statutory guidance. The proprietors have ensured that the premises are maintained to a high standard. Children and staff carry out regular fire drills.

Children are taught how to stay safe when crossing a road. Staff have been extra vigilant to encourage children to wash hands and avoid picking up germs.

## 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 Ofsted Parent View information 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>	100375
<b>DfE registration number</b>	205/6386
<b>Local authority</b>	Hammersmith & Fulham
<b>Inspection number</b>	10141736
<b>Type of school</b>	Other Independent School
<b>School category</b>	Independent school
<b>Age range of pupils</b>	3 to 6
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	121
<b>Number of part-time pupils</b>	1
<b>Proprietor</b>	N Otten and M Otten
<b>Principal</b>	F Brisset
<b>Annual fees (day pupils)</b>	£12,975
<b>Telephone number</b>	0207 3718350
<b>Website</b>	<a href="http://www.lecoledespetits.co.uk">www.lecoledespetits.co.uk</a>
<b>Email address</b>	<a href="mailto:principal@lecoledespetits.co.uk">principal@lecoledespetits.co.uk</a>
<b>Date of previous inspection</b>	21–23 November 2017

## Information about this school

- L'École des Petits is a bilingual school. It follows the French national curriculum and covers the 'maternelle' or pre-primary phase of the French educational system, combined with elements of the English system.
- The school is inspected by inspectors from the French educational system.
- The school was last inspected by Ofsted in November 2017. The school received an outstanding judgement.
- Children in the upper phase of the school are broadly equivalent in age to children in Year 1. Those in the lower and middle phases are generally equivalent to children in the early years foundation stage. In 2012, the Department of Education granted the school an exemption from the requirements of the early years statutory framework in respect of learning and development. The school does not have an exemption for the safeguarding and welfare requirements.

## Information about this inspection

We 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.
- We carried out deep dives into the following subjects: language and communication, reading, art, physical development and personal, social, health education. This involved visiting lessons with leaders, speaking with children and staff, looking at curriculum plans and reviewing children's work.
- As part of this inspection we met with the proprietor, the principal, two deputy headteachers, teaching staff and language assistants. We also spoke with parents when they dropped their children off at school.
- We reviewed arrangements for keeping children safe. We looked at recruitment checks for new staff and risk assessments.

## Inspection team

Martin Finch, lead inspector

Her Majesty's Inspector

Lando Du Plooy

Ofsted Inspector

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