

# Le Hérisson School

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

## Inspection dates

4–6 July 2017

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

## Summary of key findings for parents and pupils

### This is an inadequate school

- Leadership and management are inadequate because school leaders have not ensured that all the independent school standards are met.
- The headteacher has not developed a clear vision for the school to promote its development.
- School leaders have not made sure that pupils are safe because they do not follow procedures in their safeguarding policy and the statutory guidance.
- Pupils are not able to play outside on a regular basis.
- Leaders do not communicate effectively with parents. As a result, parents are not confident that their concerns will be listened to.
- Teaching, learning and assessment require improvement. Activities do not always provide enough challenge for pupils to deepen their understanding.
- Pupils' personal development and welfare are inadequate because pupils are not kept safe.
- Outcomes for pupils require improvement. Pupils' progress in some classes is uneven and pupils do not have enough opportunities to develop their mathematical skills.
- The early years provision is inadequate. This is because of the failings in safeguarding and the lack of opportunities for outdoor learning.

### The school has the following strengths

- The French curriculum has been skilfully adapted to take account of the English requirements.
- Pupils' behaviour is good. They respond well to adults and to each other.
- Pupils' imagination and creativity are well developed. Pupils' handwriting is excellent.
- Pupils' progress is monitored and celebrated through learning journals and their 'cahiers de vie'.

### Compliance with regulatory requirements

- The school must take action to meet the requirements of the schedule to the Education (Independent School Standards) Regulations 2014 and associated requirements. The details are listed in the full report.

## Full report

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

- Improve leadership and management by ensuring that:
  - leaders follow the school’s safeguarding policy and the statutory guidance when responding to concerns and report these to the authorities as appropriate
  - leaders follow up the destinations of pupils who leave the school and record these on the admission register to ensure that they are not missing from education
  - leaders inform the local authority if they are unable to find out the destinations of pupil leavers
  - leaders use the correct codes on the attendance register and analyse pupils’ attendance routinely
  - leaders develop a culture of responding proactively and consistently to concerns raised by parents at the informal stage of the complaints procedure, so that parents are assured that leaders are listening to them
  - leaders continue to improve the range and quality of information about the school available to parents
  - leaders work with the new governing body to develop a clear vision for the school and its pupils
  - all the independent school standards are met.
- Improve the welfare of pupils, including in the early years, by ensuring that:
  - all pupils have frequent and regular visits to the park for recreation
  - pupils are effectively safeguarded.
- Improve teaching, learning and assessment and outcomes by ensuring that:
  - teachers adapt their delivery of learning activities to raise the level of challenge in mathematics
  - teachers question pupils more to extend their learning
  - pupils have opportunities to do more independent writing.
- Improve the provision for early years by ensuring that
  - the provision for outdoor learning is improved.

### The school must meet the following independent school standards

- Ensure that arrangements are made to safeguard and promote the welfare of pupils at the school; and that such arrangements have regard to any guidance issued by the Secretary of State (paragraph 7, 7(a) and 7(b)).
- Ensure that an admission and attendance register is maintained in accordance with the Education (Pupil Registration) (England) Regulations 2006 (paragraph 15).
- Ensure that suitable outdoor space is provided in order to enable pupils to play outside

(paragraph 29(1) and 29(1)(b)).

- Ensure that a complaints procedure is drawn up and effectively implemented which deals with the handling of complaints from parents of pupils and which allows for a complaint to be made and considered initially on an informal basis (paragraph 33 and 33(d)).
- Ensure that persons with leadership and management responsibilities at the school demonstrate good skills and knowledge appropriate to their role, fulfil their responsibilities effectively and actively promote the well-being of pupils, so that the independent school standards are met consistently (paragraph 34(1), 34(1)(a), 34(1)(b) and 34(1)(c)).
- Ensure that if there has been any member of staff who has been disciplined, dismissed, is currently under investigation or left prior to the end of an investigation for causing emotional, psychological, physical or sexual harm, neglect or risk of harm to children, they refer any such person to the Disclosure and Barring Service (safeguarding procedure).

## Inspection judgements

### Effectiveness of leadership and management

### Inadequate

- The proprietor, who is also the headteacher, has not ensured that the school meets all the independent school standards.
- Leaders have not ensured that pupils are safeguarded because they have not followed their safeguarding policy with regard to reporting concerns to the local authority and the Disclosure and Barring Service (DBS).
- Leaders do not always follow up the destinations of pupils when they leave the school and so cannot be sure that these pupils are not missing from education. These pupils are not reported to the local authority. Attendance registers are diligently kept but are not marked with the correct codes. Leaders do not routinely analyse overall attendance figures.
- Leaders have not ensured that pupils have equal access to the local park for recreation. This has a negative impact on pupils' well-being. Some pupils go to the park every day while others go much less frequently. On some occasions, pupils have walked up the road and back without going to the park itself. The school has a small playground, which at the time of the inspection was closed because of a fallen roof tile from a neighbouring property. However, notwithstanding this closure, the space is too small to make an effective playground for the larger year groups. The school states on its website that the park is used regularly for recreation.
- Leaders do not communicate effectively with parents about parents' concerns. The complaints policy meets requirements in terms of its content, but school leaders are not responding effectively to parents at the informal stage. Consequently, parents have diminished trust in the process. Leaders have not created a culture of open communication and reassurance at an early stage.
- The flow of information to parents has improved recently. School leaders email out a 'daily post', which outlines key information for the day, including about staff absence and park visits. Parents welcome and appreciate this initiative.
- The curriculum is a strength of the school. The French curriculum has been skilfully adapted to include the requirements of the English national curriculum. Learning plans provide pupils with a wide range of knowledge and experiences to learn about and understand the world. Leadership of the French curriculum is strong and teachers feel well supported in developing their teaching skills. Parents value the records of pupils' progress in their learning journals and 'cahiers de vie'.
- Pupils' spiritual, moral, social and cultural development is promoted effectively. The school celebrates a variety of religious festivals throughout the year and pupils learn about British values.

## Governance

- At present, there are no governors and the proprietor takes on the governance role. The proprietor plans to set up a governing body for the school from September 2017. Plans for this are advanced and parents have been informed. At present, the proprietor has not developed a clear vision for the school to drive its development.

## Safeguarding

- The arrangements for safeguarding are not effective.
- School leaders have not followed their school safeguarding policy and the statutory guidance. They have failed to report concerns about a member of staff to the Disclosure and Barring Service (DBS). On another occasion they failed to refer a concern to the local authority's designated officer for safeguarding, for advice.
- The school's safeguarding policy meets requirements and is available to parents. The school's safeguarding officer and deputy are appropriately trained and have ensured that all staff also have up-to-date training. Staff regularly talk with pupils about how to keep themselves safe and have, for example, used local authority guidance to talk sensitively with pupils about recent terrorist attacks.

## Quality of teaching, learning and assessment

## Requires improvement

- Teaching, learning and assessment require improvement. This is because activities sometimes lack challenge, particularly in mathematics. Consequently, pupils do not make strong progress.
- Teachers' questioning is underdeveloped and teachers do not consistently challenge pupils to further extend their vocabulary and deepen their understanding.
- The impact of high staff turnover during the year is evident in the uneven progress of some groups over time. However, a more settled summer term, the commitment of staff and strong teamwork between teachers and teaching assistants have lessened the impact of the changes.
- The most able pupils respond positively to the wide range of learning activities, which provide opportunities for them to discuss ideas and express their creativity. However, their progress is limited by the lack of challenge in mathematics and too few opportunities for independent writing.
- There are strong relationships between adults and pupils. Adults work very effectively together in all classes, so transition time between activities is seamless and no learning time is lost.
- Teachers have strong subject knowledge and a deep understanding of how pupils learn. They plan imaginative activities which enthuse pupils and capture their interest. For example, in Year 1, pupils developed their literacy skills by designing and playing a game where they had written the cards themselves. The game promoted great excitement among pupils.
- Teachers lead by example, show pupils how to do activities and join in themselves. For example, a class played a number game using large hoops on the classroom floor and a

large dice. The teacher participated in the game to support and encourage pupils.

- Adults explain ideas and tasks clearly and talk to pupils throughout the activities. As a result, pupils develop independence and strong social skills.
- Leaders assess pupils' progress regularly and evidence is diligently collected to celebrate pupils' learning in their 'cahier de vie' or learning journal.

## Personal development, behaviour and welfare

## Inadequate

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is inadequate. This is because school leaders have failed to ensure that pupils are safeguarded effectively and some groups do not have enough opportunities to play outdoors.
- Pupils understand how to keep themselves safe, for example, on the walk to the park and during a fire drill. They know the routines, follow them and can explain why they are important. As a result, pupils feel confident and assured.
- Pupils say that there is no bullying, but some occasional name-calling. If they are unhappy, they tell an adult and are confident that it will be sorted out.
- The strong relationships in classes, the emphasis on learning together and the creative opportunities provided all have a positive impact on pupils' personal development.

### Behaviour

- The behaviour of pupils is good.
- Adults make their expectations clear and pupils respond well. Pupils listen carefully and manage and regulate their own behaviour effectively. On a visit to the park, pupils understood how to keep themselves safe.
- Pupils participate in activities in class well. They learn to work together as a whole class, in small groups and also learn independently. Pupils are aware of others around them and are considerate and kind to each other.
- Pupils' attendance and punctuality are good.

## Outcomes for pupils

## Requires improvement

- Outcomes for pupils require improvement because teaching is not yet consistently strong enough to ensure that pupils make good progress from their starting points. Pupils' progress is inconsistent over time in different class groups, depending on the extent to which the group has been affected by the school's high staff turnover.
- Pupils, including the most able pupils, are not making strong enough progress in mathematics. There are too few planned activities for pupils to develop their understanding and application of number. Relevant opportunities for pupils to count,

measure and learn about shapes exist in the curriculum but teachers do not grasp the chance to extend and deepen pupils' mathematical knowledge.

- Pupils' reading and writing skills are broadly in line with expectations for their age in English. Pupils sound out letters well and blend sounds together to form words. However, pupils would make more progress with additional opportunities to develop their own independent writing.
- Pupils have strong speaking and listening skills. There is a high level of learning and social conversation in classrooms. As a result, pupils learn to listen effectively and contribute well to pair- and group talk, as well as talking with adults.
- Pupils' creativity is well developed in art, singing, model making and performance. Pupils make strong progress in creative arts and technology. For example, a group of pupils had painted their impressions of the aurora borealis as part of a project on Iceland. The paintings revealed imagination and artistic skill.
- By the end of Year 1, pupils' handwriting is excellent. Pupils form letters carefully and accurately, spell correctly and understand and use simple punctuation. Pupils are rightly proud of their handwriting and work diligently to achieve high standards in this key skill.
- Year 1 pupils are confident about moving on to their new school. They feel well prepared for the next stage of their education.

### Early years provision

### Inadequate

- The early years provision is inadequate. This is because children are not effectively safeguarded and do not have sufficient access to outdoor space. School leaders have not ensured that the relevant independent school standards are met.
- Leaders' planning is thorough and detailed and covers the requirements of the French curriculum and the English early years programme of study. Planning enables children to follow their own interests and make progress in a range of areas of learning. However, children's learning and progress are sometimes limited because adults do not always question children effectively.
- Activities are imaginative as well as effective. For example, a simple masking-tape car track enabled children to develop fine motor skills with model vehicles. Later, the design of the track was extended into different shapes to extend children's learning.
- Leaders deploy staff effectively. Adults work well as a team to engage children in activities and support them in their learning. Children are encouraged and expected to develop independence and also play and learn together very well. They are kind to each other, and share toys and take turns.
- Children's starting points are assessed through observation of their learning when they start school. Children's progress is meticulously recorded and teachers use this information effectively to plan learning activities and celebrate children's achievements through the learning journals. Children's progress in different areas of learning is shared and celebrated in class and with parents.
- Children are well cared for. Children are supervised appropriately in class and on visits to the park. Staff are knowledgeable about the medical needs of children, and systems and procedures are clear. Adults have high standards of health and safety when giving first

aid and handling food.

## School details

Unique reference number	100376
DfE registration number	205/6387
Inspection number	10037572

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	73
Number of part-time pupils	0
Proprietor	Maria Frost
Headteacher	Maria Frost
Annual fees (day pupils)	£9,300 to £9,780
Telephone number	020 8563 7664
Website	<a href="http://www.leherissonschoo.co.uk">www.leherissonschoo.co.uk</a>
Email address	<a href="mailto:administration@leherissonschoo.co.uk">administration@leherissonschoo.co.uk</a>
Date of previous inspection	23–25 September 2014

## Information about this school

- Le Hérisson 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 Agence 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 for recreation and for physical education.
- The headteacher is also the proprietor.

- The school is registered to admit pupils between the ages of two and six. There are currently 73 pupils on roll.
- The school's last full standard inspection was in September 2014, when it was judged to be good. The school had an emergency inspection in September 2016 and a progress monitoring inspection in March 2017.

## Information about this inspection

- The inspector visited classes across year groups to observe pupils learning. All of these visits were made jointly with the headteacher.
- The inspector looked at pupils' work in a range of subjects and their 'cahiers de vie' and learning journals.
- Two groups of pupils talked to the inspector about their school. The inspector also talked informally with pupils in classes.
- The inspector undertook a tour of the premises with the headteacher and accompanied a class on a visit to the park.
- Meetings were held with the headteacher and senior staff responsible for the French and English curriculums.
- A telephone conversation was held with the designated officer for safeguarding in the local authority.
- The inspector met informally with parents at the start of the school day and met separately with another parent. The inspector considered the 21 responses to the Ofsted online survey (Parent View).
- The inspector met with a range of staff and considered the nine responses to the Ofsted staff survey.
- The inspector looked at a wide range of documentation, including records of safeguarding, the curriculum and teaching, the maintenance of the premises and pupils' progress.

## Inspection team

Janet Hallett, lead inspector

Her Majesty's Inspector

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