

Lycee Francais Charles de Gaulle

35 Cromwell Road, London SW7 2DG

Inspection dates

26–28 June 2018

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Sixth form provision	Good
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is a good school

- Pupils thrive academically and socially in a vibrant and purposeful learning environment.
- Leaders have an accurate view of the strengths and areas for improvement of the school. They draw on external support appropriately to develop the school's effectiveness.
- Pupils acquire skills and knowledge in a wide range of subjects. They enrich their studies with an extensive selection of extra-curricular activities. Their spiritual, moral, social and cultural development is strong.
- Sixth-form students receive personalised guidance about careers and university applications. Strong outcomes mean students are well prepared for the future and to make successful applications to the universities of their choice.
- Good-quality teaching and assessment enable pupils to achieve well. Teachers' specialist subject knowledge motivates pupils who generally demonstrate diligent attitudes to their learning.
- Pupils' behaviour is good. They interact with each other and their teachers positively. However, teachers vary in how closely they follow the school's behaviour policy.
- Occasionally, pupils' progress is limited because they become distracted from their work when it is not sufficiently challenging, or they need more support.
- The school has well-organised safeguarding systems. Pupils receive guidance on ways in which to avoid risks and keep safe. However, there is not a consistent approach to ensuring that pupils understand the importance of online safety. The teaching of the revised personal development curriculum is in its early stages.
- The quality of some facilities varies between different school sites.
- Parents, carers and staff do not wholeheartedly find communications with school leaders to be informative and responsive to concerns.
- Leaders do not have a comprehensive overview of pupils' achievement across the whole school.

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?

- Strengthen leadership and management by ensuring that:
 - the school’s behaviour policy is implemented consistently and fairly by all members of staff
 - communications with parents and staff are effective and helpful
 - leaders have a comprehensive overview of pupils’ achievement across the whole school
 - all pupils have access to facilities of equal quality across all sites.
- Continue to build on and adapt the existing personal development curriculum so that all pupils receive age-appropriate guidance on matters related to their health and well-being, including online safety.
- Ensure that teachers use assessment consistently and effectively so that:
 - pupils are given the right level of support and challenge swiftly, to enable them to make the progress of which they are capable.

Inspection judgements

Effectiveness of leadership and management

Good

- Leaders oversee successfully a very busy and cohesive learning community in which pupils achieve well and have valuable experiences, studying a rich and varied curriculum.
- Leaders have an accurate view of the strengths and the further developments needed in the areas of the school for which they are responsible. They liaise closely with external advisers and act effectively to drive improvements across the school sites.
- Leaders take appropriate action to make improvements when standards in teaching are lower than they expect. They organise professional development for teachers on an individual and departmental basis according to training needs.
- Regular assessments inform leaders' comprehensive overview of the attainment of individual pupils. Termly meetings involving parents and teachers consider each pupil and identify if additional support is needed to enable the pupil to achieve of their best. Leaders also use these meetings effectively to identify if improvements are necessary in the quality of teaching and if teachers' training needs have been addressed productively.
- The school's curriculum is impressive in its wide-ranging subjects and its application to develop pupils' bilingual skills in French and English. Leaders regularly review and plan how subjects are taught so that they draw upon complementary aspects of the French and English national curricula.
- The moral and civic education studied by all pupils in the French section promotes pupils' citizenship and their appreciation of beliefs and ways of life different from their own. Leaders have revised the personal, health and social education programme to be delivered in the new academic year. This is to ensure a more consistent approach across the school to teaching and guidance on topics such as pupils' health and well-being and online safety.
- Leaders promote pupils' spiritual, moral, social and cultural education very well. Pupils' work demonstrates that they celebrate diversity and can reflect on, and debate, a range of contemporary issues. Pupils take part in many trips, including overseas, to enrich their curriculum studies. For example, primary pupils built on their experience of attending Shakespeare workshops to further their studies in English, history, drama and art, by giving a performance of a Shakespeare play.
- Teachers carefully identify values common to French and British societies and check these are integrated across the curriculum. Likewise, they ensure that pupils understand and respect any differences such as between a republic and a monarchy.
- Subject coordinators collaborate well to share resources, discuss concerns about the progress of individual pupils and improve ways of working.
- Leaders do not ensure that all pupils have equal access to similar high-quality facilities across the school sites. There is variation in, for example, the organisation of catering facilities and provision in medical rooms.
- Leaders communicate regularly with parents, including by newsletters and through the informative website. However, two fifths of parents who completed Parent View, Ofsted's online survey, did not agree that leaders respond well to their concerns.

- The surveys completed for this inspection by members of staff in the primary phases are overwhelmingly supportive of leaders and the work of the school. The majority of surveys from the secondary section are similarly positive. However, a substantial minority of staff expressed concerns about the quality of communications and support from school leaders. Leaders are aware of staffing issues that raise these concerns and work with governors productively to resolve them.
- Heads of the individual primary and secondary sections record and monitor the attainment of their pupils. However, leaders do not have a comprehensive overview of pupils' achievement across the whole school. This means that some pupils do not receive the right levels of support and challenge soon enough to enable them to make better progress.

Governance

- The governing body includes representatives of the French Embassy, the professional unions, teachers, parents and pupils, as well as school leaders.
- Governors are well informed about all aspects of life in the school. They have a strong and accurate knowledge of its strengths and areas for development. They hold leaders to account for the effectiveness of their actions and collaborate well with leaders, in the best interests of staff and pupils.

Safeguarding

- The arrangements for safeguarding are effective.
- Leaders have established well-organised systems for the recording of safeguarding concerns about pupils. These systems ensure that there is close and efficient communication within and between the school sites and that leaders follow up concerns swiftly. Leaders work productively with families and outside organisations to ensure that pupils gain the support they need.
- Staff are clear on indications that a pupil may be at risk and the appropriate actions to take. This is because of their up-to-date safeguarding training, including the 'Prevent' duty against radicalisation and extremism. Leaders seek and act upon advice to ensure that the school sites are secure.
- Leaders make sure that the required checks are made of staff.
- The safeguarding policy is published on the school's website and takes into account current government regulations.

Quality of teaching, learning and assessment

Good

- Teachers nurture a diligent and trusting environment in their classrooms so that pupils are generally confident to answer questions, read out loud and share ideas. Pupils are respectful of their teachers and each other.
- Pupils' work in their books is presented neatly, carefully and with pride. Teachers' assessments help pupils to make good progress in their use of vocabulary and grammar, both in French and English.

- Pupils are generally responsive and attentive to their teachers because they value their education and learning. Pupils speak enthusiastically about their studies and are clear on what they have to do because of their teachers' clear explanations. They are inspired by their teachers' strong subject knowledge. However, when teaching is less motivating, some pupils become distracted.
- Where teaching is strongest, teachers provide pupils with the right range of support and challenge they need to complete tasks successfully and make progress. However, on occasions, pupils' work in their lessons and in their books shows that some are ready to complete more complex tasks sooner than others. Their teachers do not provide them with sufficient challenge to enable them to make better progress.
- Teachers use questions skilfully to check pupils' understanding and extend their learning. Teachers know their pupils well and target their questions appropriately to advance learning. However, on occasions teachers manage pupils' interactions less well so that a few more confident pupils dominate discussions and activities.
- When teachers use high-quality assessment, pupils improve their work and make good progress. In some cases, assessment is less helpful, and it is not clear to pupils what they need to do to improve their work. Some pupils expressed to inspectors that they would like their teachers to give them more specific information on how to make progress.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils receive guidance on ways to stay safe when out and about in the local community. They feel safe in school because of the high level of staff supervision and the attention leaders give to the security of the school sites. Displays around all the school sites ensure that pupils are well informed about who they can go to if they have any worries.
- Pupils enjoy taking on responsibilities and contributing ideas to leaders about the running of the school. Secondary-age pupils are elected to the school council at the main site and work alongside members of the teaching and non-teaching staff and parents. This gives them a valuable experience of democracy and representing and hearing the views of others. Younger pupils' opinions are also represented in the primary phases. For example, the role of playground mediator was created on the recommendation of their school council to help facilitate positive relationships at breaktimes.
- Pupils have an impressive array of after-school clubs and extra-curricular activities to choose from. These cater for all interests including drama, coding, dancing, yoga and cooking, as well as playing in the school orchestra or singing in the choir. Pupils have a strong record of success in the Duke of Edinburgh's Award and are committed to raising funds for charity.
- Year 11 pupils have the opportunity to attend valuable work experience related to their career aspirations. The school supports parents in arranging this where needed.
- While there are informative and helpful resources available on the school website, some younger pupils are unclear about the risks of working online. This is because there is not

a systematic approach across the school to ensuring that all pupils receive consistent, age-appropriate guidance.

- While the independent school standards are met, the quality of facilities varies substantially between different sites, such as medical rooms.

Behaviour

- The behaviour of pupils is good.
- Around the school, pupils' behaviour is lively and good spirited. Pupils, sometimes in large numbers, interact positively at breaktimes and in the playground.
- Staff supervise pupils well during the busy lunchtimes in the canteen. Pupils socialise and generally behave maturely and sensibly and abide by the expected routines for clearing away their things.
- Pupils told inspectors about how they enjoyed learning and playing games with each other at breaktimes. Inspectors observed increasing numbers of pupils excitedly watching and supporting others playing team games.
- Primary and secondary pupils are clear about the school's behaviour policy and leaders' expectations. Serious incidents of poor behaviour are rare. However, pupils commented to inspectors that the extent of poor behaviour in lessons depends on the attitude of their teachers. While some teachers are 'too strict', others could do more to improve pupils' behaviour and attitudes in lessons. Pupils are occasionally distracted from their work by chatting and silly behaviour and this in turn disturbs the learning of others and limits their progress.

Outcomes for pupils

Good

- Pupils attain high standards and make good progress because of the good quality of teaching they receive. Pupils and students achieve especially highly at the end of the secondary and sixth-form phases in both the French and British sections of the school.
- There is some variation in pupils' attainment in different subjects. Pupils' attainment in mathematics, English and modern foreign languages are particular strengths of the school.
- The school works closely with parents to ensure that pupils who have special educational needs (SEN) and/or disabilities receive the support they need so that they do as well as their peers.
- The high-quality opportunities for pupils to develop their literacy skills in French and English are integral to the ethos of the school. Pupils develop their bilingual abilities and handwriting skills rapidly from an early age. They read confidently and appreciate their access to high-quality texts in lessons and school libraries.
- Pupils' work in their books and folders indicates that they generally achieve well across all key stages. However, in the primary phase, most-able pupils do not consistently make the progress they should. This is because they spend too much time on tasks they find easy and do not move on to more complex tasks swiftly enough.

- Leaders of the individual primary and secondary sections complete a termly overview of formal assessment information. Their thorough review of individual pupils' progress leads to additional support for those pupils who are not achieving as well as expected. There is some variation across the school on how well the impact of teachers' interventions is checked between these formal assessments and review. As a result, some younger pupils' progress is not as advanced as it could be.

Sixth form provision

Good

- Students build up an extensive range of experiences and academic achievement that builds their confidence and stands them in good stead to make successful applications for the next stages of their education and employment.
- Students benefit from the opportunity to study a wide range of subjects and take part in a wealth of extra-curricular activities.
- Students receive high-quality, individual careers education, information, advice and guidance and nearly all go on to take up places at the universities of their choice in the United Kingdom and abroad. Some students would like details of a wider range of pathways, including apprenticeships.
- Students appreciate taking on additional responsibilities, such as supporting teachers in the classroom and helping younger pupils with their learning.
- Teaching in the high school of the French section and Years 12 and 13 in the British section is high quality. Teachers' specialist subject knowledge and effective use of assessment routinely enables students to attain high grades in their qualifications. In a few cases, students feel less motivated by their teachers and this has a negative impact on their engagement with their learning.
- Attendance at the sixth form is lower than in the rest of the school. This is largely due to some students taking unauthorised absences during the examination season.

School details

Unique reference number	100547
DfE registration number	207/6391
Inspection number	10020763

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	3 to 19
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	3,826
Of which, number on roll in sixth form	568
Number of part-time pupils	N/A
Proprietor	French State
Chair	Olivier Rauch
Headteacher	Olivier Rauch
Annual fees (day pupils)	£5,527–£11,564
Telephone number	020 7584 6322
Website	www.en.lyceefrançais.org.uk
Email address	smcnaught@lyceefrançais.org.uk
Date of previous inspection	28–29 November 2012

Information about this school

- The Lycée Charles De Gaulle is an independent day school. It provides education for boys and girls aged from three to 19 years. The main school base is located in South Kensington where all phases are educated from early years to the sixth form. There are also three primary school sites located in different parts of London: André Malraux in Ealing, Wix in Clapham and Marie D'Orliac in Fulham.

- The school is responsible to the French Ministry of Foreign Affairs, with its educational provision overseen by the French Minister of Education.
- The school serves the French community in London and a smaller number of pupils of other nationalities. Most pupils are bilingual in French and English and study for the Baccalauréat following the French curriculum. The British section provides the opportunity for pupils from Year 10 upwards to gain English GCSE and A-level qualifications. Up to 64 pupils are admitted to the British section each year.
- The school has been granted exemption from the early years foundation stage learning and development requirements and these aspects of the provision were not inspected.
- There are few pupils who have SEN and/or disabilities, and none with an education, health and care plan.

Information about this inspection

- The inspection team was based at the Kensington site and completed inspection activities at each of the school sites.
- Inspectors visited classrooms, sometimes accompanied by school leaders, across all school sites and all year groups in school at the time of the inspection. Pupils who have recently completed examinations were generally not attending school at this stage in the term.
- Inspectors held meetings with school leaders, representatives of the governing body, and subject coordinators. They met with groups of pupils and sixth-form students and also held informal conversations with pupils around the school.
- The behaviour of pupils was observed in lessons and around the school.
- Inspectors toured school sites accompanied by site managers.
- Inspectors looked at a wide range of documents including: the school’s self-evaluation; external advisers’ reports; policies; the school’s achievement information; records relating to attendance and behaviour, and documentation relating to safeguarding including the single central record.
- The responses to surveys completed by 129 members of staff were considered. The responses to Parent View completed by 247 parents, representing approximately 6.5% of pupils, and correspondence from parents, were also taken into account.

Inspection team

Amanda Carter-Fraser, lead inspector	Her Majesty’s Inspector
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Jason Hughes	Ofsted Inspector
Jo Jones	Ofsted Inspector
Gerard Strong	Ofsted Inspector

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