

Procès-verbal du Conseil d'école du jeudi 6 mars 2025

Ecole André Malraux

Approuvé au CE du 16 juin 2025

Etaient présents :

Equipe de direction : M Riggs, Directeur de l'école André Malraux, Mme Mandefield, Adjointe à la Directrice Administratrice et financière du LFCG

Equipe pédagogique: Mme Bonnet, Mme Davis, Mme Galmiche, Mme Macquart, Mme Mançois, Mme Matta, Mme Robert, Mme Robin

Autre membre de l'équipe pédagogique: Mme Maraviglia, coordinatrice de l'enseignement de l'anglais au LFCG

Parents représentants APL : Mme Lewis, Mme Sourdeau, M Vernet Peck

excusée: Mme Bellus-Ferreira, Proviseure du LFCG

Ordre du jour :

1. Validation du compte rendu du dernier conseil d'école
2. Rentrée 2025

Les prévisions pour la rentrée de septembre 2025 sont au jour d'aujourd'hui:

PS	MS	GS	CP	CE1	CE2	CM1	CM2
9	15	25	17	29	26	20	28

→ Au conseil d'école de novembre, il a été indiqué qu'une fermeture aurait lieu si le nombre d'élèves en PS-MS permettait de faire une classe unique de PS-MS. Au regard des chiffres, il est encore trop tôt pour prendre cette décision.

→ La répartition des niveaux de classe sera actée plus tardivement dans l'année. Elle peut même être remise en cause à la rentrée si de fortes évolutions ont lieu pendant l'été. Néanmoins, une structure avec des classes à niveau unique semble se dessiner.

3. Information de la coordinatrice d'anglais du LFCG

Primary English team at André Malraux 2024-25

We started the year with the same members of the English team: Vanessa Davis, Rebecca Dance and Katie Nicholson. Rebecca Dance has been on Maternity Leave since December and is replaced by Mrs Josie Labonne. We are now looking for a teacher who will take over the role from January until Rebecca returns.

Primary English Project

The heads and I worked on a project to harmonise provision as much as possible across the four Primary sites for English. The project also involved planning the introduction of reading and phonics from the start of GS in English. GS pupils have two 30-minute sessions a week for this. Our aim is to get children to the end of the Letters and Sounds Phase 3 by the end of the school year. The pace will be reviewed as we go along however to ensure it is suitable.

Our CP pupils remain on the old system where they will learn to read in French this year and then will quickly transfer their skills into English next year.

The aim of the project is to give longer exposure to reading, writing and spelling in English in the hope that pupils will find the CM1 and CM2 English programmes (when our programme catches up with the English National Curriculum) easier. Our English teachers will be working on adapting the current CP programme ready for September so pupils continue their learning in phonics and reading.

CM2 creative writing challenge

All four Primary schools are taking part in a 500-word short story challenge this Period which is being launched in classes this week by the English teachers. Pupils had an introductory lesson about it and then had two weeks to write a short story which starts with the sentence:

I hadn't seen the door before. It wasn't there last night. Cautiously, I turned the handle...

A pupil from André Malraux finished second!

CM2 International Section test 2025

We are in the process of organising this year's testing. We expect to use the same company as last year: GL Assessment and set the English 11+ comprehension multiple-choice paper.

The provisional date we are working on for the test is Saturday 26 th April. This will be an in-person test at South Kensington. There will be presentations to explain the two pathways for 6ème after the winter break.

Update on International Section 6ème September 2024 cohort André Malraux

11 took test

Originally 7 pupils offered a place and all pupils accepted.

2 more places offered to pupils on the waiting list: 1 accepted, 1 declined.

9 places therefore offered altogether.

Summary of the 4 Lycée Schools:

For the 2024-25 6ème cohort, 99/124 places were offered to our Lycée pupils (either in the original 124 offers or subsequently on the waiting list).

89/124 places were accepted. This means 71.8% of our 2024-25 6ème cohort is made up of pupils who came from our 4 Lycée Primary schools.

4. Projets pédagogiques de l'année 2024-2025

Voir document annexe

5. Question des représentants de parents

Aktiva Camp during the school vacations - especially when no other camps available

Would it be possible to have an Aktiva camp at André Malraux during the school vacations? Every half term (Toussaint, February...) when English school children have only one week's vacation, André Malraux has 2 weeks' vacation. Parents have to find ways of looking after their children, which isn't always easy. A camp at the school could be an idea.

Answer from the school: The administration of the school has been exploring this idea. At the moment there is an administrative issue that keeps the school from leasing our building to an outdoor organisation. If this issue can be resolved, Aktiva would eventually be interested to organise a camp during these periods, and this only if enough children participate to make these camps financially profitable for them.

September 2025 forecast

What is the plan for the classes next year next year, will there be any split classes? How is appropriate help given to each class.

Answer:

Speech Therapist

Could we have a record of our child's speech therapy assessments. These records are helpful to track progress, and they can be important for coordinating care with other healthcare professionals.

- Could discuss how to make sharing assessment summaries more manageable for the speech therapist. Would it be possible to have a brief written summary after each session, or perhaps a more detailed report on a less frequent basis, like monthly or quarterly?

- At the moment, we have been told that the therapist is too busy to write up her assessments

Answer:

Ms De Toro Arias is the LFCG's speech therapist. She is an essential member of the wellbeing team that serves the 3,500 students at LFCG.

Mrs De Toro Arias intervenes at the request of the teaching team. With the consent of the family, she may meet a pupil for an observation and analysis session, the aim of which is to help LFCG professionals set up individual projects for pupils with special needs at the school, and also to potentially refer a family for appropriate external follow-up. It is in no way a speech therapy assessment with medical value.

At the André Malraux school, the headmaster organises the meetings so that parents can attend if they wish. They therefore receive direct feedback on Ms de Toro Arias' observations. If the parents are not present, a videoconference meeting can be organised and sometimes an email is sent. Under no circumstances is an 'assessment' carried out.

The tool used to monitor children's progress is the school report, which is sent twice a year. The educational team is organised to make a specific point for a pupil. Decisions relating to a pupil's progress or monitoring are taken in conjunction with the family. A report is drawn up by the Principal.

English CM1 Class

To follow our children's progress in English and how they are performing on written tests. It would be helpful to have more visibility into their strengths and areas for improvement, especially with the 6ème exam approaching.

Could we discuss the possibility of sharing feedback on the written tests with students and parents? This could be in the form of:

- Individualized feedback: Even a few brief comments on each student's test could help them understand their errors and areas to focus on.
- General feedback to the class: The teacher could review common mistakes and highlight areas where the class as a whole needs to improve.
- Sharing overall scores or grades: This would give parents a general sense of their child's performance.

Answer:

Even though English teachers have several classes, and therefore many pupils, they give very detailed assessments in the "livret scolaire" that parents receive in December and June. They are also incredibly available to meet any parent who wishes to discuss their child's progress or situation.

School has used Pronote for the first time in January to report the children's progress. As it was a new tool, English was not integrated yet with the skills in the other areas. This should be the case in June giving parents a more visible understanding of their child's progress.

APL Request

Face à la dégradation de la sécurité à Ealing depuis février et à l'augmentation de la criminalité, nous demandons un renforcement de la sécurité sur Bordars Road.

- l'APL organise le "monthly road watch" auprès de la police
- l'APL participe au STA* scheme. *School Travel Team
- l'APL participe aux "quarterly security meetings" en présence de la police et d'associations locales.
- Ecrits au council + MP

Réponse:

Suite au premier conseil d'école, le Lycée s'était engagé à prendre en charge le temps de travail de la personne assurant le crossing le matin sur Bordars Road. Durant le processus de mise en place de ce poste et notamment en cherchant les formations nécessaires pour assurer cette mission, le Borough d'Ealing a indiqué qu'aucune formation n'autorise une personne à demander aux voitures de s'arrêter sur la route publique, rendant donc impossible pour l'école la mise en place de ce poste.

Par ailleurs, en janvier, Mme la Proviseure a interpellé les Councillors d'Ealing par transmission d'un courrier officiel, sous couvert du Service Culturel de l'ambassade de France à Londres, afin d'évoquer la question de la sécurité routière devant l'école.



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