

INSPECTION REPORT

Lycee Georges Pompidou Primary School

Report published in April 2013

GENERAL INFORMATION ABOUT Lycee Georges Pompidou Primary School

Location	Oud Metha
Type of school	Private
Website	www.lfigp.org
Telephone	04-3374161
Address	PO Box 27425, Dubai
Principal	Jacques Corgini
Curriculum	French
Gender of students	Boys and Girls
Age / Grades or Year Groups	3-11 / Kindergarten to Grade 5
Attendance	Good
Number of students on roll	585
Largest nationality group of Students	French
Number of Emirati students	4 (1%)
Date of the inspection	3rd to 5th March 2013

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The context of the school

Located in the Oud Metha, Lycée Georges Pompidou Primary School is a private school providing education for boys and girls from Maternelle (Kindergarten) to Cours Moyen 2 (CM2 or Grade 5), aged three to 11 years. The school follows the French National curriculum.

At the time of the inspection there were 585 students on the roll. The majority of students originated from France, Lebanon and other Gulf countries. There were four Emirati students. The school reported good attendance for the last academic session.

There was 28 teaching staff holding French teaching qualifications and 8 teaching assistants who were also qualified. 162 students were identified with a moderate to severe special educational need. Four of these students had detailed individual education plans and received one-to-one support. Bespoke support was available for students experiencing difficulty in their learning through after school sessions.

Overall school performance 2012-2013

Good

Key strengths

- Students' good attainment and progress in both Islamic Education and Arabic as a first language;
- The sustained outstanding attainment and progress in French;
- The harmonious learning community with outstanding relationships and understanding of local and other cultures;
- The outstanding leadership, governance and partnerships with parents and the community.

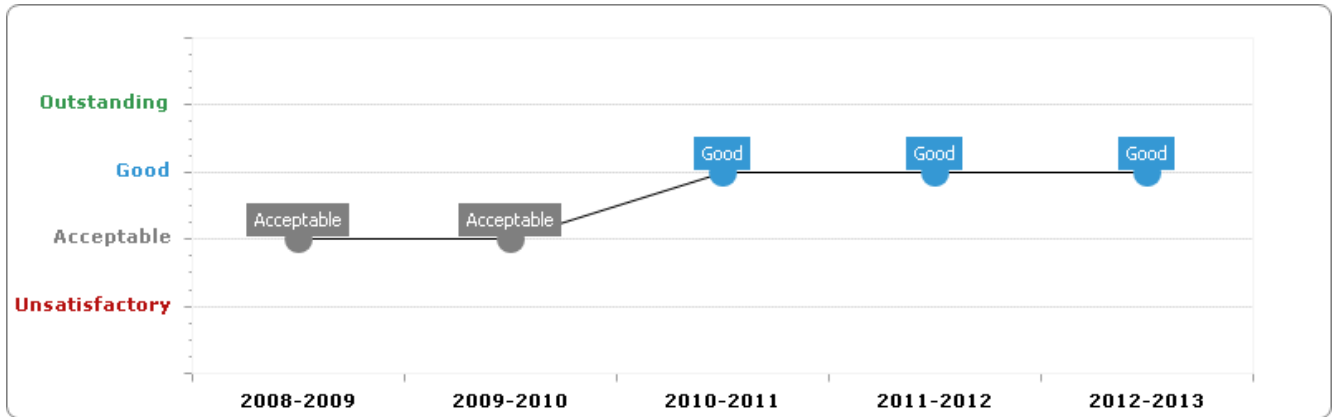
Recommendations

- Raise the attainment and accelerate progress in Arabic as a second language;
- Ensure the teachers' strategies and the curriculum meet the needs of all students, particularly providing tasks for both high and low achievers;
- Further develop the use of data to inform students' progress;
- Ensure marking consistently provides clear guidance to all students on appropriate improvement strategies.

Progress since the last inspection

- Improvement in attainment in Arabic as a first language and in both attainment and progress in Islamic Education;
- The outstanding leadership and governance, plus partnerships with parents and the community.

Trend of overall performance



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

	Maternelle	Primaire
Islamic Education		
Attainment	Not Applicable	Good
Progress	Not Applicable	Good
Arabic as a first language		
Attainment	Not Applicable	Good
Progress	Not Applicable	Good
Arabic as an additional language		
Attainment	Not Applicable	Acceptable
Progress	Not Applicable	Acceptable
French		
Attainment	Outstanding	Outstanding
Progress	Outstanding	Outstanding
English		
Attainment	Good	Good
Progress	Good	Good
Mathematics		
Attainment	Good	Good
Progress	Good	Good
Science		
Attainment	Good	Good
Progress	Good	Good

[Read paragraph](#)

How good is the students' personal and social development?

	Maternelle	Primaire
Attitudes and behaviour	Outstanding	Outstanding
Understanding of Islamic values and local, cultural and global awareness	Outstanding	Outstanding
Community and environmental responsibility	Outstanding	Outstanding

[Read paragraph](#)

How good are the teaching, learning and assessment?

	Maternelle	Primaire
Teaching for effective learning	Good	Good
Quality of students' learning	Good	Good
Assessment	Good	Good

[Read paragraph](#)

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

	Maternelle	Primaire
Curriculum quality	Good	Good

[Read paragraph](#)

How well does the school protect and support students?

	Maternelle	Primaire
Health and Safety	Good	Good
Quality of Support	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
Partnerships with parents and the community	Outstanding
Governance	Outstanding
Management, including staffing, facilities and resources	Acceptable

[Read paragraph](#)

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

In Islamic Education, most students had a good understanding of key concepts and therefore engaged in productive discussions on topics such as the pillars of Islam, Fard and Nawafeel prayers, and the day of judgement. Students of Arabic as a first language demonstrated good attainment. Most students were able to decode unfamiliar words and read complex sentences and paragraphs with appropriate accuracy, fluency and confidence. In Arabic as an additional language, a majority of students showed acceptable knowledge of basic Arabic grammar but their speaking skills were underdeveloped. In French, attainment was outstanding in all phases. In accordance with the French curriculum, most children were able to understand key spoken messages, give the name of a specific object, a person or an action in different contexts, and ask a question or tell a story. Most children could read letters, link sounds to letters, single words and few short sentences; the majority could read age-appropriate text. They could also copy simple words and write their name. In primaire, most students had well-developed, robust phonic knowledge and reading skills. At the end of primaire, most could listen and identify key points. They could apply their knowledge of grammar, vocabulary and spelling to different contexts. Attainment in mathematics and science was good across all phases. In mathematics, students developed effective number skills in the maternelle phase. By primaire phase, they were able to apply higher order thinking skills in complex, based real life problems. Students developed mental agility and enjoyed working with mathematics. In maternelle in science, a range of activities aroused children's curiosity about themselves, others and the wider world. Investigative skills were further developed in the primaire phase. Students conducted many experiments independently.

In Islamic Education, in the primaire phase, students had active and independent learning experiences and made good progress. Qu'ran recitation and the application of Tajweed rules were less developed; notably in the lower primary. In Arabic as a first language, progress was good in the primaire. Most students progressed well in lessons due to more effective teaching and learning. In Arabic as an additional language, progress was acceptable in the primaire. Students made better progress in vocabulary building but it was used less effectively in communication. In French, across the school progress was outstanding. In the lower phase there was an emphasis on oral skills at all grades and a majority of students, including second language learners, exceeded expectation. In Primaire, writing was strongest. There were many opportunities for independent work. Progress in English was good. Students made rapid progress because of their positive attitudes to learning. However, in a minority of lessons less and more able students made limited progress because the work set was not at an appropriate level for them. In mathematics and science, a majority of students made good progress. In mathematics there was an emphasis on number development and mathematical operations. In science, students enjoyed investigating their world.

[View judgements](#)

How good is the students' personal and social development?

Students' social and personal development was outstanding across the school. Students were respectful and courteous. Relationships with adults and their peers were excellent. They showed responsible attitudes towards their learning. They had a high level of self-discipline when working alone or collaboratively. Through curriculum content and guidance from specific lessons, almost all students made healthy choices, food brought from home was healthy. Attendance was good overall. Students demonstrated a clear understanding and appreciation of Islamic values. They knew about different Islamic rituals such as the Friday prayer, Hajj and Ramadan. They knew about the Islamic architecture of Dubai. They could link many of Dubai's social aspects to the influence of Islam such as the different Islamic festivities taking place and their impact on the lives of the people in the UAE and in Dubai. Students' understanding of community and environmental issues across the school were clear. They had a strong work ethic and were confident when working together to find solutions to questions or challenges. In upper Primaire, students demonstrated excellent understanding of local and global environmental issues. Students had good knowledge of the UAE and Dubai. They could talk confidently about famous buildings and tourist places in the country.

[View judgements](#)

How good are the teaching, learning and assessment?

Teaching was good across the school, but was variable across subjects. There were strengths in the teaching of French and mathematics, where high expectations frequently led to rapid progress. Teaching in Islamic Education had improved, with imaginative teaching that helped students to link their learning well to their daily lives. Teaching in Arabic as an additional language was acceptable. Good teaching was characterised by strong subject knowledge, a good understanding of how children learn, effective planning and good quality dialogue between students and teachers. This motivated students to learn. In most lessons tasks were well pitched to match the needs of students of all abilities. However, this was not consistent. In a number of lessons, the least able children did not have enough support and the work for the most able lacked challenge. In some lessons, for example in mathematics and science, problem solving and the development of enquiry and critical thinking skills were good. However, this was inconsistent. A minority of lessons were too text book based with insufficient opportunities for students to collaborate, research, think critically and enquire.

Learning was good across the school. Students were eager to learn, positive and enthusiastic. They linked their learning well to real life, for example discussing the link between the Islamic values of looking after the environment and recycling. In most lessons students worked independently and collaborated well. The development of critical thinking, enquiry and research skills was limited by lack of opportunity.

Students rarely used information communication technology to support their work, because of the limitations of the site and resources.

Assessment was good. Teachers had a clear understanding of their students' strengths and weaknesses. They used this information well to plan work to meet their needs. Feedback given in class was of good quality and provided help for students to improve their work. Marking, although regular, was too inconsistent in quality. Frequently students were unaware of marking criteria or were provided with limited information on the next steps to take in learning. There were instances of good self and peer assessment, for example in French and Arabic as a first language, but overall this was inconsistent. Regular assessments tracked the progress of individual students well, with clear reports to parents. Monitoring the progress of groups of students to identify trends was not as well developed.

[View judgements](#)

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

The quality of the curriculum was good. It conformed to the requirements of the French Ministry of Education and was broad and balanced. The school analysed assessment results and made any necessary adjustments. The provision for students with special educational needs was mainly addressed through after-school classes (Soutien). However, during lessons the needs of all children were not always met. This was particularly the case of the more able students who were not challenged enough to reach their full potential. Students had access to a wide range of extra-curricular activities.

[View judgements](#)

How well does the school protect and support students?

There were effective policies and procedures in place to ensure that students were safe. Transport arrangements were effective. There were regular and routine fire drills. Medical staff were vigilant in their care of all students, proactively monitoring their health. All staff and students were aware of child protection procedures.

Students adopted the healthy lifestyles promoted by the school. There was strong participation in after school sporting and other leisure activities. The average body mass index of the students in the school was monitored carefully and the information was used sensitively to advise students about their health. Students' food and drink was healthy and nutritious. It was often discussed in lessons across both phases.

[View judgements](#)

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

The school was highly inclusive. It admitted all apart from those with severe issues of Autistic Spectrum Disorder. There was a sensitive screening process. The medical and academic concerns of children were dealt with effectively. The wide range of individual education plans supported those with a special educational need. Adaptations were made to lessons. Intervention for mathematics took place after the main lessons, where individual tuition was provided. The recording and monitoring of students' progress was under-developed.

How good are the leadership and management of the school?

The quality of leadership was outstanding. The Principal worked effectively within the parameters of the French system. Responsibilities were clearly divided within various working committees (conseils de maître de site), leading to a shared vision for improvement. His drive and vision had enabled the school to improve. He had clearly shown, with his team, the capacity and determination for continuous improvement. Systems for communication were effective at all levels. Relations among all staff were highly professional and mutually supportive.

Self-evaluation planning was good. The school improvements plans were clear and based on the comprehensive evaluation of the schools strengths and weaknesses. There were links to staff professional development. Some aspects of self-evaluation, however, were too aspirational. The school was using assessment data but it was unclear how all the staff, particularly teachers, used the data effectively to support students' progress. The school approach to evaluate, monitor and improve the quality of teaching and learning was not always consistent. Leaders did not always capitalise fully on best practice.

Partnership and communication with parents were outstanding. Parents were well informed about all aspects of their children's school life. They were involved in committees, which had an influence on the daily life of the school. They organised various key events such as the carnival and the Arabic Culture Day. A high proportion supported school field trips. The developing links with other schools, through sport or mathematics competitions, were growing.

The elected Conseil de Gestion was outstanding. It was an active and knowledgeable group of parents. They held the school to account regularly and rigorously. There were regular meetings that involved a range of stakeholders including representatives from the French Embassy and students. Governors understood the strengths of the school and were well aware of its priorities for developing further. They were pro-active in supporting and guiding school development, such as the move to the new site.

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Management, including staffing, facilities and resources was acceptable. Day-to-day management of the school was efficient. Teachers held either recognised certification from the French Ministry of Education or a qualification from a French-speaking country. Training on-site was limited and there was little provision made for mentoring or peer observation. The premises and facilities were still basic. Effective use of all available resources, including information technology was improving, but was not yet a consistent feature of lessons.

[View judgements](#)

What are the views of parents, teachers and students?

Before the inspection, the views of parents, teachers and senior secondary students were surveyed. Key messages from each group were considered during the inspection and these helped to form judgments. 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	110	27%
	Last year	98	25%
Teachers	23		62%
Students	There were no senior students in the school		

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

There was a slight increase in the number of parents taking part in this year's survey. Overall, they were extremely positive about the quality of education and leadership of the school. Both parents and teachers praised the approachable and focused skills of the directeur. A majority of parents felt that teaching was good in school, but some lessons were described as 'old style teaching'. Although new technologies were being introduced in school, a minority of parents felt there were too few. A minority of parents felt that the curriculum needed to be further expanded, particularly the range of extra-curricular activities after school. Almost all parents believed that communication with the school was effective.

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.

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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

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