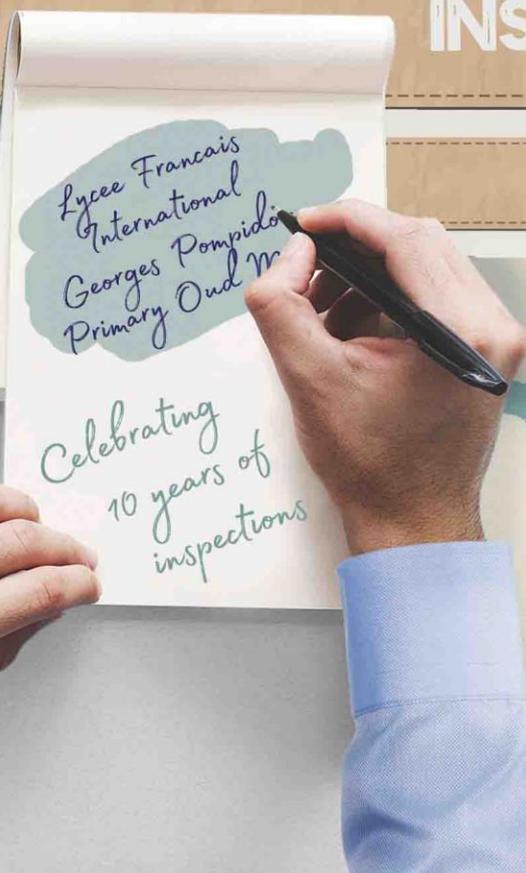


THE RACE FOR EXCELLENCE HAS NO FINISH LINE.  
— SHEIKH MOHAMMED BIN RASHID AL MAKTOUM

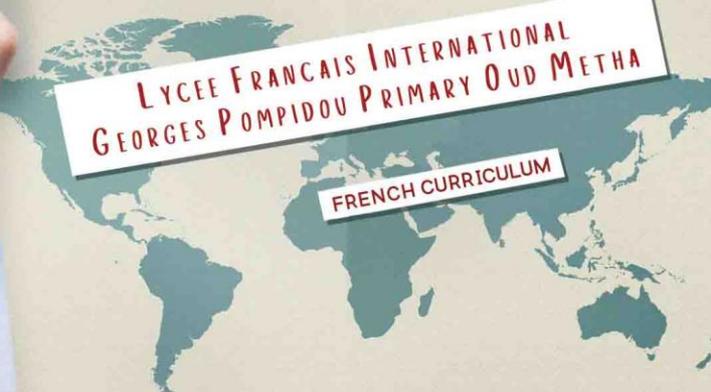


# INSPECTION REPORT

2017-2018



LYCEE FRANCAIS INTERNATIONAL  
GEORGES POMPIDOU PRIMARY OUD METHA  
FRENCH CURRICULUM



## Contents

School information .....	3
The DSIB inspection process .....	4
Summary of inspection findings 2017-2018.....	5
National Priorities .....	9
Main inspection report .....	12
1. Students' achievements .....	12
2. Students' personal and social development, and their innovation skills.....	15
3. Teaching and assessment .....	16
4. Curriculum .....	17
5. The protection, care, guidance and support of students.....	18
Inclusion of students with SEND (Students of determination).....	19
6. Leadership and management .....	20
The views of parents, teachers and senior students.....	21

## School information

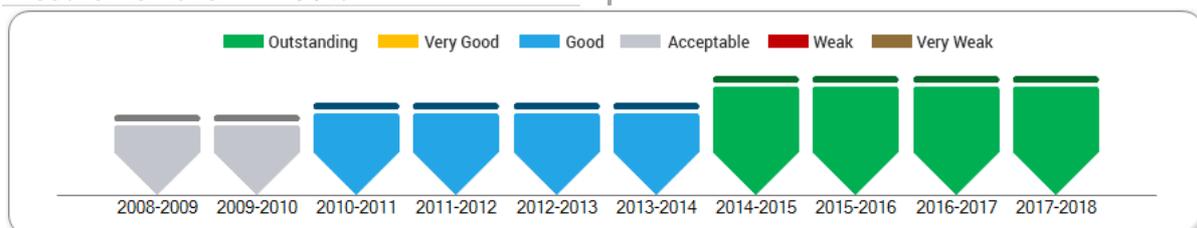
### School Journey for Lycee Francais International Georges

General information	
Location	Oud Metha
Type of school	Private
Opening year of school	2013
Website	<a href="http://www.lgp.ae">http://www.lgp.ae</a>
Telephone	04-3374161
Address	Dubai - Oud Metha- Behind Wafi City- P.O.BOX: 27425
Principal	Catherine Verbrugghe
Principal - Date appointed	6/01/2017
Language of instruction	French
Inspection dates	16 to 18 October 2017

Teachers / Support staff	
Number of teachers	17
Largest nationality group of teachers	French
Number of teaching assistants	15
Teacher-student ratio	1:24
Number of guidance counsellors	0
Teacher turnover	30%

Students	
Gender of students	Boys and girls
Age range	3-6
Grades or year groups	KG 1-KG 2
Number of students on roll	400
Number of children in pre-kindergarten	135
Number of Emirati students	12
Number of students with SEND	3
Largest nationality group of students	French

Curriculum	
Educational permit / Licence	French
Main curriculum	French
External tests and examinations	N/A
Accreditation	N/A
National Agenda benchmark tests	N/A



## The DSIB inspection process

In order to judge the overall quality of education provided by schools, inspectors consider the six standards of performance that form the basis of the UAE School Inspection Framework (the framework). They look at children's attainment and progress in key subjects, their learning skills and their personal and social development. They judge how effective teaching and the assessment of learning are across the school. Inspectors consider how well the school's curriculum, including activities inside and outside classrooms, meet the educational needs of all students. They judge how well schools protect and support children. In addition, inspectors judge the effectiveness of leadership, which incorporates governance, management, staffing and facilities.

Inspection judgements are drawn from evidence gathered by the inspection team, including observation of students' learning in lessons, review of their work, discussions with students, meetings with the staff, parents and governors, and review of surveys completed by parents, teachers and students.

### Judgements are made on a six-point scale

DSIB inspection teams make judgements about different aspects, phases and subjects that form the work of the school, using the scale below, which is consistent with the framework.

Outstanding	Quality of performance substantially exceeds the expectation of the UAE
Very good	Quality of performance exceeds the expectation of the UAE
Good	Quality of performance meets the expectation of the UAE (This is the expected level for every school in the UAE)
Acceptable	Quality of performance meets the minimum level of quality required in the UAE (This is the minimum level for every school in the UAE)
Weak	Quality of performance is below the expectation of the UAE
Very weak	Quality of performance is significantly below the expectation of the UAE

## Summary of inspection findings 2017-2018

Lycee Francais International Georges Pompidou Primary Oud Metha was inspected by DSIB from 16 to 17 October 2017. The overall quality of education provided by the school is **outstanding**. The section below summarises the inspection findings for each of the six performance indicators described in the framework.

### Leadership and management

The leadership and management of the school continue to be a strength. The principal and coordinators know the school's strengths and areas for development. They are very well supported by the school board and parents who all work in partnership with them. The daily routines are well organised and provide an appropriate learning environment to support learning.

### Students' achievement

Children demonstrate high levels of achievement in French, English, mathematics and science. In lessons, most children make better than expected progress towards the learning objectives of the French curriculum and from their starting points. Most children can communicate in both French and English. They understand how numbers are ordered and know how to investigate the world around them.

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

Children have excellent attitudes and behaviour and enjoy being at school. They understand the importance of eating healthy food and doing exercise. They show appreciation of the values of Islam and respect for the heritage of the UAE. They look after their environment very well, and understand the importance of recycling. Their use of technology is developing.

### Teaching and assessment

Teachers have a clear understanding of the subjects they teach and of how young children learn. They plan lessons that are interesting and use strategies that meet the needs of individuals and groups. Assessments are used very well to show progress and to influence the next steps in learning. As a result, teachers have an in-depth knowledge of the strengths and weaknesses of individual children.

### Curriculum

The curriculum is highly effective in developing children's knowledge, skills and understanding. It is well structured and provides continuity so that children are prepared for the move to the next phase. It is successfully adapted to meet the different needs of individual and groups of children. It enables children to develop excellent understanding of the UAE's culture and society.

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

The school has rigorous procedures for keeping children safe. It provides a safe and secure environment with facilities that meet the needs of all children and has well-organised systems for managing attendance. Children who have special educational needs and disabilities (SEND) are quickly identified. They receive highly effective support, and their progress is closely monitored.

### What the school does best

- The highly effective leadership and strong staff commitment that allows the school to be a 'happy' place that is fully inclusive and appropriate for the excellent development of children's learning skills.
- Children's outstanding attainment and progress in French, English, mathematics and science.
- Children's outstanding personal and social development.
- The high quality of support for all children including those with SEND.

### Key recommendations

- Provide more opportunities for children to practice their speaking skills in lessons in all subjects.
- Create more opportunities for children to use technology in lessons.

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	Outstanding ↑
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

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

## National Priorities

### National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of UAE, and Ruler of Dubai, launched the UAE National Agenda 2021, with education being a prime focus. The National Agenda includes two major objectives developed with the intention of placing the UAE among the most successful countries that provide world-class education. By 2021, it is expected that the UAE will feature in the top twenty countries in

the 'Programme for International Student Assessment' (PISA) test and in the top fifteen countries in the 'Trends in Mathematics and Science Studies' (TIMSS) test.

In response to this, each participating school was issued a report on their students' performance in these international assessments and, in addition, they were provided with clear targets for improving their performance. In 2015, KHDA launched the National Agenda Parameter, which is a method for measuring and monitoring schools' progress towards achieving their individual National Agenda targets through the use of external benchmarking assessments.

**The following section focuses on the impact of the National Agenda Parameter in meeting the school's targets:**

Not Applicable

## Emirati Students

As part of the UAE National Agenda, the DSIB continues to focus on the achievement of Emirati students. The Emirati Students Achievement project was launched in September 2017, to prioritise provision for Emirati students across Dubai.



The focus of the inspection is to evidence how effective schools are in raising the achievement of Emirati students. Schools are asked to prioritise the data-informed adaptations to the curriculum and to teaching and learning, as required, to raise the aspirations of students, expectations of staff and subsequent achievements of students.

The following section focuses on the quality of the school's activity in working towards raising the achievement of Emirati students.

**Three strands are reported on (each with three elements): i) Governance and Leadership. ii) Learning and Intervention. iii) Personalisation**

- School leaders and governors ensure the inclusivity of the school which is in line with the philosophy of the French education system. The needs of different groups of children are exceptionally well-met.
- The very well-developed assessment systems allow highly effective use of formative assessment to modify teaching. This leads to personalised activities that meet the needs of every child. For Emirati children, this comprehensive, and detailed focus ensures that they thrive in an environment that offers them space to grow and develop physically, mentally, and personally.
- Classroom learning covers phonics, emergent writing, and constant exposure to books of all kinds. The curricular provision to develop thinking skills is planned and implemented to benefit all children, including Emirati children. All children are exposed to books to develop their love of stories.

**The school's provision for raising the achievement of Emirati children is above expectations.**

## Innovation in Education

- In all subjects, children demonstrate that they are creative, reflective and independent learners. Teachers give them time to do their activities and to think about answers and solutions.
- Children enthusiastically contribute to the life of the school and are involved in community projects appropriate to their age.
- In all areas of learning, teachers ask open-ended questions in lessons and encourage discussions to include different points of view.
- Modifications in curriculum planning enable children to access opportunities that develop their leadership skills, challenge them well, and support their innovative practices.
- The school board, leaders and teachers are committed to providing children with opportunities for innovation within the curriculum.

**The schools' promotion of a culture of innovation is systematic.**

## Main inspection report

### 1. Students' achievements

		Maternelle
Language of instruction 	Attainment	Outstanding
	Progress	Outstanding

- Children's attainment and progress in French are outstanding. Children are attaining levels that are higher than those expected when measured against the French curriculum.
- Children in lessons are independent learners and as a result, they develop high levels of knowledge, skills and understanding of French. They have particular strengths in speaking and listening.
- All children, including those with SEND, show progress in their abilities to speak, but there are no sufficient opportunities in some lessons for all children to practice using new vocabulary. All children are developing the necessary skills to succeed when they move to the primary school.

#### For development

- Increase opportunities for children to speak with each other before answering teachers' questions.

		Maternelle
English 	Attainment	Outstanding
	Progress	Outstanding

- Children’s speaking and understanding of conversations are particularly strong. They can use a wide range of vocabulary with accurate pronunciation in grammatically accurate sentences. When asked, they can explain their understanding of words or phrases.
- Children’s attainment against the French curriculum standards is outstanding. They listen well to others and respond confidently when asked a question. A few children do not get enough opportunities to practice speaking in whole-class sessions.
- Most children are beginning to use their phonic knowledge in the development of reading and writing skills. Children’s work in lessons and their school assessment data indicate that almost all groups of them make outstanding progress to reach levels that are above expectations.

#### For development

- Increase opportunities for children to think and speak in groups before answering a question.

		Maternelle
Mathematics 	Attainment	Outstanding
	Progress	Outstanding

- Mathematics is integrated in all areas of the curriculum and mathematical opportunities are embedded as part of daily routines. Children in the Moyenne section are developing conceptual understanding of addition and can recognise and order numbers from one to 10. In the Grande section, children can make comparisons between numbers.
- Children can identify and explain properties of shapes and can apply their learning to real world experiences. They can name basic 2D shapes and can build two- and three-dimensional structures. Open-ended activities extend children’s ability to think for themselves, but opportunities to solve problems are not evident in all lessons.
- Lessons are imaginatively planned, and teachers make real life connections to number, shape and space, giving children opportunities to consolidate their mathematical understanding.

#### For development

- Ensure that children get more opportunities to solve problems related to new situations.

		Maternelle
Science 	Attainment	Outstanding
	Progress	Outstanding

- Children observe, explore and investigate their environment and can make predictions about why things happen and how things work. They develop early investigative skills and an outstanding awareness of the space and the world around them. They learn through hands-on activities related to their own world.
- Children's understanding of their environment is outstanding. They are curious, inquisitive and keen to explore. Their outstanding progress is a result of the many opportunities they get to make observations and ask questions.
- Interesting and engaging lessons are planned to capture children's interests to support and develop their scientific investigative skills. Children have opportunities to experiment and investigate independently. They are beginning to predict and record their findings.

#### For development

- Further develop opportunities for children to explore their environment and to make comparisons and predictions.

		Maternelle
Learning Skills		Outstanding

- Children's learning skills are very well developed across the school. In most lessons, children have time to think and develop critical thinking skills within a supportive learning environment. Their use of technology to support their learning is developing.
- In almost all lessons, children are very focused on their learning and fully engaged in activities. They interact well with each other and with teachers, showing excellent collaboration and communication skills.
- Lessons are planned to ensure strong connections between subjects which enables children to make full sense of what they are learning. They are given many opportunities to relate what they learn to their own lives.

#### For development

- Ensure that all lessons in all subjects enable children to use technology to develop their learning.

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

	Maternelle
<b>Personal development</b>	<b>Outstanding</b>
<ul style="list-style-type: none"> <li>Children demonstrate excellent attitudes and behaviour. Across the school, they are very respectful to their classmates and to their teachers. They act very responsibly during lessons.</li> <li>In classes and outdoor spaces, children look comfortable and at ease. They demonstrate very strong relationships with their classmates and respond well to teachers' instructions.</li> <li>Across the school there is a strong understanding of the importance of adopting a safe and healthy lifestyle. Children are involved in physical activity during lessons and during break time. Attendance is outstanding and children are punctual.</li> </ul>	
<b>Understanding of Islamic values and awareness of Emirati and world cultures</b>	<b>Maternelle</b> <b>Outstanding ↑</b>
<ul style="list-style-type: none"> <li>Children demonstrate an excellent understanding of Islamic values. They know what the call to prayer means and are able to talk about mosques and why people go there.</li> <li>UAE heritage and culture are integrated into the learning activities. Children can talk about Emirati clothes and national holidays. They are aware of traditions such as basket weaving and falconry and can describe some of the landmarks in Dubai. Children in the Grande section can talk about the changes in Dubai from a desert village to a city.</li> <li>The school promotes respect for all cultures and, as a result, children show understanding of their own culture and tolerance of other cultures.</li> </ul>	
<b>Social responsibility and innovation skills</b>	<b>Maternelle</b> <b>Outstanding</b>
<ul style="list-style-type: none"> <li>Children are responsible and caring individuals. They contribute eagerly to the life of the school and demonstrate an understanding of their roles and responsibilities.</li> <li>Children demonstrate a very good understanding of the importance of looking after the environment. They are all eager to improve their environment. They understand the importance of picking up rubbish at school and on the beach.</li> <li>Children love learning and are happy at school. They help their teachers and take on positions of responsibility and leadership, such as leading the morning activity and tidying up after lessons. They show responsibility for their belongings and understand the importance of making contributions in class.</li> </ul>	
<b>For development</b>	
<ul style="list-style-type: none"> <li>Develop children's understanding of different world cultures through art and music and promote activities that offer them opportunities in leadership and innovation.</li> </ul>	

### 3. Teaching and assessment

#### Teaching for effective learning

Maternelle

Outstanding

- Teachers know their subjects very well and plan appropriate activities that enable children to develop knowledge, skills and understanding. They provide children with ample opportunities for independent learning. They establish very positive interactions with children which helps make learning fun for them.
- Weekly and daily plans are detailed and include opportunities for personalised learning. The stimulating learning environment inspires children to learn and do their best. Time is very well managed, and resources are fully adapted to meet children's different needs.
- Teachers meet the needs of children by using many strategies to support different learning profiles. They systematically develop children's critical thinking, problem-solving and independent learning skills through a wide range of learning opportunities.

#### Assessment

Maternelle

Outstanding

- The school's internal assessment systems provide a clear picture of children's learning and development across the school. All assessments are rigorously linked to the French curriculum standards. Highly detailed profiles of children's development result in the early identification of their learning needs.
- The school's assessment processes are comprehensive. Teachers' understanding of the expected achievement levels contribute to well-organised assessment practices. Despite this, the school is planning to further refine some of these processes. Assessment information is constantly used to adapt lesson plans to meet children's different learning needs.
- Teachers' knowledge of each child and the information from assessments are used to develop children's confidence in learning. As a result of well-focused challenge and support, most children achieve well above expectations.

#### For development

- Use assessment data to enable an easier collation of children's overall performance picture.

## 4. Curriculum

	Maternelle
<b>Curriculum design and implementation</b>	<p><b>Outstanding</b></p> <ul style="list-style-type: none"> <li>The school follows the French curriculum for Maternelle. The provision incorporates the five areas of learning, and is broad and balanced with a focus on developing early communication and language skills and the education of the whole child. It is concept-driven, comprehensive and has a clear focus on teaching and learning.</li> <li>The content and learning experiences are appropriate for young learners with excellent continuity and progression from the Moyenne to the Grande section. The emphasis on social, emotional and physical development is evident in almost all lessons.</li> <li>Cross-curricular links are evident in all lessons and activities, and there are numerous opportunities for creativity and links to the community. School trips enhance learning and support children in developing their knowledge of the world.</li> </ul>
<b>Curriculum adaptation</b>	<p><b>Outstanding</b></p> <ul style="list-style-type: none"> <li>The curriculum is planned and modified well to meet the learning needs of different groups of children including those with SEND and the high achievers. Learning activities provide children with daily choices related to all areas of their development and are best suited to their needs. These activities motivate and challenge the children very well.</li> <li>Teachers make effective modifications to the curriculum through excellent questioning and dialogue that meet the needs of all groups of children.</li> <li>The UAE and other cultures are effectively integrated into lessons. The children benefit from experiences and activities to develop their knowledge and understanding of the UAE and Emirati society. The curriculum is imaginative and concept based. It motivates and excites children ensuring all enjoy school and are keen to learn.</li> </ul>

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

	Maternelle
<b>Health and safety, including arrangements for child protection / safeguarding</b>	<b>Outstanding</b>

- The school implements outstanding procedures to ensure the safeguarding and protection of children, providing and promoting a safe and healthy lifestyle.
- All the premises, facilities and arrangements in place ensure a healthy and safe environment which is necessary for children to focus on learning and playing. Children's arrivals and departures in cars and buses are very well supervised.
- Maintenance and record keeping at all levels are outstanding and fully compliant with UAE requirements. Medical facilities are of high quality and medication is securely stored. The school offers regular opportunities for children to learn about how to stay healthy.

	Maternelle
<b>Care and support</b>	<b>Outstanding</b>

- Staff-student relationships are characterised by teachers' commitment to developing every child as an individual. Behaviour management is caring, highly effective and focused on children's personal responsibility. Attendance management secures very high levels of attendance.
- Highly inclusive, thorough, practical, and manageable processes identify children with SEND accurately. Teachers' high expectations for all children ensure highly effective support in class and in the extra-curricular activities programme. Children with particular gifts and talents are supported very well.
- Children's well-being and personal development is very closely monitored as an integral part of every lesson. Any issues are rapidly identified and quickly addressed. Close home-school partnerships engage staff and parents as active partners in the children's learning and development.

<b>For development</b>
<ul style="list-style-type: none"> <li>• Because a significant proportion of staff are new this year, continue the professional sharing of the most effective practices in care and support.</li> </ul>

## Inclusion of students with SEND (Students of determination)

### Provision and outcomes for students with SEND

Outstanding

- Senior leaders and governance ensure the school's commitment to inclusion, with no barrier to admission. The recently-appointed principal supports staff very effectively to maintain high standards of provision for all children, including those with SEND.
- The school carefully and accurately identifies children with SEND by gathering evidence of children's development and through professional diagnosis when appropriate. Interventions to support children's success and independence are highly effective.
- Parents are involved in all aspects of their children's learning and development. This includes the initial stages of identification, the development of individual education plans (IEPs) and the monitoring of assessment.
- Teachers' curricular and lesson modifications maintain children's dignity and self-esteem. Classroom teachers, teaching assistants and co-ordinators work as a team to provide children with support in class and in additional lessons.
- Children with SEND make very good to outstanding progress from identified starting points. The emphasis on independence in learning ensures all children are well-supported to manage their own learning.

### For development

- Ensure that the high-quality intervention is continued and developed to carefully and accurately match children's learning needs.

## 6. Leadership and management

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

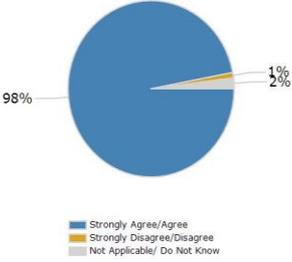
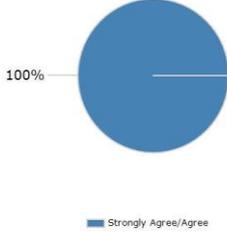
- The new principal has successfully shared her vision clearly with staff, parents and children. Relationships and communication among staff are professional and highly effective. The coordinators communicate very well with teachers and the principal. The school is inclusive with a purposeful learning culture that has led to children's very high levels of learning and personal development.
- Formal and informal monitoring of lessons by the principal and the coordinators are providing teachers with support and a clear view of their strengths and areas for development. The school has an excellent understanding of its own strengths and weaknesses. Developmental plans are in place to maintain and improve the outstanding provision. School leaders have taken appropriate action to address the recommendations in the previous inspection report.
- The visible presence of the principal at the school gates helps create a strong partnership with parents. Parents are regularly informed about their children's learning and are advised on ways to support their learning at home. The school has highly effective and productive links with schools in the same association.
- The school board uses parents' skills and expertise to ensure that resources and the building are well managed to provide a highly suitable learning environment for children. The highly effective communication between staff and board members contribute significantly to the overall performance of the school.
- Staff and children understand and follow the school's daily routines. All staff have teaching certificates and the knowledge and skills needed to deliver the curriculum effectively. Classrooms are large, bright and equipped with interactive whiteboards, providing the appropriate environment for high quality learning. Modern technology resources for use by children to enhance their learning are available but are not frequently used.

### For development

- Ensure children make a better use of the available technology in order to better support their learning.

## The views of parents, teachers and senior students

Before the inspection, the views of the parents and teachers were surveyed. Key messages from each group were considered during the inspection and these helped to form inspection judgements.

 <b>Students</b> No. of responses = 0	 <b>Parents</b> No. of responses = 129	 <b>Teachers</b> No. of responses = 14
<p>Not Applicable</p>	<p>Overall, I am satisfied with the quality of education at my child's school.</p>  <p>98%      1%      2%</p> <p> <span style="color: blue;">■</span> Strongly Agree/Agree  <span style="color: orange;">■</span> Strongly Disagree/Disagree  <span style="color: grey;">■</span> Not Applicable/ Do Not Know         </p>	<p>Overall, I am satisfied with the quality of education at my school.</p>  <p>100%</p> <p> <span style="color: blue;">■</span> Strongly Agree/Agree         </p>

 <b>Students</b>	<p>Not Applicable</p>
 <b>Parents</b>	<p>Almost all parents who responded to the survey agree that teachers have helped their children to develop the skills to learn independently. They believe that the school places a high degree of importance on the well-being of their children. Most parents agree that the school promotes their children's literacy and the love of reading. A few comments from parents refer to the lack of Arabic lessons in the school.</p>
 <b>Teachers</b>	<p>All teachers who responded to the survey agree that they know children's strengths and weaknesses and that they are happy at school. They believe that the school is led well, that it is a good place to work and that there is collegiality among members of staff. Almost all believe that professional development has helped them become better teachers.</p>

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