

Lycée Libanais Francophone Privé Inspection Report

Maternelle to Grade 7

Report published May 2010

Contents

Explanation of the inspection levels used in the report	2
Basic information about the school.....	2
How well does the school perform overall?.....	3
Key features of the school.....	4
Recommendations	4
How good are the students' attainment and progress in key subjects?	4
How good is the students' personal and social development?.....	5
How good are the teaching and learning?	6
How well does the curriculum meet the educational needs of all students?	7
How well does the school protect and support students?.....	7
How good are the leadership and management of the school?.....	8
Summary of inspection judgements	9
Next Steps.....	13
How to contact us.....	13

Explanation of the inspection levels used in the report

Outstanding – exceptionally high quality of performance or practice.

Good – the expected level of quality for every school in Dubai.

Acceptable – the minimum level of acceptability required for Dubai. All key aspects of performance and practice in every school should meet or exceed this level.

Unsatisfactory – quality not yet at the level acceptable for schools in Dubai. Schools will be expected to take urgent measures to improve the quality of any aspect of their performance or practice that is judged at this level.

Lycée Libanais Francophone Privé was inspected in January 2010, as part of the regular inspection of all schools in Dubai. The inspection covered key aspects of the work of the school at all stages. It evaluated students' achievements, the effectiveness of the school, the environment for learning, the school's processes for self-evaluation and capacity for improvement. There was a particular focus on students' progress in Islamic Education (for Muslim Students), Arabic, French, English, mathematics and science.

Basic information about the school

Located in Muhaisnah, Lycée Libanais is a private school providing education for boys and girls, from maternelle to Grade 7, aged three to 13 years. The school follows a French curriculum. For administrative purposes the school is organised into three sections; maternelle (minimum age 3 years), primaire (minimum age 6 years) and secondaire (minimum age 11 years). At the time of the inspection, there were 577 students on roll. The student attendance reported by the school for the last academic session was good.

Dubai Schools Inspection Bureau (DSIB) analysed responses to on-line questionnaires completed by parents. Almost all parents who responded said that their children liked school and that the school was well led. They said that behaviour in school was good and that staff expected students to work hard, do their best and become independent learners. Parents considered that teaching was good and that teachers treated their children fairly. They said that teachers explained how they could help their children at home with school work. Parents also felt that staff showed concern for the welfare of their children and that their children were kept safe. Almost all said that the school gave them good information about their children and most were happy with their progress in Arabic, mathematics and science. However, a few parents believed that their children's progress in English was good and only a minority thought that progress in Islamic Education was good. Most parents said they felt comfortable in approaching the school with a question or complaint and that the school had good links with parents. However, a minority were unsure how well they were consulted on decisions affecting their children and that if they raised a matter of concern the school would do something about it. Although the majority of parents said that there was a good range of

enjoyable and stimulating activities for their children, a minority disagreed. A minority also stated that they did not know about the school's links with the local community or how the school had responded to the recommendations of the previous inspection.

How well does the school perform overall?

The school provided an acceptable quality of education. The Headteacher and his staff provided a French curriculum whilst at the same time instilling in the students a strong respect for Dubai's own culture. Attainment and progress in Islamic Education were acceptable in primaire and good in secondaire. The majority of students manipulated three languages with ease; their progress in Arabic and English was good across the school, and in French it was good in maternelle and secondaire. Attainment and progress in mathematics were acceptable in primaire and good in maternelle and in secondaire. In science, attainment and progress were acceptable throughout the school. The attitudes and behaviour of students, particularly in maternelle, and secondaire, were outstanding. Students' civic understanding and their appreciation of local traditions were good across the school. Their awareness of ecological and sociological issues was clearly evident in the school. Older students' knowledge of economic and environmental issues was outstanding.

The teaching and learning were good in the maternelle and secondaire, and acceptable in primaire. This curriculum quality was good in maternelle and primaire, and acceptable in secondaire. Students were encouraged to think for themselves, and oral skills were strong but often they were not challenged sufficiently by their teachers. There was not enough variety in class activities to stimulate higher-order thinking and extended writing. Assessment was good in maternelle and acceptable in the rest of the school, where the quality of marking was inconsistent. Tracking of students' progress was beginning to inform teachers' planning. Children in the maternelle enjoyed a good level of support. Teachers knew the varying levels of the students well and there were examples where teachers matched tasks well to the differing learning needs of the children. Guidance in the primaire and secondaire phases of the school was acceptable. The arrangements in place for health and safety were good; a strong awareness of the need for personal hygiene was evident in maternelle. Medical records were efficiently maintained. All students took part in physical activity, and a healthy life-style was promoted in all sectors of the school.

Leadership and management of the school were good. The Headteacher had put in place an effective management structure and his team was working hard, under his leadership, to fulfil the objectives of the school's development plan. There were clear signs that measures put in place to address the recommendations of last year's inspection were starting to have an effect. The management team demonstrated that they had the capacity to achieve further improvements in the school.

Key features of the school

- Students' high levels of linguistic competence;
- Good attainment in Islamic Education in secondaire and in Arabic across the school;
- Good attitudes and behaviour of students, particularly in maternelle and secondaire;
- Outstanding economic and environmental understanding of secondaire students;
- Distributed leadership, which was beginning to effectively inform self-evaluation.

Recommendations

- Improve attainment and progress in the primaire section;
- Ensure the marking of students' work provides clear guidance to inform improved performance;
- Further pursue the measures put in place since the last inspection.

How good are the students' attainment and progress in key subjects?

Attainment and progress in Islamic Education were acceptable in primaire and good in secondaire. In primaire, most students knew the pillars of Islam and understood the importance of a few Islamic values such as truthfulness and mercy. They learned how to perform their ablutions. Most students in the lower grades could recite a few verses they learnt from The Holy Quran to an acceptable level. By Grade 5, most students also developed a basic knowledge of some facts about Prophet Mohammed's life (PBUH) and distinguished between obligatory and voluntary forms of worship and deeds. In higher grades, students made good progress with their recitation skills.

Attainment and progress in Arabic were good in both the primaire and secondaire phases. Almost all students consistently improved their listening skills which they had started to develop in maternelle. Almost all students could answer both direct and more challenging listening comprehension questions. This was complementary to students' good reading comprehensions skills which were evident in their answers of questions promoting higher order thinking. In lower primaire, writing skills were well developed and most students could construct grammatically correct sentences by Grade 3. In upper primaire and secondaire grade levels, students' writing was good in terms of grammatical correctness and richness of expression.

Attainment in English was acceptable across the school and progress was good. Students' understanding of spoken English was excellent and of written English was good. Students spoke confidently but their skills in reading aloud required improvement. They could discuss complex issues spontaneously, such as third world development, the press and the

environment. Older students had a wide vocabulary range. Students' written skills were not sufficiently well developed and they could not write extensively in any genre.

Attainment and progress in French was good in maternelle and secondaire. The youngest children made good progress in recognising letters and high frequency words. They listened attentively and acquired a broad vocabulary from discussion, listening to stories and songs. The majority spoke confidently and were competent readers, using their skills to access other subjects of the curriculum. From a young age, most wrote in good cursive script and used dictionaries effectively to check their spelling and extend their vocabulary. At later stages, students could write confidently in a range of genres. From Grade 5, the students were writing good literary reviews, often expressing their own views and using examples from texts to justify their arguments.

Students' attainment and progress in mathematics were good in maternelle, acceptable in primaire and good in secondaire. In maternelle, children could differentiate between shapes and make accurate decisions about which one digit numbers added to ten and which fell short of and exceeded this number. In primaire, students saw patterns in numbers, recited multiplication tables accurately and recognised common multiples. Most students explained confidently how they had arrived at their answers. In secondaire, they solved problems relating to real-life situations using fractions and algebra. They plotted increasingly complex geometric shapes on computers and completed circular symmetry with accuracy. They demonstrated good skills in geometry.

Attainment and progress in science were acceptable overall. The youngest children demonstrated good knowledge of the desert environment, its climate and wildlife. They understood the effect of the seasons in Lebanon, for example, where some trees lose their leaves in winter and flowers bloom in the spring. Children in primaire used their senses and appropriate vocabulary to describe apples. They labelled parts of the body correctly and by CM1 used a good range of scientific vocabulary accurately when describing the fertilisation and reproduction of several species of animals. Students in secondaire carried out simple investigations and analysed their findings. They understood interdependence within food chains.

How good is the students' personal and social development?

Students' attitudes and behaviour were outstanding in maternelle and secondaire, and good in primaire. The children in maternelle were very well behaved. They followed instructions and were respectful of each other and of all the adults around them, including ancillary staff. Students in secondaire were responsible and mature. They exhibited independence of mind and were eloquent and diplomatic when discussing student issues. Students showed genuine concern for each other and often supported one another's learning. Although most students in primaire behaved well, a few students became distracted and disruptive when they were not fully engaged in their learning. Attendance was good, overall.

Students' civic understanding, their understanding of Islam and their appreciation of local traditions and culture were good across the school. Students in all the phases readily assumed responsibilities when presented with opportunities. Almost all students understood the importance of Islam in Dubai. They recognised the multi-cultural nature of the society they live in and most students viewed that as an enriching experience.

Economic and environmental understanding was good in maternelle and primaire and outstanding in secondaire. Almost all students linked their presence in Dubai to the economic opportunities it presented their parents. Students in maternelle and primaire could identify and name aspects of Dubai's progress. Those in secondaire could explain the reasons for Dubai's economic progress, the economic relations between the seven emirates and causes of the recent global and local economic crisis. All students had an excellent awareness of environmental issues and became more actively involved in sustaining the environment as they progressed through the school.

How good are the teaching and learning?

The quality of teaching and learning was good in the maternelle and secondaire. It was acceptable in primaire. Teachers had secure subject knowledge and some used good questioning, which made their students think more deeply about the topics. Relationships between students and their teachers were good and, on occasions, teachers gave individual support to students who found things difficult. In lessons, teachers tried hard to make sure that every student was included; more able students presented their work to the class and explained difficult concepts to their peers. Computers were rarely used as a teaching tool. On occasions, teachers directed activities too much and there was an over reliance on textbooks. Sometimes the pace of lessons was too slow. Some lesson planning lacked detail and, as a consequence, there was not enough variety in the activities and the work was not well matched to meet the needs of all students.

Students' learning was good in maternelle and in secondaire and acceptable in primaire. Students enjoyed their learning, had positive attitudes towards it and were fully engaged during lessons. They had confidence to ask questions of their teachers when they were unsure and they were not afraid to make mistakes. Students' learning was reinforced by links to other subjects and also to real-life situations. There were opportunities for students to develop critical thinking and higher order skills and, in discussion, students acted as a resource for each other's learning. However, classrooms were sometimes uninspiring and the quality of display did not always support students' learning. Students were not always required to take responsibility for their own learning and to research topics for themselves.

Assessment had improved since the previous inspection: it was good in maternelle and acceptable in primaire and secondaire. In maternelle, children were assessed on all the expected skills. Across the school, the report cards sent home to parents were more informative about the attainment of students in Arabic, French, English, mathematics and science. In some classes, students assessed their own work and also that of their peers. Marking had improved but was still inconsistent in quality across the school. It varied from

detailed advice on how students could improve their work to little more than ticks and short comments.

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

The curriculum was good in the maternelle and primaire sections and acceptable in the two years of secondaire. As part of its regular reviews, the school had increased the time allocation for Islamic Education. It now covered all curricular requirements of the Ministry of Education and French government. French was the language of instruction and Arabic was taught in all years. The maternelle curriculum was carefully planned to develop children's listening, language and number skills through a range of activities, including external visits. Children enjoyed art, music and sport classes. In primaire and secondaire, languages represented half the available curriculum time. All students enjoyed sport, physical and aesthetic subjects. Highly effective support classes were offered for those who needed them. Subject leaders met regularly and worked together on cross-curricular themes, which helped reinforce and broaden learning, and put it in context. Nevertheless, the school's modern computer suite was often empty during the inspection week and students' work provided little evidence of its use. In addition, there was less emphasis on science and technology in secondaire than that found in many secondary schools. The curriculum was enriched by art, sport and dance extra-curricular activities and visits, such as a recent ski trip to France. Students helped a local Desert Group, but limited use was made of local facilities.

How well does the school protect and support students?

Arrangements to ensure students health, safety and security were good in all phases of the school. Arrival and dismissal times were well organised especially given the school's complicated timetable. Students' safety was a priority for staff, both when they arrived at school by bus and during school sessions. Students were well supervised throughout the day. Premises and facilities were clean and well maintained, although the absence of a designated person to make frequent safety checks resulted in a few oversights. For example storage rooms, telephone, internet and electricity rooms were left unlocked and accessible to students. School records were in order, including students' medical records and evacuation records. Healthy meals were offered to students who chose to eat lunch at the school canteen and a list of permitted foods was shared with parents whose children opted to bring lunch from home.

The quality of support the school provided its students was good in maternelle and acceptable in primaire and secondaire. Relationships between most staff and students were positive and based on mutual respect and consideration. All students reported that they felt they could easily approach their teachers with an academic problem, but were less sure, however, about whom to approach if they needed guidance on other issues. The school had a behaviour management policy that was shared with parents and students, and which included a

reflection exercise on the part of the students. The less able maternelle students received support and their progress was monitored weekly. In the upper grades, students requiring additional help with their learning were supported in "soutien" classes but this support did not extend to all lessons as many did not cater for the range of individual learning needs of students, including the more talented. The school kept accurate and comprehensive records of attendance and punctuality.

How good are the leadership and management of the school?

The leadership and management of the school were good. The Headteacher knew his school well and was a familiar figure around the different sections of the school. He gave the school a clear focus for the future. The action plan was followed with some success, and measures had been put in place to address the recommendations from the previous inspection report. These were beginning to have an impact. Senior staff were committed and supportive. Improvements were taking place in key subjects in secondaire.

Self-evaluation and improvement planning were good. Regular meetings with middle managers informed them about on-going developments and newly-devised reporting booklets gave parents more detailed information about teachers' assessment of the students' performance. The school was now fully compliant with Ministry of Education requirements.

Partnerships with parents and the community were acceptable. Parents were happy with new arrangements for consulting staff. There were links with the community including other schools. A few students had participated in a joint project and had planted trees with students from a local special needs school.

Governance was acceptable. The current board (Conseil d'administration) was made up of six members. Although the Headteacher was not a member of the board there was a close working relationship with the vice-president of the board, and their partnership was a productive one. A new body, comprising parents, teachers, students and the headteacher, was being formed to shape school policy. The group will form an advisory council, and it was expected to meet for the first time within a few weeks from the time of inspection.

Staffing, facilities and resources were acceptable. The students enjoyed sufficient space in the corridors and classrooms, but in the primaire and secondaire sections these were often drab and did not adequately support learning. In contrast, the maternelle classes were bright, filled with motivating pictures and examples of the younger children's own work. The art department also provided interesting exhibits and colourful models that illustrated the cross-curricular work being undertaken. The computer room was well equipped, but under-used. The library was not used to its greatest advantage; there was a need for greater research opportunities for students, in particular the introduction of the Internet as a resource. Play areas were in good condition, used regularly and well supervised.

Summary of inspection judgements

In their evaluation of the overall effectiveness of the school, the inspection team made judgements about the following aspects of the school's performance.

Four descriptors are: Outstanding; Good; Acceptable; Unsatisfactory.

How good are the students' attainment and progress in Islamic Education?			
Age group:	Maternelle	Primaire	Secondaire
Attainment	Not applicable	Acceptable	Good
Progress over time	Not applicable	Acceptable	Good

How good are the students' attainment and progress in Arabic?			
Age group:	Maternelle	Primaire	Secondaire
Attainment	Not applicable	Good	Good
Progress over time	Not applicable	Good	Good

How good are the students' attainment and progress in English?			
Age group:	Maternelle	Primaire	Secondaire
Attainment	Not applicable	Acceptable	Acceptable
Progress over time	Not applicable	Good	Good

How good are the students' attainment and progress in French?			
Age group:	Maternelle	Primaire	Secondaire
Attainment	Good	Acceptable	Good
Progress over time	Good	Acceptable	Good

How good are the students' attainment and progress in mathematics?			
Age group:	Maternelle	Primaire	Secondaire
Attainment	Good	Acceptable	Good
Progress over time	Good	Acceptable	Good

How good are the students' attainment and progress in science?			
Age group:	Maternelle	Primaire	Secondaire
Attainment	Acceptable	Acceptable	Acceptable
Progress over time	Acceptable	Acceptable	Acceptable

How good is the students' personal and social development?			
Age group:	Maternelle	Primaire	Secondaire
Attitudes and behaviour	Outstanding	Good	Outstanding
Islamic, cultural and civic understanding	Good	Good	Good
Economic and environmental understanding	Good	Good	Outstanding

How good are teaching and learning?			
Age group:	Maternelle	Primaire	Secondaire
Teaching for effective learning	Good	Acceptable	Good
Quality of students' learning	Good	Acceptable	Good
Assessment	Good	Acceptable	Acceptable

How well does the curriculum meet the educational needs of all students?			
Age group:	Maternelle	Primaire	Secondaire
Curriculum quality	Good	Good	Acceptable

How well does the school protect and support students?			
Age group:	Maternelle	Primaire	Secondaire
Health and safety	Good	Good	Good
Quality of support	Good	Acceptable	Acceptable

How good are the leadership and management of the school?	
Quality of leadership	Good
Self-evaluation and improvement planning	Good
Partnerships with parents and the community	Acceptable
Governance	Acceptable
Staffing, facilities and resources	Acceptable

How well does the school perform overall?
Acceptable

Next Steps

The school has been asked to prepare an action plan indicating how it will address the main findings of the report, and to share that plan with parents. 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.

More information about Dubai Schools Inspection Bureau can be found at www.khda.gov.ae.

Copyright 2010

This report is for internal use only and for the self-evaluation purposes of the school. It should not be used for commercial purposes or in connection with a prospectus or advertisement.