

INSPECTION REPORT

Lycée Français International Georges Pompidou

Report published in April 2014

GENERAL INFORMATION ABOUT Lycee Francais International Georges Pompidou

Location	Dubai Academic City
Type of school	Private
Website	www.lfigp.org
Telephone	04-3260026
Address	POBox 294471 Academic City-Al Ruwayyah
Principal	Francis Cauet
Curriculum	French
Gender of students	Boys and Girls
Age / Grades or Year Groups	11-18
Attendance	Outstanding
Number of students on roll	1651
Largest nationality group of Students	French
Number of Emirati students	2
Date of the inspection	10th to 13th February 2014

Contents

The context of the school	3
Overall school performance 2013-2014	4
Key strengths	4
Recommendations	4
Progress since the last inspection	5
Trend of overall performance.....	5
How good are the students' attainment progress and learning skills?	6
How good is the students' personal and social development?	7
How good are teaching and assessment?.....	7
How well does the curriculum meet the educational needs of all students?	8
How well does the school protect and support students?	8
How good are the leadership and management of the school?	8
How well does the school provide for students with special educational needs?.....	14
How well does the school teach Arabic as a first language?.....	15
What are the views of parents, teachers and students?	16
What happens next?	17
How to contact us	17

The context of the school

The Lycée Georges Pompidou is located in Dubai Academic City. It is a private not-for-profit school, providing education for boys and girls from the cours primaire (grade 1 equivalent) to terminale (grade 12), aged from 5 to 18 years. The school was divided into three sections: primaire (primary school), collège (middle school) and lycée (senior school). The majority of the students were French nationals or from Francophone Arab countries. At the time of the inspection there were 1651 students on the roll, from some 47 different nationalities. There were no Emirati students in the senior school.

The school followed the French Ministry of Education programme, and was supported by the French Government through the Agency for French Education Abroad (AEFE). Students took the Diplôme National du Brevet in troisième (grade 9) and the Baccalauréat in terminale.

Nearly half of the students had Arabic as an additional language, and 299 professed Arabic as their first language. A total of 110 students had been identified as having special educational needs (SEN). At the time of the inspection, the majority of the teaching staff were French and had relevant teaching qualifications.

The primary section had moved from premises in Oud Metha at the beginning of the year. Virtually all of the students had to travel to the school by bus, or had to be driven there by their parents.

Overall school performance 2013-2014

Good

Key strengths

- Outstanding attainment in the école primaire and the lycée in French, English, mathematics and science, and in the collège in French, English and mathematics;
- The attitudes and behaviour of students across the school, and the responsibility which they showed for the community and environment;
- The outstanding teaching, quality of learning and assessment in the lycée;
- Health and safety throughout the school ;
- The outstanding leadership, management, partnership with parents and governance.

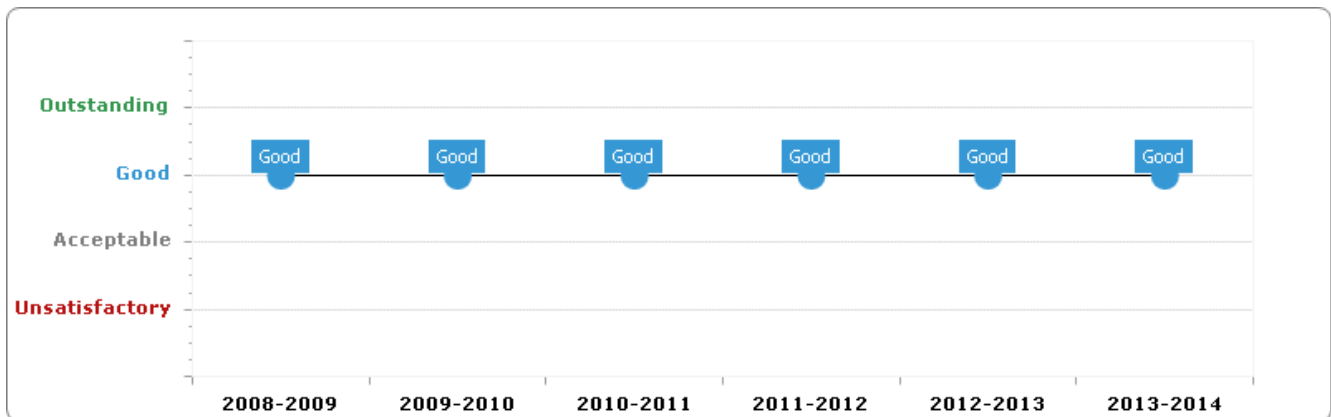
Recommendations

- Review the curriculum in Arabic as first language in the lycée to offer better progression and to meet the expectations of the Ministry of Education;
- Adopt a single system, common to both the primary and secondary schools, to improve consistent progression for students with special educational needs (SEN);
- Improve self-evaluation so that it becomes properly evaluative, starting from a careful analysis of each key area of the school;
- Include in the school's pursuit of excellence, the raising of learning and teaching to a consistent level at all stages.

Progress since the last inspection

The school had addressed all of the recommendations made in the previous report, but had not met any of them fully. A major recommendation had been to improve Islamic Education and Arabic. Despite the efforts of the school, teaching in these subjects remained acceptable at best, with no sustained indication of progression to good. Appropriate procedures were in place to meet the needs of all students, though practice was still varied. Many lessons were teacher led, but generally were very effective. Self-evaluation had strengthened, but was not appropriately self-critical.

Trend of overall performance



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How good are the students' attainment progress and learning skills?

	Primaire	Collège	Lycée
Islamic Education			
Attainment	Good	Acceptable	Acceptable
Progress	Good	Acceptable	Acceptable
Arabic as a first language			
Attainment	Good	Acceptable	Acceptable
Progress	Good	Acceptable	Acceptable
Arabic as an additional language			
Attainment	Acceptable	Acceptable	Not Applicable
Progress	Acceptable	Acceptable	Acceptable
French			
Attainment	Outstanding	Outstanding	Outstanding
Progress	Outstanding	Outstanding	Outstanding
English			
Attainment	Outstanding	Outstanding	Outstanding
Progress	Outstanding	Outstanding	Outstanding
Mathematics			
Attainment	Outstanding	Outstanding	Outstanding
Progress	Outstanding	Good	Outstanding
Science			
Attainment	Outstanding	Good	Outstanding
Progress	Outstanding	Good	Outstanding

[Read paragraph](#)

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	Primaire	Collège	Lycée
Quality of students' learning skills	Good	Good	Outstanding

[Read paragraph](#)

How good is the students' personal and social development?

	Primaire	Collège	Lycée
Personal responsibility	Outstanding	Outstanding	Outstanding
Students' understanding of Islamic values and their local, cultural and global awareness	Outstanding	Good	Good
Community and environmental responsibility	Outstanding	Outstanding	Outstanding

[Read paragraph](#)

How good are teaching and assessment?

	Primaire	Collège	Lycée
Teaching for effective learning	Good	Good	Outstanding
Assessment	Good	Good	Outstanding

[Read paragraph](#)

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How well does the curriculum meet the educational needs of all students?

	Primaire	Collège	Lycée
Curriculum quality	Good	Good	Good
Curriculum design to meet the individual needs of students	Good	Good	Good

[Read paragraph](#)

How well does the school protect and support students?

	Primaire	Collège	Lycée
Health and Safety	Outstanding	Outstanding	Outstanding
Quality of Support	Good	Good	Good

[Read paragraph](#)

How good are the leadership and management of the school?

	Whole school
Quality of leadership	Outstanding
Self-evaluation and improvement planning	Good
Parents and the community	Outstanding
Governance	Outstanding
Management, including staffing, facilities and resources	Outstanding

[Read paragraph](#)

How good are the students' attainment and progress?

In Islamic Education, students' attainment was good in Primaire and acceptable in College and Lycee. Students had a clear understanding of key Islamic concepts and could engage in productive discussions, however, they were unable to refer to the Seerah and to previously learnt Hadeeths in order to use reference points in discussions. Recitation skills were not well developed. Attainment was good in Arabic as a first language in Primaire and acceptable elsewhere. The majority of students learning Arabic as first language had acceptable listening and speaking skills. They could contribute to dialogues using short sentences. Their reading skills were strong. Writing was adequate in the upper stages but required greater support in Primaire.

In Arabic as an additional language, in the majority of cases, listening skills were better than speaking skills which were acceptable overall. When speaking, many students mixed French words with Arabic. Writing needed improvement in all phases. In English, mathematics and French, attainment was outstanding across all phases. In English, students communicated very well using a wide and sophisticated vocabulary. They could summarise accurately the main points from unfamiliar texts. They read with expression and fluency and few pronunciation errors. They related their learning to real life. Most attained levels above curriculum standards in French, both in national assessments set by the French Ministry and in lessons. Attainment had been consistent over several years and was outstanding in all aspects and in all phases. Knowledge, reasoning and the application of these skills to solving problems were key strengths of mathematics. Students performed calculations accurately, and demonstrated precision in expressing their solutions in mathematical terms. Critical thinking and enquiry were developed to a high level at all stages. In science students' levels of knowledge including facts, procedures and concepts were strong, as was their ability to apply knowledge and conceptual understanding to solve problems. Their reasoning often went beyond the solution of routine problems to encompass unfamiliar situations, complex contexts and multistep problems. Students were good at devising their own investigations and in following up hypotheses.

In Islamic Education, most students made steady progress from their starting points in almost all aspects especially in primaire where progress was good except in the recitation of the Holy Qur'an. In Arabic as first language, the majority of students achieved good progress in listening and in reading. There was limited progress in speaking and imaginative writing across most grades. Most students achieved acceptable progress in listening and in reading in all phases in Arabic as additional language. Their responses showed continuous improvement in speaking. Progress in writing was insufficient. Students' communication skills in English progressed well. They were developing a rich and varied vocabulary which they could apply to different contexts. They were increasingly confident in using their strong analytical skills to deduce the meaning of challenging spoken and written texts. Progress in French was outstanding in all phases. In the lessons observed, students often made significant advancement, due to their responsible attitudes. In mathematics, students in primaire and the lycée made extremely rapid progress in developing their skills

to a high level. They could discuss how to solve problems maturely, identifying key factors and choosing appropriate methods. Progress for the most and least able in Collège was more uneven. Progress in science in Primaire was outstanding. School external assessment showed that the majority of students in Primaire and Collège reached higher levels of attainment in science over time than was predicted. In the Lycée most students reached these levels.

[View judgements](#)

Quality of students' learning skills

The quality of students' learning skills was good in primaire and in collège, and outstanding in the lycée. Students of all ages were fully engaged in new learning and enjoyed it. They took responsibility for their own learning and collaborated well with both teachers and peers. They verified their thinking and ideas and presented their learning with confidence. They applied their skills to problems reflecting real life situations. They were good at thinking critically, especially in primaire and lycée classes. However, the scope to do this was limited in some lessons, particularly in Islamic Education and Arabic in both collège and lycée.

[View judgements](#)

How good is the students' personal and social development?

Personal responsibility was outstanding throughout the school. Students adopted mature and responsible attitudes. Their behaviour was excellent. Relationships were courteous. They showed consideration for others. However, they left litter in the recreation areas after breaks. They had a positive work ethic in class and arrived on time in the morning, well-prepared and ready to learn. They understood the value of healthy lifestyles. They made good food choices and participated in sporting activities. Attendance was outstanding at 98 percent.

Students demonstrated a clear understanding and appreciation of Islamic values. They knew about different Islamic practices. They had productive opportunities to learn about other cultures. Most knew how Dubai had developed and could give reasons for the changes taking place in the Emirate. Their understanding of the UAE culture and history was good. Students' appreciation of cultural values and their impact on people's lives in Dubai was less developed.

Students' community and environmental responsibility was outstanding. They had a strong work ethic. They worked together confidently to find solutions to questions or challenges. Their understanding of community and environmental issues, both local and global, was good. They could clearly identify issues relating to the

population explosion in Dubai and its development as a tourist resort. Nevertheless, some were less clear about conservation of the environment, especially the issue of water supply and its impact on life in UAE.

[View judgements](#)

How good are teaching and assessment?

Teaching was outstanding in the Lycée, where it was consistently stimulating and highly demanding. It was good overall but inconsistent elsewhere, despite some excellent lessons, especially in mathematics and English. In Arabic and Islamic Education, teaching was not consistently successful because teachers lacked the skills to plan lessons that engaged students actively in their learning. Students' ability to contribute their ideas was therefore limited. Teachers' subject knowledge was a strength throughout school. It was often demonstrated through penetrating questioning that stimulated high quality discussion. Teachers frequently used text books and work sheets as the backbone of their lessons. They often augmented them with well sequenced opportunities for students to solve problems, undertake enquiries or give demonstrations. Students responded well to academic challenge, developing their critical thinking appropriately. In less successful lessons learning objectives were not clear, activities failed to motivate or extend students' thinking and activities were not matched to the needs of all students.

Assessment in the lycée was outstanding and it was good elsewhere. In most classes it was systematic, comprehensive and measured a range of cognitive abilities. It provided a balanced view of students' performance. School tests prepared students very well for public examinations and helped them to improve. Assessment systems were good and suitably challenging. The exception was in Arabic and Islamic Education where assessment lacked clarity and focus, and limited use was made of results to improve any aspect of provision. In all areas teachers knew their students' strengths and weaknesses well. Their comments during lessons were constructive in letting students know what they needed to do next. The quality of marking was very variable, even by the same teacher for different classes. Assessment was used well in most classes to establish prior knowledge and to identify gaps in the curriculum. It was used less effectively to plan for the learning needs of all students.

[View judgements](#)

How well does the curriculum meet the educational needs of all students?

The curriculum was of good quality in all phases, and conformed to French national requirements. Teachers used the assessment results well to make appropriate adjustments to their programmes of work. Students learning Arabic as first language and of Arabic as second language were studying Islamic Education together. The difficulties in ensuring clarity of explanation for native speakers and learners hindered the progress of

all. Students in the lycée did not follow the requirements of the UAE Ministry of Education for Arabic as first language. Extracurricular activities increased students' involvement in learning. In some classes students had good opportunities to think critically and to carry out research. Science in the lycée offered additional research assignments. Most teachers ensured good links between subjects and real life, with particular emphasis on the local environment and lifestyle. Older students benefited from carefully chosen work placements. The curriculum provided good opportunities for independent learning, research and critical thinking.

Curriculum design was good across all phases. Teachers carefully adapted the curriculum to meet the different needs of students, for example to build progression in the acquisition of French grammar and vocabulary in collège. In the lycée, teachers worked together to prepare a mock baccalauréat, twice a year, and offered students very good preparation for their final examinations. To provide opportunities for students to fulfil their interests and aspirations, teachers set many projects for students of the same level or of the same phase, for example, science in primaire. Older students had the opportunity to establish projects by themselves.

[View judgements](#)

How well does the school protect and support students?

Health and safety was outstanding. The school site and buildings were exceptionally well maintained. Thorough systems and processes ensured evacuation procedures and site security. The school effectively organised supervision of outdoor play. There were efficient arrangements for school transport. The school premises, equipment and resources ensured that all students, including those with disabilities, were safe at all times whilst participating in a wide range of challenging and motivating educational experiences. The school offered high levels of medical expertise and excellent facilities. Medical staff were vigilant in their care of students. They carried out routine checks and kept detailed records. Encouragement of healthy living was embedded in the curriculum. The school provided a broad and regular programme for physical education and offered psycho-social support to promote a healthy lifestyle.

The quality of support was good across the school. Relationships between staff and students were good. Poor behaviour was rare but when it did occur it was managed well. Attendance and punctuality were monitored closely. However, students did not always arrive in class on time after breaks. The system for identification of students with special educational needs had improved but was not consistently accurate. Support in class was mainly provided by the teacher, but they did not have sufficient information on how to adapt their teaching to support the students fully. In the lycée, students had access to informal career guidance. In all phases there were classes for students who required extra support or those with particular

talents. However, there was no formal mechanism to monitor students' welfare across the whole school.

[View judgements](#)

How good are the leadership and management of the school?

The quality of leadership was outstanding. The Proviseur had a clear vision for the advancement of the school, which was the pursuit of excellence for all. His senior colleagues, the Proviseur Adjoint and the Directeur of the Ecole Primaire, supported him very effectively. They all had a very high level of professional competence. The Proviseur had, within the limits of the requirements of the French Ministry, established a cadre of teachers with responsibility for the oversight of some subject areas. This development had begun to bring about improvement in learning and teaching, particularly in the senior school. The senior management team worked with students, parents and teachers to develop a corporate vision, shared by all. Leaders had worked successfully to ensure that the requirements of the French Ministry were met, while adapting to local conditions.

Self-evaluation planning was good. The school had a clear view of its strengths, but had not yet been accurate enough in the identification of its weaknesses. Its self-evaluation was often over optimistic and not based on a careful analysis. Without the facility of actual monitoring of teaching and learning, it was difficult to obtain an objective picture. The self-assessment document was often a narrative, with little evaluative assessment or sufficient accurate identification of those aspects which needed to be addressed. As a result, improvement plans were not based on solid observational evidence but on anecdotal and intuitive evidence. There were few signs of improvement in Islamic Education and Arabic. In fact, progress in Arabic as a first language had declined in the lycée. Other recommendations in the previous reports had been addressed, but not fully met.

Partnership with parents and the community was outstanding. Links were well established and productive. Parents had easy access to senior staff and to teachers. The school website was comprehensive. Parents had very limited opportunities for participation in class. However, they organised productive and engaging activities for students during the shorter holidays. They were informed, rather than consulted, about educational developments. The school effectively arranged a programme of visiting speakers and had good links with other schools, largely Francophone.

Governance was outstanding. The Conseil de Gestion played a very important role in the work of the school. It had total responsibility for all non-educational aspects. Twelve members were elected. Sub-committees included finance, contracts, human resources and site management. Regular meetings ensured that full

attention was given to these aspects of the school. Members of the Conseil de Gestion displayed a commendable commitment to the school and had been very successful in driving forward its expansion.

Management was outstanding. The school had successfully moved the Ecole Primaire from Oud Metha to its present campus very efficiently. The premises were of very high quality, with excellent sports facilities and pleasant gardens. The vast gymnasia were very well designed. Libraries were spacious and well supervised. Teachers were well qualified. Opportunities for formal staff development were limited. Timetabling was generally efficient, but the allocation of long sessions at the end of the day for some subjects was not supportive of effective learning.

[View judgements](#)

How well does the school provide for students with special educational needs?

Progress for students with a special educational need (SEN) was good across the school. The school was effective in identifying such students. However, provision to meet their learning needs was variable, with particular strengths in primaire. The school applied procedures set by the French Ministry of Education to ensure that SEN students received a personalised programme. Those identified had a school Projet d'Accueil Individualisé prepared by parents, teachers and medical staff. This provided teachers with some advice on which students had a special need, but gave insufficient guidance on adapting their pedagogical and educational approach for each identified student. Within classes, modification of the curriculum through differentiation was stronger in primaire than secondaire, where almost all teachers strictly followed the prescribed curriculum. The school monitored students' progress using regular classroom tests and assessments. It acknowledged parents as key partners in the inclusion and support of children, and organised regular meetings and communications. In primaire this often included daily written diaries while in secondaire web-based communication included personalised information on progress. Formal reviews involving parents took place regularly. The school did not monitor gifted and talented students with as much rigour. The school's inclusion policy was effective and was evident in the inclusion of students with varying and sometimes severe needs. The Directeur and the Proviseur Adjoint offered expert advice and guidance. The school worked effectively with outside agencies. However, there was an ongoing need to refine systems and leadership of SEN across the school. The school would benefit from a single system and a clarification of teachers' responsibilities for SEN students.

How well does the school teach Arabic as a first language?

Most teachers of Arabic as a first language had secure subject knowledge and planned for their lessons with set clear learning objectives for their students. Teaching relied mainly on oral questions and the use of dialogue which resulted in a good level of interaction between teachers and the majority of students. This was more effective in the classes with a small number of students in the class. There was a clear focus on establishing links between learning and real life in most cases. Links between areas of learning and other subjects in most lessons. Teachers used ICT to an acceptable level in many lessons.

The school curriculum was based on the Ministry of Education in the UAE standards up to the tenth year of study. In the upper phase, however, the curriculum did not fully meet these requirements and was more focused on meeting French standards and examination focused. Writing was the weakest component of the Arabic curriculum across all phases and was a key area for improvement.

What are the views of parents, teachers and students?

Before the inspection, the views of parents, teachers and senior secondary students were surveyed. Key messages from each group were considered during the inspection and these helped to form judgements. A summary of the survey statistics and comments from those who responded to the survey follows:

Responses to the surveys			
Responses received	Number		Percentage
Parents	This year	244	23%
	Last year	190	28%
Teachers	34		41%
Students	48		12%

*The percentage of responses from parents is based on the number of families.

Parents were very positive in their comments about the school, with particularly strong responses on their children's progress. Almost all felt that teachers offered a good education for the students, and that teachers' comments and suggestions helped improvement. Almost all considered that their children were well looked after and safe in school, but about a third did not know how the school dealt with bullying. Almost all felt that the school was well led, but some thought that it did not listen to their opinions. About a third of the students who responded did not feel that behaviour in the school was good. A large number, just less than half, had concerns about lack of choice in the curriculum. Around 40% felt that school leaders did not listen to their views. However, in general they expressed strong satisfaction with the academic side of life in school. Teachers were also very supportive of the school, indicating very strong support for all aspects of its work.

What happens next?

The school has been asked to prepare and submit an updated action plan to DSIB within two months of receiving the most recent report. This plan should address:

- Recommendations from DSIB;
- Areas identified by the school as requiring improvement;
- Other external reports or sources of information that comment on the work of the school;
- Priorities arising from the school's unique characteristics.

The next inspection will report on the progress made by the school.

Dubai Schools Inspection Bureau

Knowledge and Human Development Authority

How to contact us

If you have a concern or wish to comment on any aspect of this report you should contact:

inspection@khda.gov.ae

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