

# L'école Internationale Franco-Anglaise Ltd

36 Portland Place, London, W1B 1LS

## Inspection dates

1–3 October 2013

<b>Overall effectiveness</b>	<b>Good</b>	<b>2</b>
Pupils' achievement	Good	2
Pupils' behaviour and personal development	Good	2
Quality of teaching	Good	2
Quality of curriculum	Good	2
Pupils' welfare, health and safety	Good	2
Leadership and management	Good	2

## Summary of key findings

### This school is good because

- Good teaching enables pupils to make good progress and achieve well. Pupils who enter the school with lower levels of English are well supported to make good progress in almost all lessons.
- The school's nurturing ethos, together with a very varied and rich curriculum, contributes to pupils' good and often outstanding behaviour and personal development.
- The senior leaders have established and implemented effective systems and procedures to ensure that teaching is good, pupils are safe and well looked after and have plenty of opportunities to make good progress in their learning.
- Pupils say they are well cared for and that they are safe and happy at school. Parents and carers are highly satisfied with the school and would recommend this school to others.

### It is not yet outstanding because

- Teachers do not always match work well to pupils' language levels, particularly for those at the early stages of learning English, resulting in their slower progress.
- Senior leaders have not yet implemented procedures for professional development to ensure all teaching staff have a good level of subject knowledge and expertise.

### Compliance with regulatory requirements

- The school meets schedule 1 of The Education (Independent School Standards) (England) Regulations 2010, as amended by The Education (Independent School Standards) (England) (Amendment) Regulations 2012 ('the independent school standards') and associated requirements.

## Information about this inspection

- The inspection was carried out with one day's notice.
- The inspectors observed 17 lessons. They looked at pupils' work, teachers' planning and information about pupils' progress. Meetings were held with senior leaders, teaching staff, pupils and parents and carers. School policies and other documentation were examined.
- The inspectors took account of the responses in 15 staff questionnaires and also the views of parents and carers through discussions and 36 responses to the online Parent View questionnaire.

## Inspection team

Flora Bean, Lead inspector

Additional Inspector

Fatiha Maitland

Additional Inspector

## Full report

### Information about this school

- L'école Internationale Franco-Anglaise Ltd (EIFA) is a co-educational, bi-lingual independent day school for pupils and is registered for up to 180 pupils aged from three to 11 years. It was founded in January 2013. Currently, there are 124 pupils on roll, including 28 children in the Early Years Foundation Stage. No children attend on a part-time basis.
- It is housed in a Georgian building in Portland Place in the London Borough of Westminster.
- The school aims to provide a bi-lingual education in French and English from the Early Years Foundation Stage to Year 6 through a bi-lingual curriculum. In addition it aims to 'develop pupils' independent judgement, to help them to be respectful of others, understand the importance of history and have an open-minded view of the world through the mastery of two different languages'.
- The curriculum is based on the French national curriculum with additional English curriculum material for language learning. Equal time is given to the curriculum to be taught in French and in English.
- The school has arrangements to use a local park for physical education and recreational activities. The school provides a range of after-school clubs, including a homework club supervised by teaching staff.
- The majority of pupils are of White British or White European heritage. All pupils speak some English as an additional language and 42 pupils are at an early stage of learning English. There are no pupils with a statement of special educational needs.
- The school is governed by a board of directors which includes the headteacher and the administration manager. The headteacher has operational responsibility for the whole school and is a co-founder of the school.
- This is the school's first inspection by Ofsted since its registration as an independent school.

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

- Further improve the quality of teaching by:
  - ensuring tasks set match pupils' different learning and language needs, particularly those at an early stage in learning English
  - sharing existing good and outstanding practice already established in the school.
- Ensure senior leaders:
  - establish procedures for the professional development and further training of teaching staff, including the observation of teaching and learning, so that they are well supported and enabled to promote pupils' consistently good and better progress.
  - make sure that all teachers' subject knowledge and expertise is secure.

## Inspection judgements

### Pupils' achievement

**Good**

Pupils across the ability range make good progress from their starting points as a result of good teaching and a good curriculum. On admission to the school almost all pupils' first language is French. Pupils arrive with a wide range of skills and experiences, ranging from below to above the expected level of skills for their age. They also join the school speaking varying levels of English. Through the bi-lingual French and English curriculum all groups of pupils make good progress from their starting points, including those who are at the early stages of learning English, because they are encouraged by supportive staff which motivates them to persevere well. However, in a minority of lessons tasks set do not always match the learning and language needs of all pupils and progress is then slower.

From the Early Years Foundation Stage, where children achieve well in learning sounds and letters (phonics) and numbers, to Year 6, pupils develop good speaking, reading, writing and listening skills in both French and in English. This is as a result of the bi-lingual curriculum and the good support of bi-lingual staff. In addition, recently established small classes to target specific learning needs in English effectively support pupils who are making slower progress to improve. All pupils have regular opportunities to apply their literacy, mathematical and communication skills in well-planned literacy and numeracy lessons, in science, the humanities and in information and communication technology (ICT). Pupils develop their creativity exceptionally well through excellent music, art and drama lessons, and through extra-curricular clubs which range from a philosophy club to learning Mandarin. They develop skills well in physical education and recreational sport through expertly taught sports lessons, swimming and ballet. Overall, pupils have made a very positive start in this new school.

### Pupils' behaviour and personal development

**Good**

Pupils' behaviour and personal development are good. The school has implemented whole-school procedures well and pupils have good regard for the high expectations of staff. With the significant rise in numbers this term, staff have quickly established and are embedding a nurturing atmosphere to ensure that pupils adapt well to their new environment, feel secure and comfortable in school. They are attentive and motivated, and demonstrate positive attitudes to learning. They behave well in classes, around the school and during their visits to the local park for recreational and sports activities. Pupils say that they feel safe in school and are confident to ask for support should a concern arise. They are happy at school and relate well to one another. Pupils feel free from harassment and say that bullying is rare in their school. They are taught to keep safe when using ICT. They look after each other and help each other well, in particular with any language difficulties in French or in English. Parents and carers are highly satisfied and would readily recommend this school to others. Attendance is good.

The provision for pupils' spiritual, moral, social and cultural development is good. Through a rich and diverse curriculum and the wide-ranging extra-curricular provision pupils have good opportunities to take part in clubs, educational visits and trips, school performances and charity fund raising. Pupils have a wide range of opportunities to develop their individual talents and social skills through art, music, drama, ballet lessons and class time discussion in personal, social, health and citizenship education (PHSCE) lessons. They demonstrate good levels of self-confidence and self-esteem, and talk proudly of their school and of the help they receive from their teachers. Through the bi-lingual curriculum and the celebration of festival and charity days, pupils have a strong cultural awareness and understand and appreciate diversity. Pupils are well prepared for life in modern, multicultural, democratic British society and the school takes suitable steps to ensure that pupils are presented with balanced viewpoints when controversial issues are discussed. They learn well about public institutions and services in Britain through class discussions and visits, such

as to the Houses of Parliament. They contribute well to school and community projects though raising money for charities both locally and further afield.

### Quality of teaching

**Good**

The quality of teaching is good overall and enables pupils to achieve well. The mostly good and sometimes outstanding lessons are conducted at an appropriate pace for each year group. Teachers expect high standards and challenge pupils to achieve well in both French and English. Well-planned lessons with focused questioning enable pupils to be absorbed in their learning. For example, in a mathematics lesson, various games and activities engaged pupils fully to work together, develop their numeracy skills and to make good progress. Pupils' listening skills were well developed using drama in English as they participated in a highly imaginative range of improvisation tasks and through singing together. Opportunities, whether in pairs, through group work or whole-class sessions, almost always engage pupils fully in learning. They promote a positive learning experience and ensure that all pupils understand new ideas well and can apply and develop new skills successfully. In a small minority of lessons, teaching is less good when tasks set do not always match the language levels of all pupils and, although pupils persevere, progress is slower, especially for those in the early stages of learning English.

Teachers make effective use of resources, including new technology, to support pupils' understanding. Teaching assistants are deployed and briefed well to provide very effective support for individual pupils and small groups. Pupils generally understand how well they learn and how they can improve their work through good verbal and written feedback. Good assessment systems enable teachers to track pupils' progress systematically to inform the planning of future work.

In the Early Years Foundation Stage teaching is good. Tasks set are well matched to the needs of the children. Through well-prepared and imaginative teaching, children are fully engaged and make good progress in literacy by developing their knowledge of sounds and letters, and in numeracy by learning numbers and basic mathematical skills. Equal time is given to the teaching in French and English and children make good progress in both languages. The nurturing environment allows children to feel free and develop well in all areas of their learning. Self-initiated play and activities directed by teaching staff give children good opportunities to make good progress.

### Quality of curriculum

**Good**

The quality of the curriculum is good and enables pupils to achieve well. In the Early Years Foundation Stage, the statutory curriculum is well established and suitably adapted for both French and English language acquisition. Literacy and numeracy skills are given priority and are taught systematically to ensure a good grasp of basic skills in French and English to ensure that children can access both languages for further learning. The teaching of letters and sounds in both languages is a strength. Children learn well through a good balance of carefully planned opportunities to initiate play and through teacher-directed play to build competences in both languages and to develop their skills across the whole curriculum.

The school follows the French national curriculum in Key Stages 1 and 2. It provides pupils with wide ranging opportunities for good learning and personal development and includes all the required areas of learning. All aspects of the curriculum taught in French are well established and the school continues to develop the curriculum further in English to ensure it meets the needs of all pupils at all times. Pupils have good opportunities to develop their literacy and numeracy skills in French, English, mathematics, science, history and geography and ICT. The provision for bi-lingual education in the school is a strength, as are drama, art, sport and music. The curriculum

adheres to the French system with a strong focus on grammar, spelling, comprehension and acquisition of a wide-ranging vocabulary. The extra-curricular clubs contribute to the good provision. Sport is taught expertly and pupils have opportunity to learn ballet and to play individual musical instruments as to their choice.

Pupils who have linguistic difficulties benefit from good classroom support and good initial and on-going assessment which highlights areas for particular focus. In English language support lessons pupils in the early stages of learning English are taught in small groups to help them make rapid progress. Pupils with any specific learning difficulties are monitored in class and good liaison between parents, carers and the school ensures that appropriate support is given. A well-planned PHSCE programme contributes well to the overall personal development of pupils.

### **Pupils' welfare, health and safety**

**Good**

The school's arrangements for pupils' welfare, health and safety are good and meet all the regulatory requirements. Staff ensure that pupils feel safe and are well cared for. Procedures for security, fire safety and risk assessments for the premises and on- and off-site activities are thorough. Safeguarding arrangements are good. Robust recruitment procedures ensure that all the required checks are carried out on all staff prior to them taking up their appointments, and that other adults are suitably checked before having contact with pupils. All the required disclosure and barring checks (DBS) checks are appropriately recorded in a single central register. All staff have received appropriate levels of safeguarding training so that they are aware of their responsibilities for the safety of pupils. The school has appointed two safeguarding officers who are trained at the higher level, as required. The policies and procedures for safeguarding of pupils, anti-bullying, the promotion of good behaviour, first aid and health and safety are up to date and are implemented well by all staff. A high number of staff are trained in first aid to meet the needs of all age ranges. Pupils are supervised well at all times.

In the Early Years Foundation Stage staff are deployed to support children's welfare effectively. Staff promote good behaviour patterns. The school's procedures for dealing with and preventing bullying are good. Incidents are very rare and any serious misbehaviour is properly recorded. Pupils are encouraged to be healthy through learning topics in the curriculum and by the food provided at lunch times. Pupils have good access to water throughout the day and understand the benefits of exercise.

### **Leadership and management**

**Good**

Good leadership and management have established clear policies and procedures for the smooth running of the school and the welfare, health and safety of the pupils. As a result, all the independent school regulations are met and pupils are enabled to achieve well. The headteacher and administration manager work closely together in conjunction with the governing body to ensure that their goals for the school are realised and that they are shared effectively with all staff. All staff have clearly defined roles and responsibilities and are carefully inducted to ensure that they are aware of their duties and responsibilities.

Senior leaders have clearly identified areas for further development through accurate self-evaluation. This has resulted in the creation of subject manager and other roles to enable the further development of the bi-lingual curriculum and the monitoring of teaching. As a new school, the observation of teaching and professional development of staff is in its early stages. It does not yet fully ensure that staff have training which matches their individual needs, that good practice is shared and that all teachers' subject knowledge and expertise is secure. Senior leaders have regular contact with the governing body who support them well and monitor the progress of the school to ensure the needs of pupils are well met.

The school premises provide suitable accommodation for staff and pupils. The building is secure

and well maintained to ensure that pupils are safe and comfortable. The school ensures that parents and carers have access to all the required and relevant information and that the complaints procedure meets all requirements. From discussion with parents and carers, and from the responses to the online questionnaires, it is clear that all are delighted with the school and the ease with which their children have settled in.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	A school which provides an exceptional quality of education and significantly exceeds minimum requirements.
Grade 2	Good	A school which provides a high quality of education that exceeds minimum requirements.
Grade 3	Adequate	A school which meets minimum requirements but needs to improve the quality of education it provides.
Grade 4	Inadequate	A school where minimum requirements are not met and/or the quality of education has serious weaknesses.

## School details

<b>Unique reference number</b>	139239
<b>Inspection number</b>	422857
<b>DfE registration number</b>	213/6000

This inspection was carried out under section 162A of the Education Act 2002, as amended by schedule 8 of the Education Act 2005, 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.

<b>Type of school</b>	Bi-lingual, day primary school
<b>School status</b>	Independent School
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	124
<b>Number of part time pupils</b>	0
<b>Proprietor</b>	Sabine Dehon and Isabelle Faulkner
<b>Chair</b>	Isabelle Faulkner
<b>Headteacher</b>	Sabine Paradis-Dehon
<b>Date of previous school inspection</b>	First inspection
<b>Annual fees (day pupils)</b>	£13,740–£14,400
<b>Telephone number</b>	020 7637 5351
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