

# INSPECTION REPORT

## Lycée Libanais Francophone Privé

Report published in April 2014

## GENERAL INFORMATION ABOUT Lycée Libanais Francophone Privé

Location	Al Muhaisnah
Type of school	Private
Website	www.llfp.com
Telephone	04 264 0800
Address	P O Box 28759, Dubai
Principal	Joseph Salamé
Curriculum	French
Gender of students	Boys and Girls
Age / Grades or Year Groups	3-17 / Maternelle-Première
Attendance	Good
Number of students on roll	960
Largest nationality group of students	Arab
Number of Emirati students	Less than 1%
Date of the inspection	17th to 19th February 2014

## Contents

The context of the school.....	3
Overall school performance 2013-2014.....	4
Key strengths .....	4
Recommendations .....	4
Progress since the last inspection .....	5
Trend of overall performance.....	5
How good are the students' attainment progress and learning skills? .....	6
How good is the students' personal and social development? .....	7
How good are teaching and assessment?.....	8
How well does the curriculum meet the educational needs of all students? .....	8
How well does the school protect and support students?.....	8
How good are the leadership and management of the school? .....	9
How well does the school provide for students with special educational needs?.....	15
How well does the school teach Arabic as a first language?.....	15
What are the views of parents, teachers and students?.....	17
What happens next? .....	18
How to contact us .....	18

## The context of the school

The school was established over ten years ago and is located in Al Mushaisnah. The school follows the French National Curriculum and is accredited by the French Ministry of Education. Students take the Brevet and Baccalauréat exams at the end of their time in Collège and Lycée respectively.

The school is divided into four sections. Maternelle for children aged three to six had 12 classes; Primaire for students aged six to 11 had 17 classes; Collège for students aged 11 to 15 had nine classes. The Lycée for the oldest students had three classes this year because the school had introduced a Première class for the first time. Class sizes were all below 30, although some Maternelle classes were above the recommended level of 25.

The school had 960 students, an increase of 24 per cent from the previous year. Almost all students were from Lebanese families. Approximately two thirds of students spoke Arabic as their first language although the home language of students varied. There were very few Emirati students. There were 27 students with special educational needs, including gifted and talented students.

The school had 87 teachers, all with teaching qualifications, and 24 teaching assistants. Almost one third of teachers were new to the school, although this was partly due to increased student numbers. A further 16 per cent of teachers were in their second year at the school. The other teachers had an average length of service of five years. The teacher:student ratio was 1:11.

The Proviseur had been reappointed to the post in April 2013 after a gap of one and a half years.

## Overall school performance 2013-2014

Good

### Key strengths

- The welcoming, harmonious and cohesive community in which students felt safe and thrived in their personal and academic development;
- The richness of students' language development, with particular strengths in French and English;
- The excellent start to school children experienced in Maternelle;
- The very good teaching and excellent quality of the curriculum that flavoured, extended and enriched students' learning;
- The excellent leadership and governance of the school that promoted and underpinned its continued successes and improvement.

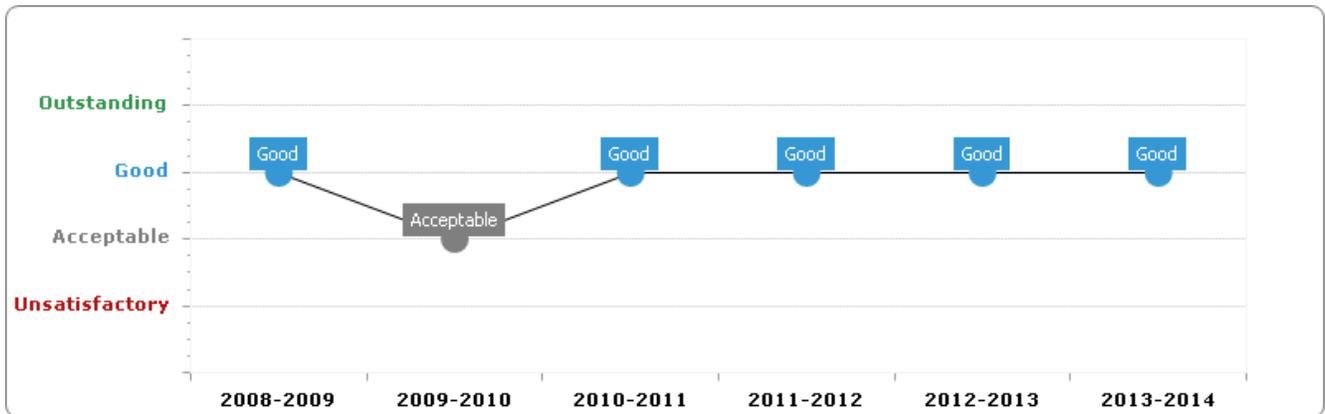
### Recommendations

- Improve students' competence in Arabic, especially as an additional language, by:
  - raising expectations of students through more skilful use of assessment;
  - ensuring a focus on standard Arabic and devoting more time in lessons to speaking and writing;
  - encouraging students to relate the language to real life.
- Improve the opportunities for students with special educational needs by:
  - ensuring staff have the expertise to identify their needs;
  - ensuring that all teachers plan lessons to cater for these needs, when relevant;
  - considering the best means to manage the provision to support the progress of students.
- Develop the use of assessment in lessons to raise expectations of students' progress, especially in Primaire.

## Progress since the last inspection

- Students had improved their skills in the recitation of the Holy Qur'an.
- The school had created and developed the role of subject co-ordinators as the drivers of change.
- The school had established the Lycée as an integral and successful part of the school.
- There had been a marked increase in the range and use of information and communication technology (ICT) resources in learning.
- The facilities had been enhanced by the addition of a large gymnasium.
- There had not been enough improvement in the school's procedures for identifying students with special educational needs and monitoring their performance.

## Trend of overall performance



## How good are the students' attainment progress and learning skills?

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

جهاز الرقابة المدرسية في دبي

Dubai Schools Inspection Bureau

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	Maternelle	Primaire	Collège	Lycée
Quality of students' learning skills	Outstanding	Good	Outstanding	Outstanding

[Read paragraph](#)

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

	Maternelle	Primaire	Collège	Lycée
Personal responsibility	Outstanding	Outstanding	Outstanding	Outstanding
Students' understanding of Islamic values and their local, cultural and global awareness	Outstanding	Good	Good	Good
Community and environmental responsibility	Good	Good	Good	Good

[Read paragraph](#)

## How good are teaching and assessment?

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

[Read paragraph](#)

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

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

[Read paragraph](#)

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

	Maternelle	Primaire	Collège	Lycée
Health and Safety	Outstanding	Outstanding	Outstanding	Outstanding
Quality of Support	Good	Good	Good	Good

[Read paragraph](#)

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

	Whole school
Quality of leadership	Outstanding
Self-evaluation and improvement planning	Good
Parents and the community	Good
Governance	Outstanding
Management, including staffing, facilities and resources	Good

[Read paragraph](#)

## How good are the students' attainment and progress?

Attainment in Islamic Education was good across the school. Most students could recite the chapters they had learnt from holy Qur'an appropriately. Younger students had a good knowledge of Islamic beliefs and practice. Older students were well aware of significant Fiqh rules, and the reasons behind faith. Language was a strength of the school and was seen as a working tool. Attainment was outstanding in French and English, and good in Arabic as a first language. Skills were generally high for the students' ages in speaking, listening, reading and writing in all languages. However, most students were less confident about expressing their opinions in standard Arabic and writing creatively. It was a similar picture in Arabic as an additional language where attainment was acceptable. Attainment in mathematics was good in Maternelle and Primaire, and outstanding in Collège and Lycée. Students were very skilled in applying mathematics to both abstract and real-life problems. Older students could model economic situations mathematically, handle algebraic expressions and work with parabolic functions. Attainment in science was outstanding in Maternelle because children could vividly describe the world around them and the changes that happened in their immediate environment. It was good in the other phases. Students showed good knowledge and understanding of main concepts in science in their research, discussions, presentations and laboratory work.

Almost all progress was good or better. It was outstanding in English in all phases, in French in Maternelle and Collège, in mathematics in Collège and in science in Maternelle. Progress in Arabic as an additional language was acceptable overall. In Islamic Education, younger students made good gains in recognising the blessings of God and understanding Islamic forms of worship and values. Older students made good progress in explaining the health risks of foods restricted in Islam and the reasons behind this. They showed a developing understanding of the miracle nature of the holy Qur'an. Progress in Arabic speaking and writing was constrained by insufficient opportunities in lessons. Progress in French and English was mostly swift because students embraced the trilingual culture and learned to use each language naturally in their daily life. Progress in mathematics was better when problem-solving was an integral part of learning. It was much the same in science. When students were able to collaborate with one another, they made more effective progress.

[View judgements](#)

## Quality of students' learning skills

Learning was outstanding in Maternelle, Collège and Lycée, and good in Primaire. Students were encouraged to be responsible for their own learning and could work equally effectively on their own or with others. All students were enthusiastic about learning and made meaningful connections between new learning and what they already knew. Students were also able to transfer readily learning across disciplines, for example

جهاز الرقابة المدرسية في دبي

Dubai Schools Inspection Bureau

where students linked Islamic Education and science topics of environment and health. Students were very capable of finding things out for themselves. Although their use of information and communication technology (ICT) as a learning tool had improved, the skills of younger students remained underdeveloped. Critical thinking skills were well developed in Collège and Lycée, but less so in Primaire.

[View judgements](#)

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

Students' personal responsibility was outstanding. Their behaviour and attitudes were exemplary. They were responsible and considerate with one another and with adults. Foolish behaviour was rare. Older students were natural leaders and generally set an excellent example to others. Children in Maternelle did not need to be told to settle to work; they just did. Relative to their ages, students were mature and reflective. Students enjoyed sport, led active lifestyles and were well aware of the importance of nutritious food. Punctuality and attendance were outstanding for most students. However, attendance in Maternelle and the lower Primaire was acceptable. Attendance was good overall.

Students' understanding of Islamic values and local, cultural and global awareness was mainly good, but outstanding in Maternelle. Here, children had a particularly rich immersion in the UAE culture. Students in other phases reflected the values of hospitality, modesty and respect in their own behaviour. They appreciated the diversity of Dubai, created displays about UAE history and traditions and participated in such celebrations as the UAE National Day, Lebanon Day and Francophonie Week.

The community and environmental responsibility of students was good. Students, supported by their families, ensured a tight-knit and supportive Lebanese community. They reached out beyond the school. For example, they were involved in community projects in Sri Lanka and the Philippines. Students in Troisième undertook work placements locally. However, students did not celebrate enough the cultures of all students in the school. Students were engaged in projects related to the environment, such as water usage, recycling, electricity and energy saving.

[View judgements](#)

## How good are teaching and assessment?

Teaching was outstanding in the Maternelle and Lycée, and good in Primaire and Collège. Teachers had very strong subject knowledge and most had a thorough understanding of how students learn. Teachers planned effectively with clear purpose to the activities. Their lively interactions with students, through effective questioning and dialogue, encouraged them to become wholly immersed in learning. The best lessons had

energy, swift momentum and a sharp sense of purpose that students found hard to resist. Teachers encouraged a good mix of whole class, independent and group work. However, in a few lessons, students were too passive especially when teachers talked too much and did too much for the students, or when the textbook was the only resource. Teachers' expectations of students were generally high across the school but tended to be lower in Primaire. Here, and to a lesser extent in Collège, the quality of teaching was inconsistent. Teaching strategies did not always meet the individual needs of students. Teaching observed in subjects other than the key subjects was mainly good.

Assessment was outstanding in the Maternelle and good elsewhere in the school. In the Maternelle, thorough systems of assessment provided accurate data that was analysed and used very effectively for teaching, curriculum planning and supporting students. The data ensured that teachers' expectations of children were usually high. Across the school, there were comprehensive systems to monitor students' progress. As in Maternelle, data was gathered scrupulously and supported the planning of lessons. Such practice was particularly effective in English and French and so fuelled excellent progress. Teaching was much less effective when teachers did not tailor their expectations to students' individual needs. Assessment information was used effectively by staff to provide students with extra remedial support, the 'Soutien'. Teachers mostly provided excellent advice and support in lessons so students knew how they could improve. The very detailed and constructive marking seen in many students' books was not replicated consistently across the school.

[View judgements](#)

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

The curriculum quality was outstanding in all phases. It conformed with the requirements of the French Ministry of Education, and was broad and balanced. The new system of subject co-ordination was enabling leaders to be much more aware of whole-school issues. Regular reviews highlighted how the curriculum could be enhanced, especially through greater enrichment and how the transitions between the different phases could be better supported. The curriculum was very well enriched. The language content was impressive, especially now that Spanish had been added for some students to the existing three languages of French, English and Arabic. The acquisition of language was achieved primarily through its use; language was purposeful, not just a classroom exercise. Cross-curricular links were evident in many lessons. This was very evident in Maternelle, where overlapping and complementary themes were embedded systematically into all the planning. It was a similar picture elsewhere in the school. For example, students expanded their technical vocabulary in English by studying elements of science.

جهاز الرقابة المدرسية في دبي

Dubai Schools Inspection Bureau

The curriculum design was good in all phases. Although teachers did not always plan methodically for all groups of students, they provided a richness of experience and scope for most groups to prosper. The curriculum was becoming increasingly flexible and responsive to students' needs. The improved availability and use of ICT were beneficial. Collège students were able, for example, to indulge their computer and creative skills in producing animated 'films'; some of their work was whimsical, as well as skilful. Older students had easy access to work placement to prepare them for the world of work, and for a range of subjects that readied them well for further education.

[View judgements](#)

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

Provision for health and safety was outstanding across the school. The school site and buildings were very well maintained and secure. The school had very efficient systems and processes for students' safety, including evacuation procedures, supervision during outdoor play and school transport. Child protection procedures were in place and known by staff. There were high levels of medical expertise and excellent facilities. Medical staff were vigilant in their care of students. Routine checks were carried out and detailed records kept. Relevant medical information was shared with all staff in a systematic way to ensure students' well-being at all times. Encouragement to live healthily through exercise and diet was embedded in the daily life of school and communicated to parents. The school offered a regular programme of physical education and other activities to promote healthy living.

The quality of support for students was good across the school. The interactions between staff and students were characterised by mutual trust and respect. The school had a structured system that closely monitored students' attendance and punctuality, and resulted in outstanding attendance by most students. Teachers identified students with special educational needs, with the support of external specialists, but the systems of identification were not sufficiently clear or reliable. This was because the school had very few staff with special education expertise or qualifications. As a result, the quality of support for students with special educational needs varied across the phases and subjects. The school provided high quality career guidance that started in Quatrième and included visits to university campuses, personal interviews, and one-week training sessions. This enabled students to make very wise choices about their future careers. The school gives high priority to the safety and welfare of students.

[View judgements](#)

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

The leadership of the school was outstanding. The Proviseur championed an excellent vision and mission for the school that were embraced by all stakeholders in a veritable esprit de corps. He was very knowledgeable about the school and selected staff carefully to ensure continued competence and cohesion. Leaders were flexible enough to adopt the new concept of subject co-ordination in a determined effort to galvanise their subjects and move them forward. This leadership was especially strong in Maternelle, French, English and science. Communication and relationships throughout the school and with parents were outstanding. The school was growing stronger but not losing sight of its intrinsic qualities.

The school's self-evaluation and improvement planning were good. The school knew itself well. The high levels of communication and an astute overview provided leaders with a clear picture of strengths and areas for development, such as Arabic and the provision for special educational needs. The shrewd appointment of subject co-ordinators was already influencing students' outcomes. Leaders were better able to focus support where it was needed more accurately. Some self-evaluation was a little too optimistic which partly explained why there was some inconsistency in key aspects, such as teaching and assessment. Nevertheless, the school was developing well.

The school had good links with parents and the community. Parents were very positive and felt they had a strong voice in the school. The Comité des Parents was well established and influential. It channelled parents' concerns to the leadership as well as raising funds for good causes and scholarships. Academic reports to parents were regular, detailed and factual. Parents appreciated the new, more informative reports in Primaire. There were regular newsletters and fact sheets about school activities, although the website was not very up-to-date. Good links with other schools included sport and joint functions, as well as hosting a special needs conference for the francophone schools in Dubai. The school listened very well to all stakeholders and responded to all issues, as appropriate. However, parents were sometimes too demanding of the school, for example in their requests for extra activities after a long school day.

Governance was outstanding. The comprehensive committee structure which underpinned the operation of the school ensured that all stakeholders had a clear voice in the development of the school. Communication between the board and the school leaders was frequent, open and productive. Leaders were held firmly to account in all their decision making, notably on staffing and resources. The governors were indeed critical friends. Together with senior leaders, the board was the driving force in the school's development. They all shared a common and impressive philosophy of education and invested wisely in sensible expansion at a viable pace.

جهاز الرقابة المدرسية في دبي

Dubai Schools Inspection Bureau

The management of the school, including staffing, facilities and resources, was good. Leaders made sure that the school ran smoothly on a daily basis. Staff were well qualified and had a good range of experience. Teachers were supported through incentives and professional development opportunities inside and outside the UAE. Classrooms were mostly sizeable, bright and airy; as such, they provided a conducive learning environment. Libraries were sufficiently stocked with books and there were well-equipped science laboratories. The school had invested heavily in ICT resources which were beginning to influence learning in College and Lycée. A new, large and impressive gymnasium was close to completion. The administration responded positively to teachers' requests for resources. The school's well-considered and measured plans to 'grow' organically was evident, for example, in the gradual introduction of new senior classes year on year. The robust management systems ensured that, despite the influx of new teachers, standards had not slipped and were, in fact, improving.

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

The provision for students with special educational needs was effective but not consistent enough. When students were identified with special educational needs, they mostly benefited from good individual education plans (IEPs) and extra support in lessons. However, this support varied because not all teachers took enough account of the IEPs in their lesson planning. Often, students were placed in the group of low-attaining students which may or may not have been appropriate to their particular needs. Gifted and talented students did not always have challenging enough work or the scope to learn in their own way. The school did not have enough specialists or teachers who were skilled in developing the special needs provision. As the leadership of the provision was distributed among three full-time staff, consistency was difficult to maintain. The limited expertise in school made it unlikely that all students with special educational needs were being identified, or being identified correctly. As a result, the quality of support and the progress of students varied across the phases and from subject to subject.

## How well does the school teach Arabic as a first language?

The teaching of Arabic as a first language was consistently good across the school. Lessons were mostly well devised with clear objectives and learning steps that were shared with the students. They included activities appropriate to the age and stage of the students and that succeeded in motivating them. Teachers' good subject knowledge enabled students to be exposed to accurate language. Teachers used effective questioning techniques that encouraged students to participate in learning. Most lessons were paced to the age and stage of the students. However, differentiation was based mainly on different worksheets rather

جهاز الرقابة المدرسية في دبي

Dubai Schools Inspection Bureau

than catering to different needs. Teachers gave adequate opportunities for students to work independently and with others. As well as the Ministry of Education textbooks, teachers used other resources such as short stories to enrich learning. However, these resources were not always geared to the needs of different groups of students. The curriculum lacked a wider range of opportunities to develop extended speaking and writing in meaningful contexts.

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

Before the inspection, the views of parents, teachers and Lycée students were surveyed. Key messages from each group were considered during the inspection and these helped to form judgements. A summary of the survey statistics and comments from those who responded to the survey follows:

Responses to the surveys			
Responses received	Number		Percentage
Parents	This year	153	30%
	Last year	87	20%
Teachers	32		33%
Students	20		87%

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

Overall, all stakeholders were happy with the school. Most of them expressed satisfaction with the following aspects of school - the quality of education, the progress of students in all subjects and the care and support for the students. Most parents said that their children enjoyed going to school. Parents appreciated the teaching and the curriculum. Like their children, a minority expressed some concern about the lack of enrichment through extra activities. Students said that they felt safe; behaviour was good and they were treated fairly by staff. Students and teachers felt they were listened to and that their voice mattered. Teachers referred to good leadership and opportunities for professional development. They also felt that assessment was effective and the provision for special educational needs was good. A minority of parents and students were concerned about the use of ICT. A minority of students were not convinced that homework was a productive use of their time. Most students who responded said that they had over three hours of homework every night.

## What happens next?

The school has been asked to prepare and submit an updated action plan to DSIB within two months of receiving the most recent report. This plan should address:

- Recommendations from DSIB;
- Areas identified by the school as requiring improvement;
- Other external reports or sources of information that comment on the work of the school;
- Priorities arising from the school's unique characteristics.

The next inspection will report on the progress made by the school.

**Dubai Schools Inspection Bureau**

**Knowledge and Human Development Authority**

## How to contact us

If you have a concern or wish to comment on any aspect of this report you should contact:

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

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