

# L'Ecole Bilingue Elementaire

St David's Welsh Church, St Mary's Terrace, London W2 1SJ

## Inspection dates

15–17 March 2016

## Overall effectiveness

## Outstanding

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

## Summary of key findings for parents and pupils

### This is an outstanding school

- The headteacher is highly ambitious and provides inspirational leadership, which motivates staff to improve their skills and take part in all areas of the school's work.
- Leaders monitor the quality of teaching and learning rigorously. As a result, pupils make outstanding progress in all areas of learning required by the independent school standards.
- The school promotes pupils' spiritual, moral, social and cultural development, including fundamental British values, very effectively. Visitors, including a French Member of Parliament, support pupils' understanding of democratic values.
- Safety and security of pupils is a high priority. Pupils are made fully aware of issues such as cyber bullying, radicalisation and extremism.
- Behaviour is outstanding. Pupils take responsibility for their own behaviour in lessons and when moving around the school.
- Pupils join the school with differing aptitudes in French and English. Teachers match learning to pupils' needs highly effectively and as a result pupils, including the most able, make outstanding progress.
- Children in the early years make outstanding progress in all areas of learning, particularly in English and French.
- Parents are highly appreciative of the school's work. One parent, expressing the views of many, wrote, 'The school is a fantastic school, the best gift I could have given my kids.' They are given excellent information on their children's progress through regular reports.
- The rich and stimulating French and English curriculum is creative and supports pupils' personal, social, health and economic (PSHE) education very well. An outstanding range of extra-curricular activities further enriches pupils' experiences.
- The headteacher and the proprietor ensure that all the independent school standards are met.

### 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?

- Establish stronger links with outside organisations to further develop the arts curriculum, broaden staff expertise and enhance the cultural development of pupils.

## Inspection judgements

### Effectiveness of leadership and management is outstanding

- Leadership and management are outstanding. Leaders have high expectations and all staff share their ambition for excellence and commitment to constant improvement.
- Senior and middle leaders monitor teaching and learning robustly and provide high-quality professional development for staff. As a result, pupils make outstanding progress.
- Staff satisfaction with the school is reflected in the comment, 'It is a school where everybody is important; students, teachers and parents.' They unanimously agree that they are very happy at the school and that they appreciate the numerous opportunities for staff development that leaders provide.
- The curriculum is highly relevant to pupils' needs. This, combined with excellent teaching and high levels of motivation, helps pupils make rapid progress. The school has expertly combined the English and French curricula. Leaders have adapted the approach to teaching mathematics to ensure that pupils deepen their understanding and use their skills to solve mathematical problems. The school's curriculum is very broad, and tailored to pupils' needs. A wide range of visits to theatres and museums provides valuable enrichment. The school is looking to improve arts provision by developing teachers' skills through learning from specialists.
- Children in the early years are accurately assessed in all areas of learning on entering the Nursery. Pupils' progress is tracked throughout the school and is reported in detail to parents. Pupils' annual written reports are detailed, relevant and easily accessible to parents and pupils.
- Pupils' spiritual, moral, social and cultural development is fostered highly effectively through assemblies, personal, social and health education and other curriculum areas. Fundamental British values are well promoted, for example through discussions with a Member of Parliament. This supports pupils' understanding of democracy extremely well. Pupils also discuss the news, keep up to date with current affairs, and are fully aware of the dangers of radicalisation and extremism.
- Performance management systems for staff are rigorous. Leaders measure the impact of teaching on pupils' academic progress and reward outstanding teaching performance.
- School leaders have strong relationships with parents, who have established a parents' association. The president of the association commented, 'The school has a very family-orientated approach to staff and pupils, and the school values our input.' Parents' responses to the Ofsted online questionnaire were overwhelmingly in favour of the school and its work.
- **The governance of the school**
  - The headteacher and the administrative manager are also the proprietors of the school. They are highly knowledgeable about the school's strengths and areas for development. They are committed to ensuring that pupils are confident and well prepared for the next stage of their education. They are highly ambitious for the school and committed to ensuring that high standards are maintained so that pupils receive the best possible education.
  - The school's arrangements for safeguarding are rigorous and highly effective. Great importance is given to the welfare, safety and security of pupils. All policies and procedures take account of the government's statutory safeguarding guidance. The designated safeguarding leaders have undertaken appropriate training at the required level and all staff receive regular updated training on how to keep pupils safe.
  - All necessary checks on staff are made before they start working in the school. Policies are regularly updated and are available on the school's website to keep parents informed.
  - Health and safety policies meet requirements. All staff are trained in first aid. The school regularly checks fire safety equipment and conducts evacuations termly. Admissions and attendance registers meet requirements.

### Quality of teaching, learning and assessment is outstanding

- Teachers have a thorough understanding of pupils' needs, to which they match work appropriately. They provide excellent support to pupils, and challenge them rigorously, as and when needed, to ensure that they make the best possible progress.
- Teachers develop pupils' communication skills very effectively. As a result, pupils make rapid progress in learning English and French. They are well taught to apply these language skills in different subjects.
- Staff have excellent subject knowledge and plan their lessons extremely well. They are very knowledgeable about the next steps pupils need to take in their learning, ensuring that they are given work that is challenging, but also achievable. This stimulates learning and keeps pupils motivated in

lessons.

- Staff establish excellent routines both in classes and in central learning areas. This helps pupils move from one activity to another smoothly and quickly with no time being lost. Teachers use appropriate resources that engage pupils extremely well in their learning.
- Teachers have very high expectations of pupils' behaviour. Relationships between staff and pupils are extremely respectful and this contributes to pupils having excellent attitudes to learning. Pupils are highly motivated and stimulated. They engage very quickly with their work, and lessons proceed exceedingly smoothly, without any disruptions.
- The school provides an excellent grounding in the basic skills of reading, writing and mathematics. This enables pupils to apply these skills in other subjects, and as a result they make outstanding progress across the curriculum. A very strong focus on teaching phonics in both English and French develops pupils' skills in reading and writing effectively. Teachers draw comparisons between sounds in English and French and this supports pupils' language development highly effectively.
- It is a pleasure to see pupils' meticulously presented work in their books. It is extremely well marked according to the school's marking policy. The clear advice given for their next steps in learning relates specifically to pupils' individual targets.
- In mathematics, teachers have high expectations, including for the most-able pupils, and provide varied opportunities for pupils to use and apply their skills, for example to solve mathematical problems and to interpret graphs. In science, pupils have many opportunities to carry out investigations, for example exploring what affects the size of a shadow.
- All pupils develop their English and French language skills rapidly. Extremely well-targeted additional support is offered to any pupil who speaks either English or French as an additional language or needs to extend their language skills to have a better understanding of the specific subject being learnt. Both English- and French-speaking staff support pupils very effectively. As a result, pupils' verbal communication skills in both languages are well beyond those expected for their age. Staff use their bilingual skills very effectively to help pupils to access all aspects of their learning.
- Staff organise a wide range of outings, including a residential visit to France, to further enhance learning. The wide range of visits from, and visitors to, the school brings the curriculum to life and ensures that pupils are thoroughly engaged in and inspired by their learning.

## **Personal development, behaviour and welfare is outstanding**

### **Personal development and welfare**

- The school's work to promote pupils' personal development and welfare is outstanding. Policies and procedures for the welfare of pupils are strong and implemented effectively.
- Pupils' highly positive attitudes to learning are evident in most lessons. Pupils have high expectations of their own learning and concentrate hard and persevere to achieve their goals. They collaborate effectively and explain their work clearly, capitalising on opportunities to learn from others and deepen their own understanding.
- Parents and staff agree with pupils that they are happy and safe in school. Staff are highly trained in keeping pupils safe. All incidents are recorded and followed up effectively to ensure that pupils understand what is right and what is wrong.
- Staff are highly responsive to pupils' concerns, for example sensitively supporting them following the attacks in Paris, nurturing them to express their thoughts and feelings, and making them aware of how to be safe from radicalisation and extremism.
- Pupils' relationships with each other and adults are built on mutual respect. From the youngest Nursery children to pupils in Year 6, they are polite and courteous to adults and to each other. They work collaboratively and amicably. Pupils are very confident, and are able to express their opinions and explain their work eloquently in both French and English.
- Pupils' attitudes to learning are highly positive. They are keen to take responsibility for their work, including homework. This demonstrates pupils' high sense of academic ambition.
- The school's work to keep pupils safe and secure is outstanding. Pupils know how to keep safe from the various types of bullying, including cyber bullying.

### **Behaviour**

- The behaviour of pupils is outstanding. Pupils respond highly positively to the high expectations set by the school. Disruptions to lessons are extremely rare. Pupils have a clear understanding of expectations in lessons and around the school, resulting in a calm and peaceful atmosphere. This has a strong impact on

their ability to achieve high standards in their work.

- Pupils have a clear understanding of the school's behaviour policy. They explained to an inspector how good behaviour is rewarded, and how sanctions are imposed when behaviour does not match that required by the school rules.
- In the playground, pupils play ball games cooperatively, using space appropriately while others engage maturely in social talk.
- The school has an extensive range of policies in place. They are implemented highly effectively to ensure that pupils are not subject to any partisan or extremist views.
- Pupils enjoy going to school, as illustrated by their high attendance and punctual arrival. Their well-developed sense of responsibility contributes significantly to them being well prepared for their secondary school education.

## Outcomes for pupils

**are outstanding**

- Pupils achieve exceptionally well in all classes, and in all subjects, including in the early years. They are eager to learn, and develop excellent reading, writing and communication skills in both French and English. This helps pupils to make rapid progress in other subjects.
- Children start school in the early years with knowledge and skills that are typical for their age. As a result of teachers' high expectations, a close match of work to abilities and accurate assessments, children make rapid progress in numeracy and literacy.
- Pupils make excellent progress in reading across the school. When pupils join the school, teachers quickly identify the next steps in their learning and decide the best approach to take, taking into account their age and ability, in both French and English. They skilfully incorporate the teaching of phonics in both languages. This plays a significant part in developing pupils' excellent reading skills.
- Regular opportunities to read and discuss their work contribute to pupils making accelerated progress in writing. For example, in one lesson pupils were learning about the use of adverbs to improve their writing. They applied their excellent understanding of grammar and the use of punctuation to improve their previously written stories.
- In mathematics, pupils make rapid progress from their starting points and achieve exceptionally well. Pupils are proficient in working out problems in both French and English. This was seen in all classes. For example, Year 1 pupils applied their understanding of number bonds to 20 in the English language. The following day they solved problems on a similar theme in French, showing excellent competency in using both languages.
- The most-able pupils are challenged effectively through well-planned work in numeracy, and opportunities to develop their expertise in reading and writing. They use the resulting improvement in their language skills to extend their learning in other subjects.
- The school's performance information indicates that pupils achieve well above expected levels of attainment in reading, writing and mathematics. The work seen in pupils' books and their learning observed during visits to lessons confirms this.
- In physical education, pupils develop a broad range of skills including swimming and athletics. They use large and small apparatus skilfully during weekly visits to the local sports centre.
- Pupils achieve highly in other subjects including science, history and geography. This is because teachers know their subjects well. The curriculum is designed effectively to link subjects together skilfully. Current affairs are incorporated thoughtfully as relevant.

## Early years provision

**is outstanding**

- Children start school with differing levels of knowledge and skill in both English and French. They make outstanding progress, with many communicating in both languages fluently. Some children have a home language other than French or English. With excellent support from school, these children make outstanding progress in acquiring skills in French and English.
- A strong focus on teaching phonics in both the languages helps children to improve their reading and writing skills. The many opportunities bilingual staff provide for children to speak and listen improve their verbal communication skills highly successfully.
- Teachers skilfully match activities to children's needs in all areas of learning, promoting the development of their skills very effectively. Children are encouraged to choose activities independently and use opportunities to explore their creativity. In one lesson children mixed a range of colours, using their imagination and creativity to paint pictures of pirates with confidence and enthusiasm.

- Personal development is promoted extremely well and as a result children behave very well, taking turns and sharing resources fairly. They work amicably with their classmates and abide by the class rules and routines. Children feel safe and secure at school. They integrate and interact extremely well with each other and with staff.
- Teachers have high expectations, setting activities that are appropriately challenging based on their accurate assessments. Ongoing checks on their progress enable specialist help to be arranged quickly should any child require it. Work seen during the inspection gave a very good indication of the outstanding progress children make in all areas of learning.
- The school works closely with parents and keeps them extremely well informed regarding the well-being and safety of their children. Parents are very pleased with the provision, particularly the outstanding progress children make in their communication skills. They receive excellent information about their children's progress in all areas of learning.
- Children are very well prepared to manage risks and to understand how to keep safe. The outstanding focus on teaching literacy and numeracy skills prepares children extremely well to meet the higher challenges in Year 1.
- The leadership and management of the provision are outstanding. Assessment procedures are rigorous and used robustly to match work closely to children's needs in all areas. This enables them to make outstanding progress in their learning and development.

## School details

<b>Unique reference number</b>	134192
<b>Inspection number</b>	10008540
<b>DfE registration number</b>	213/6393
<b>Type of school</b>	French/English bilingual day primary school
<b>School status</b>	Independent school
<b>Age range of pupils</b>	3–11 years
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	120
<b>Number of part-time pupils</b>	0
<b>Proprietors</b>	Ms Veronique Ferreira & Mr Franck Laurens
<b>Headteacher</b>	Ms Veronique Ferreira
<b>Annual fees (day pupils)</b>	£9,069–£9,795
<b>Telephone number</b>	020 7224 8427
<b>Website</b>	<a href="http://www.lecolebilingue.com">www.lecolebilingue.com</a>
<b>Email address</b>	<a href="mailto:admin@lecolebilingue.com">admin@lecolebilingue.com</a>
<b>Date of previous inspection</b>	11 February 2010

## Information about this school

- L’Ecole Bilingue Elementaire is an independent, non-denominational school for boys and girls aged from three to 11 years. The school was opened in 2004 by the current proprietors to provide a bilingual French and English education based on the French educational system.
- The school aims to provide a high-quality bilingual education by ‘immersion’. This is a method of foreign language instruction in which the curriculum is taught through both French and English.
- The school is registered for a maximum of 120 pupils aged from three to 11 years. There are currently 120 pupils on roll. There are no pupils with a statement of educational needs or with an education, health and care plan.
- The provision for early years includes a Nursery and a Reception class. There are 32 children and all receive public funding under the government’s nursery education grant scheme.
- The school does not use any off-site provision.
- The school is inspected annually by the French inspectorate.

## Information about this inspection

- Discussions took place with the headteacher and the administrative manager, both of whom are the proprietors of the school. Inspectors also spoke to the English coordinator. Two meetings were held with pupils.
- The lead inspector held discussions with school leaders, considered the school's welfare and safety arrangements and toured the premises. Compliance with the independent school standards was checked.
- Inspectors observed teaching and learning, jointly with senior leaders, in 14 lessons. Inspectors also made short visits to all classes. Inspectors listened to pupils read and looked at the work in their books.
- Inspectors scrutinised a range of school documentation, both from the school website and in school. This also included the school's information on pupils' progress, the school improvement plan, notes of meetings and documents relating to safeguarding.
- Inspectors took account of parents' views through 23 responses to Ofsted's online survey. Views expressed in 15 responses to the staff questionnaire were analysed.
- The behaviour of pupils was observed during lessons and at other times of the day. The records of pupils' behaviour were examined.

## Inspection team

Kanwaljit Singh, lead inspector

Ofsted Inspector

Janet Hallett

Ofsted Inspector

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