

# Inspection of Ecole Française de Londres Jacques Prévert

59 Brook Green, London W6 7BE

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Inspection dates: 3 to 5 June 2025

## **Overall effectiveness**

**Outstanding**

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The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Early years provision

**Outstanding**

Overall effectiveness at previous inspection

Outstanding

Does the school meet the independent school standards?

**Yes**

## **What is it like to attend this school?**

Pupils receive an exceptional education at École Française de Londres Jacques Prévert. They are curious, articulate and proud of their learning. From the early years onwards, children grow in confidence because of the school's nurturing culture and ambitious curriculum. Staff have high expectations of what every pupil can achieve, and pupils rise to meet them. They work hard in lessons and show great care in the work that they produce.

Pupils are safe, happy and feel well looked after. They value the warm relationships that they have with their teachers and know that adults will help them if they have any worries.

Behaviour is exemplary. Pupils are thoughtful and courteous in their interactions with others. They show independence and maturity as they move around the school and take part in a wide range of activities. At playtime, pupils enjoy reading together or playing calmly with their friends.

The school's unique character comes from its rich cultural identity. Pupils learn seamlessly in both French and English, switching between languages with ease and enthusiasm. They take pride in their multilingualism and speak knowledgeably about life in both cultures. This international outlook is central to the school's ethos and is evident in every aspect of school life.

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

Leaders have designed a curriculum that is broad, ambitious and intellectually demanding. From the early years through to Year 6, pupils benefit from a carefully structured and sequenced curriculum. Leaders think deeply about how knowledge is introduced and revisited across each cycle of learning. As a result, pupils make strong connections across subjects and build deep and lasting knowledge.

Staff have strong subject knowledge and teach with skill and clarity. Teachers explain new ideas clearly and routinely check that pupils understand what has been taught. Pupils respond with enthusiasm and are eager to contribute. Lessons are purposeful and focused. Pupils value learning and are rightly proud of their work. Teachers provide regular opportunities for pupils to retrieve and apply what they know. This helps pupils to remember more over time and make meaningful links between concepts.

The teaching of early reading is particularly well considered. From the start of their learning, children hear stories, songs and rhymes in both languages. As they move into formal phonics teaching, staff draw on well-established routines and high-quality training to ensure that pupils learn to read fluently in both French and English. Books are matched carefully to the sounds that pupils know. Those who need extra help receive it quickly, so that they do not fall behind. Older pupils talk

confidently about their favourite books in both languages. Many read for pleasure during breaktimes and make regular use of both libraries, which are well stocked with fiction, non-fiction and poetry.

Leaders identify the needs of pupils with special educational needs and/or disabilities (SEND) early and accurately. They work closely with families and with a range of external professionals to ensure that the right provision is in place. Teachers adapt their lessons thoughtfully and provide the support that pupils need to access the full curriculum. Pupils with SEND achieve well and participate fully in school life.

Work to promote the personal development of pupils is a strength of the school. Leaders have established a carefully thought-out programme that reflects the school's unique context and values. Pupils are taught to think critically and to appreciate different perspectives. They learn about, in both languages, key concepts such as democracy, fairness and social responsibility. Pupils also benefit from a wide range of clubs, workshops and educational visits, including many with an international or cultural focus. These experiences deepen pupils' understanding of the world and foster a strong sense of citizenship.

The school's regular assemblies are moments of genuine reflection and celebration. Pupils discuss current affairs, share examples of perseverance and kindness, and take time to consider the importance of respect. Leaders give space for pupils to lead and contribute to the life of the school, for example through the school council or by organising fundraising events. Pupils talk with maturity and thoughtfulness about their roles as global citizens.

In all areas of its work, the school combines high expectations with warm relationships and careful thought about what is best for pupils. Staff, pupils and families work together in a shared spirit of ambition and care. This is a school that knows itself well and continues to look for ways to improve even further.

Leaders and the proprietor body have a secure understanding of their legal responsibilities and fulfil them well. They meet regularly to review statutory requirements and ensure that these are implemented effectively across the school. The proprietor body monitors the school's compliance with the independent school standards and ensures that the duties set out in schedule 10 of the Equality Act 2010 are fully met. The welfare requirements of the early years foundation stage are also met in full.

Leaders actively seek the views of staff, using a range of approaches to listen and respond. Staff feel well supported and appreciate the steps that leaders take to help them manage their workload and maintain their wellbeing.

## **Safeguarding**

The arrangements for safeguarding are effective.

## 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 information from Ofsted Parent View 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.

## School details

<b>Unique reference number</b>	100371
<b>DfE registration number</b>	205/6359
<b>Local authority</b>	Hammersmith & Fulham
<b>Inspection number</b>	10391697
<b>Type of school</b>	Other Independent School
<b>School category</b>	Independent school
<b>Age range of pupils</b>	2 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	264
<b>Number of part-time pupils</b>	None
<b>Proprietor</b>	Ecole Française de Londres Jacques Prévert Ltd
<b>Chair</b>	Alastair Dick
<b>Headteacher</b>	Bleuenn Morvan
<b>Annual fees (day pupils)</b>	£9,791 to £10,974
<b>Telephone number</b>	020 7602 6871
<b>Website</b>	<a href="http://www.ecoleprevert.org.uk">www.ecoleprevert.org.uk</a>
<b>Email address</b>	<a href="mailto:info@ecoleprevert.org.uk">info@ecoleprevert.org.uk</a>
<b>Dates of previous inspection</b>	28 to 30 June 2022

## Information about this school

- Ecole Française de Londres Jacques Prévert is an independent day school. The school follows the French national education system.
- The school has an exemption from the learning and development requirements of the Early Years Foundation Stage.
- Since the previous inspection, the school's application to change the age range of pupils it caters for was approved by the Department for Education. The age range was three to 11 and is now two to 11. However, the school does not currently have any two-year-old children enrolled.
- Since September 2024, the school makes use of both its main premises at 59 Brook Green, London W6 7BE, and additional premises at 41 Brook Green, London W6 7BE.
- Both the chair of the proprietor body and the headteacher have changed since the previous inspection.
- The school currently makes no use of alternative provision.

## Information about this inspection

Inspectors 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.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspectors held meetings with the headteacher. The inspectors also met with leaders with responsibility for SEND, behaviour and attendance, and pupils' personal development.
- Inspectors carried out deep dives in these subjects: early reading; mathematics; computing and history. For each deep dive, inspectors held discussions with the school about the curriculum, visited a sample of lessons, spoke to teachers, looked at pupils' work, spoke to some pupils about their learning, and spoke to staff. Inspectors also discussed the curriculum in some other subjects.
- The inspectors met with the chair of the proprietor body.
- The inspectors visited a sample of lessons, spoke to some pupils about their learning and looked at samples of work.

- The inspectors considered responses to Ofsted’s online surveys for parents, staff and pupils.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils’ interests first.

### **Inspection team**

Adam Vincent, lead inspector

His Majesty's Inspector

Simon Conway

His Majesty's Inspector

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