

Inspection Report



Lycee Francais International Georges Pompidou 2014-2015



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School information



General information

Location	Dubai Academic City
Type of school	Private
Opening year of school	2006
Website	www.lfigp.org
Telephone	04-3260026
Address	POBOX 294471 Academic City-Al Ruwayyah
Principal	M. Francis CAUET
Language of instruction	French
Inspection dates	26 th - 29 th January 2015



Students

Gender of students	Boys and Girls
Age range	6-18
Grades or year groups	Grade 1-Grade 12
Number of students on roll	1812
Number of children in Pre-K	N/A
Number of Emirati students	0
Number of students with SEN	54
Largest nationality group of students	French



Teachers / Support staff

Number of teachers	137
Largest nationality group of teachers	French
Number of teacher assistants	0
Teacher-student ratio	1:13
Number of guidance counsellors	2
Teacher turnover	7 %



Curriculum

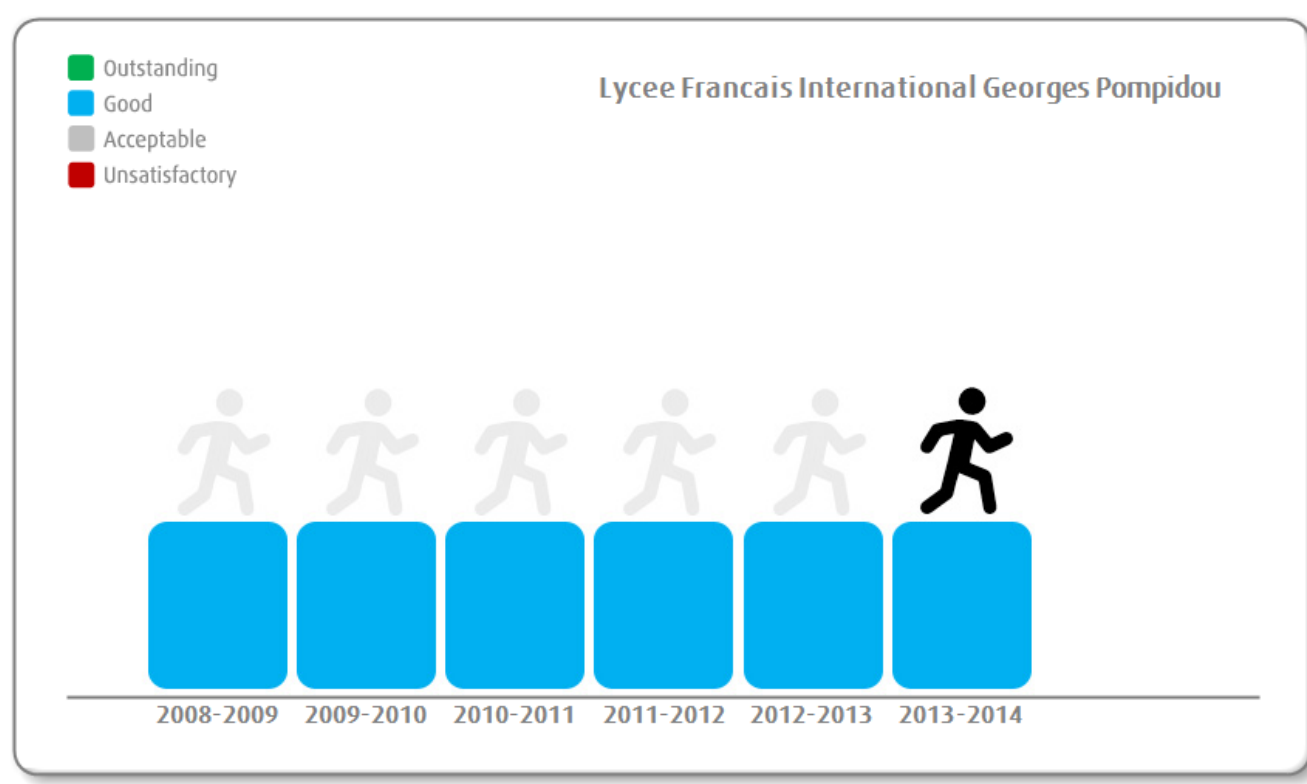
Educational Permit	French
Main Curriculum / Other	French
Standardised tests / board exams	Brevet des Collèges - Baccalauréat
Accreditation	French MoE



Dear Parents,

Lycée Français International Georges Pompidou was inspected by DSIB from 26th - 29th January 2015, and the overall quality of education provided by the school was found to be **Good**

In order to judge the overall quality of education provided by the school, inspectors considered six key aspects of the school's performance and standards. Inspectors looked at children's attainment and progress in five key subjects, their learning skills as well as their personal and social development. They judged how effective teaching was across the school. Inspectors considered how well the school's curriculum, including activities inside and outside the classroom, met the educational needs of all children. They judged how well the school protected and supported children. In addition inspectors judged the effectiveness of leadership and governance, including management, staffing, facilities and resources.



The inspection judgements were drawn from a range of evidence gathered by the inspection team, including observing children learning in lessons, looking at their work, talking with children, meetings with staff, parents and governors, and reviewing the parents' and teachers' surveys.

The key strengths and areas for improvement to be made by the school leaders, governors and owners are:

Strengths

- Students' attainment and progress were outstanding in French, the language of instruction, and in English, mathematics and science in all phases of the school.
- Students demonstrated excellent attitudes to learning. They had a practical and pragmatic approach to their learning and development.
- Students were critical and confident with a range of learning technologies.
- Teachers had high expectations, resulting in students' learning skills developing rapidly.
- School leaders were highly respected and demonstrated the drive and commitment to further improve the school.

Areas for improvement

- Ensure the school fully meets the Ministry of Education (MoE) requirements for the teaching of Arabic as a first language.
- Ensure teachers of Islamic Education and Arabic provide stimulating, engaging and relevant learning which meets students' needs, in order to raise their attainment and progress.
- Ensure all teachers consistently match learning tasks to the needs of different groups of students more effectively, particularly those students with special educational needs.

We warmly encourage you to read the full school inspection report.

The school is required to submit to DSIB an action plan identifying the steps they will take to address the areas for improvement. We have advised your school leaders to share this with you.

We trust that the information provided will help you understand, and encourages you to support, your child's school.

Yours sincerely,

Dubai Schools Inspection Bureau
Knowledge and Human Development Authority

A closer look at Lycée Français International Georges Pompidou



How well does the school perform overall?

Overall, Lycee Francais International Georges Pompidou School provided a '**Good**' quality of education for its students.

- Students' attainment and progress were outstanding in all key subjects throughout the school, and acceptable to good in Arabic and Islamic Education. Examination results in all key subjects were well above French national averages, and included a high proportion of distinctions. Students debated, argued and challenged each other with great confidence when they worked together and this helped them to think more deeply. They developed high levels of skills, such as analysis, synthesis and reasoning which they used to very good effect across the curriculum.
- Almost all students demonstrated outstanding attitudes and exemplary behaviour. They understood Islamic values, appreciated the culture of the United Arab Emirates (UAE), and demonstrated an impressive knowledge and understanding about their own and other world cultures. Students demonstrated a good understanding of Islam's impact on Dubai and knew Emirati traditions well, in addition to showing a strong understanding and appreciation of the UAE and world cultures and the roles and values of Islam in the society of Dubai.
- Teachers set challenging tasks that developed students' critical thinking and enquiry and research skills to a high level. The school had excellent systems and procedures for tracking students' progress throughout the school. They were used effectively to plan lessons in the section Bilingue and the Lycée, enabling students to make very rapid progress. This was less consistent in the Collège where occasionally, in a minority of lessons, the needs of the most and least able children were not fully met.
- The inclusion of bilingual classes and numerous cross-curricular links served to enrich the excellent curriculum. The curriculum provided different groups of students with curriculum content above the French Ministry of Education expectations, in order to prepare them well for their future pathways.
- The school provided a healthy and safe environment for all students. Students were very well supported and protected. Staff supported students well in their academic, personal and social development. However, a few students were not effectively supported to help them achieve expected levels of attainment.
- The senior leadership team had been increased and continued to secure improvement. Self-evaluation was effective and had a positive impact on student outcomes. However, there remained compliance issues in the curriculum for Arabic as a first language. Strong links with parents and the community supported good students' outcomes. Governors were dynamic and held the school leaders to account. Staff were performing to a high standard using the wide range of quality resources available to them.



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

- There was wide variation in the progress made by students with special educational needs. However overall progress was good for the majority.
- Most students did not require significant changes to the curriculum to meet their needs. However, most teachers altered students' tasks and activities appropriately in lessons. Nevertheless, a modified curriculum enabled better access for a few students, for example one involving reduced hours in school.
- Teachers received helpful advice on how to support students with special educational needs. The advice was not always personalised with short-term targets for the students to achieve. Most staff used the advice well to prepare appropriately challenging learning for their students.

1. 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	Not Applicable
Language of instruction	Attainment	Outstanding	Outstanding	Outstanding
	Progress	Outstanding	Outstanding	Outstanding
 English	Attainment	Outstanding	Outstanding	Outstanding
	Progress	Outstanding	Outstanding	Outstanding
 Mathematics	Attainment	Outstanding	Outstanding	Outstanding
	Progress	Outstanding	Outstanding ↑	Outstanding
 Science	Attainment	Outstanding	Outstanding ↑	Outstanding
	Progress	Outstanding	Outstanding ↑	Outstanding
		Primaire	Collège	Lycée
Learning skills		Outstanding ↑	Outstanding ↑	Outstanding




↑ Improved from last inspection

↓ Declined from last inspection



2. How good is the students' personal and social development?

	Primaire	Collège	Lycée
Personal responsibility	Outstanding	Outstanding	Outstanding
Understanding of Islamic values and awareness of Emirati and world cultures	Outstanding	Good	Good
Community and environmental responsibility	Outstanding	Outstanding	Outstanding

3. How good are teaching and assessment?

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

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

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

5. How well does the school protect and support students?

	Primaire	Collège	Lycée
Health and safety	Outstanding	Outstanding	Outstanding
Quality of support	Good	Good	Good

6. How good are the leadership and management of the school?

	All phases
The effectiveness of leadership	Outstanding
Self-evaluation and improvement planning	Good
Parents and the community	Outstanding
Governance	Outstanding
Management, staffing, facilities and resources	Outstanding



School Inspection Report

Overall school judgement

Good

Key strengths

- Students' attainment and progress were outstanding in French, English, mathematics and science throughout the school.
- Students' personal development was outstanding in all phases and they developed into mature and reflective young people.
- Students' learning skills were a notable strength across the school.
- The quality of teaching was of a very high standard and motivated students to learn effectively.
- Leadership and management were outstanding, particularly the very strong relationships with parents.

Changes since the last inspection

- Students' attainment and progress in science and mathematics in the Collège had improved to outstanding.
- Teaching was now outstanding across all phases. Assessment had become an outstanding feature in the Primaire.
- The curriculum was now outstanding in the Primaire and the Collège.

Recommendations

- Ensure teaching in the Lycée is compliant with the Ministry of Education regulations for Arabic as a first language.
- With the aim of improving standards and attainment in Islamic Education and Arabic at appropriate phases:
 - ensure that lessons involve a wider range of approaches to engage students actively in their learning, and
 - ensure students individual learning needs and preferences are met.



Improved from last inspection






Declined from last inspection

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

Primaire		
Subjects	Attainment	Progress
Islamic Education	Good	Good
Arabic as a First Language	Good	Good
Arabic as an Additional Language	Acceptable	Acceptable
Language of instruction	Outstanding	Outstanding
English	Outstanding	Outstanding
Mathematics	Outstanding	Outstanding
Science	Outstanding	Outstanding



- In Islamic education, students were well aware of ablution, prayers and mosque etiquette. They memorised and recited Surah Al-Alaq correctly. They had a secure knowledge of Seerah and knew well the types of deeds and their consequences. They made good progress in understanding the conditions for prayer validity and role played prayers correctly and with tranquility.
- Students understood well the instructions in Arabic as a first language and responded adequately to them. They demonstrated well-developed reading comprehension and dictation skills and used a good range of vocabulary in writing. They made good progress in understanding texts, applying grammar rules, and writing sentences using new words.
- In Arabic as an additional language, attainment in Primaire was generally acceptable. Students' listening skills were secure and their reading and comprehension skills were more advanced. Their speaking skills were weaker as they were only able to respond in fragmented words or phrases. They had acquired a range of vocabulary, but were not always able to use it confidently. The quality of their writing was in line with relevant expectations of each year group. Students used English for almost all communication in class, reaching standards well above those normally found at their age. They made rapid progress in expressing their views, acting out role-plays and exchanging information.
- In French, the language of instruction, the continuous assessment data revealed that most students attained levels above curriculum expectations. Almost all students read fluently in grade 1. They could easily find words with difficult syllabic structures. Students' grammatical skills were a strong feature in Grades 4 and 5. They could for example, differentiate between various sentence 'types'. Most students were able to understand elaborate literary texts such as in Grade 3 *Le buveur d'encre* and in Grade 5 *Le ballon d'or*.
- Students made better than expected progress in their learning about number and shape. As a result, by Grade 5 they showed a strong understanding of a range of shapes, including perimeter and area, and different types of numbers. They could perform mental and written calculations accurately, and use their knowledge to solve problems. Almost all students gained pass marks in appropriate internal tests, and most performed ahead of expectations. Results in national tests compared favourably with the national averages for France.
- In Primaire, students' attainment and progress in science were outstanding. Students consistently learned through hands-on activities related to their own world. They built, for example, organic plots "BIO Sacs" where they planted organic vegetables, used compost to produce organic fertilizer and reflected on types of filters required to desalinate water. They made rapid progress because of the many opportunities provided to learn and think like scientists do.

Collège		
Subjects	Attainment	Progress
Islamic Education	Acceptable	Acceptable
Arabic as a First Language	Acceptable	Acceptable
Arabic as an Additional Language	Acceptable	Acceptable
Language of instruction	Outstanding	Outstanding
English	Outstanding	Outstanding
Mathematics	Outstanding	Outstanding 
Science	Outstanding 	Outstanding 

- In Islamic Education, students recited adequately but with limited application of Tajweed rules. They knew the types of charity and the familiar aspects of Hajj and Umrah. They made acceptable progress in memorising the prescribed Surahs, understanding the rituals of Umrah, and the reasons behind the Hadeeth collection movement.
- In Arabic as a first language, students had acceptable reading skills and could use an appropriate range of vocabulary to write short sentences and communicate their understanding of the texts. They made acceptable progress in completing reading comprehension tasks and understanding synonyms and antonyms.
- In Arabic as an additional language, the attainment of most students in the Collège was in line with relevant year group expectations. Students' writing abilities were developing. Students were able to express themselves orally and in writing using basic phrases following a given model. Their reading comprehension and listening skills were secure. Most students at the Collège made steady progress in lessons but their progress in the four language skills compared to their starting points was inconsistent.
- In English, students reading and listening skills were excellent. They developed their writing skills rapidly, paying careful attention to grammatical accuracy and spelling. They spoke only English, which they used confidently for all communication. By Grade 8 students undertook independent historical research very competently in English, demonstrating high levels of critical thinking. Almost all students in the Collège made rapid progress. However, very occasionally, a few of the least able students found the work too challenging.
- In the DNB examination in French, the language of instruction, almost all students attained the required level at the end of the Collège. In Grade 6, students demonstrated high levels of grammatical knowledge and critical thinking in linguistics and grammar. Most understood how to distinguish verbal and non-verbal sentences. In Grade 7, students had highly developed listening and speaking skills, a wide range of vocabulary and most understood the structure of adverbs. They could describe a picture in detail using technical art vocabulary. Students made at least good progress during all the lessons and outstanding progress over time.
- Most students made outstanding progress in mathematics as a result of the high level of challenge in the tasks set for them by their teachers. As a result, they showed progressive understanding of number, shape, and algebraic techniques. They had excellent skills in calculation and in solving problems in real life or abstract mathematical contexts. Most students achieved at least expected levels in the Brevet, and a majority achieved much higher levels.
- Students' science attainment and progress were outstanding in Collège. Students analysed data to construct their own understanding of science concepts such as Ohm law, the surface area of the small intestine and its relation with nutrient absorption, and conservation of energy globally and in the UAE. Almost all students made very good gains in conceptual development. Their progress was outstanding because of the many opportunities provided to investigate, reflect on their findings, draw conclusions and extend their learning beyond the classroom and into their everyday lives.

Lycée		
Subjects	Attainment	Progress
Islamic Education	Acceptable	Acceptable
Arabic as a First Language	Acceptable	Acceptable
Arabic as an Additional Language	Not Applicable	Not Applicable
Language of instruction	Outstanding	Outstanding
English	Outstanding	Outstanding
Mathematics	Outstanding	Outstanding
Science	Outstanding	Outstanding

- In Islamic education, students had under-developed recitation skills but had an adequate knowledge of the legal requirements of marriage in Islam and some scientific aspects in the Holy Qur'an. They were aware of the meaning of Istikhara and knew the supplication for the newly married couple. They made acceptable progress in understanding conditions of the valid marriage and scientific miracles of the Holy Qur'an.
- Students could read new texts in Arabic as a first language, demonstrating adequate comprehension and expressing themselves clearly, but only a minority used classical Arabic in speaking. They made acceptable progress in understanding the texts, writing about them and applying feedback to improve their writing assignments.
- Students applied their high level skills in speaking, listening, reading and writing in English to develop their ideas and apply critical thinking to real life or to cross-curricular issues. For example, they discussed contemporary issues such as whether the use of learning technologies was a benefit to society or power structures. Students of all abilities made consistently outstanding progress.
- In the Baccalaureate results, in French, students achieved ten per cent above the French national average. In Grade 10, both literature and meta-language allowed students to successfully apply the skills necessary to identify semantic variations. In Grade 11, students understood the underlying meaning of complex 16th century texts and were able to compare them. In Grade 12, students demonstrated university level skills. For example, they researched literary topics in workshops such as the great scenes of a novel in Flaubert's "Madame Bovary". Most students made rapid progress during lessons and over time.
- Students continued to make very positive progress in learning about advanced mathematical concepts. They were very good at using algebra, trigonometry and calculus to solve problems. They were highly skilled in calculation, and could explain their answers to problems requiring extended reasoning. Results in Baccalaureate mathematics were impressive. Most students achieved a pass, and many performed ahead of expectations.
- Students in Lycée demonstrated outstanding attainment in the sciences both on the internal and French Baccalaureate. They consistently used laboratory experiments to make meaningful conclusions and write scientific thesis. Their progress was outstanding because of the many opportunities provided to reflect and analyse scientific data and produce scientific research and reports.

	Primaire	Collège	Lycée
Learning skills	Outstanding 	Outstanding 	Outstanding
<ul style="list-style-type: none"> Students enjoyed school and were keen to improve their learning and skills. They assumed high levels of responsibility for their learning through, for example, identifying their strengths and in what ways they might improve. They regularly directed the focus of their learning, becoming more autonomous in research projects for example. Students worked together purposefully in a wide range of learning situations. Academically, students expressed their ideas with great clarity and challenged each other robustly. This promoted high quality thinking and was a contributory factor to their rapid learning. Students applied their learning very well to the real world and made excellent links across subjects and in special projects. For example, they undertook complex historical research in English. They built on their knowledge of French novelists who lived in Arabic countries to produce a play, supported by theatrical professionals like choreographers and singers. The development of skills in enquiry, research and critical thinking was a major strength for most students. For example, in mathematics, students reasoned precisely and accurately, extended their thinking and solved problems through linking together different areas of mathematics, such as geometry and algebra. In French, students engaged confidently in high levels of textual analysis. 			

2. How good is the students' personal and social development?

	Primaire	Collège	Lycée
Personal responsibility	Outstanding	Outstanding	Outstanding
<ul style="list-style-type: none"> Students across all phases, adopted positive and mature attitudes towards the school and their peers, which resulted in excellent and courteous behaviour. Almost all students had positive relationships with their teachers and each other. This was reflected through their behaviour around school. Older students took the initiative when relating to others, including those with special educational needs, both socially and in their schoolwork. Students had a strong commitment to following a healthy lifestyle. They were well focused on sports and competing both in local and regional arenas. Procedures for monitoring student attendance was outstanding and most students were punctual to school and to lessons. 			



	Primaire	Collège	Lycée
Understanding of Islamic values and awareness of Emirati and world cultures	Outstanding	Good	Good
<ul style="list-style-type: none"> Students knew well the influence of Islam on life in Dubai and showed a deep understanding of how visitors to Dubai should respect its Islamic values by, for example, following the dress code in malls and respecting Ramadan. 			

- Students demonstrated a high appreciation of the UAE culture and history through holding cultural events with Emirati authors and painters, participating in calligraphy competition and researching archeological riches of UAE.
- Students also demonstrated high levels of understanding of other cultures, diversity and tolerance. They participated actively in the Arab culture day, leading some activities. They could express strong and balanced views on world peace and conflict resolution.

	Primaire	Collège	Lycée
Community and environmental responsibility	Outstanding	Outstanding	Outstanding


- Almost all students demonstrated outstanding study skills and work ethic. They contributed actively to the life of the school and the wider community especially in schemes to support sustainable development and conservation of the UAE environment.
- Students made informed economic decisions through well-planned and researched projects and enterprise activities such as the conservation of the maritime life in Dubai.
- Students' understanding of community and environmental issues, both locally and globally, was intrinsic and natural.

3. How good are teaching and assessment?

	Primaire	Collège	Lycée
Teaching for effective learning	Outstanding 	Outstanding 	Outstanding



- Teachers used their excellent understanding of how students learn and their subject expertise to plan demanding lessons that interested students and accelerated their progress.
- They provided an intellectually stimulating learning environment where students contributed to discussion confidently and freely. Teachers had high expectations of the rate and quality of work that encouraged students to demand more of themselves. However, occasionally, for example in some lessons in Arabic, the pace set by teachers slowed learning.
- The quality of communication was a major strength and helped students to make rapid progress. Teachers frequently used challenging questioning and stimulated demanding discussions. This motivated students to reflect deeply, making productive links across all they had learnt.
- Teachers used a wide range of successful strategies to challenge and extend their students, for example opportunities to problem solve and enquire. However, in less successful lessons, especially in Collège, the needs of all students were not successfully met because lessons were didactic and dull. On rare occasions, strategies which worked extremely well with small groups, were not as effective in a whole class situation, especially in science.
- Another strength of teaching was the way in which teachers promoted critical thinking, analysis, research and synthesis to a very high level for students of all abilities. They presented students with challenging work, which developed their academic independence and ability to solve problems very well.

- In Arabic as a first language, in the Primaire, teachers used their knowledge of how children learn to plan lessons that interested students and linked closely to real life. Good use of additional materials such as new textbooks added interest to the lessons and motivated students to learn. However, in the Collège and Lycée teachers lacked an understanding of how to engage and interest students. For example, they talked for too long during lessons and did not provide many opportunities for students to participate actively.

	Primaire	Collège	Lycée
Assessment	Outstanding 	Good	Outstanding

- Robust systems and procedures enabled teachers to track students' attainment and progress regularly and in detail. They also helped teachers to set challenging targets for students. Assessment systems were directly linked to the French national curriculum offered by the school. Reports provided a full and detailed account of student's progress.
- The school carefully analysed results in the Baccalaureate to establish how students' performance compared with that of French nationals in order to identify strengths and areas for improvement. This information was used, for example, to improve creative writing for older students.
- Assessment information was closely analysed to track the progress of individual students over time and to provide extra support or challenge where necessary.
- In Primaire and the Lycée assessment information was used very well to plan lessons and personalise the curriculum to meet the needs of all students. This was not as consistent in Collège where, in a very small number of lessons, the work was not matched closely enough to the needs of the most and least able.
- Teachers had an in-depth knowledge of their students' strengths and areas for development, especially in the Primaire section and in the Lycée. Teachers provided specific feedback against explicit criteria, which helped students to improve their learning. They also taught students how to assess their own work and that of their peers. This helped them to take more responsibility for their own work by identifying what they needed to do to improve.

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

	Primaire	Collège	Lycée
Curriculum quality	Outstanding 	Outstanding 	Good

- The French national curriculum was in use and was broad and balanced. It was planned for continuity and progression. Cross-curricular projects ensured both vertical and horizontal alignment. Bilingual classes enriched the curriculum. In two CP and CE1 classes, teachers used French and English to teach key subjects.
- Teachers of different subjects worked together towards common goals to establish well-developed cross-curricular links, through for example the AP (Accompagnement Personnalisé). In Collège, for example, there were strong curriculum links between French, art and history.
- The school reviewed and developed the curriculum regularly. For example, in Primaire, students undertook a diagnostic assessment and the teachers of the same level built their progression using the diagnostic data.

- The majority of lessons took part in 'Séquences' planned according to the French curriculum standards. However, in Arabic as a first language in the Lycée, aspects of the curriculum were not compliant with the UAE ministry of education (MOE) expectations.

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

- The provision for different group of students was good. Modifications and initiatives were in place to enrich the curriculum further. For example, the Lycée offered weekly support sessions to Grade 9 students experiencing difficulties, and similar sessions offered assistance to those who had difficulty arriving to school on time'.
- Curricular choices were varied at different key stages of the French education pathway. For example, a bi-lingual section was available in the Primaire, and Baccalaureate students linked specific topics to their interests.
- Extra-curricular choices were varied and expanding. They included sporting and academic activities linked to other schools in Dubai.
- The curriculum in Arabic as an additional language was not systematically modified to cater for the needs and interests of different groups of students. Aspects of this curriculum were not compliant to UAE Ministry of Education regulations.

5. How well does the school protect and support students?

	Primaire	Collège	Lycée
Health and safety	Outstanding	Outstanding	Outstanding

- The school had put in place arrangements and policies to ensure student wellbeing and protection on the school premises and in their use of cyber tools.
- The school ensured that excellent safety and security measures were in place wherever needed, especially on school transport.
- School records of activities were detailed and rigorous and related to the school action plans.
- Facilities and premises were well maintained and provided a healthy and supportive learning environment.
- The school had promoted healthy lifestyles among its students through the resources made available to them including a range of awareness campaigns on health and wellbeing, and the relevant policies and procedures that directly affected their wellbeing.

	Primaire	Collège	Lycée
Quality of support	Good	Good	Good
<ul style="list-style-type: none"> Teachers and other adults were successful in promoting very positive relationships between themselves and students. As a result, there was a strong, purposeful and inclusive learning ethos, which was based on mutual respect. Staff monitored students' attendance closely, and took appropriate action in the case of absence. The school was working to address punctuality problems for students who had to travel some distance to the school. The school had good systems to identify students with special educational needs. Parents were involved in the process as appropriate, and older students in Collège or Lycée were often able to attend meetings too. Following identification of learning needs, parents, students when appropriate, and a range of staff attended a helpful meeting to draw up an individualised plan (Projet d'Accueil Individualise) for supporting the student. However, these plans were not sufficiently personalised with short-term attainment targets for the student, or implemented fully by all teachers. Two counsellors were available to provide advice to students. Students in Lycée received helpful advice on careers and transition to university. A pilot project in which students in Seconde mentored younger students in Sixième had been very successful. 			

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

	Overall
The overall effectiveness of provision for students with special educational needs	Good
<ul style="list-style-type: none"> Key staff led and managed well the provision for students with special educational needs. They had established an inclusive approach. A new full-time coordinator was due to start work in the school imminently. The approach across Primaire, Collège and Lycée was now more consistent. In partnership with parents and with specialist involvement, the school identified students' educational needs effectively. The plans for each student were helpful, but they were not personalised fully. Short-term targets linked to the individual student's progress were not always included. Most students with special educational needs did not require significant modifications to their curriculum, but alterations were made where necessary. Most teachers used the helpful advice they received about meeting students' special educational needs to support the students in their classes. Parents were fully involved in the developing and reviewing individualised plans for their children. However, they felt that they did not receive enough advice about how to help their children in their learning at home. The progress of students with special educational needs varied from teacher to teacher, from acceptable to outstanding. The overall quality of progress of students with special educational needs was good overall. 	

6. How good are the leadership and management of the school?

	Overall
The effectiveness of leadership	Outstanding
<ul style="list-style-type: none"> The leaders in school had a clear vision and were dedicated to improve key priorities. The strategic distribution of roles and responsibilities provided focus for the senior leadership team. Following the recommendations from previous inspections the school had created new roles. These included special educational needs and Arabic coordinators. The varied communication channels ensured staff and students had a clear sense of direction. Significant improvements over the year since the previous inspection, included outstanding outcomes for students and curriculum enrichment. Senior leaders demonstrated a strong capacity to further improve the school. 	

	Overall
Self-evaluation and improvement planning	Good
<ul style="list-style-type: none"> Effective processes for school evaluation were in place. The school at all levels was extremely self-critical and followed the guidance and requirements of the French MOE, which aligned to common European frameworks and best practice approaches to self-evaluation. Processes for self-evaluation were based on action planning. The School Improvement Plan clearly showed links between strategies and the impact on students' outcomes. Frequent monitoring led to adjustments or the identification of new targets. The Directeur in the Primaire, and the Principals of the other phases, were effective in their monitoring of teaching and learning. The school also benefited from the involvement of the French Ministry of education (MOE) Inspectors as required by French MOE directives. The impact of school evaluation and subsequent action planning have resulted in improvements in a number of key aspects of the school life. Improvement over time was regular and consistent. Curriculum compliance issues in Arabic as a first language in the Lycée still remained from the previous year. 	




	Overall
Parents and the community	Outstanding
<ul style="list-style-type: none"> Links with parents and the community were strong. Parents' interventions were meaningful as they played a crucial part in the personal and academic development of their children. For example, the Forum des métiers involved many parents sharing their passion for their professions. The communication between the school, parents and the community was strong and frequent, facilitated by very effective communication systems. The school website was also a real asset for parents. Reporting on students' progress was regular and highlighted specific outcomes, self-evaluation from students and clear targets for improvement. Extensive partnerships with other schools and the community played a significant part in students' life. There were many initiatives with key stakeholders. 	

	Overall
Governance	Outstanding
<ul style="list-style-type: none"> The governors were very proactive in ensuring the school was meeting its targets. They all had clearly defined roles and responsibilities, matching their skills and experience. Tools to ensure accountability were varied and efficient. Governors were highly involved in the self-evaluation process. They monitored the recruitment of new staff and visited outstanding schools in Dubai to share best practice. The governing board ensured resources were wide-ranging and deployed effectively to improve the school performance and enhance students' outcomes. They played a key role in the creation and expansion of the bi-lingual section in the Primaire. Parental views were sought regularly, formally and informally. Governors responded well to parental requests and concerns. 	

	Overall
Management, staffing, facilities and resources	Outstanding
<ul style="list-style-type: none"> The school had maintained highly effective management practices that ensured that the needs of all students, teachers and parents were met. Staff members were highly qualified and appropriately trained and deployed to deliver the required outcomes for students. The facilities of the school were sufficient to support an effective learning environment. Resources at the school were advanced, varied, and appropriate, and could sufficiently support the learning process of all students. The school did not systematically share the outcomes of students' projects around school through displays. This was a particular weakness in the Collège and Lycée. 	

What are the views of the Principal, parents, teachers and students?

Before the inspection, the views of the Principal, parents, teachers and senior secondary students were surveyed. Key messages from each group were considered during the inspection and these helped to form inspection 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	245	20%
	Last year	248	25%
 Teachers	42		24%
 Students	32		7%

- A minority of parents, teachers and students responded to the surveys.
- A majority of parents' responses commended the high quality programmes offered by the school. They were particularly satisfied with the French Baccalaureate results. They explained that their children were enjoying their school experience, in spite of the heavy homework demands.
- A majority of parents felt that the leadership of the school was effective and supportive of parents and students.
- A majority of parents' comments reflected dissatisfaction with the unsafe behaviours on school buses. However, most parent responses expressed satisfaction with the safety arrangements that were in place on the school premises.
- A large number of parents expressed dissatisfaction with the insufficiency of after-school activities at the school. They also suggested that the physical education programme needed improvement.
- A majority of students were unhappy with the quantity of homework at the school. They commented that the school was often not responsive or supportive of their views.
- Most teachers indicated that they needed support and training in teaching students with special educational needs.

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

What happens next?

The school has been asked to prepare and submit an action plan to DSIB within two months of receiving the inspection report. This 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 school inspection will report on changes 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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