

Inspection of Lycee Francais Charles de Gaulle

35 Cromwell Road, London SW7 2DG

Inspection dates:

15 to 17 November 2022

Overall effectiveness

Inadequate

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Requires improvement

Leadership and management

Inadequate

Early years provision

Good

Sixth-form provision

Good

Overall effectiveness at previous inspection

Good

Does the school meet the independent school standards?

No

What is it like to attend this school?

Pupils feel safe, and parents and carers have confidence in the school's safeguarding arrangements. However, there are too many weaknesses in how leaders work to keep pupils safe. They have not ensured that safeguarding is effective.

Pupils enjoy school. They benefit from a broad curriculum that celebrates a love of language. Pupils become fluent in speaking and reading in French and English. In the secondary phase, they can also choose to study other languages, such as Latin, German and Russian.

Leaders have high academic expectations. Students go on to achieve highly in their examinations such as the French Baccalauréat or A levels. Most then go on to their first-choice university. Children in early years are well prepared for their move into Year 1.

Pupils behave well and they get along well with each other. Parents and pupils say that bullying is rare. Most pupils say that adults deal with any such incidents in a helpful way.

Leaders make sure that pupils are offered a range of clubs and visits in which they can take part. However, leaders have not ensured that pupils learn enough about relationships and how to look after themselves in an age-appropriate way.

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

The curriculum is ambitious. Most of the school follows the expectations of the French national curriculum. In the British section for pupils in Year 10 onwards, leaders offer GCSE and A-level subjects. In a few of these subjects, leaders have not finalised their curriculum thinking. The identification of what pupils will learn and when they will learn it is not clearly set out. In these subjects, curriculum thinking does not meet the expectations of the independent school standards (the standards).

Children in early years get off to a strong start. Adults focus sharply on helping children to develop their vocabulary. Pupils learn to read in French and, when they are ready, usually in Year 2 or Year 3, they learn to read in English. Pupils who need further support with their reading are well supported. By the end of their primary education, pupils have become confident readers, writers and speakers in both languages.

Leaders offer pupils access to different curriculum pathways, for example to move from the international section to the British section to study GCSEs or A levels. Leaders make sure that they adapt their curriculums to support pupils who change pathways. Students in the sixth form attend well. They feel well supported by their teachers in their academic studies.

Teachers have strong subject knowledge. They benefit from regular training. Teachers explain concepts well, using activities and strategies that help pupils to learn. Sometimes, however, teachers do not systematically check that pupils have fully understood what they have been taught. When this happens, teachers can move on too quickly, and a few pupils can fall behind.

Leaders make sure that teachers have all the resources that they need to deliver their subjects, for example to carry out practical experiments in science. There are plenty of books to help young pupils to learn to love to read. Children in Reception use the library to borrow books for their parents to read to them at home.

Leaders have effective strategies in place to identify any pupils with special educational needs and/or disabilities (SEND). They ensure that pupils who need any support, such as extra time in their examinations, have access to it. They share information about pupils with SEND so that teachers can adapt their teaching. However, leaders' oversight of the quality of SEND provision across the sites needs development.

Children learn right from Nursery the importance of routines and to take responsibility, such as for washing their hands. Pupils across the school behave well and have positive attitudes to learning. Learning is not interrupted by poor behaviour.

Leaders offer pupils a range of ways to develop their talents and interests. For example, there are clubs for electronics, poetry and street dance. Pupils can also join the sports association or the school's charity, Justice au Coeur. The Duke of Edinburgh's Award scheme is also popular. However, leaders have not ensured that they are following the statutory guidance from the Department for Education (DfE) on relationships and sex education (RSE). This includes covering the statutory content across the primary and secondary sections of the school. As a result, some year groups do not learn enough about topics such as harmful sexual behaviour, consent and relationships in an age-appropriate way. Some pupils say that the school does not do enough to help them to develop their physical, emotional and mental health. Pupils only learn about careers from Year 10 onwards. However, students in the sixth form are well supported with careers advice and preparation for university.

Leaders do not monitor the quality of their work well. This includes, for example, safeguarding and compliance with the standards. As a result, significant weaknesses go unnoticed.

Staff enjoy working at the school. Most are happy with their work-life balance, but a few members of staff comment that leaders could be more mindful of staff workload when making decisions.

Leaders do not understand the standards. They do not use the DfE guidance on the standards published in 2019 to help them know what the expectations are, for example in relation to the curriculum, careers education and the attendance and

admissions registers. They do not make available the range of information that the standards require. Leaders do not manage policies well. For example, there are no policies for the curriculum, RSE or careers education. Some aspects of the requirements relating to the premises are not in place. For example, the medical rooms on two of the sites are not suitable, and supplies of drinking water are not labelled as such. The proprietor has not established a way to check that the school is meeting the requirements of the standards.

The school has not produced an accessibility plan in line with schedule 10 of the Equality Act 2010. The school does not meet all the requirements of the early years foundation stage (EYFS). This is because the ratio of children to adults does not meet the requirements, and paediatric first-aid training for staff is out of date.

Safeguarding

The arrangements for safeguarding are not effective.

Parents are confident that their children are well looked after. Pupils feel safe. However, safeguarding is not given the priority that it should have.

Leaders have not had sufficient training to help them understand their roles in relation to the statutory guidance, 'Keeping children safe in education'. They do not ensure that staff have regular updates and reminders. Leaders do not give sufficient consideration to risk when making decisions, for example in allowing older pupils to go off site during the school day.

Leaders' record-keeping is poor, including in relation to the statutory checks on adults before they start employment. Leaders do not consistently reach out to external agencies quickly enough when child protection concerns arise.

Overall, the weaknesses in the school's approach to safeguarding combine to mean that pupils are not kept safe.

The school's safeguarding policy does not accurately meet the requirements of the statutory guidance. It is available on the school's website.

What does the school need to do to improve?

(Information for the school and proprietor)

- Leaders do not have sufficient understanding of how to lead and manage safeguarding. They do not follow statutory guidance, such as that set out in 'Keeping children safe in education'. Leaders must urgently ensure that all leaders have the breadth and depth of knowledge needed to carry out their safeguarding roles effectively.
- Leaders have not established a coherent approach to safeguarding. As a result, there is a lack of ongoing updates and reminders for staff about safeguarding.

Leaders do not identify and manage risks well. Record-keeping is poor. Leaders need to review urgently all their systems and processes, including updates for staff, to ensure that these are fit for purpose. They must prepare and act on their risk assessment for older pupils going off site and ensure that the single central record of pre-employment checks complies with statutory guidance.

- Leaders do not understand the requirements of the standards. This includes the range of school policies that must be in place. Consequently, there is a significant number of unmet standards at this inspection. Leaders need urgently to make sure that they pay due regard to DfE guidance on the standards. They must stay up to date with any changes to requirements. They must also ensure that an accessibility plan is in place in line with the Equality Act 2010.
- The proprietor is not ensuring that the standards are consistently met. Leaders are not being held to account. The proprietor should establish a way of checking that leaders ensure that the standards are consistently met and a means by which to challenge and support leaders.
- Leaders do not rigorously monitor the quality of their work. In some cases, there is a lack of expertise to evaluate quality, for example in relation to SEND, personal development and safeguarding. Leaders need to ensure that they have the expertise needed to self-evaluate and to regularly review what is working well and what is not. Leaders need to use their findings to help formalise their school improvement strategies.
- The curriculum for RSE and pupils' personal development lacks depth and coherence. Pupils are not taught a broad range of content in an age-appropriate way. Pupils do not have enough opportunities to revisit important content as they move through the school. Leaders need to review their curriculum thinking for RSE, including how and when it is taught across all sections of the school. Leaders must also consult parents as required and publish their final policy, as outlined in the standards.
- Leaders have not ensured that they follow the guidance on staff ratios in the early years department. They have not ensured that staff renew their paediatric first-aid training. Leaders must ensure that they comply fully with the EYFS welfare and safeguarding requirements.
- In a few subjects in the British section at GCSE and A level, curriculum thinking has not been finalised. As a result, the identification and sequencing of curriculum content are not secure. Leaders need to ensure that they finalise their work in all subjects and ensure that the standards in relation to these are met.
- Sometimes, teachers do not systematically check that pupils have understood what they have been taught. When this happens, they can move on to new learning too quickly, and some pupils fall behind. Leaders should provide training for staff to improve their checks on pupils' learning before they move on to new activities.

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

Unique reference number	100547
DfE registration number	207/6391
Local authority	Kensington and Chelsea
Inspection number	10242729
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	3,434
Of which, number on roll in the sixth form	562
Proprietor	French Ministry
Chair	Stephan Foin
Headteacher	Didier Devilard
Annual fees (day pupils)	£7,066 to £14,782
Telephone number	020 7584 6322
Website	www.lyceefrancais.org.uk
Email address	info@lyceefrancais.org.uk
Date of previous inspection	26 to 28 June 2018

Information about this school

- Lycee Francais Charles De Gaulle is an independent day school. It is divided up into:
 - the main site in South Kensington, where pupils are educated from early years to the sixth form, at Cromwell Road, London SW7 2DG
 - Andre Malreaux Primary School, at 44 Laurie Road, Ealing, London W7 1BL
 - Wix Primary School, Wix's Lane, Clapham, London SW4 OAJ
 - Marie D'Orliac Primary School, 60 Clancarty Road, Fulham, London SW6 3AA.
- The school is currently using one registered alternative provider.
- The school has been granted exemption from the EYFS learning and development requirements.
- The school is responsible to the French Ministry. However, the current proprietor, as listed on the UK government's Get Information about Schools (GIAS) website is Lorene Lemor. At the time of the inspection, leaders were liaising with the DfE to update the proprietor information on the GIAS website.
- There are no pupils with an education, health and care plan.
- The school had its previous standard inspection in June 2018, when it was judged to be good. At the previous inspection, all the standards were met.

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 has failed to meet the independent school standards. These are the requirements of the schedule to the Education (Independent School Standards) Regulations 2014.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher and other senior staff. The lead inspector also held a meeting with a representative from the French Ministry.
- Inspectors carried out deep dives in early reading, mathematics, English, science, history and art. For each deep dive, inspectors discussed the curriculum with leaders, visited a sample of lessons and spoke to teachers and pupils about their learning. Inspectors reviewed samples of pupils' work.
- Inspectors also spoke to leaders and pupils and looked at pupils' work in other subjects, including in the sixth form. They also considered provision in early years.

- Inspectors met with leaders with responsibility for safeguarding and behaviour. They reviewed a range of documentation, including pre-employment checks on staff, case studies and attendance information. Inspectors also considered the views of parents, staff and pupils when evaluating the school's safeguarding arrangements. An inspector held a telephone call with a representative from the Royal Borough of Kensington and Chelsea.
- Inspectors considered replies to Ofsted Parent View and the online surveys for staff and pupils.

Inspection team

Sam Hainey, lead inspector	His Majesty's Inspector
Jude Wilson	His Majesty's Inspector
Ian Rawstorne	His Majesty's Inspector
Nigel Clemens	Ofsted Inspector
Janet Hallett	Ofsted Inspector
David Radomsky	His Majesty's Inspector
Mark Smith	His Majesty's Inspector

Annex. Compliance with regulatory requirements

The school failed to meet the following independent school standards

Part 1. Quality of education provided

- 2(1) The standard in this paragraph is met if–
 - 2(1)(a) the proprietor ensures that a written policy on the curriculum, supported by appropriate plans and schemes of work, which provides for the matters specified in sub-paragraph (2) is drawn up and implemented effectively; and
 - 2(1)(b) the written policy, plans and schemes of work–
 - 2(1)(b)(i) take into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan; and
 - 2(2)(e) for pupils receiving secondary education, access to accurate, up-to-date careers guidance that–
 - 2(2)(e)(i) is presented in an impartial manner;
 - 2(2)(e)(ii) enables them to make informed choices about a broad range of career options; and
 - 2(2)(e)(iii) helps to encourage them to fulfil their potential;
- 2A(1) The standard in this paragraph is met if the proprietor–
 - 2A(1)(a) ensures that every registered pupil who is provided with primary education at the school is provided with relationships education,
 - 2A(1)(b) ensures that every registered pupil who is provided with secondary education at the school is provided with relationships and sex education, except in so far as the pupil is excused as mentioned in sub-paragraph (2),
 - 2A(1)(d) in making arrangements for the purposes of paragraphs (a), (b) or (c), has regard to any guidance under section 80A of the Education Act 2002 that applies in relation to the provision of education by maintained schools,
 - 2A(1)(e) makes and keeps up to date a separate written statement of its policy with regard to the provision of education as required by each of paragraphs (a) and (b),
 - 2A(1)(f) consults parents of registered pupils at the school before making or revising a statement under sub-paragraph (e), and
 - 2A(1)(g) publishes a copy of the statement on a website and provides a copy of the statement free of charge to anyone who asks for one.
- 2A(2) Arrangements made by the proprietor for the purposes of sub-paragraph (1)(b) must ensure that where a pupil's parent requests that the pupil is wholly or partly excused from sex education provided as part of relationships and sex education, the pupil is so excused until the request is withdrawn, unless or to the extent that the headteacher considers that the pupil should not be so excused.

Part 3. Welfare, health and safety of pupils

- 7 The standard in this paragraph is met if the proprietor ensures that–
 - 7(a) arrangements are made to safeguard and promote the welfare of pupils at the school; and
 - 7(b) such arrangements have regard to any guidance issued by the Secretary of State.
- 15 The standard in this paragraph is met if the proprietor ensures that an admission and attendance register is maintained in accordance with the Education (Pupil Registration) (England) Regulations 2006[13].
- 16 The standard in this paragraph is met if the proprietor ensures that–
 - 16(a) the welfare of pupils at the school is safeguarded and promoted by the drawing up and effective implementation of a written risk assessment policy; and
 - 16(b) appropriate action is taken to reduce risks that are identified.

Part 4. Suitability of staff, supply staff, and proprietors

- 18(3) The checks referred to in sub-paragraphs (2)(c) and (except where sub-paragraph (4) applies) (2)(e) must be completed before a person's appointment.
- 21(1) The standard in this paragraph is met if the proprietor keeps a register which shows such of the information referred to in sub-paragraphs (3) to (7) as is applicable to the school in question.
- 21(3) The information referred to in this sub-paragraph is–
 - 21(3)(a) in relation to each member of staff ("S") appointed on or after 1st May 2007, whether–
 - 21(3)(a)(i) S's identity was checked;
 - 21(3)(a)(ii) a check was made to establish whether S is barred from regulated activity relating to children in accordance with section 3(2) of the 2006 Act;
 - 21(3)(a)(iii) a check was made to establish whether S is subject to any direction made under section 128 of the 2008 Act or section 142 of the 2002 Act or any disqualification, prohibition or restriction which takes effect as if contained in such a direction;
 - 21(3)(a)(iv) checks were made to ensure, where appropriate, that S had the relevant qualifications;
 - 21(3)(a)(vii) a check of S's right to work in the United Kingdom was made; and
 - 21(3)(a)(viii) checks were made pursuant to paragraph 18(2)(e),
 - 21(3)(b) in relation to each member of staff ("S"), whether a check was made to establish whether S is subject to a prohibition order or an interim prohibition order, including the date on which such check was completed.

Part 5. Premises of and accommodation at schools

- 24(1) The standard in this paragraph is met if the proprietor ensures that suitable accommodation is provided in order to cater for the medical and therapy needs of pupils, including–
 - 24(1)(a) accommodation for the medical examination and treatment of pupils;
 - 24(1)(b) accommodation for the short term care of sick and injured pupils, which includes a washing facility and is near to a toilet facility; and
- 24(2) The accommodation provided under sub-paragraphs (1)(a) and (b) may be used for other purposes (apart from teaching) provided it is always readily available to be used for the purposes set out in sub-paragraphs (1)(a) and (b).
- 28(1) The standard in this paragraph is met if the proprietor ensures that–
 - 28(1)(c) cold water supplies that are suitable for drinking are clearly marked as such.

Part 6. Provision of information

- 32(1) The standard about the provision of information by the school is met if the proprietor ensures that–
 - 32(1)(a) the information specified in sub-paragraph (2) is provided to parents of pupils and parents of prospective pupils and, on request, to the Chief Inspector[14], the Secretary of State or an independent inspectorate[15];
 - 32(1)(b) the information specified in sub-paragraph (3) is made available to parents of pupils and parents of prospective pupils and, on request, to the Chief Inspector, the Secretary of State or an independent inspectorate;
- 32(2) The information specified in this sub-paragraph is–
 - 32(2)(b) either–
 - 32(2)(b)(i) where the proprietor is an individual, the proprietor’s full name, address for correspondence during both term-time and holidays and a telephone number or numbers on which the proprietor may be contacted, or
 - 32(2)(c) where there is a governing body, the name and address for correspondence of its Chair; and
- 32(3) The information specified in this sub-paragraph is–
 - 32(3)(b) particulars of educational and welfare provision for pupils with EHC plans and pupils for whom English is an additional language;
 - 32(3)(c) particulars of the policy referred to in paragraph 2.

Part 7. Manner in which complaints are handled

- 33 The standard about the manner in which complaints are handled is met if the proprietor ensures that a complaints procedure is drawn up and effectively implemented which deals with the handling of complaints from parents of pupils and which–

- 33(j) provides a written record to be kept of all complaints that are made in accordance with sub-paragraph (e); and–
- 33(j)(ii) action taken by the school as a result of those complaints (regardless of whether they are upheld).

Part 8. Quality of leadership in and management of schools

- 34(1) The standard about the quality of leadership and management is met if the proprietor ensures that persons with leadership and management responsibilities at the school–
 - 34(1)(a) demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently;
 - 34(1)(b) fulfil their responsibilities effectively so that the independent school standards are met consistently; and
 - 34(1)(c) actively promote the well-being of pupils.

Early Years Foundation Stage

- 3.25 At least one person who has a current paediatric first aid (PFA) certificate must be on the premises and available at all times when children are present, and must accompany children on outings. The certificate must be for a full course consistent with the criteria set out in Annex A. Childminders, and any assistant who might be in sole charge of the children for any period of time, must hold a full current PFA certificate. PFA training must be renewed every three years and be relevant for workers caring for young children and where relevant, babies. Providers should take into account the number of children, staff and layout of premises to ensure that a paediatric first aider is able to respond to emergencies quickly. All newly qualified entrants to the early years workforce who have completed a level 2 and/or level 3 qualification on or after 30 June 2016, must also have either a full PFA or an emergency PFA certificate within three months of starting work in order to be included in the required staff:child ratios at level 2 or level 3 in an early years setting. Providers should display (or make available to parents) staff PFA certificates or a list of staff who have a current PFA certificate.

This requirement is not met because staff paediatric first-aid certificates have expired.

- 3.36 For children aged three and over in independent schools, where a person with Qualified Teacher Status, Early Years Professional Status, Early Years Teacher Status or another approved level 6 qualification, an instructor, or another suitably qualified overseas trained teacher, is working directly with the children:
 - For classes where the majority of children will reach the age of five or older within the school year, there must be at least one member of staff for every 30 children
 - For all other classes there must be at least one member of staff for every 13 children

- At least one other member of staff must hold an approved level 3 qualification

This requirement is not met because the relevant ratio of one adult to 13 children is not met.

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