

# Lycee International De Londres

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

## Inspection dates

5–7 March 2019

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

## Summary of key findings for parents and pupils

### This is a good school

- Pupils have extremely positive attitudes to learning. They respond especially well to their teachers and the wide range of opportunities to learn. These attitudes contribute strongly to pupils' achievements.
- Pupils' and students' personal development is excellent. The school's arrangements for their physical and emotional welfare and safety are of the highest quality.
- The sixth-form curriculum is particularly well organised. This enables students to make outstanding progress in their learning.
- Leaders, including governors, have established a vibrant and dynamic school. Their vision and determination are shared by all staff.
- Developments since the previous inspection are impressive. Leaders have improved all aspects of the school effectively. They have identified areas for further improvement accurately.
- Improvements to teaching and learning mean that pupils achieve strongly. This includes those with special education needs and/or disabilities (SEND).
- Sometimes teaching does not stretch pupils enough, including in writing in English. Leaders recognise the need to improve teaching further. However, arrangements to check the quality of teaching are not always detailed enough.
- Parents, pupils and staff are very positive about the school and its work to provide an effective bilingual education.

### 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 further by ensuring that all pupils are challenged and given work that deepens their knowledge and skills.
- Improve the quality of leadership and management by ensuring that:
  - checks on the quality of teaching are rigorous, and include checking the impact of teaching on pupils' learning
  - the information from these checks is analysed rigorously to help leaders pinpoint areas for improvement, including writing in English.

## Inspection judgements

### Effectiveness of leadership and management

**Good**

- Although the Lycee International de Londres has been open for less than four years, leaders have established a vibrant and forward-looking school. The headteacher's strong vision is shared by every member of staff and governor. It is reflected in all aspects of the school's work, including the curriculum and the way the building has been refurbished sensitively. Parents, pupils and staff are very positive about the school and its work to provide an effective bilingual education.
- The vision and drive of the headteacher and senior leaders have a positive impact on pupils' educational experiences. Senior leaders and governors are ambitious for the school and its pupils. They have built a school in which the welfare of pupils is as important as academic achievement, and where the individual is as important as the group. This is what makes the school distinctive, and helps to ensure that every pupil is supported to achieve their potential.
- Leaders understand the school's strengths and areas for improvement. They use a wide range of evidence to evaluate the impact of the school's work on pupils' outcomes. This includes checking pupils' learning, their work in books, lesson observations and the views of pupils, parents and staff. However, the analysis of this information is not always used to full effect to identify patterns or areas for improvement. For example, reports to governors show that lesson observations happen, but there is no analysis of the findings. Nevertheless, despite a few inconsistencies, teaching is typically good.
- Leaders and staff have worked effectively to tackle the areas for development identified at the previous inspection. As a result, there have been significant improvements across the school, including to the quality of teaching in the primary section and leadership across the school. The improvements to teaching, learning and leadership mean that pupils achieve strongly. This includes those with SEND.
- The provision for pupils who speak an additional language, whether French or English, is effective. As a result, pupils speak both languages with a fluency that is impressive. This is one of the school's unique characteristics. However, leaders are not content with just ensuring fluency in speaking; they aim to develop pupils' cultural understanding, too. For example, pupils' ability to use their second language to analyse texts and understand the nuance of the language are equally important. Leaders recognise that this is work in progress. Nevertheless, this ambitious aim reflects leaders' and teachers' high expectations and the positive climate they have created across the school.
- The school's curriculum is another of its distinctive features. Three aspects make it unique:
  - enabling pupils to follow different pathways based on their needs and language skills
  - the breadth of subjects studied, including languages such as Spanish and Mandarin, and the wide range of out-of-school activities and visits
  - the continuing development of the curriculum to ensure that it meets the needs of all pupils.
- These three aspects are part of the school's journey to realise leaders' ambitious aims for

the school. For example, leaders aim to provide a truly bilingual curriculum that develops pupils' critical thinking skills. While there is still more to be done to achieve these aims, it is clear that the school has come a long way in a short time. As a result, the curriculum has a positive impact on pupils' outcomes by the time they leave school.

- After-school clubs, activities and visits extend the taught curriculum considerably. These contribute well to pupils' academic and personal achievements, giving them opportunities to get satisfaction from activities outside of the classroom.
- There are effective arrangements for careers education. In discussions, pupils were especially keen to single out careers education as one of the strengths of the school. For example, sixth-form students praised the support they get from teachers for completing university applications. As a result, pupils and students are well prepared for the next stage of their education. Last year, all 135 Year 13 students went on to university, except one who gained employment.
- The school does much to develop pupils' spiritual, moral, social and cultural awareness. Pupils have a secure understanding of British values set within the universal principles of equality, liberty and democracy. This understanding is reflected in their excellent behaviour and their maturity as young adults.
- Pupils with SEND are supported with care and sensitivity. For the most part, this ensures that these pupils make good progress from their starting points.
- Communication with parents is very strong. Over 500 parents responded to the Ofsted online questionnaire, Parent View, and they were universally positive about the school's provision. Many commented on the way teachers care for their children, and developed their personal and academic achievements. In a typical comment, one parent said, 'really impressed by the sense of community between students, parents, teachers and staff'. Another noted that the school is a 'wonderful place to grow in confidence, learn and feel happy with adults and other young people'.

## **Governance**

- The governing board makes a strong contribution to the school's success. Governors bring a wide range of expertise to the school's governance. They use this to support and challenge leaders in equal measure. This has contributed significantly to the school's rapid development and notable improvement since the previous inspection.
- Governors fulfil their statutory duties most effectively. As a result, the school meets all of the independent school standards in full. Governors have a strong role in ensuring that safeguarding arrangements are effective, and meet regularly with leaders responsible for pupils' well-being and safety.
- Governors make scheduled visits to the school to see its work first hand. As a result, they have a clear understanding of the school's strengths and areas for improvement. Governors work closely with leaders to make improvements and, for example, have tracked progress in tackling the weaknesses identified at the last inspection.
- The procedures for recruiting and vetting of new staff are secure. Governors ensure that all the necessary checks are carried out in line with their legal responsibilities. Where appropriate, governors receive training in safer recruitment and safeguarding.

## **Safeguarding**

- The arrangements for safeguarding are effective. Arrangements, including the welfare department and dean of students, ensure that pupils who may be experiencing difficulties are identified discreetly. Evidence shows that when issues do arise, leaders take the necessary action to deal with them effectively. This includes having good links with local authority social services and the designated officer for safeguarding. As a result, the school is successful in ensuring the well-being of its pupils.
- Training for all on child protection and safeguarding procedures is regular and up to date. As a result, staff understand what to do if they have a concern about a pupil. All staff have a secure understanding of child protection, and receive training regularly. They have a thorough knowledge of issues such as radicalisation and extremism through the training about the 'Prevent' duty. Policies are relevant, up to date and available on the school's website. These provide helpful guidance for staff. This ensures that there is a culture of safeguarding across the school.

### **Quality of teaching, learning and assessment**

**Good**

- Good teaching has a positive impact on pupils' learning, including the most able. One of the reasons for this is that teachers have very positive relationships with their pupils and know them well. This encourages pupils to take their learning seriously. They respond enthusiastically to questions, and are keen to know more, often asking questions of their teachers. Pupils are highly motivated and, as a result, make strong progress to deepen their knowledge and understanding.
- Teachers have strong subject knowledge and use this well to help pupils learn. In most cases, pupils are given work that is demanding and stretches their thinking. Often, pupils are given work that is tailored to their individual needs. For example, work in mathematics provides different routes for pupils, depending on their confidence and prior learning. In humanities, pupils are encouraged to make links across aspects of history, geography and English. This has a positive impact, and engages pupils' interest.
- A feature of teaching and learning is the use of digital tablets. Each secondary pupil has the use of a school-owned tablet, which they use for research and to access texts or answer questions. Most of the time, these are used sensibly and pupils' learning is enhanced. For example, in science, teachers use pupils' responses to provide feedback to the whole class via the interactive whiteboard. The use of tablets encourages pupils to develop their independence and think critically about their work.
- There are some inconsistencies in the quality of teaching. Occasionally, teaching does not challenge pupils sufficiently and their progress suffers. In other cases, pupils use the digital tablets inappropriately, and hide their lack of engagement. Where this happens, time is not used well and the pace of learning slips. Consequently, some pupils do not achieve as well as they should.
- Pupils with SEND are given individual support based on their identified needs. This tailored approach is effective and pupils make strong progress in their confidence and personal skills. While this has a positive impact on their academic learning, a few pupils are not challenged as much as they could be. However, this is not significant and, over time, pupils achieve well.
- Literacy in French and English is promoted very well across the school. By the time pupils

reach the secondary section, and often before, all pupils can speak French and English fluently. Many learn other languages, such as Spanish and Mandarin. The school's 'reading dog' is used very effectively to enable pupils to catch up with their reading, especially where they are not fluent in French or English.

- Numeracy features in a number of subjects, and is taught well. For example, pupils are required to use their numeracy skills in science to calculate gravitational potential energy. Significantly, mathematics is taught exclusively in French, but pupils can apply their knowledge confidently in other subjects, where English is the language of instruction. This illustrates the extent to which pupils are bilingual.

## Personal development, behaviour and welfare

## Outstanding

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding. Pupils' positive attitudes to learning are central to the school's work and its upbeat, stimulating ethos. Pupils respond especially well to their teachers and the wide range of opportunities to learn. The constructive relationships between pupils and teachers mean that there is a strong climate for learning. Pupils are aspirational and highly motivated, and this makes a strong contribution to their achievements.
- Leaders, teachers and support staff work tirelessly as a team to ensure that pupils' welfare and personal development are a priority. As a result, pupils' and students' personal development is excellent. For example, pupils know how to keep themselves safe in and out of school. They are knowledgeable about online safety and issues such as anti-bullying, racism and radicalisation and extremism, which are threaded through the curriculum. Pupils spoken to by inspectors were unanimous that they feel safe in, and nurtured by, the school. This is supported by pupils' responses to the online survey, which were extremely positive.
- Opportunities for pupils to take responsibility for themselves, and around the school, are plentiful. There is a wide range of roles for pupils, including acting as peer mentors and counsellors, primary peer buddies, membership of the student council and groups such as the green committee. Pupils are encouraged to set up clubs and activities themselves. One sixth-form student spoke proudly of his part in establishing rugby as an after-school sport. The impact of this work is clear; pupils and students develop into mature, thoughtful and reflective young people, ready to take their place in the world.
- Parents are extremely positive about the quality of care and welfare the school provides for their children. They feel that the school achieves a good balance between the personal and academic development of their children. As one parent noted, 'I am very happy with the school, which truly cares about all our kids.'

### Behaviour

- The behaviour of pupils is outstanding. All staff play a full part in ensuring that pupils know how to behave sensibly. Expectations are high. Pupils are encouraged to be responsible young adults. As a result, they are considerate, well mannered and highly respectful of others. They show a good deal of initiative, and take responsibility for

themselves.

- Break and lunchtimes are supervised well by adults. Behaviour around the school is mostly calm and, although there is occasionally some banter, it is good-natured. In lessons, pupils are especially good at working together to answer questions or research ideas. There is minimal interruption of learning.
- Pupils confirm that bullying is rare. It is a sign of the school's openness that pupils noted that bullying does happen occasionally. However, they are clear that if it does occur, the school deals with it promptly and well.
- Attendance is high. The number of days lost through pupils' absence is well below the national figures. This is a result of the school's welcoming and inclusive climate, and systematic arrangements to follow up non-attendance.

### Outcomes for pupils

**Good**

- Standards are high by the end of the sixth form. Pupils join the school at different times and with varying levels of fluency in French and English. However, by the time students leave the school, all can speak both languages fluently. This is a unique characteristic of the school.
- Achievement in the examinations of the French Baccalauréat and the Option Internationale du Baccalauréat (OIB) are strong. In addition, all pupils take the French national diploma, the Brevet. The results for this are similarly high and continue to improve. For example, in 2018, 100% of pupils passed the Diplôme National du Brevet, with 70% gaining the highest grade.
- Pupils, including those with SEND, make strong progress from their different starting points. This is the result of a well-designed curriculum and good teaching, especially in the secondary section. Progress improves as pupils move up the school. This is because the school's work to develop pupils' independence and thinking becomes increasingly effective as pupils get older. However, in some areas, pupils are not stretched as much as they could be. For example, work in English lower down the school covers grammatical knowledge well. However, opportunities for pupils to write at length and for different audiences are less evident in their books and on their tablets.
- Leaders recognise that the school is improving, and that achievements in some areas of the curriculum are not consistently strong. For example, leaders are especially keen to develop pupils' and students' understanding of how cultural differences influence the way that they think. As a result, leaders are introducing new programmes, such as the International Baccalaureate, to ensure that the needs of all pupils are being met

### Sixth form provision

**Outstanding**

- Outcomes for sixth-form students are excellent. Since the school was opened three and half years ago, students' progress has continued to rise. In the 2018 Baccalauréat, 98.5% of students passed the examination, and 31% achieved the highest grade.
- Sixth-form students are prepared extremely well for the next stage of their careers. Careers advice, information and guidance are especially strong, and students value the

support they get. Students were keen to tell inspectors of the high-quality support they receive to help to complete their university application forms. This is reflected in the very high proportion of students who go on to university. In 2018, for example, 99% of students were accepted at a university of their choice. All students moved on to university, except one who gained employment.

- Leaders have high expectations of students. They are aspirational and expect the most of their students. Teachers and leaders check students' progress effectively and provide individual help and support where necessary.
- Senior leaders have a good understanding of how well the curriculum meets students' needs. Leaders know the students extremely well and use this knowledge to revise the sixth-form curriculum and introduce the International Baccalaureate. This illustrates the culture of ambition that is woven into the fabric of the school. It is one of the reasons why students' achievements are high.
- Students' behaviour is excellent. Their attitudes to school and to learning contribute extremely well to their achievements. Students are confident, well mannered and highly respectful to others. Their personal development is first-rate. They have a very strong impact on the school's positive climate through their behaviour and aspirational outlooks. Students take part in a comprehensive range of out-of-school opportunities that the school offers, such as clubs, charities, the school council and events that students organise themselves.



## School details

Unique reference number	142329
DfE registration number	304/6001
Inspection number	10067219

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	5 to 19
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	886
Of which, number on roll in sixth form	236
Number of part-time pupils	1
Proprietors	Lycée International de Londres (registered charity)
Chair	Arnaud Vaissie
Headteacher	Mireille Rabate
Annual fees (day pupils)	£11,460 to £12,270
Telephone number	0203 824 4900
Website	<a href="http://www.lyceeinternational.london">www.lyceeinternational.london</a>
Email address	<a href="mailto:proviseur@lyceeinternational.london">proviseur@lyceeinternational.london</a>
Date of previous inspection	24–26 January 2017

## Information about this school

- Lycée International De Londres is a French international school, offering a bilingual education for pupils aged from five to 19. It is registered for 1,300 pupils.
- The school was established by the French Education Charitable Trust (FECT) and opened in September 2015. It occupies a large site at the former Brent Town Hall, in Wembley,

Middlesex, which has been extensively refurbished and enlarged.

- The school was previously inspected in January 2017, when it was judged to require improvement. Personal development, behaviour and welfare and the sixth form were judged to be good. The inspection judged that the school met the Education (Independent School Standards) Regulations 2014, and associated requirements.
- The school does not use any alternative provision.
- There are no pupils on roll who have education, health and care (EHC) plans, but a small number of pupils are identified as needing support with their learning.
- The school's stated aim is that 'through a rigorous, bilingual programme and innovative methods, we educate pupils to become responsible, creative and principled global citizens. We aim to teach pupils to think critically and act ethically, to form and express their own opinions, to respect those of others, to define their own life goals and to make sense of and embrace change'.

## Information about this inspection

- Inspectors observed teaching and learning in lessons across all year groups and subjects, including the sixth form. Nearly all of these were jointly observed with school leaders.
- Inspectors looked at arrangements at break and lunchtime.
- Samples of pupils' work were scrutinised.
- Inspectors listened to pupils from Year 2 read.
- Discussions were held with senior leaders, including governors, heads of department, staff and pupils.
- A range of documentation and policies were scrutinised, including the school's self-evaluation, records of pupils' behaviour and attendance, meetings of the governing body and assessment information.
- Inspectors scrutinised records relating to the quality of teaching and the school's website, including information about extra-curricular activities, trips and visits.
- Inspectors reviewed records, policies and procedures relating to safeguarding and pupils' welfare.
- Inspectors took account of 518 parents' responses to Ofsted's online survey, Parent View. Inspectors also reviewed the online surveys of 112 staff and 414 pupils. They considered written comments from over 300 parents, 44 pupils and 36 members of staff.

## Inspection team

Brian Oppenheim, lead inspector	Her Majesty's Inspector
Alison Moore	Ofsted Inspector
Paula Farrow	Ofsted Inspector

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