

# INSPECTION REPORT

## Lycée Français International

Report published in May 2012

Knowledge and Human Development Authority

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## GENERAL INFORMATION ABOUT Lycée Français International

Location	Oud Maitha
Type of school	Private
Website	www.lfidb.net
Telephone	04-3368552
Address	PO Box 2226, Oud Metha, Dubai
Principal	Christophe Troucat
Curriculum	French
Gender of students	Boys and Girls
Age / Grades or Year Groups	3-16 / Maternelle - Seconde
Attendance	Good
Number of students on roll	1,428
Number of Emirati students	0 (0%)
Date of the inspection	Monday 5th to Tuesday 6th March 2012

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## The context of the school

The Lycée Français International is situated in Oud Maitha, Dubai. It is a private school offering education to boys and girls from maternelle to secondaire (Grade 10). At the time of the inspection, there were 1,428 students on roll and 19 nationalities were represented. The students' attendance reported by the school for the last academic session was good.

The school followed the French Ministry of Education curriculum. Students took the Evaluations des Acquis tests in mathematics and French in CE2/CM2 and the Brevet National des Collèges at the end of troisième. There was a small class of seconde in the school (13 students) which opened in September 2011.

There were 73 members of teaching staff in the maternelle and primaire and 26 in the secondaire. All held appropriate qualifications.

## Overall school performance 2011-2012

Good

## How has the school progressed since the last inspection?

The Lycée Français International provided a good quality of education for students. It had a positive ethos based around developing the cultural awareness of the 19 nationalities enrolled. There were important strengths in language development leading to good and outstanding outcomes, such as the attainment and progress in English, French and Spanish in primaire and secondaire. Students' attainment and progress in other key subjects was mostly good. Students demonstrated outstanding attitudes to learning. It was based on mutual respect and trust. The broad curriculum was enriched by purposeful extra-curricular activities enhancing both the academic and personal development of the students. However, students' attainment and progress in Islamic Education and Arabic in the secondaire were still acceptable. Initiatives within the school council to increase students' leadership skills and their involvement in the life of the school and local community were limited. Teachers' understanding of how to differentiate instruction to meet the needs of all students, particularly high and low achievers, was narrow.

Student intake was increasing rapidly and the capacity of the school to accommodate the growing number of students was a concern for both parents and the leadership team.

## Key strengths

- The strengths in language development leading to good and outstanding outcomes, particularly in English in primaire and secondaire;
- The consistently good attainment and progress in other key subjects;
- The outstanding attitude to learning in the school based on mutual respect and trust;
- A broad curriculum enriched with purposeful extra-curricular activities enhancing both the academic and personal development of students.

## Recommendations

- Further improve students' attainment and progress in Islamic Education and Arabic in secondaire;
- Develop initiatives within the school council to increase the students' role and involvement in the life of the school and the local community;
- Develop teachers' understanding of how to meet the needs of all students, particularly high and low achievers through effectively differentiated strategies;
- Review the capacity of the building and the available resources for learning in the school to better accommodate the growing number of students.

## How good are the students' attainment and progress in key subjects?

	Maternelle	Primaire	Secondaire
<b>Islamic Education</b>			
<b>Attainment</b>	Not Applicable	Good	Acceptable
<b>Progress</b>	Not Applicable	Good	Acceptable
<b>Arabic as a first language</b>			
<b>Attainment</b>	Not Applicable	Good	Acceptable
<b>Progress</b>	Not Applicable	Good	Acceptable
<b>Arabic as an additional language</b>			
<b>Attainment</b>	Not Applicable	Good	Acceptable
<b>Progress</b>	Not Applicable	Good	Acceptable
<b>French</b>			
<b>Attainment</b>	Good	Good	Good
<b>Progress</b>	Good	Good	Good
<b>English</b>			
<b>Attainment</b>	Good	Outstanding	Outstanding
<b>Progress</b>	Good	Outstanding	Outstanding
<b>Mathematics</b>			
<b>Attainment</b>	Good	Good	Good
<b>Progress</b>	Good	Good	Good
<b>Science</b>			
<b>Attainment</b>	Good	Good	Good
<b>Progress</b>	Good	Good	Good

Attainment across most subjects and phases was good. In Islamic Education, most students had an adequate understanding of the pillars of Islam and of Faith in primaire. Their knowledge developed in secondaire while their level of Qur'an recitation was good in upper primaire. In Arabic as a first language, listening skills were strong in the lower phase, while oral skills were limited to brief responses to teachers' questions in secondaire. Extended writing was weaker in secondaire. In Arabic as an additional language, students recognised and read Arabic well in upper primary grades. Imaginative writing skills were limited for most students. Attainment in English in maternelle was good overall and outstanding in the primaire and secondaire phases. In primaire and secondaire, most students had well developed skills in all four aspects of the language, particularly speaking. Writing in a wide range of genres was still developing. Attainment in French was good in all phases. National assessments in primaire and troisième showed achievement equal to or above national averages. French was spoken fluently and older students often used complex sentence structures and rich vocabulary. In mathematics, primaire students understood the number bonds and almost all in primaire and secondaire students demonstrated good problem-solving skills and a robust understanding of geometry. In science, students demonstrated a good awareness of scientific facts and had developed appropriate research skills. In maternelle, observational skills were well-developed. In primaire and secondaire, students used scientific vocabulary confidently. Attainment at the Brevet National des Collèges examination was better in biology than in physics and chemistry. Boys also performed better than girls.

Progress was good across most subjects across the school. In Islamic Education, in primaire, most students made good progress. In secondaire, students made acceptable progress in applying skills, knowledge and understanding to new contexts. In Arabic as a first language in the secondaire, students were highly dependent on teachers' support to speak and write extensively. In Arabic as an additional language, students in primaire made good progress in decoding the Arabic script and learning new vocabulary. This progress was slower in secondaire. In English, in maternelle, progress was good overall. There was outstanding progress in listening and speaking across all phases and, in primaire and secondaire, in reading. Least improvement was shown in the skill of writing with limited opportunities for developing a range of writing styles and for the development of sustained writing. Progress in French was good in all phases. In the lessons observed, students made good progress in knowledge and understanding. Progress in mathematics was good overall. In science, progress was good across all phases. Students demonstrated a firm understanding of scientific facts and concepts, applying their knowledge to their own experiences. In all subjects, the progress of students with special educational needs was slower than the rest of the class as they often lacked specific support to enable them to meet lessons' objectives.

## How good is the students' personal and social development?

	Maternelle	Primaire	Secondaire
Attitudes and behaviour	Outstanding	Outstanding	Outstanding
Understanding of Islam and appreciation of local traditions and culture	Good	Good	Good
Civic, economic and environmental understanding	Good	Acceptable	Acceptable

Students' attitudes and behaviour were outstanding in all phases. They demonstrated strong respect for teachers and peers and were sensitive to the needs of others. Inter-cultural relationships were well-developed. They had a positive work ethic and took responsibility for themselves and others, often assisting younger students. They had a positive attitude towards healthy living. Attendance was excellent. Students demonstrated a good understanding of Islam and could make correlations between the UAE, Dubai and Islamic culture. They showed respect to visitors and one another and acquired a good cultural knowledge from the multi-cultural society of Dubai. They also had a good understanding of the cultural heritage of the UAE through their life as they experienced the Emirati traditions. Non-Muslim students, for example, showed a strong awareness of Ramadan, fasting and daily praying. In maternelle, students' civic, economic and environmental understanding was good. They were able to explain the elements of effective recycling. Most students across the phases cared about their immediate environment and took responsibility for it. Civic responsibility was less developed among the senior students. They were not active in any specific community schemes. The school had grown to become a high school, but had not yet capitalised on the role of senior students as school leaders.

## How good are the teaching, learning and assessment?

	Maternelle	Primaire	Secondaire
Teaching for effective learning	Good	Good	Good
Quality of students' learning	Good	Good	Good
Assessment	Good	Good	Good

Teaching for effective learning was good in all phases. There was a positive learning environment in many lessons. Where teaching was most effective, there was encouragement and motivation for learners. Teachers used incisive questioning to elicit critical thinking and deepen understanding. Teachers expected students to find out for themselves, solve problems and reflect on their learning. In a few lessons there was sufficient challenge for the most able and support for lower-achievers. There were often connections to prior learning and the use of real-world examples. However, teachers' understanding of effective differentiation was not consistent across the grades and there was, at times, an over-reliance on text and teacher talk. Not all teachers provided enough challenge and appropriate expectations for their students. There was limited use of resources including information and communications technology (ICT). The quality of the homework provided was not consistently good.

The quality of learning was good in all phases of the school. Students had positive attitudes to and took responsibility for their learning. Most were motivated, enthusiastic and responsive learners, especially in maternelle and primaire. There were high levels of co-operation, collaboration, and independence to achieve common goals. Students showed a strong capacity to think for themselves and solve problems. They could make logical connections to real life and apply their learning in different contexts. However, inquiry, research and critical thinking were not routinely used by all learners. In a minority of lessons there was passive rather than active learning and few examples of students finding out for themselves. Students could not always explain their strengths and weaknesses.

There were good assessment systems and processes to monitor student progress. The curriculum was modified mostly based on national tests results and school examinations. Detailed assessment information was gathered. Assessments were recorded and the progress of students was monitored. In a few subjects, the data was used effectively to set targets and outline next steps. These students knew their starting points and understood the expectation the school had for them. In a few lessons there was self-assessment. There was thoughtful questioning in class by a majority of teachers to assess students' knowledge and understanding and often teachers gave immediate oral feedback. However, all teachers did not do this consistently across all grades. Few teachers began lessons by checking levels of prior knowledge and understanding.

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

	Maternelle	Primaire	Secondaire
Curriculum quality	Good	Good	Good

The curriculum was good in maternelle, primaire and secondaire. The French National Curriculum was broad and well balanced and the school had enriched it further to ensure greater choice for both academic and personal development. Students were well prepared for transition from one phase to another and they also benefited from good career advice. The cross-curricular links in the sciences, mathematics and social subjects had all contributed to a challenging learning environment and high expectations of attainment beyond the key curriculum subjects. Progress in English was, at the time of the inspection, facilitated by grouping students according to the level reached in the four skills and measured against the expectations of the Common European Language Framework. However, this approach was not consistent in all subjects in the school. The Proviseur and his team regularly reviewed the curriculum provision. As a result, students benefited from a broad range of extra-curricular activities. The school also participated in competitions, organised educational visits and learning events in the community.

## How well does the school protect and support students?

	Maternelle	Primaire	Secondaire
Health and Safety	Good	Good	Good
Quality of Support	Good	Good	Good

Arrangements for students' health and safety were good. Appropriate policies were in place to protect students. The school shared the premises with the public sports ground. Access between the public sports halls and the school was open and not monitored. Routine fire drills and other procedures took place. Medical services were very effective and first aid boxes well equipped. Record keeping was done well. The nurse had collected and analysed data to check the number and type of incidents around the school. Supervision was good before school, during break times and after school on to buses. The students had the opportunity to take part in physical activity during and after school. Child protection arrangements were in place and the nurse had delivered some training to staff. The schools control of internet access was not rigorous enough.

Relationships between students and teachers were good. Mutual respect and trust in lessons encouraged enjoyment and motivation. Teachers knew the students well. This was a strength across all areas of the school. Behaviour management throughout the school was good. Students in seconde were well supported in their choices of subjects for future learning. Students with special educational needs were identified but in many subjects insufficient use was made of this knowledge. Some students with special educational needs received extra support after school. There was inconsistent support for students in lessons. Student attendance and punctuality were well managed.

## How good are the leadership and management of the school?

	Whole school
Quality of leadership	Good
Self-evaluation and improvement planning	Good
Partnerships with parents and the community	Good
Governance	Good
Management, including staffing, facilities and resources	Acceptable

The leadership and management of the school were good. The Proviseur had a strong vision for improvement in the school. There was a positive working ethos within the leadership team. Leadership personnel were very committed to the mission of the school and were keen to improve continuously. However, communication was sometimes erratic and impeded progress. This lack of clarity of responsibility among senior leaders led sometimes to a misunderstanding of accountability in the different phases. Consequently, the impact on improving student outcomes across all subjects and grades was not as consistent as it could have been. Most leaders demonstrated good capacity to improve the school further.

Self-evaluation and planning for improvement were good. Processes for school self-evaluation were in place and included the monitoring and evaluation of the school's performance by external experts, such as the newly appointed Conseillère Pédagogique in the primaire and maternelle. Her focus was upon teaching and learning and detailed reports about lesson observations were provided during the inspection. They all contained clear recommendations, most in line with the inspection team's new recommendations. Monitoring was still an area requiring improvement in the secondaire. Leaders were open to change and had responded effectively to all the recommendations from the last report.

The school's partnership with parents and the community was good. Parents played an active part in school decisions and had key roles in various committees linked to the running of the school. There was a good attendance level to information meetings led by the Proviseur. Parents were keen to contribute to the raising of standards. However, they had concerns about the lack of clarity regarding the opening of the new school premises. As the school intake was growing quickly, they felt that the capacity to accommodate all students in the new academic year would be highly dependent on the new buildings being ready.

Governance was good. The board of governors was well structured and had a wealth of expertise which helped the school meet its priorities for improvement. Regular meetings were held and governors contributed effectively to ongoing decision making relating to the future work of the school. There was a high degree of awareness of the need for accountability.

Staffing facilities and resources were acceptable. The number of teachers was proportionate to the number of students and they all held qualifications appropriate to the age-ranges taught. Resources for learning including ICT, were expanding but these were still insufficient for the increasing number of students. Similarly, the library space was limited; further hindering students' independent learning and research opportunities through the use of multimedia and new technologies. Playground space was also restricted, which was a concern for the next academic year.

## 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	103	12%
	Last year	220	24%
Teachers	31		41%
Students	2		14%

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

About a fifth of parents and almost half of the teachers completed the survey. A very small number of students completed the survey. The number of parents completing the survey was also reduced significantly from last year. Almost all parents and teachers felt that the leadership of the school was good. They felt that their children had made good progress in Arabic and all agreed that progress in English, mathematics and science was also good. Parents and teachers felt that behaviour was good. Most parents and teachers were pleased with the school, its ethos and care for the students. Teachers and parents agreed that students enjoyed school and that students were safe. A majority of parents were unaware of the support that was offered to children with special educational needs. All parents agreed that the quality of teaching at the school was good and agreed with teachers about the value of home-school links. Most teachers felt that the last inspection had a positive impact on students' learning. Overall, students reported that they enjoyed their life in school and that they made good progress in most subjects. They felt space for playing and eating was not sufficient in school. Older students shared that they did not have enough responsibilities in school and most students agreed their voice was not always heard.

## 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](mailto:inspection@khda.gov.ae).

## Our work with schools

Dubai Schools Inspection Bureau (DSIB) inspects schools to inform parents, students and the wider community of the quality of education provided. Inspectors also give guidance to staff about how to improve the standard of education.

At the beginning of the inspection, we ask the Proviseur and staff about the strengths of the school, what needs to improve and how they know. We use the information they give us to help us plan our time in school. During the inspection, we go into classes and join other activities in which students are involved. We also gather the views of students, parents and staff. We find their views very helpful and use them, together with the other information we have collected, to arrive at our view regarding the quality of education.

This report tells you what we found during the inspection and the quality of education in the school. We describe how well students are doing, how good the school is at helping them to learn and how well it cares for them. We comment on how well staff, parents and children work together and how they go about improving the school. Finally, we focus on how well the school is led and how staff help the school achieve its aims.

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