

Quality Mark Report

Quality Recognition Meeting took place on 18th April 2018, attended by following scrutineers:

Diane Leedham, Literacy/EAL consultant – Independent Educational Expert
Ertanch Hidayettin – NRCSE Regional Development Manager (London)

Observational visits performed on 6th May 2017 and 21st April 2018 by:
Angela Bell, NRCSE Quality development adviser and mentor, London

Name of Supplementary School:
Et Patati Patata

Membership No.:
NRC1557

Introduction

Et Patati Patata was founded in order to provide French language classes and a range of cultural activities including French dancing, cooking, drama and sports to French and bilingual families in London whose children are losing their French language skills. The school aims to help families keep the French mother tongue alive and stay connected within their community.

The founder of the school, Caroline Eugenie, also runs French Language Holiday Camps in London and private tuition.

'Being with us is really fun, we encourage children to learn French in a safe and positive environment. We encourage them to learn and play with confidence. We respect and take care of each personality.'

Key recommendations from observation and recognition meeting

- The school could consider making the curriculum more responsive to individual learner needs and contexts,
- The equal opportunities policy should be redrafted with particular attention to accessibility, the Equality Act and the visibility and representation of wider francophone communities.
- A risk assessment of the new site is needed to achieve advanced in Standard 7

Please list any outstanding achievements:

- Detailed, highly professional and meticulous record keeping and documentation.
- Ensuring staff are fully trained is a high priority for the school and they have established good contacts with Hammersmith & Fulham LSCB in relation to safeguarding training.
- Excellent system of supervision within the school with the headteacher working alongside different teachers at different times and always at least two, and often three, staff with each group of 10-12 children.
- Impressive and engaging pattern of lessons through story, song, use of CDs, art materials, etc.

Detail of findings overall from observation and recognition meeting

1. Create an effective learning environment - Advanced

The school meets on the second floor of a primary school and there is a good relationship with staff and site manager. Security is good and other groups using the premises do not have access to Et Patati Patata's area. The high ratio of staff to pupils means the children are constantly busy and engaged. Expectations of behaviour are high. There is good flexible space for songs, games, art activities and overall an excellent environment for teaching.

2. Teach effectively

The range of activities, timings and level of activity appear to be generally well-judged for the age of the children involved. Some of the material is clearly intended for speakers of French as a first language and the curriculum could be more responsive to individual learner needs. The school has been supported by the umbrella organisation for French schools, FLAM and a good relationship remains with regular training and curriculum guidance from the French government. Lesson plans give guidance on what should be taught and teachers submit a checklist noting what they have achieved after each lesson.

3. Record progress and achievement

There is a high level of additional support from teaching assistants and parents, including occasional translation. The two male teachers observed were especially good at checking understanding and using English to support their class where necessary. Regular tests and marking show record of progress and achievement and the headteacher is readily available to parents to discuss their child(ren)'s progress.

4. Choose the right resources

There is a wealth of resources for young children. Impressive range of CDs, colourful reading books, art materials, workbooks and worksheets. The resources seen very much represented White European children and families and the school would be improved with the addition of more globally representative books reflecting the wider Francophonie.

5. Plan and develop your organization - Advanced

Management Committee reports showed a high level of attention to the management and safety of the school. Parents have been asked to complete comprehensive questionnaires, the results summarised and suggestions discussed by management. The annual report format is good and summarises achievements clearly, evidence of extremely enjoyable end-of-term events was seen. Feedback from parents is generally very positive, in particular praising the well ordered environment and the increasing confidence of their children. The school roll has increased from 40 to 72 this year.

6. Select and support staff and volunteers - Advanced

Staff and volunteer handbook is comprehensive, containing all key documents and shows regular review. Staff meetings are well structured, with regular discussion items eg. safeguarding, curriculum content. Staff are encouraged to attend FLAM training. There is an excellent system of supervision within the school with the Headteacher working alongside different teachers at different times. The Headteacher bases supervision of staff on observation.

7. Make sure children are safe - Advanced

Safeguarding and Health & Safety procedures are carefully planned and appropriate for the setting. Staff meet at the beginning of each term to revise their knowledge of safety procedures. Teachers have been trained on E-Safety and offsite visits. MC minutes show a clear approach to planning and lead officers have attended advanced level training.

8. Manage finances

Finance committee report shows projected requirements for the school, a 5-year projection of revenue was provided. Quarterly budgets are prepared and discussed. The school has had

some difficulty with its decision not to allow a 'taster session', this can prove problematic for younger children who may simply not be ready for a formal learning environment. It would be advisable to allow younger children to attend a 'taster' before committing to a full term.