

Collège Français Bilingue De Londres

Independent school progress monitoring inspection report

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Reporting inspector	Fatiha Maitland

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Purpose and scope of the inspection

This inspection was carried out by Ofsted under Section 162A of the Education Act 2002, as amended by schedule 8 of the Education Act 2005.

The inspection was conducted at the request of the Registration Authority for independent schools in order to monitor the progress the school has made in implementing its action plan following the previous inspection.

Information about the school

The Collège Français Bilingue De Londres is situated in Kentish Town, London. It originally opened in 1992 as a nursery and primary school, called L'Ile aux Enfants, at a location not far from the present collège. In September 2011, the collège, now renamed, opened as a much larger school with a permitted maximum of 640 pupils aged five to 15 years. There are currently 585 pupils on roll, including 344 pupils in the primary section and 241 pupils in the secondary section. None of the pupils has a statement of special educational needs.

The majority of pupils are French and British, but other nationalities are represented. For 60% of pupils, English is a second language, although most are fluent in English and French. The collège's aim is to provide a French education for French, British and other nationalities living in London. It also aims to incorporate aspects of English education into the curriculum and to ensure that pupils are bilingual in French and English. It seeks to do this in a safe, secure and pleasant environment.

The collège is 'conventionné' (contracted) to the Agence pour l'Enseignement Français à l'Etranger. The collège was first inspected in December 2011 when the education provided was judged as satisfactory.

Context of the inspection

The inspection of the collège in December 2011 identified a number of regulations that were not met. The collège drew up an action plan for improvement in response to the report. This was evaluated in February 2012 and judged to be satisfactory, but needed some improvement.

This is the report of the first progress monitoring visit made in order to evaluate the progress made by the collège in implementing its action plan.

Summary of the progress made in implementing the action plan

The inspection of December 2011 reported that there was no careers advice for pupils. In some lessons teachers adopted a relatively slow pace and provided too few opportunities for pupils to take initiatives, resulting in pupils being passive and sometimes restless and disinterested. In many lessons, opportunities were lost to

adjust the teaching to meet pupils' needs and so improve outcomes beyond satisfactory. The college did not have a system in place to fully assess pupils. Marking did not give pupils all of the information they needed to evaluate their work to make better progress.

In relation to careers guidance, the collège has recently appointed a careers guidance coordinator and has planned and introduced lessons to provide pupils with the opportunities, responsibilities and experiences of adult life. It has also established partnership with a secondary school to improve transfer arrangements when pupils transfer to the secondary school. The secondary school provides additional careers advice. Pupils now receive appropriate careers guidance.

In respect to teaching and learning and the use of assessment, teachers' planning and use of assessment information have now improved. Teachers gather information from testing, observations from lessons and the marking of pupils' work. The information from the assessments is now well utilised by staff to inform future planning. Lesson plans take account of the pupils' prior attainment and capabilities. Lessons are planned with clear learning objectives; these objectives are shared with pupils so that they are clear about what is expected of them. Teachers ask challenging questions to gauge pupils' understanding and to reshape explanations and tasks when required. Talking with partners is used well to encourage pupils to share their ideas and findings. Work is very interesting and sufficiently challenging. Teachers use a variety of resources and teaching methods and styles to stimulate pupils' learning. As a result, pupils are well motivated to learn. The pace of learning is brisk and vivid, ensuring that learning flows with no interruption. Pupils are well informed through marking of their work and dialogue with their teachers.

The previous inspection found that that some pupils were boisterous around the building and in the playground and were unaware of the implications of their behaviour. Pupils did not feel safe, including feeling unsafe in the playground. There was also concern about the inability of surveillants (supervisors) to interact properly and effectively with pupils. The behaviour policy was not being implemented effectively. Systematic risk assessment procedures were not firmly established in the college, including the recognition of a gap at the side of a staircase which presented a safety hazard. The playground surface was bumpy, uneven and therefore unsafe. There was the absence of risk assessment for educational visits and there were weaknesses in the overall supervision of pupils.

Policies and procedures relating to welfare, health and safety have been updated and implemented effectively. Staff, including surveillants, are very clear about their roles and responsibilities in order to safeguard and promote the welfare of pupils in the collège. Pupils feel safe and are confident to ask for help and support whenever required. Pupils behave well in classrooms and around the collège. They are clear about the college's code of conduct and aware of their own behaviour and its consequences. Supervision of pupils is thorough and risk assessments on premises, resources and trips are well attended to. The staircase has been repaired and the playground areas are fully resurfaced with ample space for pupils to play safely.

The collège takes appropriate steps to ensure that adults and children are safe and secure on its site.

Compliance with regulatory requirements

The school has made good progress and now meets all regulatory requirements.

School details

School status	Independent		
Type of school	French school with bilingual education		
Date school opened	September 2011		
Age range of pupils	5–15		
Gender of pupils	Mixed		
Number on roll (full-time pupils)	Boys: 308	Girls: 277	Total: 585
Number of pupils with a statement of special educational needs	Boys: 0	Girls: 0	Total: 0
Number of pupils who are looked after	Boys: 0	Girls: 0	Total: 0
Annual fees (day pupils)	Maternelle/Junior £6,000; Senior £5,400		
Address of school	87 Holmes Road London NW5 3AX		
Telephone number	020 7933 7400		
Email address	info@cfbl.org.uk		
Headteacher	M Francois Xavier Gabet		
Proprietor	Collège Français Bilingue De Londres Ltd		