



National Agenda



Early years



Special educational
needs and disabilities



Innovation

Inspection Report 2015-2016

Lycée Français International Georges
Pompidou

Curriculum: French
Overall rating: Outstanding

[Read more about the school](#)



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“The race for
excellence has
no finish line”



Sheikh Mohammed Bin Rashid Al Maktoum

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School information

<p>General information</p> 	<p>Location</p> <p>Dubai Academic City</p> <p>Type of school</p> <p>Private</p> <p>Opening year of school</p> <p>2006</p> <p>Website</p> <p>www.lfigp.org</p> <p>Telephone</p> <p>04-3260026</p> <p>Address</p> <p>PO BOX: 294471 Academic City Al Ruwayyah</p> <p>Principal</p> <p>Francis Cauet</p> <p>Language of instruction</p> <p>French</p> <p>Inspection dates</p> <p>12 to 15 March 2016</p>	
<p>Students</p> 	<p>Gender of students</p> <p>Boys and girls</p> <p>Age range</p> <p>6-18</p> <p>Grades or year groups</p> <p>Grade 1 to Grade 12</p> <p>Number of students on roll</p> <p>1917</p> <p>Number of children in pre-kindergarten</p> <p>0</p> <p>Number of Emirati students</p> <p>0</p> <p>Number of students with SEND</p> <p>82</p> <p>Largest nationality group of students</p> <p>French</p>	
<p>Teachers / Support staff</p> 	<p>Number of teachers</p> <p>146</p> <p>Largest nationality group of teachers</p> <p>French</p> <p>Number of teaching assistants</p> <p>0</p> <p>Teacher-student ratio</p> <p>1:13</p> <p>Number of guidance counsellors</p> <p>2</p> <p>Teacher turnover</p> <p>2%</p>	
<p>Curriculum</p> 	<p>Educational permit / Licence</p> <p>French</p> <p>Main curriculum</p> <p>French</p> <p>External tests and examinations</p> <p>None</p> <p>Accreditation</p> <p>None</p> <p>National Agenda benchmark tests</p> <p>Not Applicable</p>	

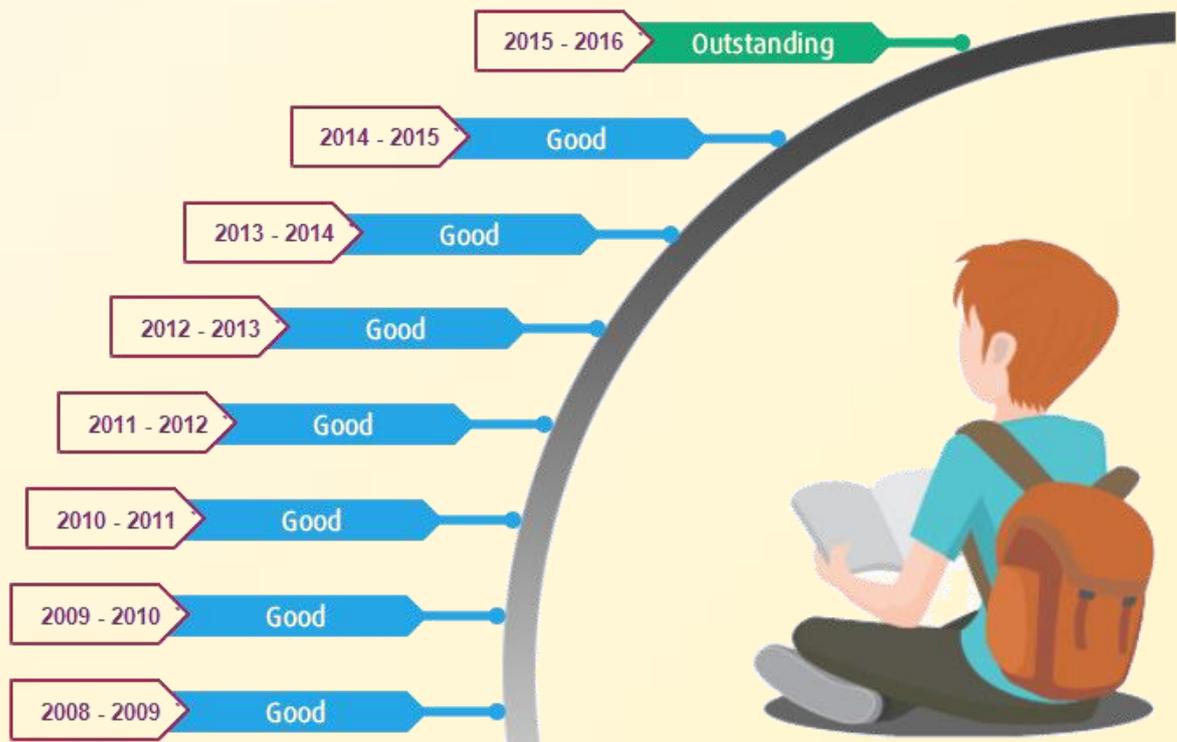


Summary for parents and the community

Lycée Francais International Georges Pompidou was inspected by DSIB from 12 to 15 March 2016. The overall quality of education provided by the school was found to be **outstanding**.

In order to judge the overall quality of education provided by the school, inspectors considered six key standards of performance. Inspectors looked at children's attainment and progress in key subjects, their learning skills and their personal and social development. They judged how effective teaching and the assessment of learning were across the school. Inspectors considered how well the school's curriculum, including activities inside and outside classrooms, 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 evidence gathered by the inspection team, including observing children learning in lessons, looking at their work, talking with children, meetings with the staff, parents and governors, and reviewing the parents', teachers' and senior students' surveys.





How well did the school perform overall?

Overall, **Lycée Francais International Georges Pompidou School** provided an **outstanding** quality of education for its students.

- The majority of students were proficient tri-lingual learners. There was outstanding attainment and progress in English, French, mathematics and science in all phases. Attainment and progress in Arabic as a first language was good in Primaire and acceptable in Lycée and Collège.
- The outstanding personal development of students throughout the school was reflected in their excellent attendance and punctuality. Their awareness of Islamic values and Emirati culture was good.
- Students benefitted from excellent teaching across the school. Assessment procedures and practices were outstanding in Primaire and Lycée and the new assessment system was extended into the Collège phase.
- Implementation and design of the curriculum supported the strong achievements of students. In the Lycée, adaptation of the curriculum for Arabic and Islamic education was not as strong as in other subjects.
- A very safe and secure environment underpinned the quality learning experiences. This was supported by excellent care and support. Provision for students with SEND was very good.
- Leadership at all levels had set an exceptionally clear strategic direction focused on providing the very best learning outcomes and personal development for all students. School self-evaluation procedures were adapted to take account of best practices found in Islamic education and Arabic.



What did the school do well?

- The outstanding attainment and progress in English, French, mathematics and science in all phases.
- The excellent linguistic skills of students where a majority could speak three languages fluently.
- The outstanding personal development of students throughout the school, which was reflected in their excellent attendance and punctuality.
- Outstanding teaching in every phase.
- Outstanding assessment procedures and practices in Primaire and Lycée.
- The effective implementation and design of the curriculum supported the strong achievements of students.
- The very safe and secure environment for learning underpinned by excellent care and support.
- Leaders at all levels shared an exceptionally clear strategic direction that was focused on providing the very best learning outcomes and personal development for all students.



What does the school need to do next?

- Raise students' achievement in Arabic as a first language and Islamic education in the Lycée by:
 - ensuring better planning and delivery of the curriculum to meet expected standards
 - providing relevant learning experiences that meet the needs of all students.



How well did the school provide for students with special educational needs and disabilities?

- The school monitored the progress of all students very closely. Data showed that the students with SEND made the same progress as their peers overall. Regular review meetings monitored their progress closely and allowed for rapid interventions if required. A wide range of learning activities actively reinforced the strong progress made by students with SEND including projects and special support classes.
- Parents were very positive about the education of their children. Regular reporting kept them fully informed of the progress made by their children. The school held at least three multi-agency review meetings per year. However, more meetings were convened as required to discuss students' progress.
- Very clear channels of communication existed to class teachers and the SEND lead. They were open and there was always someone available to listen to any concerns or to answer any questions. The school had taken a very pro-active approach to ensuring that parents were well supported and that they could facilitate solutions to any problems that might occur.
- Parents were involved with the writing of the plans and felt that their view and knowledge of their child was fully valued and heard. They were very positive about their involvement in their child's education.
- Parents also had access to the medical staff in the school. They received high quality guidance about their child's needs and advice on where to go for further information. The school was also aware of professionals in the UAE who had high levels of French language skills. Parents and students valued the opportunity to discuss their needs in their own language.

Innovation in education

The *UAE Vision 2021* sets out the National Agenda 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'. It provides a basis for evaluating public and private schools in order to deliver a world-class education for all children in the UAE.

Innovation is driven by a commitment to excellence and continuous improvement. It is based on curiosity, the willingness to take risks, to experiment and to test assumptions as well as questioning and challenging the status quo. Being innovative is about looking beyond what we currently do well, identifying the great ideas of tomorrow and putting them into practice.



Promoting a culture of innovation:

- Leaders and governors had developed a strategy for promoting a culture of innovation that strongly reflected its own culture and the culture of UAE. Resources, structures and routines had been adapted to incubate innovative practice. Specific time had been allocated within the timetable to enable teachers and students to develop skills, which supported innovative practice. A pilot programme had been established to create a 'paperless classroom'. Its aim was to ensure innovation was at the heart of meeting every student's needs. The curriculum was being adapted in an innovative way to meet fully the needs of different groups of students.

Overall school performance

Outstanding ↑

1. Students' achievement

		Primaire	Collège	Lycée
Islamic education 	Attainment	Good	Acceptable	Acceptable
	Progress	Good	Good ↑	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	Good ↑	Good ↑	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

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

	Primaire	Collège	Lycée
Personal development	Outstanding	Outstanding	Outstanding
Understanding of Islamic values and awareness of Emirati and world cultures	Outstanding	Good	Good
Social responsibility and innovation skills	Good ↓	Good ↓	Very good ↓

3. Teaching and assessment

	Primaire	Collège	Lycée
Teaching for effective learning	Outstanding	Outstanding	Outstanding
Assessment	Outstanding	Very good ↑	Outstanding

4. Curriculum

	Primaire	Collège	Lycée
Curriculum design and implementation	Outstanding	Outstanding	Outstanding ↑
Curriculum adaptation	Very good ↑	Good	Good

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

	Primaire	Collège	Lycée
Health and safety, including arrangements for child protection / safeguarding	Outstanding	Outstanding	Outstanding
Care and support	Outstanding ↑	Outstanding ↑	Outstanding ↑

6. Leadership and management

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



Main inspection report

The Dubai Schools Inspection Bureau (DSIB) is responsible for inspecting and reporting on the standards reached by students and the quality of education provided in Dubai's private schools.

Judgements are made on a six-point scale



Using this scale, the *Main inspection report* contains the judgements about the different aspects, phases and subjects that form the work of the school.

It provides the reasons for the answers to the questions in the *Summary for parents and the community*:

- How well did the school perform overall?
- What did the school do well?
- What does the school need to do next?

1. Students' achievement

Primaire

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

- In Islamic education, the majority of students attained above national curriculum expectations. Their skills in memorising and reciting prescribed verses from the Holy Qur'an and Hadeeth were well developed. They had good knowledge and understanding of the different types of Salah and its significance. They could recall stories relating to Prophet Mohammed's (PBUH) Seerah and drew lessons learned from them. In lessons and in their recent work the majority of students made good progress learning new Hadeeths and Surahs, and explaining their meanings and significance. They successfully consolidated their understanding of why Muslims needed to learn the Holy Qur'an and encourage its teaching to others.
- In Arabic as a first language, the attainment of the majority of the students in key skills was above national curriculum expectations. The students' listening and responding skills were highly developed. They fluently read texts of appropriate difficulty with good pace. They were able to identify and distinguish between the different elements of a short story and deduce the moral lessons from it. They could answer comprehension questions with accuracy. Students' recent work reflected increasing attention to structure and functions. There was scope for these skills to develop further with more opportunities for the students to engage with extended and free writing.
- In Arabic as an additional language, the attainment level of most students was within the expected levels. Their capacity to identify, pronounce and retain an appropriate range of vocabulary of familiar contexts was secure. Most students were able to understand and follow simple instructions. In the lower grades, most were able to use prepositions correctly in simple sentences. In CM2 most students could use new vocabulary often correctly in short simple sentences. In lessons and in their recent work, the majority of the students made good progress especially in word and expression acquisition. The quality of their writing was developing at a good pace, and a few who spoke very fluently could maintain a good conversation in Arabic.
- In French, in internal examinations, almost all students attained high levels. Grammar was a strong point in Grades 4 and 5. The students were able to understand difficult texts in Grade 4. They could easily find words with difficult syllabic structure in Grade 2. Students' attainment was on an improving trend. Most groups of students made better than expected progress as evidenced in students' Livres and books. Students with SEND made similar rates of progress to their peers.
- A very strong commitment to language development for all students underpinned the excellent provision in English. This was characterised by the establishment of the bi-lingual section in the first three years. Students in that section had made accelerated progress in acquiring the skills of reading, writing, speaking and listening. The level of students' attainment was exceptionally high. As a result, most students could write extensively using the conventions that supported creative use of English. All groups of students were acquiring extensive vocabulary. They used it accurately in both speaking and writing and were developing a love of literature. Students with SEND made similar progress to their peers.

- In mathematics, by the end of the Primaire, most students' attainment was above international and curriculum standards. Levels of attainment had remained high for the past three years. Younger students quickly grasped concepts of number such as bonds to ten, whilst CM1 students knew their multiplication tables and were confident in using them when solving problems. Progress was rapid for all groups in classes and over time, including those with SEND.
- In science, students' attainment and progress were well above international standards. Students retained knowledge well and could use scientific skills that were well above curriculum expectations. Levels of attainment remained high over time. They used information technology, books, and articles very effectively to develop their research and enquiry skills and were able to relate their work to the outside world. Progress of the different groups of students was outstanding because of the consistent advances in their learning in lessons and over time. The investigating and predicting abilities of students in Primaire in science were most effective in developing their critical thinking. Different groups made similar progress.

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

- In Islamic education, attainment of most students was in line with national curriculum expectations. Understanding of the conditions related to shortening and grouping prayers (Salah) was adequate. Students had secure knowledge of major events in the history of Islamic wars. Recitation of prescribed verses from the Holy Qur'an was in line with expected Tilawa rules among a significant number of Arab speaking students, but it was under-developed among the groups of non-Arab Muslims. In lessons and in their internal assessments the majority of students made effective progress. They developed a good understanding of voluntary fasting and its benefits. They made good connections to Prophet Mohammed's (PBUH) Hadeeth and their interpretations of reward in real life.
- Most students attained the expected national curriculum levels in Arabic as a first language and made expected progress. They demonstrated adequate ability to comprehend text and poems of appropriate levels of difficulty. They could retrieve main ideas and supporting details, and could define a range of new vocabulary through synonyms and antonyms. Their proficiency in language structure was developing at an acceptable pace. They could derive adjectival forms from familiar words and apply them to new contexts. In lessons, many students tended to use dialect or French rather than standard Arabic because of their limited oral capacity. Writing varied between the different groups of students, but was mostly under-developed in the first two years of Collège.
- In Arabic as an additional language, most students had attainment levels that were in line with curriculum expectations. Listening and speaking skills for most students were appropriate. Beginners were able to tell the date and time, introduce themselves and others around them, ask and respond to simple questions in familiar contexts. The majority made good progress in lessons identifying letters of the alphabet in words and, acquiring range of vocabulary, at a good rate, by using it in various contexts. Most students in the advanced levels were able to engage in conversations using few exchanges. They could use compound sentences, negation, present, past and future in familiar. The majority made good progress in lessons and in their recent work over time.

- In French, the Livret des compétences tracked the outstanding results of the students. Attainment and progress were well above international standards and expectations. Students' reading skills were particularly high. During the inspection week, *the Spring of Poets* initiative took place and Grade 6 students wrote poems about objects, and exhibited them. The results of the national core assessments over the past three years showed a consistent rate of success for all students with the number of passes exceeding the national average. All groups, including SEND, made excellent progress.
- Extensive use of literature enabled most students across the phase to acquire high levels of English language skills. Attainment was very strong in reading comprehension and writing. Students had multiple opportunities to apply their skills in English both within and outside the classroom. This resulted in them making rapid progress. Inspired by Roald Dahl's *Charlie and the Chocolate Factory* one group of students were able to use language very creatively to create nonsense rhymes, which followed poetic conventions. Hobbies and interests were often followed by using the English language. Assessment results had been consistently high when measured against national and international standards. The different groups of students all made the same excellent progress.
- Attainment and progress in mathematics was consistently outstanding. The work of most groups of students in mathematics was above international and national curriculum standards. All groups of students including those with SEND made outstanding progress. Students developed excellent skills particularly in number, shape and space. They worked with a high degree of accuracy in measurement. Over time, the school had maintained consistently high levels of attainment and progress in mathematics.
- Students' attainment and progress in science were outstanding. They had well-developed enquiry and investigation skills. They used these skills well in practical situations, where they were able to predict outcomes and carry out investigations to test their predictions. Students were able to express their ideas and understanding clearly using accurate scientific language and their knowledge and skills were well above the curriculum expectations. Students were able to interact and collaborate effectively when working to answer challenging questions. For example, students in 5ème were able to explain, in appropriate detail, the cause and effect of several heart and blood circulatory complaints and relate these to life outside the school environment. Students with SEND made the similar rates of progress to their peers.

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, most students attained in line with national curriculum expectations. They developed appropriate understanding of divorce in Islam. Their Holy Qur'an recitation skills were adequate, but the application of Tilawa rules was only secure among a small minority. It was less so among Non-Arab Muslims overall. The written project works of most students covered an appropriate range of curriculum topics. In lessons, most students made adequate progress. They debated the concept of marriage in Islam. They thought critically and made relevant connections to Islamic law through Hadeeth and the Holy Qur'an to address misconceptions and conflicting messages about such issues. Students still needed to demonstrate more rigour in their analysis of Hadeeth and the Holy Qur'an in debate and in their writings.

- In Arabic as a first language, most students had secure listening and responding skills. Their ability to infer meaning, ideas, and detailed information from age appropriate texts was in line with national curriculum expectations. Fluency and accuracy in reading were also appropriate among most students. Although most students made acceptable progress in lessons, significant groups of students found it difficult to make deep inferences, interpret or reflect on contextual meanings beyond the literal level of text.
- In French, attainment and progress were well above international standards. The new Livret de compétences allowed the school to track the marks of the students from elementary to Grade 9. The results of the Baccalauréat were good and above national averages. Results in the external examination were improving over time. During lessons, most students mastered the four linguistic skills. All groups, including students with SEND, progressed well.
- The school's ambition to ensure that all students had the necessary skills to access the best English speaking universities was bearing fruit. The ability of most students to understand complex language conventions was very impressive. Attainment and progress in English had been consistently high for many years and recent results showed further improvement. Highly motivated students participated enthusiastically in 'Euro electives' which enabled them to both acquire and use very strong language skills. They read literature from a wide variety of sources and used their research to participate in vigorous debates on current events in the Middle East. As a result, almost all students felt extremely well prepared to flourish using English in their next phase of education or career.
- Most students, including those with SEND and other groups, made better than expected progress in mathematics and attained highly. Students' understanding of mathematical concepts was very thorough and their skills in critical thinking were very well developed. They used these abilities very effectively to manipulate operations and solve complex problems. Most students reached levels of attainment above curriculum standards and results in the Baccalauréat were outstanding in international terms. Levels of attainment over time were consistently high.
- Students demonstrated outstanding attainment in the sciences in internal assessments and the French Baccalauréat. Most students were working at levels well above curriculum standards. Students communicated an excellent understanding of complex and abstract scientific concepts in a variety of ways, demonstrating competence in their use of accurate scientific knowledge. Problem solving, investigation and the use of critical thinking were all highly developed skills that supported their outstanding progress. Excellent project work was a feature of this phase. For example, students were investigating holography and its possible impact on society in the future and on aerodynamics, wing structure and applications for the aviation industry.

	Primaire	Collège	Lycée
Learning skills	Outstanding	Outstanding	Outstanding

- Students were highly motivated, enthusiastic and eager to learn. They took responsibility for their own learning and evaluated it in order to improve. Teachers were very effective in facilitating students' learning. Students were keen to ask and answer challenging questions. Students were very clear about what they needed to do to improve their learning.
- Students collaborated very effectively when working in pairs or small groups. They exchanged views, made meaningful contributions and worked together towards common goals. In a Grade 8 class, students made connections between children working in the 19th century and children working today. Students were able to talk about their learning to one another and express themselves clearly in discussions with their teachers.

- Students were able to make connections between their learning and real life, and between subjects. Teachers designed projects to promote these connections and learning in lessons usually incorporated real-world analogies. For example, students undertook complex historical research, on Joan of Arc, in English. Science students gave a detailed description of their project investigation into the future impact of holography on our day-to-day lives.
- The development of high-level skills in enquiry, research and critical thinking continued to be a major strength of the school. For example, younger students produced high quality English projects demonstrating independence and ability to use their own research skills. In mathematics, students demonstrated their ability to think clearly and rationally by applying previous learning to unknown problems and justifying their methods using correct vocabulary. In preparation for entry to the Lycée, science students received training on how to recognise and interpret 'good' and 'bad' data on the internet, and how to be selective and not take everything at face value.

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

	Primaire	Collège	Lycée
Personal development	Outstanding	Outstanding	Outstanding

- The students' mature attitudes had a very positive impact on their learning. They were confident in discussing and presenting their ideas and thought carefully when giving and receiving constructive feedback on their work. For example in an English lesson, the students in Terminale used rubrics very effectively to assess their peers and help them improve their work.
- Behaviour was exemplary both in lessons and around the school. Students were self-disciplined and behaved very responsibly when moving from one classroom to another. At breaks and lunchtime, students interacted with their peers in a calm and relaxed atmosphere. Bullying was extremely rare.
- In lessons, the environment of mutual respect promoted excellent relationships between students and their teachers. Students were sensitive to the needs of others and supported and challenged their peers in lessons, for example when problem solving in mathematics.
- Students had a very good understanding of keeping themselves safe and healthy. For example, in science students in Primaire learned about the increased risks associated with heart disease. Students of all ages made the most of the varied sporting opportunities offered by the school. At breaks and lunchtime, most students opted for a balanced diet of healthy food and drinks.
- Students enjoyed coming to school, demonstrated by the outstanding attendance rate of over 98 per cent. They were routinely punctual to school and to lessons.

	Primaire	Collège	Lycée
Understanding of Islamic values and awareness of Emirati and world cultures	Outstanding	Good	Good

- Students in Primaire had a secure understanding of Islamic values and how they influenced contemporary life in the UAE. For example, they knew about respecting the dress code in shopping malls. However, older students' understanding was insufficiently developed and was at the same level as the students in Primaire.

- Students had a very good understanding of the history of the UAE. Many appreciated how the country had developed from a Bedouin community to a sophisticated society. Students enjoyed the observance of National Day and the school’s celebrations of the Arabic language.
- Students were proud of the cultural diversity of their school. Many students were fluent in several languages and enjoyed interacting with peers from different backgrounds. They appreciated their own culture and had a very good understanding of other world cultures. Events such as Printemps des Poètes enriched students’ understanding of literature from around the world.

	Primaire	Collège	Lycée
Social responsibility and innovation skills	Good ↓	Good ↓	Very good ↓

- Students demonstrated a strong sense of social responsibility and showed consideration to other students, including those with SEND. Following a rigorous election process to the two student councils, Conseil de la Vie Lycéenne and the Conseil de la Vie Collégienne, students worked through them to make significant improvements to school life, but their social contributions to the wider community were more limited.
- Students in all phases demonstrated a strong work ethic and this had a very positive impact on their learning. Students in the Lycée were particularly skilled in initiating and managing their projects using their expertise in research and creativity very effectively. However, there were few opportunities throughout the school to develop students’ entrepreneurship skills.
- Students treated the school environment with care. Some students took part in a Clean Up day in school and the Clean the Desert campaign. However, students did not have a sufficiently wide understanding of environmental issues, including sustainability. A few were involved in conservation projects in the wider community.

3. Teaching and assessment

	Primaire	Collège	Lycée
Teaching for effective learning	Outstanding	Outstanding	Outstanding

- Highly qualified teachers deployed their expertise skillfully. They combined knowledge of how students learn best with extensive assessment information to provide opportunities for them to attain at the highest level. Most teachers displayed a strong willingness to learn from each other and share best practice. Best use was made of training to deepen and extend understanding of how best to meet the needs of students.
- Following analysis of detailed information about students, teachers planned well-considered lessons, designed to ensure students attained at the highest level. Consistent implementation of the plans enabled all students to make rapid progress in their learning. Teachers were continuously seeking ways to stimulate their imagination with the many projects that supported subject specific lessons.
- Teachers set high expectations in lessons, which enabled students to make rapid progress. A strong sense of trust underpinned the relationship between teachers and students. Teachers chose their questions carefully in order to stimulate thinking and enable students to reflect effectively on what they had learned.

- The strategies deployed by teachers enabled students to learn from each other. The learning outcomes were clear and specific information was shared which enabled students to identify clearly what they needed to do. In Primaire, students benefited from a wide range of cooperative learning and hands-on activities including drama. In Lycée teachers used 'pédagogies inversées' highly effectively when discussing imagery used by poets.
- Teachers provided time in most lessons for students to reflect and think deeply. Real life problems were often presented which invited students to work systematically to resolve them. Students had frequent opportunities to extend thinking and learn independently with the very impressive and wide range of projects that supported all subjects.
- In Primaire, teachers effectively planned and delivered good lessons in Arabic as a first language. They used a wide range of resources and managed the pace of their lessons well. They offered good opportunities for most students to thrive as independent learners. However, in Collège and Lycée, teaching was only adequate because it was mostly directed by the teacher.
- In Arabic as an additional language, most teachers had a developed understanding of their students' readiness, needs and interests. They structured their lessons well, developed and used a wealth of resources to foster active learning, and aligned their strategies to meet the needs of their students. However, a clearer approach to cooperative learning, communication and collaboration was more evident in the Primaire.

	Primaire	Collège	Lycée
Assessment	Outstanding	Very good ↑	Outstanding

- Assessment processes used across the school were very coherent. The school had taken steps to align the information in the different phases. The systems were designed to provide comprehensive information about all aspects of personal and academic development. The school used assessment information to provide curriculum choices such as the bi-lingual programme.
- Academic outcomes of all students were rigorously analysed against the French national standards. The 'conseil de classe' carefully moderated the analysis and shared this with students and parents. In Primaire teachers made frequent use of the 'livreval' assessment system to make adjustments to their teaching strategies.
- Teachers, students and school leaders took collective responsibility for matching analysis of assessment outcomes to the identification of next steps in learning. The information was used to provide extended learning opportunities. As a result, all the different groups of students progressed well in most subjects.
- Changes were consistently made to lessons and teaching as a result of information gathered about students. Teachers adjusted questioning and curriculum provision to provide appropriate challenge as identified by assessment. Starting points in learning were clear and high expectations were set to optimise the rate of progress made by students.
- The knowledge teachers had about their students was impressive. Oral feedback provided was both constructive and exemplary, particularly in Primaire and Lycée. Plans were being implemented to ensure that written feedback in the form of marking was of a similar standard. Students took great pride in talking about their work and were always clear about how they might improve.

4. Curriculum

	Primaire	Collège	Lycée
Curriculum design and implementation	Outstanding	Outstanding	Outstanding ↑

- The school followed the French National Curriculum. It was broad and balanced. The programmes of study focused sharply on the development of both knowledge and skills. The school delivered social studies, as prescribed by the national French programme. The curriculum of Arabic as an additional language fully complied with the school's authorised content and standards.
- The curriculum was carefully planned to include progression and coverage of experience across year groups and phases. The acquisition of language skills was central to this. The school managed the transition across phases carefully to ensure students made a smooth transfer in all subjects. It was particularly strong between Élémentaire and Collège. The travaux personnels encadrés (TPE) prepared students well for university level learning.
- There was a significant choice of subjects, particularly for older students. Teachers worked closely with students to develop cross-curricular projects as for example, in 'objets d'étude' and TPE in Lycée. In Collège, the teachers proposed themes allowing students to decide which one to follow to extend their learning.
- Different subject teachers worked together to establish cross-curricular links. In Collège they had established strong links between French and art history. The TPE also gave many opportunities to develop cross-curricular links between science, art, French and history.
- The school constantly reviewed the curriculum. Teachers responded quickly to new guidelines from the French Ministry. All new requirements were met including the 'Réforme du Collège'. The school was establishing the UAE national priorities in all areas of the curriculum. The school was fully committed to the provision of a curriculum that supported excellent achievements by all students.
- The study of social studies, based on the French Ministry's moral and civics curriculum, was a high priority throughout the school. It was evident in discrete lessons and had been integrated into many subjects across the curriculum. However, there were no concepts from the MoE curriculum standards for social studies found in the school curriculum.

	Primaire	Collège	Lycée
Curriculum adaptation	Very good ↑	Good	Good

- The provision for different groups of students was good. Modifications and initiatives were in place to enrich the curriculum. The curriculum for Arabic as a first language was effectively adapted and modified to meet the needs of almost all students in Primaire. However, it was not as effectively modified in Collège and Lycée.
- Curricular choices varied at different key stages of the French education pathway. A bilingual section was available in the Primaire. Opportunities to develop different talents were available through accompagnement pédagogique and projets accompagnement spécialisé projects.
- The school had conducted many projects to develop knowledge and understanding of UAE's culture and society. For example, in a Primaire class students undertook work about UAE National Day, and prepared an exhibition of their works. In Lycée students had the opportunity to follow electives in 'Understanding the Middle East'.

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

	Primaire	Collège	Lycée
Health and safety, including arrangements for child protection / safeguarding	Outstanding	Outstanding	Outstanding

- The school had developed and implemented rigorous safeguarding procedures and policies, which they shared with students and parents. This meant that all school members were aware of cyber-bullying and child protection policies. There was regular safeguarding training for staff and students knew how to deal with bullying should it occur. Incidents of bullying were rare.
- The school environment was very safe, clean and secure for the whole school community. Student supervision was of a very high standard. Regular and rigorous safety checks were carried out of the school premises as well as the school buses. There was little evidence of litter around the school, and students were well aware of the need to care for their working environment. Staff and students felt safe at all times.
- The quality of the buildings and maintenance of the grounds was exemplary. The welfare and support team kept detailed and secure records of incidents. Fire drills were undertaken regularly and all health, safety and welfare records were up to date. Appropriate risk assessments were carried out before all activities outside the school.
- The school environment was safe and secure and the excellent premises and facilities assisted the school community in its development of a healthy lifestyle and respect for the environment. The school made very good provision for students with SEND, including excellent wheelchair access.
- There was much evidence, in lessons and around the site, to support the school's determination to promote safe and healthy living. Students adopted safe and healthy lifestyles. They were encouraged to do so by many activities relating to both exercise and diet.

	Primaire	Collège	Lycée
Care and support	Outstanding ↑	Outstanding ↑	Outstanding ↑

- Relationships throughout the school community were very strong and built on mutual respect. The school had strong and effective procedures in place for the management of behaviour. There was an impressive emphasis on students developing maturity and self-regulation skills. There was a clear gradation of consequences. The school was very pro-active in tackling the threat of bullying involving social media.
- The school had a team of teachers responsible for promoting outstanding attendance and punctuality in each grade. The school had a zero tolerance policy over issues such as holidays taken during term time. When there were cases of repeated lateness to lessons or on arrival to school, the school took robust action.
- The school had very strong systems in place for the identification of students with SEND. It was developing systems of identification for those who had academic gifts and talents, but not for other gifts and talents. Parents were closely involved in the identification process. Their views were valued by the school and were often the starting point for the identification process.

- The school was fully aware of the needs of its students. It provided effective support for those who were identified with SEND and those who had academic gifts and talents. This resulted in an extensive programme of intervention and activities which supported and extended their learning and personal development remarkably. This prepared students very well for the next stage of their lives.
- The school had an excellent awareness of the well-being and personal development of students. It was proactive in identifying where to provide particular support or intervention. In addition, the school provided excellent guidance for students to help them move to the next stage of their lives, whether it was internal transition between phases or onwards to university.

Provision for students with special educational needs and disabilities (SEND)

The overall effectiveness of provision for students with special educational needs and disabilities

Very good 

- The school was very inclusive and the leadership of SEND was very high profile, having made significant improvements since the previous year. External practitioners with extremely strong records in research and implementation provided high quality training. The impact of this was already becoming evident. Where the school used specialist staff, this was seen to be sensitive and effective.
- The school had aligned students' needs to the KHDA identification categories for SEND. Systems were very responsive to students' needs. The school worked well with parents to identify a wide range of needs. Professional development had enabled teachers to acquire a stronger awareness of the needs of the students in their classes. However, not all teachers were equally well informed.
- The school involved parents fully with the writing of individual education plans. Parents felt that their views and knowledge of their child was fully valued and understood. They were very positive about their involvement in their child's education. The school held at least three multi-agency review meetings per year, with additional meetings convened, if required.
- Teachers generally ensured that there were no barriers to learning for students with SEND. Modifications were evident through additional activities and personal support. Shadow teachers played an important role in modifying work for the students in their care. As a result, students with SEND were fully included in lessons and received full access to the strong teaching in the school.
- The school monitored the progress of all students very closely. Assessment data showed that the students with SEND made the same progress as their peers overall. All students identified with SEND, had regular meetings to review their progress and ensure any interventions could be rapidly modified if required.

6. Leadership and management

The effectiveness of leadership

Outstanding

- School leaders had modified its vision to focus more on students' learning experiences and outcomes. Leaders were very clear about their expectations and were committed to the UAE national priorities.

- All key leaders had been specifically assessed by the French Ministry and provided with specific training for integrate within an international school setting. Leaders had successfully integrated national priorities with the requirements of the French system. Leaders had therefore very strong knowledge of their curriculum and were focused on achieving success for all students.
- The principal deployed key leaders effectively and ensured high levels of accountability. Communications between key leaders were strong. Coordinators (CPE) responsible for dealing with, for example, student well-being, welfare, and monitoring of academic performance., did not monitor students' progress as part of their role. They did however facilitate the sharing of best practice.
- All leaders relentlessly challenged underperformance and ensured the school was highly inclusive. They reviewed their systems regularly and sought best practice through various stakeholders.
- The school continued to embrace various aspects of innovation and continued to secure the best outcomes for all students in their 'Success for all' vision.

School self-evaluation and improvement planning

Outstanding 

- The school has rigorous systems in place to measure the implementation and success of its priorities against key performance indicators. Leaders used both quantitative and qualitative data on student performance.
- Lesson observations by coordinators enabled the school to identify best teaching practices in order to raise standards. Teachers were encouraged to engage in professional discussions in order to enhance students' performance and learning outcomes.
- Leaders had aligned their improvement plans both vertically and horizontally. Regular systems of review enabled the school to monitor the impact of its strategies for improvement. However, Arabic remained an underperforming subject and leaders continued to monitor this area closely.
- All recommendations from the previous report had been addressed, resulting in improved performance in key aspects of the quality of provision and outcomes.

Partnerships with parents and the community

Outstanding

- Parents played a pivotal role in their children's school life. They were involved in many aspects, enabling them to share their views and shape various initiatives. For example, parents raised concerns about the overuse of digital tools such as tablets and laptops at home by their children and the school organised awareness workshops.
- Communication with parents was effective, and a benefit to their child's life in school. Parents were highly engaged in various school activities.
- Parents received regular updates on their children's progress and well-being. For example, the 'Livreval' highlighted students' competences, and the use of a red and green 'traffic light system' highlighted areas of strengths and those for development. Progress reports were regular, and feedback from teachers was helpful to parents and students.
- There were very strong links within the community and the parents' organisation was active. However, parents felt students did not have an active role in preserving the environment. Various initiatives and strong partnerships ensured that students interacted within local, national and international initiatives, leading to richer learning experiences.

Governance	Outstanding
<ul style="list-style-type: none"> • The governing board included a wide range of stakeholders and sought the views of parents and students. This enabled them to measure the impact of the school performance against key performance indicators, but also engage with parents and students to influence many aspects of the school life. They sought best practice about recruitment and continuing professional development from other international schools. • There was a close monitoring of the school performance and it secured the best outcomes for all students, embracing the new vision: 'Success for all'. Meetings with key leaders and governors were regular, and the school called upon external stakeholders, when necessary, to reinforce key areas, such as psychologists or experts in pedagogies. • Governors' contributions were highly effective as they held the school leaders to account. This had led to further improvements since the previous inspection, including the overall outcome of the quality of the school's provision. 	

Management, staffing, facilities and resources	Outstanding
<ul style="list-style-type: none"> • The school's day-to-day operations were outstanding. The premises were of extremely high quality and exceptionally well maintained. The support staff ensured that the whole building was always immaculate and the grounds well maintained. The school daily management routines were highly effective. Students played their part in caring for the premises and there was no graffiti or misuse of facilities. • Staff members were highly qualified with national and international qualifications. Recruitment processes were effective. The school checked all applicants for posts thoroughly through a clear and refined application process, with almost all teachers having had experience of working in an international context. Staff deployment was highly effective. • All premises management systems worked very smoothly and efficiently helping to create a learning environment in which teachers could work effectively to ensure that students had every opportunity to realise their potential. • Throughout the school, learning resources were very good, and in some departments exceptionally good. Students had appropriate materials and resources to consolidate and extend their learning. However, teachers did not always use the new technologies consistently to further develop students' learning opportunities. 	

The views of the parents, teachers and 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* 	2015-2016	113
	2014-2015	261
Teachers 	36	
Students 	51	

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

- Responses from parents were lower than the previous year. There were no responses from students.
- Overall, the feedback from teachers and parents was positive. All parties recognised the strong academic success of students and the variety presented by the French curriculum system.
- Parents of students with SEND commented on the very good support for their children.
- A small proportion of teachers and parents felt their views were not always listened to. Some parents believed that the support and guidance offered to support their children at home was not enough and this slowed down their progress.
- Overwhelmingly, both parents and teachers believed that the school was well led and that leaders were held to account by the governing body.
- Parents who inspectors met in school were extremely positive about the support, care and guidance the school provided. They felt the school was highly inclusive.

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