

Procès-verbal du Conseil d'école du Lundi 24 Novembre 2025

Ecole André Malraux, Annexe du Lycée Charles de Gaulle

Etaient présents :

Equipe de direction : Mme Cellier, Directrice administrative et financière du LFCG ; M Riggs, Directeur de l'école André Malraux

Equipe pédagogique: Mme Bonnet, Mme Davis, Mme Galmiche, Mme Mançois, Mme Matta, Mme Orhan, Mme Riggs, Mme Robin

Parents représentants APL : Mme Sourdeau, Mme Rouveyrol-Leclerc, M Vernet, Mme Zanardo

Parents représentants CIPL : Mme Bakemhé, Mme Pelham

Parent de l'amicale : Mme Sainte-Cluque

Excusée : Mme Bellus, Principale du Lycée Charles de Gaulle

1. Validation du compte rendu du dernier conseil d'école

Le compte rendu du conseil d'école précédent a été validé à l'unanimité.

2. Installation du conseil d'école

Ont été élus en tant que titulaires pour l'APL: Mme Sourdeau, M Vernet, M Sallows, Mme Rouveyrol Leclerc, et M Le Jolivet. Ils seront suppléés par M Détrie, M Vizuete-Forster, Mme Sonne-Person, Mme Pioger et Mme Zanardo.

Ont été élus en tant que titulaires pour le CIPL: Mme Pelham, Mme Bakemhe et Mme El Khir

Le taux de participation au conseil à André Malraux était de 42,7%.

Rappel des attributions du conseil d'école

Le conseil d'école est une instance de décision qui :

- vote le règlement intérieur de l'école.

Il est une instance qui donne son avis et émet des suggestions sur :

- le projet d'établissement / le projet d'école
- le fonctionnement de l'école
- les actions pédagogiques entreprises
- l'utilisation des moyens alloués à l'école
- les conditions d'intégration des élèves handicapés
- les activités périscolaires, sportives et culturelles
- la restauration scolaire
- l'hygiène scolaire
- la protection et la sécurité des enfants

Il est une instance d'information sur :

- le choix du matériel pédagogique
- l'organisation des aides spécialisées
- les rencontres parents/enseignants, les orientations

3. Rentrée 2025-2026

a. Effectifs

PS	MS	GS	CP	CE1	CE2	CM1	CM2
12	14	23	16	21	27	20	28

Total: 161 élèves

18-19	19-20	20-21	21-22	22-23	23-24	24-25	25-26
238	232	217	202	203	183	174	161

Pour rappel: Au regard des effectifs, la fermeture d'une classe dans l'école a été actée pour la rentrée de septembre 2026. La répartition des élèves en une classe de PS/MS et une classe de MS/GS est probable pour la rentrée de septembre 2026.

b. Changement dans l'équipe pédagogique

- Mme Macquart a rejoint par mutation interne l'école Marie d'Orliac. Mme Riggs a rejoint l'équipe André Malraux.
- Mme Andrews reste en congé maternité et garde son poste à l'école André Malraux. Le contrat de Mme Nicholson a été augmenté. Elle a en charge l'ensemble des classes de maternelle.
- Mme Bouabdallah a terminé son contrat avec le LFCG. Mme Emslie a commencé sur le poste en septembre 2025 et a démissionné en octobre. M Hussain a rejoint l'équipe pédagogique.

Question des représentants:

Question du CIPL: We realise there has been a quick turnover of the English teachers. Could you explain how the school is ensuring the quality of English teaching with so many changes?

Question de l'APL: Could you confirm whether Mrs. Rebecca Dance, the CE2 English teacher, will be returning from maternity leave, and if so, when? Since her leave in December 2024, the CE2 class has had four different English teachers (Mrs. Josie Labonne, Mrs. Yasmina Bouabdallah, Mrs. Marie Hélène Emslie, and currently Mr. Adeel Hussain), with two of them staying less than two months, so it would be helpful to know in advance if any further changes are expected.

Réponse: Les décisions RH de l'école ont pour objectif d'assurer que les meilleurs enseignants soient présents face aux élèves. Avant que les enseignants ne soient devant élèves, ils ont suivi une période d'accompagnement par l'enseignante référente Mme Maraviglia. Ils étaient prêts et opérationnels pour prendre la suite des enseignements. Aucun retard n'est constaté. L'école a été performante pour maintenir le droit de ses employés tout en s'assurant une continuité parfaite dans les apprentissages.

c. Chiffres sur le comportement, l'absentéisme et les "concerns and complaints"

Les chiffres de l'absentéisme, du comportement et des "concerns and complaints" ont été présentés au membre du conseil d'école.

Questions des représentants

Could the school report back to us each Conseil d'école, the number of safeguarding (including bullying, racism, etc) incidences (anonymised) and how they were resolved by the school?

Réponse: This has been done for the past two years. The stats will not be published but are discussed in the Conseil d'école with its members.

In regards to telling "how situations were solved", the head teacher notes that this is not the role of the "Conseil d'école". Each parent, as most do now, is free to ask the headteacher how a situation regarding his/her child was solved.

d. Communication

Un nouveau fonctionnement est à prendre en compte par les parents:

- La newsletter de l'école contiendra des informations officielles. Elle est à consulter par tous les parents.
- L'école mettra en place l'utilisation de Pronote pour justifier les absences des élèves durant l'année 25-26.

e. Exercices de sécurité

- Un exercice de confinement a eu lieu le 24/11/2025
- Un exercice d'évacuation incendie a eu lieu 22/09/2025

4. Point Travaux (Muriel Cellier)

Mme Cellier a évoqué les travaux suivant pour l'école André Malraux:

- Système de sécurité/ventilation dans la cantine
- Programmation de petits travaux d'entretien des locaux
- Réflexion sur l'insonorisation de la salle de cantine

Par ailleurs, Mme Cellier a annoncé l'engagement du Lycée à accompagner financièrement le projet de passage piéton sur Bordars Road. Le Borough a été informé de cet engagement et nous attendons l'inscription des travaux au calendrier municipal.

Questions de l'APL:

Could you provide an update on the crosswalk and surveillance near the pedestrian passage by the school?

Could we discuss the possibility of installing a proper bike shed on the school premises?

Questions du CIPL:

- Can we please have an update on the progress towards a school crossing?
- Is there any equipment that the school needs and if so, does the school have funds for this, or should parents consider fundraising for these? In particular parents have asked:
 - a. Is there a need for more music stands?
 - b. Can we have monkey bars in the older children's playground?
 - c. Can there be more games and sports in the playgrounds in general?
 - d. Can we introduce other activities at break time to help children socialise and play together?
- Does the school have any plan to invest in modernised facilities at the school? If so, how is the school planning to do this - and can our increased school fees be used for this? Particularly when we see the fees going to the huge amount spent on the Lycée's canteen what, from the fees we pay is being invested in facilities at André Malraux?

5. Les aides aux élèves en difficulté

Les chiffres pour l'année 2024-2025:

	PAI	PPRE	Demande aide	EE	Rencontre médecin	Rencontre orthophoniste	Rencontre Psy
Total	13	6	13	30	17	15	3
Cycle 1	4	1	6	13	17	9	2
Cycle 2	4	2	4	5	0	4	0
Cycle 3	5	3	3	12	0	2	1
	PAP	APC	Social Skills	EHAP	PPS (MDPH / EHCP)		
Total	7	17	6	3	2		
Cycle 1	0	0	3	2	1		
Cycle 2	0	3	1	0	0		
Cycle 3	7	14	2	1	1		

Les dispositifs d'aide

L'établissement vise à accompagner tous ses élèves vers l'excellence scolaire, le traitement de la difficulté scolaire est au centre de nos préoccupations. Voici un état des lieux des réponses mises en place :

a) Les aides en classe :

Elles sont nombreuses et diverses : différenciation du travail, étayage de l'enseignant, tutorat, groupe de besoin. Ces aides suffisent généralement à résoudre les difficultés

b) APC : Activités pédagogiques complémentaires (soutien) :

Le temps de travail de l'enseignant permet une prise en charge d'élèves. Lorsque leurs élèves sont en anglais, les enseignants interviennent dans une autre classe pour accompagner des petits groupes d'enfants (en classe ou en dehors).

c) Les difficultés persistent malgré les aides en classe : PPRE (Projet Personnalisé de Réussite Educative) :

Le PPRE est un contrat passé entre l'enseignant, l'élève et sa famille. Il fixe des objectifs atteignables et des aides pour les atteindre. Les objectifs sont évalués après une courte période. Le PPRE vise à mettre l'élève en réussite et créer un cercle vertueux. Plusieurs PPRE peuvent se succéder.

d) Les difficultés résistent à long terme aux aides mises en place : PAP (Projet d'Accueil Personnalisé)

Le PAP est mis en place suite à un diagnostic. Un dossier est déposé auprès du médecin scolaire qui doit valider sa mise en place. Il est destiné aux élèves ayant un trouble de type «dys » ou les troubles de l'attention. Il suit l'élève pendant sa scolarité et permet de garantir la mise en place d'aménagements spécifiques.

e) PPS (Projet Personnalisé de Scolarisation)

Il est mis en place lorsqu'un élève en situation de handicap nécessite un aménagement spécifique (aménagement de temps, aide humaine...) En fonction des situations et des projets des familles, une reconnaissance française du handicap peut être nécessaire. Un dossier MDPH doit alors être établi.

f) PAI

Un PAI est mis en place pour un élève nécessitant un traitement médical à l'école. Le médecin scolaire l'établit au regard des ordonnances médicales mis à sa disposition. Les parents demandent l'approche pour ce qui concerne les enfants qui s'ennuient ou à 'Haut-potentiel'. L'équipe éducative revoit, suit et s'adapte aux besoins de l'élève. Dans les cas plus 'difficiles', ils engagent les diagnostics et les recommandations (médecin/orthophoniste) qui peuvent mener à un suivi 'hors-école

g) Social Skills groups

Mené par l'orthophoniste et la psychologue scolaire, ils ont pour vocation d'aider des élèves choisis par l'équipe pédagogique, à acquérir des compétences sociales (écoute, travail en groupe, empathie). Les enfants, en petits groupes de maximum 6 élèves, prennent part à une activité agréable à la suite de laquelle les adultes en charge effectueront un renforcement positif des compétences d'interaction.

Les processus

a) Le suivi de l'équipe pédagogique :

L'enseignant n'est pas seul dans le suivi de la difficulté scolaire : Le conseil de cycle se réunit régulièrement pour traiter de la question des élèves en difficulté scolaire. Le médecin scolaire, l'orthophoniste et la psychologue du Lycée Charles de Gaulle sont présents pour accompagner les équipes pédagogiques dans l'identification des difficultés et les solutions à apporter. La médecin scolaire et l'orthophoniste du Lycée peuvent recevoir des parents au Lycée sur demande de l'équipe pédagogique. Elles ne se déplacent pas à André Malraux pour un seul élève mais lorsque nous pouvons regrouper plusieurs rencontres.

b) Rencontre-parents enseignants :

Une relation parent-enseignant forte est un point essentiel du suivi. Cette cohésion est essentielle. Les réunions parents-professeurs auront lieu le vendredi 13 décembre.

L'équipe éducative

C'est une rencontre menée par le directeur entre les parents de l'élève, l'enseignante et tout autre professionnel de santé ayant un rôle dans le suivi de l'enfant. Elle est un temps d'échange, de partage et de construction collective d'un projet adapté à l'élève en question.

L'équipe éducative peut être réunie à tout moment de l'année. En 2024-2025, plus de 35 équipes ont eu lieu.

c) Fiche de demande d'aide

Les enseignants après consultation du conseil de maîtres transmettent grâce à cette fiche navette leur questionnement quant à certaines difficultés de leurs élèves. Cette fiche permet un dialogue entre le conseil de maîtres et du directeur avec l'équipe du pôle santé du Lycée et permet de statuer sur l'accompagnement nécessaire ou non de l'orthophoniste et de la psychologue du LFCG.

Question du CIPL: We are aware there are more children with an EHCP or French equivalent or with concerns about SEN needs. It would be helpful to have someone that could be a focal point for this, so that we can ask questions if we have concerns. Could the school appoint a SENDCo (Special Educational Needs & Disability Coordinator) to support families with SEN at the school. This does not need to be a new separately funded post, but perhaps could be provided within the current staff at school.

Les enseignants de l'école sont tous habilités à répondre aux premières questions quant à la difficulté scolaire. Si une difficulté persiste, l'équipe éducative menée par le directeur de l'école se réunit. Elle peut mener ou non vers une identification d'un trouble plus persistant. Dès lors, les parents sont entourés et savent qu'ils peuvent revenir à tout moment vers l'enseignant, le directeur de l'école et sur recommandation de l'école, l'enseignante SENCO.

Question du CIPL: What training do teachers receive in SEND and how are they trained to identify SEND? Could this information be shared with parents?

→ *Les enseignants ne sont pas responsables de l'identification de trouble, même si leur avis y participe de fait. Quand la difficulté scolaire persiste, l'équipe éducative se réunit et propose les solutions adéquates qui peuvent mener ou non à l'identification d'un trouble.*

6. Climat scolaire

a) Axes de travail cette année

Rappel: Une enquête de climat scolaire d'envergure a été menée en 2024-2025. Elle a permis d'évaluer que le climat scolaire est bon au Lycée.

Les pistes dégagées:

- Le travail sur les déplacements dans les écoles.
- Travail de prévention et d'apprentissage des règles de vie autour du lieu des sanitaires.
- Réflexion à mener autour du sentiment de justice scolaire et notamment la justice des sanctions qui permettra de renforcer le soutien des parents.
- Renforcement constant du repérage des élèves en difficulté et de la multiplication des lieux où les élèves peuvent exprimer ces difficultés.

b. Lutte contre le harcèlement

- Une vigilance constante et une équipe disponible
- Des temps de formations (venue de Marie Cartier en janvier 2026).
- Une méthode efficace: la méthode de la préoccupation partagée

Focus sur la méthode de la préoccupation partagée:

Pas d'accusation directe

L'adulte ne dit pas "tu harcèles X". Il part du constat qu'un élève est en difficulté, et cherche à comprendre.

Responsabilisation

Chaque membre du groupe mis en cause est encouragé à réfléchir à ce qu'il peut faire pour améliorer la situation.

Entretiens individuels d'abord

Pour éviter la défense de groupe et permettre une expression libre.

Approche progressive

On vise un changement concret de comportement, pas des aveux.

Collaboration

L'objectif est que chacun contribue à la résolution du problème.

- Des temps de sensibilisation

Au-delà des temps de sensibilisation en classe, un travail d'ateliers menés par la psychologue scolaire ou le directeur est prévu cette année.

7. Anglais

Curriculum changes for 2025-26

Following a successful first year of implementing phonics and reading in English in GS last year, our new CP cohort are continuing their reading journey with the new CP English programme which builds on last year's learning. The Lycée has chosen to follow the Government's Letters and Sounds Programme. Pupils are currently on Phase 3 sounds and will be moving onto Phase 4 in January.

English Assessment for 2025-26

We have decided to introduce SATs-style testing at the beginning and end of year for our CM2 pupils. Pupils have been tested in SPaG and in reading comprehension before the October holidays (as well as our own in-house spellings and phonics assessment). In line with SATs-style testing, we have decided to assess writing continually based on key pieces of classwork. The results are for internal purposes to guide teaching and reports for the first semester. Similar testing will be repeated at the end of the academic year.

Pronote reports for English

In the summer term, we added skills for English into the Pronote reporting system to allow teachers to grade pupils in the same way as pupils are graded for other subjects. English teachers will use a mixture of assessed skills plus a shorter written comment.

International Section 6eme cohort for September 2025

Number of pupils who received a place in 6eme Section Internationale September 2025 cohort: 4 places accepted, representing 3.2% of the total 124 places (0 places declined, 7 in total applied)

International Section testing for entry into 6eme in September 2026

The date for the International Section test has now been finalised: **Saturday 25th April 2026**. Please keep this date free if you think your child may like to take the test. The test will follow the same format as last year: an in-person test on the South Kensington site in the morning of 25/04. The test is run by GL Assessment and it will be a reading comprehension test (and paper-based with a multiple-choice format). It tests reading comprehension (fact-

finding and inference) as well as grammar, spelling and vocabulary. Sample papers are available on the Lycée website should you wish to look at the level and format. Please note, these sample papers are shorter than the real test.

<https://www.lyceefrancais.org.uk/apprendre/college/> (please scroll down)

Information meetings will be held in the new year (online and in-person) which will be open to all CM2 families. The information meetings will explain the two possible pathways at the Lycée for 6ème: Section Plurilingue and Section Internationale. Please note that the International Section is for pupils who already have a high level of English and who are particularly interested in literature.

Projects this term in English

CM2 Short-Story Competition 2025

Following the success of last year's short story competition, we have decided to rerun the project with pupils from all six parts of Primary at the Lycée taking part: South Kensington, André Malraux and both streams from Wix and Marie d'Orliac (both the English Intensive stream and the 50-50 stream).

This year's title is:

"I couldn't believe it! I was now the owner of the magic pen! It was down to me to ..."

Pupils had a launch lesson in the first week back from the October holidays and have until midnight on Friday 28th November to hand in their story. Entry is optional. Stories **MUST** be completely the pupil's own work and the parent and pupil must sign their entry to confirm this. Pupils have the choice of handwriting their entries using the template provided by their teacher or submitting a typed electronic version using Word and emailing it to their teacher. Late entries cannot be accepted. There will be an illustration competition over the December holidays linked to this. (A letter will go out to all CM2 families nearer the time.) Pupils whose stories appear in the printed book will receive their own copy of the book and a certificate of merit. The book will also be available in the school libraries and CM2 classrooms. We are looking forward to reading lots of great stories and encourage pupils to take part!

Questions du CIPL:

It is difficult for us to track the progress of our children. Could they have 'English notebooks' for the students and parents to follow their progress?

Réponse: A partir de cette année, les compétences évaluées en Anglais seront intégrées à Pronote comme celles des autres matières. Cela rendra la lecture des réussites et des difficultés plus aisée pour les parents.

8. Questions des représentants de parents

Question de l'APL

- Could you confirm whether Mrs. Rebecca Dance, the CE2 English teacher, will be returning from maternity leave, and if so, when? Since her leave in December 2024, the CE2 class has had four different English teachers (Mrs. Josie Labonne, Mrs. Yasmina Bouabdallah, Mrs. Marie Hélène Emslie, and currently Mr. Adeel Hussain), with two of them staying less than two months.

→ See "3. Rentrée 2025-2026"

- Could you provide an update on the crosswalk and surveillance near the pedestrian passage by the school?

→ See "4. Point travaux"

- Could we discuss the possibility of installing a proper bike shed on the school premises?

→ *Response: School will evaluate the possibility.*

- Would it be possible to send the School Council meeting minutes to parents as soon as possible?

→ *Response: La règle stipule que le compte-rendu du conseil d'école doit être transmis avant le conseil d'école suivant.*

Question du CIPL

SEND [Special Educational Needs and Disability - Élèves à besoins éducatifs particuliers (BEP)]

1. We are aware there are more children with an EHCP or French equivalent or with concerns about SEN needs. It would be helpful to have someone that could be a focal point for this, so that we can ask questions if we have concerns. Could the school appoint a SENDCo (Special Educational Needs ; Disability Coordinator) to support families with SEN at the school. This does not need to be a new separately funded post, but perhaps could be provided within the current staff at school.

→ See section "5. Aides aux élèves en difficulté"

2. What training do teachers receive in SEND and how are they trained to identify SEND? Could this information be shared with parents?

→ See section "5. Aides aux élèves en difficulté"

WELLBEING

3. Can you tell us more about how new children are supported to integrate into the school?

a. Could there be a buddy system for new starters?

b. Could the older children 'look after' the maternelle and other new starters?

→ *New children at the school receive special, caring attention from the entire team and often from other children. While measures of this kind are interesting, they do not appear to be essential at present. However, communication between the school and families is essential for successful integration.*

5. Can you tell us a bit more about how children play in the playground together and what happens if children are left out? Is the buddy bench used and is the system working? Can we consider a buddy system for the playground? playground buddy (buddies who encourage children playing alone to play together).

→ *The headteacher emphasises the high quality of supervision of school members at all times of the day. Beyond supervision, the support and attention given to each pupil by adults is essential to the way we operate.*

The issue of camaraderie and caring for others is systematically addressed in EMC/PSHE lessons. Specific points will also be made throughout the year.

6. Are all staff (all teachers, new teachers, substitutes, playground and lunchtime supervisors) trained in identifying bullying and what steps they need to prevent/address bullying?

→ *Yes. See section "6. Climat scolaire"*

7. There are a number of francophone refugee families in the borough. Would the school consider exploring working with Ealing Council to take in few of these families, where we have spaces? The government pays towards the cost of these children and maybe we could look at fundraising for these places. It could be a good way also to deepen our relationship with the council.

→ *Question is for the Conseil d'établissement*

8. Can we please have an update on the progress towards a school crossing?

→ *See "4. Point travaux"*

9. We would like to understand how the school resolves and teaches the children about safeguarding (including bullying, racism, etc.) and how it resolves issues when they arrive, so that we can prevent this here at AM, but also to help them learn before they are at the Lycée. Could the school report back to us each Conseil d'école, the number of safeguarding (including bullying, racism, etc) incidences (anonymised) and how they were resolved by the school?

→ See "3. Rentrée 2025-2026"

10. We are aware that our children who observe halal are never able to eat meat at school and can only have vegetarian food. We have heard that this compromises what they eat at school. Could the school explore the cost and feasibility of serving halal meat alongside non-halal meat (as an alternative, not as a replacement to non-halal meat), so everyone that wants to eat meat can do so?

→ Question is for the Conseil d'établissement

11. Could you explain how the class children's representatives are chosen and how the school ensures it's not the same children elected every year? Do the children have an opportunity to hold their own school council and how do the kids all get involved?

→ Question will be discussed at the next conseil d'école which will deal more specifically with class and school projects.

12. Could the school consider a fun exercise to establish a vision and values for the school that is created by children and teachers? This could be a great way to bring unity and togetherness to the school and a vehicle to talk about many issues (like racism, bullying, kindness etc.) and to enforce the PSHE curriculum. It would also be seen favourably by Ofsted.

→ ?

13. According to school rules ([https://www.lyceefrancais.org.uk/assets/Uploads/2025-09-Does school permit candy during Halloween? How are parents informed about actions taken by the parent associations?](https://www.lyceefrancais.org.uk/assets/Uploads/2025-09-Does%20school%20permit%20candy%20during%20Halloween.pdf))

→ The school's internal regulations prohibit sweets. This is specified in order to prevent children from bringing them to school. This rule is respected with regard to personal snacks.

For Halloween, the school has agreed to allow sweets to be distributed due to local traditions and to promote festive celebrations at the end of the term. However, children were instructed to put the sweets in their bags so that the decision to eat them or not could be made with their parents. The headteacher also points out that it is not recommended to bring candy for a birthday celebration at school.

→ Parents receive information from the parent association if they have accepted this on the beginning of year forms. School communicates regularly on events but cannot be held obliged to do this systematically.

14. Additionally, if sweets are to be given out by parents' associations, shouldn't they also be halal (there are plenty that are!) so that all children can enjoy them equally?!

→ For Halloween, as in cases where sweets are brought in by pupils for birthdays (despite our recommendation), the sweets are taken home. It is then up to parents to check them.

THE SCHOOL ENVIRONMENT

15. Is there any equipment that the school needs and if so, does the school have funds for this, or should parents consider fundraising for these? In particular parents have asked:

- a. Is there a need for more music stands?
- b. Can we have monkey bars in the older children's playground?
- c. Can there be more games and sports in the playgrounds in general?
- d. Can we introduce other activities at break time to help children socialise and play together?

→ See "4. Point travaux"

16. How does school monitor the ways boys and girls share the playground?

Issues can be brought up directly by children to the teachers and the playground supervisors. These issues are not new to us and are handled regularly. Moreover, the question of equality between boys and girls will be worked on with children during a thematic day/week next year.

17. Does the school have any plan to invest in modernised facilities at the school? If so, how is the school planning to do this - and can our increased school fees be used for this? Particularly when we see the fees going to the huge amount spent on the Lycée's canteen what, from the fees we pay is being invested in facilities at André Malraux?

→ See "4. Point travaux"

18. Could the Canteen menus please be updated? Both printed and online menus have stopped as of 15th September.

→ Yes.

19. Some parents feel that the school day is not suited to today's world when two parents may be working. The burden of holiday childcare is significant given length of half terms, summer holidays and Wednesday afternoons. So: a. Has the school explored feasibility of one week half terms?

→ Question is for the Conseil d'établissement. The school calendar is shared by all French AEFE affiliated schools in London.

b. Is there an opportunity to have the parent-teacher meetings in evening times, after the school day?

→ Teachers are dedicated to adapting to arrange appointments with parents.

If evenings are not possible, they meet with parents before class or even online during the day.

c. Is there an opportunity for homework club after/before school like typical in French schools? (This also helps families when only one/no French speaking parents and could be good support for the children more generally).

→ Indeed, this is typical in France but is organised exclusively by the "Mairie". The possibility of a 'homework help' club has been discussed with the Amicale in the past. The school will join in the discussion if this is to go ahead.

20. Could the school consider holiday camps at the school in the weeks when they're not available elsewhere? There are several companies that have said that they are willing to run holiday camps at the school, but each year we get told it's too late but we'll try next year (particularly around the summer holidays). Could this now be properly looked at (we can suggest some companies that are interested to do this)?

→ The school has been working on this for some time. Legal difficulties related to loan agreements are currently preventing its implementation. Aktiva is already prepared to implement them at the school, provided there are enough pupils.

21. We are aware that we've not been able to help promote the school much in time for les portes ouvertes. Would the school like to consider holding another open day early in 2026, so that we can help advertise it with more local families? What (if any) help would you like from parents on this?

→ Yes, there will be Open days in the Spring. School will communicate when possible on this and the help it needs from parents.

CURRICULUM/PEDAGOGY

22. Are there plans to incorporate changes to the curriculum in line with updates planned in the UK? Stronger focus on oracy, media/digital, literacy, climate sustainability, financial education, nature and citizenship. If not, how are students being supported to gain skills to navigate the modern world?

→ It is essential that all parents understand that the school follows the French school curriculum, adapted to align with British PSHE and English language skills. The topics mentioned are included in the French curriculum.

23. How are CM2 parents informed about upcoming decisions for secondary school?

Could we have an annual (online) meeting to introduce CM2 families to the lycée and explain their options for applying there, particularly between the French/International system?

→ The Lycée will communicate dates for information meetings on this. Previously, the meetings were held in January online, or at the Lycée, in French and in English.

24. There have been multiple questions about the way English is taught at school. Some of these we will discuss with you for the relevant year groups.

More generally:

a. It is difficult for us to track the progress of our children. Could they have 'English notebooks' for the students and parents to follow their progress?

b. We realise there has been a quick turnover of the English teachers. Could you explain how the school is ensuring the quality of English teaching with so many changes?

25. Is it possible to allow time and make it easier for children to bring sports clothes and change (other than in the toilets) before/after PE?

→ No children in Primary school should come to school wearing clothes they can use for PE.

26. Can we have a copy of or link to the official syllabus at the beginning of each school Year?

→ Teachers present the year's work at the start-of-year meeting. The national education programmes are available on the internet. (<https://www.education.gouv.fr/programmes-scolaires-41483>)

27. Are there guidelines for homework for young children? If so, can they be shared?

→ At the start-of-year meeting, teachers outline their expectations regarding homework.
