

Lycée International De Londres

Old Brent Hall, 54 Forty Lane, Wembley, London HA9 9LY

Inspection dates

24–26 January 2017

Overall effectiveness	Requires improvement
Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Good
Outcomes for pupils	Requires improvement
Sixth form provision	Good
Overall effectiveness at previous inspection	Not previously inspected

Summary of key findings for parents and pupils

This is a school that requires improvement

- Leaders have not ensured that the quality of teaching in the primary phase is consistently good. As a result, pupils in Years 1 to 6 do not make the progress of which they are capable across the range of subjects.
- Governors are not sufficiently stringent in checking the quality of teaching. They do not check pupils' progress across all year groups.
- Teachers do not routinely ensure that they give pupils sufficiently challenging work. This slows the progress of pupils, especially the most able.
- Teachers, mainly in the primary phase, do not regularly apply the school's feedback policy. Consequently, pupils often do not understand what they need to improve.
- Too frequently, in the primary phase, teachers do not ensure that pupils use their time in lessons productively.
- Systems to track pupils' progress in the primary phase are not reliable enough. This limits the ability of leaders to hold teachers to account for their pupils' progress.

The school has the following strengths

- Leaders, including governors, are passionate in their desire to establish a high-quality French international school.
- The quality of teaching and the progress that pupils make in the secondary phase is consistently good.
- Provision in the sixth form is good. Effective teaching and pastoral support ensure that students make good progress.
- Pupils are polite and welcoming. Behaviour in lessons and around the school is good. Rates of attendance are high.
- Arrangements for safeguarding pupils and ensuring their welfare are robust and effective. Pupils therefore feel safe and well cared for.
- The quality of impartial careers advice and guidance pupils receive is a notable strength.
- Leaders ensure that the school is compliant with all the independent school standards.

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?

- Improve the quality of teaching, especially in the primary phase by:
 - teachers giving pupils suitably challenging work throughout the lessons so that full advantage is taken of valuable learning time
 - teachers raising their expectations of what pupils can achieve, especially the most able.
- Improve the effectiveness of leadership and management by:
 - leaders ensuring that teachers, especially in the primary phase, are supported to improve their teaching skills
 - leaders making clear their expectations to teachers and holding them to account for the progress of their pupils
 - leaders making sure that they check the accuracy of teachers' assessments in the primary phase so that they can reliably measure pupils' progress
 - leaders ensuring that teachers comply with the school's feedback policy by helping pupils to understand how well they are doing and what they need to do to improve
 - governors checking and holding leaders to account for the quality of teaching and pupil progress across all year groups.

Inspection judgements

Effectiveness of leadership and management

Requires improvement

- Leaders opened the school for Years 1 to 11 in September 2015. Whereas the secondary phase, which now includes a sixth form, has met with much success, this has not been matched in the primary phase.
- Leaders have not made sure that pupils in the primary phase make good progress overall. This is because they have not set out clearly for teachers their expectations of how they want pupils to learn. There is not enough training to enhance teachers' skills specifically in how to meet the learning needs of pupils in the particular context of this school. This means that there is no consistency in the quality of teaching. Consequently, not enough pupils make the good progress of which they are capable.
- Leaders use sophisticated computer software for recording, analysing and reporting pupils' progress. In the primary phase, however, the information that teachers submit is not always reliable. This is because some teachers have not yet acquired the skills to make accurate assessments of pupils' learning. This means that leaders do not have a correct view of how well pupils are progressing in their learning.
- On the other hand, teachers in the secondary phase are skilled in making accurate assessments. Further, when teachers moderate each other's work, they do so thoroughly. As a result, leaders in the secondary phase have reliable information that they can use to check on pupils' progress and hold teachers to account.
- The headteacher, other leaders and governors believe passionately that they want pupils to benefit from the full French national curriculum combined with the very best that the British curriculum has to offer. Further, they want to ensure that pupils leave the school ready to continue their lives successfully in any country.
- The range of subjects offered follows the French curriculum. A number of subjects are taught in English so that pupils become fluent in both languages. In addition, pupils have opportunities to study other modern languages, such as Mandarin and German, so that they become trilingual.
- The curriculum makes a very strong contribution to pupils' spiritual, moral, social and cultural development. It also prepares them well for life in modern Britain. This is because pupils study civics as part of the French curriculum as well as the syllabus produced by the British personal, social, health and economic (PHSE) association. They, therefore, learn about the principles of democracy, liberty and fraternity, for example, and learn to respect people of protected characteristics, such as those who are transgender. The many visitors to the school, such as a Holocaust survivor, and visits, such as to the Imperial War Museum and Shakespearian theatre productions, enhance pupils' learning. Pupils can also pursue their interests in a wide range of topics through the 'discovery' enrichment programme.
- Leaders believe firmly in using digital technology to enhance learning. The school has built up a reputation of being a leader in this field. During the inspection, the school trained headteachers and school technology leaders from France, as well as representatives from the education department of Dubai.
- The school has expanded rapidly since it opened. Almost 300 new pupils joined this year.

Next year it will expand further. Leaders plan and manage this growth with great skill. Leaders recruit many teachers from overseas, as the school needs teachers with knowledge and expertise in the French educational system. Leaders arrange a ten-day training and induction programme in the summer for all new members of staff. Leaders invite new pupils to an induction day, helping them to find their way around and make new friends with existing pupils. Well-thought-out plans are now in place to cater for next year's Year 13, the first cohort who will be completing their education at this school.

- A large proportion of pupils who join the school arrive from overseas with their families. Leaders make it part of their mission to support the parent body and create a sense of community. Parents elect representatives to discuss concerns with school leaders. Leaders hold conferences to keep parents involved in the school's ongoing developments and to seek their views. On the first day of the academic year, leaders invited all parents to join their children for lunch. The vast majority of parents who responded to the online questionnaire were very positive about the school's work. Positive comments included, 'there is a genuine feeling of community amongst the teachers, students and families' and 'the school is doing a good job, providing a much needed boost to French/bilingual education capacity, and innovating in teaching approaches and methods'. There were, however, a number of valid concerns expressed, mainly about the provision in the primary phase.

Governance

- The nine governors bring much expertise and knowledge of French international schools to the board.
- Governors operate eight committees so that they can check closely on many aspects of the school's work. They visit the school frequently and talk to pupils, members of staff and parents to gather their views.
- Governors particularly focus sharply on the learning and progress of the older year groups as they are determined that the outcomes of the terminal French examinations will be as good as the best in other French international schools. However, they are not well informed about the quality of teaching and pupils' progress across the other year groups. They therefore do not hold leaders to account for these aspects of the school's work.
- Governors are meticulous in making sure that all aspects of health and safety are of a high standard.
- Equally, they make sure that the school meets the independent school standards and other requirements.

Safeguarding

- The arrangements for safeguarding are effective. Given the terrorist attacks in France and this being a French school, leaders make sure that that site security is top of their agenda.
- The school has two designated safeguarding leaders, one male and one female, so that all pupils can feel comfortable in making a sensitive disclosure. Not only is their training up to date, but one of the leaders recently attended a two-day training session in Amsterdam on international safeguarding issues. The leaders subscribe to a weekly national update on safeguarding issues and they share any relevant points with all

members of staff.

- Members of staff undertake an online safeguarding training course before commencing work at the school. They are keenly aware that most pupils have moved countries which often leads to a sense of anxiety, and can result in self-harm. There is a strong culture of vigilance.
- School leaders work closely with external agencies and parents to help with any safeguarding or welfare issues. In addition, the school employs two counsellors. Members of staff or parents can make referrals and pupils can self-refer.
- The school publishes its safeguarding policy on its website. The policy has full regard to current government requirements.

Quality of teaching, learning and assessment

Requires improvement

- The quality of teaching does not lead to pupils making good progress in the primary phase:
- Evidence seen in pupils' books and on their tablet computers confirms that teachers do not consistently set well-matched work to pupils' starting points. The work does not challenge them enough to make the good progress of which they are capable, especially the most able.
- In a small number of cases, teachers allow pupils to do whatever they wish for part of the lesson. In such instances, a few pupils do not choose to engage in a constructive learning activity. Valuable learning time is thus lost.
- In discussions with pupils and from evidence of their work, it was clear to inspectors that pupils in the primary phase did not generally know how well they are doing and how they need to improve.
- Teaching in the secondary phase is effective and so pupils make good progress:
- Typically, teachers have sound subject knowledge and know how to plan activities that enable pupils to learn well. Mostly, teachers question pupils well to deepen their thinking and broaden their understanding. Occasionally, questioning is shallow and work set is not sufficiently challenging for the most able pupils.
- Teachers and pupils use tablets effectively as a teaching and learning resource. Inspectors had discussions with pupils and looked at their work on their tablets. This showed that pupils are making good overall progress from their starting points. There was evidence of most teachers using the technology to give constructive feedback to pupils who then edited and improved their work online. Pupils commented on how useful this feedback is and how the use of digital technology makes it easy for them to share their work with their peers, thus learning from each other.
- Teachers assess pupils' progress frequently. The ongoing information is analysed thoroughly by leaders and teachers. Teachers help anyone falling behind so that they can catch up.
- Contractually, teachers are required to give small-group or one-to-one additional support for at least three hours a week to any pupils needing extra help. This arrangement works well to support learning across the school. For example, teaching of Year 11 economics is in English. A few pupils have some difficulties in fully understanding the subject-specific

English vocabulary. As a result, a French-speaking teacher runs a revision lesson for the class each week. This ensures that all pupils equally have the opportunity to be successful learners.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. Pupils learn to be competent in at least two languages and come to understand how different cultures develop. They grow in self-confidence, are articulate, and are being well prepared for the next stages of their lives.
- The extensive range of enrichment activities on offer makes a very strong contribution to broadening pupils' experiences. It also supports their emotional development and physical health. Uptake is especially high in the primary phase. From cookery to fencing, women's rugby to robotics, there is much from which to choose.
- A large number of members of staff are trained in first aid. The school employs a full-time nurse and two part-time counsellors. This gives pupils access to professional expertise to support their mental well-being and physical health. Currently, 40 secondary students are attending a course that will give them the skills to be peer counsellors.
- Pupils participate in many competitive sports, thus building their social skills and fitness. Last year, six pupils participated in the annual inter-French national schools sporting competition in Singapore.
- Pupils, including students in Year 12, receive excellent impartial careers guidance. The school employs a dedicated career guidance mentor who works very closely with pupils on a personalised plan for their future careers. She helps pupils in pursuing tertiary education in this country and abroad. She also supports pupils in considering other future career options. Pupils greatly appreciate the support that they get. As one pupil told an inspector, 'I don't know what I would do without her.'
- Leaders make sure that pupils learn about personal safety and that the curriculum covers the injustice of bullying. Consequently, pupils say that they are safe in school, and parents strongly agree. A group of pupils told inspectors that 'it is safe to be different'. A very small number of pupils in the primary phase, however, feel that occasionally when they tell the teachers of their concerns, they do not take them seriously enough.

Behaviour

- The behaviour of pupils is good. Pupils are polite and welcoming to visitors.
- Pupils move across the large campus in a purposeful manner and make sure that they arrive punctually and well prepared for their lessons.
- Rates of attendance in the secondary phase, including the sixth form, are exceptionally high. In the primary phase, rates of attendance are in line with other primary schools nationally.
- The vast majority of pupils have good attitudes to learning and try their best. Occasionally in the primary phase, however, there is some low-level disruption and off-task behaviour, as pupils feel uninspired by the teaching. In these instances, pupils' progress is hampered.

Outcomes for pupils

Requires improvement

- In the primary phase, because of the inconsistencies in the quality of teaching, pupils do not make the overall good progress of which they are capable. Inspectors confirmed this when they scrutinised samples of pupils' work across all the primary year groups.
- The school's tracking information, together with inspection evidence, confirms that pupils currently in the secondary phase are making good progress overall across the subjects.
- In 2016, the first year of the school's operation, Year 10 pupils were entered for the Diplôme national du Brevet, a French national examination taken at age 15 across a range of subjects. Almost all passed, with a large majority reaching the higher standard.
- Year 11 students took examinations in English language for non-English speakers or the international GCSE (IGCSE) in English literature, depending on their prior fluency in English. Standards reached in all of the above examinations demonstrate that pupils made good progress from the time that they joined the school when it opened.
- The most able pupils do not consistently make the rapid progress of which they are capable. This is because, in some subjects, the work set is not challenging enough, and teachers' questioning does not make pupils think with sufficient depth.

Sixth form provision

Good

- Leaders have successfully established a post-16 education provision from the start of this academic year. Their achievement and careful planning demonstrate that they have good capacity to expand the school into providing for Year 13 next year.
- Students study for the French Baccalaureate. Students can choose three paths, economics (série ES), sciences (série S) and Literature (série L). In addition, the Option Internationale du Bac (OIB) offers the most able students an opportunity to study advanced English studies in literature and humanities. All current students, no matter which path they have chosen, are studying English and mathematics.
- Inspection evidence confirms that students are making good progress across the subjects and that they are well on track to succeed in their French Baccalaureate terminal examinations. This is because the quality of teaching is good and students work diligently because they are determined to succeed.
- In addition to the excellent impartial advice and guidance given to every student, there are other opportunities for students to develop their employability and personal skills. All students, for instance, undertake at least a week-long work experience. Placements align closely with students' future career aspirations.
- There is a strong ethos in the sixth form of wishing to contribute to the community. Many students work with and support younger pupils with their work. At their own initiative, for instance, they set up and run a homework club for younger pupils. Students arrange fund-raising activities for a range of charities. They have also volunteered to act as marshals along the route of a forthcoming local mini-marathon.
- Students have high aspirations for the future. They have attended open days at universities, including Oxbridge, and many are applying for a range of top universities around the world. They are well on track to leave the school well prepared to achieve their goals.

School details

Unique reference number	142329
DfE registration number	304/6001
Inspection number	10012797

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	French international day school
School category	Independent school
Age range of pupils	5 to 18
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	728
Of which, number on roll in sixth form	128
Proprietor	Lycée International De Londres
Chair	Arnaud Vaissié
Headteacher	Mireille Rabaté
Annual fees (day pupils)	£10,160 to 10,880
Telephone number	0203 824 4901
Website	www.lyceeinternational.london/
Email address	info@lyceeinternational.london
Date of previous inspection	Not previously inspected

Information about this school

- Lycée International De Londres is a French international school, offering a bilingual education for pupils aged from five to 18. The school was established by the French Education Charitable Trust (FECT).
- The school occupies a large site at the former Brent Town Hall, in Wembley, Middlesex.
- The school was first registered in August 2015. It opened in the following month.
- This is the school's first standard inspection.

- The primary language of instruction is French, though a sizeable number of lessons are taught in English.
- The school does not use any alternative provision.
- There are no pupils on roll who have special educational needs and/or disabilities.
- The school's stated aim is that through a rigorous, bilingual programme, and innovative methods, they educate pupils to become responsible, creative and principled global citizens. They aim to teach their pupils to think critically and act ethically, to form and express their own opinions and respect those of others, to define their own life goals and to make sense of and embrace change.

Information about this inspection

- The inspection was carried out with one day's notice.
- Inspectors observed learning in 34 lessons; most of these were joint observations with senior leaders.
- Samples of pupils' work were scrutinised. The school's information about pupils' progress was also checked.
- Inspectors spoke to the headteacher, other leader and teachers. A meeting was held with the chair of governors and two other governors. There was also a formal discussion with five groups of pupils and various informal discussions with pupils during breaktimes and during lessons.
- Inspectors took account of the 271 responses to Ofsted's questionnaire for parents, and the 82 responses to the questionnaire for staff.
- Inspectors checked documentation, policies and all aspects of the schools work for compliance with the independent school standards.

Inspection team

David Radomsky, lead inspector	Ofsted Inspector
Jenny Carpenter	Ofsted Inspector
Peter Whear	Ofsted Inspector
Dennis Canty	Ofsted Inspector
Claire Majumdar	Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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