

# L'École de Battersea

Trott Street, Battersea, London SW11 3DS

## Inspection dates

2–4 July 2018

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

## Summary of key findings for parents and pupils

### This is an outstanding school

- The proprietors and senior leaders collaborate exceptionally well to promote the school's vision for pupils to succeed. They ensure that the school meets all of the independent school standards.
- Leaders have an in-depth understanding of how to provide high-quality curriculum opportunities for all pupils to develop in both French and English.
- The quality of teaching is outstanding and pupils achieve highly across the curriculum. Leaders provide excellent support to staff development and well-being. As a result, staff morale is high.
- Teachers consistently develop pupils' spoken French and English language very well. As a result, pupils are self-assured and articulate.
- Children in the early years make excellent progress because of strong support, particularly in their speaking and listening.
- Pupils' personal development, behaviour and welfare are outstanding. Staff support pupils to become confident and articulate individuals. Pupils thrive in an inclusive school where people of all backgrounds are respected.
- Staff know pupils very well and the school is a calm and relaxed environment. Teachers' strong subject knowledge allows pupils of all abilities to flourish. However, there are times when adults take too long to re-engage a minority of pupils who get distracted.
- Pupils' spiritual, moral, social and cultural development is promoted through a creative and broad curriculum.

### 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?**

- Ensure that adults quickly support and re-engage pupils that become distracted during their learning.

## Inspection judgements

### Effectiveness of leadership and management

### Outstanding

- The proprietors, principal and highly aspirational senior leaders (headteacher and the head of English) successfully work together to maintain high standards. They promote a vision of inclusivity in which everyone is valued and staff work collectively to promote the well-being and high achievement of pupils. Leaders' integrity and ambition for the school are salient features.
- Leaders' views of the school are highly accurate. They know their teachers and pupils extremely well and think deeply about how to continue developing the curriculum. For example, senior leaders reflected about how to implement English phonics teaching earlier in the school. Learning phonics at an earlier stage has helped pupils to grasp excellent early reading skills in both languages.
- Leaders implement effective professional development opportunities for staff. Teachers are set targets to improve further in a supportive manner. Staff are empowered to try out new approaches and given time to share these with others. Leaders take staff well-being seriously and teachers value this. As a result, staff morale is very high and they are proud to work at L'Ecole de Battersea. One member of staff shared a commonly held view that 'It is a pleasure to come to work every day.'
- Leaders carefully assess pupils' progress against the French and English curriculum requirements. They discuss with parents the secondary school pathways for individual pupils in Years 5 and 6. This allows leaders to tailor personalised support for pupils who go to a variety of different schools. Leaders have a strong knowledge of pupils' abilities and use resources effectively to provide additional support to pupils that require it.
- Support for the small number of pupils who have special educational needs (SEN) and/or disabilities is very strong. Pupils who have SEN and/or disabilities are treated as individuals and their progress is regularly reviewed. Leaders work well with external agencies and ensure that constructive transition arrangements with other schools are in place.
- Pupils' spiritual, moral, social and cultural development is excellent. Pupils benefit from a wide range of trips to theatres, public institutions and museums. They demonstrate great respect for each other and those with different beliefs and viewpoints. Opportunities in the curriculum for pupils to reflect and empathise are exceptional. For example, Year 6 pupils learned about World War II as part of a trip to France. One pupil shared a commonly held view among others when reflecting on a visit to Bayeux, to a soldiers' cemetery: 'We remembered those who fell to give us a better future.'
- Parents and carers are unanimously complimentary about the school. They value the seamless integration of the French and English curriculum and the variety of extra-curricular opportunities. Parents recognise that the school is a cohesive community and, as one said, 'like one big happy family'.

### Governance

- The proprietors review the leadership structure of the school well. They are forward-thinking and also think deeply about how to refine systems in line with local and national

changes. This allows for effective succession planning and strengthening the administration structure with additional expertise. The proprietors have a hands-on attitude and high aspirations for pupils at the school. For example, they are meticulous in ensuring that the school site is a warm and welcoming environment with ample resources. They ensure that the independent school standards are met.

- The proprietors have a strong awareness of events related to the safety of pupils and the school. They liaise with the French embassy and local police to embed well-thought-out procedures.
- The proprietors oversee rigorous systems to monitor the effectiveness of leaders and teachers. They make very good use of external expertise to keep themselves up to date with the latest guidance. This enables the proprietors to deepen their understanding of the educational landscape and reflect on how to improve further.

## Safeguarding

- The arrangements for safeguarding are effective. The leadership team and proprietors have ensured that the school's safeguarding policy meets statutory requirements and is available to parents on the website.
- Leaders have a strong understanding of safeguarding procedures. They check staff understanding of the safeguarding procedures through regular quizzes. As a result, staff have a strong understanding of how to follow up concerns should they need to.
- The proprietor and leaders maintain continual links with external agencies. For example, the school works closely with the French embassy and British police to keep up to date about potential risks and how to manage them.
- The proprietor takes the site security and health and safety checks seriously. Risk assessments are thorough and well thought through.

## Quality of teaching, learning and assessment

## Outstanding

- The quality of teaching, learning and assessment is outstanding and leaders have maintained the high standards since the previous inspection.
- Teachers place a strong emphasis on developing pupils' spoken language. In both French and English lessons, teachers precisely correct pupils' vocabulary and grammar, clarifying misconceptions quickly. As a result, pupils are highly articulate and display very good speaking and listening skills.
- Adults promote pupils' independence in learning very well. Pupils share their ideas freely in lessons and listen closely to each other. Teachers give pupils many opportunities to take charge of their own learning. For example, in a Year 5 science project on volcanoes, pupils developed their knowledge and understanding extremely well through research and by making structures.
- The school's approach to develop pupils' bilingual learning is highly effective. Pupils achieve highly because of targeted support through regular assessments. For example, pupils new to the English language receive additional support to develop their spoken

language. Teachers support these pupils extremely well and many pupils are able to converse in French and English with ease.

- Pupils' writing is fluent and legible because of a strong emphasis on pupils' handwriting skills. There is a consistently high focus on developing pupils' grammar skills in French and English. For example, in a Year 3 writing lesson, the teacher supported pupils' understanding of 'higher-level' vocabulary very effectively. This enabled pupils to write extended pieces of writing with increasing complexity. Pupils receive strong and targeted support to develop their spelling. Pupils rapidly acquire an understanding of complex spelling rules and apply this to their writing accurately.
- In mathematics, pupils make sustained progress across a range of topics, including number and geometry. Teachers give pupils the freedom to use a range of strategies before choosing the one they prefer when solving a problem. This enables pupils to have very strong skills and the independence to tackle more complex tasks.
- Teachers have high expectations of what pupils can achieve. Classrooms are calm and welcoming environments in which adults and pupils converse respectfully. Pupils and adults have strong working relationships that support a collaborative approach to learning. Pupils feel at ease in classrooms, and adults respond well to their needs. They settle to their work very quickly. However, on a minority of occasions, some pupils become distracted and adults do not intervene in a timely manner.
- Pupils excel in the wider curriculum, including in their history and geography. In art, pupils develop excellent painting skills because of well-structured lessons. For example, in a Year 6 art lesson, pupils painted a landscape with a keen focus on different colours and textures based on contrasting techniques.
- Pupils benefit greatly from regular visits to a well-stocked school library. Discussions with the school librarian allow pupils to develop a strong appreciation of different authors.

## Personal development, behaviour and welfare

## Outstanding

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- Leaders place a great emphasis on developing pupils' self-confidence. Pupils benefit greatly from a wide range of extra-curricular clubs such as dance and the creative arts. Pupils regularly learn the sport of fencing and follow clear boundaries. This helps some pupils to excel and take part in competitions, where they learn to push their own boundaries.
- Newly introduced 'philosophie' lessons in Year 6 successfully develop pupils' deeper thinking. Pupils follow clearly laid-out rules so that the view of each individual is respected. They listen attentively to each other and challenge differing views with immense maturity. For example, in a topic called 'Are we all the same?' pupils shared insightful examples of why they agreed with or differed from the question.
- Curriculum opportunities for pupils to deepen their understanding of their emotions are excellent. This helps pupils to become highly confident from a young age. For example, Year 1 pupils learned about how to control their emotions and express themselves in a

positive way while working with an artist. Pupils had further opportunities to develop their expressive skills as part of an opera music workshop.

- Pupils have a strong understanding of keeping safe and healthy. For example, in a Year 3 humanities lesson, pupils learned about the importance of oral hygiene and enthusiastically shared information about different types of food and drink that damaged teeth. In Year 6, pupils receive first-aid training, including how to resuscitate. Pupils told inspectors that bullying is extremely rare. Pupils know how to keep safe online, including not sharing personal details on social media sites.

## Behaviour

- The behaviour of pupils is outstanding.
- Pupils behave extremely well, with very few serious incidents. They settle quickly for their learning and interact positively with staff, who have high expectations of pupils' behaviour.
- Pupils are polite and respectful. Older pupils show care and guidance to younger ones. For example, during an activity day, Year 6 pupils interacted with and supported their peers very well.
- Pupils enjoy their time at the school and this is reflected in the high attendance and punctuality of pupils.

## Outcomes for pupils

## Outstanding

- Pupils make outstanding progress and attain highly during their time at the school.
- Speaking and listening are promoted extremely well across the school. The youngest pupils are encouraged to speak in French and English, with a large proportion of pupils switching between both languages with ease.
- Pupils' writing in French and English is of a high standard. They write neatly, with legible handwriting and accurate use of vocabulary, using increasingly complex words. Pupils have many opportunities to write at length in both languages, including writing stories, poems and letters.
- In mathematics, pupils have well-embedded arithmetic and number skills. They are able to apply these skills to increasingly complex problems. Pupils are able to use different strategies and choose efficient methods to solve challenging tasks. Pupils have many opportunities in their mathematics lessons to build on their geometry skills.
- Pupils develop their early reading skills very strongly. They quickly grasp both English and French phonics and are able to apply these sounds accurately in their reading. As pupils get older, they become increasingly fluent. By Year 6, pupils have a firm grasp of high-quality texts in French and English and have strong comprehension skills.
- Pupils who speak English as an additional language are supported extremely well. These pupils make rapid gains in their spoken language and in a short time are able to speak, read and write with increased proficiency.
- The minority of pupils who have SEN and/or disabilities make sustained progress. They receive strong additional support from staff and external agencies when required.

- Pupils make excellent progress across the curriculum. They have a strong grasp of British and French geography and history and speak with confidence about previously learned topics. In art, pupils acquire increasing proficiency in their painting, drawing and creative design work. Pupils demonstrate excellent knowledge about different artists and their techniques and can freely discuss these when creating their own pieces.
- Feedback from secondary schools indicates that pupils continue to make very strong progress. They are very well prepared for the next stage in their school life.

## Early years provision

## Outstanding

- The school follows the French Maternelle curriculum for children in the early years. The provision of lessons in French and English enables children to make excellent progress in their spoken language. Children speak with increased confidence in both languages. They are very well prepared for their move into Year 1.
- Children learn initial phonics sounds extremely well. High-quality teaching enables children to practise previously learned sounds and then use these to decode simple words. Children are highly engaged in these sessions and respond extremely well to very strong subject knowledge in systematically building their confidence.
- Children have many opportunities to develop their fine motor skills. They build models using clay and sensibly squirt water using syringes that help strengthen their pencil grip. Children typically write with well-formed letters and in a legible manner.
- Children develop into inquisitive and independent learners. They are very polite and respectful, welcoming visitors and asking questions. Staff interact very well with children and there is sustained dialogue, which enthuses and sparks their imagination. Children have very strong working relationships with adults. As a result, children often make choices in their own learning.
- Children have many opportunities to listen to a wide range of stories in English and French. They listen attentively and ask questions about the stories. As part of their book 'Leaf Man', children were inspired to create art work.
- In creative art and design, children learn about using different textures and colours and the link to shapes in mathematics. For example, in their 'sponge' workshop, children learned to experience the different shapes that could be made and named them.
- Children benefit from many workshops and extra-curricular activities. For example, they attended a workshop about the history of jazz and also took part in ballet sessions. Children are taught to manage their emotions through music workshops. These rich opportunities enhance children's well-being.
- In science, children learn about the different stages of a plant's life. They develop their early scientific understanding through interactive cookery lessons, where children enjoyed making a chocolate gâteau.
- Adults are vigilant and ensure that children's safety is paramount. The learning environment is safe and stimulating with a purposeful feel. Sometimes, children that are off-task in their learning are not guided by adults to re-engage with their work as quickly as they could.
- Leaders ensure that all the independent school standards and statutory safeguarding and welfare requirements for the early years are met.

## School details

Unique reference number	135277
DfE registration number	212/6411
Inspection number	10048716

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	3 to 12
Gender of pupils	Mixed
Number of pupils on the school roll	258
Number of part-time pupils	0
Proprietors	Mr and Mrs Otten
Principal	Frédérique Brisset
Annual fees (day pupils)	£12,050–£12,300
Telephone number	0207 924 3186
Website	<a href="http://www.lecoledespetits.co.uk">www.lecoledespetits.co.uk</a>
Email address	<a href="mailto:admin@lecoledespetits.co.uk">admin@lecoledespetits.co.uk</a>
Date of previous inspection	6 May 2015

## Information about this school

- L'École de Battersea is an independent day school for boys and girls aged three to 11 years. The school opened in 2005 in south-west London. It is part of L'École des Petits Ltd, which was established in 1977. Its last standard inspection took place in May 2015.
- The school is a bilingual 'école homologuée' and follows the French curriculum. It is inspected annually by the French inspectorate. The school has an exemption from the statutory learning and development requirements of the early years foundation stage. The school uses no alternative provision for its pupils.
- The curriculum is taught in English and French from the early years (Petite Section), with increased hours of English teaching as children get older.

- There are 258 pupils on roll. The majority of pupils are French, but there are over 30 nationalities represented at the school.
- A small proportion of pupils have SEN and/or disabilities. There are currently no pupils with an education, health and care plan.

## Information about this inspection

- The inspection was carried out with one day's notice.
- Meetings were held with the proprietors, the principal, the headteacher and the head of English to evaluate the effectiveness of their work.
- Inspectors observed pupils' learning across all year groups, jointly with senior leaders. Work in pupils' books and folders was reviewed.
- Pupils were observed during playtime, lunchtime and as they moved around the school. Inspectors met with a group of staff and pupils to gather their views about the school.
- The proprietor accompanied an inspector during a tour of the school site to check compliance with the independent school standards.
- Inspectors scrutinised a range of documentation, including assessment information, fire safety records, safeguarding and attendance information.
- Inspectors took account of the 101 responses to the online questionnaire, Parent View, and of information gathered from discussions with parents during the inspection. There were 32 responses to the staff questionnaire.

## Inspection team

Noeman Anwar, lead inspector

Her Majesty's Inspector

Jason Hughes

Ofsted Inspector

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Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
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