



Lycee Francais
International

Curriculum: French

Overall Rating:

Good



"We are keen to prepare the new generation that is ready to be creative and innovative to help us achieve our ambitions for even greater prosperity"

Sheikh Mohammed Bin Rashid Al-Maktoum



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School information



General information	
Location	Al Nasr Club
Type of school	Private
Opening year of school	2003
Website	http://lfidubai.aflec-fr.org/
Telephone	00971-4-3368552
Address	Al Nasr Club Dubai
Principal	Christophe TROUCAT
Language of instruction	French
Inspection dates	5 to 8 December 016

Teachers / Support staff	
Number of teachers	163
Largest nationality group of teachers	French
Number of teaching assistants	0
Teacher-student ratio	1:15
Number of guidance counsellors	1
Teacher turnover	13%

Students	
Gender of students	Boys and girls
Age range	3-18
Grades or year groups	KG 1-Grade 12
Number of students on roll	2498
Number of children in pre-kindergarten	0
Number of Emirati students	0
Number of students with SEND	73
Largest nationality group of students	French

Curriculum	
Educational permit / Licence	French
Main curriculum	French
External tests and examinations	Baccalauréat Français & Brevet
Accreditation	French MoE
National Agenda benchmark tests	N/A



The DSIB inspection process



In order to judge the overall quality of education provided by schools, inspectors consider the six standards of performance that form the basis of the UAE School Inspection Framework (the framework). They look at children's attainment and progress in key subjects, their learning skills and their personal and social development. They judge how effective teaching and the assessment of learning are across the school. Inspectors consider how well the school's curriculum, including activities inside and outside classrooms, meet the educational needs of all students. They judge how well schools protect and support children. In addition, inspectors judge the effectiveness of leadership, which incorporates governance, management, staffing and facilities.

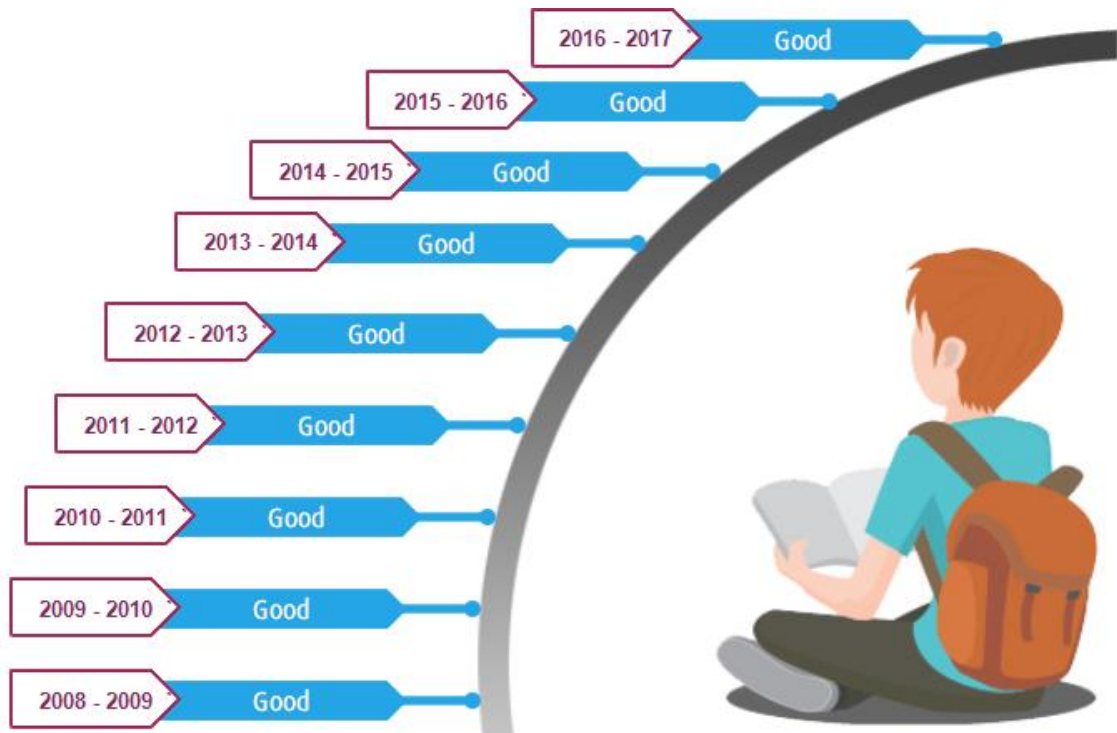
Inspection judgements are drawn from evidence gathered by the inspection team, including observation of students' learning in lessons, review of their work, discussions with students, meetings with the staff, parents and governors, and review of surveys completed by parents, teachers and students.

Judgements are made on a six-point scale

DSIB inspection teams make judgements about different aspects, phases and subjects that form the work of the school, using the scale below, which is consistent with the framework.

Outstanding	Quality of performance substantially exceeds the expectation of the UAE
Very good	Quality of performance exceeds the expectation of the UAE
Good	Quality of performance meets the expectation of the UAE (This is the expected level for every school in the UAE)
Acceptable	Quality of performance meets the minimum level of quality required in the UAE (This is the minimum level for every school in the UAE)
Weak	Quality of performance is below the expectation of the UAE
Very weak	Quality of performance is significantly below the expectation of the UAE

Inspection journey for Lycee Francais International



- Established in 2003, Lycee Francais International has consistently achieved a good rating in KHDA inspections. The school population has increased markedly in recent years. At the time of the inspection it was 2498 students, up by almost 300 in a relatively short time. This presents significant challenges given the size and layout of the campus. The large majority of teachers are recruited from France, and the school is inspected by the Ministry of Education in France.
- Noted strengths over time include the quality of French language skills and the consistent progress made by students in English. External examination results have always been a strong feature. In recent years, the maternelle section has demonstrated significant improvements in the quality of the learning experiences provided.
- Inspection recommendations over time have focused on broadening the teaching and learning experience to increase levels of independence for students and improving Arabic skills, especially for students learning it as an additional language. Recommendations have also included enhancing the capacity of senior and middle leaders to understand and resolve the challenges in the school, particularly with regard to teaching quality.

Summary of inspection findings 2016-2017



Lycee Francais International was inspected by DSIB from 5 to 8 December 2016. The overall quality of education provided by the school is **good**. The section below summarises the inspection findings for each of the six performance indicators described in the framework.

- Children in Maternelle achieve particularly well in language and mathematics. Across the school, students achieve well in most subjects, especially in English, French and mathematics. Achievement in Arabic as an additional language is not as strong.
- Students are very self-disciplined. They moderate their behaviour and attitudes maturely and engage with peers and adults positively. They appreciate their lives within the context of the UAE and Dubai and understand many aspects of the local culture. However, they do not clearly demonstrate the skills needed to be innovative, entrepreneurial and creative.
- Teaching is an improving aspect of the school. Teachers know their students well and provide stimulating learning experiences in many areas. However, teachers do not consistently ensure that students have sufficient opportunities for higher order and critical thinking. There is an effective system of internal and external assessment, linked closely to the standards of the French curriculum. However, this does not measure students' progress from individual starting points nor does it facilitate comparisons with other schools in Dubai and internationally.
- The French curriculum provides broad learning experiences through an internationally based academic programme that equips students effectively as global citizens. The adaptation of the curriculum to meet the needs of all groups of students has improved but is still inconsistent.
- Emergency evacuation procedures are not efficient enough and in need of review. Positive steps are being taken to provide appropriately for students with special educational needs. New SEND co-ordinators are beginning to establish systematic processes, including accurate identification, planning that includes parental and student input, and consistent implementation and assessment in lessons. These practices are not consistent across subjects and phases.
- Self-evaluation has improved as a result of strong communication and collegial relationships. School leaders are developing teachers' understanding of how to improve students' achievement but the implementation of this is inconsistent. Governors understand the capacity of the senior leadership team and hold leaders to account through a long-term strategy for positive and sustainable improvement.

What the school does best

- School leaders know the school well and this has resulted in better self-evaluation. Teaching has improved as a consequence of direct intervention.
- Students attain very well in most subjects, especially in English. Students' achievement in Arabic as a first language has improved significantly.
- Governors have responded very effectively to previous recommendations, in particular by ensuring smaller class sizes in Maternelle, hiring specialised teachers for students with SEND, and developing the campus.
- Students across the school display excellent behaviour and attitudes to their learning.

Recommendations

- Ensure that schoolwide systems for the safety of students operate effectively at all times.
- Improve the quality of teaching in primaire to consistently meet the needs of all groups of students.
- Use assessment information that specifically measures progress, to inform teachers' lesson planning in all academic areas.
- Provide increased opportunities for students to lead their own social responsibility and innovation projects.

Innovation in Education

The UAE Vision 2021 sets the aspiration for the UAE to be among the most innovative nations in the world. The National Innovation Strategy sets the context for 'innovation' and 'innovative leadership' and provides a basis for evaluating schools in order to deliver a world-class education for all children in the UAE.









Promoting a culture of innovation:

- Some senior students demonstrate innovative capacities but the use of technology is underdeveloped. Students participate in local community-based projects, such as helping in Dubai special education centres. Teaching in English, science and mathematics enables students to work independently and collaboratively to solve problems and express ideas freely but this is not consistent across all subjects and phases. Overall, curriculum design does not sufficiently motivate and challenge students to be innovative in their learning. Leaders are committed to innovation and have developed an effective strategy to work with the entire community on the development of new ideas.

Overall school performance

Good

1 Students' achievement

		Maternelle	Primaire	College	Lycee
Islamic education 	Attainment	Not applicable	Good	Good	Good
	Progress	Not applicable	Good ↑	Good	Good
Arabic as a first language 	Attainment	Not applicable	Good	Good ↑	Good ↑
	Progress	Not applicable	Good	Good ↑	Good ↑
Arabic as an additional language 	Attainment	Not applicable	Acceptable	Acceptable	Not applicable
	Progress	Not applicable	Acceptable	Good	Not applicable
Language of instruction 	Attainment	Outstanding	Very good	Very good	Very good
	Progress	Outstanding	Very good	Very good	Very good
English 	Attainment	Outstanding	Outstanding	Outstanding	Outstanding
	Progress	Outstanding	Outstanding	Outstanding	Outstanding
Mathematics 	Attainment	Very good	Very good ↑	Outstanding ↑	Very good
	Progress	Very good	Very good ↑	Very good	Very good
Science 	Attainment	Good	Good	Very good ↑	Very good
	Progress	Very good	Good	Very good ↑	Very good
		Maternelle	Primaire	College	Lycee
Learning skills		Very good	Good	Good	Very good ↑

2. Students' personal and social development, and their innovation skills

	Maternelle	Primaire	College	Lycee
Personal development	Outstanding	Outstanding	Outstanding	Outstanding
Understanding of Islamic values and awareness of Emirati and world cultures	Very good	Very good ↑	Good	Very good ↑
Social responsibility and innovation skills	Good	Acceptable	Acceptable	Acceptable

3. Teaching and assessment

	Maternelle	Primaire	College	Lycee
Teaching for effective learning	Very good	Good	Very good ↑	Very good ↑
Assessment	Good	Good	Good	Good

4. Curriculum

	Maternelle	Primaire	College	Lycee
Curriculum design and implementation	Very good	Good	Good	Very good ↑
Curriculum adaptation	Very good ↑	Good ↑	Good ↑	Good ↑

5. The protection, care, guidance and support of students

	Maternelle	Primaire	College	Lycee
Health and safety, including arrangements for child protection / safeguarding	Good ↓	Good ↓	Good ↓	Good ↓
Care and support	Very good ↑	Good	Good	Good


6. Leadership and management

The effectiveness of leadership	Good
School self-evaluation and improvement planning	Good ↑
Parents and the community	Good
Governance	Very good ↑
Management, staffing, facilities and resources	Good

Main inspection report



1. Students' achievement

 Maternelle		
Subjects	Attainment	Progress
Islamic education	Not applicable	Not applicable
Arabic as a first language	Not applicable	Not applicable
Arabic as an additional language	Not applicable	Not applicable
Language of instruction	Outstanding	Outstanding
English	Outstanding	Outstanding
Mathematics	Very good	Very good
Science	Good	Very good

- In French, almost all children demonstrate levels of knowledge, skills and understanding above curriculum standards. As a result of the many opportunities and resources provided to apply language in meaningful contexts, children make better than expected progress, particularly in speaking and comprehension. Most children use advanced vocabulary to articulate their thoughts. They communicate very well with adults and with other children. They can tell stories, describe special events, and put forward a point of view. In Grand Section, almost all children are beginning to develop cursive script and independent writing skills.
- In English, children make outstanding progress particularly in speaking and listening. Children listen well and understand content and context in stories. They develop age-appropriate vocabulary. They are able to answer questions confidently and contribute to dialogue. Reading and writing skills develop well as a result of extensive opportunities for collaboration during child-initiated activities. Most children in Grand Section can form letters and write simple words. The more-able children are beginning to write in sentences.
- Children have a very good understanding of number. This is integrated into all areas of the curriculum and related to the real world. In Grand Section, children work with numbers to gain foundations for place value and can count and manipulate numbers greater than 10. Most children in Grand Section can identify 'one more than' and 'one less than' and use practical resources to add two single-digit numbers. They can make sequences and patterns and are developing an understanding of time through rhymes and songs.
- Most children develop a good understanding of the world around them and use scientific vocabulary to present findings. They learn through hands-on activities and exploring and investigating their environment. They observe and can talk about changes and patterns in nature. More-able children make predictions about why things happen and how things work. However, children do not always have enough opportunity in their independent learning activities to use and apply the knowledge they have been taught, to make real-world connections and gain an understanding of different scientific concepts.

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	Very good	Very good
English	Outstanding	Outstanding
Mathematics	Very good ↑	Very good ↑
Science	Good	Good


- In Islamic education, the majority of students demonstrate levels of knowledge, understanding and skill that are above MoE curriculum standards. Most are developing their factual knowledge and Islamic concepts well, such as the importance of memorising the Holy Qur'an. By the end of the phase, most students can use previous knowledge, including Hadiths, to support new learning. Most students made steady progress in Qur'an recitation and the application of some rules of Tajweed. Students in the Arabic Islamic studies lessons make slightly better progress than their peers in the sessions for non-Arabs.
- In Arabic as a first language, the majority of students demonstrates attainment levels that are above MoE curriculum standards. Most students' listening and speaking skills are developing well and they can communicate clearly and confidently in Modern Standard Arabic. They are continuously increasing their vocabulary, grammatical understanding and application. Students' writing skills are also developing well and they are learning to write independently and accurately, with few spelling and grammatical mistakes. Their reading skills are variable but their comprehension and ability to interact with a text are strengths.
- In Arabic as an additional language, most students attain levels in line with expectations. In lessons, students demonstrate secure knowledge and understanding, in particular listening and reading comprehension. Speaking and writing skills are developing. Most students make expected progress in reading and responding to short texts orally and in writing. In lower grades, students make better progress in listening skills, reading and building vocabulary, but their responses are limited to words and phrases. This results in variable progress in speaking and writing, particularly in upper grades.
- In French, students make significant progress over time. They write functionally and expressively to a very good standard. External results confirms this. This has been achieved by creating strong links between students' reading material and the writing tasks assigned that engage them very successfully.
- In English, attainment is consistent throughout the grades, with very high level achievement in troisième. Overall, students attain standards of English competency well above the expected French National Curriculum levels. The majority of students are in advanced level classes, and there is steady progress from beginner to intermediate to advanced proficiency. Overall, progress against their starting points in lessons is outstanding.

- In mathematics, the large majority of students attain levels that are above curriculum standards and make better than expected progress. Results from French Ministry diagnostic tests confirm from the results of internal assessments. In lessons, both attainment and progress are very good. Students are able to demonstrate in-depth mathematical understanding, knowledge and skills and they can confidently explain their work. Levels of attainment over time show steady improvement.
- In science, school-based assessments against French curriculum standards indicate that students' attainment and progress are good. In lessons and in written work, the majority of students demonstrate steady progress from their starting points. Students' knowledge and understanding of scientific concepts, and their development of scientific skills, is inconsistent between classes.

College		
Subjects	Attainment	Progress
Islamic education	Good	Good
Arabic as a first language	Good ↑	Good ↑
Arabic as an additional language	Acceptable	Good
Language of instruction	Very good	Very good
English	Outstanding	Outstanding
Mathematics	Outstanding ↑	Very good
Science	Very good ↑	Very good ↑

- In Islamic education, the majority of students attain at levels that are above curriculum expectations. They develop sound knowledge and understanding of Islamic concepts and can apply their knowledge to real-life situations. The majority of students memorise required verses from the Holy Qur'an with high accuracy of pronunciation. They continue to develop their Tajweed application at a steady pace. Most can explain the verses in their own words and provide reasons for these verses. In the upper grades, students can talk about different historical Islamic events, such as Fatt'h Makka.
- In Arabic as a first language, the majority of students attain levels that are above the MoE curriculum standards. Most students' listening skills are well developed and they can recognise the main ideas from an audio text, take notes and engage in a discussion about the content. Their speaking skills are developing steadily. The majority of students are able to express their views confidently using Modern Standard Arabic but their grammatical accuracy is variable. Reading comprehension skills are well developed. Opportunities for writing focus positively on the quality of writing more than the quantity. Students confidently use dictionaries and technology to extend their vocabulary.
- In Arabic as additional language, students demonstrate secure knowledge, understanding and skills, and achieve at the expected levels in reading, speaking and writing. Listening skills are stronger. From their starting points, the majority of students make better than expected progress in building vocabulary and responding to listening activities. Students make steady progress in speaking and reading comprehension, but application of the new vocabulary and creative writing is limited. Progress is variable across the phase and students make better progress in advanced level classes.

- In French, attainment for most students is excellent for oral skills, reading and writing. Students participate in discussions and debates, for example, about their choice of short stories. Their understanding of difficult literary texts can be exceptional at times, for example, when articulating thoughts on a medieval novel or demonstrating understanding of a character's situation in a very different cultural context. In lessons, the large majority of students make progress well above expectations in relation to their starting points.
- In English, more than half of students are now enrolled in the advanced classes (previously this was much lower) and there is a steady increase in the proportion of students moving from beginner to intermediate to advanced. All students passed the most recent Cambridge Language Proficiency Examinations Preliminary English Tests, almost three-quarters gaining distinction. This is an increase over the previous year's figure. In lessons, most students make outstanding progress in relation to their starting points.
- In mathematics, most students are working above curriculum standards and the large majority make very good progress. Their outstanding performance in the external Brevet tests are a reflection of this high standard of attainment. In lessons, students make very good progress against the learning objectives. They are articulate when communicating their understanding and application of mathematical skills. This level of understanding also transfers into their written work. Over the last three years, the overall trend has been one of improvement.
- In science, the results of internal tests against curriculum standards are over-generous. In lessons and in written work, the large majority of students make very good progress from their starting points, reaching levels above curriculum standards. Students make rapid progress when they work independently and collaboratively, for example, building on prior knowledge to design their own experiments and undertake independent research. These opportunities allow them to use scientific language to ask questions, present their findings and explain and justify their conclusions.

 Lycee		
Subjects	Attainment	Progress
Islamic education	Good	Good
Arabic as a first language	Good ↑	Good ↑
Arabic as an additional language	Not applicable	Not applicable
Language of instruction	Very good	Very good
English	Outstanding	Outstanding
Mathematics	Very good	Very good
Science	Very good	Very good

- In Islamic education, the majority of students have levels of knowledge, understanding and skills that are above curriculum standards. Almost all students have a good understanding of Islamic morals and concepts. They can relate their learning to their own lives and give examples of real-life applications. From their starting points, the majority of students make better than expected progress. Most students demonstrate good skills in memorising the Holy Qur'an and in understanding the meaning of the verses. The progress of non-Arab students' progress in Qur'anic memorisation and recitation is variable.

- In Arabic as a first language, the majority of students attain levels that are above MoE curriculum standards. Most students use Modern Standard Arabic confidently during oral presentations and can engage in discussions with their peers about the content. Across this phase, students continuously develop their abilities to analyse the content of formal audio texts in detail. Students' skills in extended writing and in essay writing are variable, with the majority writing at levels above curriculum expectations. External assessment data indicate that students' speaking and comprehension skills are strong.
- In French, students make rapid progress and demonstrate high levels of attainment in reading, speaking and writing. They are able to convey thoughts and ideas clearly and in some depth. Examination results confirm these achievements.
- In English, students attain exceptionally well. They speak confidently, read across a range of texts and demonstrate excellent writing skills. In lessons, most students demonstrate strong cultural understanding and this effectively supports their preparation for literature examinations. In their written work, in their oral and listening skills, and in their reading, students show outstanding attainment and progress both over time and in lessons.
- In mathematics, the large majority of students attain at levels above curriculum standards and demonstrate very good progress as they prepare for the Baccalaureate examination. The performance of most students in this examination is outstanding, reflecting the progress students make over the three years of Lycee. In lessons, students demonstrate impressive work ethic and are able to apply mathematics to the real world.
- In science, students attained very well in the 2015-16 Baccalaureate examinations, reaching above expected levels. Specialist science students in biology reached outstanding levels and made excellent progress. Attainment and progress varied for other groups. Although these results are a little lower than in the previous year, there is a strong upward trend over three years. In practical lessons, students show very good skills in asking and resolving their own scientific questions and in developing laboratory techniques. Most students solve written problems confidently but a few lower-attaining students occasionally find the work too challenging.

	Maternelle	Primaire	College	Lycee
Learning skills	Very good	Good	Good	Very good ↑

- Children in Maternelle participate enthusiastically in lessons and take responsibility for their learning. Students in the other phases engage effectively in a range of activities, and the quality of learning skills develops steadily as they move from Primaire to Lycee. Students are generally aware of their strengths and areas for development. They respond well when teachers give them good quality feedback on their work.
- In Maternelle, children interact and cooperate very well. When given opportunities, students in the other phases can collaborate purposefully and productively in small groups, but this is not consistent across subjects or grades. In all phases, students can explain their learning in an exemplary manner.
- Students can link their learning in lessons to world issues. For example, in science, Lycee students show very well-developed understanding when exploring topics such as desalination and generation of electricity without burning fossil fuels. Practical inter-disciplinary lessons in the college phase are helping students to make links between areas of learning, but this is inconsistent across the school.

- Changes in the curriculum and teaching approaches are increasingly helping students to acquire critical thinking skills. Students use learning technologies in different ways, for example to calculate, store copies of textbooks, view video resources and find things out for themselves. However, some research tasks are overly guided by the teacher. Use of technology by children in Maternelle is limited.

2. Students' personal and social development, and their innovation skills

	Maternelle	Primaire	College	Lycee
Personal development	Outstanding	Outstanding	Outstanding	Outstanding

- Students have a very strong sense of personal responsibility and show independence of mind. They are proactive and resilient. They demonstrate strong self-reliance and thrive on critical feedback.
- Most students are consistently self-disciplined and respond very well to their peers and adults. They resolve difficulties in mature ways, following the modelling of student council members.
- Students enjoy excellent relationships with staff and with other students. They report that they feel safe, valued and supported. They show genuine concern for, empathy towards, and tolerance of others. They always help each other, including those with special educational needs. Students in Lycee and College present themselves as role models to younger students.
- Students demonstrate excellent understanding of safe and healthy living. They consistently make wise choices about their own health and safety. All students, including children in Maternelle, participate in activities that promote safe and healthy lifestyles.
- Attendance is very good. Almost all students arrive punctually at school and for lessons throughout the school day, including after-school language lessons.

	Maternelle	Primaire	College	Lycee
Understanding of Islamic values and awareness of Emirati and world cultures	Very good	Very good ↑	Good	Very good ↑

- Students have a secure understanding and appreciation of Islamic values in Dubai's multicultural society. Students in Lycee demonstrate clear understanding of Muslim practices in Ramadan and can relate acts of charity to Islamic values. Students in College show basic awareness of the role of the mosque and the importance of respect for Muslim beliefs.
- Students show pride in being part of the Emirati culture and feel they are an integral part of this society. They are knowledgeable about the historical background of the UAE and life in the past. They appreciate the role of leaders in establishing the union and shaping the modern UAE.
- Students demonstrate a strong understanding of their own culture and they show respect and tolerance for other cultures in school and the wider cultures in Dubai. However, in College, students' understanding of world cultures is less secure.

	Maternelle	Primaire	College	Lycee
Social responsibility and innovation skills	Good	Acceptable	Acceptable	Acceptable

- The majority of students in Maternelle understand their responsibilities within their classrooms, and take care of their environment. Older students show acceptable understanding of their roles as members of the school community but few of them are actively involved in volunteer activities either in the school or the local community.
- Students throughout the school show a positive work ethic and commitment to learning, with the exception of some students in Terminale. Students have opportunities to act as a class representative, but otherwise there are very limited opportunities for students to show leadership, to be entrepreneurial, or to take on special responsibilities.
- Development of environmental awareness is evident in maternelle teaching and learning. It is also evident to some extent within the curriculum in the other phases. The large majority of older students are conscientious about taking care of their immediate surroundings but there is no sustained schoolwide focus on conservation, recycling or other environmental projects.

3. Teaching and assessment

	Maternelle	Primaire	College	Lycee
Teaching for effective learning	Very good	Good	Very good ↑	Very good ↑

- Teachers have secure subject knowledge and a well-developed understanding of how students learn. They use this expertise to design lessons that are appropriate to the students' ages and stages of development. Most are skilled at ensuring that their strategies result in learning and progress. However, in Arabic, teachers do not always have a clear understanding of how additional language learners learn.
- Lessons are planned effectively to engage students. In Maternelle, there is a good balance of activities for whole class, individual and group work. On occasion, especially in Primaire, teachers do not provide sufficient opportunities for students to develop their independence. The school provides a bright learning environment, which supports student learning well and time is used purposefully.
- Teachers interact effectively, promoting discussion and asking probing questions to help students to extend their ideas. In many lessons for older students, the high-attaining students explain precisely what methods they are using and justify their conclusions. In a minority of lessons, teachers talk for extended periods. Usually, students listen attentively with understanding but occasionally this goes on too long and students disengage.
- Teachers use a range of strategies to support and extend students especially in College, where they provide regular opportunities for individual and group learning. This allows students to challenge themselves, for example by synthesising their previous learning to solve problems. However, in a number of lessons, the work does not meet the needs of all students and this slows learning.

- In lessons throughout the school, teachers develop students' critical thinking and problem solving skills. This is especially strong in mathematics and science for older students. In the best lessons in maternelle, children are provided with thinking time and encouraged to reason. Teachers' promotion of independence and innovation is inconsistent, especially in primaire.

	Maternelle	Primaire	College	Lycee
Assessment	Good	Good	Good	Good

- Internal assessment processes, in all phases, are linked closely to the standards of the French curriculum. Students' progress in the seven competencies is measured from their starting points. Attainment data is the main guide to monitoring student progress.
- The school uses data from the Brevet and the Baccalaureate to compare students' outcomes to other French curriculum schools. However, this does not facilitate comparisons with other schools in Dubai and internationally.
- The school analyses the attainment data from internal and external assessments in order to identify strengths and weaknesses in the performances of a particular individual or cohort. Teachers then use this information to build up an accurate picture of student performance over time and to help make informed decisions about particular issues that arise relating to progress.
- In Maternelle, there are effective systems for monitoring academic progress. The school is also creating systems to monitor both physical and social development. In other phases, assessment information is analysed in order to make modifications to the curriculum and to teaching strategies. The main focus is to adapt the style of teaching to best suit the needs of each individual.
- Teachers have a good knowledge of the strengths and weaknesses of the students. Although all students follow the same programme of study, the teachers know where support is most needed. Feedback in books is constructive and very often refers the student back to their learning. There is a strong emphasis on understanding, for example by requiring students to justify their answers.

4. Curriculum

	Maternelle	Primaire	College	Lycee
Curriculum design and implementation	Very good	Good	Good	Very good ↑

- The French curriculum is fully applied. It has a clear rationale and is regularly reviewed. It promotes innovation and challenge, particularly the program for primaire, and the new programme for college. It has a balanced focus on skills and competencies.
- The well-planned curriculum includes comprehensive lists of skills to be developed and themes to study, especially in lycee. The continuity of learning is a strength in the school. It is considered a strong priority and the appointment of a pedagogical counsellor has assisted students in choosing their future pathways.

- A large range of options is offered in the lycee, especially for older students. The science, language, business and humanities streams provide options to meet students' interests and abilities, and to prepare them for a range of higher education pathways and career opportunities.
- Cross-curricular links can be seen during many lessons, mostly developed through numerous projects. The EPI (Enseignements Pluridisciplinaires Intégrés), a new way of teaching and learning in collège, supports different subject teachers in working together.
- Many planning meetings take place weekly for each primaire and collège level, and monthly for all other levels. Curriculum is discussed during these meetings but the implementation of the decisions made is not always consistent across subject departments and grades.
- The school has integrated UAE social studies at all levels. Teachers are enthusiastic about the subject, its themes and projects, and this reflects in students' engagement. They organise local visits to museums, archaeological sites, and neighbouring Emirates and countries, and they systematically build links between different subjects. Teachers have a well-developed understanding of, and passion for, UAE heritage, and they succeed in transferring this to their students.

	Maternelle	Primaire	College	Lycee
Curriculum adaptation	Very good ↑	Good ↑	Good ↑	Good ↑

- A wide range of internal assessment and examination data is used very effectively to identify adaptations that will permit more in-depth study of key units to help improve students' attainment. Modification in lessons to meet the needs of all students is less consistent.
- Students' learning is enhanced through project work and, in many subjects, through students undertaking research tasks, exploring ideas and discussing their views. Investigations, such as identifying which objects float and sink, provide excitement for children in Maternelle. Students show acceptable levels of independence in developing their own innovative projects or responding to community issues. They are capable of much more than the opportunities presented to them allow.
- History, French and social studies lessons provide students with a good appreciation of the richness and diversity of the UAE culture and society. Visits to venues such as the Heritage Village help to give a historic context to students' awareness of the modern vibrant society in which they live.

5. The protection, care, guidance and support of students

	Maternelle	Primaire	College	Lycee
Health and safety, including arrangements for child protection / safeguarding	Good ↓	Good ↓	Good ↓	Good ↓

- The school is committed to the care, welfare and safeguarding of students, and the respect and positive interactions between staff and students is commendable. However, comprehensive procedures and training related to child protection are not in place for all staff.
- Appropriate security procedures and health services are provided. Transport arrangements are well managed and safe. However, emergency evacuation procedures are not effectively managed. Locked doors at strategic locations prevent easy exit. This is a safety hazard that must be addressed as a matter of urgency.
- The school is well maintained. Detailed medical records are kept by health clinic staff. Teachers work effectively with parents to encourage healthy lifestyles, especially in the younger grades. Issues of personal safety relating to cyber bullying are beginning to be addressed.
- The premises are of high quality. They provide an effective learning environment for all students.
- The school actively raises students' awareness of safe and healthy lifestyle choices through direct teaching, special projects and campaigns. As a result, almost all students are equipped to make wise choices about diet, exercise, health and personal safety.

	Maternelle	Primaire	College	Lycee
Care and support	Very good ↑	Good	Good	Good

- Students enjoy very positive relationships with their teachers across all phases of the school both inside and outside the classroom. Students confidently approach teachers and the counsellor at any time. Behaviour is well managed in all phases through rigorous systems, and this promotes a good learning ethos in classrooms.
- Attendance and punctuality are managed differently by maternelle/primaire and college/lycee. Both systems effectively and rigorously monitor students daily. Communication with parents regarding absences are instant and clear. Punctuality to lessons is good.
- In maternelle, students with SEND are identified and supported well. Across other phases, students with special education needs and/or disabilities, and those who are gifted and talented, are identified carefully and their needs are evaluated systematically over time. Systems and procedures for identification are under review in primaire, college and lycee. School-based assessments are appropriately supported, where necessary, by outside consultants.
- The school provides improving support for students with special education needs and/or disabilities, and those who are gifted and talented. Identification of these students is accurate but there is variation in the effectiveness of support provided in lessons in different subjects and across phases of the school. Teachers know students well and caring relationships underpin the support planned in class and small pull-out groups.

- Students' well-being is monitored by teachers and the role of the counsellor is valued by the school. Students are confident in approaching staff with their concerns. Systems for transition from Maternelle to Primaire are very good, and transitions across other phases of the school are good. Guidance for students in the selection of options includes more structured procedures to guide their choices of careers and further education routes.

Inclusion

Provision and outcomes for students with SEND

Acceptable

- The appointment of two coordinators is providing a fresh approach to SEND with a review of policies, procedures, identification of students' needs and a more structured approach to planning students' educational progression. New initiatives are showing early signs of success but the effectiveness and consistency of classroom support for students is not monitored.
- The identification of students requiring support and those who have special gifts and talents in all phases of the school has a clear progressive structure. The school's counsellor and external consultants are used effectively.
- Partnerships with parents are improved by their closer involvement in the formulation of their children's individual education plans. The coordinators provide an effective link for parents with the school but parents are not provided with sufficient support and guidance to help them play an active part in supporting their children's learning at home.
- Teachers know students well and guidance is provided for teachers on how they can effectively support their students. However, they do not use their knowledge consistently to modify the curriculum and plan lessons that meet the needs of all students.
- The progress made by all students is monitored in lessons and subject departments, as well as across year groups. Progress rates are generally acceptable but better where students are systematically supported. Students are beginning to have a role in the planning of their educational development but this is variable, and better for students in college and lycee.

6. Leadership and management

The effectiveness of leadership

Good

- School leaders have a clear vision for this school as a French national school within the Dubai context.
- Leaders at all levels understand the vision but the quality of teaching does not directly reflect the vision and mission of the school. Inconsistencies in the effectiveness of distributed leadership functions limit the achievement of better outcomes for students.
- Very collegiate relationships and support for new leaders is a feature of leadership in the school. Strong communication has supported improved self-evaluation and raised expectations for students across many sections. Whilst students excel in some external examinations, many are not proactively leading their own learning.

- There is a strong awareness of how teaching must adapt to the needs of the students but the capacity to implement this is variable. This leads to gradual but uneven improvements in Arabic, and in the progress made by students with SEND and the most-able students.
- The school's improving systems and commitment to innovation across all sections can be used to accelerate improvement.

School self-evaluation and improvement planning

Good ↑

- Self-evaluation and improvement planning are improving rapidly. The school is developing a broader understanding of the importance of consistency and systematic planning.
- The process of evaluating teaching is a complex issue in this school. Some positive strategies are emerging that prioritise learning outcomes for students. More could be achieved by extending this focus across all aspects of the school.
- Improvement plans are in place but expectations do not consistently align in all sections of the school. There has been an effective but inconsistent response to the recommendations from the previous inspection, particularly regarding provision for students with SEND, the level of challenge for high-attaining students, and placing student responsibility for learning at the core of the teaching process.
- This is an improving school where the highest expectations are in place and are being achieved to a very good level in many aspects.

Partnerships with parents and the community

Good

- Very committed parent groups play an active role in the various boards and committees that are in place to engage stakeholders with the educational processes in the school. For parents of all groups of students, involvement includes fundraising, supporting key events in the calendar, and regular meetings with the administration to discuss concerns. Parents have access to governors and senior leaders but feel their voices are not always heard.
- Parents have a consistently held view that more can be done to improve the coordination of the communication systems, for example, by establishing a centralised process and assigning trained personnel to manage this.
- Regular reporting on student achievement occurs in each phase although there is inconsistency in the content and level of personalisation of the current reports. Parents are informed in detail about their children's competencies but do not always fully understand the reporting system.
- The school has some links with other schools and the wider local community, and students have opportunities to experience the local culture of Dubai through events and excursions, especially in the lower grades.

Governance

Very good ↑

- Governors have a permanent presence in the school and very regularly seek stakeholder input through several committees, as well as opinion surveys amongst students, parents and teachers. Consequently, they are very well informed.
- Governors have an excellent understanding of the capacity of the senior leadership team. Over time, leaders are held to account for the continuous improvement of the school.
- Through regular and accurate reporting of its actions across a range of governmental and pedagogic agencies, the governance of the school has established a credible long-term strategy for positive and sustainable improvement.

Management, staffing, facilities and resources




Good

- The school runs effectively. Important aspects of the daily management are well organised and impact very positively on students' achievement. The school procedures and routines are effective and efficient, for example, morning assembly. Information boards and displays provide ample information regarding day-to-day events and activities.
- Most staff members are well qualified, with relevant subject qualifications. They benefit from regular professional development that is matched to the school's priorities. There are a few examples of full-time staff shortages, but part-time staff members are in place, which ensures continuity of learning for students.
- Most learning areas are of high quality and are used regularly to promote students' achievements and well-being. The facility supports teaching and learning well, by providing modern and accessible areas that include technology rooms, library, sport halls, and science laboratories. All rooms are well equipped. The whole facility is regularly and effectively maintained.
- The school is equipped with good quality, modern resources that are relevant to the curriculum. Specialist equipment is available and easily accessible. There are effective procedures that support teaching and learning and ensure safe and ethical use.

The views of parents, teachers and senior students

The views of parents, teachers and senior students

Before the inspection, the views of the 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	
 Parents*	2016-2017	305
	2015-2016	131
 Teachers	44	
 Students	143	

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

- Almost all parents who responded to the survey believe that students at this school are well behaved and respectful to teachers. Most are satisfied with the overall quality of education and teaching in the school and with their children's progress.
- A large majority of parents are pleased with the level of learning technology available, extra-curricular activities and how well the school is led. A few have concerns about the lack of a social community within the school.
- Many parents believe that there is a need for more improvement in Arabic language skills, together with more consistent communication and cooperation among all stakeholders. They appreciate that the school welcomes students with SEND but they believe there is a need for more support to better meet their needs.
- Almost all teachers who responded to the survey are happy with the education provided by the school. They believe that the school is a good working environment that is providing support to students to ensure the development of their personal and social skills. Teachers confirm that they have effective professional development opportunities and they feel that the school management listens to parents' opinions and acts on them.
- Almost all students who responded to the survey confirm that they are doing well in English and have sufficient information about Islamic values. They feel they are being supported in their learning. They feel safe and well looked after. Most confirm that they are happy with the quality of education they receive, and a large majority thinks they have opportunities to be successful.

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

If you have a concern or wish to comment on any aspect of this report, you should contact inspection@khda.gov.ae