

National Agenda



Early years



Special educational
needs and disabilities



Innovation

Inspection Report 2015-2016

Lycée Français International Georges
Pompidou Primary Oud Metha

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

General information



Location	Oud Metha
Type of school	Private
Opening year of school	2013
Website	www.lfigp.org
Telephone	04-3374161
Address	Dubai - Oud Metha- Behind Wafi City - PO Box: 27425
Principal	HACHID Saadia
Language of instruction	French
Inspection dates	14 to 15 December 2015

Students



Gender of students	Boys and girls
Age range	3-6
Grades or year groups	Kindergarten 1 to Kindergarten 2
Number of students on roll	380
Number of children in pre-kindergarten	-
Number of Emirati students	8
Number of students with SEND	15
Largest nationality group of students	French

Teachers / Support staff



Number of teachers	17
Largest nationality group of teachers	French
Number of teaching assistants	15
Teacher-student ratio	1:22
Number of guidance counsellors	0
Teacher turnover	1%

Curriculum



Educational permit / Licence	French
Main curriculum	French
External tests and examinations	NA
Accreditation	None
National Agenda benchmark tests	NA

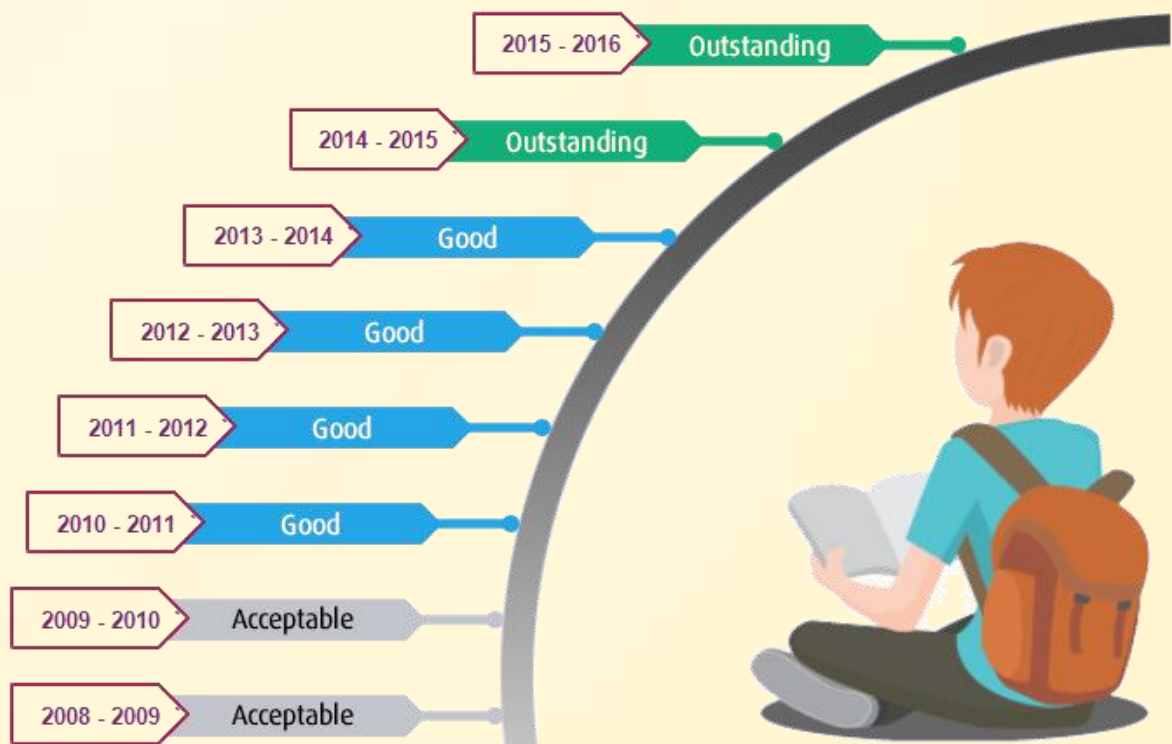


Summary for parents and the community

Lycée Français International Georges Pompidou Primary Oud Metha was inspected by DSIB from 14 to 15 December 2015. 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 Français International Georges Pompidou Primary Oud Metha** provided an **outstanding** quality of education for its students.

- Most children made outstanding progress in English, mathematics and science to reach levels of attainment above the French national curriculum standards. Speaking skills, understanding of mathematics and the ability to think for themselves when investigating, solving problems and finding out why things work, were significant strengths.
- Children had a love of learning and worked exceptionally well together. Almost all behaved well, were polite and listened carefully to their teachers. Their knowledge of Islamic values was very good, but their understanding of the impact of these values on everyday life in Dubai needed further development.
- Teachers had an excellent understanding of child development and how to apply their subject knowledge to help young children's learning. They planned a range of activities that were highly relevant to children's own experiences. They made limited use of modern technology and outdoor learning spaces.
- The school had expertly introduced the new French programme for kindergarten. The different areas of children's learning and development were linked together very well and provided excellent opportunities for children to learn in a holistic way.
- The school had very effective procedures to protect children from harm, including protecting them from bullying and helping them to understand how to stay safe and healthy.
- The leadership of the Principal, the governing board's commitment to excellence for all and its accurate analysis of the school's strengths and weaknesses were central to the school being fully inclusive.



What did the school do well?

- The principal's exceptionally clear vision and direction that delivered the school's aim of excellence for all, both academically and personally.
- All staff's outstanding knowledge of how young children learn and how best to teach to meet the needs of the individual child.
- The excellent systems of assessment which involved children in recognising what they know, understand and can do.
- Children's ability to reflect on their learning, solve problems and support and care for others.



What does the school need to do next?

- Extend children's independence by consistently providing a broad choice of practical activities, including the use of modern technology and outdoor spaces, from which children can choose to take their learning forward.
- Continue to provide regular opportunities for staff to share best practice and to learn from one other.
- Build on children's very good knowledge of Islamic values by developing their understanding of how they impact on everyday life in Dubai.



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

- Children with special educational needs and disabilities (SEND) made very good progress over time as a result of highly effective personalised programmes. Progress was reviewed regularly and targets were set to check that the appropriate provision and resources were in place.
- The school worked very closely with parents and kept them informed about their children's progress through school journals, reports and informal feedback.
- The school had developed outstanding, positive relationships with parents and had an open-door policy, and regular communication by telephone and e-mail.
- At all stages of children's learning, parents were encouraged to be fully involved, from the initial identification of needs to the setting of educational plans and decisions on appropriate provision and resources.
- Parents stated that they were very happy with the commitment of the school and the support which they received. Meetings with parents and teachers were held regularly to ensure that everyone remained happy with the children's learning and progress. Parents agreed that a strength of the school was the personal and emotional support from the principal and staff for the children and their families.

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:

- School leaders were aware of the importance of innovation as a national priority. The principal was able to articulate an aspirational vision for embedding innovation in their school culture. Staff professional development and training included discussions about best practice, including the ways in which links to innovation could be made throughout the curriculum. The school's infrastructure had good potential to support the development of children's innovation skills. The new curriculum promoted opportunities which supported the necessary creativity, risk taking and independence.

Overall school performance

Outstanding

1. Students' achievement

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

	Maternelle
Learning skills	Outstanding

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

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

3. Teaching and assessment

	Maternelle
Teaching for effective learning	Outstanding
Assessment	Outstanding

4. Curriculum

	Maternelle
Curriculum design and implementation	Outstanding
Curriculum adaptation	Outstanding

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

	Maternelle
Health and safety, including arrangements for child protection / safeguarding	Outstanding
Care and support	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

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	Outstanding	Outstanding
Science	Outstanding	Outstanding

- In French, most children attained levels that were above the French national curriculum standards. In lessons, French was spoken fluently. Reading and writing were excellent. Most children could take the initiative, ask questions and respond accurately. They could speak about the books which they had read with excellent levels of comprehension. Most were familiar with the principles of correspondence between oral and written language. By manipulating language, they learned the usual order of words in a sentence. School data and evidence in lessons showed that the different groups of children made outstanding progress.
- In English, children's attainment against French curriculum standards was outstanding. Learning in lessons and in the school's analysis of assessment data indicated that almost all groups of children made outstanding progress to reach standards above those expected. Children's speaking and comprehension skills were particularly strong. They could use a wide range of vocabulary with excellent pronunciation in grammatically accurate sentences. When asked, they could explain their understanding of words or phrases. Children were beginning to use their phonic knowledge in the development of reading and writing skills.
- In mathematics, most children attained standards above the French national curriculum expectations. In lessons, children demonstrated a highly developed conceptual understanding of mathematics. As a result, they made outstanding progress using their knowledge to solve problems, order objects according to size and recognise pattern in number and shapes. Skills in simple arithmetic were developing well and used in many contexts where computational skills were required. The school's data indicated that almost all groups of children made outstanding progress over time.
- Attainment in science was above the French national requirements for most children and well above the average expected internationally for children of this age. Scientific understanding improved exceptionally well because children were developing the skills of practical investigation. In lessons and over time, progress was outstanding for most children. This was mainly due to relating sciences to the real world through first-hand experiences and to integrating science into other areas of the curriculum. Progress was similarly outstanding for the different groups of children.

	Maternelle
Learning skills	Outstanding
<ul style="list-style-type: none"> In almost all lessons children were fully engaged in learning. Almost all were highly motivated and enthusiastic. They used their natural curiosity to great effect. They responded very well when they were invited to reflect on their learning and to say how they should proceed and what they found difficult or easy. In lessons, children were self-assured and able to work independently or in groups. They maintained their focus and demonstrated an outstanding ability to collaborate and discuss their work, offering one other support when needed. They knew how to take turns to speak, and listened patiently to the contributions of others. Children understood the relevance of their learning and how this linked to their own experiences. They talked about where they lived and why they had moved to Dubai from different countries such as France and Morocco. Most children could use their learning in one subject to help them make progress in another. Children were highly enterprising. They could use their independent thinking to great effect to arrive at innovative solutions to problems. When working with magnets, children found their own solutions by discovering how to transfer the properties of magnets to other metallic objects. 	

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

	Maternelle
Personal development	Outstanding
<ul style="list-style-type: none"> The children had responsible caring attitudes. They were able to make decisions for themselves. They learned self-respect and listened to and appreciated suggestions about their learning from their friends and teachers. Behaviour was outstanding. Children showed respect and tolerance to one other and to all adults. Rules were clearly understood and followed by almost all children. Relationships between children and staff were based upon mutual respect and caring. The children co-operated well with others and reported that they felt safe, valued and supported by staff in the school. Adoption of a healthy life style was an integral part of the French curriculum in Maternelle. Children understood the reasons for making healthy eating choices and taking exercise. They did say that they still liked chocolate, but knew that they could not eat it all the time. Attendance was good and almost all children were punctual. This reflected the generally high levels of satisfaction and the appeal of the learning routines in the school. 	

	Maternelle
Understanding of Islamic values and awareness of Emirati and world cultures	Very good ↑

- Children appreciated and understood some Islamic values. They were able to talk about mosques across the UAE and particularly the Grand Mosque in Abu Dhabi. They knew what the call to prayer signified and that it took place five times each day.
- Children appreciated and respected the culture and customs of Dubai. They were able to talk about the Emirati dress, and national holidays such as Flag Day. They knew about traditions of falconry and camel racing and the landmarks and buildings in Dubai. Children in the grande section were able to talk about the desert and the impact of the environment on ways of life.
- Children had a very good awareness of different cultures including that of France and the UAE. The school promoted respect for all cultures through lessons, library resources and visits to areas of interest. Children celebrated diversity. They read a varied selection of books about different cultures and traditions, including dance and art in the UAE.

	Maternelle
Social responsibility and innovation skills	Outstanding

- The children showed an understanding of their roles and responsibilities at school and as children living in Dubai. They showed care and consideration for plants and animals.
- They enjoyed their activities and were very keen to learn, listening attentively to the teacher and their classmates. They worked eagerly with the support of their teachers on various projects about the environment.
- The children demonstrated an understanding of environmental conservation and sustainability. They were all keen to improve the environment in class and out of school, especially with recycling. They knew about the importance of conserving water, particularly in Dubai, and could explain in simple terms the need to save water.

3. Teaching and assessment

	Maternelle
Teaching for effective learning	Outstanding
<ul style="list-style-type: none"> Teachers had an excellent understanding of child development and how to apply their subject knowledge to help young children learn. They understood that children learned by seeing and doing, and they provided support and challenge in equal measure. Lessons that captured children's interest were carefully planned and presented. Most learning included visual examples and were effectively linked to children's own experiences. For example, teachers used children's different heights to develop understanding of longest and shortest. In a few lessons, too many activities were linked to worksheets with no choice of activity provided for children to apply their understanding. Skilful questioning was a very effective tool to keep children focused. It was used to check understanding and to encourage children to think carefully and explain what they knew and understood. When children were involved in independent tasks, teachers' interventions ensured that they understood their responsibility for their own progress and instilled in them a desire to find out more. Teachers knew the abilities of children in their class exceptionally well. They planned strategies that challenged children to take responsibility for their next steps in learning. For example, in one class the teacher was aware that a minority of children did not listen carefully to oral instructions and provided additional visual prompts. She insisted that the children independently moved their learning forward. Teachers had high expectations that children would think for themselves. They gave time after asking questions for children to consider their answers. When working out how many children were present in the class, time was given for children to work out why one response was incorrect. 	

	Maternelle
Assessment	Outstanding
<ul style="list-style-type: none"> Internal assessment systems were rigorous and accurate. The competencies against which teachers assessed children's knowledge and understanding had been amended to ensure that they remained strongly linked to the new curriculum standards. Assessments were carefully benchmarked against the French kindergarten curriculum and provided teachers with a clear understanding of how well children were doing in comparison to others of their age in France. Assessment data was analysed at the end of each term and provided detailed information as to whether individuals and groups of children were attaining standards in line with, above or below those expected. Teachers and the principal made excellent use of assessment information. Comparisons of data from terms 1 and 2 were rigorously analysed to measure children's progress. In most classes, teachers used assessment information to plan to meet the needs of children of different abilities. During lessons, high quality assessment was used to ensure that additional support or challenge was provided when needed. 	

- Most teachers knew the strengths and weaknesses of individual children very well. The use of open, extended questioning to check children's understanding was a significant strength of teaching. It contributed strongly to children's outstanding learning skills. An innovative system of assessment with pictures representing curriculum competencies enabled children to be fully involved in assessing their own work.

4. Curriculum

	Maternelle
Curriculum design and implementation	Outstanding

- The new French curriculum for kindergarten was providing the school with a strong, broad and balanced rationale for learning. Academic and personal development was fully integrated through the five curriculum areas. Children were provided with interesting and challenging activities, including some to build their physical well-being and a love of the arts.
- The curriculum was comprehensive and based upon progressive child development and learning. It ensured that children were well prepared for transition to elementary school with outstanding learning skills.
- In most classes children were provided with the opportunity to choose from a range of interesting activities. In a few lessons the teacher directed activities with too much focus on the completion of worksheets.
- Cross-curricular learning was an established feature of the curriculum. Key basic skills such as speaking and listening, problem-solving and personal development were consistently developed in all lessons. Well-established early morning routines were an excellent example. Children had the opportunity to practice the skills of listening to each other and using their knowledge of number to solve problems.
- The curriculum was regularly reviewed using the school's rigorous analysis of assessment data, linked closely to the new French curriculum for kindergarten. When planning the curriculum, the school fully took into account the individual learning styles of children. Staff were innovative in seeking ways to ensure that all children made the best possible progress, including those with SEND.

	Maternelle
Curriculum adaptation	Outstanding
<ul style="list-style-type: none"> Staff made excellent use of their knowledge of children's strengths and weaknesses to modify the curriculum. Full account was taken of children's academic and personal needs. Actions to meet these needs and to ensure that children made outstanding progress were seamlessly woven into activities through teachers' excellent questioning and on-going dialogue with individual children. Children had many opportunities to be motivated and inspired. They benefited from many projects in and out of school. Visits to Ajman fort, a Sharjah farm and Dubai museum were strongly linked with the curriculum. They promoted outstanding progress in children's social and cultural development. Strong links with UAE culture and society were a feature. All classes benefited from first hand experiences, high quality literature and artistic activities. Emirati children and their families shared their culture and traditions. Older Emirati university students were invited to visit the school to share their experiences. 	

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

	Maternelle
Health and safety, including arrangements for child protection / safeguarding	Outstanding
<ul style="list-style-type: none"> The physical and emotional safety of the children was at the centre of all policies and procedures. They were securely in place and rigorously followed the French Ministry of Education recommendations. All staff understood the procedures to be followed and were vigilant in putting them into action. The school provided a fully secure and safe environment for all children. Well-supervised courtyards provided secure areas for children to play safely. Separate parking areas were provided for parents. Arrivals and departures of children on buses or cars were well supervised. The school buildings and equipment were maintained in an excellent condition. All checks were rigorous. The fire extinguishers were regularly serviced and fire evacuation practices were held regularly. Medical facilities were of a high quality. The nurse maintained detailed and up-to-date records. Medication was securely stored. Classrooms were bright and welcoming and well organised to meet the learning needs of all children. Additional facilities such as the soft-play room and gymnasium provided very well for children's physical education. Courtyards were well designed. Additional resources such as a driving track helped children to understand road safety. Other areas outside classrooms were underdeveloped as learning spaces. Teachers, sometimes in collaboration with the nurse, successfully organised the promotion of safe and healthy living. For example, the children had watched a film about germs. A vaccination campaign had taken place at the school. In second and third term of the year younger children benefited from dental checks. 	

	Maternelle
Care and support	Outstanding

- Relationships between staff and children were based on mutual respect and trust, and were underpinned by the school's caring inclusive ethos. Teachers knew the children very well. They were fully aware of their individual needs. Positive behaviour was promoted and managed well and children, particularly in the grande section, were encouraged to take responsibility for their own actions.
- The school kept accurate records on attendance and punctuality and there was clear guidance on expectations. Appropriate action was taken for children who were repeatedly late or absent. Parents were contacted promptly where there were concerns about individual children.
- The school had established a variety of robust identification procedures for children with special educational needs and disabilities. Early identification and rigorous screening was seen as a key factor, including for those who were gifted and talented. Identification procedures were effectively matched to interventions and support. The majority of lessons provided excellent challenge to promote the learning and progress of children.
- The Principal and teachers had an excellent understanding of how children learn. They used evidence-based approaches to support children. Support for the large majority of children was effective and appropriate. Challenging targets were set. Almost all children made their best personal progress.
- The well-being of the children was at the heart of the school and central to its vision. Teachers were very well-informed and aware of children's emotional and social needs.

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

The overall effectiveness of provision for students with special educational needs and disabilities	Outstanding
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- The school demonstrated a commitment to admitting children with a range of special educational needs and disabilities. The Principal had a wide range of skills and qualifications, which informed knowledgeable, insightful and highly effective intervention across the school. This intervention had a significant impact upon the provision for, and outcomes of, almost all children, including those with SEND.
- The school had clear pathways for identifying children with SEND and used a wide variety of evidence to assess barriers to learning. The identification of children on entry to Maternelle was thorough, appropriate and clear, and supported by parents.
- The school had developed highly effective and positive relationships with parents. There was an open-door policy with regular communication by telephone and e-mail. Parents' contributions to their children's learning were valued. Parents were involved in the process of identification of their children's needs and the setting of their targets. They stated that a strength of the school was the personal and emotional support for their children.
- Curriculum modifications effectively met the needs of children with SEND. Teachers supported their learning and provision for them, and amended resources appropriately. Provision was organised and modified to cater for a range of personal and learning needs. Learning resources were reviewed and adapted regularly to ensure that they continued to be appropriate for the needs of each child.

- As a result of highly effective personalised programmes, children made very good progress over time, given their starting points in behaviour and social development. This had resulted in significantly increased opportunities to promote, challenge and facilitate learning. However, it was evident in a few lessons that curriculum modifications and support had not been offered quickly enough. As a result, progress slowed.

6. Leadership and management

The effectiveness of leadership

Outstanding

- The principal was very effective at communicating her exceptionally clear vision for the school, centred firmly on the goal of excellence for all. This resulted in a school which was fully inclusive. The Principal shared her vision clearly with staff, parents and children. She was committed to developing children's understanding of the UAE, and especially environmental awareness and the responsibility for sustaining precious resources.
- The principal had effectively led the school through a period of change in the French curriculum programme. Staff had undergone extensive training and had adjusted their teaching appropriately to meet the new expectations. The learning culture within the school was that all children could achieve well and this was reflected in the consistently high standards attained, and in how children were prepared for their next stage.
- Relationships and communication between levels of leadership were professional and highly effective. The newly appointed co-ordinators acted as an excellent channel of communication between the principal and staff. There was a shared feeling of accountability and pride in the children's personal and academic achievements. Staff morale was very positive and resulted in high levels of stability on which to build school improvement.
- The principal and all staff knew the strengths and weakness of all children exceptionally well as a result of highly innovative systems of assessment. They used this information very well to identify clearly what further steps should be taken to drive improvement and remove any potential barriers to all children doing as well as they could.
- The principal had been very successful in developing the school using her excellent understanding of the principles and practice of teaching, and how these should be applied for the learning of young children. Leaders ensured that the school was fully compliant with statutory and regulatory requirements.

School self-evaluation and improvement planning	Outstanding
<ul style="list-style-type: none"> • Accurate internal teacher assessments of how well children were doing against curriculum competencies were rigorously analysed on a termly basis. Results of analysis provided teachers with a clear understanding of strengths and weaknesses for use in future planning and provided the Principal with a strong platform on which to identify areas for further whole-school development. • Effective monitoring by the Principal of teaching and learning led to a comprehensive programme of training for staff. Feedback ensured that staff were clear about the school's priorities and how they could contribute to further improvement in order to meet the academic and personal needs of all children. • The school had an excellent understanding of its own strengths and weaknesses. Staff had drawn up comprehensive and sharply focused development plans to maintain and build further on the outstanding provision. Plans contained innovative and creative projects, particularly those related to the implementation of the new curriculum programme, and to working in partnership with other schools to help children contribute to environmental sustainability. • School leaders had taken prompt action to address the recommendations in the previous inspection report. The school had made considerable efforts to develop children's understanding of Emirati and world cultures, and had appointed co-ordinators to support the work of the Principal. 	




Partnerships with parents and the community	Outstanding
<ul style="list-style-type: none"> • The visible presence of the Principal every day as parents and their children entered or exited the school gates was considered by parents to be central to the highly successful partnership with parents. Parents as board members ensured that parental involvement with the school made a positive contribution to school improvement. • Parents were regularly informed about their children's learning through the sharing of life books, which contained examples of children's work. Parents fully appreciated the opportunity to make appointments if needed to discuss how well their children were doing. They were confident that teachers would inform them immediately of any concerns. • Parents expressed their appreciation of the termly reports providing them with comprehensive information about what their children could do and understand. The reports included next steps in learning, to ensure that children continued to make outstanding progress. • The school had highly effective and productive links with their associated schools. Children benefited from these links both academically and personally. Older students visited the kindergarten to help the children develop their environmental awareness. Visiting teachers prepared children for transfer, by, for example, introducing Arabic teaching. 	

Governance	Outstanding
<ul style="list-style-type: none"> The school board had a positive influence on the school. Board members shared a collective direction and vision of excellence for all. They had the skills and expertise to ensure continuous high quality staffing, finance and resources. Evidence from teachers showed that they appreciated the work of the board and the continually improving communications between staff and board members. The board held the principal accountable for all aspects of the school's work, including outcomes for children. The academic performance and achievements of the children were regularly monitored at board meetings. The board had developed a three-year strategic plan for all aspects of governance. The governing board showed commitment to school improvement. It took account of parents' views. Members were happy to receive communication from parents. They had a detailed knowledge of the school and the UAE national priorities. They believed in the importance of the school's integration with UAE educational requirements and local culture, as well as working in line with the French Embassy. 	

Management, staffing, facilities and resources	Outstanding
<ul style="list-style-type: none"> The principal had put in place very clear daily routines that were followed by all staff. The routines ensured that parents, staff and children knew what was expected of them and the part they played in making sure that there were no interruptions to children's learning. All staff had a teaching certificate and the knowledge and skills needed to deliver the school's curriculum effectively. Extensive professional development was closely matched to the school's improvement plan and the school aims. It had been highly effective in helping teachers to develop a clear understanding of the new French programme for kindergarten. Classrooms were large and bright and provided the environment needed to deliver outstanding teaching and learning. They contained interactive whiteboards, which supported the delivery of the curriculum. The school had a number of specialist facilities such as a soft play-room, a gymnasium and extensive outdoor play areas. Outdoor spaces were not fully utilised to extend or enhance learning experiences. Most resources were exceptionally well matched to the schools' curriculum requirements. The library was well stocked with an excellent range of books in French, English and Arabic. The number of books had been extended to provide children with the opportunity to find out for themselves about Dubai and the UAE. Modern technology resources for use by children to enhance their learning were not as evident. 	

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	98
	2014-2015	76
Teachers 	3	
Students 	0	

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

- Overall, almost all parents who responded to the survey were satisfied with most aspects of the school.
- Almost all parents were satisfied with the education provided by the school.
- Most parents agreed that their children were making good progress in English.
- Approximately half of the parents who responded did not know what progress their children were making in mathematics and science.
- Almost all parents and teachers thought that children were safe in school.
- Almost all parents felt that their children had developed good learning skills and were well prepared for their next stage of learning.
- Almost all parents and most teachers thought that the school was well led.

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