



EVALUATION PREPARATORY REPORT

Lycée International de Londres
Winston Churchill
United Kingdom

Mireille Rabaté | Head of School / Proviseur

Evaluation Team Visit Dates | October 1-7, 2022

The quality and rigour of CIS International Accreditation is recognized by Ministries and Departments of Education and by independent national associations responsible for the evaluation of schools and universities around the world. Learn more about global recognition of CIS International Accreditation at www.cois.org/GlobalRecognition.

The CIS global membership community includes more than 1,360 schools and universities in 122 countries. Our vision is to inspire the development of global citizens through high quality international education: connecting ideas, cultures, and educators from every corner of the world.
www.cois.org

Basic Information

School Context

School name: Lycée International de Londres Winston Churchill

Group Name: N/A

Age range of students: 3-19

Brief history of the school:

The Lycee International de Londres Winston Churchill is an independent, non-profit, co-ed school situated in Wembley, north London, for students ages 3 to 19. It was created through the collaboration of the French Educational Charitable Trust (FECT) and the Ambassade de France au Royaume-Uni. The school benefits from a beautiful campus offering ample outdoor space and sports facilities. The school's grounds and facilities are the property of the foundation WECT (Wembley Educational Charitable Trust) which bought the former Brent Town Hall from the Brent Council in 2012. The buildings consist of a beautifully re-purposed, Grade II Art Deco building and a purpose-built science annexe.

The school opened in September 2015, to approximately 430 students ranging in age from Y1 to Y11 and 50 members of staff.

The school was inaugurated on 22 September 2015 by the President de la Republique Francaise, Monsieur Francois Hollande.

The school is registered (with the UK Department for Education (DfE) as an independent school since August 2015. The school is a member of the network of independent French schools abroad, AEFÉ (under the authority of the French Ministry of Foreign Affairs) (accredited in May 2015); the school is authorised by the Ministère de l'Éducation Nationale (French Department for Education) to teach the French national curriculum and hosts the national exams (DBN in Year 10 and Baccalaureat in Y12 and Y13). The school has been authorised by the International Baccalaureate (IB) since April 2019 to offer and teach the IB Diploma Programme in Y12 and Y13. The School became a member of the UK Independent Schools Association (ISA) in November 2019.

Additionally, the school participates in or collaborates with ECIS, Common Sense, Cambridge Exams Board, and the local authorities of Brent.

The Head of School is a member of the British Society of Heads.

Since 2015, the School has expanded to serve a wider age range with a greater choice of academic programmes. Alongside the Bac Français Bilingue Programme, which now runs from CP (Y1) to Terminale (Y13), the school also offers its English International Programme (EIP) from Y7 to Y11. This parallel pathway consists of an in-house-designed curriculum launched in 2017, in which the main language of instruction is English. It prepares students whose main language is English, for the International Diploma Programme, studied in Y 12 and Y13, for which the school received authorisation in April 2019. This allows the school to accept students who have no previous knowledge of French and are interested in international education, from Y7 onwards, This strategic approach has allowed the school to attract a more diverse student and family body and contributed to steady, even growing, enrollment figures.

In September 2020 the school extended its preschool provision to 3- and 4- year-olds, with its in-house-designed Early Years Foundation Stage (EYFS) Programme, where French and English are used simultaneously as the languages of instruction. This educational provision seems to be unique to our school and gives us a cutting advantage in London.

School Overview

Student Admissions and Attrition

Student admissions

Enrolment evolution since 2015:

The Lycée International de Londres Winston Churchill is a non-selective school located in Wembley. The school opened in 2015 with 454 students coming from local French and international schools as well as from abroad. The school was designed in 2014 to accommodate the then rapidly growing number of French and international families and complement the existing network of schools offering the French national curriculum in London.

- In September 2016 and 2017, Y12 and then Y13 were opened. The first class of French baccalaureat graduated in 2018.
- Additionally, the school imagined and created a parallel international track for non-French speakers starting in Y7 from September 2018. The curriculum was designed by a team of enthusiastic teachers from the school in the year previous to opening.
- The school was authorised by the IB Organisation to deliver the IB Diploma programme in April 2019. The first IBDP students graduated in June 2021.
- Finally, in September 2020 the school opened two classes of EYFS in a dual language setting quite unique in London.

Enrolment was very strong in the first three years, but declined slowly over the past three years, although the reputation of the school was growing, consequent upon our excellent results in exams and university offers and acceptances.

2015 = 454 students

2016 = 730

2017 = 892

2018 = 868

2019 = 846

2020 = 853

2021 = 795

As of January 2022, including a few arrivals since September, the breakdown of numbers per section is as follows:

EYFS 3 & 4 = 39

Y1-Y6 = 161

Total Primary 200

French track 6e to Terminale (Y7 to Y13) = 518

English International Programme (EIP 7 to 11) and IBDP = 82

Total Secondary = 600

[Student mobility and attrition](#)

[Faculty and Administration](#)

[Faculty composition](#)

Faculty

In 2018-2019, the Primary Section had 9 female and 2 male teaching staff (total 11), of whom 10 had a Master's degree, PGCE or CAPES (the French equivalent to a PGCE), and 1 had a Bachelor's degree. In 2019-20, primary had the same number and gender ratio of staff, but all 11 now had a Master's, PGCE or CAPES. By 2020-21, with the opening of EYFS, the primary Section had 15 teaching staff, 13 female and 2 male, all of whom had a Master's, PGCE or CAPES.

In 2018-2019, the Secondary Section had a total of 63 teachers, 36 female and 27 male. Of those, 9 held a PhD or *Agrégation* 47 a Master's, PGCE or CAPES, and 3 had a Bachelor's degree or *licence* (French equivalent). In 2019-20, the Secondary Section had a total of 67 teachers, 35 female and 32 male, 9 again with a PhD or *Aggregation*, 56 with a Master's, PGCE or CAPES, and 3 with a Bachelor's or *licence*. By 2020-2021, the school again had 63 teachers, 36 female and 27 male, but with 13 holding a PhD or *Agrégation*, 47 with a Master's, PGCE or CAPES, and only 3 with a Bachelor's or *licence*.

Administration

In 2018-2019, the school's administration team comprised a total of 29 employees, 16 female and 13 male. Of those, 4 had a Master's degree or equivalent, 15 a bachelor's degree or equivalent, 8 were educated to A level, baccalaureat or equivalent, and 2 had no qualifications or qualifications lower than A level.

In 2019-2020, the school had 32 administrative staff, 15 female and 17 male. Of those, 3 had a Master's degree or equivalent, 19 a bachelor's degree or equivalent, 8 were educated to A level, baccalaureat or equivalent, and 2 had no qualifications or qualifications lower than A level.

In 2020-2021, the school's administration team again comprised a total of 29 employees, 12 female and 17 male. Of those, 4 had a Master's degree or equivalent, 15 a bachelor's degree or equivalent, 8 were educated to A level, baccalaureat or equivalent, and 2 had no qualifications or qualifications lower than A level.

[Faculty mobility](#)

Of the total of 33 staff members who left in 2018-2019, 9 relocated, 16 left for family or personal reasons, 5 were not retained and 3 had their contracts terminated. In 2019-20, a total of 39 staff left: 19 relocated, 10 left for family or personal reasons, 2 were not retained by the school and 8 had their contracts terminated. In 2020-2021, of the total of 34 staff members who left, 8 relocated, 16 left for family or personal reasons, 5 were not retained by the school and 5 had their contracts terminated.

[School-wide Students' Achievement Information](#)

[Academic achievement](#)

The Lycée offers two graduating certificates, the French [Baccalauréat Général](#) (the Bac), taken by the vast majority of students, and the [International Baccalaureat](#) (IB). A small number of modules of the French Baccalaureate, for example, French Literature, are completed in Year 12, the

majority being completed in Year 13. All components of the IB , coursework and examinations, are completed in Year 13.

An increasing number of French track students are opting to sit the [Baccalaureat Français International](#), in which English Literature is taught to A level standard, and History-Geography (taught together in the French system) is examined in French or English, as the candidate wishes.

The school also offers the British [Extended Project Qualification](#) (EPQ) in Year 12. Students learn academic research and referencing skills, and then produce either an essay of 5,000 words, with full scholarly apparatus, on a subject of their choice, or an artefact accompanied by a 1,000 word report.

French track students sit the [Diplôme National du Brevet](#) (DNB) in Year 10. In Year 11, the vast majority of students sit [IGCSEs in English Language and/or Literature](#), depending on their strength in English language. Those with weaker English sit Trinity College London [ISE](#) (Integrated Skills Exams) in reading, writing, speaking and listening, or [GESE](#) (Graded Exams in Spoken English). IB-track students study the school's bespoke [English International Programme](#), at the end of which IGCSEs are taken in English language and Literature, Maths and French.

In Primary, students sit Trinity College London GESE examinations.

Broader achievements

Lycée students have also distinguished themselves in the [Duke of Edinburgh's Award scheme](#), in which many take part. In 2021-2022, the students provided a total of 2626h in the DofE Award, a considerable rise from 1222h in 2020.

Students in pre-Covid years were able to take part in service-[learning trips](#) to Laos and Nepal. These trips will be reintroduced in the academic year 2022-2023.

The School has an active [Model United Nations](#) club.

Additionally, In pre-Covid years, students attended the [annual](#) UN-UNIS Conference, a student-led global event organised at the United Nations Assembly by the students of the United Nations International School in New York City. This trip will be reintroduced in the academic year 2022-2023.


The Local and Regulatory Environment

Regulatory environment

The school is located in Wembley Park, north London in the Borough of Brent. The campus occupies more than 5 acres (20,000 m²). The buildings provide 10,340 m². There are 80 rooms used for classes, laboratories, indoor PE, offices and meeting rooms, and 3 external multi use games areas. The school comprises two buildings: the Legacy building, which used to be the Brent Town Hall, has been retrofitted to become a school and a new building, the Annex, comprises laboratories, canteen and classrooms. All rooms are spacious, light and airy and well-equipped with projectors and Apple TVs. The school has strong WIFI access everywhere and robust IT provision.

Regulatory relationships

The school is independent and not part of the British state system. At the end of 2019, the school made the decision to join the Independent Schools Association and rely for inspection on the Independent Schools Inspectorate, and is no longer inspected by Ofsted, the government agency.



Safeguarding and child protection services are under the purview of the [London Borough of Brent](#). The school is part of the AEFÉ network of French international schools abroad and accredited (*homologué*) for the French curriculum from Year 1 to Year 13 by the French *Ministère de l'éducation nationale*. Additionally the school is accredited to deliver the IB Diploma Programme in the Sixth Form.

We are authorised by the Department for Education for ages 3 – 19.

The school complies with all British government laws and requirements regarding education and child protection. The school policies, which can be found on the school's website ([Links to H&S and safeguarding policy](#)) are reviewed and updated from time to time as needed to comply with the latest British regulations.

The School is a charity registered in the UK. [A Board of ten Governors delegate day-to-day management to the Head of School](#), who is supported by the Senior Leadership Team (SLT).

School license

The School was registered with the UK Department for Education to provide education for students aged 5-18 on 25th August 2015.

The School's registration was subsequently updated to account for students re-sitting the baccalauréat (up to 19 years of age), and for students entering the Early Years Programme (EYFS) (from 3 years of age).

We are authorised by the Department for Education for ages 3 – 19.

Regulatory compliances

Premises manager to provide certifications for:

- gas
- electricity
- hygiene
- legionella
- asbestos
- lightening
- Fire

The CIS Community Survey

Analysis of community survey data

Response rates (complete and partial):

Alumni: 5.2%;

Board: 100%;

Teaching Staff: 90%;

Support Staff: 47%.

Parents: 25%

Current students: 72%

Domain A

The vast majority of respondents in all groups agree that the school's Guiding Statements are appropriate for the school, have a positive impact on students and the curriculum, and that they encourage the development of global citizenship. There was some divergence over the extent to which the Guiding Statements drive decision making, with almost a third of faculty disagreeing with the Board's 100% view that they are central to decision making, whether day-to-day or strategic. Parents were 100% of the view that the school prepares their children to interact effectively with people of different backgrounds and cultures, although a not inconsiderable minority of alumni, almost a fifth, disagreed with this view.

Domain B

The vast majority of respondents in all groups agree or agree strongly with the positive statements about governance and leadership, with some provisos. First, more than a third of faculty felt that roles of leadership and management are not reflected in practice, that written policies are not always consistently applied, that the communication of educational plans to faculty was sometimes ineffective, and that the communication of a sense of purpose and direction was sometimes lacking. Almost 90% of parents believe that the Head of School is accountable and fulfils her duties responsibly.

Domain C


Again, stakeholders agreed that the curriculum in Primary and Secondary was fit for purpose: that it aligns with the school's Guiding Statements, that it is appropriate for all student needs, that it prompts multilingual learning, digital citizenship, and facilitates progression.

One important divergent view was that 50% of Alumni did not feel that the curriculum enabled students to learn about their own background and culture. A fifth of the Faculty and almost a third of Parents share this view. Almost a third of Alumni also felt that extra-curricular activities did not match their interests.

Domain D

All groups were largely supportive of the positive statements made in respect of teaching and Learning. The vast majority of Alumni believed that they made progress through the school, and





that their needs, including linguistic needs, were met. The Faculty support these responses, although reasonable minorities (20%-30%) would like more information about new students joining the school, and believe that more could be done for high ability students. The greatest divergence was that 50% of Faculty want more training and support in how to identify and help students with special learning needs, gifts and talents.

Domain E

Respondents were overwhelmingly supportive of the school's Wellbeing department, with responses across all groups giving above 90% approval, and in many cases 100%.

Domain F

This is the Domain where there was the greatest divergence between groups. Members of the Board and Alumni agreed 100% with the positive statements made in relation to staffing. Faculty, however, raised significant concerns in relation to CPD, its relevance (55%), provision and allocation (60%). 40% did not feel that they were supported in reflecting on their teaching, and 30% did not feel that the school provided a professional and trusting working environment.

Two School Custom Statements were added to the Faculty Survey. The results were as follows:

The School takes action to reduce unnecessary workload. Strongly agree/Agree, 17.5%; Disagree/Strongly disagree, 87.5%.

The School gives equal access to CPD. Strongly agree/Agree, 37.5%, Disagree/Strongly disagree, 57.5% (N/A, 5%).

Domain G

As with Domain E, respondents were overwhelmingly positive, often 100%, in their responses to the positive statements in regard to Premises, Facilities, Technology and Auxiliary Services. There was one point of dissent, with over 40% of Faculty questioning the lack of drills for lockdown procedures.

Domain H

Again, as with Domains E and G, all groups were overwhelmingly positive in their responses to all positive statements made in respect of Community and Home Partnerships. The only significant negative was that 37% of Alumni respondents did not want to be involved with the school, but this has to be balanced against the nearly 25% who do want more information and involvement!

Community survey actions

The overwhelmingly positive response to the Community Survey, especially to statement's relating to core standards, is very welcome. Where there are areas of concern, these are either already being addressed, or have been raised in the 'planned action' section of individual Domain Summaries.

1. Students' concerns about the relevance of the curriculum to their backgrounds, culture and experience is being addressed, not least through the project of 'decolonising' the curriculum.
2. Concerns about CPD, the speed of escalation in disciplinary procedures, and pay scale transparency, have been raised in the summary to Domain F.

Domain A – Purpose and direction

Domain Summary – School Response

I. Strengths:

- A1. The Preparatory Evaluation Team commended the Governing Body and Head of School for 'developing an aspirational and ambitious school ethos'. The school has a clearly defined mission with values that are closely aligned with the CIS Code of Ethics. This mission is visible in the school and increasingly found in policy documents, while the values inform many aspects of the school's daily life. The board's international and bilingual profile has allowed a genuinely bicultural environment to flourish at the school, and the growing community is based on strong foundations.
- A2. In response to the Preparatory Evaluation Team's Major Recommendation Standard A2, the Head of Primary and the Deputy Head of Secondary for Academics led a whole-school process to develop definitions of high-quality learning and teaching for the Primary and Secondary Sections. The definitions are practical, comprehensive and, insofar as teacher observation can measure, fit for purpose.
- A3. The Preparatory Evaluation Committee commended the whole School for achieving a bilingual environment evident in the positive attitude of students towards this.'
- The Preparatory Evaluation Team commended the Faculty and staff for the 'high quality extra-curricular programme' and its focus on affording students opportunities for leadership. This is further apparent in supra-curricular programmes such as the Student Counsellor and Peer Tutor programmes, in the election of Student Délégués and the Student Council, and in the student-led Green Committee.
- A4. The Preparatory Evaluation Team commended the Board and the SLT for 'the ongoing commitment to the wellbeing of students and staff.'


II. Planned Actions

- A1. The Board and Head of School should consider when and how the School's Guiding Statements will be reviewed and, in the meantime, how they can be used 'more consistently across the School environment and in documentation to support greater understanding across the community.' (Team Evaluation Recommendation A1). A mechanism by which constituent groups could review Guiding Statements is necessary, as is transparency of data informing possible changes to them. The School is very young, entering its eighth year, and has had to react to external shocks like Brexit and the global Covid19 pandemic; in the face of which it has demonstrated flexibility and adaptability. As such, future and implicit policy and direction reviews should be planned to react to changing circumstances.
- A3. The Board and the Head of School should lead a process to develop a purposeful definition of Global Citizenship that supports its educational mission. This should involve all community stakeholders.
- A6. The school's Admission's Policy should contain a more explicit statement about inclusion.

Domain Summary – Evaluator Response

Overall, Lycée International de Londres Winston Churchill (LIL) is well aligned with the standards of Domain A: Purpose and Direction.

An aspirational and ambitious ethos permeates LIL. A clear commitment to the mission statement, code of ethics, and school values by the board and faculty has built a strong sense of community.



Acting on recommendations from the preparatory report, the faculty has worked collaboratively to produce a contextually appropriate definition of high-quality teaching and learning. Using the guiding statements as a basis for this development has added strength to all sections of the school. Purposeful changes to the leadership structure have increased the already strong commitment to the well-being of students. The board decision to open another section of the primary school and an additional English language stream, reflects the school's ability to model change: one of the key concepts contained within its mission.

The creation of a contextual definition of global citizenship is a major recommendation in the preparatory report, and although initial discussions have begun, it does not yet exist.

Whilst the guiding statements still remain relevant to the current school population, it is envisaged that a review will be necessary in the near future to ensure the values and concepts remain appropriate for the changing community. Raising parental awareness of the school mission is an area for consideration, as is the development of a definition of global citizenship and intercultural learning.

Conversations with the head of school and senior leadership team confirmed that initial exploration is already underway to implement the recommendations in this domain, as they continue on their mission towards excellence.

A1

The school's purpose, direction, and decision-making are guided by clear and aspirational guiding statements that are appropriate for the needs of all constituent groups and the context of the school. (CORE)

School Response

Meets

A1i. The guiding statements systematically influence all levels of decision-making.

The School's guiding statements consist of the [school's mission statement, and the school's five stated values](#). A poster of the five values is displayed in every classroom, making them visible to the students and teachers every day. All changes to School Policies, which are reviewed annually (quarterly for safeguarding policies and procedures) are checked against our Guiding Statements.

In the Community Survey, 100% of Board members and over 90% of parents agreed that the School's Guiding Statements inform decision making, although this figure fell to just of 70% of Faculty, with 27.5% either disagreeing or strongly disagreeing.

The way in which the Guiding Statements inform the School and its decision making can be identified in many ways. Some examples are:

1. The implementation of the PSHE curriculum, which is taught by Class Team Leaders (CTLs) in 10 hours of lessons. The guiding statements seek to educate the whole child to 'act ethically' and become 'responsible, principled and creative global citizens', diverse content for which is found in the PSHE curriculum. The value of Integrity is covered by the PSHE curriculum in its concepts 1, 5 and 6 (Identity, Diversity and Equality and Rights).
2. The CTL role was considered to be directly linked to the values of Community and Awareness. The CTL is the point of contact between pupil, parent and teachers, and liaises with each on a daily basis.

3. The importance the school places on keeping children safe in education and safeguarding, with designated safeguarding leads, robust mechanisms for reporting and keeping track of concerns (CPOM platform), and a quiz to refresh teacher knowledge every year, demonstrates the school value of Awareness.

4. The rigorous aspect of our mission statement is shown through the biannual meeting of class councils, with teachers, leaders, student and parent representatives coming together to discuss class challenges and successes, before teachers and leaders discuss individual cases.

A1ii. The owners and/or governors and school leadership can provide tangible evidence of how the school's stated purpose and direction drive strategic planning and decision-making.

The evidence for the influence of the mission statement and values in driving strategic planning and decision-making was found by the committee in three areas.

1. The Head of School meets with the representatives of the parents' association (APLIL) on a monthly basis, during which she reiterates the school's values and mission through updates on school activities, responses to queries and participating in open dialogue. In and of itself this was thought to evince the school values of Community and Awareness.

2. The governors gave the committee assurances that the minutes of their meetings would contain reference to the mission statements and the school's values. In interviews with the governors, the committee was informed that the values and mission were particularly evident in the discussions around where the school's budget is spent. For example, the board's strategic decision to open the international track for students is evidence of a commitment to bilingualism as mentioned in the mission statement. The Head of School reaffirmed this idea, using the choice of adopting the IB Diploma Programme as opposed to A-levels as an example of the school's commitment to international rather than British educational traditions. Other examples of the school giving financial support to certain programmes rather than others, like the Early Years Foundation Stage (EYFS) and a permanent role for a Director of Academic Research and Innovation, were also thought to reinforce the commitment to international education and values.

3. Prior to the Covid19 pandemic, governors would come into school and lessons once a year in order to monitor the relationship between the mission and values and classroom practice. In this way, strategic planning would result in recommendations made to the Head of School and growth targets were set.


In interviews with Governors and the Head of School, the Domain Committee concluded that it was evident that the mission and values of the school were indeed fully understood, that they had been drawn up with explicit reference to the CIS Code of Ethics, as well as drawing on the personal experiences and philosophies of Governors and the Head of School, and are at the heart of decision making, and that they underpin the school's strategic long-term plan.

Minutes from Board meetings, 'tangible' evidence for sub-standard A1.ii, will be available to the Team Evaluation Team on request during their visit.

A1iii. The guiding statements are aspirational and well understood by the students, the faculty, and the parents.

In the Community Survey, 100% of Board members agreed that the school's Guiding Statements were appropriate. 96% of parents and 94% of students responded that they understood the school's mission and values, and, perhaps most telling in terms of their strength, 92% of alumni agreed or strongly agreed that the school's mission, vision, and values had had a positive impact on them.

As noted above, the Guiding Statements inform the school leadership through personal philosophy and decision-making. The leadership communicates with parents regularly through bi-weekly meetings with all parents and weekly meetings with parent representatives (*coordinatrice/coordonateur*), in addition to the above-mentioned class council meetings. Leadership also refers to school values and mission in weekly meetings with staff.



To reiterate, the mission statement and values are printed in every classroom in two languages and this is aimed to increase familiarity with the mission and values among the student body. The committee felt that the term 'aspirational' was subjective, but that the values in particular were abstract terms that encouraged community members to reach their full potential.

Evaluator Response

Meets

Evidence obtained during the visit suggests that the guiding statements clearly influence decision-making at Lycée International de Londres Winston Churchill (LIL).

The mission statement, crafted by the founding governors in 2015, is widely displayed throughout the school. The community survey showed that a majority of stakeholders believe that the mission, values, and guiding statements do guide decision-making. Conversations with all stakeholders during the visit evidenced a varied understanding of their importance to school functioning and decision-making.

Numerous examples were cited of the mission statement's key concepts and the related core values having been used in faculty professional development sessions. Recent changes to the pastoral and well-being structure, along with changes to the PSHE programme and the introduction of student-led assemblies clearly demonstrate the continual use of the guiding statements as a holistic foundation on which the school community is built. Additional examples of the Early Years Foundation Stage programme and a dual language programme were also cited. Several self-study groups positively highlighted the increased emphasis on school-wide communication to ensure decision-making is transparent.

Some policy documents and procedures contain the mission and values in response to the preparatory report recommendation. This process is still in the development phase, and further implementation will strengthen community awareness and understanding.

Commendations

None at this time.

Recommendations

Domain A Standard 1 - The senior leadership team continues to use the mission statement consistently across the school and documentation to support greater understanding within the community.

A2

The guiding statements provide clear commitment to high-quality learning and teaching, which is effectively implemented at each stage of a student's pathway through the school. (CORE)

School Response

Meets

A2i. The school puts into action its definition of high-quality learning and teaching which is appropriate for all stages of a student's pathway through the school.

In response to Recommendation Domain C Standard C1 [Major] of the Preparatory Evaluation Report, the School's newly-appointed Deputy Head of School for Academics and the Head of Primary led a project involving teaching staff and members of the SLT to arrive at specific and contextually appropriate [definitions of high quality learning](#) for the Primary and Secondary sections. The definitions are explicitly designed to support the school's seven key values of excellence, creativity, integrity, community and awareness, and are now the basis of lesson planning. Thereafter, academic leadership used the new definitions to conduct both informal and formal observations of teachers, with the agreed definition at the heart of the feedback process.

The Primary and Secondary academic leaders are also currently working on harmonising their definitions to achieve an acceptable, schoolwide definitions

Evaluator Response

Meets

In response to the preparatory report recommendation, the school is in the implementation phase of the recently developed, 20-point definition of high-quality learning and teaching.

Workshop schedules, mind maps, and meeting minutes were provided as evidence of the collaborative approach adopted by the SLT in arriving at the definition. An initial brainstorming workshop with all faculty was followed by a series of meetings focused on the key concepts from the guiding statements. The definition is expected to be used during classroom observations and appraisal visits throughout the school soon.

The self-study group agreed that it is too early to assess the impact on teaching and student learning, and a review timeline has not yet been set. The whole process was cited as being a very positive development.

Commendations

Domain A Standard 2 - The senior leadership team for the collaborative approach which resulted in the development of the definition of high-quality learning and teaching.

Recommendations

Domain A Standard 2 (Major) - The senior leadership team works towards developing a tool to measure the impact of the school's definition of high-quality teaching and learning on student achievement.

A3

The guiding statements provide clear commitment to developing global citizenship and intercultural learning. (CORE)

School Response

Meets

A3i. The school puts into action its contextual definition of global citizenship embracing intercultural learning, both inside and beyond the classroom, as evident in the learning experiences of all students.

Notions of Global citizenship and intercultural learning are embedded in the school's curricula (See C1.ii).

The School is in practice a bilingual environment, where in the E Years' students have both a French- and English-speaking teacher in the classroom, through a split timetable partly in English and partly in French, to a bilingual programme in both French and International tracks in the Secondary section. This bicultural approach is also seen in student presentations, where students demonstrate their intercultural competence and learning in both languages.

Students have the opportunity, to take a third, and even a fourth, language, from Spanish, German, and Mandarin.

The school's commitment to global citizenship is further demonstrated in cross-cultural events such as Languages Day and Black History Month, where workshops, events, and celebrations are held on a schoolwide basis. Furthermore, the school engages in and supports the involvement of students in a huge number of international competitions, awards, and exchanges.

Finally, LIL alumni's higher education destinations - truly global, with many students going on to

study in Canada, the US and multiple European countries - were seen by the committee as evidence of how outward-looking students are shaped by the school's practices and values.

Evaluator Response

Partially Meets

The creation of a contextual definition of global citizenship is a major recommendation in the preparatory report, and although initial discussions have begun, it does not yet exist. As such, the implementation of intercultural learning and global citizenship is the responsibility of teachers as they deliver the documented curriculum as guided by the mission.

It was evident that numerous intercultural events exist throughout the school year and are apparent in the curriculum. These events, many of which are student initiated, have become institutionalised in the school calendar over the recent years: Languages Day, the annual cultural festival, the diversity committee, and community outreach projects were some of the examples cited. An obvious international awareness, one of the school's core values, was noted throughout the visit.

Conversations with the senior leadership team demonstrate an understanding that an explicit and contextual definition would benefit the community as a tool to guide intercultural learning and global citizenship, both inside and beyond the classroom at LIL. Evidence was provided of the training which is already planned for this year.

Despite the school rating indicated, the evidence suggests that the school does not yet meet the team evaluation criteria and should address the recommendations.

Commendations

None at this time.

Recommendations

Domain A Standard 3 (Major) - The board and senior leadership team, in collaboration with the entire LIL school community, develop a contextual definition to guide the teaching of global citizenship.

Domain A Standard 3 - The senior leadership team develops a tool to assess the impact of current intercultural teaching on student learning and within the wider community, in line with the guiding statements.

A4

The guiding statements provide clear commitment to well-being, conform to the CIS Code of Ethics, and demonstrate commitment to the values inherent in the UN Convention on the Rights of the Child (1990). (CORE)

School Response

Meets

A4i. The guiding statements are in alignment with the CIS Code of Ethics and their ethical basis influences how the whole school operates.

The mission statement promises that students at this school will be taught 'to think critically and act ethically' and that they will be helped to become 'responsible, creative and principled global citizens'. The ethos of the school is printed on the school website and in the team handbook, which all of the staff have to sign to show they have received, read and understood.

Student and parent representation and dialogue with teachers and leaders were also felt to be a strength of the school in this rubric. In Secondary, students' voices are heard as class delegates at the class council meetings; parents' voices are heard as delegates at class council meetings and

also through year group coordinators with bi-weekly meetings with the Head of Secondary.

In the '*conseil d'établissement*' school council meeting of November 2021, the institution of a new behaviour policy/code of conduct (that had been designed by the Pastoral/Wellbeing team with the involvement of others) was proposed. The policy was introduced to students in February 2022, and will be rolled out across the school for the first time in the academic year 2022-2023.

A4ii. The guiding statements make a clear commitment to the wellbeing of the school community and this commitment is widespread in practice.

The Domain Committee felt that ethics and responsibility were enshrined in the mission statement and the values, which again are printed in every classroom. Staff wellbeing was also seen as very important to the HR department, who cited in interview: Staff Wellbeing Champions, regular Google Forms sent to staff to seek feedback on suggested activities, emailed wellbeing updates, wellbeing workshops, creative wellbeing initiatives, mental health awareness week, emails sent to staff exhorting them to take time to take a break, a trained mental health first aider, the opening of the staff Zen Den, the installation of a gratitude wall and regular staff social events.

A4iii. Interactions between adults and students are conducted in alignment with the values.

The Safeguarding policy, on the school website and printed around the school, was thought to provide the best evidence of the importance to the school of the rights of the child. The Wellbeing team's heavy involvement in staff professional development (CPD) days, including updates, quizzes and reinforcement of good practice, also showed the school's commitment to healthy and positive interactions between all staff and students.

Evaluator Response

Meets

There is an overwhelmingly clear commitment to well-being at LIL. The core values and mission statement include the aspirational values of having integrity, being principled, being ethical, and being respectful. Additionally, the PSHE programme, faculty, and student-led assemblies actively teach students how to be responsible and principled citizens in accordance with the school mission.

Discussions with all stakeholders throughout the visit confirmed their enthusiasm and commitment to the school values and ethics. Furthermore, observations of conversations between students and faculty demonstrate a clear commitment to interacting within the school values.

Commendations

None at this time.

Recommendations

None at this time.

A5

Monitoring, evaluating, and reviewing the school's stated purpose and direction takes place on a planned and regular basis with the school's constituent groups.

School Response

Partially Meets

A5. Monitoring, evaluating, and reviewing the school's stated purpose and direction takes place on a planned and regular basis with the school's constituent groups.

In interview, the Head of School said that the Board's Communications Committee, and other Board Committees, have discussed a possible re-examination of the school's Mission Statement and Values. The general feeling was that, as a young school, the Board was wary of launching a premature re-evaluation, especially given the resilience the School and its Mission Statement and Values have shown in response to the twin shocks of Brexit and the pandemic. However, the Head

of School acknowledged that a review of the School's guiding statements, by all stakeholders, would need to take place sooner rather than later.

This notwithstanding, the Domain Committee found a checklist for lesson congruence with the Mission Statement and Values for teaching staff. It was not clear how widespread the use of this checklist spreadsheet is, and, it has been replaced by the Excellent Teaching and Learning, noted in A2i above.

A5ii. Qualitative and quantitative data inform monitoring, evaluation, and any review of changes to the guiding statements.

As noted above, the Domain Committee could not find evidence of data-driven recommendations for review of changes to the guiding statements. Again, this reflects the relative youth of the school and its consequent lack of appreciation for the need for mission or values review. However, the Community Survey showed that large majorities of all Stakeholders (over 80% of Faculty and Students, rising to over 90% of Parents and 100% Support Staff and the Board) of believe that the Guiding Statements are appropriate and effective.

Evaluator Response

Partially Meets

The school has been operating for six years and a review of the guiding statements has been considered. However, the senior leadership and the board of governors has decided the school was too new to begin a large-scale review.

There does not exist any formal data related to a review. Conversations with the SLT and the board suggest that they would like to take time to implement their present vision before conducting a review. A planned schedule does not yet exist.

Commendations

None at this time.

Recommendations

Domain A Standard 5 - The board of governors and head of school, in collaboration with the senior leadership team, plan, document, and conduct a review of the guiding statements to ensure the mission and values continue to serve the school community.

A6

The school's approach to inclusion in its admissions procedures is aligned with its guiding statements.


School Response

Partially Meets

A6i. The school's admissions policy, procedures, and the outcomes of admission decisions are evaluated regularly in the context of the guiding statements and the level of success for all enrolled students.

The school's [Admissions Policy \(Policy #1\)](#) sets out the process and criteria by which students are admitted to the school. The school is non-selective, within the framework of priorities set out in Paragraph 6 of the Admissions Policy, and including the statement in Paragraph 1 that the school can only accept students able to learn independently. In practice, this is understood to mean that the school does not discriminate against potential students on the basis of ability, nor of any [UK protected characteristics](#), including but not limited to disability, gender reassignment, race, religion or belief, sex and sexual orientation. This reflects the School's values of Community and Awareness, which we believe to be essential components of global citizenship.

The Admissions Policy was last updated in 2020. Since then, although decisions about individual admissions cases have been reviewed in the weekly Admissions Committee, usually with regard to



students with undiagnosed SEN, the Domain Committee could not find evidence of a regularised procedure to evaluate admissions as a whole.

Highly successful outcomes for students, including those with SEN, in [public examinations and in progression to further and higher education](#), suggest that the Admissions Policy is working well in matching students with our programmes.

Evaluator Response

Meets

The school's admissions policy and procedures are transparent and make clear its commitment to the guiding statements. The LIL mission clearly states that it offers a rigorous, bilingual programme.

There is no academic testing required before enrolment at LIL. The recent review of policy and procedures resulted in the formation of an admissions committee. This committee makes collaborative decisions on student acceptance and placement. The admissions team is proud of its enrolment process, which ensures the school can meet the learning needs of all students. All accepted students are thus able to pursue the values associated with the mission of LIL.

The evidence suggests an improved rating from that indicated by the school.

Commendations

Domain A Standard 6 - The admissions department for implementing changes to policy and procedures which ensure suitable placement for all applicants.

Recommendations

None at this time.

Domain B – Governance, ownership and leadership

Domain Summary – School Response

I. Strengths

- B1: The Preparatory Evaluation Team found that the School exceeded Core Standard B1, and commended the Board of Governors for 'developing and maintaining a clear strategic direction.' The written roles and responsibilities of governance and leadership within the School are clear and well understood, are clearly aligned with the CIS Code of Ethics, and have sustained the School from its foundation to the present.
- B2: The Preparatory Evaluation Team found that the School exceeded Core Standard B2, and commended the Head of School for 'quickly establishing a successful working partnership with the board that has led to the establishment of a forward thinking, modern and innovative bilingual international school.' This positive relationship has been maintained and has been a key factor in the School's ability to respond in a timely manner to external shocks, such as Brexit and Covid, and is reflected in the Preparatory Evaluation Team's commendation of the Governing Body for 'ensuring financial stability in challenging times [B3].'
- B4. The Domain Committee found that the Board ensures that the School is fully legally compliant with UK laws and local regulations, and that the Board and the SLT have proven, through the crises of Brexit and Covid, that they are well able to 'manage continuity in the event of both internal and external changes to the operating environment of the school [B4.ii].'
- B5. The Domain Committee found that the Board of Governors and the SLT foster intercultural understanding through a wide range of initiatives. This is reflected in the Community Survey, in which approximately 90%-100% of stakeholders responded that the Board, Head of School and SLT have the intercultural skills needed within the School's context, and are respectful of students' cultures.
- B6. The Domain Committee found that the School's policies are detailed and robust, are reviewed regularly, and that leaders and staff receive regular training in child safeguarding and data protection.


II. Planned Actions

- The Domain Committee found that, although the Board and SLT do have short, medium and long-term plans for the future, these are not always communicated to stakeholders as clearly as they could be. This is especially so in the case of Faculty, whose responses to the Domain B statements in the Community Survey, although positive, usually range from the mid-50s to the mid-70s percent, as opposed to approximately 90%-100% among other stakeholders.

Domain Summary – Evaluator Response

Overall, Lycée International de Londres Winston Churchill (LIL) is well aligned with the standards of Domain B: Governance, Ownership and Leadership.

The relationship between the board of governors and the head of school is positive and strong. There are regular meetings with the board of governors and its associated committees. The result is organic and effective dissemination of information related to strategic planning within the board of governors, as well as between the board and the head of the school. The relationship between the board and head of school has been forged as they worked closely to open LIL. There are clear expectations of the role; however, for continuity and succession, a job description for the head would be beneficial.



The school has extensive policy documents, all shared publicly on its website, and the responsibilities concerning safeguarding are clear.

Finally, the strategic planning is done organically and, as such, is not formally written. The school is currently functioning effectively. However, the board of governors is aware that a formal written plan will serve to ensure the continuity of the school. A formal strategic plan should include financial planning and be regularly reviewed to determine its impact.

B1

The respective roles and responsibilities of governance and/or ownership and leadership are suitably defined in writing, respected in practice, and aligned with the CIS Code of Ethics to enable the sustainable development of the school. (CORE)

School Response

Exceeds

B1.i: The written roles and responsibilities of governance and/or ownership, leadership, and management are clearly articulated, well understood, and reflected in operational practice, improving quality and sustainability in the school.

For profiles of current members of the Board, click [here](#) and scroll down.

For the Head of School's profile, and the profiles of members of the Senior leadership team, click [here](#).

The School is a charity registered in the UK. A Board of ten Governors delegates day-to-day management to the Head of School, who is supported by the Senior Leadership Team (SLT)..

An organisational chart, drawn up by the Board and the SLT as part of the Team Handbook, designates the Head of School as the sole leader of the School and Executive Officer for the Board of Governors.

Since the Board was constituted and the School opened, the Governors have not interfered with the day-to-day operation of the School and have been particularly respectful of the Head's independence in her execution of the Board's decisions.

A Governor's Day is organised every year (except during the pandemic) where governors spend the day meeting students and staff, visiting classes, and observing live teaching & learning.

B1.ii: The decision-making, policy making and practices of governors and/or owners as well as the school's leaders are all fully aligned with the CIS Code of Ethics.

The Governors received initial training from the School's retained legal advisors, Stone King, in their responsibilities relating to education in independent schools in the UK, ensuring that the School '[complies] with applicable laws and regulations' (CIS Code of Ethics). Subsequently, the Governance Committee of the Board decided that every Governor should participate in regular training sessions, so that any changes in UK law and regulations would be implemented as appropriate.

The Governors and the Chair aim to accompany the Head in selected Board/Head partnership training sessions, such as those offered by the Educational Collaborative for Independent Schools (ECIS). These training sessions have proven extremely useful in developing an understanding of the respective roles and duties of the Governors and the Head of School, as well as generating powerful reflections and discussions among the Board members.

The Head is a respected leader in the school and well-versed in the CIS Code of Ethics.

Alignment with the CIS Code of Ethics is amply demonstrated by the recent anticipated termination of a Governor's term in March 2022.

Evaluator Response

Meets

The Lycée International de Londres Winston Churchill (LIL) board of governors has well-defined roles and operates ten different committees that guide the direction of the school. Many board members are founding members and have significantly contributed to the school's growth. The board of governors is carrying out its duty of governance with experience and commitment, and there is a clear understanding of the roles and responsibilities of governance and leadership. However, there is no job description for the head of school.

The code of conduct for governors defines their roles and responsibilities. The board of governors has extensive responsibilities in many areas:

- constitutional
- head and COO appointment and appraisal
- finance
- development
- employment
- health and safety
- parent relationships
- curriculum and pastoral oversight.

The roles and responsibilities of governance, leadership, and management are well understood and reflected in operational practice. The school organisational chart is clear and shows lines of responsibilities between post holders.

Conversations with the head of school, members of the board, and the staff suggest there exists a clear understanding of roles regarding decision-making, policy-making, and practices of the board. Discussions with the board and the head of school show regular lines of communication between them.

Evidence was provided that decision-making was being conducted that is fully aligned with the CIS Code of Ethics.

The evidence indicates that a rating of met is more appropriate at this time, and the school should address the recommendation.

Commendations

Domain B Standard 1 - The board of governors for its exceptional involvement and commitment to supporting the head in creating a solid foundation for the development of the school.

Recommendations

Domain B Standard 1 (Major) - The board of governors creates a job description for the head of school to ensure clear articulation of the head of school's responsibility.

B2

The head of school is empowered to be the educational leader and, in partnership with the governors and/or owners, has clearly defined responsibility and accountability for student learning, well-being, global citizenship, and the culture of the school as a whole. (CORE)

School Response

Meets

B2.i: The relationship between the head of school and the owners and/or governors is a mutually supportive partnership based on a shared vision and common understanding about roles and responsibilities, thus empowering the head of school to provide leadership and improvement for student learning, well-being, and global citizenship.

The Head of School's role as the executive officer for the Board is recognised and understood by all stakeholders (Board, staff, students, parents). The Community Survey confirms this. The board contains individuals with diverse skills and attributes and some have senior educational backgrounds. Each board member is part of several committees. Each committee focuses on a particular area covering all of the school's fields of action. Each committee meets at least once a year but it can be much more frequent for certain committees such as finance, for example.

The Head and Governors work well together and there is mutual appreciation and respect. The Head of School is systematically invited to and is present at all Board's meetings

B2.ii: The working relationship between the school's leaders and the governors and/or owners involves a well-defined appraisal process for both governance and leadership. The effectiveness of working relationships is evaluated and/or reviewed in order to improve their impact on learning, well-being, global citizenship, and the school's culture.

The Head's Support and Evaluation Committee, a sub-committee of four governors of the Board, undertakes the Head's annual appraisal. The most recent was in October 2021. The appraisal document contains several objectives defined jointly by the Board and the Head of School. For each objective, performance criteria are listed. The document does not contain a section indicating the follow-up and the achievement of the various objectives, nor any self-reflection from the Head of School as found in the template for other staff members. Interviews with the Board and Head of school suggest that the self-reflection, the monitoring and the validation of objectives take place during an oral presentation made by the Head of School to the Board.

The Head of School's actions used to be evaluated yearly by staff. It led to the implementation of a weekly open door slot on Head's calendar dedicated to receive staff members without appointments. These evaluations by Staff will begin again.

Evaluator Response

Meets

The conversations with the board and head of school indicate a close and effective working relationship with a clear vision for growth and improvement. The role of the head as the educational leader is unambiguous and supported by clear structures and lines of reporting. The close working relationship has been formed as the board and head of school developed and opened the school together. As such, there is an organic understanding of their roles, which have yet to be formalised in a job description for the head of school.

In the community survey, almost 90% of parents indicate that the head of school is accountable and fulfils her duties responsibly. Discussions with staff show that the head is involved in all aspects of the daily life of the school. The head of school's annual appraisal process with the board includes a review of yearly goals. The goals have measurable features and are defined collaboratively between the head and the board of governors.

The head of school's 360 degree appraisal process, implemented upon her initiative, has been on hiatus during the COVID-19 pandemic. The intention is to renew this process within a reasonable time frame.

There was no evidence of an appraisal process in place for the board of governors.

Commendations

Domain B Standard 2 - The board of governors and the head of school for establishing an exceptional working relationship and creating a strong school culture of trust and professionalism.

Domain B Standard 2 - The head of school for establishing her own 360 degree appraisal to better understand her impact on learning, well-being, global citizenship, and the school's culture.

Recommendations

Domain B Standard 2 - The board of governors establishes a head of school job description which formalises the head's role as the school's functional, strategic, and pedagogical leader.

Domain B Standard 2 - The board of governors establishes a self-appraisal process to determine the effectiveness of governance.

B3

The governors and/or owners and leaders ensure there is educational and financial [strategic and operational] planning to support the school's viability and implementation of the guiding statements, and that these plans are appropriately communicated to the school community. (CORE)

School Response

Meets

B3.i The governors and/or owners, together with leaders, have plans that are formally approved, detailed, and sustainable. The plans have appropriate timeframes with clear financial underpinning to provide sound direction for school improvement in student learning, well-being, and global citizenship.

The school is audited by an independent provider every year.


The CFO prepares the yearly budget and a 5-years forecast that are validated by the Board. For confidentiality purposes, the 5-year forecast cannot be uploaded to the reporting platform, but will be shared with the CIS Team Evaluation team on request.

The school accounts show a recurring deficit. This is due to a difficult and unpredictable context - increased competition, Brexit, Covid - which has affected student enrollments. This is a matter of concern on the part of staff and families., as well as the Board and SLT. The CFO and Heads of School assured that the school is in a good financial situation, thanks to a solid cash balance. To secure the finance of the school in the future, the rent has been renegotiated and starting from next year it will be frozen for the next 30 years.

A strategic workshop was organised in September 2019 for Board members. The strategy and plans with appropriate time frames are mainly discussed during Board meetings. There were six Board meetings last year.

The plan's focus is to secure and increase student enrollment. Actions already undertaken for this purpose include:

- The creation of an "International English Program" to attract more non-Francophone students. (2017)
- The introduction of the "Early Years Section" to recruit students from an early age. (2020)
- Upgrading of scholarships to improve the school's competitiveness. (2021)



The development of an [online campus](#), approved by the board, is mentioned on the school's website since summer 2019. To date, there is no student enrollment for the online campus.

The Board and the Head of School are aware that communication and marketing are key elements to attract more families. Open Days are organised regularly; since the pandemic, those have been organised virtually and are led by students.

For confidentiality purposes, some future plans to increase student enrollment, with appropriate time frames, were not shared with the self-evaluation team but will be made available to the CIS team Evaluation team on request.

B3.ii Approved educational and strategic plans are aligned with the guiding statements, appropriately communicated, and widely understood by stakeholders, in order to enhance accountability and the transparency of school operations, governance, and/or ownership.

The Board organises and leads a 'Year In Review' meeting every year to present the current financial state of the school, the challenges and the academic achievements and the various successful projects undertaken to the whole school community, including staff and parents. The last meeting was held on the 21st of May 2021. (Now 15 June 2022). Strategic plans like the terms of the renegotiation of the rent were shared on that occasion. A follow-up on previous strategic decisions like the development of the International Track and the opening of the Early Years was made as well.

All the stakeholders can take part in the presentation and the slides (except the financial part) are later emailed to families. The meeting is often followed by a Q&A session and a social gathering.

The last 'Year in Review' was held on the 15th of June 2022. The Board is planning to adjust the format of that meeting to make it simpler and more accessible to the audience.


Evaluator Response

Partially Meets

At the time of the visit, the board of governors acknowledged that there is no formal written plan with the associated financial underpinnings to support the viability and implementation of the guiding statements. As such, no plan can be communicated to stakeholders to inform them of the school's strategic direction.

Despite this, the board could articulate plans which were constructed as a result of a close working relationship with each other and the head of school. Since the school is not yet a decade old, it is still implementing the initial strategic plan laid out by the founding organisation (Greater London Schools). Examples of the plan were given in discussion with the board of governors and the head of school: organisational agility that has helped them navigate complex and unforeseeable scenarios (Brexit, COVID-19; cost of living and the energy crisis); the implementation of new school sections; the renegotiation of rent; and operational challenges related to recruitment.

The board of governors and the school management organise annual presentations to the community. The Year in Review, which includes financial and educational information, is presented to the school community. However, some parents still feel plans are not effectively communicated.



The evidence indicates that a rating of partially met is more appropriate at this time, and the school should address the recommendations.

Commendations

None at this time.

Recommendations

Domain B Standard 3 (Major) - The board, in collaboration with the head of school, develops detailed financial [strategic and operational] planning to support the school's viability and implementation of the guiding statements.

Domain B Standard 3 (Major) - The head of school formally communicates the strategic plan to stakeholders in order to enhance accountability and the transparency of school operations and governance.

B4

Governance is constituted to enable the school to have a clear and appropriate sense of purpose, direction and continuity.

School Response

Exceeds

B4.i A legally compliant governance structure is translated into policy, embedded in practice, and subject to systematic review to ensure continued compliance with legal requirements.

The legal structure of the Board, which is compliant with local regulations and laws, is described in the 'Summary of Governance Structure and Liability' and in the 'Articles of Association'. The structure of the Board is regularly reviewed to ensure regulatory compliance.

B4.ii Governors and/or owners as well as leaders are able to clearly demonstrate how they would manage continuity in the event of both internal and external changes to the operating environment of the school.

The Board's HR Committee requested an emergency succession plan for SLT. Examples of evidence include a single document with all SLT members' log ins/passwords and security information, which is stored confidentially.


The Senior Leadership Team's ability to manage administrative and educational continuity in the event of sudden, external changes was amply demonstrated by the implementation of a quick, efficient responses to Covid. All lessons were delivered online, and a safe environment for returning students was ensured. The Health & Safety committee met every two weeks during the pandemic.

A majority of the nine Board members are founding members and have therefore served for seven years. Section 6.3 of "Article of Association" limits the service as governor to a maximum of 10 years. A Section 6.4 has been added to extend this limit to avoid having too many governors leaving at the same time. An active process to identify and onboard more governors has begun.

Evaluator Response

Meets

The structure of governance and liability is defined by the articles of association of LIL. Governance is led by a board, which is highly committed to the school, the quality of its programmes, and its sense of community.



Multiple board members are founding members. The board of governors co-opts additional members outside the community on set criteria as determined in the governors' recruitment and induction procedure.

The board, which currently has nine members, is actively seeking to complete its team. At the same time, the board of governors is considering amending the bylaws of the school, extending board members' terms to ensure better continuity.

The board has created ten committees to deal with specific strategic areas. Committees meet regularly and on an annual schedule. Documents prepared by the school leadership for the board's finance committee meeting include systematic information on tax compliance and legal structure issues. The agendas and minutes of all committee meetings are well documented and support legal compliance.

The leadership team is composed mostly of founding staff members, which ensures strong continuity, a sense of belonging, and a strong school culture. Additionally, the board of governors relies on their deep understanding of a diversity of experiences to ensure continuity. There was no documented continuity plan available for the school's leadership team or the board.

The evidence indicates that a rating of met is more appropriate at this time, and the school should address the recommendation.

Commendations

None at this time.

Recommendations

Domain B Standard 4 - The board of governors in collaboration with the head of school creates a comprehensive plan to provide continuity for the school in the event of sudden changes.

B5

The leadership of the school has the intercultural competencies, perspectives, and appreciation needed for the school's unique cultural context.

School Response

Meets

B5.ii All leaders demonstrate that they actively enhance school culture by developing the intercultural competencies and understanding of the school's cultural context of all staff.


There are organised sessions on anti racism, cultural awareness, diversity as well as the implementation of themed educational months.

The Head of School initiated two years ago a process to 'decolonise' curriculums with the goal to ensure that wider views and more international perspectives are presented to students through high quality materials. This also means to develop intercultural dialogue and respect whilst celebrating our rich differences. Regular workshops and sessions about racism, gender identity and cultural awareness are an integral part of the CPD days. **More.**

Evaluator Response

Meets

School leadership and teaching staff demonstrated a detailed understanding of their position as a French international school with an English international programme. Meetings with various governors identified that fluctuating demand within the French community is counterbalanced by increasing demand for international education. As such, school leaders demonstrate a commitment



to successfully creating a more diverse international learning community while maintaining their French core.

This unique cultural context is successful, as it draws upon the staff's multiple experiences and cultural competencies. Evidence was demonstrated in conversation and documentation that the staff understood the duality of the anglophone and francophone sections alongside a wider international community.

Further, the school's leadership demonstrated an awareness of a shift in culture as the school introduced an anglophone track for their students.

Commendations

Domain B Standard 5 - The school leadership and teaching faculty for successfully implementing a truly bilingual programme across all school sections.

Recommendations

None at this time.

B6

There are clearly formulated written policies and practices that are implemented consistently and bring clarity to school operations.

School Response

Meets

6.i The governors and/or owners as well as leaders have developed, and formally approved, a comprehensive policy manual that is appropriately delegated, brings clarity to school operations, and is well understood by staff.

Comprehensive policies are published on the School's website and portals. Training is being planned to enhance staff understanding of policies.

The Team Handbook is an expansion of individual contracts and school policies and is shared with all staff. The handbook is regularly reviewed by HR, with consultation of staff via staff representatives.

B6.ii The governors and/or owners as well as leaders are able to demonstrate effective governance and leadership of child safeguarding policies and procedures through ensuring all its staff and board members understand their roles, responsibilities, policies, and reporting procedures of suspected or disclosed maltreatment, including historical disclosure.


Three Board members are part of the Board's Safeguarding Committee. The committee meets once a year.

Posters are displayed across the school to indicate the list of people to report safeguarding issues to. A governor is one of the listed people.

There are regular staff safeguarding workshops followed by quizzes to check understanding. CTLs, and members of the SLT and DSL utilise the CPOMS application to track individual student safeguarding issues.

B6.iii The school has implemented policy and practices related to the storage and use of data to ensure that the school community is legally compliant and secure and these policies are reviewed systematically.

The CFO serves as Compliance & Privacy Officer (CPO) and deals with all GDPR related aspects. All



policies are reviewed regularly and at least once a year. The yearly training and awareness about storage and use of data is made by the CPO to staff. Regular emails are sent out to staff to remind them of good practices. Every data breach must be reported to the CPO. No major breach has occurred so far.

B6.iv There is a systematic process for the induction and training of new board members, school leaders and staff, which includes policies related to data protection, child protection, and safeguarding.

New staff members receive a welcome booklet by HR. They are welcomed at school one day prior to other staff members to be introduced to the school mission and values and to meet with the line managers. In addition to that induction day, they take part, like every member of staff, to seven CPD Days before the beginning of the school week. They also receive dedicated training with line managers and any relevant SLT member.

All staff get a once a year update on safeguarding, data protection and child protection during a Share & Tell meeting and must answer a quiz to demonstrate full awareness of the updates.

DBS checks are carefully and systematically undertaken for all new staff members. The Single Central Register is kept well updated and proves how seriously the school takes the safety of the community.

Evaluator Response

Exceeds

All LIL policies are available on their public website. Additionally, there are student and faculty handbooks that provide guidance to staff and students concerning school operations. There exists a safeguarding policy and regular child protection training for the board of governors, leadership, staff, and auxiliary services. Additionally, the board of governors has recruited with child protection in mind; it has formed a safeguarding, and, a health and safety committee. This demonstrates a deep commitment to their responsibilities for the safe operation of the school.

Policies and procedures for the storage and use of data, such as privacy notices and GDPR compliance, is evident in documentation and practice. The board of governors is responsible for reviewing the Management and Retention of Records policy, which was last reviewed in April 2022.


In conversations with newly hired teachers, it was clear they felt supported in their induction and training. Evidence was provided of child protection training and the collection of background checks for new hires. All staff members verify the receipt of the handbook. There also exists a governors' welcome pack and information for governors outlining their safeguarding responsibilities.

As the board of governors continues its exemplary work in this domain, it is encouraged to explore the future aspirations associated with this standard, for example, how can the use of staff strengthen policy review and development? Or, how could policies be leveraged or revised to support improved inclusion, diversity, equity, and anti-racism for all constituent groups?

The evidence suggests an improved rating from that indicated by the school.

Commendations

Domain B Standard 6 (Major) - The board of governors for actively recruiting safeguarding and well-being experts to guide school operations in this domain.



Domain B Standard 6 - The board of governors for ensuring that child protection and safeguarding training is conducted and that their responsibilities in this domain are understood, thus demonstrating safeguarding is a priority across the school.

Domain B Standard 6 (Major) - The school board for forming a health and safety committee to ensure the effective operation of the school in this domain.

Recommendations

None at this time.

Domain C - The curriculum (Primary)

Domain Summary – School Response

(Note: The survey was only offered to CM2/Y6 students in the Primary Section, and as the results do not differentiate between year groups, no data from the Student Survey is used in Domain C. The 2015 founding CM2 cohort does not graduate until summer 2023, so, similarly, no data from the Alumni Survey is used in Domain C (Primary).)

I. Strengths

- C1. The Preparatory Evaluation Report commended Department Heads and Curriculum Coordinators for 'ensuring...curricula and schemes of work are fully developed and clearly documented,' and the Wellbeing team for 'working...to develop the school's wellbeing and support programmes.' Ongoing work to develop and refine curricula and wellbeing and support programmes has strengthened this aspect of the primary Section, and in the Community Survey, 96% of parents agreed or strongly agreed that their child is supported socially and emotionally.
- C1. In response to Recommendation Standard C1 [Major], the Head of Primary, working with the Deputy Head of Secondary for Academics, led the Primary teachers in a project that developed a 'a specific and contextually appropriate definition of high-quality learning and teaching,' which is now used as the basis of schemes of work, lesson planning and teacher appraisals.
- C2. The Preparatory Evaluation Report gave a major commendation to the whole school community for 'the strong focus and appreciation given to language learning,' and the 2019 Ofsted Report noted that, 'by the time [they] reach the secondary section, and often before, all pupils can speak French and English fluently.
- C2. The Preparatory Evaluation Report commended the IT department and teachers for 'the effective use of technology so apparent at the school.' The school's use of IT continues to be refined and reviewed, led by the head of IT and the Director of Academic Research and Innovation.
- C3. The Domain Committee found that the Primary Section's focus on developing bilingualism and digital citizenship supports the school's mission to develop 'responsible global citizenship.' 95% of parents agree that the school appropriately provides for multilingual learning, with 80% supporting the school's use of IT.
- C4. The Domain Committee found that strong vertical articulation of the curriculum enables progress made at all stages in the primary Section. Horizontal articulation only applies in CM2, and is sound. The curriculum is monitored and updated in light of external changes and student needs (C5), while excellent ASP and other supra-curricular programmes foster intercultural learning and global citizenship.

II. Planned actions

- The Preparatory Evaluation Report recommended that the SLT 'consider implementing standardised testing at certain grade levels that would benchmark student performance against that of students in similar schools.' The Domain Committee also recommends that the Head of Primary explore possibilities beyond current external testing in English (Trinity) and French (Delf), but acknowledges, first, the difference in approach between the English system, which tests students at 6-7 and again at 10-11, and the French, which has no equivalent system of standardised assessment tests, and, second, the scarcity of similar bilingual schools with which useful comparisons could be made.
- The Preparatory Evaluation Report recommended that the Board and SLT 'engage the community in the development of a school-wide definition of global citizenship and intercultural learning specific to its own context' which can be used along with the school's Guiding Statements as the basis of decision making. The Domain Committee recommends that this process start as soon as possible.

- The Domain Committee noted some unmet needs in the teaching of French and English as other languages. Primary staff believe more hours of FLE and ESOL teaching are needed if children are to access the full curriculum, particularly as they progress to Key Stage 2.

Domain Summary – Evaluator Response

Overall, Lycée International de Londres Winston Churchill (LIL) is aligned with most standards of Domain C: Curriculum (Primary Section).

LIL aims to promote academic, physical, social, and emotional growth, encouraging creativity, respect, and diversity. Bilingualism shapes the LIL curriculum and teachers of both languages, English and French, work collaboratively together to ensure a broad, balanced, and engaging curriculum is planned for students across the primary school.

The primary team has made progress in aligning the standards and articulating the curriculum. The primary school staff have begun collaborating with secondary school staff to develop vertical alignment across the school curriculum. Evidence indicates more horizontal links would strengthen the primary curriculum at LIL.

Scheduled events and celebrations demonstrate a commitment to intercultural and global citizenship learning. These events could be formally integrated into the documented curriculum. This would result in the identification of intentional links between objectives and the improvement of the structured development of global citizenship for students.

C1

The curriculum, as a whole, offers access, engagement and challenge to support the intellectual, physical, social and emotional needs of all students. (CORE)

School Response

Meets

C1i. A clearly articulated vision of high-quality learning is used in curriculum planning for each age group, which enables teachers to create engaging and suitably challenging learning activities for all students.

Policies: [Curriculum Policy #2](#); [Students Assessment Policy #4](#); [Teaching and Learning Policy #13](#). [Co-curricular Programme & After-school Care](#)

Please note: primary timetables will be available during the Team Evaluation Visit.

In response to Recommendation Domain C Standard C1 [Major] of the Preparatory Evaluation Report, in June 2021, the Head of Primary led the Primary Department in a collaborative exercise to agree a definition of high-quality learning and teaching. The definition is explicitly designed to support the school's seven key values of excellence, creativity, integrity, community and awareness, and is now the basis of lesson planning.

C1ii. The curriculum is planned in detail to meet the intellectual, physical, social and emotional needs of all enrolled students.

The Primary Curriculum Policy (Policy #3) is detailed and appropriate for our students. Our bilingual [Early Years Foundation Stage \(EYFS\)](#) follows the Early Years Foundation Framework, focusing on seven core learning areas (physical development, communication and language, personal, social & emotional development, mathematics, understanding the world, expressive art and design, and literacy) which are mediated through a number of themes and notions. The Primary Section draws on both the [French](#) and [British](#) national curricula (Cycles 1, 2 and 3 and Key Stages 1 and 2 respectively) to create a vertically and horizontally articulated curriculum, taught in French and English, which meets the intellectual, physical, social and emotional needs of our students.

C1iii. Students receive age appropriate education related to child safeguarding,



including online safety and comprehensive sexuality education.

Our students receive age-appropriate education related to child safeguarding, including online safety, and comprehensive sexuality education. In EYFS, students' learning is based on the [EYFS Development Matters 2020 Statements and the Early Learning Goals \(ELGs\) for Communication and Language](#). For example, the first term is focused on the theme, 'All About Me.' The children learn about and discuss emotions, what they are, what they look like and how best to show them; forming good relationships with peers and adults; getting to know ourselves and others' physical characteristics, family arrangements, languages and cultures.; how we treat others, including animals, and the world around us

From GS to CM2, there is a comprehensive PSHE/RSE curriculum, taught in English and French, which covers a range of topics including health and wellbeing; relationships and living in the wider world. Students are introduced to sex and sexuality education towards the end of CM2 (Y6). Class assemblies with the Wellbeing Team and the Head of Primary teach the children about safeguarding, highlighting the importance of safeguarding at the School and familiarising students with the staff and processes to which they have recourse. Online safety is taught through the [Common Sense Digital Citizenship Curriculum](#), and is reinforced by all teachers on a daily basis. The IT Department monitors iPad use, and blocks websites when necessary to keep students safe; for example, Primary students do not have access to Youtube.

Evaluator Response

Meets

The review of curriculum documentation and conversations with the primary faculty at Lycée International de Londres Winston Churchill (LIL) revealed that the primary school has a broad, balanced, and sequenced curriculum aligned with the school's definition of high-quality learning, which is guided by the school's mission and values.

Curriculum documentation provided evidence of the expectations that LIL sets for its students' academic achievement. Subject standards for the English and French national curricula are aligned and taught in parallel by English and French teachers.

The Common Sense Media programme educates learners to become responsible technology users. The school's PSHE curriculum fosters the students' physical, social, emotional, and well-being. PSHE and Common Sense Media are planned through special lessons and also integrated in the students' everyday life inside the classroom and beyond, for example during break times and in specialist classes.

Commendations

Domain C (Primary Section) Standard 1- The senior leadership team and faculty members for creating the definition of high-quality learning that supports effective planning for teaching and learning.

Recommendations

None at this time.

C2

The documented curriculum determines the development of knowledge, understanding, skills and attributes, including well-being and intercultural competencies, relevant to the students' current and future development. (CORE)

School Response

Meets

C2i. The documented curriculum provides significant challenge and differentiation for all enrolled students.

The School's documented curriculum is challenging, and allows ample opportunity for differentiated teaching. Clear plans for differentiation are embedded in all schemes of work.,

including extension tasks for more able students . Teachers use the Special Education Needs (SEN) register (a live document) to prepare work for students with cognitive, health or social-emotional needs, in conjunction with the Wellbeing Team. The 2019 Ofsted report noted that, across the School, 'pupils achieve strongly, [including] those with special education needs and/or disabilities...'.

C2ii. The documented curriculum articulates activities that foster well-being and explore diverse personal, community, cultural, and global perspectives, attitudes, and values to develop intercultural competencies. (exceeded)

The Primary curriculum includes a wide range of activities that develop wellbeing, a diversity of viewpoints and intercultural competence. There is a programme of residential trips, starting in GS with an overnight stay in school and developing over the years of primary to a week of adventure away from school. Global perspectives are explored through recognition of collective international events such as Remembrance Day. Celebrations such as Diwali, Hanukkah, Christmas and Befana are used to learn about and understand different cultures. Cultural awareness of the local community, including those of different ages, is developed through visits to a local care home, particularly at Christmas and carnival times. The whole-school Charity Club, in which many Primary students take an active part, raises money and donates items to local voluntary groups, including the Wembley Foodbank. Most recently, pupils have taken part in appeals on behalf of Ukraine.

C2iii. Access, challenge, and the development of independent learning is planned for in the documented curriculum in sufficient detail to support teaching.

The school requires the implementation of differentiated teaching in the classroom. Teachers are encouraged to develop student autonomy through their teaching, and the use of technology is at the center of the strategy. iPads make available a wide range of pedagogical tools which give students the opportunity to learn at their own pace, for example, in self-study with [Quizlet](#) or [Kahoot!](#) As mentioned above in C2.i, with the help of the Wellbeing Team, teachers are able to plan for all points on the ability scale, and with the iPad, this can be highly personalised and opportunistic.

Evaluator Response

Meets

The primary curriculum in LIL is based upon learning objectives contained within both the French and British national curricula. Documentation includes evidence of differentiation and was observed in the primary school lesson plans during class visits.

Additionally, the French Ceinture de competence is used to support learning by providing activities that challenge students at different levels. Lesson plans include examples of differentiation for students below or exceeding expectations.

Evidence confirms that the documented PSHE curriculum is planned to include well-being topics which develop personal attitudes and cultural perspectives such as: how to talk about race, conflict resolution, friendship, and empathy. This intentional approach demonstrates that the school is dedicated to fulfilling its mission and values. Cultural events are also documented and planned to be celebrated within the school community, including Diwali and Hanukkah.

Access, challenge, and development of independent learning, which are included in lesson plans, are not yet formal elements of curriculum documentation.

Commendations

None at this time.

Recommendations

Domain C (Primary Section) Standard 2 (Major) - The head of primary and teachers, systematically document access, challenge, and independent learning in the written curriculum to support teaching.

C3

Global citizenship, intercultural learning and digital citizenship are intentionally planned for within the curriculum to ensure students are well prepared for life beyond school. (CORE)

School Response

Meets

C3i. Articulated learning outcomes provide evidence of the planned integration and delivery of learning that fosters local and global perspectives and intercultural learning.

Following the school's mission statement, the Primary Section educates its students to become 'principled global citizens'. Primary students have their own Green Committee which meets once a month which has inspired pro-environment actions around the school. Global issues addressed through the school's curriculum include renewable energy, Eco Towns, Earth Day and Water Day. Projects offered by the AEFÉ allow the students to look at global issues such as the TARA voyage and the designing of an environmentally friendly vehicles. Y1/Y4 have taken part in a virtual choir, linking with other French schools around Europe. Before the pandemic, the Primary Section had excellent links with a local care home with a culturally very diverse community. Classes visited to have a picnic with residents, sing songs, and participate in art and craft activities. Each class from Y2 upwards elects class representatives who attend monthly meetings with the Head of Primary to discuss how to improve all aspects of student life and extend the School's mission.

C3ii. The school recognises and supports multilingual learning, including languages of the host country and mother tongues where feasible, and uses its multilingual community as a resource to enrich learning.

The Preparatory Evaluation Report commended 'the entire school community for the strong focus and appreciation given to language learning, and the 2019 Ofsted Report stated that 'pupils speak [English and French] with a fluency which is impressive'.

The bilingual nature of the Primary Section demonstrates the School's overall commitment to the role of language to support multilingual learning. The bilingual programme starts in the EYFS where the students benefit from dual language learning and an immersion programme from the age of three. The children are guided by two full time, fully trained teachers, supporting the students in both languages simultaneously. This setting creates ideal opportunities for bilingualism to flourish naturally. In the Primary Section, each class has two teachers, one in the morning and one in the afternoon, alternating between mother-tongue English and French. Specialist teachers in PE and Music also teach in their mother tongue.

C3iii. Learning outcomes in all age groups provide evidence for the development of digital citizenship and skills in the use of technology for learning.

The Preparatory Evaluation Report commended 'the IT department and teachers for the effective use of technology so apparent at the school.' The School has a robust [ICT Policy \(Policy #11\)](#) which governs the safe use of technology by our students. Good digital citizenship is taught through the [Common Sense Digital Citizenship Curriculum](#). As an iPad school, the Lycée has shared age-appropriate expectations with the students, which inform the nature of their learning with technology. The daily use of iPads means that digital citizenship and ICT skills are an everyday part of our students' school lives, from being taught how to communicate respectfully online in Y4/CE2, to learning how to research safely, learning about copyright and intellectual property and how to cite sources., and exploring the role of the media and how to identify fake news in Y6/CM2.

Evaluator Response

Partially Meets

Celebrations of local and worldwide cultures were evidenced in documentation of co-curricular activities, clubs, exhibitions, and various national and international events, some of which are organised by staff, families, and students.

There is limited evidence of global citizenship, intercultural learning, and digital citizenship in the documented curriculum. Nevertheless, classroom observations confirmed that these competencies are being taught. Curriculum coordinators could consider mapping learning in these areas to encourage a better planned approach to teaching global citizenship.

LIL has a school-wide digital citizenship programme and a students' use of ICT policy that is aligned with the school curriculum. Following a conversation with the primary curriculum coordinators and teachers, and consultation of submitted documentation, it was observed that digital citizenship skills are introduced in Y4 and explicitly taught in Y5 and Y6. All students in Y5 and Y6 sign digital citizenship contracts. It was conveyed in meetings with primary coordinators that students in the rest of primary are not explicitly taught digital citizenship skills.

There was no observed evidence of formal provision for mother tongue language learning (other than French and English).

Despite the school rating indicated, the evidence suggests that the school does not yet meet the team evaluation criteria and should address the recommendations.

Commendations

None at this time.

Recommendations

Domain C (Primary Section) Standard 3 (Major) - Curriculum coordinators and teachers map global citizenship and intercultural learning in the documented curriculum, providing articulation and intentional integration.

Domain C (Primary Section) Standard 3 - The head of primary and teachers identify age-appropriate digital citizenship expectations for lower primary students to secure a smooth transition into Y4.

Domain C (Primary Section) Standard 3 - The primary language coordinator and teachers provide for mother tongue language learning within the curricula and co-curricula, to further enrich student learning.

C4

The curriculum is sequenced in a way that promotes students' access and progression and is thoroughly documented and articulated horizontally and vertically to enhance links and continuity between different sections of the school.

School Response

Meets

C4i. The school has clear curriculum coordination and has articulated the curriculum horizontally and vertically for all groups of students.

The Primary Section's curriculum as outlined in C1.ii above is articulated vertically in a way that allows students to make progress in all subjects. In EYF and the Primary Section, teachers use annual programmes of study for each subject, with clear vertical articulation between annual programmes. Horizontal articulation is only necessary in CM1 and CM2, both year groups having two classes each for the past two years. Teachers use bi-weekly departmental time to coordinate progress and formative and summative assessments.

C4ii. The school regularly reevaluates horizontal and vertical articulation



of the curriculum in light of all students and their needs as well as changes determined by external sources.

There is a regular audit of the curriculum and actions are taken as a result. Last year the audit of the British curriculum identified knowledge and skills gaps, and 20 hours of training were organised for all Primary staff to help improve performance. Primary teachers also collaborate with colleagues in the Secondary Section since Y7/6eme follow Cycle 3 of the French Primary national curriculum

Evaluator Response

Meets

The primary school curriculum is planned and organised on Google Drive. The learning objectives of each subject are documented and vertically sequenced. All standards from both curricula, English and French, are aligned for all subject areas. Documentation and conversations with coordinators and heads of years indicate the process of horizontally and vertically articulating the curriculum are informal and organic in practice.

Subject standards are mapped to the French and English curricula at each year section to ensure progression from reception to Y6. In response to the recommendation from the preparatory report, the head of early years, head of PSHE, and primary curriculum coordinators meet biweekly with the head of secondary and coordinators in order to discuss curriculum alignment. They also use this time to introduce new methods to enhance planning for teaching and learning.

During the COVID-19 pandemic, the school effectively modified the curriculum to meet the academic needs of the students and their well-being.

Commendations

None at this time.

Recommendations

Domain C (Primary Section) Standard 4 - The head of primary, in collaboration with the teaching staff, formalise the horizontal alignment in the curriculum to enhance links between different sections of the school.

C5

The curriculum is monitored, evaluated, reviewed and developed on a systematic and planned basis, using student outcomes, student agency and in response to changing external influences.

School Response

Meets

C5i. Curriculum review and development is informed by systematic monitoring of quantitative and qualitative measures of student learning and well-being, including student agency, with appropriate analysis and development.

The Primary Section's curriculum is reviewed regularly to reflect changes to French and British national curricula. Student progress is monitored regularly, with teachers having access to assessment data on Tapestry and Pronote, as well as report cards. Conseils de classes take place every mid-semester, and this gives students the opportunity, through their elected délégués, to feedback any concerns about the curriculum or aspects of communal wellbeing to Faculty, SLT and parents. Inspections by AEFÉ and Ofsted (and the Independent Schools Inspectorate, or ISI, in the future) may raise issues with the curriculum. Any concerns with the curriculum raised these stakeholders is reflected on and may be actioned. For example, it was in response to Ofsted's 2017 inspection that the Primary's Section's unique Franco-British and bilingual curriculum was developed, and subsequently validated by Ofsted in their 2019 inspection.

The PSHE/RSE curriculum is reviewed regularly to take account of any statutory changes. Students talk freely to members of the Wellbeing Team, and to members of Faculty and staff, about individual well being issues. The Wellbeing Team also has a range of data - from the SEN, to PAPs,

to individual student records - which is taken into account when reviewing provision, including the PSHE/RSE curriculum

C5ii. The school enables curriculum innovations and exploration of new learning methods, monitored by appropriate assessment and reflection techniques.

The position of Director of Academic Research & Innovation was established to help teachers with pedagogic innovation, in part in response to students' needs. Curriculum content and assessment has been made the responsibility of the newly-appointed Deputy Head of Secondary for Academics, who also works with the Primary Section in matters of assessment. Recent projects have included the (ongoing) question of decolonising the curriculum, in which student feedback, informal and formal (eg, through *Conseils de classes*) are a vital part of this process. Innovation is a key word and one of the School's values, and Primary teachers are always looking for strategies and resources to improve the quality of the teaching. For example, students use 'learning pyramids' and self-assessments that allow them flexibility in planning their work. During the lockdown, Primary teachers developed ways to maintain learning energy and hold plenary sessions. These included the use of Padlet to collaborate, monitoring work with Google Classroom and Peardeck. They also used 'Whole Brain' teaching, a star reward system that encourages teamwork and support.

Evaluator Response

Meets

The curriculum review process occurs every two and five years for the English curriculum and French curriculum respectively. The review process is based on reflections received from teachers, parents, and students.

Data collected from student observation and exam results are used to measure the efficacy of the curriculum and action is taken to respond to emerging needs. For example, the school adapted and extended the writing programme in response to the bilingual nature of the students. The Talk for Writing training took place to address the learning gaps that were revealed by the revision of the English and French curricula. The curriculum was reviewed by teachers in collaboration with the head of pastoral care during the COVID-19 pandemic, in order to ensure appropriateness for distance learning.

Curriculum innovation initiatives are supported through school-wide faculty "Share and Tell" meetings. Planned sessions are in place for sharing peer ideas and expertise in addition to adopting external teaching methods and learning tools. Examples include the well-being programme Hygge and Zones of Regulation. These methods were planned, implemented, and tested in early years and are now being applied across primary. Seesaw was also planned as a trial tool to document students' learning in early years. This, too, will be extended to primary if this pilot is effective in meeting the expectations of teachers, students, and the wider community.

Commendations

None at this time.

Recommendations

None at this time.

C6


The school offers a breadth of programmes and activities to complement the formal curriculum which foster high-quality learning, student well-being and the development of global citizenship.

School Response

Meets

C6i. The school's complementary programmes, teaching, and resources foster lifelong learning and well-being, enabling all enrolled students to be included and to have their learning extended.





In their 2019 report, Ofsted noted that, '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.' ([Ofsted 2019, p. 4, top of the page.](#)) The Head of Primary, EYFS and Primary teachers and the Wellbeing Team have set up many projects and resources to foster the development of citizenship and community. These include: friendship/ playground buddies; anti-bullying ambassadors, clubs such as the Dance Club, Forest School, and the Garderie programme in Early years. The school offers an extensive After School Programme (ASP) for students to explore their artistic and sporting interests, and an Art therapy group, A dog therapist helps students with reading ('very effectively', [in Ofsted's judgement \[p. 6, top of page\]](#)), and the use of the [messages clairs](#) system helps to resolve minor disputes and teaches children to deal with conflict.

C6ii. The school's complementary programmes are intentionally planned so that students can demonstrate leadership, global citizenship, and environmental sustainability.

The primary Section offers a wealth of opportunities for students to develop leadership skills, and global and environmental awareness. From GS to CM2, students participate in clubs such as the Green Committee, the Diversity Committee, the Forest School and the Gardening Club. Residential trips, every year group from Year 1 to Year 6., encourage independence and while resources in and around London are used to extend the children's cultural experience, with visits to museums and historical sites of national and international importance.

Evaluator Response

Meets

LIL offers some additional activities that complement the formal curriculum and student well-being. Students explore global issues and different cultures by participating in clubs such as the Forest School, Green Committee, and the Gardening Club.

The school also gives students the opportunity to practise leadership roles through friendship/playground buddies and anti-bullying ambassadors. Conseils de classe (class council meetings) allow students the opportunity to contribute to the development of teaching and learning at LIL by sharing their feedback about the school environment. The Green Committee was cited as an example of a leadership opportunity, and the students and teachers are proud that this started in primary school and is now operated school wide.

Commendations

None at this time.

Recommendations

None at this time.

Domain C - The curriculum (Secondary)

C1


The curriculum, as a whole, offers access, engagement and challenge to support the intellectual, physical, social and emotional needs of all students. (CORE)

School Response

Meets

C1i. A clearly articulated vision of high-quality learning is used in curriculum planning for each age group, which enables teachers to create engaging and suitably challenging learning activities for all students.

Policies: [Curriculum Policy #2](#); [Students Assessment Policy #4](#); [Teaching and learning Policy #13](#).



In response to Recommendation Domain C Standard C1 [Major] of the Preparatory Evaluation Report, the school's newly-appointed Deputy Head of School for Teaching and Learning led a project involving teaching staff and members of the SLT 'to arrive at a specific and contextually appropriate [definition of high quality learning](#) for the Secondary Section. The definition is explicitly designed to support the school's seven key values of excellence, creativity, integrity, community and awareness, and is now the basis of lesson planning.

C1ii. The curriculum is planned in detail to meet the intellectual, physical, social and emotional needs of all enrolled students.

Our curriculum is designed to meet the intellectual, physical, social and emotional needs of all enrolled students. Our students follow two rigorous pathways, one leading to the [Diplôme National du Brevet](#) at 13-14 years old (Y10/3eme) and the [French Baccalauréat Général](#) at 17-18 years old (Y13/Terminale), the other beginning with our [bespoke English International Programme](#), leading to IGCSEs at 15-16 years (Y10/Seconde), and ultimately the [International Baccalaureate Diploma Programme](#) at 17-18 years (Y12/13). Students may also choose to study the international option of the French baccalaureat ([BFI](#)), taught and examined in English and French, which leads to a bilingual diploma. Students needing stronger English in order fully to access the mainstream curricula sit Trinity College London [GESE](#) and [ISE](#) examinations.

In addition to the academic curriculum, which includes physical education, there is a wide-ranging [after-school programme](#) that allows students to explore their sporting and artistic interests. (Note: the ASP was suspended during Covid but has now been reinstated.)

The [PSHE-RSE Secondary Curriculum](#) is an extensive programme designed to offer age-appropriate social and emotional education, including sex education.

The Lycée is non-selective, and so our students' [success in their examinations](#), and in their sporting and artistic endeavours, demonstrates our effectiveness at enabling all students to access our curriculum. In addition, over 75% of alumni responded to the Community Survey that they left school feeling socially and emotionally able to pursue their goals, with over 90% of parents agreeing that their child received appropriate social and emotional support from the School.

C1iii. Students receive age-appropriate education related to child safeguarding, including online safety and comprehensive sexuality education.

The school's comprehensive [PSHE-RSE Curriculum](#) covers all relevant, age-appropriate areas of child safeguarding, online safety and security, and sexuality education. The curriculum is delivered through a combination of weekly classes led by Class Team Leaders (form tutors), supported by the School Nurse and members of the Wellbeing Department, and assemblies, frequently involving outside experts.

The school's provision for 'Personal development, behaviour and welfare' was [judged outstanding \(the top ranking\) in our last full inspection by Ofsted](#), the UK government's school and childcare inspectorate. An additional Ofsted inspection in December 2019 noted that, '*...links with the local authority's social services and the designated officer for safeguarding are good.*'

Evaluator Response

Meets

During the visit, conversations with faculty, students, and parents demonstrated that the curriculum in the Lycée International de Londres Winston Churchill (LIL) secondary school is implemented as stated in the self-study report. There exists an opportunity to follow a rigorous bilingual programme, e.g. the French Baccalauréat général, which contains an optional international component, or the International Baccalaureate Diploma Programme.

The LIL community has recently developed a definition of high-quality teaching and learning. However, they are in the early stages of its implementation, which means evidence has not been gathered to determine the impact of this on learning as the curriculum is delivered. Further,

discussions with faculty suggest that the definition of high-quality learning and teaching is being used to inform teaching, but it is not systematically used to inform the written curriculum.

During the visit, the faculty shared examples of how the planned curriculum meets the needs of the students. An example is the LIL Early Application Programme (LEAP), which is designed for French track students seeking access to Oxbridge. Another example is the Opening Minds programme for middle school students, who are presented with electives to enrich their learning. Planning for curriculum delivery often occurs during a fortnightly meeting within departments, and responsibility for a detailed plan rests largely with each classroom teacher.

Age-appropriate education related to child safeguarding, including online safety and comprehensive sexuality education, is addressed via the well-documented PSHE/RSE programme and is delivered during 'heure de vie de classe' (classroom life hour).

Commendations

Domain C (Secondary Section) Standard 1 - The pastoral team for designing and implementing a well sequenced and detailed plan for the delivery of the PSHE/RSE curriculum.

Recommendations

Domain C (Secondary Section) Standard 1 (Major) - The senior leadership team, in collaboration with the middle leadership team, develop ways to incorporate the definition of high-quality learning and teaching into the curriculum.

C2

The documented curriculum determines the development of knowledge, understanding, skills and attributes, including well-being and intercultural competencies, relevant to the students' current and future development. (CORE)

School Response

Meets

C2i. The documented curriculum provides significant challenge and differentiation for all enrolled students.

The school's documented curriculum is challenging, and allows ample opportunity for differentiated teaching. Clear plans for differentiation are embedded in all schemes of work. The school has developed a specific programme, [LEAP](#), to prepare students, particularly those in the French track, applying to universities such as Oxford and Cambridge, and for subjects such as law and medicine, with dedicated entry examinations. In each level and subject, students are offered academic support hours (*accompagnement personnalisé*, or AP) during lunchtime. Students are offered opportunities to go further than the curriculum through preparation for competitions like the [Concours Algoréa](#) or [Castor-informatique](#), and in [Opening Minds classes](#).

C2ii. The documented curriculum articulates activities that foster well-being and explore diverse personal, community, cultural, and global perspectives, attitudes, and values to develop intercultural competencies.

The School's documented curriculum fully incorporates this standard's values. In arts and humanities, for example, the French baccalaureat is organised around certain 'themes and notions' such as, in English literature, 'Diversity and Inclusion', and 'Identity and Exchange', taught through Mohsin Hamid's *The Reluctant Fundamentalist* and subsidiary texts, which demand the exploration of 'diverse personal, community, cultural, and global perspectives, attitudes, and values'. In the new specialty course, [Histoire-géographie, géopolitique et sciences politiques](#) (HGGSP), themes and notions such as '*Nouveaux espaces de conquête*' and '*Faire la guerre, faire la paix*', again demand global perspectives. The [BFI](#) assumes and develops a high degree of intercultural competence, while the [IB's mission statement](#) encompasses the values of this standard, which are embedded in IB course design and teaching, for example, in the study of texts in translation.

C2iii. Access, challenge, and the development of independent learning is planned for in



the documented curriculum in sufficient detail to support teaching.

The school requires the implementation of differentiated teaching in the classroom. Teachers are encouraged to develop student autonomy through their teaching, and the use of technology is at the center of the strategy. iPads make available a wide range of pedagogical tools which give students the opportunity to learn at their own pace, for example, in self-study with [Quizlet](#) or [Kahoot!](#) For older students, the school has a subscription with [MASSOLIT](#), a platform offering thousands of lectures by leading scholars aimed at Secondary students, that match the content of many of our courses. Teachers are required to give students personalised recommendations on what and how to study on their report cards, and as noted in C2.i, AP and LEAP offer support and extension at both ends of the bell curve. Teachers are available to students for individual guidance: their contract entails 20 periods of class teaching, plus two office hours per week.

Evaluator Response

Meets

The documented curriculum at LIL (secondary) is stored in Google Drive on a purpose-built template and was shared during the visit. The documentation, in its structure, is bespoke and aspirational. It includes elements such as key questions, main concepts, content, and learning objectives for each of the courses in secondary school. There are, however, incomplete elements, such as missing reference to differentiation in some units. This suggests the formal documentation of the curriculum is a work in progress, and discussions with the faculty confirmed the documentation is not fully complete.

Within the documented curriculum there are articulated objectives that demonstrate where students explore diverse community, cultural, and global perspectives. The PSHE/RSE curriculum is clearly articulated with discussion questions and activities that support the learning of personal perspectives, attitudes, and values; the activities also foster well-being. Further access and challenge, and development of independent learning is planned for via the LEAP and Opening Minds classes. Limited documentation of these programmes was presented at the time of the visit.

Conversations with the senior leadership team, middle leadership, and teachers demonstrated a desire to articulate a curriculum in a useful format to facilitate the vertical and horizontal alignment, and the detailed unpacking of learning objectives as they exist in curriculum guides of exam boards, e.g. the IBDP and the baccalauréat français. The discussions with faculty outlined an awareness and a desire to include alignment of approaches, resources, and assessments within the curriculum to encourage students' current and future development.

Commendations

None at this time.

Recommendations

Domain C (Secondary Section) Standard 2 - The senior leadership team, in collaboration with the middle leadership and teaching faculty, review the curriculum documentation to ensure it effectively supports teaching.

C3

Global citizenship, intercultural learning and digital citizenship are intentionally planned for within the curriculum to ensure students are well prepared for life beyond school. (CORE)

School Response

Meets

C3i. Articulated learning outcomes provide evidence of the planned integration and delivery of learning that fosters local and global perspectives and intercultural learning.

Following the school's mission statement, the Secondary Section educates its students to become 'principled global citizens'. Students have their own Green Committee which meets once a month which has inspired pro-environment actions around the school. Global issues are addressed widely through the academic curriculum, and its extra- and supra-curricula offer, including service-learning trips, the Model United Nations, linguistic trips and annual events such as International Black history month.



C3ii. The school recognises and supports multilingual learning, including languages of the host country and mother tongues where feasible, and uses its multilingual community as a resource to enrich learning.

The school demonstrates commitment to the role of language through developing programmes to support multilingual learning as well as the host country language. With 45 nationalities and 27 first languages in our school families, we are keenly aware of the need to foster global citizenship and cultural sensitivity. This is achieved through the selection of materials at all levels that support our programmes, and through many programmes designed specifically to raise awareness of other cultures and their values. In addition, our annual World Languages Day encourages speakers of non-curricular languages to give lessons to their peers in their mother tongues.

C3iii. Learning outcomes in all age groups provide evidence for the development of digital citizenship and skills in the use of technology for learning.

The Preparatory Evaluation Report commended 'the IT department and teachers for the effective use of technology so apparent at the school.' The School has a robust [ICT Policy \(Policy #11\)](#) which governs the safe use of technology by our students. Good digital citizenship is taught through the [Common Sense Digital Citizenship Curriculum](#). As an iPad school, the Lycée has shared age-appropriate expectations with the students, which inform the nature of their learning with technology. (iPad user's agreement). From the use of basic apps and platforms in Y7/6eme, through to advanced research skills and an awareness of plagiarism in Y12/1ere EPQ classes, digital citizenship and ICT skills are an everyday part of our students' school lives.

Evaluator Response

Meets

The curriculum, as issued by exam boards, provides a baseline of learning objectives on which teachers rely to guide their delivery of learning that fosters global and intercultural ideas. Examples and evidence of lessons were given at the time of the visit.

Digital citizenship is taught in different places in LIL. The secondary school follows the Common Sense Media curriculum; however, this has not been fully sequenced and aligned across the grades and subjects. It is, however, addressed in certain lessons. For example, digital footprint is studied in the PSHE/RSE curriculum in Y8, and evidence was given of the delivery of introductory classes on the acceptable use of iPads.

One noteworthy element of digital citizenship is the use of Pix.org to deliver the required 16 lessons of the digital citizenship component of the French curriculum track. The programme is introduced, then students are expected to study independently with regular check-ins from the teaching faculty. Pix.org has been considered for other programmes, such as the English International Programme/IBDP, but it is not fully implemented across the school.

The school supports the learning of ESL in the secondary school through the availability of liaison classes in English. There is no equivalent for French language learners (FLE). Other languages are supported through curriculum time (German, Mandarin, and Spanish), alongside self-taught programmes in the IBDP.

Commendations

None at this time.

Recommendations

Domain C (Secondary Section) Standard 3 (Major) - The senior leadership team, in collaboration with middle leaders and the teaching faculty, intentionally plans and articulates global citizenship across the curriculum.

Domain C (Secondary Section) Standard 3 - The senior leadership team, in collaboration with middle leaders and the teaching faculty, intentionally plans and articulates digital citizenship across the curriculum.

C4

The curriculum is sequenced in a way that promotes students' access and progression and is thoroughly documented and articulated horizontally and vertically to enhance links and continuity between different sections of the school.

School Response

Partially Meets

C4i. The school has clear curriculum coordination and has articulated the curriculum horizontally and vertically for all groups of students.

The school's curricula as outlined in C1.i above are articulated vertically in a way that allows students to make progress in all subjects. Teachers of the same subject or examination course to a whole-year cohort agree the horizontal articulation of individual schemes of work, and meet regularly in bi-weekly departmental time to check the pace at which the individual units of a module (in French, the *chapitres* of a *sequence*), and to agree and necessary formative assessments. Whole-cohort exams (*devoirs communs*) take place regularly. Regular standardisation and moderation ensure consistent standards in assessment across subjects and cohorts.

Horizontal alignment means that the curriculum across different subjects of the same grade level are coordinated to a degree. English and Social Science are a normal pair for horizontal alignment, as are Science and Maths. However, the Domain Committee agreed that more work could be done on cross-curricular alignment.

C4ii. The school regularly reevaluates horizontal and vertical articulation of the curriculum in light of all students and their needs as well as changes determined by external sources.

As mentioned above, the school provides formal time to engage in vertical planning, in bi-weekly departmental meetings. When teaching new material, teachers always refer to the material taught the previous year in order to help the students to build progressively a solid core of knowledge. New subjects, such as the new *spécialités* introduced with the reform of the French Baccalauréat in 2019, new texts taught in IGCSE or BFI are subject to the same processes of vertical and horizontal articulation.

Evaluator Response

Partially Meets

The self-study identifies this standard as partially met and recognises there is work to be done to strengthen the horizontal alignment of the curriculum at LIL. There is evidence of natural vertical alignment, but conversations with faculty indicate that flexibility in the design and delivery of curriculum means that this alignment may shift. The responsibility for curriculum coordination is assigned to heads of departments, who renew their position every two years for a maximum of two terms. The heads of departments were able to discuss the continuity of curriculum leadership in the event of a change of department leader.

The teaching faculty were able to discuss how external curricula are effectively unpacked (for example the IBDP subject guides) and in some instances, informal horizontal links were demonstrated across subjects such as literature and history, and English and French. The natural and organic exchange of information between faculty is a recurring theme and reflects the positive, close working relationship between the teachers. Reflections by faculty suggest more could be made of the common planning time to formalise the horizontal coordination of the curriculum.

Commendations

Domain C (Secondary Section) Standard 4 - The teaching faculty for establishing and maintaining close working relationships that result in collaboration in the design of the curriculum.

Recommendations

Domain C (Secondary Section) Standard 4 - The senior leadership team, in collaboration with middle leadership, develops and executes a plan to reevaluate the horizontal articulation of the curriculum to enhance links and continuity between different sections of the school.

C5

The curriculum is monitored, evaluated, reviewed and developed on a systematic and planned basis, using student outcomes, student agency and in response to changing external influences.

School Response

Meets

C5i. Curriculum review and development is informed by systematic monitoring of quantitative and qualitative measures of student learning and well-being, including student agency, with appropriate analysis and development.

It was, in part, a reflection on the needs of our increasingly international and Anglophone student body that led to the introduction of the EYFS, EIP, and IB curricula, as well as the choice of the BFI (formerly OIB) as part of the founding curriculum. Reflection on the strength of our students' English led to a switch from the exam-only Pearson Edexcel IGCSE in English Language and Literature, to the Cambridge IGCSE, which has a coursework and continuous assessment component.

C5ii. The school enables curriculum innovations and exploration of new learning methods, monitored by appropriate assessment and reflection techniques.

The position of Director of Academic Research & Innovation was established in 2016 to help teachers with pedagogic innovation, in part in response to students' needs and the strategic goals of the school from its inception. Curriculum content and assessment has been made the responsibility of the newly-appointed Deputy Head of Secondary for Academics. Recent projects have included the (ongoing) question of decolonising the curriculum, in which student feedback, informal and formal (eg, through *Conseils de classes*) are a vital part of this process.

Evaluator Response

Meets

Discussions with the senior leadership team suggest that the documented curriculum is recently developed in response to a perceived need to make explicit the different learning objectives across the community. Additionally, there exists the decolonisation of curriculum initiative. This demonstrates that the curriculum is monitored, evaluated, and reviewed in response to changing external influences. Conversations with middle leaders, teaching faculty, and the senior leadership team made clear they see their curriculum as an evolving document that represents the most recent reflections from teachers.

The school is new and curriculum review is organic. It does not presently undergo systematic monitoring with quantitative and/or qualitative measures.

Conversations with the teaching faculty reveal they are encouraged to innovate within the curriculum. The use of iPads is a frequently cited example of innovation, as is the development of project-based learning in some subjects. These innovations are yet to be embedded into the curriculum and monitored by appropriate assessment and reflection techniques.

Commendations

None at this time.

Recommendations

Domain C (Secondary Section) Standard 5 - The senior leadership team, in collaboration with middle leadership and teaching faculty, develop and execute a plan to systematically monitor, evaluate, and review the curriculum to measure its impact.

C6

The school offers a breadth of programmes and activities to complement the formal curriculum which foster high-quality learning, student well-being and the development of global citizenship.

School Response

Meets

C6i. The school's complementary programmes, teaching, and resources foster lifelong learning and well-being, enabling all enrolled students to be included and to have their learning extended.

In their 2019 report, Ofsted noted that, '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.' ([Ofsted 2019, p. 4, top of the page.](#)) The Secondary Section offers a variety of [supra-curricular 'Opening Minds' classes](#) that complement the curriculum. Those classes are part of the regular students' and teachers' schedules. They foster and promote intellectual pursuits, high-quality learning, team work and individual research, problem solving, critical thinking, and communication skills. Students can learn 'real world' skills as Student Counsellors and Peer Tutors, for which thorough training is provided. A substantial number of Student Counsellors have gone on to study psychology at university. Additionally the school offers a robust and varied After School Programme (ASP) that gives students the opportunity to pursue their artistic and sporting interests.

C6ii. The school's complementary programmes are intentionally planned so that students can demonstrate leadership, global citizenship, and environmental sustainability.

The [Duke of Edinburgh's Award Scheme](#), which attracts many of our students, is designed to encourage leadership and has done so successfully for nearly 70 years. [Service-learning trips](#) encourage leadership and promote environmental awareness and global citizenship, as does the [Model United Nations Club \(MUN\)](#). The [student-led Green Committee](#) offers opportunities for leadership as well as fostering awareness of environmental issues. The election of student *dé/égués* from every class and subsequent election to the [Student Government](#) means that all students have the chance to display and grow their leadership skills.

Global citizenship is further promoted through an extensive programme of events during Black History Month, as well as being embedded in the curriculum as described in C2.ii above.

Evaluator Response

Exceeds

The Opening Minds programme is intentionally designed to extend the learning of students at LIL. The programme transcends disciplines, and teachers enthusiastically share their passions within and outside their fields. The programme outline is shared publicly on the website, and middle school students are required to choose two classes per semester. The curriculum provides students with choice and access to courses not always available in traditional school programmes.

In addition to this, the school offers the LIL Early Application Programme (LEAP), which supports students' applications to Oxbridge. The students choose to enrol in this programme and are well supported by experts in the field.

Students also have the opportunity to engage in an Extended Project Qualification (EPQ). Many students have chosen to extend themselves and explore unique areas of interest, culminating in a 5000-word essay. An equivalent opportunity exists in the IBDP through the extended essay.

Students are leaders at LIL. They organise student government, act as peer counsellors, stand as class representatives or as student ambassadors, and start clubs, to name a few.

It is evident the LIL community has built a custom programme to meet the needs of students, and to promote student agency. In line with future aspirations, LIL is encouraged to review and evaluate its complementary programmes in relation to a diverse range of student needs and further align them with changing circumstances and aspirations.

The evidence suggests an improved rating from that indicated by the school.

Commendations

Domain C (Secondary Section) Standard 6 - The teachers of the Opening Minds classes for enthusiastically sharing passions with their students to extend and foster lifelong learning.

Domain C (Secondary Section) Standard 6 - The teachers of the LEAP programme for building this bespoke programme to support students in working towards their future goals.

Domain C (Secondary Section) Standard 6 (Major) - The students at LIL for engaging in opportunities of leadership that support the school's values and guiding statements.

Recommendations

None at this time.

Domain Summary – School Response

I. Strengths

- C1. The Preparatory Evaluation Report commended Department Heads and Curriculum Coordinators for 'ensuring...curricula and schemes of work are fully developed and clearly documented,' and the Wellbeing team for 'working...to develop the school's wellbeing and support programmes.' Ongoing work to develop and refine curricula and wellbeing and support programmes has strengthened this aspect of the Secondary Section, and in the Community Survey, 96% of parents agreed or strongly agreed that their child is supported socially and emotionally.
- C1. In response to Recommendation Standard C1 [Major], the Deputy Head of Secondary for Academics, led teachers in a project that developed a 'a specific and contextually appropriate definition of high-quality learning and teaching,' which is now used as the basis of schemes of work, lesson planning and teacher appraisals.
- C2. The Preparatory Evaluation Report gave a major commendation to the whole school community for 'the strong focus and appreciation given to language learning.' The 2019 Ofsted Report noted that '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.'
- C2. The Preparatory Evaluation Report commended the IT department and teachers for 'the effective use of technology so apparent at the school.' The school's use of IT continues to be refined and reviewed, led by the head of IT and the Director of Academic Research and Innovation.
- C3. The Domain Committee found that the school's focus on developing bilingualism and digital citizenship supports the school's mission to develop 'responsible global citizenship,' while Ofsted noted that the analysis of complete foreign-language texts deepened intercultural learning. Nearly 100% of current students and alumni agreed or strongly agreed that the school effectively developed their skills in more than one language (C3), and approximately 90% responded that they were prepared in school for the use of technology in the next stage of their education or the workplace. 95% of parents agree that the school appropriately provides for multilingual learning, with 80% supporting the school's use of IT.

- C4. The Domain Committee found that strong vertical articulation of the curriculum enables progress made at all stages in the Secondary Section. The curriculum is monitored and updated in light of external changes and student needs (C5), while excellent ASP and other supra-curricular programmes foster intercultural learning and global citizenship. The 2019 Ofsted report noted that 'After-school clubs, activities and visits extend the taught curriculum considerably. These contribute well to pupils' academic and personal achievements.'

II. Planned actions

- The Preparatory Evaluation Report recommended that the SLT 'consider implementing standardised testing at certain grade levels that would benchmark student performance against that of students in similar schools.' To some extent, this has been achieved by the extension of IGCSEs in the English International Programme, and the inclusion of nearly all 2nde/Y11 students in IGCSE English language and literature examination classes, beyond current external testing in ESOL (Trinity). Brevet, Baccalauréat and IB results are, of course, directly comparable with those in other schools.
- The Preparatory Evaluation Report recommended that the Board and SLT 'engage the community in the development of a school-wide definition of global citizenship and intercultural learning specific to its own context' which can be used along with the school's Guiding Statements as the basis of decision making. The Domain Committee recommends that this process start as soon as possible.
- The Deputy Head of Secondary for Academics has created an Assessment Committee which is looking at better ways of aligning the curriculum horizontally. The Domain Committee acknowledges that many more and better links could be made between subjects.
- The Domain Committee noted that while two-thirds of current students (66.5%) agree that they learn about their classmates' backgrounds and cultures, only about half (51.6%) agreed that they are encouraged to learn about their own background and culture, while a substantial minority of 43.6% disagreed. The Committee therefore recommends that the 'decolonisation' of the curriculum should take into account our students' specific backgrounds and cultures and find ways to promote them.

Domain Summary – Evaluator Response

Overall, Lycée International de Londres Winston Churchill (LIL) is well aligned with the standards of Domain C: The Curriculum.

The teaching faculty has been able to demonstrate agility in the introduction and delivery of new programmes at LIL throughout the growth of the school and through the COVID-19 pandemic. There are now a wide range of programmes at LIL that allow students to choose a track that better suits their needs and future goals. These programmes are enhanced by LEAP and Opening Minds, which foster challenge, agency, and lifelong learning. Further, there are a number of extracurricular and leadership opportunities that enhance the formal curriculum.

The PSHE/RSE curriculum is extensively mapped and fully supports student well-being. The faculty is encouraged to think about ways to measure the impact of the curriculum on student learning.

The articulation and documentation of curriculum remains a work in progress and the senior leadership team, middle managers, and teaching faculty are encouraged to develop the documentation in a way that supports teaching. The senior leadership team and middle leaders are encouraged to develop regular review mechanisms to monitor the impact of the curriculum based on student outcomes.

There is a clear desire to review the horizontal alignment of the curriculum at LIL. This can further enhance these important elements of the formal curriculum, e.g. global citizenship and interculturalism, as well as other key parts of the mission and values of LIL. When developing



curriculum documentation, the teaching faculty are encouraged to do so in a meaningful way which supports teaching and learning.

Domain D - Teaching and assessing for learning (Primary)

Domain Summary – School Response

I. Strengths

- D1. The Preparatory Evaluation Report gave a Major commendation to Department heads, curriculum coordinators and the specialist teams and teachers for seeking to ensure their planning leads to a motivating, challenging and interactive learning experience for all LIL students. Since then, under the leadership of the Head of Primary and working with the Deputy Head of Secondary for Academics, Primary teachers have developed a definition of high-quality learning and teaching that now underpins the curriculum and informs assessment, including teacher appraisal. In the Community Survey, over 90% of parents believe their children found lessons interesting and challenging.
- D2. The Preparatory Evaluation Report commended 'The admissions department and team of well-being specialists for putting a range of policies and procedures in place to ensure all students enrolled at LIL are a match for the programmes on offer and can be appropriately supported towards reaching their full potential.' The 2019 Ofsted Report noted that 'Pupils with SEN are supported with care and sensitivity. For the most part, this ensures that these pupils make good progress from their starting points.' Almost 90% of parents felt that their children receive adequate support from the school.
- D3. The Preparatory Evaluation Report commended 'The entire school community for the international and intercultural mindset developed and so openly celebrated.' The 2019 Ofsted report notes that, '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,' and that, 'By the time pupils reach the secondary section, and often before, all pupils can speak French and English fluently.' (D5).
- D6. The preparatory Evaluation Team noted that, 'The extensive use of IT...plays a significant part towards broadening horizons and opening up the world both in terms of its challenges and achievements.' Over 90% of parents agreed that the school effectively uses IT to enhance their children's learning. However, the Domain Committee could not find evidence of a 'strategic approach' and 'recommends that primary staff should meet with the incoming Head of Technology and Innovation at the beginning of this academic year in order to establish a clear strategy and communicate the strategy with Primary staff.
- D7. The Domain Committee found that technology is successfully used to facilitate assessment of learning, with staff using a variety of software to gather information about students' performances and abilities. Advantages of this digital approach to assessment are well recognised within the section. Over 90% of parents agree that the school provides sufficient information on the achievement and progress of their children, and say that they understand what their children's assessments mean.

II. Planned actions

- D2. While recognising the school's success in this area, the Domain Committee agrees with the Preparatory Evaluation Report's major recommendation that more assessment data, including data about enhancement programmes like ASP, be used rigorously to evaluate support programs and how students may benefit from them.
- D3. While The Domain Committee recognises the Preparatory Evaluation Report' commendation of the entire school community 'for the international and intercultural mindset developed and so openly celebrated,' it notes that the school has not yet developed a contextually appropriate definition of global citizenship and intercultural learning and urges that Board, head of School and SLT to begin this process as soon as possible.
- D8. The Domain Committee found that data is gathered and used to improve student achievements and pedagogical methods, but not in a way that could be described as

systematic. The Head of Primary should consider delegating the creation of such a system to an appropriate staff member at the beginning of the next academic year.

- D8. At present, there is no systematic exchange of assessment data between Early Years and Primary, or between Primary and Secondary. The new position of Head of Year for both Years 6 and 7, starting in September 2022, will greatly help in setting up a smooth transition from Primary to Secondary for students and build a stronger bridge between both sections. Similar processes should bridge the gap between Early Years and Primary.
- D8. Teachers feel that the prioritisation of CPD needs is not transparent. It is advised that the Head of Primary liaise with the HR Department in relation to this point.

Domain Summary – Evaluator Response

Overall, Lycée International de Londres Winston Churchill (LIL) is aligned with the standards of Domain D: Teaching and Assessing for Learning (Primary)

Students in primary displayed an engaged and aware disposition for learning. Teachers actively work to provide support and challenge for all students. There is significant effort to tailor each classroom to the needs of the individual learners.

Staff showed a strong commitment to support their peers, celebrate their intercultural links, and each other's successes. They continually engage in multiple channels of training, including actively sharing training with peers, to improve teaching, learning, and well-being.

All faculty understand the emphasis on high-quality learning and teaching at LIL and how student outcomes and engagement are enhanced by understanding LIL's expectations. The primary section is recommended to now consider analysis of assessment data, including data from external assessments, to more systematically support individuals and groups of students in their learning and achievement. Development of a definition of international and intercultural learning specific to LIL will direct the school how to embed this common understanding into teaching and learning.

Bilingual instruction is the foundation of learning at LIL and is celebrated by all members of its community. The school is encouraged to provide training for all teachers in supporting language acquisition learners throughout the primary section.

D1

Teaching is closely aligned with the school's definition of high-quality learning which enables all students to be engaged and challenged, to gain access to the curriculum, and to have success in their learning. (CORE)

School Response

Meets

[Students Assessment Policy # 4](#)

D1i. Students are able to articulate what, why, and how they are learning and feel engaged and challenged to learn.

Teacher observations carried out by the Primary Head of section confirm that students at all stages in Primary are challenged to learn. Students write learning objectives in their books to raise their awareness of what they are learning. Pictures show consistent student engagement in a variety of activities. When asked, most students can explain what they are learning, and why.

D1ii. Teachers understand and implement the school's definition of high-quality learning and deploy appropriate pedagogical approaches in their teaching.

In response to Recommendation Domain C Standard C1 [Major] of the Preparatory Evaluation Report, in June 2021, the Head of Primary led the Primary section in a collaborative exercise to agree on a definition of excellent teaching and learning. The new definition is used as the basis of teacher observations, which are carried out by the Head of Primary twice a year.



D1iii. Teachers create learning opportunities that engage all students and challenge them to achieve.

Teacher observations carried out by the Head of Primary found that all students are challenged. For example, differentiated tasks were used in a maths class, where students calculated percentages from survey responses gathered from closed questioning and open questioning, offering differing levels of challenge to more able students and less able students. Photographic evidence also demonstrates that students are highly engaged with hands-on activities in class.

D1iv. Teaching and learning strategies and the learning environment successfully accommodate varied learning needs and aptitudes.

The Wellbeing Team support teachers in the delivery of the curriculum to students with specific learning needs. The Head of Wellbeing shares the Special Educational Needs (SEN) Register, a live document updated regularly, with all staff. (The SEN Register will be available for inspection by members of the Team Evaluation team during the inspection.) Students with special needs often have a *Plan d'accompagnement personnalisé* (PAP) which gives teachers specific instructions to follow.

EYFS provides an immersive bilingual background with co-teaching and co-planning of the curriculum, which accommodates varied linguistic needs and aptitudes of learners. Resources are mostly bilingual and supported with bilingual displays. Fidget equipment are provided as an example of individualised provision through PAPs. Whole school training in primary has advanced and harmonised writing through 'Talking the Text', accommodating students with a range of writing abilities. School has assembled different outdoor learning facilities - mud kitchen, bug hotel, forest school, and playground toys - which accommodate a variety of learner preferences. Science classes accommodate various aptitudes by allowing some students to read and sort information about animal classification, whilst allowing others to carry out more detailed independent research.

D1v. Appropriate methodologies are deployed for students with specific learning challenges in all learning contexts.

The School website details the aim, approach and organisation of Primary ESL and FLE programs, which ameliorate students' linguistic challenges. Primary PAP procedure ensures support for students with learning, social and emotional difficulties is accessible. Planning incorporates differentiation to accommodate a variety of competencies.

D1vi. Media, resources, and technologies are used to engage, challenge, and enhance access and differentiation.


Maths resources, such as the 'ultimate decimals division challenge' are aimed at students of different levels within the same topic. Learning apps and apps such as Quizlet or Kahoot are used to enhance differentiation.

[Evaluator Response](#)

Meets

During lessons, students showed enthusiastic participation in their learning, were able to share what they were learning, and why. Teachers shared the common practice of visually showing the focus of each lesson to allow students to understand the intent of their learning.

Following the recommendation from the preparatory report, the head of school and senior leaders of Lycée International de Londres Winston Churchill (LIL) led a collaborative process to create a school-wide definition of high-quality learning and teaching. The definition, composed of 20 standards, has been shared with all staff. It now forms the basis of teacher appraisals, and lesson planning and observations. This has resulted in greater clarity for staff in their delivery of teaching and learning and their own self-assessment of instruction. The school has yet to implement a mechanism to determine the impact of the definition of high-quality learning and teaching on student outcomes and engagement.



Observations of classrooms showed displays which contained few materials but included printed pedagogical material, French and English vocabulary posters, printed word lists, and growth mindset printouts. A notable exception was the language support classrooms which were well resourced with a variety of learning tools and displays.

Evidence of differentiation was seen in practice during the visit, including different learning centres, levelled tasks, and various forms of teacher support including learning interventions by qualified staff. Teachers shared that they also differentiate student learning through varied performance expectations. There was no evidence observed of use of technology for differentiation.

The use of iPads was evident during observation of the primary section at LIL. Two early years classes are piloting Seesaw for home communication, and students have access to teacher created activities through QR codes and a variety of apps for creativity, coding, reading, and games. Students articulated that the iPads are used for various learning activities and shared they understood how to responsibly use the available technology.

Commendations

None at this time.

Recommendations

Domain D (Primary Section) Standard 1 (Major) - The head of school and senior leadership team implement a mechanism to determine the impact of the definition of high-quality learning and teaching on student outcomes and engagement.

Domain D (Primary Section) Standard 1 - Homeroom teachers select and utilise apps to enhance differentiation and learning assistance for students who require extension or support.

D2

There are effective policies and procedures in place to identify varied learning needs, both at admission and while enrolled, to ensure that all students may benefit from the school's programmes. (CORE)

School Response

Partially Meets

Policies: [Admissions Policy #1](#); [Policy and Procedures for Safeguarding and Child Protection, Policy#6](#).

D2i. The school periodically reviews its admissions policies and procedures, and its provision of well-being and learning support for students, aligned with development of the school's guiding statements and/or significant changes in student demographics

Admissions policies are reviewed every year as shown on the school website. The Special Educational Need process is well defined and reviewed periodically. A spreadsheet reporting all the different needs of every children is shared between the teachers and the Student Wellbeing team.

D2ii. The school uses a range of assessment data as part of the regular evaluation of the effectiveness of the support and enhancement programmes for well-being and learning.

Our wellbeing team use a *Plan d'accompagnement personnel* (PAP), in order to evaluate specific interventions with individual students. Classroom teachers have also carried out their own surveys asking students about their wellbeing in classrooms, which enables further evaluation of the impact of wellbeing programmes. In addition, the English as a second language (ESL) programme uses regular assessment of students in order to assess impact of interventions designed to support students with lower levels of English. Assessment data are kept on Tapestry and Pronote.

Student records will be available for viewing during the Team Evaluation Visit.

Evaluator Response

Meets

During the evaluation visit, curriculum coordinators and teachers discussed the assessments employed at LIL. Primary student assessments are created by teachers based on their scheme of work, created from the French and English curriculum standards. However, limited evidence of assessments were seen during the visit.

As stated as a recommendation in the preparatory report, senior leadership, curriculum coordinators, and heads of department should work together to better ensure student progress is tracked over time, and that all relevant data is collectively analysed and used in future planning. No evidence was presented that showed a response to the recommendation.

The head of primary and teachers shared that assessment data is not collectively analysed in the primary section for enhancement of the programme.

The school's admissions policy and procedures are transparent and make clear its commitment to the guiding statements. The LIL mission clearly states that it offers a rigorous, bilingual programme. The admissions process is inclusive. It ensures that the school is able to meet the learning needs of each student.

The policy and procedures were reviewed in January 2020, resulting in the formation of an admissions committee. The committee meets weekly to make collaborative decisions on student acceptance and placement. The admissions team is proud of the school's ability to support all students in achieving excellence.

The evidence suggests an improved rating from that indicated by the school.

Commendations

None at this time.

Recommendations

Domain D (Primary Section) Standard 2 - The senior leadership team, curriculum coordinators, and heads of department work together to develop a mechanism for the analysis of assessments to ensure coordination of programmes, and consistency in delivery and expectations.

D3

Teaching draws on a range of appropriate cultural and authentic contexts to provide meaning and purpose for the students in their development as global citizens and intercultural learners. (CORE)

School Response

Meets

D3i. Students demonstrate a wide range of understandings, skills, and dispositions that are evidence of global citizenship and intercultural learning.

Students celebrate a wide range of cultures in Primary by exploring traditions, making the students aware of diversity and other cultures. Students undertake a variety of intercultural learning activities in connection with black history month. School diversity week provides students with learning opportunities and the chance to share their own knowledge related to intercultural learning and global citizenship. In Moyenne Section/Reception, children and families take turns to take 'Fileo', a shared teddy bear, with them on holiday or on weekend trips abroad, or simply home for the weekend. 'Fileo' then reports back on his travels, with pictures, and introduces the children to new countries and cultures.

D3ii. Students can articulate the importance and relevance of their development as global citizens for their current and future learning and for its potential impact on the wider world.

Students in Primary explore their various, overlapping national identities through research and presentations. Primary students also explore themes of sustainability.

D3iii. The school can demonstrate how it values, measures, and evaluates the development of student progress towards global citizenship and intercultural learning.

The school has yet to define what it is to be a global citizen. However, the extent of intercultural learning has been referred to above. Primary has endeavoured to decolonise the curriculum by looking at different authors and stories from around the world. Reception have explored different cultures around the world, using books and stories to aid students' understanding. In annual appraisal, there is a criteria for open-mindedness towards other cultures.

Evaluator Response

Meets

Evidenced in some documented presentations, posters, pictures, and discussions with teachers and students within the school community, it is apparent that students regularly participate in cultural activities to educate and raise awareness about members of their community. A focus on holidays, festivals, foods, and personal cultural sharing is the focus of global citizenship and intercultural learning at primary.

Evidence of the school's work towards their goal to decolonise the curriculum could be seen. This evidence included documentation of art projects, student speakers educating other students about their home countries, and investing in modern, diverse, and inclusive printed versions of fairy tales. It is evident that teachers are educating students on global cultures, and cultural awareness and appreciation.

Students were confidently able to reference important themes and values within their school including kindness, diversity, and environmental awareness. Students have a clear understanding of the importance of being principled, caring, and open-minded, and how this impacts their wider community.

The preparatory report recommended senior leaders facilitate a school-wide process to arrive at a definition of international and intercultural learning, specific to LIL's context and values. During the visit, there was evidence of the many intercultural links LIL makes to its community:

- promotion of home language days
- cultural exchanges from students, staff, and parents
- local trips
- student initiated clubs (e.g. Greek Club).

Despite this evidence, a definition of a global citizen and intercultural learner at LIL is yet to be created. Thus, measurement and evaluation of student progress toward this goal is not evident.

Commendations

Domain D (Primary Section) Standard 3 - The teaching staff for demonstrating an appreciation of all members of their community, resulting in student led initiatives that celebrate one another.

Recommendations

Domain D (Primary Section) Standard 3 (Major) - The senior leadership team, in collaboration with the community, develops a definition of international and intercultural learning specific to LIL in order to embed a common understanding into teaching and learning.

D4

Students experiencing difficulty accessing the curriculum are supported by suitably qualified personnel who use inclusive practices, removing barriers to learning. Students who are able to work well beyond the requirements of the curriculum are challenged as part of a continual process of enhancing learning for all.

School Response

Meets

D4i. Learner variability and diversity is valued in classrooms. All students are appropriately challenged by the content of their courses and learning experiences.

Lessons are differentiated to cater to different abilities and provide support and challenge where appropriate. Diversity is celebrated through a diversified curriculum, staff collaboration, reflection and amendments made to curricula content.

D4ii. Professional learning is undertaken by all teachers to ensure methods are in place to meet the needs and learning goals of all students.

Eight days of CPD are organised by the school every year. Training is provided for new staff about programmes already in place, for example, phonics and writing assessments. Departmental meetings held every two weeks are used for subject- and age-specific CPD, to monitor harmonised methods and policies for teaching, standardisation and moderation. Colleagues can also share knowledge and skills from CPD they have undertaken. In addition to academic and pedagogic CPD, mindfulness workshops were offered to Primary teachers following the pandemic to encourage support of emotionally diverse students. Training by organisations such as 'Show Racism the Red Card' advance the school's mission to promote an inclusive learning environment. Records of CPD attendance are maintained by HR.

D4iii. The school makes effective use of community resources as part of a continual process of increasing learning and participation for all students.

A range of activities are organised in the local community in which students are involved. For example, a local park is used for nature walks to start raising the children's awareness of the environment. In the last year, students have also visited a local care home and give a performance to entertain the residents. A gardening club is organised twice a week, led member of the school's premises team.

D4iv. Training is provided for staff in the use of equipment and facilities that are designed or modified to ensure inclusion and access to learning for all students.

All staff are trained in the use of the school's IT systems and teaching tools so that they can enable all students to access the necessary platforms. As students with different needs join the school, appropriate training is offered. For example, the Primary team took part in a Down Syndrome awareness session when a student with Downs Syndrome was admitted. Gender neutral bathrooms and a gender-neutral dress code help to ensure that a range of gender identities are recognised. The School's premises are wheelchair-accessible throughout.

D4v. The school uses assessment data as part of the regular evaluation of the effectiveness of the inclusion and extension provision.

Internal assessments made by the ESL and FLE teachers at the beginning of the year to determine which students needs support in French/ English. Regular English tests determine the level at which students are entered for their Trinity GESE exams. Assessment data is used to move more able students up a class. Every week, starting at end of February (i.e. beginning of the second semester), teachers meet to evaluate, based on assessments and workbooks, how effective teaching is for each student and, where necessary, set up a personalised learning plan to maximise students progress.

Evaluator Response

Meets

During the visit, students were observed to be engaged in their learning and there was evidence of student choice (activity/learning choice) in several classrooms. Teachers communicated that they believe students to be appropriately challenged and supported at LIL. The majority of parents and students who responded to the community survey agreed that lessons at LIL challenge and encourage students to improve.

Learning support was visibly implemented throughout the primary section. Students were confidently able to articulate how and when they can receive support services, both academic and

social-emotional.

Teachers and the leadership team spoke enthusiastically about the professional development opportunities available through the Continuous Professional Development (CPD) committee at LIL. Teachers often are given time to share back new ideas for learning with their colleagues during Share and Tell meetings. The professional learning focus is decided for all staff by the CPD team before the academic year begins. Individual applications to development opportunities outside the chosen focus are still considered. Examples shared included:

- positive discipline training
- the Show Racism the Red Card programme
- special needs awareness
- technology information sessions with the Director of Academic Research and Innovation
- qualified teacher status (QTS).

There is a well developed culture of CPD at LIL. According to the faculty results on the community survey, members of staff would like the opportunity to receive more professional development to support their own growth, and students with different abilities and learning challenges.

Support teachers also discussed creating baseline assessments, using Trinity College and French national exams. These assessments help analyse student learning and the possible need for learning interventions. Learning support at LIL is adapted to student needs, providing pull-out lessons, inclusion support, and one-on-one instruction. Teacher observations are used to conclude a support cycle for students. A completed learning support observation and plan was shared to confirm the documentation of this process.

Commendations

Domain D (Primary Section) Standard 4 - The teachers at LIL for their commitment to professional development which benefits students' well-being and learning needs.

Recommendations

None at this time.

D5

Students who require support in the language(s) of instruction are taught by suitably qualified personnel to ensure they gain access to the curriculum and make appropriate progress.

School Response


Meets

D5i. The teaching strategies and resources deployed enhance access to learning and challenge for all students who lack understanding of the language(s) of instruction.

The School employs teachers with specialised ESL and FLE qualifications, who are experienced in the strategies and resources needed to help students overcome linguistic barriers to learning. In EYFS bilingual, many resources are commonly made including pictures to help augment understanding in both languages. Daily vocabulary sessions promote new vocabulary for all students so that everyone has the same aim to use new vocabulary in both languages. ESL and FLE planning ensures students develop language skills needed to access the mainstream curriculum.

D5ii. Language(s) development is an integrated part of the school's programme. Staff work collaboratively with one another, students, and parents to optimise language learning.

ESL and, where necessary, FLE, are taught along side literacy lessons throughout Primary. Students' ability to access the UK National Curriculum is assessed in January, at the end of the first semester. This is done using a document, 'ESL Exit Points', drawn up by our ESL and mainstream teachers, which identifies common competencies in the Trinity curriculum that the school uses for ESL teaching and assessment, and the National Curriculum. During parent-teacher



conferences, parents often explain English language learning support they offer at home, and discuss potential resources and strategies with our ESL/FLE qualified staff. ESL teachers have 'collaboration time' included in their schedules, when they can plan and reflect in collaboration with non-specialist teachers. EYFS is an immersion in both languages, students are exposed to dual-language teaching throughout the day. This quickly helps to develop their oral/aural skills. Parents receive information and feedback in their chosen language via Tapestry and one-to-one meetings.

D5iii. Pedagogical approaches support the individual needs of language learners.

Varied pedagogical approaches are used in EYFS to support learners. These include Reggio Emilio-inspired classroom setups, Montessori and bilingual resources. Teaching through many strategies to cater to visual, audio, and kinesthetic learners. Teachers also use Bell Foundation resources to support Language development and the EAL Channel.

D5iv. All personnel have undertaken appropriate training, relevant to their role, to support students' specific language learning needs.

The school prides itself on offering specific CPDs to all staff members. This can include teaching qualifications, such as QTS, SEND training and whole school training for writing. The 'Talk for Writing' course that all Primary teachers are completing will help to harmonise teaching strategies for writing. As new students with specific needs join the school, appropriate CPD is arranged (see D4.iv above).

Evaluator Response

Meets

It is apparent that the strength and pride of the school centres around bilingualism in French and English. Many students demonstrated their abilities in both languages during classroom walk-throughs, meetings, and a student-hosted school tour.

Primary teachers shared that they use a variety of observations, discussions with new families, and assessments to understand if students at LIL require language support or extension. This enables students to access support if required, and allows teachers to understand how best to reinforce student development.

Language support teachers showed the various learning resources they utilise to empower students to improve their abilities including:

- teacher created interactive tasks on iPads
- ESL home learning website
- levelled reading books
- voice recording and listening apps
- vocabulary translations
- word posters;
- home learning tasks
- a variety of instructional methods.

Teachers demonstrated that materials used to support language instruction are engaging. They also showed that students self-reflected on their progress to move toward the teacher's goals for their successful understanding of language. Language learning support classrooms encouraged regular self-reflection from students. Some teachers have specific ESL or FLE training, including learning support teachers. However, at the moment there is no formal access for training in support of language learning across the primary section.

Commendations

None at this time.

Recommendations

Domain D (Primary Section) Standard 5 - The extended senior leadership team to investigate providing training in supporting English and French language learners for all classroom teachers to ensure they can best support their learners' needs.

D6

A range of appropriate resources, media and technologies is used meaningfully to enrich the quality of student learning and support the development of skills and aptitudes for their current and future lives.

School Response

Meets

D6i. The school has a well understood, strategic approach for the acquisition and educational use of media, resources, and technologies.

The school has a robust [ICT policy \(Policy # 11\)](#) for the use of electronic media by students and teachers. Students are taught to use iPads early in their classroom experience. The school has a policy of giving students the newest iPad which is replaced every four years to keep on top of upgrades. The Library is open to any student who wants to read, play a board game or use the computers to access online resources. Every Primary class has a specific time slot devoted to reading and choosing a new book at the library, every week, starting in Reception. Teachers get regular training about the use of apps and technologies from the Head of Research and Innovation. They have access to a Google Classroom where new training sessions and tutorials are shared regularly.

D6ii. The use of media, resources and technologies are integrated into teaching and assessment, enhancing and enriching students' learning.

iPads are used throughout the Primary section. In EYFS teachers use iPads for assessment of language, progress tracking, and sharing daily activity records with parents through [Tapestry](#). Apps such as [Quizlet](#) and [Kahoot!](#) which boost engagement and enable instant feedback, are used in assessment for learning.

D6iii. There are opportunities for students to develop their skills in the use of technology and information literacy.

Students have a range of learning apps installed on their iPads, for example, [Prodigy](#), [Sumdog](#), [Teach Your Monster](#), [FlipGrid](#), Quizlet, and Kahoot!, as mentioned above. Teachers use [CBBC Newsround](#) to help students build information literacy and non-narrative, non-fiction lexicons. The students learn how to research the internet using the school iPad, for presentations or additional information, under the teacher's supervision. Students have access to many magazines and newspapers in the Library, electronically or in hard copy, under the supervision of the school's Librarian. During the lockdown, students accessed autonomously both the teachers' Zoom sessions and work assignments using Padlet.

Evaluator Response

Meets

At the time of the visit, a strategic plan for the acquisition of appropriate resources was not observed. Teachers communicated that they felt the school is very well resourced, but observations of classrooms revealed few hands-on resources for primary students starting their discoveries in learning.

In the area of media and technology, conversations with teachers indicate that they have freedom to choose the online applications students use within their classes to access their learning. It was observed that there are many opportunities during the school day for students to develop skills in technology and information literacy. At LIL, iPad literacy begins in lower primary and this is evidenced in the way the physical learning environment has been resourced.

Throughout the visit, the considerable presence of technology as a resource in every classroom was visible. The primary section has demonstrated an evolving understanding of age-appropriate media, and has considerable access to technology resources including:

- Kahoot
- online reading collections
- Osmo word games
- Puppet Pals
- Bee-bot coding
- Seesaw
- online resources accessed through LIL's website
- QR code created activities through Learning App.

The primary section is currently researching which online platforms to use in support of student learning and agency. Seesaw was seen being piloted by two reception classes.

A next step would be for teachers to consider how media, resources, and technologies can be incorporated into learning and teaching as a means to promote further critical and creative thinking.

Commendations

None at this time.

Recommendations

Domain D (Primary Section) Standard 6 - The head of primary collaborates with teachers to plan the provision of a greater range of age appropriate resources to support the balanced development of skills and approaches to learning.

D7

Assessment includes a variety of methods, caters for the various learning needs of students, and is based on clear criteria. Assessment is monitored, evaluated and used by teachers to improve learning outcomes and pedagogical methods.

School Response

Meets

D7i. The school's assessment policy is aligned with the guiding statements, includes a variety of assessment methods, and is applied consistently.

The school's [Assessment Policy \(Policy #4\)](#), which endorses the mission and vision of the school, is understood by all primary staff, and in the judgement of the Head of Section, is applied consistently.

D7ii. Assessment criteria are clear, and students make connections between these criteria, their current learning activities, and their next developmental steps.

Writing assessment criteria were drawn up by the teachers and implementation is harmonised throughout the the different cycles. The younger years follow the RWI programme and students are able to see which level they are on through the colours and what is the next level up. Phonics assessments take place throughout the year to check progression. All years in Primary apart from GS (Year 1), which is Cycle 1, follow the same colour code policy for marking, which is also used on Pronote. Students are made aware of the marking policy at the beginning of the year and they stick a copy of it in front of all their exercise books so they are reminded of it every time they do written work. There are also posters displayed throughout the School. Both the French and English teachers use the same marking scheme colours to ensure consistency of assessment across the two languages.

D7iii. Differentiation of teaching and assessment strategies is widely evident, ensuring that individual students' learning aptitudes are catered for.

Thorough lesson planning and collaboration with the Wellbeing Department means that differentiated lessons are provided.

D7iv. Assessment data is used to inform and improve well-being, pedagogical methods, and learning outcomes.

[Leuven Scales](#) and [Characteristics of Effective Learning](#) are used to measure emotional wellbeing and involvement in EYFS. Concerns about a child's progress in EYFS or Primary are flagged on Tapestry and/or Pronote, tracked through observation (by the teacher and/or by a member of the Wellbeing Team), and shared with parents, and subsequent data and/or conclusions drawn therefrom are used to adapt teaching. CPD is arranged for identified needs and discussed in team meetings.

Evaluator Response

Partially Meets

The assessments conducted in the primary section are closely aligned with the school's mission to deliver an innovative bilingual programme. During the visit, the head of primary and teachers communicated that they have been given the liberty to create and choose their own assessments. Some previously used assessment templates were shared, including visual prompts for written assessments and previous French language listening tests.

There is a requirement for assessment in the primary section at LIL, according to the policy. However, there are few details that guide the systematic and aligned philosophy of assessment.

Teachers confirmed that during lessons and assessments, the purpose and criteria of learning is shared with students. Teachers communicate student results and celebrate their achievements.

Differentiation is evident in primary classrooms and the school employs a dedicated learning support staff. While some teachers shared that students with differing abilities will have different sets of expectations for their learning, this was not evidenced in assessments.

In response to the preparatory report, curriculum coordinators and heads of department have begun to research more external assessment options to track student progress over time for the entire primary section.

The evidence indicates that a rating of partially meets is more appropriate at this time, and the school should address the recommendation.

Commendations

None at this time.

Recommendations

Domain D (Primary Section) Standard 7 (Major) - The head of primary to implement external standardised assessments to ensure systematic assessment and data tracking to improve the consistency of student data collection and feedback.

D8


A range of student achievement data is collected and available to students, their parents, and other stakeholders. Data is used systematically across the school to track and evaluate student progress and inform improvement in teaching and learning.

School Response

Partially Meets

D8i. There is a systematic, schoolwide method in place for the collection and analysis of student assessment data.

There is currently no assessment data connecting EYFS to Primary. In Primary, students'



assessment data is collected onto an online platform, [Pronote](#). This information is kept on a student's file as he or she transitions into Secondary. Primary students' reading levels are assessed and updated regularly. ESL levels are tracked throughout the School, updated regularly, and inform planning and placement.

D8ii. Assessment data is used in a systematic, school-wide manner to inform and continually improve student achievement and pedagogical methods.

In the last two academic years, as a result of identified need, whole-cohort writing assessments have taken place 3 times a year in English and French. The data is collected and used in curriculum building, although colleagues think this could be done more systematically. A home reading program is used throughout Primary to assess students' progress in reading. CM2 (Y6) and 6e (Y7) teachers meet to ensure the transition from Primary to Secondary is smooth and to share information and data about students leaving Primary for Secondary school. They are in the process of reviewing the knowledge and skills to be taught in 6e on the basis of those developed in CM1-CM2 (Y5-6).

D8iii. Analysis of assessment data informs professional development priorities.

As noted above (D7.iv), data is used to monitor assessment and adapt teaching, which necessarily includes the prioritisation of teaching some knowledge and skills over others. In interview, teachers attested consistently to assessment informing planning, and CPD is arranged from identified needs and discussed in team meetings.

D8iv. Assessment data from external examination and/or standardised test results is used to measure student learning and to make comparisons with similar schools.

In CP there is an 'Evaluation Nationale' in French that allows us to compare our students' progress with that in other French schools. No comparable national tests take place in English. The results, in addition to our own data, help us to identify students in need of personalised help. In English, [Trinity College London](#) exams enable students to be assessed by external examiners and enable students to see their progress when they take the test at a higher level at a later date.

Evaluator Response

Partially Meets

The primary section is investigating systems for the tracking of student progress to inform teaching and learning. At the time of the visit, there was limited evidence of a systematic approach to assessment and data collection.

Some evidence of assessment data was provided in the form of a French literacy and mathematics-based assessment, used biannually across two grade levels. It was not clear how this is used to improve student achievement and pedagogical methods. The results are not yet used to inform continued professional development (CPD) opportunities.

There is little assessment data from external examination or standardised test results that is used to measure student learning and to make comparisons with similar schools.

Commendations

None at this time.

Recommendations

Domain D (Primary Section) Standard 8 (Major) - The head of primary implements a systematic approach to assessment and data collection in order to track student progress and inform improvement in teaching and learning.

Domain D (Primary Section) Standard 8 - The head of primary researches the use of additional external assessments in order to improve student achievement and develop teacher understanding of the effectiveness of pedagogical methods.

Domain D - Teaching and assessing for learning

D1

Teaching is closely aligned with the school's definition of high-quality learning which enables all students to be engaged and challenged, to gain access to the curriculum, and to have success in their learning. (CORE)

School Response

Meets

[Students Assessment Policy # 4](#)

D1i. Students are able to articulate what, why, and how they are learning and feel engaged and challenged to learn.

Teacher observations carried out by the Primary Head of section confirm that students at all stages in Primary are challenged to learn. Students write learning objectives in their books to raise their awareness of what they are learning. Pictures show consistent student engagement in a variety of activities. When asked, most students can explain what they are learning, and why.

D1ii. Teachers understand and implement the school's definition of high-quality learning and deploy appropriate pedagogical approaches in their teaching.

In response to Recommendation Domain C Standard C1 [Major] of the Preparatory Evaluation Report, in June 2021, the Head of Primary led the Primary section in a collaborative exercise to agree on a definition of excellent teaching and learning. The new definition is used as the basis of teacher observations, which are carried out by the Head of Primary twice a year.

D1iii. Teachers create learning opportunities that engage all students and challenge them to achieve.

Teacher observations carried out by the Head of Primary found that all students are challenged. For example, differentiated tasks were used in a maths class, where students calculated percentages from survey responses gathered from closed questioning and open questioning, offering differing levels of challenge to more able students and less able students. Photographic evidence also demonstrates that students are highly engaged with hands-on activities in class.

D1iv. Teaching and learning strategies and the learning environment successfully accommodate varied learning needs and aptitudes.

The Wellbeing Team support teachers in the delivery of the curriculum to students with specific learning needs. The Head of Wellbeing shares the Special Educational Needs (SEN) Register, a live document updated regularly, with all staff. (The SEN Register will be available for inspection by members of the Team Evaluation team during the inspection.) Students with special needs often have a *Plan d'accompagnement personnalisé* (PAP) which gives teachers specific instructions to follow.

EYFS provides an immersive bilingual background with co-teaching and co-planning of the curriculum, which accommodates varied linguistic needs and aptitudes of learners. Resources are mostly bilingual and supported with bilingual displays. Fidget equipment are provided as an example of individualised provision through PAPs. Whole school training in primary has advanced and harmonised writing through 'Talking the Text', accommodating students with a range of writing abilities. School has assembled different outdoor learning facilities - mud kitchen, bug hotel, forest school, and playground toys - which accommodate a variety of learner preferences. Science classes accommodate various aptitudes by allowing some students to read and sort information about animal classification, whilst allowing others to carry out more detailed independent research.

D1v. Appropriate methodologies are deployed for students with specific learning challenges in all learning contexts.

The School website details the aim, approach and organisation of Primary ESL and FLE programs, which ameliorate students' linguistic challenges. Primary PAP procedure ensures support for students with learning, social and emotional difficulties is accessible. Planning incorporates differentiation to accommodate a variety of competencies.

D1vi. Media, resources, and technologies are used to engage, challenge, and enhance access and differentiation.

Maths resources, such as the 'ultimate decimals division challenge' are aimed at students of different levels within the same topic. Learning apps and apps such as Quizlet or Kahoot are used to enhance differentiation.

Evaluator Response

Meets

During lessons, students showed enthusiastic participation in their learning, were able to share what they were learning, and why. Teachers shared the common practice of visually showing the focus of each lesson to allow students to understand the intent of their learning.

Following the recommendation from the preparatory report, the head of school and senior leaders of Lycée International de Londres Winston Churchill (LIL) led a collaborative process to create a school-wide definition of high-quality learning and teaching. The definition, composed of 20 standards, has been shared with all staff. It now forms the basis of teacher appraisals, and lesson planning and observations. This has resulted in greater clarity for staff in their delivery of teaching and learning and their own self-assessment of instruction. The school has yet to implement a mechanism to determine the impact of the definition of high-quality learning and teaching on student outcomes and engagement.

Observations of classrooms showed displays which contained few materials but included printed pedagogical material, French and English vocabulary posters, printed word lists, and growth mindset printouts. A notable exception was the language support classrooms which were well resourced with a variety of learning tools and displays.

Evidence of differentiation was seen in practice during the visit, including different learning centres, levelled tasks, and various forms of teacher support including learning interventions by qualified staff. Teachers shared that they also differentiate student learning through varied performance expectations. There was no evidence observed of use of technology for differentiation.

The use of iPads was evident during observation of the primary section at LIL. Two early years classes are piloting Seesaw for home communication, and students have access to teacher created activities through QR codes and a variety of apps for creativity, coding, reading, and games. Students articulated that the iPads are used for various learning activities and shared they understood how to responsibly use the available technology.

Commendations

None at this time.

Recommendations

Domain D (Primary Section) Standard 1 (Major) - The head of school and senior leadership team implement a mechanism to determine the impact of the definition of high-quality learning and teaching on student outcomes and engagement.

Domain D (Primary Section) Standard 1 - Homeroom teachers select and utilise apps to enhance differentiation and learning assistance for students who require extension or support.

D2

There are effective policies and procedures in place to identify varied learning needs, both at admission and while enrolled, to ensure that all students may benefit from the school's programmes. (CORE)

School Response

Partially Meets

Policies: [Admissions Policy #1; Policy and Procedures for Safeguarding and Child Protection, Policy#6.](#)

D2i. The school periodically reviews its admissions policies and procedures, and its provision of well-being and learning support for students, aligned with development of the school's guiding statements and/or significant changes in student demographics

Admissions policies are reviewed every year as shown on the school website. The Special Educational Need process is well defined and reviewed periodically. A spreadsheet reporting all the different needs of every children is shared between the teachers and the Student Wellbeing team.

D2ii. The school uses a range of assessment data as part of the regular evaluation of the effectiveness of the support and enhancement programmes for well-being and learning.

Our wellbeing team use a *Plan d'accompagnement personnel* (PAP), in order to evaluate specific interventions with individual students. Classroom teachers have also carried out their own surveys asking students about their wellbeing in classrooms, which enables further evaluation of the impact of wellbeing programmes. In addition, the English as a second language (ESL) programme uses regular assessment of students in order to assess impact of interventions designed to support students with lower levels of English. Assessment data are kept on Tapestry and Pronote.

Student records will be available for viewing during the Team Evaluation Visit.

Evaluator Response

Meets

During the evaluation visit, curriculum coordinators and teachers discussed the assessments employed at LIL. Primary student assessments are created by teachers based on their scheme of work, created from the French and English curriculum standards. However, limited evidence of assessments were seen during the visit.

As stated as a recommendation in the preparatory report, senior leadership, curriculum coordinators, and heads of department should work together to better ensure student progress is tracked over time, and that all relevant data is collectively analysed and used in future planning. No evidence was presented that showed a response to the recommendation.

The head of primary and teachers shared that assessment data is not collectively analysed in the primary section for enhancement of the programme.

The school's admissions policy and procedures are transparent and make clear its commitment to the guiding statements. The LIL mission clearly states that it offers a rigorous, bilingual programme. The admissions process is inclusive. It ensures that the school is able to meet the learning needs of each student.

The policy and procedures were reviewed in January 2020, resulting in the formation of an admissions committee. The committee meets weekly to make collaborative decisions on student acceptance and placement. The admissions team is proud of the school's ability to support all students in achieving excellence.

The evidence suggests an improved rating from that indicated by the school.

Commendations

None at this time.

Recommendations

Domain D (Primary Section) Standard 2 - The senior leadership team, curriculum coordinators, and heads of department work together to develop a mechanism for the analysis of assessments to ensure coordination of programmes, and consistency in delivery and expectations.

D3

Teaching draws on a range of appropriate cultural and authentic contexts to provide meaning and purpose for the students in their development as global citizens and intercultural learners. (CORE)

School Response

Meets

D3i. Students demonstrate a wide range of understandings, skills, and dispositions that are evidence of global citizenship and intercultural learning.

Students celebrate a wide range of cultures in Primary by exploring traditions, making the students aware of diversity and other cultures. Students undertake a variety of intercultural learning activities in connection with black history month. School diversity week provides students with learning opportunities and the chance to share their own knowledge related to intercultural learning and global citizenship. In Moyenne Section/Reception, children and families take turns to take 'Fileo', a shared teddy bear, with them on holiday or on weekend trips abroad, or simply home for the weekend. 'Fileo' then reports back on his travels, with pictures, and introduces the children to new countries and cultures.

D3ii. Students can articulate the importance and relevance of their development as global citizens for their current and future learning and for its potential impact on the wider world.

Students in Primary explore their various, overlapping national identities through research and presentations. Primary students also explore themes of sustainability.

D3iii. The school can demonstrate how it values, measures, and evaluates the development of student progress towards global citizenship and intercultural learning.

The school has yet to define what it is to be a global citizen. However, the extent of intercultural learning has been referred to above. Primary has endeavoured to decolonise the curriculum by looking at different authors and stories from around the world. Reception have explored different cultures around the world, using books and stories to aid students' understanding. In annual appraisal, there is a criteria for open-mind towards other cultures.

Evaluator Response

Meets

Evidenced in some documented presentations, posters, pictures, and discussions with teachers and students within the school community, it is apparent that students regularly participate in cultural activities to educate and raise awareness about members of their community. A focus on holidays, festivals, foods, and personal cultural sharing is the focus of global citizenship and intercultural learning at primary.

Evidence of the school's work towards their goal to decolonise the curriculum could be seen. This evidence included documentation of art projects, student speakers educating other students about their home countries, and investing in modern, diverse, and inclusive printed versions of fairy tales. It is evident that teachers are educating students on global cultures, and cultural awareness and appreciation.

Students were confidently able to reference important themes and values within their school including kindness, diversity, and environmental awareness. Students have a clear understanding of the importance of being principled, caring, and open-minded, and how this impacts their wider community.

The preparatory report recommended senior leaders facilitate a school-wide process to arrive at a definition of international and intercultural learning, specific to LIL's context and values. During the visit, there was evidence of the many intercultural links LIL makes to its community:

- promotion of home language days
- cultural exchanges from students, staff, and parents
- local trips
- student initiated clubs (e.g. Greek Club).

Despite this evidence, a definition of a global citizen and intercultural learner at LIL is yet to be created. Thus, measurement and evaluation of student progress toward this goal is not evident.

Commendations

Domain D (Primary Section) Standard 3 - The teaching staff for demonstrating an appreciation of all members of their community, resulting in student led initiatives that celebrate one another.

Recommendations

Domain D (Primary Section) Standard 3 (Major) - The senior leadership team, in collaboration with the community, develops a definition of international and intercultural learning specific to LIL in order to embed a common understanding into teaching and learning.

D4

Students experiencing difficulty accessing the curriculum are supported by suitably qualified personnel who use inclusive practices, removing barriers to learning. Students who are able to work well beyond the requirements of the curriculum are challenged as part of a continual process of enhancing learning for all.

School Response

Meets

D4i. Learner variability and diversity is valued in classrooms. All students are appropriately challenged by the content of their courses and learning experiences.

Lessons are differentiated to cater to different abilities and provide support and challenge where appropriate. Diversity is celebrated through a diversified curriculum, staff collaboration, reflection and amendments made to curricula content.

D4ii. Professional learning is undertaken by all teachers to ensure methods are in place to meet the needs and learning goals of all students.

Eight days of CPD are organised by the school every year. Training is provided for new staff about programmes already in place, for example, phonics and writing assessments. Departmental meetings held every two weeks are used for subject- and age-specific CPD, to monitor harmonised methods and policies for teaching, standardisation and moderation. Colleagues can also share knowledge and skills from CPD they have undertaken. In addition to academic and pedagogic CPD, mindfulness workshops were offered to Primary teachers following the pandemic to encourage support of emotionally diverse students. Training by organisations such as 'Show Racism the Red Card' advance the school's mission to promote an inclusive learning environment. Records of CPD attendance are maintained by HR.

D4iii. The school makes effective use of community resources as part of a continual process of increasing learning and participation for all students.

A range of activities are organised in the local community in which students are involved. For example, a local park is used for nature walks to start raising the children's awareness of the environment. In the last year, students have also visited a local care home and give a performance to entertain the residents. A gardening club is organised twice a week, led member of the school's premises team.

D4iv. Training is provided for staff in the use of equipment and facilities that are designed or modified to ensure inclusion and access to learning for all students.

All staff are trained in the use of the school's IT systems and teaching tools so that they can enable all students to access the necessary platforms. As students with different needs join the school, appropriate training is offered. For example, the Primary team took part in a Down Syndrome awareness session when a student with Downs Syndrome was admitted. Gender neutral bathrooms and a gender-neutral dress code help to ensure that a range of gender identities are recognised. The School's premises are wheelchair-accessible throughout.

D4v. The school uses assessment data as part of the regular evaluation of the effectiveness of the inclusion and extension provision.

Internal assessments made by the ESL and FLE teachers at the beginning of the year to determine which students needs support in French/ English. Regular English tests determine the level at which students are entered for their Trinity GESE exams. Assessment data is used to move more able students up a class. Every week, starting at end of February (i.e. beginning of the second semester), teachers meet to evaluate, based on assessments and workbooks, how

effective teaching is for each student and, where necessary, set up a personalised learning plan to maximise students progress.

Evaluator Response

Meets

During the visit, students were observed to be engaged in their learning and there was evidence of student choice (activity/learning choice) in several classrooms. Teachers communicated that they believe students to be appropriately challenged and supported at LIL. The majority of parents and students who responded to the community survey agreed that lessons at LIL challenge and encourage students to improve.

Learning support was visibly implemented throughout the primary section. Students were confidently able to articulate how and when they can receive support services, both academic and social-emotional.

Teachers and the leadership team spoke enthusiastically about the professional development opportunities available through the Continuous Professional Development (CPD) committee at LIL. Teachers often are given time to share back new ideas for learning with their colleagues during Share and Tell meetings. The professional learning focus is decided for all staff by the CPD team before the academic year begins. Individual applications to development opportunities outside the chosen focus are still considered. Examples shared included:

- positive discipline training
- the Show Racism the Red Card programme
- special needs awareness
- technology information sessions with the Director of Academic Research and Innovation
- qualified teacher status (QTS).

There is a well developed culture of CPD at LIL. According to the faculty results on the community survey, members of staff would like the opportunity to receive more professional development to support their own growth, and students with different abilities and learning challenges.

Support teachers also discussed creating baseline assessments, using Trinity College and French national exams. These assessments help analyse student learning and the possible need for learning interventions. Learning support at LIL is adapted to student needs, providing pull-out lessons, inclusion support, and one-on-one instruction. Teacher observations are used to conclude a support cycle for students. A completed learning support observation and plan was shared to confirm the documentation of this process.

Commendations

Domain D (Primary Section) Standard 4 - The teachers at LIL for their commitment to professional development which benefits students' well-being and learning needs.

Recommendations

None at this time.

D5

Students who require support in the language(s) of instruction are taught by suitably qualified personnel to ensure they gain access to the curriculum and make appropriate progress.

School Response

Meets

D5i. The teaching strategies and resources deployed enhance access to learning and challenge for all students who lack understanding of the language(s) of instruction.

The School employs teachers with specialised ESL and FLE qualifications, who are experienced in the strategies and resources needed to help students overcome linguistic barriers to learning. In EYFS bilingual, many resources are commonly made including pictures to help augment understanding in both languages. Daily vocabulary sessions promote new vocabulary for all

students so that everyone has the same aim to use new vocabulary in both languages. ESL and FLE planning ensures students develop language skills needed to access the mainstream curriculum.

D5ii. Language(s) development is an integrated part of the school's programme. Staff work collaboratively with one another, students, and parents to optimise language learning.

ESL and, where necessary, FLE, are taught along side literacy lessons throughout Primary. Students' ability to access the UK National Curriculum is assessed in January, at the end of the first semester. This is done using a document, 'ESL Exit Points', drawn up by our ESL and mainstream teachers, which identifies common competencies in the Trinity curriculum that the school uses for ESL teaching and assessment, and the National Curriculum. During parent-teacher conferences, parents often explain English language learning support they offer at home, and discuss potential resources and strategies with our ESL/FLE qualified staff. ESL teachers have 'collaboration time' included in their schedules, when they can plan and reflect in collaboration with non-specialist teachers. EYFS is an immersion in both languages, students are exposed to dual-language teaching throughout the day. This quickly helps to develop their oral/aural skills. Parents receive information and feedback in their chosen language via Tapestry and one-to-one meetings.

D5iii. Pedagogical approaches support the individual needs of language learners.

Varied pedagogical approaches are used in EYFS to support learners. These include Reggio Emilio-inspired classroom setups, Montessori and bilingual resources. Teaching through many strategies to cater to visual, audio, and kinesthetic learners. Teachers also use Bell Foundation resources to support Language development and the EAL Channel.

D5iv. All personnel have undertaken appropriate training, relevant to their role, to support students' specific language learning needs.

The school prides itself on offering specific CPDs to all staff members. This can include teaching qualifications, such as QTS, SEND training and whole school training for writing. The 'Talk for Writing' course that all Primary teachers are completing will help to harmonise teaching strategies for writing. As new students with specific needs join the school, appropriate CPD is arranged (see D4.iv above).

Evaluator Response

Meets

It is apparent that the strength and pride of the school centres around bilingualism in French and English. Many students demonstrated their abilities in both languages during classroom walk-throughs, meetings, and a student-hosted school tour.

Primary teachers shared that they use a variety of observations, discussions with new families, and assessments to understand if students at LIL require language support or extension. This enables students to access support if required, and allows teachers to understand how best to reinforce student development.

Language support teachers showed the various learning resources they utilise to empower students to improve their abilities including:

- teacher created interactive tasks on iPads
- ESL home learning website
- levelled reading books
- voice recording and listening apps
- vocabulary translations
- word posters;
- home learning tasks
- a variety of instructional methods.

Teachers demonstrated that materials used to support language instruction are engaging. They also showed that students self-reflected on their progress to move toward the teacher's goals for their successful understanding of language. Language learning support classrooms encouraged regular self-reflection from students. Some teachers have specific ESL or FLE training, including learning support teachers. However, at the moment there is no formal access for training in support of language learning across the primary section.

Commendations

None at this time.

Recommendations

Domain D (Primary Section) Standard 5 - The extended senior leadership team to investigate providing training in supporting English and French language learners for all classroom teachers to ensure they can best support their learners' needs.

D6

A range of appropriate resources, media and technologies is used meaningfully to enrich the quality of student learning and support the development of skills and aptitudes for their current and future lives.

School Response

Meets

D6i. The school has a well understood, strategic approach for the acquisition and educational use of media, resources, and technologies.

The school has a robust [ICT policy \(Policy # 11\)](#) for the use of electronic media by students and teachers. Students are taught to use iPads early in their classroom experience. The school has a policy of giving students the newest iPad which is replaced every four years to keep on top of upgrades. The Library is open to any student who wants to read, play a board game or use the computers to access online resources. Every Primary class has a specific time slot devoted to reading and choosing a new book at the library, every week, starting in Reception. Teachers get regular training about the use of apps and technologies from the Head of Research and Innovation. They have access to a Google Classroom where new training sessions and tutorials are shared regularly.

D6ii. The use of media, resources and technologies are integrated into teaching and assessment, enhancing and enriching students' learning.

iPads are used throughout the Primary section. In EYFS teachers use iPads for assessment of language, progress tracking, and sharing daily activity records with parents through [Tapestry](#). Apps such as [Quizlet](#) and [Kahoot!](#) which boost engagement and enable instant feedback, are used in assessment for learning.


D6iii. There are opportunities for students to develop their skills in the use of technology and information literacy.

Students have a range of learning apps installed on their iPads, for example, [Prodigy](#), [Sumdog](#), [Teach Your Monster](#), [FlipGrid](#), Quizlet, and Kahoot!, as mentioned above. Teachers use [CBBC Newsround](#) to help students build information literacy and non-narrative, non-fiction lexicons. The students learn how to research the internet using the school iPad, for presentations or additional information, under the teacher's supervision. Students have access to many magazines and newspapers in the Library, electronically or in hard copy, under the supervision of the school's Librarian. During the lockdown, students accessed autonomously both the teachers' Zoom sessions and work assignments using Padlet.

Evaluator Response

Meets

At the time of the visit, a strategic plan for the acquisition of appropriate resources was not observed. Teachers communicated that they felt the school is very well resourced, but observations of classrooms revealed few hands-on resources for primary students starting their discoveries in learning.



In the area of media and technology, conversations with teachers indicate that they have freedom to choose the online applications students use within their classes to access their learning. It was observed that there are many opportunities during the school day for students to develop skills in technology and information literacy. At LIL, iPad literacy begins in lower primary and this is evidenced in the way the physical learning environment has been resourced.

Throughout the visit, the considerable presence of technology as a resource in every classroom was visible. The primary section has demonstrated an evolving understanding of age-appropriate media, and has considerable access to technology resources including:

- Kahoot
- online reading collections
- Osmo word games
- Puppet Pals
- Bee-bot coding
- Seesaw
- online resources accessed through LIL's website
- QR code created activities through Learning App.

The primary section is currently researching which online platforms to use in support of student learning and agency. Seesaw was seen being piloted by two reception classes.

A next step would be for teachers to consider how media, resources, and technologies can be incorporated into learning and teaching as a means to promote further critical and creative thinking.

Commendations

None at this time.

Recommendations

Domain D (Primary Section) Standard 6 - The head of primary collaborates with teachers to plan the provision of a greater range of age appropriate resources to support the balanced development of skills and approaches to learning.

D7

Assessment includes a variety of methods, caters for the various learning needs of students, and is based on clear criteria. Assessment is monitored, evaluated and used by teachers to improve learning outcomes and pedagogical methods.

School Response

Meets

D7i. The school's assessment policy is aligned with the guiding statements, includes a variety of assessment methods, and is applied consistently.

The school's [Assessment Policy \(Policy #4\)](#), which endorses the mission and vision of the school, is understood by all primary staff, and in the judgement of the Head of Section, is applied consistently.

D7ii. Assessment criteria are clear, and students make connections between these criteria, their current learning activities, and their next developmental steps.

Writing assessment criteria were drawn up by the teachers and implementation is harmonised throughout the the different cycles. The younger years follow the RWI programme and students are able to see which level they are on through the colours and what is the next level up. Phonics assessments take place throughout the year to check progression. All years in Primary apart from GS (Year 1), which is Cycle 1, follow the same colour code policy for marking, which is also used on Pronote. Students are made aware of the marking policy at the beginning of the year and they stick a copy of it in front of all their exercise books so they are reminded of it every time they do written work. There are also posters displayed throughout the School. Both the French and English

teachers use the same marking scheme colours to ensure consistency of assessment across the two languages.

D7iii. Differentiation of teaching and assessment strategies is widely evident, ensuring that individual students' learning aptitudes are catered for.

Thorough lesson planning and collaboration with the Wellbeing Department means that differentiated lessons are provided.

D7iv. Assessment data is used to inform and improve well-being, pedagogical methods, and learning outcomes.

[Leuven Scales](#) and [Characteristics of Effective Learning](#) are used to measure emotional wellbeing and involvement in EYFS. Concerns about a child's progress in EYFS or Primary are flagged on Tapestry and/or Pronote, tracked through observation (by the teacher and/or by a member of the Wellbeing Team), and shared with parents, and subsequent data and/or conclusions drawn therefrom are used to adapt teaching. CPD is arranged for identified needs and discussed in team meetings.

Evaluator Response

Partially Meets

The assessments conducted in the primary section are closely aligned with the school's mission to deliver an innovative bilingual programme. During the visit, the head of primary and teachers communicated that they have been given the liberty to create and choose their own assessments. Some previously used assessment templates were shared, including visual prompts for written assessments and previous French language listening tests.

There is a requirement for assessment in the primary section at LIL, according to the policy. However, there are few details that guide the systematic and aligned philosophy of assessment.

Teachers confirmed that during lessons and assessments, the purpose and criteria of learning is shared with students. Teachers communicate student results and celebrate their achievements.

Differentiation is evident in primary classrooms and the school employs a dedicated learning support staff. While some teachers shared that students with differing abilities will have different sets of expectations for their learning, this was not evidenced in assessments.

In response to the preparatory report, curriculum coordinators and heads of department have begun to research more external assessment options to track student progress over time for the entire primary section.

The evidence indicates that a rating of partially meets is more appropriate at this time, and the school should address the recommendation.

Commendations

None at this time.

Recommendations

Domain D (Primary Section) Standard 7 (Major) - The head of primary to implement external standardised assessments to ensure systematic assessment and data tracking to improve the consistency of student data collection and feedback.

D8

A range of student achievement data is collected and available to students, their parents, and other stakeholders. Data is used systematically across the school to track and evaluate student progress and inform improvement in teaching and learning.

School Response

Partially Meets

D8i. There is a systematic, schoolwide method in place for the collection and analysis of student assessment data.

There is currently no assessment data connecting EYFS to Primary. In Primary, students' assessment data is collected onto an online platform, [Pronote](#). This information is kept on a student's file as he or she transitions into Secondary. Primary students' reading levels are assessed and updated regularly. ESL levels are tracked throughout the School, updated regularly, and inform planning and placement.

D8ii. Assessment data is used in a systematic, school-wide manner to inform and continually improve student achievement and pedagogical methods.

In the last two academic years, as a result of identified need, whole-cohort writing assessments have taken place 3 times a year in English and French. The data is collected and used in curriculum building, although colleagues think this could be done more systematically. A home reading program is used throughout Primary to assess students' progress in reading. CM2 (Y6) and 6e (Y7) teachers meet to ensure the transition from Primary to Secondary is smooth and to share information and data about students leaving Primary for Secondary school. They are in the process of reviewing the knowledge and skills to be taught in 6e on the basis of those developed in CM1-CM2 (Y5-6).

D8iii. Analysis of assessment data informs professional development priorities.

As noted above (D7.iv), data is used to monitor assessment and adapt teaching, which necessarily includes the prioritisation of teaching some knowledge and skills over others. In interview, teachers attested consistently to assessment informing planning, and CPD is arranged from identified needs and discussed in team meetings.

D8iv. Assessment data from external examination and/or standardised test results is used to measure student learning and to make comparisons with similar schools.

In CP there is an 'Evaluation Nationale' in French that allows us to compare our students' progress with that in other French schools. No comparable national tests take place in English. The results, in addition to our own data, help us to identify students in need of personalised help. In English, [Trinity College London](#) exams enable students to be assessed by external examiners and enable students to see their progress when they take the test at a higher level at a later date.

Evaluator Response

Partially Meets

The primary section is investigating systems for the tracking of student progress to inform teaching and learning. At the time of the visit, there was limited evidence of a systematic approach to assessment and data collection.

Some evidence of assessment data was provided in the form of a French literacy and mathematics-based assessment, used biannually across two grade levels. It was not clear how this is used to improve student achievement and pedagogical methods. The results are not yet used to inform continued professional development (CPD) opportunities.

There is little assessment data from external examination or standardised test results that is used to measure student learning and to make comparisons with similar schools.

Commendations

None at this time.

Recommendations

Domain D (Primary Section) Standard 8 (Major) - The head of primary implements a systematic approach to assessment and data collection in order to track student progress and inform improvement in teaching and learning.

Domain D (Primary Section) Standard 8 - The head of primary researches the use of additional external assessments in order to improve student achievement and develop teacher understanding of the effectiveness of pedagogical methods.

Domain Summary – School Response

I. Strengths

- D1. The Preparatory Evaluation Report gave a Major commendation to Department heads, curriculum coordinators and the specialist teams and teachers for seeking to ensure their planning leads to a motivating, challenging and interactive learning experience for all LIL students. Since then, under the leadership of the Head of Primary and working with the Deputy Head of Secondary for Academics, Primary teachers have developed a definition of high-quality learning and teaching that now underpins the curriculum and informs assessment, including teacher appraisal. In the Community Survey, over 90% of parents believe their children found lessons interesting and challenging.
- D2. The Preparatory Evaluation Report commended 'The admissions department and team of well-being specialists for putting a range of policies and procedures in place to ensure all students enrolled at LIL are a match for the programmes on offer and can be appropriately supported towards reaching their full potential.' The 2019 Ofsted Report noted that 'Pupils with SEN are supported with care and sensitivity. For the most part, this ensures that these pupils make good progress from their starting points.' Almost 90% of parents felt that their children receive adequate support from the school.
- D3. The Preparatory Evaluation Report commended 'The entire school community for the international and intercultural mindset developed and so openly celebrated.' The 2019 Ofsted report notes that, '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,' and that, 'By the time pupils reach the secondary section, and often before, all pupils can speak French and English fluently.' (D5).
- D6. The preparatory Evaluation Team noted that, 'The extensive use of IT...plays a significant part towards broadening horizons and opening up the world both in terms of its challenges and achievements.' Over 90% of parents agreed that the school effectively uses IT to enhance their children's learning. However, the Domain Committee could not find evidence of a 'strategic approach' and 'recommends that primary staff should meet with the incoming Head of Technology and Innovation at the beginning of this academic year in order to establish a clear strategy and communicate the strategy with Primary staff.
- D7. The Domain Committee found that technology is successfully used to facilitate assessment of learning, with staff using a variety of software to gather information about students' performances and abilities. Advantages of this digital approach to assessment are well recognised within the section. Over 90% of parents agree that the school provides sufficient information on the achievement and progress of their children, and say that they understand what their children's assessments mean.

II. Planned actions

- D2. While recognising the school's success in this area, the Domain Committee agrees with the Preparatory Evaluation Report's major recommendation that more assessment data, including data about enhancement programmes like ASP, be used rigorously to evaluate support programs and how students may benefit from them.
- D3. While The Domain Committee recognises the Preparatory Evaluation Report' commendation of the entire school community 'for the international and intercultural mindset developed and so openly celebrated,' it notes that the school has not yet developed a contextually appropriate definition of global citizenship and intercultural learning and urges that Board, head of School and SLT to begin this process as soon as possible.
- D8. The Domain Committee found that data is gathered and used to improve student achievements and pedagogical methods, but not in a way that could be described as

systematic. The Head of Primary should consider delegating the creation of such a system to an appropriate staff member at the beginning of the next academic year.

- D8. At present, there is no systematic exchange of assessment data between Early Years and Primary, or between Primary and Secondary. The new position of Head of Year for both Years 6 and 7, starting in September 2022, will greatly help in setting up a smooth transition from Primary to Secondary for students and build a stronger bridge between both sections. Similar processes should bridge the gap between Early Years and Primary.
- D8. Teachers feel that the prioritisation of CPD needs is not transparent. It is advised that the Head of Primary liaise with the HR Department in relation to this point.

Domain Summary – Evaluator Response

Overall, Lycée International de Londres Winston Churchill (LIL) is aligned with the standards of Domain D: Teaching and Assessing for Learning (Primary)

Students in primary displayed an engaged and aware disposition for learning. Teachers actively work to provide support and challenge for all students. There is significant effort to tailor each classroom to the needs of the individual learners.

Staff showed a strong commitment to support their peers, celebrate their intercultural links, and each other's successes. They continually engage in multiple channels of training, including actively sharing training with peers, to improve teaching, learning, and well-being.

All faculty understand the emphasis on high-quality learning and teaching at LIL and how student outcomes and engagement are enhanced by understanding LIL's expectations. The primary section is recommended to now consider analysis of assessment data, including data from external assessments, to more systematically support individuals and groups of students in their learning and achievement. Development of a definition of international and intercultural learning specific to LIL will direct the school how to embed this common understanding into teaching and learning.

Bilingual instruction is the foundation of learning at LIL and is celebrated by all members of its community. The school is encouraged to provide training for all teachers in supporting language acquisition learners throughout the primary section.

Domain D - Teaching and assessing for learning (Secondary)

D1

Teaching is closely aligned with the school's definition of high-quality learning which enables all students to be engaged and challenged, to gain access to the curriculum, and to have success in their learning. (CORE)

School Response

Meets

D1i. Students are able to articulate what, why, and how they are learning and feel engaged and challenged to learn.

Clear learning objectives, an overview of their curriculum and success criteria are communicated to students in all classes. Teacher observations carried out by Secondary Heads of Department confirm that students at all stages in Secondary are challenged to learn. When asked, most students are able to explain what they are learning, and why.

D1ii. Teachers understand and implement the school's definition of high-quality learning and deploy appropriate pedagogical approaches in their teaching.

Following the Major Recommendation in Section D1 of the preparatory Evaluation Report, a school-wide discussion was initiated under the leadership of the newly appointed Deputy Head of Secondary for Academics (DHSA) to agree on a common definition of [high-quality teaching and learning](#). THE DHSA engages in regular observations to monitor the implementation of our definition of high-quality teaching and learning; observations are carried out by department heads and the members of the SLT to ensure the level of teaching is maintained at the highest standard. As an 'open door' school, staff are encouraged to observe and learn from their peers. Following observations, a reflective discussion takes place between teacher and observer, in which the emphasis is on opportunities for development.

D1iii. Teachers create learning opportunities that engage all students and challenge them to achieve.

The school operates a policy of 'teaching to the top', while providing the necessary scaffolding for the students who need it in order to access the curriculum. Differentiation is embedded in all lessons, with teachers using a variety of methods, from a choice of '*pistes*', which offer different assignments to students with different language needs and/or learning styles, to adapted materials for students with SEN, time-limited activities and, most of all, graded questioning. The [Extended Project Qualification \(EPQ\)](#) a third level research project is offered to the French Track students in 1ere (Year 12) who wish to undertake it.

D1iv. Teaching and learning strategies and the learning environment successfully accommodate varied learning needs and aptitudes.

HoD observations confirm that teachers employ a wide range of differentiation strategies to cater for students' varied needs. Language classes are set on the basis of communicative competence so that students from different linguistic backgrounds can learn at their level. Classrooms are encouraged to be set up in groups as this facilitates collaboration, but are flexible enough to allow for a variety of interaction patterns, from direct instruction and lecture-style lessons, through pair and group work, to seminars and examinations. The School encourages a safe and respectful environment so that all students can learn to the best of their ability.

D1v. Appropriate methodologies are deployed for students with specific learning challenges in all learning contexts.

The Wellbeing Team support teachers in the delivery of the curriculum to students with specific learning needs. The Head of Wellbeing shares the Special Educational Needs (SEN) Register, a live document updated regularly, with all staff. (The SEN Register will be available for inspection by members of the Team Evaluation team during the inspection.) Students with special needs often have a *Plan d'accompagnement personnalisé* (PAP) which give teachers specific instructions to follow. The Head of Wellbeing organises regular training in aspects of special needs provision and the problems our students face. Recent sessions have focused on ADHD and developmental trauma.

D1vi. Media, resources, and technologies are used to engage, challenge, and enhance access and differentiation.

As an iPad school, teachers are able to access and use an extraordinarily wide range of media and resources, from live stream and videos, to e-books and learned journals, in the delivery of fully differentiated and scaffolded lessons. Ease of access to these resources is particularly useful in opportunistic teaching. The value of the school's use of technology, and the teachers' ability to employ them, was amply demonstrated during the pandemic, when teachers were able to deliver the full curriculum online, with support from the Head of Research and Innovation, a role held by a selected teacher on a two-year rotating basis.

Evaluator Response

Meets

Observation of classes, the Committee Fair, and discussion with students, made it clear that Lycée International de Londres Winston Churchill (LIL) students are engaged in their learning. In conversations with students, they easily articulated what they were learning and eloquently explained why it mattered.

Following the recommendation in the preparatory report, the senior leadership team collaborated with all faculty to develop a 20-point definition of high-quality learning and teaching. This was used to revise faculty observation forms and the appraisal process. As such, teachers are beginning to consider how it will affect their teaching and pedagogical approaches.

Teachers were observed to have created a wide variety of engagement and challenge for students, both within the regular curriculum and beyond it. In conversations with students, they were easily able to identify *accompagnement personnalisé* (AP, individualised support), Opening Minds, LIL Early Application Programme (LEAP), differentiated exercises, liaison classes for ESL, bespoke support for learning needs, and other elements that engage and challenge students. A sample of lesson plans and observation of classroom differentiation in action confirmed this.

The pastoral care team has a documented process clearly in place to assess needs, implement accommodations, and track progress for varied learning needs and aptitudes. Conversations with teachers showed they are familiar with all stages of this process.

Technology was observed to improve access to learning, such as remote students attending via iPad, or using alternate modalities to demonstrate their understanding. The school has invested significantly in focused training on using their technology innovatively, such as Google training and becoming an Apple Distinguished School.

Aspirationally, the school might consider how a diversity of student voices and student agency could be used to improve appropriate levels of engagement, challenge, and access for all students.

Commendations

Domain D (Secondary Section) Standard 1 - The faculty and pastoral care team for creating a wide variety of support and extension options within and beyond the curriculum to engage and challenge all students.

Recommendations

None at this time.

D2

There are effective policies and procedures in place to identify varied learning needs, both at admission and while enrolled, to ensure that all students may benefit from the school's programmes. (CORE)

School Response

Meets

D2i. The school periodically reviews its admissions policies and procedures, and its provision of well-being and learning support for students, aligned with development of the school's guiding statements and/or significant changes in student demographics.

The School's [Admissions Policy is reviewed at least biannually](#) (Policy 1, scroll to bottom). With the exception of 2019, when national policy was affected by Covid, the School's [Policies and Procedures for Safeguarding and Child Protection](#) (Policy 6, scroll to bottom) are reviewed up to three times annually to ensure compliance with local and national regulations. The School's Disability Inclusion, Special Educational Needs (SEN) and Learning Support Policies are surveyed three times annually. The School's SEN register, which is a live document, tracks students' cognitive (including more able), social and emotional and medical needs.

Changes made as a result of these reviews include, for example, the introduction of Heads of Year from September 2022, the roll out of supervision of break times and lunchtimes by teachers, which is not common in the French system, and a new mentoring system for students in English International Programme Year 9 and IBDP Y13 where either smaller groups of students or individual students are provided with a mentor with whom they meet regularly.

D2ii. The school uses a range of assessment data as part of the regular evaluation of the effectiveness of the support and enhancement programmes for well-being and learning.

Reference has been made (D2.i) to the regular surveys of the range and effectiveness of provision made by the Wellbeing Department and consequent changes made to that provision. The school's academic [Assessment Policy](#), which is currently undergoing a review by a committee led by the Deputy Head of School for Academics, specifies that students should receive regular feedback from formative and summative assessments. Formative assessments can range from quizzes and short-answer tasks to full mock exams, and summative assessments take place in the form of *devoirs sur table* (unit summary tasks) to *devoirs communs*, in which full modules may be examined across a whole year group. Final summative assessments take place, of course, in the form of public examinations, in which the Lycée has a near 100% success rate. Assessment data are kept on *Pronote*.

[Evaluator Response](#)

Meets

As documented on the website, the school has reviewed its admissions and well-being policies on a regular basis. The school's admissions and learning support policies are transparent and show a clear commitment to the guiding statements. Discussions with the senior leadership team and observations showed that changes have been made in response to recent events. An example is expanding the use of remote learning in response to COVID-19 and adapting this to continue to expand access for all students.

Records in Pronote, as well as discussions with teachers and students, showed that assessment data is collected and evaluated with respect to individual student performance. Evaluation of such data on a broader basis happens semi-annually for year groups. Evaluation against external data is limited to upper secondary year sections, when students take externally mediated exams relevant to their academic track. The senior leadership team shared this data with faculty and is considering how to make further use of it to evaluate the efficacy of well-being and enhancement programmes.

[Commendations](#)

None at this time.

[Recommendations](#)

Domain D (Secondary Section) Standard 2 - The extended senior leadership team and heads of departments continue to explore how to best use standardised testing data to evaluate and improve support and enhancement programmes.

[D3](#)

Teaching draws on a range of appropriate cultural and authentic contexts to provide meaning and purpose for the students in their development as global citizens and intercultural learners. (CORE)

Meets

D3i. Students demonstrate a wide range of understandings, skills, and dispositions that are evidence of global citizenship and intercultural learning.

The School's curriculum encourages global citizenship and intercultural learning. For example, the EIP and IBDP has a particular assessment focus on intercultural learning, especially in the humanities. In addition to the wider academic curriculum, which frequently addresses problems such as racism and global environmental degradation, the PSHE and [French Education morale et civique curriculum](#) stress notions of community across cultures and geographies, and relate core British and French values to a wider, global framework. This is evidenced in the students' understanding, skills dispositions by, for example, enthusiastic membership of the Model United Nations club and participation in [service-learning and linguistic trips](#). On Languages Day, students who have a 'non-school' language as a mother tongue are encouraged to present this language to their peers, setting it in its cultural and historical context. International Black History Month, planned in detail and incorporated into the curriculum, involves many activities in which students take part, as does Science Week, which address global issues, often through games and competitions, again with enthusiastic student participation. The students' global and intercultural disposition is, perhaps, best evidenced by the fact that on graduation, so many feel confident in [taking hp further and higher education opportunities outside their home countries](#).

D3ii. Students can articulate the importance and relevance of their development as global citizens for their current and future learning and for its potential impact on the wider world.

Our students, many of with parents employed by multinational companies, are aware that they might have to move to another country at short notice. For this reason, many are keen to equip themselves as 'global citizens'. For example, students with weaker English are aware of English's status as a lingua franca, especially in business and increasingly in science and technical education, and are motivated to perform well in the Trinity GESE and ISE exam suites that the school offers. In maths, students are aware of differences in notation between cultures, and are keen to learn the most widely-used forms. Most tellingly, the Community Survey shows that current students' experience at the Lycée, with students from over 45 countries speaking 27 languages, is that nearly 80% (77.4%) agree or strongly agree that the school has helped them understand how to develop as a global citizen,' rising to over 90% (92.4%) among alumni.

D3iii. The school can demonstrate how it values, measures, and evaluates the development of student progress towards global citizenship and intercultural learning.

The value that the School places on global citizenship and intercultural learning is reflected in its choice of curricula, and its supra- and extra-curricular provision. Recently, there has been a recognition that the contribution of historically marginalised or 'othered' cultures to human development is essential if global citizenship and intercultural learning are to be more than phrases. Departments have, therefore, been encouraged to reflect on their curricula and identify areas where they are culturally myopic. The Maths and Sciences departments have a shared document giving specific guidance on the Head of School's initiative to 'decolonise' the curriculum, which aims to add context to scientific and mathematical discoveries and the dissemination of knowledge; (for example, exploring the Arabic roots of the number system and the development of algebra). The English department has broadened the Anglo-centric scope of the French-track curriculum by teaching from a range of texts by authors of diverse backgrounds, while the [IB English curriculum](#) requires that students engage with 'Global Issues' with a reading list that contains Japanese, Norwegian, South African, and North American texts.

Amongst the 5 core school values are awareness and community, where we encourage students to reflect upon their impact on others, the impact of their learning on the wider world and their future impact on society. Service learning allows students in the past to visit and engross themselves in the rural cultures of Laos and Nepal, working with others to help another less advantaged community. We have immersed language learners in trips to Spain, China and Germany. Students are also involved in a Model United Nations club, which teaches them collaborative, communicative and critical thinking skills as they debate global issues with students around the world. On World Languages Day, students are given the opportunity to create and deliver lessons to their peers on

their own particular cultures and languages. In Arts, students have connected with students in Japan to exchange ideas about their own art and art choices upon different projects in Art. Students in 4eme have provided positive feedback and questions on artwork made by students in their year group from St Mary's International school in Tokyo, Japan. This allowed students to connect on a common topic (art) but seen from a different cultural perspective.

Although the School does not make a quantitative assessment of these programmes' impact on students, we usually require students who take part in them to give qualitative, reflective presentations on their experiences.

Evaluator Response

Meets

A disposition for global citizenship and intercultural learning was shown by the wide range of student initiated committees, peer tutoring and peer counselling, and community service such as that included in the Duke of Edinburgh and CAS programmes. Discussions with students, faculty, and the careers services department showed that this extends into the classroom as well, with activities that allow students to demonstrate and expand their understanding and skills in these areas.

In conversations with students, they were readily able to share how the school's language options and international culture affected their development as global citizens. A broader view of global citizenship was evident in discussions with Y12 and Y13 students, who were able to describe the wider importance of the development of competencies related to global citizenship.

Conversations with faculty and students demonstrate that the community values student growth in areas of global citizenship and intercultural learning. However, no mechanism of measurement and evaluation currently exists.

Commendations

None at this time.

Recommendations

Domain D (Secondary Section) Standard 3 (Major) - The senior leadership team and middle management implement a system to measure and evaluate student progress towards global citizenship and intercultural learning to formally monitor student development.

D4

Students experiencing difficulty accessing the curriculum are supported by suitably qualified personnel who use inclusive practices, removing barriers to learning. Students who are able to work well beyond the requirements of the curriculum are challenged as part of a continual process of enhancing learning for all.

School Response

Meets

D4i. Learner variability and diversity is valued in classrooms. All students are appropriately challenged by the content of their courses and learning experiences.

Teachers are asked to differentiate in tasks, in process and in the outcomes, and to offer reactive teaching, using assessment as a way of learning. Evaluations are also differentiated ; in certain subjects, for example, a common test is given to start with and then, on basis of the results at that tests, different assessments are then given that are more or less challenging. For the students who need to be more challenged, extension resources are available so that they can learn more about the subject. [Opening Minds Classes](#) give College students introduce College students to a variety of non-curricular disciplines and pursuits, or take common subjects beyond the range of the curriculum. [LEAP classes](#) challenge the most able students in Lycée.

D4ii. Professional learning is undertaken by all teachers to ensure methods are in place to meet the needs and learning goals of all students.

The school provides eight days of Continuing Professional Development (*journées*

pédagogiques) for teachers in each academic year. As noted above (D1.v), a substantial amount of this time is organised by the Wellbeing department. Training by outside experts is also provided; a recent session on classroom interaction patterns was led by Professor Diane Laurillard of University College London's Institute of Education. Regular 'Teach-Meet' sessions are held, in which colleagues share expertise. Subject-specific CPD is arranged by Heads of Department. Staff may apply for individual CPD, and the School has supported teachers, either financially or with time in lieu, who have taken diplomas and Master's degrees from leading UK education departments, including the University of Cambridge. Experienced teachers have also been effectively supported while pursuing [UK Qualified Teacher Status \(QTS\)](#).

D4iii. The school makes effective use of community resources as part of a continual process of increasing learning and participation for all students.

The school makes use of a very wide range of community resources, from the local Borough authority, to other schools, professional bodies and parents. The Wellbeing Department has forged useful contacts with the London Borough of Brent's Designated Safeguard Lead Network, and Brent schools, to strengthen its provision. The IB department takes part in standardisation and moderation exercises with other IB schools, while members of the English and Humanities Departments take part in similar exercises in relation to the *Baccalauréat Français International* (BFI), whose organising body, ASIBA, encourages links between BFI schools worldwide. The English Department also works with the College Bilingue Français de Londres (CFBL), one of our feeder schools, to ensure continuity of education at IGCSE as their graduates join us in 2nde (Y11). [APLIL](#) and individual parents have enriched the life of the school, from the Friday Market and Bakery to the provision of internships, including the first internship ever offered in the UK by Chanel.


D4iv. Training is provided for staff in the use of equipment and facilities that are designed or modified to ensure inclusion and access to learning for all students.

In case of a student with specific physical needs the school will provide all staff with a risk assessment, and appropriate training for any dedicated staff. All staff are trained in the use of the School's IT systems, so that they can enable all students to access necessary platforms. As students with different needs join the school, appropriate training is offered. For example, the Primary team took part in a Down Syndrome awareness session when a student with Downs Syndrome was admitted. Gender-neutral bathrooms and a gender-neutral dress code help to ensure that a range of gender identities are recognised. The school's premises are wheelchair-accessible throughout.

D4v. The school uses assessment data as part of the regular evaluation of the effectiveness of the inclusion and extension provision.

Student assessment data is stored on *Pronote*, and is regularly analysed by subject teachers, form teachers, Heads of Department and SLT. Feedback is given to students and parents at four points per year: mi-semester 1 (November/December), semester 1 (January/February); mi-semester 2 (April) and semester 2 May/June). parents' evenings are also held twice annually. Mid-semester report cards give students advice on how they can make more progress. Student progress is also scrutinised during mi-semester conseils de classes. Students who are failing to make adequate progress may be required to attend *accompagnement personnalisé*, resubmit tasks, or take part in any other appropriate learning activity. Students identified as more able may be invited to join the LEAP programme.

The Secondary team follows up on students' results through the report cards via *Pronote* to check the grade average of the students and check if they reach it at least. If they don't a meeting with students and teachers is organised to set up strategies allowing to reach those expectations. Assessment of teachers as well to check that the teaching and the assessment of the students are effectively differentiated. Two main ways of assessing the teachers : - official observations by Head of department twice a year at least but we also encourage more. A form is completed by HOD to assess differentiation, that students are challenged enough. The second way is an informal observation made by the DHSA and based on a new document about excellent learning, created in October 2021, stating a list of criteria to check if the teaching is adapted to the individual needs of the students and sufficiently challenging. In the official observation, the HOD will raise the problems in their feedback to their teachers and then another observation will be



made maybe with a different group. In the unofficial observation, there is a 30min feedback session where the DHSA discusses with the teachers ways of increasing challenges and adapting teaching to the students. If DHSA has a personal concern the HOD will be asked to observe that person.

Evaluator Response

Meets

In lesson plans, the Differentiation Summary, and discussion with teachers, differentiation for multiple levels using a variety of methods was evident across subjects and year sections. Discussions with students confirmed that they feel valued. They also understand how teachers make adjustments to ensure they are challenged appropriately.

Documentation and discussion with the pastoral care team showed that they provide targeted training and support to teachers of specific students. Weekly meetings, multiple registers, and plans d'accompagnement personnalisé (individualised learning plans) are used to monitor learning, SEN, extension, and other needs and interventions. The pastoral care team and senior leadership team invite local experts to administer all-staff training to ensure they can meet the needs of all students. A parent steering group was formed several years ago which provides special needs awareness training for teachers as well as a resource bank of information.

Many other community resources are engaged by the careers services department for activities such as: academic practice, service projects, enrichment options, and internships. This was evident in documentation and conversations with that team. School trips into the community have resumed. Discussion with the heads of departments confirmed that the school effectively makes use of community resources in a wide variety of ways.

Appropriate efforts have been made to train staff in technology and facilities for inclusion and access for all students.

Assessment data is collected and evaluated quarterly, with respect to individual student performance. This assessment policy was confirmed via exploration of Pronote, LIL's learning management software. Evaluation of such data on a broader basis happens semi-annually for year sections according to documentation and discussion with teachers.

Following the recommendation in the preparatory report, the deputy head of secondary led a seven-session working group last summer to review assessment. The goal was to identify further ways to use assessment to improve learning across the secondary school.

Commendations

Domain D (Secondary Section) Standard 4 - The parent community for creating resources and professional development for teachers about inclusion techniques to help ensure access to learning for all students.

Domain D (Secondary Section) Standard 4 (Major) - The career services department for integrating diverse community resources in a comprehensive support system to ensure students transition smoothly from LIL to university and beyond.

Recommendations

Domain D (Secondary Section) Standard 4 - The extended senior leadership team continues leading efforts to identify ways to improve use of assessment data to increase the efficacy of teaching across the school.

D5

Students who require support in the language(s) of instruction are taught by suitably qualified personnel to ensure they gain access to the curriculum and make appropriate progress.

School Response

Meets

D5i. The teaching strategies and resources deployed enhance access to learning and challenge for all students who lack understanding of the language(s) of instruction.

The faculty are appropriately qualified to deliver the school's curricula. The school employs teachers with subject-specific qualifications in French as a Foreign Language (FLE) and English for Speakers of Other Languages (ESOL). These include Level 7 (masters level) qualifications, such as the [Cambridge Delta](#). The School's experience is that, where students require help with a language of instruction, it is with English. Dedicated classes are provided to get such students up to B2 level, at which they are usually able to access subjects in the mainstream curriculum taught in English. The students study for Trinity College London [GESE](#) and [ISE](#) qualifications, and have done so with great success.

D5ii. Language(s) development is an integrated part of the school's programme. Staff work collaboratively with one another, students, and parents to optimise language learning.

Subject teachers recommend students who require additional support with English for English *accompagnement personnalisé* sessions, which are timetabled on *Pronote*. Parents are notified if students need to attend weekly mandatory AP sessions, especially in 2nde when students are preparing for IGCSE, Peer tutor support is arranged in individual groups if needed. AP sessions might be planned between subject teachers - for example, an ESOL teacher and a history teacher - so that can can be given with the essential contents of a lesson or sequence of lessons..

D5iii. Pedagogical approaches support the individual needs of language learners.

Varied pedagogical approaches are used to support learners, the overall aim of which is to develop and refine their communicative competence across a range of specific discourses. Most lessons are based on natural acquisition models, usually involving an element of discovery learning, controlled and freer practice, with the teacher providing appropriate scaffolding so that the student is, ultimately, able to bridge a designed communication gap. For example, a student might be given an example of a formal letter. Questions designed to elicit norms about layout, grammar, vocabulary and lexis, will lead to specific practice, of these elements, for example, in a cloze. Finally, the student will produce their own formal letter, which can be compared with the model for feedback. Controlled practice might include individual and choral drilling for pronunciation, or [pelmanism games for lexis](#).

D5iv. All personnel have undertaken appropriate training, relevant to their role, to support students' specific language learning needs.

As noted above (D5.i), FLE and ESOL teachers have the relevant teaching qualifications and extensive experience. Our teachers' qualifications enable them to support learners with language needs.

Evaluator Response

Partially Meets

As a bilingual school, all students receive instruction in both languages. Similarly, two tracks of support are provided for those needing additional language instruction. Policy requires a good level of French to enrol and provides for ESL and FLE support at scaffolded levels until students are able to operate in the regular classroom. The stated goal is to make this transition as quickly as possible. Regular language classes in both tracks are streamed.

Conversations and the timetable confirmed that subject support for students with ESL needs is provided via a dedicated liaison class while support for FLE needs may be found during *accompagnement personnalisée* (individualised support sessions). Conversations and observations confirmed that many students are able to fluidly operate bilingually. Some act as peer translators

on an ad hoc basis. Students wishing to develop their occupational French may work with IT or premises staff.

Language development is clearly and thoroughly integrated in the school's programme. Teachers described and were observed to provide language scaffolds such as simplified materials, vocabulary guides, and specific assistance in a student's mother tongue.

Some teachers who are not language acquisition teachers, especially in the English and French departments, have specialised ESL or FLE training. However, conversations with teachers indicated there is no formal provision for training in support of language learning across all subjects in the francophone nor in the anglophone tracks. In conversation, teachers from both tracks confirmed that they would appreciate the provision of such training to better support their students.

Despite the school rating indicated, the evidence suggests that the school does not yet meet the team evaluation criteria and should address the recommendation.

Commendations

None at this time.

Recommendations

Domain D (Secondary Section) Standard 5 (Major) - The extended senior leadership team investigates providing training in supporting English and French language learners for content teachers, across all subjects, to ensure all teachers can best support their learners' needs.

D6

A range of appropriate resources, media and technologies is used meaningfully to enrich the quality of student learning and support the development of skills and aptitudes for their current and future lives.

School Response

Meets

D6i. The school has a well-understood, strategic approach for the acquisition and educational use of media, resources, and technologies.

The School has a robust [ICT policy \(Policy # 11\)](#) for the use of electronic media by students and teachers. Students are taught to use iPads early in their classroom experience. The School has a policy of giving students the newest iPad which is replaced every 4 years to keep on top of upgrades. The Library is open to any student who wants to read, play a board game or use the computers to access online resources.

Teachers get regular training about the use of apps and technologies from the [Director of Academic Research and Innovation](#). They have access to a Google Classroom where new trainings and tutorials are shared regularly.

D6ii. The use of media, resources, and technologies are integrated into teaching and assessment, enhancing and enriching students' learning.

Through the iPad, students are able to access an extraordinarily wide range of resources, and teachers, equally, have at their disposal a near-infinite choice of digital tools and platforms that allow them to enhance, enrich and differentiate their students' learning.

D6iii. There are opportunities for students to develop their skills in the use of technology and information literacy.

All students are taught to be good digital citizens through the

Evaluator Response

Meets

Conversations with heads of departments suggest that the process for acquisition of resources and materials is well understood. They indicated that they felt departmental requests were well

supported. However, the process does not appear to be linked to a transparent budget nor to broader planning strategy, thus affecting the strategic thinking of heads of department.

As the school focuses on iPad use, observation of learning showed integration of various programmes and other digital resources across various subjects. Certain classes were observed to additionally use physical resources. These classes included sciences, physical education, arts, and design. Teachers receive training regularly through continuous professional development (CPD) and targeted sessions with the Director of Innovation and Academic Research on new resources, technology, and approaches for integrating them.

Most classes incorporate some technology use; many were observed to use technology throughout. Students shared that structured development of information literacy skills is integrated in science and maths classes. Work with these skills was observed in science and geography classes. Additionally, students in the French track are required to achieve the Pix.org certificate, which covers digital citizenship, collaboration, searching and evaluation, creation, and IT background knowledge. Students reported that no similar requirement exists on the English track.

Aspirationally, the school could look at creating a systematic plan for technology, information literacy skills, and integration, to further promote creativity and critical thinking. It could also investigate how the use of media, resources, and technologies in learning is impacting student well-being. Or, to go even further, the school could examine how to mitigate these impacts or enhance them.

Commendations

Domain D (Secondary Section) Standard 6 - The teachers for integrating digital literacy skills into various subject areas to enrich students' learning and make connections to the use of such skills beyond the classroom.

Recommendations

Domain D (Secondary Section) Standard 6 - The senior leadership team works with the heads of department and IT to create a clear budget to increase the strategic acquisition of resources and technology.

Domain D (Secondary Section) Standard 6 - The head of secondary and heads of department investigate how to help all students fully develop their skills in the use of technology and information literacy.

D7

Assessment includes a variety of methods, caters for the various learning needs of students, and is based on clear criteria. Assessment is monitored, evaluated and used by teachers to improve learning outcomes and pedagogical methods.

School Response

Meets

D7i. The school's assessment policy is aligned with the guiding statements, includes a variety of assessment methods, and is applied consistently.

The School's [Assessment Policy \(Policy #4\)](#), which endorses the mission and vision of the school, is understood by all primary staff, and in the judgement of the Head of Section, is applied consistently.

Teachers 'provide each student with the feedback and guidance needed for him or her to progress.' In practice, this means that a wide range of formative assessment data is used, ranging from scores in quizzes, individual feedback comments (written or verbal), self-assessment using set criteria and examiners' reports, and peer-feedback. Summative assessments range from end-of-module-essays and *devoirs communs* (in-school exams taken by a whole-year cohort) in subjects assessed continuously, to, of course, public examinations in those subjects assessed by external

examination only.

D7ii. Assessment criteria are clear, and students make connections between these criteria, their current learning activities, and their next developmental steps.

As with learning objectives, assessment criteria (sometimes referred to as 'success criteria') are made clear to students, across all curricula, and form the basis of feedback. Students are encouraged to link feedback to assessment criteria, and convert knowledge and skills gaps into learning aims. Consistent practice is confirmed by the HoD's observations.

D7iii. Differentiation of teaching and assessment strategies is widely evident, ensuring that individual students' learning aptitudes are catered for.

Differentiation is embedded in all lessons, and all Unit Plans are required to set out differentiation strategies. These include, but are not limited to, graded questioning, adapted materials for students with dyslexia (eg, different 'sans' fonts on alternate lines), multisensory learning materials to cater to different learning styles, the pre-teaching of vocabulary as EFL framing, regular changes of focus for students with ADHD in addition to a reduced number of exercises and extra time. Again, consistent practice is confirmed by HoD observation.

D7iv. Assessment data is used to inform and improve well-being, pedagogical methods, and learning outcomes.

Data collected, as explained in D4.iv above, is used to raise wellbeing and learning concerns, which are addressed by the Wellbeing Team, working with the Following Students group and individual teachers to improve outcomes for students. Specific examples can be given by the Head of Secondary and the Head of Wellbeing during the Team Evaluation visit, together with evidence of the processes involved.

Evaluator Response

Meets

The school's assessment policy is well aligned with the guiding statements. It specifically aims to empower students to think critically and form and express their own opinions through reflection on their assessment data. Discussions with teachers and students confirmed that exams comprise the bulk of assessments but projects, presentations, performances, and other modalities are also used. Student self-assessment and goal setting were not evident. This is an area in which the school could aspire to grow.

In conversations with students, they felt assessments were clear and were able to share examples on their iPads. They could easily explain how their current learning would lead to the assessment. Both teachers and students shared that assessments often included lead-ins to future material.

Heads of department described multiple differentiation approaches, including graded questioning, levelled exercises, readers, additional time, and simplified reading selections. Conversation with students reflected a similar understanding of the differentiation catering to individual students' learning aptitudes.

Recorded assessment data is used to evaluate and recommend action to individual students quarterly, as seen in registers and shared in conversation with the head of secondary. Based on this, targeted actions are recommended to teachers and students to improve learning outcomes. The assessment working group recommendations aimed to better understand how to use assessment to improve students' well-being, teachers' pedagogical methods, and learning outcomes.

Commendations

Domain D (Secondary Section) Standard 7- The head of secondary for developing a system to track data in order to make strategic recommendations to improve individual's learning outcomes.

Recommendations

None at this time.

D8

A range of student achievement data is collected and available to students, their parents, and other stakeholders. Data is used systematically across the school to track and evaluate student progress and inform improvement in teaching and learning.

School Response

Partially Meets

D8i. There is a systematic, schoolwide method in place for the collection and analysis of student assessment data.

All student marks are required to be entered on *Pronote*, the school's electronic platform for the collection of academic data. *Pronote* automatically calculates each students' *moyenne* (average) over 20 (marks read $x/20$ in French track and from 1 to 7 in the EIP/IBDP track)) in each subject, and across all subjects combined (the *moyenne générale*), and compares this with the *moyenne générale* of each class. Student rankings within classes are also calculated; this information is required by *Parcoursup*, the French equivalent of UCAS. *Pronote* has a limited function showing student progress in the '*saisie des appréciations*' section.

Each student's personal *Pronote* data is available to the student and their parents or guardians in real time, as well as all members of the faculty concerned.

D8ii. Assessment data is used in a systematic, school-wide manner to inform and continually improve student achievement and pedagogical methods.

Pronote is used, but there is inter- and intra-departmental inconsistency in the frequency of assessment, the weighting given to different assessments, and the balance between assessment for learning (formative) and assessment of learning (summative). The Deputy Head of School for Academics is leading an investigation of the horizontal and vertical alignment of assessment across the senior section, so that variabilities in this area can be addressed.

D8iii. Analysis of assessment data informs professional development priorities.

The analysis of teacher assessment data identifies areas for improvement, resulting in targeted CPD. For example, the need for training in differentiation need was identified, in large part, from Heads of Departments' observations of new staff (there were a small number of staff request for such training). The school identified an online CPD programme in differentiation and provided access to 25 staff members. Disparities in in-school marking of the IB Extended Essay suggests that better standardisation with IB criteria was necessary, and teachers were provided with additional training through IBSCA for certain, more popular, subjects.

D8iv. Assessment data from external examination and/or standardised test results is used to measure student learning and to make comparisons with similar schools.


Students follow two pathways, one leading to the [Diplôme National du Brevet](#) at 13-14 years old (Y10/3eme) and the [French Baccalauréat Général](#) at 17-18 years old (Y13/Terminale), the other beginning with our [bespoke English International Programme](#), leading to IGCSEs at 15-16 years (Y10/Seconde), and ultimately the [International Baccalaureate Diploma Programme](#) at 17-18 years (Y12/13). Students may also choose to study the international option of the French baccalaureat ([BFI](#)), taught and examined in English and French, which leads to a bilingual diploma. Students whose English is weaker may elect to sit Trinity College London [GESE](#) and [ISE](#) examinations.

[Results are collated](#) so that student progress, year-on-year, may be determined. The fully bilingual nature of the Lycée's cohort, plus the extent of its curriculum offer, make comparison with 'similar' schools difficult.

Evaluator Response

Partially Meets

Achievement data is collected systematically and recorded in *Pronote*. It is available to students, parents, and teachers. The head of secondary and heads of department shared that this data is reviewed regularly to identify areas of growth for each student, which is then shared with students



through their teachers. Analysis of data that follows students as they progress through school could be more systematically used to inform and continually improve student achievement.

Analysis of the data in a broader way to inform both teaching and professional development priorities has begun but evidence of this was not yet available.

Assessment using externally moderated examinations appears limited to upper secondary years. This data is shared with faculty and comparison with other schools is made. Consideration of how this should be used to inform further development has begun, as seen in the recent presentations by the head and deputy head of secondary.

Commendations

None at this time.

Recommendations

Domain D (Secondary Section) Standard 8 - The head and deputy head of secondary work with teachers to systematically use assessment data to improve student achievement and pedagogical methods.

Domain Summary – School Response

I. Strengths

- D1. The Preparatory Evaluation Report gave a Major commendation to Department heads, curriculum coordinators and the specialist teams and teachers for 'seeking to ensure their planning leads to a motivating, challenging and interactive learning experience for all LIL students.' Since then, under the leadership of the Head of Primary working with the Deputy Head of Secondary for Academics, Primary teachers have developed a definition of high-quality learning and teaching that now underpins the curriculum and informs assessment, including teacher appraisal. In the Community Survey, 80% of current students said they found lessons interesting, while nearly 90% (and nearly 100% of alumni) reported finding lessons challenging.
- D2. The Preparatory Evaluation Report commended 'The admissions department and team of well-being specialists for putting a range of policies and procedures in place to ensure all students enrolled at LIL are a match for the programmes on offer and can be appropriately supported towards reaching their full potential.' The 2019 Ofsted Report noted that 'Pupils with SEN are supported with care and sensitivity. For the most part, this ensures that these pupils make good progress from their starting points.' In the community Survey, 84% of current students and 100% of alumni said that their learning needs were supported.
- D3. The Preparatory Evaluation Report commended 'The entire school community for the international and intercultural mindset developed and so openly celebrated.' 80% of alumni report that the school prepared them well for interacting with people from different backgrounds and cultures. The 2019 Ofsted report notes that, '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,' and that, 'By the time pupils reach the secondary section, and often before, all pupils can speak French and English fluently.' (D5). In the Community Survey, 84% of alumni and 88% of current students thought their language learning needs had been met.
- D6. The preparatory Evaluation Team noted that, 'The extensive use of IT...plays a significant part towards broadening horizons and opening up the world both in terms of its challenges and achievements.' Over 90% of current students agreed that they are confident in using IT to improve their learning.
- D7. The Domain Committee found that technology is successfully used to facilitate assessment of learning, with staff using a variety of software to gather information about

students' performances and abilities. Advantages of this digital approach to assessment are well recognised within the section.

II. Planned actions

- D2. While recognising the school's success in this area, the Domain Committee agrees with the Preparatory Evaluation Report's major recommendation that more assessment data, including data about enhancement programmes like ASP, be used rigorously to evaluate support programs and how students may benefit from them.
- D3. While The Domain Committee recognises the Preparatory Evaluation Report' commendation of the entire school community 'for the international and intercultural mindset developed and so openly celebrated,' it notes that the school has not yet developed a contextually appropriate definition of global citizenship and intercultural learning and urges that Board, head of School and SLT to begin this process as soon as possible.
- D8. The Domain Committee found that data is gathered and used to improve student achievements and pedagogical methods, but not in a way that could be described as systematic. SLT should consider how such a process could be put in place at the beginning of the next academic year.
- D8. Teachers feel that the prioritisation of CPD needs is not transparent. The Domain Committee suggests that the Deputy head of Secondary for Academics liaise with the HR Department in relation to this need.

Domain Summary – Evaluator Response

Overall, Lycée International de Londres Winston Churchill (LIL) is well aligned with the standards of Domain D: Teaching and Assessing for Learning (Secondary).

Students at LIL are clearly engaged in their learning and eloquent in explaining why it matters. The pastoral care team, career services department, and teachers have created a thorough programme of options for engaging all students and ensuring they are challenged and supported. The IT infrastructure provides a reliable foundation for this effort.

The admin and faculty nimbly adapted to changing circumstances, repeatedly, in recent years while continuing to expand access for all students. The pastoral care team, parents, and career services department have significantly contributed to this effort.

Bilingual instruction is thoroughly integrated throughout the school and is valued by parents, students, and teachers. The school is encouraged to provide training for all teachers in supporting language acquisition learners across all subjects.

Technology use is also thoroughly integrated across the school. It is supported by robust IT provision, substantial investment in training, and dedicated staff. Digital literacy and citizenship are taught both implicitly and explicitly. The school is encouraged to plan strategically in order to continue innovating to support student learning.

Domain E - Well-being

Domain Summary – School Response

I. Strengths


- E1. The Preparatory Evaluation Team rated the school as exceeding Core Standard E1, and commended the whole school for 'building such a positive and palpable sense of community spirit. while in 2019 Ofsted reported that 'The school's work to promote pupils' personal development and welfare is outstanding'. The Domain Committee believes that this is still the case, and, further, that the Head of Wellbeing's response to the Preparatory Evaluation Team's recommendations to review codes of behaviour will, from September 2022, improve outcomes for students.
- E2. Again, the Preparatory Evaluation Team rated the school as exceeding Core Standard E1, and gave the Board, SLT and the Wellbeing team a major commendation 'for ensuring robust child protection policies and procedures guide practice and ensure rigorous adherence to all regulatory requirements. The Domain Committee concurs, and found that the Head of Wellbeing reviews and updates policies and procedures thoroughly and consistently..
- E3. Once again, the Preparatory Evaluation Team rated the school as exceeding Core Standard E3, and gave the whole school a major commendation for actively demonstrating its interest and support of wellbeing at the school and ensuring a holistic and thoughtful approach towards sustaining and monitoring the physical, mental and overall health of all LIL's students and encouraging good life-style habits. The Domain Committee found that the Head of Wellbeing has established a culture in which children are safe, feel safe (as 100% of alumni attest), and feel able to access help with physical or mental health whenever necessary.
- E4. The Domain Committee found that students and staff are safe when carrying out duties or activities outside the school, supported by robust policies and procedures, and that the school works with external partners to minimise risk and maximise safety security.
- E5 The school provides active support for students and families in transition in and out of the school, as well as between divisions within the school, through appropriate information, programmes, counselling and advice, drawing upon local agencies and external expertise when needed.
- E6. The 2019 Ofsted Report rated sixth-form provision (Lycée/Y11, 1ere/Y12 and Terminale/Y13) as outstanding, writing that '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.' The Domain Committee found that guidance and outcomes for students, in terms of final exam results and university destinations, remain excellent.

II. Planned action

- E5. The Head of Wellbeing identified transition between different sections of the school as an area in need of strengthening. The Domain Committee believes that the introduction of Heads of Year from September 2022, including a post covering the final year of primary (CM2/Y6) and the first year of Secondary (6eme/Y7), will allow greater coordination of transition, so that students can make the change with greater confidence.

Domain Summary – Evaluator Response

Overall, Lycée International de Londres Winston Churchill (LIL) is well aligned with and often exceeds the standards of Domain E: Well-being.



LIL has fostered a school environment that is characterised by trust and mutual respect, and is particularly supportive of student and staff well-being. During the COVID-19 pandemic, the head of school initiated video calls, reaching out to those in the community who would benefit from connecting with her personally.

There are clearly documented and effectively implemented policies and procedures relating to child protection and safeguarding to promote the well-being of all enrolled students. This is reinforced by the school's education provision in areas such as health and relationships. Furthermore, LIL ensures that it follows and acts in each student's best interests from enrolment through to their onward destination, especially in the area of careers related services.

LIL is in a good position to continue its exemplary work and this could be strengthened by a review of the behaviour management strategies, following the newly introduced codes of conduct, to measure impact against the school's mission and values.

E1

The school environment is characterised by openness, fairness, trust and mutual respect to foster well-being. The school listens to students' views and develops their compassion, agency and leadership capabilities. (CORE)

School Response

Meets

E1i. The school fosters effective student relationships, leadership, and voice from a variety of cultural perspectives, and has informal, formal, and confidential channels through which students can give feedback to the school regarding their well-being and learning to influence school-wide policy and process.

The Preparatory Evaluation Team rated the School as exceeding Core Standard E1, and gave a Major Commendation to 'The entire school community for building such a positive and palpable sense of


community spirit.' Since then, the school has continued to encourage teamwork and build a sense of community and solidarity within and outside the school, using positive collaboration and healthy competition in the classroom, volunteering and community involvement both locally and globally, to cement a feeling of belonging.

We have a strong Student Council initiative across the school which involves elected pupil and parent representatives meeting termly with faculty staff to discuss issues and strategies collaboratively. Starting in CM1 (Y5) each year group of students elect two representatives per class group, who serve on the Student Council which then elects the Student Government. The Student Council Constitution and Code of Ethics define the role of the Student Government. Class delegates, also elected by their peers, sit on *Conseils de classes*, held each semester, where academic and wellbeing issues are fed back and discussed with faculty and parent delegates.

There is a popular [Peer Counselling Programme](#) (73 participants 2020/21), a [Peer Tutoring Programme](#) in Secondary, and a [Friendship buddy programme](#) in Primary. The school organises [Diversity Week](#) in collaboration with the [Student Diversity Committee](#) and, [Anti-bullying Week](#) and Mental Health Awareness Week in collaboration with pupils, the various academic departments and Senior Leadership throughout the school. Peer councillors also receive safeguarding training. We are committed to sincere parental and external professional support and collaboration and our pastoral programme includes workshops for staff and parents as well as pupils.

The wellbeing team, members of the SLT and faculty are available at all times for students who want to talk informally about academic or wellbeing issues.

In response to Recommendation Domain E Standard E1, the language and content of the Codes of Conduct were reviewed, and new Codes of Conduct for Primary and Secondary were drawn up. The new Codes of Conduct systematically reference the School's Guiding Statements, and are designed to strengthen the reality, as well as the feeling, of the School as a safe and secure community in



which students can thrive. Further, the delivery of pastoral support and supervision was reviewed and radically reimagined. From September 2022, all faculty members will share break time and lunchtime supervision duties with dedicated members of the *Vie Scolaire* team. A system of Heads of Year will be introduced at mid-management level, each Head being responsible for lower-level pastoral and safeguarding issues. The SLT believe that these measures will further consolidate the LIL community.

Policies: 1 (Admissions); 5 (Anti-bullying); 8 (Behaviour policies and codes of conduct); 16 (Special needs policy); 27 (Equal opportunities)

E1ii. Service learning, environmental stewardship, and community partnerships are in place for developing student voice, compassion, and leadership capabilities.

The school has traditionally organised [service-learning trips](#) to [Nepal](#) and Laos for students in years 11 and 12. International travel has not been possible during the pandemic but the school intends to resume service-learning trips from next February (2022-2023). The Duke of Edinburgh International Award licences and supports the school in running its programme for students at three levels: Bronze, Silver, and Gold. In 2021-2022, the students contributed 2626h of service through the DoFE Award scheme.

The Student-led Green Committee, which also includes members of the faculty, allows students to explore issues of environmental concern, including those relevant to the day-to-day life of the School., and to make recommendations about best practices.

Much of the students' volunteering in the local community is done through the Duke of Edinburgh Award scheme; one recent student-led initiative involved helping the local Wembley foodbank (Wembley is in the London Borough of Brent, which is one of the most deprived boroughs in the UK).

Evaluator Response

Exceeds

Conversations with a variety of stakeholder groups, evidence from the self-study narrative, and observations of interactions throughout the school overwhelmingly confirm that an open, fair, respectful, and trustworthy environment exists within the school and wider community at Lycée de Londres Winston Churchill (LIL). Parents cited the school as an environment where academic performance and well-being are balanced, and where personality development is valued.

In order to sustain this environment, numerous events are meaningfully programmed in the calendar throughout the year. It was cited that opportunities are created for students and parents to freely share about their own cultures, history, and languages. Some examples are: Black History Month, the diversity fashion show, international food day, and World Languages Day.

Students from a variety of cultures spoke eloquently about their leadership opportunities. Noteworthy activities observed during the visit were: interactions with the school ambassador group, student government, the student Committee Fair, the peer buddy system in primary, student-led assemblies, and discussions with the Green Committee amongst many others. All of these activities are evidence that LIL provides students with numerous opportunities that foster positive student relationships and influence school-wide policy and process. The school is now in a good position to formally consider aspirational criteria of this standard, such as, evaluate the development of compassion, agency, and leadership in students.

A notable recent development since the preparatory report has been a complete review of the school pastoral practices. Further to educational research, student and parental feedback surveys, and faculty input, a new system has been implemented. Moving away from the traditional French system of a "vie scolaire", all faculty members now rotate on a duty system once a week to monitor student behaviour outside the classroom. Additionally, new codes of conduct have been developed and are highly visible throughout the school. Records are kept on Child Protection

Online Management Software (CPOMS) to ensure that appropriate faculty can review student concerns with ease. A considerably favourable impact on well-being was cited already in the short time since introduction in September.

An impressive number of service learning projects were included in the self-study narrative and evidenced during the visit. Many originate through the popular Duke of Edinburgh and CAS programmes. Additionally, student-initiated projects are actively encouraged throughout the school, as mentioned elsewhere in this report.

The evidence suggests an improved rating from that indicated by the school.

Commendations

Domain E Standard 1 (Major) - The head of school, the senior leadership team, and faculty for creating a school environment of openness, fairness, trust, and mutual respect which fosters well-being throughout the community.

Domain E Standard 1 - The head of pastoral care for leading the collaborative approach to developing and implementing a new behaviour monitoring system and codes of conduct which have had a positive effect on student well-being.

Recommendations

None at this time.

E2

The school has clearly documented and effectively implemented policies and procedures relating to child protection and safeguarding. (CORE)

These policies set out how the school addresses the following: reporting, managing and recording child safeguarding concerns and allegations of abuse; roles and responsibilities of staff, leaders and governors to manage and oversee safeguarding; staff training, student education and parental engagement; peer-on-peer harassment and abuse; and online safety. These exceed, where necessary, local regulatory requirements.

School Response

Meets

E2i. Policy and procedures for the well-being of students (see list of areas that these policies should cover in the standard) are effectively implemented and well understood by all constituent groups, and these exceed, where necessary, local regulatory requirements.

The Preparatory Evaluation Report gave a Major Commendation to the Board, SLT and the Wellbeing Committee for ensuring that 'robust child protection policies and procedures guide practice and ensure rigorous adherence to all regulatory requirements' at the Lycée. Ofsted (the UK Government's inspectorate) rated the School's personal development, behaviour and welfare as 'outstanding', the highest rating, following a full inspection in 2019.

The security, health and safety and safeguarding are at the heart of everything the School does and every decision we make. Relevant policies are published on the School website and are reviewed and updated annually or as necessary. Our School policies ensure the physical, digital, and emotional safety of our students.

Relevant [school policies](#) include anti-bullying (Policy 5); Safeguarding and Child Protection (Policy 6); Health and Safety (Policies 7 and 7a); Behaviour and Discipline and Primary, Secondary and Parent Codes of Conduct (Policy 8); First Aid (Policy 10); Use of ICT and Electronic Devices (Policy 11); Attendance and Absence (Policy 14); PSHE Social and Emotional Curriculum (Policy 15);

Disability Inclusion, Special Educational Needs and Learning Support (Policy 16); and Safer Recruitment (Policy 19).

All staff have an annual safeguarding update and [safeguarding presentation](#) regarding the latest legislation. The safeguarding policy is reviewed every three months. We have one Designated Safeguarding Lead (DSL) and [10 Deputy Safeguarding leaders](#) (Level 3 trained), covering each cycle stage from KS1-5 staff recruitment, after-school and voluntary service, and the sports department; and a Designated Safeguarding Governor. The safeguarding squad meet every fortnight to discuss safeguarding practise and arising issues at the school. The annual safeguarding and health and safety review is presented to the Board. Training for DSLs is every two years, and for staff, every year as KCSIE is updated.

E2ii. The school's policies and procedures for the well-being of students are consistent with, and cross reference, wider school policies relating to issues that are engaged by these policies such as data protection and privacy, disciplinary and whistleblowing policies, and acceptable use policies.

The school's policies and procedures for student wellbeing are consistent with, and cross reference, other, relevant school policies. These include data protection, which is covered comprehensively in the School's [Parent privacy Notice \(Policy #12\)](#); student discipline in [Behaviour and Discipline \(Policy #8\)](#) and the new Primary and Secondary Codes of Conduct; and acceptable use, which is covered in [Students' Use of ICT and Electronic Devices \(Policy #11\)](#).

E2iii. The school monitors OR assesses and evaluates the wellbeing concerns for individuals and groups of students and provides social, emotional, and learning support to these students and their parents.

The school uses a range of platforms and procedures that allow teachers and senior leaders to evaluate wellbeing and academic data relating to students severally and collectively. The data collected is used as the basis of plans to provide social, emotional and learning support. Platforms include [CPOMS](#), for the collection of data on safeguarding, wellbeing and pastoral issues, [Pronote](#) for academics, behaviour and attendance, and the school's live SEN register for academic, cognitive, social/emotional and medical issues. *Conseils de classes*, held once per semester, allow teachers and senior leaders to 'deep dive' into the academic performance of classes and individuals, and provide an occasion for safeguarding, wellbeing and other behavioural issues to be flagged. A weekly "Following Students" group, lead by the Deputy Head of Secondary and the Head of Wellbeing, monitors the progress of individual students and develops strategies to help them progress further (for example, by the provision of a peer tutor or mentor).


The SEN register and minutes of the Following Students group may be seen on request during the Team Evaluation visit.

E2iv. Policy and procedures for the safeguarding and well-being of students are monitored, evaluated, and reviewed regularly (annually in the case of child safeguarding) with the needs of all students in mind and in light of the specific risks facing the school's students.

As noted above (E2.i) policies and procedures are reviewed and updated annually or as necessary (in the UK, statutory changes to child safeguarding are sometimes made on a quarterly basis). The live SEN Register, the CPOMS platform, *Conseils de Classes*, the Following Students group, and information held on Pronote - for example, about academic performance, attendance and behaviour - enable the Head of Wellbeing and other senior leaders to identify specific areas in which overall policy and procedure might be improved, and delivery improved for individual students.

E2v. The school has taken steps to prepare for an allegation of abuse made against a member of staff or another adult in school and responds to concerns and allegations of abuse against these individuals in accordance with a clearly-defined and internationally-recognised protocol.

The School's [Policy and Procedures for Safeguarding and Child Protection \(Policy #6\)](#) lays out a



clearly-defined procedure to be followed in the event of an allegation of abuse made against any member of staff, including the Head of School, or any other adult in the school. This procedure is consistent with local and national laws of the United Kingdom.

E2vi. The school develops meaningful and effective relationships with external law enforcement and child protection agencies and other organisations that provide appropriate support, advice, and professional development on matters of wellbeing and child safeguarding.

Regular visits to the school by community police officers reinforce the PSHE curriculum focus on personal and online safety and wellbeing. The school also works with the London Borough of Brent, in which the school is located, to deliver the UK anti-radicalisation programme, Prevent. The Head of Wellbeing is a member of the London Borough of Brent's Designated Safeguarding Lead (DSL) Forum, and recently hosted the Borough's annual DSL Network Conference at the Lycée, focusing on mental health, wellbeing and contextual safeguarding. In cases involving serious concerns about student mental health, the Head of Wellbeing has worked with [CAHMS](#).

E2vii. Record-keeping in relation to student behaviour and well-being allows the school to identify concerns at an early stage and reports of suspected or disclosed abuse and any actions taken by the school are recorded and securely archived, regardless of the outcome.

As noted above in E2.iii, the school has a variety of platforms, and procedures, through which concerns about behaviour and wellbeing can be identified at an early stage. Accurate records of all safeguarding cases are kept securely, both electronically and in hard copy. **For reasons of security, evidence will be provided to the Team Evaluation team in person and on request during their visit.**

Evaluator Response

Meets

It was evident that safeguarding and child protection are of the highest priority for the whole community at LIL. Comprehensive policy documents relating to child protection and safeguarding are fully available on the school website and these are reviewed quarterly. Further, in-depth evidence of procedures and electronic records were made available during the visit. Electronic recording occurs on the Child Protection Online Management Software (CPOMS).

Posters of the designated safeguarding lead and team are displayed throughout the school. Procedures are reviewed and updated on a regular cycle, in line with local government expectations.

Discussions confirmed that effective relationships with external law enforcement and child protection agencies were in place. The local authority provides staff safeguarding training on a regular cycle. Health workshops are run by the nurse. Interviews with parents, students, and staff reinforced the fact that child safeguarding is fully embedded and understood as a community-wide responsibility.

In line with the policy, full child protection training is given to all, including the students who volunteer as peer counsellors and parents accompanying field trips. Additionally, all newly appointed staff must provide appropriate police checks. Confidential information concerning teachers, students, and their families are saved in a permissions-protected, central digital register.

Commendations

Domain E Standard 2 - The board and senior leaders for ensuring child protection policies and procedures guide practice and ensure rigorous adherence to all regulatory requirements.

Recommendations

None at this time.

E3

The school ensures the physical and mental health and overall well-being of all enrolled students. (CORE)

School Response

Exceeds

3i. The school facilitates school community awareness and understanding of local physical and mental healthcare services, local health requirements, and potential health concerns.

The preparatory Evaluation Team gave a Major Commendation, Domain E Standard E3, to 'The entire community for actively demonstrating its interest and support of wellbeing at the school and ensuring a holistic and thoughtful approach towards sustaining and monitoring the physical, mental and overall health of all LIL's students and encouraging good life-style habits,' and to the Wellbeing team for 'seeking to adapt and personalise the PSHE curriculum to best meet the needs and interests of the older students.'

The school continues to raise student, parent and staff awareness of a wide range of physical and mental health issues. In addition to the PSHE Curriculum (see below), the School offers Mental Health Awareness Week for staff and students, as well as a number of events throughout the years designed to raise awareness of specific issues; for example, a performance by the boy band [Hear at Last](#) who then led a workshop on online bullying and cyber security. The school works with local NHS provision to offer vaccines for students, and students and staff, against HPV virus, TDP and meningitis, Covid and influenza ('flu).

E3ii. The school has in place structured and sequential learning programmes related to physical and mental health and child protection, including areas such as nutrition, personal safety, grooming, online safety, consent, and healthy relationship behaviour.

The school runs a PSHE and RSE curriculum which covers the statutory content required by the UK Government in matters of education in health, society and social integration, personal safety (including grooming and online safety), sex and sexuality, consent, and what constitutes an healthy relationship. In addition, the School uses [Common Sense Education's](#) Digital Citizenship curriculum to reinforce online safety and best practice online.

E3iii. The school has a regular programme of parent education to support student well-being.


The Head of Wellbeing runs a regular programme of coffee mornings at which parents can educate themselves on children's most common issues (drugs, nutrition, self-image, etc) and learn about all aspects of the department's work, including learning support, emotional and social support, and safeguarding. Parents can also join or attend meetings of the [PSHE Committee](#), at which the content and provision of the PSHE/RSE curriculum is discussed and planned.

Evaluator Response

Exceeds

Evidence suggests that the school applies all possible means to support the overall well-being, physical, and mental health of all members of the community.

The school implements a structured PSHE/RSE programme, which covers all aspects of well-being and mental health. Changes to the pastoral care structure have allowed for more dedicated time for pastoral care and well-being. Topics are highlighted in assemblies and led by the heads of year and student body. A specific week is dedicated to focussing on mental health. Ample evidence of a high importance and awareness of mental health and safeguarding issues was provided and cited by the faculty, students, and parents in all meetings. Faculty well-being is also supported by the school with spaces such as the Zen room and staff lounges.



A full-time nurse maintains health records for all students in a secure digital space. Families are requested to share all relevant health information at the time of admission. Conversations confirmed close contact is maintained with the local health authorities. A vaccination team visits the school regularly. During the COVID-19 pandemic, all health and testing procedures were rigorously applied. Particular appreciation of this was mentioned in various meetings. Secondary students have recently initiated a specific health committee. In conjunction with the nurse and class teacher they will talk to their younger peers about important health issues.

It was confirmed by the pastoral care team that a regular programme of parent workshops takes place. The agenda often covers specific areas they have requested. A calendar of these events includes topics such as: sleep habits, sex education, healthy food discussions, art therapy, and mental health. These workshops have been put in place in partnership with the parent association. The introduction of the school therapy dog (George) was one outcome of these parental workshops.

Commendations

Domain E Standard 3 - The parent association and pastoral care team for their coordinated approach to setting up workshops related to student health issues.

Domain E Standard 3 (Major) - The pastoral care team for providing excellent school healthcare services to meet the health and well-being needs of all students.

Recommendations

None at this time.

E4

The health, safety, and security of students and staff conducting activities outside the school is supported through clearly documented and effectively implemented policy and procedures, including risk assessment and mitigation.

School Response

Meets

E4i. The school reports, records, and reviews allegations of abuse and accidents and considers how to reduce risk on trips and activities in a systematic way.

Allegations of abuse, physical, sexual or emotional, are recorded securely on CPOMS. Accidents are recorded in the school Accident Book, kept by the School Nurse. A detailed risk assessment form is completed before any out-of-school activity takes place. As with other policies and procedures (E2.iv above), those concerning the recording of allegations of abuse, and accidents, and the school's [Educational Visits and Overnight trips Policy \(#20\)](#) are reviewed regularly. For example, the school's Premises and Security Manager reviewed the School's risk assessment document and led a training session for all staff on identifying risks and risk assessment writing, with a focus on simple and practical information, allowing the documents to be used effectively.

The school [Educational Visits and Overnight Trips Policy \(#20\)](#) ensures that all new staff receive training on planning school visits as part of their induction. Every planned trip or visit will have a nominated Group Leader who creates the Risk assessment and is responsible for organising and running the trip. The Head of Global Travel Programme will hold a briefing session for all those nominated as a Group Leader, which will cover: conducting risk assessments, emergency procedures, school insurance cover and reporting incidents. All trip leaders hold a valid first aid certificate or ensure that one of the accompanying staff members does.

The Accident Book and CPOMS records may be viewed by members of the Team Evaluation during the visit, subject to reasonable privacy rules.

E4ii. The school works with the appropriate safety authorities or experts to regularly evaluate and renew its external activity risk procedures in light of changing conditions and circumstances.

The school works with tour operators selected to ensure the safety of its students on, for example, outwards-bound trips. For trips abroad, such as service-learning trips, the school selects reputable tour organizers, and checks with insurers and with the [UK Foreign Office's travel advisory service](#) before the final go-ahead is given.

E4iii. External activity risk procedures are shared with community partners, e.g. athletic associations or MUN networks, to ensure consistency of procedures when students are travelling.

The school's risk assessments and procedures are shared with partners so that student safety and wellbeing be maximised during trips.

Evaluator Response

Meets

Evidence suggests that the health, safety, and security of students and staff whilst on external trips is supported through clearly documented and effectively implemented policy and procedures.

All faculty members are required to complete a risk assessment form before undertaking any kind of external trip. It was cited that the format has recently been simplified. Forms are accessible electronically. Detailed information regarding the proposed trips is shared with parents and, whenever necessary, with external agencies. All parents accompanying students on field trips undergo child safeguarding training. In certain instances risk assessments for individual students may be produced if deemed necessary by the teacher.

Examples of risk assessments were evidenced as were accident reports. School expectations are explicitly stated in all policy documents and regularly reviewed, particularly with reference to the changing post COVID-19 conditions.

Commendations

None at this time.

Recommendations

None at this time.

E5

The school provides active support for students and families in transition in and out of the school, as well as between divisions within the school, through appropriate information, programmes, counselling and advice, drawing upon local agencies and external expertise when needed.

School Response

Meets

E5i. The school has a coordinated approach for staff across divisions to plan, implement, and evaluate transition activities and programmes for students and families to enhance the continuity of learning and ensure well-being through transition.

The school has a coordinated approach for staff across divisions to plan, implement, and evaluate transition activities and programmes for students and families to enhance the continuity of learning and ensure well-being through transition. In the French system, there is a structural link between the Primary section (*Primaire*) and the Lower Secondary Section (*Collège*), in that the last two years of Primary (Y5 or CM1 and Y6 or CM2) and the first year of *Collège* (Y7 or 6eme) belong to the same *Cycle*, or Key Stage: in this case, [Cycle 3](#). There is a global grading policy across this *Cycle*. (The exception is in English language and literature, where our students'

strength in English allows us to follow an adapted version of the UK Key Stage 3 National Curriculum; however, the same grading policy is used.)

Every year, there is an Immersion Day, when Y6 (CM2) students spend a day attending Secondary lessons. Other links between Primary and Secondary include the use of the same basic learning tool, the iPad, with Google Classroom and *Pronote* as the most frequently used platforms; the teaching of PE and music by the same staff in Primary and Secondary; and the use of the same library, which students are taught to use with increasing levels of autonomy through their time in Primary. The wellbeing team covers both sections, and peer counselors from Secondary work with Primary students to resolve conflicts and for their emotional wellbeing. The After School Programme Coordinator is working on a shared ASP for years 6 (CM2) and 7 (6eme).

E5ii. The school and the school community collaborate to provide support for families in transition with a variety of different language and cultural backgrounds to support social and emotional adjustment and promote continuity in learning.

The school and the school community collaborate actively to provide the necessary support for families in transition, with APLIL being very active in welcoming new families since the opening of the school. The Welcoming Families Booklet has been created to help families new to the School and give them insights into its organization. Members of the Wellbeing Team offer workshops and coffee mornings for new families. Social events are held throughout the school year in coordination with APLIL (parents association) to help new families feel welcomed and integrated. Cultural events are created for pupils to increase awareness about inclusivity as well as acceptance of others and other cultures with a variety of different languages and cultural backgrounds. In order to support social and emotional adjustment and promote the pupil's continuity in learning.

Evaluator Response

Meets

Student transition policies are appropriate and continuously updated to ensure a personalised approach to meeting all student needs. The self-study narrative provided fully documented evidence of the transition pathways for students during their learning journey at the school. Additionally, procedures for student enrolment and departure are explicit.

In order to address the perceived need in certain areas of the school, recent changes to the leadership structure, with the addition of the heads of year role, have been implemented. These were noted as being of particular importance for transition from primary to secondary.

The Association des parents d'élèves Lycée International de Londres (APLIL) is particularly instrumental in providing support for new families, and very favourably cited in all parent meetings.

Commendations

Domain E Standard 5 - The senior leadership team for the introduction of the heads of year positions as an aid to enhance the continuity of learning.

Recommendations

Domain E Standard 5 - The senior leadership team continue investigating ways of adapting the transition support for families and teachers in respect to the cultural ethos of the school and the changing demographics of the community.

E6

The school supports students' current and future development and achievement by providing guidance and counselling about continuing education, as well as age-appropriate careers education.

School Response

Meets

E6i. The school regularly evaluates the effectiveness of its university/college and career counselling programmes and services using data from student profiles, achievements and progression routes and makes appropriate adjustments as a result.

The school's [Career Guidance Policy \(Policy #25\)](#) is robust and has served our students well since it was introduced in 2015, and although the policy as a whole has not been formally reviewed recently, aspects of delivery and support are reviewed by the Careers team, informally, every year, in light of changing student profiles and progression. For example, when the IB opened, it was decided that they would have a separate delivery of the careers curriculum during IB class time, given the choices IB students would have to make in terms of HL and SL subjects. Changes in the application process for French universities were also accommodated: for example, more support is given for writing personal statements (*lettres de motivation*). More support has also been given in recent years to UCAS applicants, especially the 'Covid cohort', given their lack of work experience in comparison with previous years.

In 2019, the School's 'Sixth Form provision' was [rated outstanding by Ofsted](#), the UK Government's school inspectorate. This included the Careers Service, and student outcomes in terms of progression to higher education.


E6ii. Careers education experiences are planned systematically and are evident in the school's programmes.

[The Career Services Department](#) is committed to continuing the educational mission of the Lycée International de Londres Winston Churchill by supporting all students in an individual, impartial, differentiated and positive manner to help them get to know their strengths, understand their interests, build their future educational plans and career goals in order to help prepare them for the challenges and adventures that lie ahead. All students receive bespoke guidance, exposure to the world of work and the support necessary to meet their career counselling needs. The Career Services Department enhances the opportunities of each student by helping them secure the best possible offers and courses at top universities worldwide.

The requirements for the Gatsby Benchmarks (UK) and the Parcours Avenir for the AEFÉ are embedded into the LIL Careers syllabus. The syllabus, which is now [embedded in the PSHE/RSE Curriculum](#), is delivered to all of the Secondary students in vertically- and horizontally-articulated segments based on the purpose-developed schemes of work. For 6e (Y7) and 2e (Year 11), the syllabus is covered during timetabled library hours. For all other year groups, it is shared during timetabled *Heures de Vie de Classe* (tutorial periods) three times per year. In Primary section, the Gatsby Benchmarks are covered through various activities, from Parent Career presentations to the discovery of jobs in the workplace during themed presentations by professionals in different fields. The syllabus allows for the building of bridges between Primary and Secondary. The elaboration of a coherent and progressive careers curriculum throughout LIL engenders students' personal growth and future plan development.

The Careers syllabus for 1ere and Terminale (Y12 and 13) includes events and presentations in addition to the individual student and family & student meetings which occur throughout the academic year. All 1ere and Terminale students will be seen by the Career Services Team at least each year. For most students, the number of meetings will be closer to 4 /5 with different members of the team according to the geographies they are applying to for higher education. The UCAS team spends on average between 5 and 10 hours on each students application.

The Career Services Department organise an annual [University Application Prep \(UAP\) Week](#) dedicated to Premiere/IBDP Y12 students, with 22 different workshops covering 80+ hours all designed to help students progress with their university and course choices as well as the application processes. In 2nde and EIP 11 [Roadmap 2 University](#) days include workshops and presentations to support students in their subject choices for 6th form, get them thinking about career paths and subjects they can apply to at university, as well as introduce them to the application processes in a large variety of countries.



Starting in the second term of Year 11/Seconde, high-achieving students intending to apply for the most competitive courses and universities have the opportunity to join the Lycée's LEAP Programme. This will prepare them thoroughly for Oxford, Cambridge and Imperial College London entrance exams and interviews they may have in Year 13/Terminale. Beginning in the autumn term of Year 12/Première, students can specialise in one or two subjects, with up to two hours per week of extra lessons. LEAP courses are offered in all mainstream subjects, such as politics, history, economics, mathematics, physics, biology, and chemistry. No extra charge is made for LEAP lessons.

Evaluator Response

Exceeds

Documents provided during the visit, including from external partners and the broader community, and conversations with all stakeholders confirm that student support for career education is systematically planned. A comprehensive five year development plan, an in-depth policy, data of student placement, and documentary evidence of the age-appropriate careers education programme was presented.

Multiple data sources about student career support plans, successful university placements, work experience placements, and service outreach opportunities verified the evidence. An example of this is the internships that were created with the High Speed Rail (HS2) Project and Chanel. The latter was a pilot internship within the organisation, which Chanel has since decided to continue.

The success rate of all LIL university applications bears witness to the dedicated work of the careers department. The department was particularly proud of the acceptance rate for Russell Group universities.

Further, the school is now actively investing in using data on alumni as part of their evaluation process. They recently created a role to oversee this as part of wider responsibilities.

The evidence suggests an improved rating from that indicated by the school.

Commendations

Domain E Standard 6 - The career services department for integrating diverse community resources in a comprehensive support system to ensure students transition smoothly from LIL to university and beyond.

Domain E Standard 6 - The school leadership team for investing in alumni projects, to enhance research and identification of career and future developments for students.

Domain E Standard 6 (Major) - The career services department for engaging external partners and the broader community, to enhance careers education in the school.

Recommendations

None at this time.

Domain F - Staffing

Domain Summary – School Response

I. Strengths

- F1. The Preparatory Evaluation Team rated the school as exceeding Core Standard F1 and gave a major commendation to HR and SLT for 'the appointment of a particularly impressive team of specialist support staff.' Nearly 90% of current students and 100% of alumni agreed that their teachers have or had good teaching skills.
- F2. Ofsted in 2019 noted that '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.' The preparatory Evaluation team rated the school as exceeding Core Standard E2, commending the Head[s] of HR and Wellbeing for managing the appointment process so effectively. The Domain Committee confirms that these high standards have been maintained. The Committee notes that teacher observations are well-managed (F4).

II. Planned action

- F3. The Preparatory Evaluation team gave a major commendation to the SLT for introducing many opportunities for collaborative learning and sharing good practice. While acknowledging this, the Domain Committee concluded that there could be more transparency around individuals' applications for CPD, especially in cases where the application is rejected. Non-teaching staff in particular do not always feel supported in their professional endeavours. For teachers in the French track, training offered by AEFÉ should be taken up more than at present. The Committee also notes the recommendation that there should be more impact studies on CPD in the school.
- F4. There is a variable approach to who owns the appraisal process and the Committee concluded it would be worth exploring how the appraisee can have more ownership, through setting some of their own targets that emerged from previous appraisals. Appraisees could also be asked how their teaching contributes to or reflects the school's values and mission.
- F5. While recognising the commendation the preparatory Evaluation team gave to the school for generating a trusting, inclusive and culturally sensitive working atmosphere, the Domain Committee nevertheless concluded that some areas of HR practice remain opaque, and run the risk of causing unnecessary confusion. These include the speed at which disciplinary matters are escalated, and the school's pay scale (F6). The Committee recommends a dialogue between HR and staff on these issues.

Domain Summary – Evaluator Response

Overall, Lycée International de Londres Winston Churchill (LIL) is well aligned with the standards of Domain F: Staffing.

At LIL, staff are highly qualified and their expertise promotes a culture of excellence. LIL provides a range of opportunities for continuous professional development and has refined its appraisal process to make it more systematic. Policies and procedures, that are subject to scheduled review, contribute towards maintaining a professional and trusting environment.

There is an opportunity for LIL to harness its appraisal process for informing professional development as it aligns with school goals, thus effectively identifying priorities for the school and relevance for staff. As continuous professional development and appraisals become more embedded as a strategy for staff development, the school can leverage the opportunity to measure impact, informing strategic planning.

F1

The faculty and support staff are employed in sufficient numbers, and with appropriate experience, qualifications and competencies, and in accordance with the host country employment law and the CIS Code of Ethics. (CORE)

School Response

Exceeds

F1i. There are sufficient numbers of faculty and support staff, appropriately qualified and experienced, to ensure students have high-quality learning experiences in line with the school's curriculum, pedagogy, and complementary programmes.

There is a sufficient number of Faculty and Support Staff, appropriately qualified and experienced, to ensure students have high-quality learning experiences in line with the school's curriculum, pedagogy, and complementary programmes. The Head of the School has confirmed that the ratio is 800 students to 108 staff, or approximately 1 staff member to every 8 students. The Faculty and support Staff are international and multilingual.


F1ii. Some faculty have advanced qualifications. Most faculty have undertaken training specific to the curriculum and pedagogical methods needed.

The Preparatory Evaluation Report commended the Human Resources Department and Senior Leaders for the appointment of a particularly impressive team of specialist support staff. The Faculty is comprised of a greater [proportion of teachers with PhD and a Masters level qualifications](#) displaying, as the 2019 Ofsted Report stated, 'strong subject knowledge [which helps] pupils [to] learn.' ([Ofsted Report 2019, p. 5, middle of page.](#)) Many have come to teaching after working in research, business and the arts, and this extra experience is invaluable when, for example, giving advice on future study and careers. Faculty hold, in addition to their academic qualifications, a wide range of teaching qualifications, including the French [CAPES](#) or [agrégation](#), British [PGCE](#) and [QTS](#), equivalent qualifications from other countries, masters degrees in education, and specialist qualifications, such as the [Cambridge Delta](#) in ESOL. [Eight days of CPD per year](#), plus bi-weekly ['Share and Tell' sessions](#), give the opportunity for staff to be trained in a wide range of pedagogies, and staff share their expertise in [TeachMeet sessions](#). Subject-specific CPD is offered during the bi-weekly departmental time.

F1iii. There are clearly defined policies and procedures for staff recruitment and retention in accordance with host country employment law and the CIS Code of Ethics, which is widely understood by current and prospective staff.

The School has policies covering all necessary aspects of recruitment, including a [Policy for Safer Recruitment \(Policy #19\)](#). These are in accordance with the UK employment law and the CIS Code of Ethics, which is widely understood by current and prospective staff. All employees involved in recruitment such as Heads of Department (HoDs) receive formal Safer Recruitment training every two or three years. A diverse recruiting panel helps mitigate risk with regard to safeguarding and provides professional development to the team members.

Promotion and CPD are key to staff retention. The school offers opportunities for staff to take on additional responsibilities attracting substantial yearly stipends. These middle-management roles include Class Team Leader (form tutor), Head of Department (HoD), and Coordinator roles (BFI, IB, CIS, Curriculum). From September 2022, the school will be introducing Heads of Year, roles that were subject to a competitive application process. Many roles in middle management are contracts of two years, allowing for these roles to be opened to staff regularly. Senior Leadership posts, when available, are also subject to competitive application, and the school believes that it is a testimony to the strength of its staff that promotions to the SLT, with the exception of the post of Chief Operating Officer which requires specific skills and qualifications, have come from within the faculty.



Employees can apply for professional development at any time, and the CPD committee meets once a fortnight to review individual requests. Staff have received financial help or time in lieu to pursue CPD ranging from one-day subject-specific courses, to courses leading to QTS by assessment, to a Master's in Education at the University of Cambridge. Eight days of CPD are provided by the school every school year.

Evaluator Response

Exceeds

Highly qualified, experienced and skilled administration, faculty, and support team are employed at Lycée International de Londres Winston Churchill (LIL). There is a healthy student to staff ratio. Many staff are qualified at PhD level in areas such as research, business, and the arts.

Employees are recruited in accordance with host country employment law and the CIS Code of Ethics, as verified in an audit of the school's central employment register, and in conversations with the school and auxiliary team. Discussions with human resources and consultation of the recruitment policy indicate that the process at LIL is ethical. All those involved in recruitment have undertaken safer recruitment training.

Discussions with human resources suggest that they are considering reviewing inclusion, diversity, equity, and anti-racism in their recruitment and retention policies, as a means to cultivate a fair and representative workforce.

Commendations

Domain F Standard 1 - The senior leadership team, in collaboration with the board of governors, for maintaining a healthy staff-to-student ratio, encouraging effective learning and well-being.

Domain F Standard 1 - The senior leadership team and human resources, for recruiting highly qualified, experienced and skilled staff, resulting in performance and quality across the school.

Recommendations

None at this time.

F2

Thorough background checks have been carried out for all staff and volunteers to confirm their identity, medical fitness, right to work in the country, previous employment history, criminal record, qualifications and suitable references. This information has been taken into account in determining whether their appointment will be confirmed. (CORE)


School Response

Exceeds

F2 i. Background and criminal record screening are undertaken for all members of staff (whether employed, self-employed, or sub- contracted) and volunteers in a systematic way and according to a published schedule.

[Policy for Safer Recruitment, Policy #19.](#)

The Preparatory Evaluation Report rated the School as exceeding Core Standard F2, and commended the Heads of HR and Wellbeing 'for managing the appointment process so effectively.' The School continues to maintain a very high level of due diligence checks to ensure that we can positively identify and have a comprehensive history of all new employees. We verify: two forms of identification, proof of address, and carry out a prohibition from teaching check, an enhanced UK Disclosure and Barring Service check (including a section 128 management check and a list 99 check) and an overseas police records check for all countries in which the employee was resident for more than 3 months within the last 5 years. All staff receive online safeguarding



training and online PREVENT (anti-radicalisation) training and those who have regular contact with students do a higher level of safeguarding training. Recruiting HR team members, line managers, key personnel, and the Senior Leadership Team all receive online safer recruitment training every two years. We insist on documentation being received and verified before staff can begin working in the school, including viewing original qualifications. We take 2 references for all staff and investigate any irregularities. All information is stored confidentially in our Single Central Register, which was favourably reviewed during both Ofsted inspections. The Head of Human Resources & Staff Wellbeing has also undergone Fraudulent Documents training with Scotland Yard's anti-terrorist squad to identify and report forged or altered identification documents.

Teaching supply staff are hired externally through three supply agencies. The school also advertises for supply teachers directly through the school website. The school follows the normal onboarding and compliance procedures for these supply teachers. If they are not available, or all of them have been already booked with us, we call agencies. All agencies must send us a vetting form for the teacher they send us.

Staff of outsourced companies are DBS-checked by their employers.

All information is stored confidentially in our Single Central Register, which may be viewed during the Team Evaluation visit.

F2 ii. Where existing staff and volunteers have not already been suitably screened, the remediation exercise carried out by the school has been completed or is nearing completion.

Because of our staff's international profile, on rare occasion it has been impossible to complete the DBS check before employment commences because the individual has not yet found accommodation or has not yet been in their accommodation long enough to have a proof of address. In this instance, we complete a risk assessment and ensure all other compliance checks are completed and up to date.

Where existing staff have not already been suitably screened, steps are being taken as part of a remediation exercise to ensure that they undergo a thorough background, reference, and criminal record screening.

Evaluator Response

Meets

LIL conducts thorough background checks for all its employees. This includes the board of governors and auxiliary staff. Checks include identity, local and international criminal records screening, employment history, and medical suitability. Given the age of the school, renewals for updated checks have started to take place, although this process is yet to be formalised into a legally compliant schedule. Discussions with a cross section of employees verified that this type of due diligence is securely embedded into the school culture as a minimum operating standard.

Moving forward, the school could think about how these processes can be evaluated and reviewed over time, as the international recruitment climate shifts in the region.

The evidence indicates that a rating of met is more appropriate at this time, and the school should address the recommendation.

Commendations

None at this time.

Recommendations

Domain F Standard 2 (Major) - The human resources team formalises the renewal process of background checks for employees, to maintain a high level of due diligence.

F3

The school provides for the professional development and/or training for faculty and support staff that relates to school priorities, addresses the needs of staff, and contributes to the development of student learning, well-being and global citizenship. (CORE)

School Response

Partially Meets

F3i. There is a clearly defined process and expectation for all faculty and classroom support staff to receive professional development related to the school's identified priorities and their professional needs, which improves student well-being and learning.

The Preparatory Evaluation Report gave a major commendation to the SLT for 'introducing many opportunities for collaborative learning and sharing good practice.' The school remains committed to CPD (see above, F1.ii and F1.iii). All Faculty and Support Staff have access to professional development and CPD catalogue available on the staff portal. The Director of Academic Research and Innovation has, since the post was introduced in 2016, been responsible for leading CPD related to ICT and software, reflecting the prominent place the school gives to technology. The post of Deputy Head of Secondary for Academics was created in 2021 to lead the way in relation to outstanding teaching and learning practices in the classroom, and to ensure standards are consistently met.

The CPD Committee comprises of the Head of School, Head of HR, Heads of sections and their deputies and meet every other week or as needed to examine the requests of team members and make in accordance with the school's needs and general goals. The process is documented thoroughly. and every request receives a response from HR. A robust budget is allocated to professional development, although external/abroad training opportunities were significantly reduced during the two years of the pandemic.

Nevertheless, in the Community Survey, 60% of faculty responded that the process for the allocation of CPD was opaque, with some staff feeling that inadequate reasons were sometimes given for the rejection of CPD requests.


F3ii. There is a clearly defined process and expectation for non classroom support staff to receive professional development and/or training related to the school's identified priorities and which supports the school in being more efficient and effective

As noted above, the school has a regular programme of CPD for all staff, including non-teaching staff. Administration staff can apply for appropriate courses outside the school to support their own learning; for example, the Head of HR was supported to take a master's degree in the field., as well as several teachers supported financially and otherwise to complete their QTS. Several members of staff have moved up in the organisation over the years, a testament to the school's commitment to its people's development.

Evaluator Response

Meets

LIL has developed a clear process and expectation for all faculty and support staff to receive professional development. Employees were keen to share how the school meets their commitment to professional development. They gave clear examples of the types of training they had received and how this contributed towards the development of student learning and well-being.



Individual staff professional development records validate this, attesting to a wide range of opportunities: statutory training, areas of identified school development, and individual requests. In some cases, LIL has funded or part-funded individuals to take higher level qualifications to support them in becoming experts in their field. The school has a good balance of using its highly qualified team and external providers to deliver professional development.

The senior leadership team does not have a consistent identification process to prioritise professional development and relies on current developments and individual requests to select the type of training. This has resulted in some staff members feeling that training can be unrelated to their specific field, as reflected in the community survey.

Nevertheless, conversations with the head of human resources indicate that this is a planned area of development for the department as they look to use the appraisal process to better identify needs. In this case, a framework could be developed to standardise the identification, evaluation, and review of professional development. Conversations across the school confirmed that the feedback process around continuous professional development (CPD) request decisions has become more open and transparent.

The evidence suggests an improved rating from that indicated by the school.

Commendations

Domain F Standard 3 - The senior leadership team, in collaboration with human resources, for providing comprehensive professional development opportunities that contribute towards the development of high-quality learning, teaching and well-being.

Domain F Standard 3 (Major) - The human resources department, for responding to community survey findings, to increase transparency and feedback on decisions following professional development requests.

Recommendations

None at this time.

F4


The performance evaluation system is defined and implemented for all faculty and other staff based on pre-determined, explicit criteria and is supported by a programme of professional development and/or training, which is linked to appraisal outcomes and identified school priorities. (CORE)

School Response

Meets

F4i. All faculty and staff understand the performance evaluation, feedback policy, and appeals procedures and are appropriately engaged and involved in the process. There are clear links between performance evaluation, the school's priorities and provision of professional development.

A performance evaluation system is implemented for all staff. The Head of School's performance is subject to an annual review by the Board. Line managers of Support Staff (including the Head of School acting as line manager to members of the SLT) discuss the objectives and targets for the forthcoming year. A meeting is held towards the end of the academic year to determine how much progress has been made. Teachers are observed up to three times a year by their Head of Department. These observations form part of the final annual appraisal, during which strengths and areas for development are identified., as well as any necessary CPD.



The evaluation process has been digitised by the Head of Human Resources, who also verifies that the process has been completed for all members of the Faculty and Support Staff for the academic year 2021-2022.

Evaluator Response

Meets

A performance evaluation system has been in place at LIL for over five years and this has seen recent developments to ensure that there is a framework structure in place. Pre-determined, explicit criteria are shared and widely understood. This was verified in discussions with a range of staff and in consultation of documentation provided by the Domain F committee. Examples of documentation that increases the systematic nature of the process includes appraisal forms and lesson observation templates. Lastly, staff can pursue feedback, and appeal in the event of a dispute.

The human resources department is currently managing a migration of appraisal records to storage on a secure cloud-based platform, along with other confidential information.

The school agrees that it should now consider making better links between performance evaluation and professional development to enhance the identification and relevance of CPD opportunities for staff. Furthermore, the school may wish to use student feedback as part of the appraisal framework, as a future aspiration.

Commendations

Domain F Standard 4 - The senior leadership team, in collaboration with human resources, for implementing systematic framework features to the performance evaluation process, to better record, monitor, and evaluate appraisals.

Recommendations

Domain F Standard 4 - The extended leadership team and human resources define a framework that utilises the performance evaluation process as a means to identify meaningful and relevant professional development opportunities.

F5


Collectively, leaders, faculty, and other staff create a professional and trusting working environment. Written policies and guidelines establish expectations for the performance and conduct of all faculty and other staff, and they are applied fairly and consistently. (CORE)

School Response

Partially Meets

F5i. Leaders, faculty, and support staff have established a systematic approach to ensuring a professional and trusting working environment. This approach is monitored, evaluated, and improved in light of regular feedback.

The Team Handbook lays out the expectations for performance and conduct of all staff. School leaders have put in place a series of projects and mechanisms to build a professional and trusting working environment. The Head of School holds a weekly 'Open Doors' session on Wednesdays from 4pm to 5.30pm, during which any member of staff is welcome to share any issues of concern. Bi-weekly 'Share and Tell' meetings allow colleagues to raise issues in a wider forum, with SLT, faculty and Support Staff, and to share expertise and experiences. and schoolwide news and announcements. The faculty has a number of 'Wellbeing Champions' who organise regular activities with the aim of reducing stress and cementing the team.



In the Community Survey, 70% of Faculty and 80% of Support Staff agreed that the School 'has a professional and trusting working environment. Interviews with staff did raise questions about the transparency of procedures around contracts, the decisions of the CPD Committee, and the speed of the escalation of disciplinary procedures, but staff also said that they would be happy to share their experience and expertise in helping the school to address challenges.

F5ii. In addition to job descriptions, there is widely disseminated associated documentation (such as a Staff Handbook) to ensure expectations for all faculty and staff, including a complaints procedure, are understood and applied consistently.

As mentioned above (F5.i), the Team Handbook lays out expectations for all Faculty and Support Staff, including a grievance procedure. All staff are required to confirm by email that they have read and understood the Team Handbook. When problems do arise, a teacher representative and a union representative are available to help staff members. Job descriptions for teaching positions are clear, but the Domain Committee thought that they could be more so for middle-management positions, such as Head of Year and Head of Department, and for members of the administrative "production team".

F5iii. All faculty, staff, contractors, and volunteers have signed an acknowledgement that they have read the code of conduct and written guidelines stating appropriate and inappropriate behaviour of adults towards children.

Staff members are required to confirm by email that they have read and understood each iteration of the Team Handbook. Where something is not understood, the HR team is always ready to help with an explanation. In the Community Survey, 100% of Support Staff and nearly 100% of Faculty report that they understand the School's Code of Conduct.

F5iv. The school has clear expectations of how adults of different cultures and languages work together.

These expectations are communicated clearly and throughout the year, during CPD sessions and Share and Tell. International Black History Month and Diversity Week are moments in the school year when staff are reminded of these values. Management reacts quickly and effectively to any cultural misunderstanding or issue within staff, reminding people, usually in Share and Tell, and when needed in individual meetings, of the school's ethos and expectations.

Evaluator Response

Meets

At LIL, there is a conscious effort to maintain an established, professional, and trusting environment. There is a framework in place, in the form of job descriptions and a team handbook, that sets clear expectations for employees. The handbook is reviewed, shared annually, and issued to new employees upon their appointment and onboarding. The document includes all the expected policies and procedures that promote professionalism and well-being. Examples include: staff code of conduct, complaints, and disciplinary procedures, and equal opportunities commitment.

Staff were keen to point out that the handbook acts as a good reference point, irrespective of the time of year. Staff know the existence and location of the document and they actively refer to it in times of uncertainty. LIL is a school with a happy and positive environment, where staff feel a sense of belonging and feel valued.

The evidence suggests an improved rating from that indicated by the school.

Commendations

Domain F Standard 5 (Major) - The senior leadership team and the human resources department, for their development and continuous review of policies and procedures that promote a professional working environment.

Recommendations

None at this time.

F6

All faculty and other staff are employed in accordance with the CIS Code of Ethics under a written contract or employment agreement which states the principal terms of agreement between the employee and the school, and which provides for salaries and other benefits that are appropriate to the position and to the school's context.

School Response

Partially Meets

F6i. All faculty and staff understand their contracts (or the equivalent local document) and there is appropriate expertise available to staff to clarify understanding.

Contracts are clearly communicated to staff and HR and Management are always available to discuss any point that needs clarification. The school's current HR officer is very helpful.

F6ii. Salaries and benefits are outlined for all staff in an open and transparent manner.

Every staff member has a written contract with the School which states the terms of agreement between the employee and the school, including salaries and benefits. At present, staff do not have access to the salary scale, and the Domain Committee, after talking to colleagues, believe that publishing the salary scale should be considered by the Board.

Evaluator Response

Partially Meets

LIL staff are employed under contractual agreement terms between themselves and the school, meeting employment law of the host country and the CIS Code of Ethics.

Conversations with a cross-section of staff confirmed that employees understand the terms under which they are employed. The human resources department is available to advise employees should they have questions. This was noted in the case of a job offer, whereby the successful candidate wanted to clarify the additional benefits available via email. A timely and appropriate response was submitted and the employee is now an established member of the team.

The self-study committee reported that the staff do not have access to a published salary scale. Conversations with the human resources department confirmed the salary scale was not outlined for all staff in an open and transparent manner, as is the case for other benefits, e.g. language lessons for staff, tuition reduction, and free lunches.

Commendations

None at this time.

Recommendations

Domain F Standard 6 - The board of governors and head of school consider sharing salary scales in order to increase trust and transparency amongst the community.

Domain G - Premises, facilities, technology systems and auxiliary services

Domain Summary – School Response

Strengths

- G1: The Preparatory Evaluation Team found that the School exceeded Core Standard G1, and commended the operations and facilities managers for 'maintaining high standards in keeping the buildings and grounds in safe, clean and excellent condition.' The Preparatory Evaluation Team also found that the School exceeded Core Standard G2, and commended the Health and Safety Committee and Forum for ensuring rigorous policies and procedures are in place and appropriately followed to maintain high standards of safety, security and well-being for all students and staff in the school's care'. These judgements are supported by the community survey, in which the vast majority of all stakeholder groups agreed or strongly agreed that the schools premises are fit for purpose, hygienic and secure.
- G2: The School has effective emergency plans and procedures, which are reviewed after each drill, after which any further drills or changes to procedure are implemented. In the event of school closure, as during the pandemic, all classes can be moved online, so that no curriculum learning time is lost.
- G3: The School's use of technology in its educational mission is again supported by an overwhelming majority of stakeholders, with a consistent 90-100% agreeing or strongly agreeing that our use of technology is safe, and enhances our students' educations. The Director of Academics and the Director of Research and Innovation work together to identify ways in which technology can further support the school's mission, for example, in the use of AI in marking.
- G4: The School makes effective use of auxiliary services, including involving them in student education when appropriate. Competitive tendering is the means by which the School monitors and seeks to improve the provision of auxiliary services.
- G5: The School consistently reflects on the environmental impact of its decision making, and involves all stakeholders in assessing the School's sensitivity to environmental needs.

Planned Actions

- G1: The School will continue to monitor its premises, facilities, technology systems and auxiliary services, using its in-house and external competitive tendering procedures to ensure best outcomes for all stakeholders.
- G2: Although over 80% of students responded that they know what to do in an emergency, this figure can obviously be improved on. In particular, the need for more practice of invacuation (lockdown) was identified. The introduction of Heads of Year from September 2022, with particular responsibility for student wellbeing and the delivery of the PSHE curriculum in assemblies and dedicated classroom time, gives an opportunity to reinforce student awareness of the School's emergency plans and procedures.
- G5: It is in respect of how heavily environmental concerns weigh on the School's decision making that stakeholder responses most obviously diverge, with bare majorities of alumni and students (54.1% and 53.7% respectively) agreeing that the School does consider the environmental impact of its decisions, figures rising to approximately 80% with parents, faculty and support staff, and nearly 90% with the board. Despite the work done by the student Green Committee, there is no overarching body, including all stakeholder groups, that assesses the School's environmental impact The Domain G Committee recommends that the Senior Leadership Team should consider how such a body could be established, and what its remit might be.

Domain Summary – Evaluator Response

Overall, Lycée International de Londres Winston Churchill (LIL) is well aligned with the standards of Domain G: Premises, facilities, technology systems, and auxiliary services.

The school premises and facilities provide a safe and healthy environment for the entire community. In addition, they provide the appropriate space, functionality, equipment, and tools to support the school's mission and values. The entire school community can be proud of how it adapted its physical and technological environment to meet the challenges of the COVID-19 pandemic, which allowed learning to safely continue.

LIL has implemented a robust technology infrastructure that enables effective and efficient operations, allowing staff and students to focus on learning and teaching. This has provided an excellent opportunity for the school to push forward in its mission to become increasingly innovative.

The school has forged strong partnerships with its auxiliary staff and external service providers. These flourishing relationships are a testament to how leaders at LIL value coherence across all premises departments, encouraging maximum productivity.

The entire LIL community, especially the students, shows a genuine commitment to improving the sustainability of the school's premises and facilities.

As LIL continues to become more established on this site, it will be important that the school takes into consideration the suggested upgrades and repairs in the Planned Preventative Management (PPM) schedule. This will ensure that regulation standards remain high and that the good work of the school can carry on for many years to come.

G1

The school provides premises and facilities, with supporting systems and services, to enable it to fulfil the school's stated purpose and direction, deliver the curriculum and contribute to the well-being of students. (CORE)

School Response

Meets


G1i. The school ensures the continual development of school premises, physical accommodation, infrastructure, and equipment to better meet student needs and improve learning and well-being.

The school benefits from facilities that were entirely renovated and refurbished to the highest standards of quality and sustainability prior to its opening in 2015. The Legacy Building (formerly Brent Town Hall) was refurbished, and the Annexe was created and built, to accommodate 1,100 students, opening in September 2015. It is therefore a relatively new building and has yet to reach full capacity. Classrooms and dedicated specialist areas are appropriately sized and furnished to suit the age ranges and needs of the students in the different sections of the school. They offer sufficient space to allow for various configurations of furniture to support group work and the fluidity of movement demanded by the school's predominantly interactive, inquiry-based learning programmes.

Originally licensed to provide education for students aged 5 - 18, this was extended to 3 years in September 2020, and facilities were altered to accommodate the younger pupils.

We are investigating the possibility of having further sports facilities locally for when our numbers reach 1,000. Should further enhancement be needed to support delivery of the curriculum this will be presented to the Board for their consideration.

In response to Recommendation Domain G, Standard G1, in the Preparatory Evaluation Report,



racks were set up in the covered area between the Legacy and Annexe buildings where students can store their coats and bags. From September 2022, a new break time and lunchtime supervision regime will monitor corridors and other spaces to ensure corridors and classrooms are kept clear in the interests of overall safety and free-flow of movement.

In August 2020 the school's landlord, the Wembley Educational Charitable Trust, provided the school with a 10-year Planned Preventative Maintenance Schedule (PPMS) to support appropriate maintenance and development of the site.

Most members of the premises team are bilingual in English and French.

Our IT infrastructure is well designed, robust, supports student learning and protects data. The appropriateness of the system for all users was amply demonstrated during the Covid lockdowns from March to July 2020 and December 2020 to February 2021, when all classes were delivered online. Subsequently, computers were placed in all classrooms to better facilitate 'hybrid' lessons, whereby some students attended class in person, while those affected by Covid joined online. We are an iPad school: staff and student iPads are kept up to date, repaired and replaced as necessary, and online safety is maintained by the blocking of access to inappropriate sites. The library continues to build its core collection, and offers access to many tens of thousands of electronic books, newspapers, magazines, and academic journals through our subscription to JSTOR. Staff and students also have access to the English-language academic lecture platform, MASSOLIT.

Statements of health and safety and security compliance and copies of safety inspection reports and certificates may be seen by the Team Evaluation Team during their visit.

Evaluator Response

Meets

Lycée International de Londres Winston Churchill (LIL) provides and maintains premises and facilities that are fit for purpose, confirmed by up-to-date statutory records for health, safety, and service management.

The school's physical premises contribute to effective curriculum delivery. Sports facilities are sufficient but could be developed to enhance provision in the future. The implementation of systems and services to support the school's mission was evident.

The school community can be proud of its agility in deploying physical and technical solutions in response to the challenges imposed by the COVID-19 pandemic. In more conventional times, the school's robust infrastructure provides a platform for high-quality learning, teaching, and well-being. The school's motivation to be innovative was clearly noted in a cross-section of conversations. LIL's recent accreditation as an Apple Distinguished School and membership to the Consortium of Local Education Authorities for the Provision of Science (CLEAPS), demonstrates a willingness to be led by experts and maintain best practice.

Commendations

Domain G Standard 1 - The entire school community for its agility and responsiveness during the COVID-19 pandemic for safely maintaining premises that enabled the continuity of learning and well-being.

Recommendations

None at this time.

G2

The premises have high standards of maintenance, cleanliness, health, safety and security, which are supported by written policies and effective procedures, and which exceed, where necessary, local regulatory requirements. (CORE)

School Response

Meets

G2i. The school regularly monitors the premises and measures for the effectiveness of policy, procedure, and behaviour that contribute to planning for enhancements and appropriate professional development, for example, through a Health, Safety, and Environment Committee.

Members of the Premises Team monitor the school daily, in the course of their duties, while staff can report any damage to facilities or equipment via [Parago](#), an online school premises management platform. New Codes of Conduct for primary and secondary students have been agreed and will launch in September 2022, which include conduct expected in respect of premises, facilities and equipment.

A minuted Health and Safety Forum meets quarterly to monitor the premises and discuss matters of concern with staff. Monitoring is constant, and checks are recorded on the School's *Health, Safety and Welfare Management Self Audit Tool*, the contents of which are shared regularly with the Board and used to inform decision making at the Health and Safety Committee of the Board.

For more technical aspects of Health and Safety, the school works with [CLEAPPS](#) to ensure the safety of staff and students, for example, in the use and disposal of hazardous chemicals in the science department

The school has an enthusiastic and active student-led Green Committee that meets termly and shares tips and the latest environmental news with staff and students via email and school podcasts.

G2ii. All staff follow school policy in their use of premises to ensure effective practice in child safeguarding and protection.

The school's [Health and Safety policies \(Policy 7\)](#) are laid out clearly. Staff receive regular statutory Health and Safety training in the annual pre-rentree (INSET) period in August/September.

G2iii. The school has well developed and practised policies, procedures, drills, and communication plans as part of an overall crisis management plan. Where necessary, these exceed local regulatory requirements.

The school has Emergency Procedures for fire, evacuation (lockdown) and whole-site evacuation. Evacuation Diagrams showing evacuation routes and assembly points are displayed in all rooms in the school. Fire drills are held termly, the last being on 26 June 2022.

G2iv. Provision is reviewed and improved to ensure the health, safety, and freedom of access for all students and staff.

Provision of appropriate Health and Safety policies is reviewed annually by the Board.

Evaluator Response

Meets

LIL has implemented policies and procedures, in line with local authority regulations and best practice, to ensure that its premises consistently maintain a high level of health, safety, and security requirements. The Planned Preventative Maintenance (PPM) schedule defines a framework for routine repair and replacement of the school's major infrastructure.

LIL has implemented a method for staff to report any issues to the premises team via a school premises platform. This is monitored and evaluated by the health and safety forum, which meets regularly to discuss and act on relevant issues. Minutes of the forum meetings are kept and referred to regularly.

Procedures such as school evacuation operate effectively to protect the health and safety of all stakeholders. The school demonstrated an effective fire drill at the time of the visit. In some cases, such as the school's approach to student health services, these exceed statutory requirements.

Child protection and safeguarding, as outlined in the health and safety policy, is revisited with staff at the start of every academic year. Recently employed staff also confirmed that they were briefed on the same expectations upon their arrival; this was also verified in the HR audit.

In addition, student agency has seen development. The school has recently revised its Student Code of Conduct (September 2022), which now clearly defines expectations of respect to premises and facilities. The impact of this is yet to be measured.

Commendations

None at this time.

Recommendations

None at this time.

G3

The technology systems (infrastructure and data) support the school's teaching, learning and administrative needs and have appropriate and effective safety, security and confidentiality measures in place. (CORE)

School Response

Meets

G3i. Technology provision is strategically planned for and includes financial planning for the future.

The school's Head of IT and the Chief Operations Officer (COO) work together to plan updates six months to a year in advance; for example, an update of firewalls was first discussed in February 2021 and implemented in February 2022. If the PCs in school were to be updated, this would be phased to spread cost, so that teaching and learning budgets would not be sacrificed. The Head of IT schedules all but essential/emergency hardware and software updates for holiday time, to minimise the impact on teaching and learning..

The school employs a Director of Academic Research and Innovation who reviews the pedagogical utility of our current technology provision looks for new methods and tools that could support the school's mission.

Within the next 18 months (from February 2022) the school plans to update its WIFI system.

iPads are kept up to date, repaired and replaced as necessary. The Head of IT and the Head of School are reviewing the suitability of iPads, and alternative provision, in the form of laptops, might be brought in for older students (laptops are already available for students with SEN.) While the school currently uses projectors, the introduction of interactive whiteboards with high definition touch screens, is also under consideration.

G3ii. Technology provision effectively supports and integrates with the provision of other media and resources to enhance all learning programmed, including differentiated and personalised learning.

The use of iPads, combined with the school's discovery learning ethos, allows for highly personalised student work. Teachers can recommend a range of learning applications, which are always tested by members of the IT department (there are age-specific restrictions on what

students can access). Teachers can choose to use their iPad and/or the desktop computer in the classroom, depending on their use, abilities or preferences. Head of Innovations runs weekly training for staff on new learning app, or old ones that have been updated. We also have frequent CPD on inset days and in monthly meetings about new and innovative applications that can aid teaching and learning. Training to become a certified 'Apple teacher' or 'Google teacher' is available. Teachers enjoy the use of departmental workrooms which are well appointed and allow for both individual work and collaborative sessions.

G3iii. Technology systems provide enhanced management and operational functions for the school and are regularly tested to ensure rigorous security and back-up.

The school relies heavily on Google Drive. We have three servers so that, in the event of a breakdown, another is always available to take on the information load. The servers is backed up nightly, off-site, on a cloud system, and on a separate data storage device. In case of a catastrophic crash, the school's sensitive data can always be recovered. Head of IT and IT Support have remote management capability which is useful in certain scenarios, and the school's systems can be managed from any terminal by Head of IT at any time.

Evaluator Response

Meets

The school provides its students and teachers with hardware and data infrastructure to support learning. This was visible in classrooms and across the various service points around the school. Staff and students reported how they felt supported by the IT department and director of innovation.

Professional development and technical support is available to enhance teaching and learning. The school understands that it heavily relies on specific technology services that contribute to effective daily operations. For this reason, the head of IT has implemented a robust framework of security and daily back-up capabilities to ensure that digital learning systems continue to function, should there be a system failure or data breach.

Findings across the self-study domains indicate that the school responds to updating and developing its technology provision on a short to medium term basis, taking into consideration current needs. Examples include Citrus, a platform for human resources management and Baracuta, technology that provides daily back-up and restoration of data. A standalone financial timeline for routine updates to facilities is being planned, in the form of a phased approach, aimed to limit budget restraints.

Commendations

Domain G Standard 3 - The director of innovations and the IT & AV manager, for implementing technical support that enhances the daily operations of the school.

Recommendations

Domain G Standard 3 - The senior leadership team elaborates a strategic plan for innovation and technology systems, supported by a clearly defined budget, to enable continuous and sustainable growth in this area.

G4

The school ensures the provision of auxiliary services that meet standards of health and safety, efficiency and, where appropriate, contribute to opportunities for lifelong learning and student well-being.

School Response

Meets

G4i. With appropriate stakeholders and the service providers or staff themselves, the school evaluates and improves the effectiveness, due diligence, and educational contribution of auxiliary services to broaden learning opportunities for students and ensure they are safe and secure.

From its inception, the school has chosen to provide catering, cleaning and security services through specialist companies with proven records of quality and efficacy. These three external contracts are subject to evaluation, review, and tender every three years. Governors, senior leaders, and students participate in the tender exercises.

So far the school has found these three companies to provide excellent services and the contracts have been renewed.

The school's catering is outsourced to [Holroyd Howe](#), a leading and award-winning provider of food and beverage services to independent schools, and which, the Preparatory Evaluation Team concluded, 'provides a well-balanced and nourishing daily choice of meals prepared on-site from fresh ingredients for students and staff, catering for all tastes and dietary requirements.' Holroyd Howe staff are DBS checked by the company, details being held on the school's Single Central Register, and the company is aware of and implements changes to local and national legislation in respect of health and safety, and food safety in particular, and safeguarding in schools. Holroyd Howe often stages 'national' food days, on which students can try iconic dishes from a variety of national cuisines. In addition, Holroyd Howe chefs have given student talks on specific foods and/or food groups, which are well-attended. Educational posters in the canteen foster knowledge of seasonal foods, which are used in the changing menus, and of specific aspects of nutrition, for example, sports nutrition.

The school's cleaning is outsourced to [Ridge Crest Cleaning](#), a leading provider cleaning services to the education sector. Ridge Crest employees are DBS checked by the company, details being held on the School's Single Central Register, and the company is aware of and implements changes to local and national legislation in respect of health and safety, and safeguarding in schools.

The School's security is outsourced to [Safe 4U](#). Safe 4U security officers are DBS checked by the company, details being held on the School's Single Central Register, and the company is aware of and implements changes to local and national legislation in respect of health and safety, and safeguarding in schools.


The effectiveness of the School's outsourced services, the extent of their due diligence in respect of safeguarding, and their possible contribution to the students' education are assessed when competitive tenders for the contracts are made. The criteria used by the School when deciding between tenders, and current contracts, may be seen by the Team Evaluation Team during the visit, subject to reasonable commercial confidentiality.

Evaluator Response

Meets

The school outsources services to maximise quality and efficiency in catering, cleaning, and security. Three year fixed-term contract agreements are subject to tender and review, verified in discussions with the premises manager and supported by tender documentation. The self-study highlights that students are involved in this process, which was verified by evidence and discussions with secondary students. Premises and facilities observations revealed that these organisations successfully contribute towards the effective running of the school.

The entire school community has forged outstanding relationships with auxiliary staff, modelled by the head of school, which has led to renewed agreements and a sense of belonging. Auxiliary staff are subject to the relevant background and screening checks. These are conducted by the separate organisations and details are stored on the school's central register. The cleanliness and maintenance of the school reflects a high standard, which contributes towards a safe and happy place to work and play.



Auxiliary services, in partnership with the school, continue to find ways to uphold the mission in areas such as global citizenship. For example, in discussion with cafeteria employees, they shared their thoughts on using more sustainable cleaning products, world food themed days, and environmentally aware waste management.

Commendations

Domain G Standard 4 (Major) - The head of school, for personally engaging auxiliary staff so that they feel valued members of the community and contribute towards the lifelong learning of students.

Recommendations

None at this time.

G5

Management of the premises gives due consideration to the local and global environment and exceeds, where possible, local regulatory requirements.

School Response

Meets

G5i. The school is legally compliant with local environmental laws and also seeks ways to go beyond these laws to reduce environmental impact and enhance sustainability.

The school is compliant with all national and local environmental laws and regulations. The Premises Manager and Chief of Operations work with the Head of School to ensure best practice under DFE and ISC directives.

The school takes all opportunities to reduce its negative impact on the local and global environment. Electricity is bought from a supplier which only provides renewable energy. Only natural pesticides and products are used in the grounds, and our cleaning contractor uses environmentally friendly products. Correct disposal of chemicals used in the STEAM curriculum is a legal obligation in the UK. The most hazardous are disposed of by a specialist contractor. Batteries are also disposed of by a specialist contractor. Fuel for external grounds work is stored in compliance with statutory requirements.


G5ii. The school systematically monitors, evaluates, and reviews the premises for biodiversity, energy, and resource use and takes action to reduce its environmental impact and enhance sustainability.

In November 2021, the school held a Green Symposium, where it was decided that the school would undertake an energy audit as part of the school's commitment to work towards a net zero environmental impact. We endeavour to be a paperless school but there are inevitable events and activities that require some paper. The student-led Green Committees are working on a policy to ban single use plastics. The canteen is trying to use less meat by having one vegetarian day per week. Our grounds manager is 'wilding' sections of the grounds to improve biodiversity.

G5iii. The school has a dedicated environmental steering group, comprised of a range of stakeholders, including students and those with expertise, who advise governors and/or owners, leaders, staff, and students on environmental decision-making.

At present, the school does not have a steering group of the type described in sub-standard G5. iii. However, the student-led Green Committee works hard to raise all stakeholders' awareness of relevant environmental issues, which are considered by the Board when strategic decisions are made. One recent Green Committee initiative was the Green Day of Values, which involved students across the school learning about current environmental challenges and methods by which they might be addressed.

The school employed an environmental consultancy, Building Research Establishment Ltd., (BRE) to conduct a through environmental survey of the School when newly up-and-running in 2016. The



School was assessed in a range of categories, and was judged to be 'excellent' BRE carries out a further environmental survey in July 2022, the results of which have not yet been reviewed by the Board. The survey report may be seen by the Team Evaluation Team during their visit.

Please see Jenny Hasnip for certificates of excellence in the energy efficiency of the buildings.

Evaluator Response

Meets

The school is proactive in reviewing the management of its premises and facilities to ensure that there is a consideration of the local and global environment.

Although the school does not yet have a definition of global citizenship in place, there is still evidence that there is a genuine commitment by all stakeholders for environmental impact sustainability. For example, electric car charging points are made available to staff, resulting in some employees changing their vehicles for more eco-friendly options.

It is encouraging to see that students across secondary and upper primary are active in this mission through the Green Committee and student government. Extending this to lower primary would provide greater representation. These clubs have been successful in launching a range of initiatives to raise the profile of sustainable values awareness across the school. These include the introduction of a school garden and recycling bins which are managed by the students themselves.

The board maintains a good understanding of the school's environmental impact and periodically commissions an independent review. Findings from these independent studies verify that the school is working above local requirements, which should be celebrated, given the challenges of managing a Grade 2 Listed building. As the school looks to develop its strategic plan, a clear vision for enhanced biodiversity and community engagement should be considered.

Commendations

Domain G Standard 5 - The students, for their leadership which has contributed to developing a more environmentally sustainable school.

Recommendations

None at this time.

Domain H - Community and home partnerships

Domain Summary – School Response

I. Strengths

- The School has always maintained excellent relationships with its families. School leaders and teachers spend a large portion of their time meeting parents, or otherwise communicating with them about their children's academic progress, wellbeing, and post-school options. Communication in both directions is frequent, respectful, and enriches the life of the School. Consequently, an overwhelming majority of parents (96.5%) subscribe to the School's mission and values, with nearly 90% agreeing that the School manages relationships with parents effectively and includes them in decision making about their child's education.
- The School has an excellent appreciation of the cultural context of most of its families, which determines that bilingual nature of our communications.
- The thriving parents' Association, APLIL, adds enormous value to the community, and is invaluable in integrating new families into London life.
- Our students have benefitted greatly from service-learning trips, MUN and the Duke of Edinburgh's Award Scheme. They have learnt resilience and leadership, and have been inspired by their experiences to follow related courses of study at university. Over 75% of all students - not only those involved in the schemes outlined - agree that our external programmes teach leadership, are of real benefit to the wider community, and raise environmental awareness.
- The School has a thriving, if young, Alumni organisation. Past students give talks about their studies during our annual University Application Prep week, and are welcome guests at our annual Christmas alumni reunion.
- The School has forged links with many business which give internships to our students during Year 10. In 2022, our students interned at Chanel UK, the first students ever to do so.


II. Planned Actions

- The whole community should consider how its resources could benefit children in the local schools, and schools internationally. For example, they could be invited to share careers presentations from representatives of specific professions. Our alumni could also give presentations on their studies at leading universities worldwide. Parents could help to arrange internships or work experience.
- The Deputy Head of Secondary for Coordination should consider developing quantitative as well as qualitative impact studies for the external/international programmes it offers. For example, how does the carbon footprint of a small cohort of students flying to Laos compare with the environmental benefits of the biomass container they helped to build?

Domain Summary – Evaluator Response

Overall, Lycée International de Londres Winston Churchill (LIL) is very well aligned with, and often exceeds the standards of Domain H: Community and Home Partnerships.

LIL values home partnerships and has found multiple ways to involve families actively in various parts of school life and engage them in their children's learning. This has created a safe and trusting environment, where parents and learners feel welcome and supported and speak highly of the partnerships between home and school. In order to achieve this, communication is a key factor, and this was particularly true with the COVID-19 pandemic. The school responded to this proactively and had systems in place to keep parents informed of frequent changes in procedures imposed by the pandemic.



APLIL is involved in several aspects of the school life. It has an essential role in connecting the school with families. APLIL members and parents spoke of the feeling of pride in LIL and explained the excellent and reactive communication between teachers, parents, and students which differentiates LIL from other schools.

There are myriad opportunities for service learning and leadership across the school at all levels. The teachers, students, and parents all speak positively of the programmes that are offered by the school. Further, students have demonstrated a willingness to initiate their own clubs. Partnerships with alumni and local organisations are plentiful. Overall, this is indicative of a very positive whole school climate and the entire community is commended.

As the school continues its exemplary work in this domain, it is encouraged to consider the aspirational criteria. For example, how could the school's partnerships improve its contributions to students' understandings of issues related to inclusion, diversity, equity, and anti-racism, and other issues of significance to the school's community?

H1

Effective communications foster a productive home-school partnership and a positive learning community. (CORE)

School Response

Meets


H1i. The quality of communications between school and home enhance student learning and well-being and are aligned with the school's guiding statements.

The Preparatory Evaluation Report commended 'The entire school community for its successful efforts to build and sustain a strong and effective school-home partnership.' The School's bilingual mission is embedded in its [mission statement](#). All communication with parents and guardians, including our regularly updated and much-visited [Website](#), which includes a [Community Portal](#) through which information about the School and the wider community can be accessed, and our very active [Facebook page](#), is bilingual in French and in English. The school's promotional materials are also bilingual. All presentations by the Head of School are given in English with French 'subtitles', the slides supporting presentations being in French.

From its inception, the school has promoted the creation of the Parents' association, APLIL, as a vector of communication between the parent body and the school, as well as a community builder. The resulting relationship between the families and the school is very strong, made of trust based on regular communications at all levels. The school widely supports the events organised by APLIL, such as the Coffee Mornings, the Parents' Night (La Boum des Parents) which takes place at school every year, LILuminations in December, the Friday's boulangerie, and more. This culminates with the Farewell Ceremonies held in June to celebrate the end of Primary as well as the end of Secondary studies.

Each class in Primary and Secondary has parent representatives acting as links between the School and other stakeholders. Parent representatives also participate twice a year in Conseils de classes (progress report meetings) where the teachers of each class meet with parent and student representatives to discuss progress and gather feedback. Each year group has also a designated parent coordinator, meeting with the Head of Secondary every two weeks. APLIL is often consulted by management, and takes a leading part in the life of the school, helping new parents to settle down in London, sharing information, and facilitating integration.

The Heads of the Careers and Wellbeing Departments hold regular coffee mornings and presentations, during which parents can learn about their children's university application and employment options, and the range of services provided by the Wellbeing Department.



The School uses [Pronote](#), a reporting platform which enables students, parents and staff to much of the information about daily school life., within the parameters of the GDPR. As well as recording attendance, Pronote gives students access to their timetables and homework diaries, which can be viewed by parents. Pronote records grades and hosts report cards, viewable by all stakeholders, and has a means by which all stakeholders can communicate with each other over and above school email. Pronote also carries information about individual students' wellbeing and special needs, allowing teachers to plan their provision accordingly. The many functionalities of Pronote will be available for demonstration during the CIS team Evaluation visit; the School believes that its use enables students to take responsibility for their own learning and make sense of their progress, again in line with the School's mission statement.

H1ii. The school systematically seeks feedback from parents, which is then considered and used to develop appropriate actions to improve the school.

Parents are invited to complete an annual parent survey, produced in collaboration with the School's Parents' Association (APLIL), seeks feedback on academics, security, wellbeing and communication. The main findings of the survey are studied by the SLT and any appropriate actions decided on. Comparisons with previous years also made so that progress in specific areas, or a lack thereof, can be tracked.

Each class has two elected 'parents délégués', acting as liaison between the students and the School, and who can give feedback at the bi-semester [Conseils de Classes](#), meetings at which parent and student delegates meet teachers and members of the SLT to discuss academic progress and any other issues of concern.

Evaluator Response

Exceeds


Lycée International de Londres Winston Churchill (LIL) establishes effective home-school communications. Ample evidence suggests parents are kept informed of students' learning and progress via various digital communication tools: Pronote, Seesaw, emails, class blogs, and web pages. There is an open door policy, and in conversations with parents and students, it was clear that there is a focus on learner progress and well-being, facilitated by clear and timely communication with parents. The students expressed their satisfaction with the support they receive, whether on an emotional or academic level.

The community remains up to date on school news and events through differentiated communications via FinalSite (eNotify) and social media. There is also a weekly newsletter called Agenda which was recently modified based on parent feedback, making it easier to navigate. Discussions with parents evidenced that the school is continually improving its communication channels. For example, the school has designated the responsibility for collecting feedback for more responsive action. The school is aware of the cultural context of the parents and considers methods and styles of communication to address this context. This is evident in the school initiative to translate some documents into Spanish and Arabic when needed.

Regular invitations to the school allow families to have the information they need about school life. Parents are involved in initiatives, either school-wide or division-specific, in various ways: Association des parents d'élèves Lycée International de Londres (APLIL) meetings, conseils de classe (class council meetings), coffee mornings, charity events, and award ceremonies.

Communication during the COVID-19 pandemic was excellent. There was no loss of class time, and the community remained well-informed about the pandemic despite changes to normal school life.

Parents who are new to the school community receive all the necessary information, and the school website offers a wide range of relevant information for prospective parents. Evidence indicates that parents have access to the documents and policies relevant to the school division of their child. APLIL also plays an active role in helping to integrate new parents into LIL's community.



The board and head of school inform parents of strategic school initiatives at the Year in Review meeting and conversations with parents confirm this.

The evidence suggests an improved rating from that indicated by the school.

Commendations

Domain H Standard 1 (Major) - The senior leadership team and teachers for creating an inviting environment for parents to be extensively involved in school life.

Recommendations

None at this time.

H2

The school establishes partnerships and networks with external organizations and schools, locally and beyond, to enrich the learning opportunities available to the students. These opportunities include service, environmental stewardship, mentoring, internships and the development of leadership capabilities.

School Response

Partially Meets

H2i. External partnerships with the local community and other organisations enrich and deepen student learning, including the development of service and environmental leadership in the local community and, if feasible, beyond regional or national boundaries.

The school partners with local and international organisations to develop the students' awareness and opportunities for leadership. Pre Covid, international service-learning trips were a strong part of the LIL experience. Small groups of students spent up to two weeks in either Nepal or Laos, living in small communities and helping with development projects; for example, the building of a school dormitory in Nepal, or of a biogas dome in Laos. The purpose of these trips is to enrich the students' understanding of particular cultures and economic and environmental circumstances and needs, and to help them develop, as our mission statement says, as *'responsible, creative, and principled global citizens...think[ing] critically and act[ing] 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.'* The service-learning trips will be re-started in the academic year 2022-2023.

The [Model United Nations](#) club is very popular. Before the pandemic, students took part in the yearly mock general Assembly at UN headquarters in New York, on the invitation of the United Nations International School (UNIS-UN Conference), and we hope this will happen again in the new academic year. Many students take part in the [Duke of Edinburgh's Awards Scheme](#), with as many as 100 students in any given year working towards their bronze, silver and gold awards. Our local Metropolitan Police Cadets organise a weekly training session in the school, which LIL students are welcome to attend, often incorporating talks by guest speakers designed to inspire, motivate and educate young people. The school offers its facilities to the Brent Music orchestra on a weekly basis.

Many students take part in linguistic trips to target-language communities in China, Spain and Germany. Suspended during the pandemic, it is hoped these will resume in the academic year 2022-2023.

H2ii. The school reflects on the impact of the learning experiences that result from external partnerships and service learning.

Students returning from service-learning and MUN trips abroad gave presentations to the Faculty in which they reflected on their experiences. Such reflections are, by nature, highly personal and idiosyncratic. But the fact that many of our MUN students have gone on to study international relations at leading world universities, and many who have undertaken service-learning trips have chosen to study subjects related to development, economics and the environment, is testament to the power of the MUN and service-learning to inspire the global outlook that the School promotes.

H2iii. The school continually improves these service learning experiences to ensure that they are ethical, sustainable, and have a positive impact on all involved.

MUN and service-learning trips were suspended during the pandemic (MUN sessions took place over Zoom). It is hoped that they will start again in the academic year 2022-2023. The Deputy head of School for Coordination is responsible for liaising with tour organisers whose values best align with those of the School, ensuring that they are ethical, environmentally sustainable, and have a positive impact on the students involved.

Evaluator Response

Exceeds

Students and staff from all school divisions spoke enthusiastically about service learning opportunities through CAS, the Duke of Edinburgh Award, and charitable organisations to name a few. Community service is encouraged throughout the school.

Parents are invited to many events and are involved in functions that are organised by the school, students, or APLIL. Some examples include charity events, bakery day, book sales, second-hand clothing sales, Christmas markets, and picnics.

There is evidence of many external partnerships: within the school community (e.g. connections with alumni and work experience); locally (e.g. a retirement home in Wembley); and internationally (e.g. Food Bank support for Ukraine). Some partnerships were temporarily interrupted by the COVID-19 pandemic; the school is gradually resuming these partnerships.

Further, the school fosters partnerships with external stakeholders and businesses, locally and internationally. For example, the Green Committee worked with Namene Solar, who showed students how to build solar lights. For every light built, a donation was made to a charity supporting work in Kenya.

Students are leaders at LIL. Leadership opportunities are encouraged and supported for students of LIL through several clubs and functions such as MUN, the Committee Fair, peer mentoring/counselling, Green Committee, the ambassador/buddy programme, and the student career counselling programme. Students organise student government, act as peer counsellors, stand as class representatives or as student ambassadors, and start clubs. It was noted at the student Committee Fair that members of the Charity Committee select the charitable organisations with which they partner, further demonstrating leadership.

Finally, examination of the evidence provided by LIL indicated that students wishing to develop their occupational French have the opportunity to work with IT or premises staff.

The evidence suggests an improved rating from that indicated by the school.

Commendations

Domain H Standard 2 (Major) - The entire teaching faculty for enabling and facilitating purposeful service learning which allows students to embody the mission and values of LIL.

Domain H Standard 2 (Major) - The students at LIL for demonstrating leadership in initiating opportunities to engage in environmental stewardship and service to the community.

Domain H Standard 2 - The premises and IT staff for creating opportunities for students to improve their occupational language skills.

Recommendations

None at this time.

Conclusions

School Response

For a summary of ratings by domain, please look in the 'Documents' section.

The Self-Study involved all members of the Faculty and Support Staff, and was written over the course of the academic year 2021-2022. The Share & Tell time slot on Thursday was entirely dedicated to this work from October 2021 to May 2022. Each member of staff was allocated to or chose a Domain in which they expressed an interest (members of the SLT were not allowed to sit on committees investigating their field of expertise or responsibility). Colleagues described the Self-Study as 'Autonomous', 'Much needed', 'Very valuable', and 'Very beneficial to our school.'

Domain Committees reviewed the Community Survey and the Preparatory Evaluation Report before drawing up questions based on the CIS Team Evaluation Framework. The work of examining sub-standards and writing-up relevant sections of the final report was divided among Committee members. The amount of available evidence was, as one colleague said, 'overwhelming', and the difficulty lay in deciding what not to include.

One result of the Self-Study was that colleagues felt they had got to understand the operation of the school and to know each other much better, including staff they had never interacted with before. Many colleagues felt that the process emphasised the importance of working together as a community.

Colleagues said that the process clarified strengths and areas for improvement very clearly. Strengths included the 'amazing' dedication of the staff, and the sheer amount that has been achieved since the School opened in 2015, and the fact that a sound definition of high-quality teaching and learning had been agreed. Areas for improvement include the ongoing process of rethinking the curriculum in a way that further reinforces the school's inclusive mission.

Evaluator Response

From the beginning, the head of the school communicated that the accreditation process was used as a mechanism to strengthen the community's understanding of school operations. The entire school community came together to form committees, often outside of their immediate working area. The head of school asked the senior leadership team not to join the domains for which they were directly responsible. Their absence facilitated an unbiased investigation of the domain standards and promoted a community-wide understanding of the domain.

The faculty produced a good self-study; however, some improvements to the report could be made. For example, the faculty are encouraged to include a more comprehensive selection of evidence demonstrating the school is operating in line with the domain standards' criteria. If this is presented alongside a slightly more detailed narrative, the school community would benefit from a greater understanding of the myriad ways standards are met. The self-study process can also explicitly document the informal work done where standards are partially met to indicate the phases of intention, implementation, and measurement of impact. This work should then be explicitly included in the planned actions.

The community survey was analysed to a reasonable level of detail. However, some elements of the analysis were incomplete. These elements, as indicated by the CIS guidance, are:

- opportunities for improvement as perceived by the constituents
- significant differences among the perceptions of the constituent groups and what may be concluded from them
- trends identified in results of the Community Survey over multiple years
- statements related to the core standards specifically

- results relating to school-identified priorities.

Additional elements of the school information section of the self-study would have been beneficial during the evaluation team visit. For example, although enrolment figures were present, further breakdown by grade section or programme, and student attrition details would help provide the context of the school. Similar figures would have provided a deeper understanding of the staff's makeup, particularly its position as a French school with a recently introduced international programme. Finally, some elements of the reports contained internal notes among LIL staff to add further details. A systematic approval process from domain leaders would ensure that all voices are heard within the community and that as much evidence as reasonably possible has been provided.


It is recognised that this is the school's first time collectively engaging in CIS accreditation. The advice here will serve to make the process stronger in future as domain leaders compile reports in the most efficient way, while still operating within CIS guidance (e.g. word counts and amount of evidence). Finally, such is the agility of LIL, large amounts of evidence was gathered throughout the week. Further, additional interviews were organised to ensure all community voices were heard throughout the visit. The evaluation team is grateful for the school's efforts in this regard.

The self-study resulted in the identification of several strengths and planned actions in all domains. Such close working relationships at LIL mean the integration of planning actions resulting from strategic thinking is done organically and needs to be formally documented. Documentation of strategic planning is a significant area of improvement for LIL. Strategic planning should inform all areas of school operation and include the recommendations in this report. Sound strategic planning will strengthen the continuity of the school, facilitate reflection, and inform their future direction. The entire community is encouraged to plan from the perspective of the four drivers of CIS accreditation: learning, well-being, global citizenship, and the extent to which the school is delivering on its own stated purpose and direction.

The evaluation team identified the following as strengths of the school at the time of the visit.

- There are excellent community partnerships that enrich the student experience. It was noteworthy that all community members, teaching and support staff, including auxiliary services, contribute to the learning and well-being of students.
- The career services team has created an effective and supportive programme for students seeking access to university and other programmes after graduation.
- A commitment to child safeguarding and protection permeates the school community. This commitment is modelled by the board and expected of all community members, including students.
- The board of governors is highly effective and maintains an excellent working relationship with the head of school.
- There is a strong commitment to using technology to enhance learning across the school.
- Numerous academic tracks in French and English that deliver national and international curricula exist to meet the needs of all students. In that sense, students are provided with opportunities for challenge and agency.
- The formal curriculum is enhanced by additional learning programmes, e.g. LEAP and Opening Minds in secondary. Further enrichment opportunities exist in student committees and programmes such as the Duke of Edinburgh Award, MUN, and EPQs.
- The students have demonstrated leadership in their initiation and operation of several programmes which support the community.

Finally, it is noteworthy that the teaching staff has a clear commitment to working together to improve operations at LIL. Frequent meetings, e.g. share and tell and department planning time, facilitate the sharing of information and contribute to the smooth functioning of LIL. In that regard, the leadership team and the teaching faculty are commended.



The self-study and evaluation team visit have identified some areas of improvement. They are as follows,

- Develop a formal definition of global citizenship and intercultural learning.
- Formally document strategic planning. Such documentation is recommended for all areas of school operation, from the board of governors to the school divisions. Strategic planning should be linked to financial planning, and procedures for measuring the impact of the strategic plan are encouraged.
- Review the horizontal alignment of the documented curriculum for additional opportunities to enrich learning experiences.
- Formally embed global citizenship and intercultural learning in the curriculum across the school.
- Systematically use student assessment data to inform teaching, learning, and curriculum.
- Develop and communicate a formal professional development plan that is data-driven and informed by the school's strategic plan.

As LIL transitions from a new school to an established one, the above recommendations will strengthen some of the exemplary work already being done. The evaluation team would like to thank the entire school community for their welcome. The conversations were conducted with openness and in the spirit of improvement. We thank the accreditation coordinator and facilitator for assembling the report and their organisation. We particularly thank the head of school for facilitating our visit. Congratulations on the journey so far.