

# INSPECTION REPORT

2022-2023



**INTERNATIONAL CONCEPT EDUCATION L.L.C - FZ**

**FRENCH CURRICULUM**

**GOOD**

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## SCHOOL INFORMATION

### GENERAL INFORMATION

	Location	Meydan
	Opening year of School	2013
	Website	www.icedubai.org
	Telephone	97143708668
	Principal	Abir Alaywan
	Principal - Date appointed	7/7/2021
	Language of Instruction	French, English
	Inspection Dates	20 to 24 March 2023

### STUDENTS

	Gender of students	Boys and girls
	Age range	3 to 15
	Grades or year groups	KG 1 to Grade 9
	Number of students on roll	766
	Number of Emirati students	3
	Number of students of determination	43
	Largest nationality group of students	French

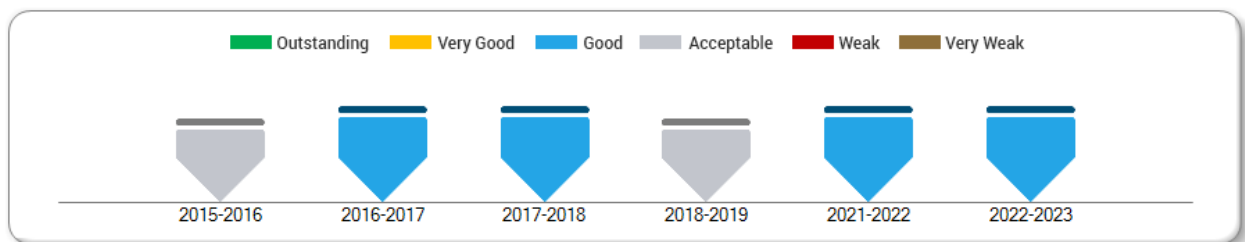
### TEACHERS

	Number of teachers	63
	Largest nationality group of teachers	French
	Number of teaching assistants	23
	Teacher-student ratio	1:12
	Number of guidance counsellors	1
	Teacher turnover	38%

### CURRICULUM

	Educational Permit/ License	French
	Main Curriculum	French
	External Tests and Examinations	French National Evaluations
	Accreditation	French Ministry of Education

### School Journey for INTERNATIONAL CONCEPT EDUCATION L.L.C - FZ



## Summary of Inspection Findings 2022-2023

The overall quality of education provided by the school is **good**. The section below summarises the inspection findings for students' outcomes, provision, and leadership.

### STUDENTS OUTCOMES

- Improvements are noticeable in students' progress in Arabic as a first language, French, mathematics, and science in Primaire, and in English, mathematics, and science in Collège. There are also improvements in attainment in French and English in Primaire, and in English, mathematics, and science in Collège. Student learning skills are good across the school.
- Most students demonstrate positive and responsible attitudes towards learning and their school. Students are self-reliant and demonstrate strong leadership skills, particularly in Collège. Most students are sensitive to the needs of others and show respect and empathy. Students take advantage of a range of opportunities to demonstrate social and environmental responsibility, community engagement, and charity work.

### PROVISION FOR LEARNERS

- In all phases, teachers know their subjects well, make lessons relevant and create positive learning environments. They plan lessons which engage students productively and use questioning effectively to check for understanding. Internal assessment processes are coherent, consistent, and closely linked to the school's curriculum. Assessment procedures are used effectively to monitor student's attainment, progress, and their personal development.
- The curriculum has a clear rationale and a balance of skills, knowledge and understanding. The school is fully compliant with the French and Ministry of Education (MoE) requirements. The school implements bilingualism following international models. Curriculum modifications such as, booster lessons in Arabic, French, English and mathematics in Maternelle and Primaire, have been successful in attempting to meet students' linguistic and mathematical needs.
- Teachers consistently demonstrate an up-to-date knowledge of childcare protection policies and procedures. Safety and security are a very strong focus and student wellbeing is at the heart of the school. A caring and respectful ethos is evident across all phases. Students are self disciplined and respectful, and teachers follow a consistent and effective approach to behaviour management.

### LEADERSHIP AND MANAGEMENT

- The highly-capable principal, with her emerging leadership team has established a learning community that values inclusivity and wellbeing. They have the trust of students, parents, and staff. Most leaders are successful in supporting positive student outcomes through consistently high expectations. Governors have a positive impact upon the school's performance with an in-depth knowledge of the school and students' achievements.

### The best features of the school:

- Senior leaders' ambitious vision to maximise students' achievement within an inclusive community, where bilingualism is valued and wellbeing is promoted
- Students' mostly very good progress in French, English, mathematics, and science
- Students' very strong personal development, attitudes to learning, and work ethic
- The school's excellent arrangements for keeping students safe
- The partnerships with parents and other international schools, greatly enhancing students' learning experience

### Key recommendations:

- Raise students' achievement in Islamic Education and Arabic.
- Improve provision for students of determination.
- Improve the consistency of teaching and learning.

## Overall School Performance

# Good

### 1. Students' Achievement

		Maternelle	Primaire	College
 Islamic Education	Attainment	Not applicable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable	Good
 Arabic as a First Language	Attainment	Not applicable	Acceptable	Acceptable
	Progress	Not applicable	Good ↑	Good
 Arabic as an Additional Language	Attainment	Not applicable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable	Good
 Language of instruction	Attainment	Good	Very good ↑	Good
	Progress	Very good	Very good ↑	Good
 English	Attainment	Good	Very good ↑	Good ↑
	Progress	Very good	Very good	Very good ↑
 Mathematics	Attainment	Good	Good	Very good ↑
	Progress	Good	Very good ↑	Very good ↑
 Science	Attainment	Good	Good	Good ↑
	Progress	Good	Very good ↑	Very good ↑
<b>Learning skills</b>		Good	Good	Good

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

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

## 3. Teaching and assessment

	Maternelle	Primaire	College
Teaching for effective learning	Good	Good	Good
Assessment	Good	Good ↑	Good ↑

## 4. Curriculum

	Maternelle	Primaire	College
Curriculum design and implementation	Good	Good	Good
Curriculum adaptation	Good	Good	Good

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

	Maternelle	Primaire	College
Health and safety, including arrangements for child protection/ safeguarding	Outstanding ↑	Outstanding ↑	Outstanding ↑
Care and support	Good	Good	Good

## 6. Leadership and management

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

For further information regarding the inspection process, please look at [UAE Schools Inspection Framework](#)

## Main Inspection Report

### 1. Students' Achievement

#### Islamic Education

	Maternelle	Primaire	College
Attainment	Not applicable	Acceptable	Acceptable
Progress	Not applicable	Acceptable	Good

- Most students demonstrate knowledge and understanding that are in line with the MoE curriculum standards. However, the school's internal assessment data shows higher levels of attainment. Students in Collège make better progress in lessons and in their projects. Non-Arabic speaking students show stronger progress overall in their learning.
- Students demonstrate a good understanding of Islamic values and principles. Their memorisation of The Holy Qur'an is developing slowly, especially among Arab students. Most students show steady progress with the understanding of Divine Revelations, although their application of the rules of Tajweed and Aqeedah are underdeveloped.
- The school has recently taken steps to improve students' Holy Qur'anic recitation skills by introducing the Nourani Qaedah in lessons for virtual visits. The impact of this is not yet evident.

#### For Development:

- Ensure that lessons provide an appropriate level of challenge and coverage of different concepts of Islamic Education.

#### Arabic as a First Language

	Maternelle	Primaire	College
Attainment	Not applicable	Acceptable	Acceptable
Progress	Not applicable	Good ↑	Good

- Across both phases, students' attainment is in line with expectations. Attainment is slightly better in the upper grades where students are more confident in analysing text and justifying their opinions. In Primaire, students' writing skills are improving, especially their accuracy, vocabulary, punctuation, and organisation of ideas.
- While students in Collège are making rapid progress in their reading and speaking skills, slower progress is being made in comprehending informational texts. Extended and creative writing, as well as the use of different writing styles, are still developing.
- Students have access to different reading resources, including Arabic reading books, stories, and a digital reading platform. This is helping to improve students' proficiency in reading and speaking

#### For Development:

- Provide more opportunities for independent and creative writing which encourage students to express their ideas in their own words.
- Improve students' skills by implementing a comprehensive approach to teaching Arabic that integrates all elements and skills.



## Arabic as an Additional Language

	Maternelle	Primaire	College
Attainment	Not applicable	Acceptable	Acceptable
Progress	Not applicable	Acceptable	Good

- Most students attain the expected MoE curriculum standards when considering their individual starting points. Internal assessment data overestimates the actual level of students' achievement. Progress is slightly faster in Collège in reading age-appropriate texts and in comprehending informational texts.
- Students' listening and reading skills are adequately developed. Students in Lower Primaire, are slowly developing their understanding of the relationships between letters and sounds. Older students can respond to texts on familiar topics. Speaking and independent writing skills are underdeveloped.
- Effective planning and differentiation are helping to accelerate students' progress, especially in Collège. However, the inconsistency in meeting students' needs and occasional difficulties in managing students' behaviour in some lessons, limits students' progress in Primaire.

### For Development:

- Enhance writing and speaking skills by providing students with more opportunities to practise language using everyday situations and role play.
- Improve students' behaviour in Primaire.

## French

	Maternelle	Primaire	College
Attainment	Good	Very good ↑	Good
Progress	Very good	Very good ↑	Good

- The most rapid progress is seen in Maternelle and Primaire. Although many students are not native French speakers, the majority of students attains above curriculum standards and make better than expected progress.
- A strong focus on languages underpins the development of oral skills in Maternelle. In Primaire, students' reading skills and the ability to express themselves confidently and clearly, also develop well. The writing skills of students are not yet at the same standard.
- Students have insufficient opportunities to engage in extensive, independent, and creative writing. This is a particular feature in Collège where the level of challenge does not always match the potential of students.

### For Development:

- Provide more opportunities for students to develop their creative and independent writing skills, particularly in Collège.

## English

	Maternelle	Primaire	College
Attainment	Good	Very good ↑	Good ↑
Progress	Very good	Very good	Very good ↑

- In all phases, students' speaking skills are well developed. In Maternelle, children make rapid progress in English language acquisition. In Primaire, most students use their language skills very well to express their ideas and opinions.
- Reading comprehension is relatively strong, from simple words and sentences in Grade 1 to a range of fiction and non-fiction in Primaire and Collège. Students increasingly read for pleasure. Students' writing skills are variable. They make frequent grammatical errors and few write at length.
- The school's recent initiative in developing literacy programmes is beginning to have a positive effect on students' reading skills, and their ability to use a wider range of vocabulary.

### For Development:

- Implement strategies to support the development of students' writing skills, including the use of accurate spelling, punctuation, and grammar.

## Mathematics

	Maternelle	Primaire	College
Attainment	Good	Good	Very good ↑
Progress	Good	Very good ↑	Very good ↑

- Internal assessment data indicate that students' attainment is strong in all phases. In lessons, students make very strong progress in both Primaire, and Collège.
- Across all phases there is a focus on developing number concepts and mental mathematical skills through well-structured practice. Plentiful practical resources are used effectively in Maternelle for children to explore, but they are not used as effectively or consistently across other grades.
- The introduction of new teaching approaches in Maternelle and Primaire are engaging students in more active learning activities. The curriculum in Collège has been broadened to engage students in more mathematical investigations and problem-solving activities. These improvements are at an early stage of implementation and not yet fully embedded.

### For Development:

- Ensure that age appropriate and well-structured mathematical investigations are used more extensively.
- Embed problem-solving and reasoning activities in Primaire, and Collège.

## Science

	Maternelle	Primaire	College
Attainment	Good	Good	Good ↑
Progress	Good	Very good ↑	Very good ↑

- Internal assessment data indicates that students' attainment is strong in both Primaire and Collège. This is consistent with work seen in lessons and students' notebooks. There is no external data against which the school can benchmark student attainment consistently over time.
- Children in Maternelle learn science through engagement in a wide range of investigative activities, the quality of which is variable across the different sections. Many students are beginning to display an understanding of scientific concepts in their oral work and use scientific terminology appropriately.
- The recently appointed coordinator is leading the promotion of investigative work to enable students to develop their critical thinking and problem-solving skills. This is more evident in upper Primaire, and in Collège.

### For Development:

- Ensure greater consistency in children's experiences in science in Maternelle.
- Improve students' ability to carry out independent investigations.
- Improve students' scientific literacy skills.

## Learning Skills

	Maternelle	Primaire	College
Learning skills	Good	Good	Good

- In all phases, students have positive attitudes and participate enthusiastically in lessons. They work productively but most depend on their teachers for direction. In Collège, students are becoming more self-reliant. Students enjoy working together, but collaboration and dialogue are sometimes limited.
- Students use educational technologies competently to carry out research and to record and present their work. They make pertinent and meaningful connections between areas of learning. Links are made to the wider world for example, through practical applications to demonstrate probability in mathematics, and cross-curricular projects in social studies.
- Students occasionally reflect thoughtfully on their work but often do not have the opportunity to do so. Their skills of critical thinking are not well developed.

### For Development:

- Promote the development of students' critical thinking skills and independent learning across the school.

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

	Maternelle	Primaire	College
Personal development	Very good	Very good	Very good

- Across the school students demonstrate positive and responsible attitudes towards learning and their school. Students are self reliant and demonstrate strong leadership skills, particularly in Collège. They are sensitive to the needs of others and show respect and genuine empathy.
- Students' behaviour in most lessons and breaks is excellent. Students are responsive and willingly follow school rules. Children in Maternelle demonstrate age-appropriate self-discipline and respond very well to others. A few students in Primaire lack adequate self-discipline.
- Most students show an excellent awareness and understanding of the value of healthy eating and maintaining an active lifestyle. They frequently make sensible choices when choosing their meals and participate in a range of physical activities. Students' attendance is good. They are usually on time to school and to lessons.

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

- Students across the school demonstrate a strong awareness of Islamic values and appreciate their relevance to the UAE. These values are better understood in Collège than in other phases. Students organise and participate in the Ramadan fridge food collection.
- Students' understanding and respect for the heritage and culture of the UAE is a particular strength of the school. They contribute to designing posters which describe the history of the UAE. Most students speak enthusiastically of their participation in the National Day celebrations.
- Students are proud of their own countries and speak knowledgeably about them. In Islamic Education, students talk about traditional food and customs during Ramadan. Students participate in International Day and their knowledge of other world cultures is developing.

	Maternelle	Primaire	College
Social responsibility and innovation skills	Good	Good	Good

- Many students take advantage of the range of opportunities to demonstrate social and environmental responsibility and engage in charitable activities. Recycling and environmental responsibility are encouraged. In Maternelle, children organise their belongings and help tidy resources away.
- Students are interested in, and take care of, their own plants in the garden.
- All students have a good insight into environmental issues. They take care of their classrooms and use the recycling bins in the hallways. They can express the reasons why it is important to conserve resources such as, water and take increasing responsibility for the school environment.

### For Development:

- Ensure that the students' views are listened to across the school.

### 3. Teaching and assessment

	Maternelle	Primaire	College
Teaching for effective learning	Good	Good	Good

- In all phases, teachers know their subjects well and make lessons relevant, but not all understand how young children learn best. There is some variation in the quality of teaching in Maternelle.
- Most teachers create positive learning environments. They plan lessons which engage students productively but sometimes do not manage time effectively. Relationships are generally excellent, and teachers use questioning well to check understanding. In the stronger lessons, notably in science and mathematics, teachers' questioning extends and consolidates learning. Teachers support students with lower levels of English well, but otherwise differentiation is limited. Teaching does not systematically promote critical thinking, problem-solving or independent learning. A recently introduced professional training programme for teachers is beginning to improve strategies for accelerating learning in lessons.

	Maternelle	Primaire	College
Assessment	Good	Good ↑	Good ↑

- Internal assessment processes are coherent, consistent, and closely linked to the school's curriculum. Assessment procedures are used effectively to monitor student's attainment, progress, and their personal development. External assessments are conducted in the MoE subjects and are benchmarked appropriately. Cognitive ability assessments have recently been introduced.
- Internal assessment data are analysed effectively by senior leaders to measure students' progress. Gaps in students' learning are identified and the information used to inform curriculum implementation and targeted interventions.
- Teachers' use of assessment information in lesson planning, is variable across all phases. Most teachers monitor students' work in lessons and provide immediate, helpful feedback. Teachers' monitoring and marking of students' work is less strong in Collège.

#### For Development:

- Improve teaching strategies to help students become independent and self-reliant learners.
- Make full use of assessment information to meet student's individual learning needs.

## 4. Curriculum

	Maternelle	Primaire	College
Curriculum design and implementation	Good	Good	Good

- The curriculum has a clear rationale and a balance of skills, knowledge and understanding. The MoE curriculum for Arabic is not fully implemented, creating gaps in students' learning. Progression and continuity are seamless. The school implements bilingualism following international models.
- Curriculum modification to meet the needs of all students is inconsistent across phases. Cross-curricular links are meaningful and linked to the wider world, but are not fully embedded, especially in mathematics.
- Effective use is made of assessment data to conduct regular reviews of the curriculum, with a continuous emphasis on the acquisition of the French and English languages. Parents and students are consulted in the review process and account taken of their views.

	Maternelle	Primaire	College
Curriculum adaptation	Good	Good	Good

- Curriculum modifications such as, support lessons in Arabic, French, English, and mathematics in Maternelle and Primaire are successful in attempting to meet students' linguistic and mathematical needs. However, modifications across the phases to meet the learning needs of all students are not uniformly embedded.
- The curriculum is interesting and varied with students having increased creative options built into the timetable. These options include robotics, coding, augmented reality, music, theatre, and lessons to develop entrepreneurial skills. Several sporting and other extra-curricular activities are well established.
- Since the last inspection, the school has extended students' learning experiences to deepen their understanding of the traditions and culture of the UAE. These include visits from local authors and a collaborative project with an Arabic-speaking school.
- Arabic is taught in Maternelle for 45 minutes per week.

### For Development:

- Ensure that modifications to the curriculum meet the needs of all groups of students.
- Ensure that the curriculum in Arabic is fully compliant with MoE requirements.

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

	Maternelle	Primaire	College
Health and safety, including arrangements for child protection / safeguarding	Outstanding ↑	Outstanding ↑	Outstanding ↑

- The school has excellent provision for health and safety. Policies and procedures are robust and clear. Teachers have an up-to-date knowledge of the childcare protection policies. There are planned lessons and assemblies about how to lead a healthy life. Children bring healthy snacks to school.
- Risk assessments are in place and comprehensive maintenance checks, and records, ensure that the buildings and facilities are clean and suitable for students. Bus transportation is safe, orderly, and well supervised. Parent drop off and pickups are also carefully supervised with safe routines familiar to students.
- Safety and security are a high priority for the school. Secure records are kept by the medical staff of any safeguarding issues as well as, vaccinations, health issues, and any incidents.

	Maternelle	Primaire	College
Care and support	Good	Good	Good

- Students' wellbeing is at the heart of the school. A caring and respectful ethos is evident across all phases. Students are self disciplined and respectful as most teachers follow a reliable and consistent approach to behaviour management. Attendance and punctuality are monitored effectively with regular feedback to students and their parents.
- The school has clear protocols in place for the identification of students of determination and those who are gifted and talented. Opportunities are available for gifted and talented students to develop their interests in a range of extra-curricular activities. However, the level of challenge in lessons is variable.
- The wellbeing of all students is carefully monitored, and they are provided with effective personal guidance and support. Class teachers are well informed and aware of students' emotional and social needs. Students feel well supported in their academic development and teachers provide older students with advice on subject choices.

### For Development:

- Increase student's involvement in improving wellbeing across the school, including initiatives that they plan, initiate, manage, and evaluate.

## Inclusion of students of determination

### Provision and outcomes for students of determination

Acceptable

- Governors and senior leaders demonstrate a commitment to inclusion. A recently-appointed member of staff is responsible for the provision for students of determination. Systems of review, planning, implementation, monitoring, and evaluation are developing, but improvement plans are not sufficiently targeted.
- The school identifies students using a range of indicators. There are clear criteria for identification which match the KHDA categories. Consequently, the needs of most students are appropriately recognised. The school is developing methods and protocols to monitor provision and adapt its provision.
- Parents are provided with guidance to help them support their children's learning. This includes updates on individual targets, with reference to each student's profile of needs and their abilities. Parents' involvement makes a positive contribution to the quality of provision for students of determination.
- The school evaluates the effectiveness of support for students. Curriculum plans are modified to reflect each student's learning ability although learning activities are not always relevant. Personal support from most learning support assistants ensures that students demonstrate a positive approach to learning
- The school uses assessment data to set targets and record progress. Teachers evaluate the targets termly and have formal review meetings with parents. As a result, most students of determination make good progress over time in relation to their individual targets.

### For Development:

- Ensure that all improvement plans have clear targets.
- Fully embed procedures for monitoring the effectiveness of provision for students of determination.



## 6. Leadership and management

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

- This engaging and extremely capable principal with her emerging, diligent leadership team has established a learning community that values inclusivity and wellbeing. They have the trust of students, parents, and staff. Leadership structures have been modified to take account of rapidly increasing student numbers and the requirement to enhance leadership for inclusion and in Maternelle. Most leaders are successful in supporting positive student outcomes through high expectations. Senior leaders have a clear understanding of what needs to be done to innovate and improve the school.
- Self-evaluation protocols and improvement planning are approached systematically with increasing use of external benchmarking data. Senior leaders understand their role in ensuring consistent approaches to the monitoring of teaching and students' progress. Although school improvement plans contain relevant actions, some lack sufficient detail on how progress towards improvement objectives will be measured. Required improvements to the accuracy of self-evaluation have been partially implemented through the more consistent analyses of data.
- There are many opportunities for parents to be actively involved in the life and work of the school. Parents speak highly of the school's communications with them and the approachability of senior leaders and staff. Reporting on students' progress and personal development is regular and detailed, with teacher and parent meetings each term. International partnerships have been strengthened, enhancing students' experiences.
- Stakeholders are well represented in the governance of the school. The governance steering group of experienced international educators provide an in-depth knowledge of the school and students' achievements. They are in regular contact with school leaders providing them with a 'critical friend' in issues of strategic direction and human resource development. They have a positive impact upon school performance with a designated pilot project group which monitors the school's progress regularly.
- The day-to-day management of the school is well-organised, impacting positively on students' daily learning experiences with well-established routines. Teachers and leaders are recruited thoughtfully, supported by relevant professional training, and encouraged to develop their expertise to ensure high-quality teaching. The campus provides a conducive environment for learning, sport, and recreation. All learning areas are accessible, spacious and some, particularly in Maternelle, are now more attractive. Governance ensures that curriculum resourcing under continuous review.

### For Development:

- Review the leadership structure and establish clear improvement targets for all leaders.
- Ensure that improvement plans are concise with measurable progress towards improvement targets.
- Embed teacher evaluation processes to support accelerated development of consistent high-quality teaching.



## What happens next?

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

- recommendations from DSIB
- areas identified by the school as requiring improvement
- other external reports or sources of information that comment on the work of the school
- priorities arising from the school's unique characteristics.

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

Dubai Schools Inspection Bureau  
Knowledge and Human Development Authority

If you have a concern or wish to comment on any aspect of this report, you should contact [QA.Schools@khda.gov.ae](mailto:QA.Schools@khda.gov.ae)