



**المعرفة**  
Knowledge



## LYCÉE LIBANAIS FRANCOPHONE PRIVÉ

MEYDAN L.L.C - FZ

FRENCH CURRICULUM

**VERY GOOD**

### DUBAI FOCUS AREAS

INCLUSIVE  
EDUCATION



**VERY GOOD**

WELLBEING



**VERY GOOD**

NATIONAL AGENDA  
PARAMETER





























**NOT APPLICABLE**

# CONTENTS

<b>SCHOOL INFORMATION</b>	<b>3</b>
<b>SUMMARY OF INSPECTION FINDINGS 2023-2024</b>	<b>4</b>
<b>OVERALL SCHOOL PERFORMANCE</b>	<b>6</b>
<b>FOCUS AREAS</b>	<b>8</b>
<b>MAIN INSPECTION REPORT</b>	<b>10</b>
<b>WHAT HAPPENS NEXT?</b>	<b>21</b>



## SCHOOL INFORMATION

 <b>GENERAL INFORMATION</b>	 Location	Meydan City
	 Opening year of school	2023
	 Website	www.lfpm.com
	 Telephone	97145607800
	 Principal	Joseph Salamé
	 Principal - date appointed	1/9/2007
	 Language of instruction	French
	 Inspection dates	04 to 08 March 2024
 <b>STUDENTS</b>	 Gender of students	Boys and girls
	 Age range	5 to 18
	 Grades or year groups	KG 1 to Grade 12
	 Number of students on roll	1309
	 Number of Emirati students	0
	 Number of students of determination	104
	 Largest nationality group of students	Arab
 <b>TEACHERS</b>	 Number of teachers	92
	 Largest nationality group of teachers	Lebanese
	 Number of teaching assistants	13
	 Number of guidance counsellors	1
 <b>CURRICULUM</b>	 Curriculum	French
	 External Curriculum Examinations	Brevet, Baccalauréat
	 Accreditation	French Ministry of Education

### School Journey for LYCEE LIBANAIS FRANCOPHONE PRIVE MEYDAN L.L.C - FZ

■ Outstanding
 ■ Very Good
 ■ Good
 ■ Acceptable
 ■ Weak
 ■ Very Weak



2023-2024

## SUMMARY OF INSPECTION FINDINGS 2023-2024



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

### Students’ Outcomes

- School leaders have ensured that students’ achievement is at a very high level across almost all subject areas. Children’s achievement is excellent in French, mathematics and science in Maternelle. External results are most positive in Lycée in these key subjects and in other aspects of performance in the Brevet and Baccalaureate Progress in Islamic Education and Arabic remains good.
- Students are proactive and have a strong sense of community. They are able to use their initiative and manage their own projects. They take their leadership roles very seriously and raise funds for global disasters and charitable organisations. Most students have a strong empathy for others, are keen to offer help and have a very positive work ethic.

### Provision For learners

- In Maternelle and Lycée, teachers are very knowledgeable about how children and young people learn. In other phases, teachers apply their knowledge and understanding effectively. Teachers establish strong relationships with their students, know them very well and create effective learning environments. Almost all teachers have a good knowledge of their students’ strengths and areas for improvement. The school’s assessment processes are securely linked to the standards in the French curriculum.
- The curriculum is effectively planned to ensure progression in all subjects. It meets the needs of almost all students. Continuity of learning is smooth. Students are very well prepared for the next phase of education, within school and beyond. Teachers generally adapt programmes of study when planning lessons for a whole class, allowing for the needs of students of determination and lower achievers with differentiated tasks.
- The school has rigorous procedures and policies in place to ensure students’ safety and security. The school meets all statutory requirements, including evacuation and lockdown procedures. Safety checks are frequent and thorough. School transport is very efficient and well regulated. The wellbeing and personal development of all students are closely monitored. Feedback data are analysed and used to guide the planning for wellbeing initiatives.

### Leadership and management

- The respected principal, governors and competent strategic leadership team have implemented a coherent vision which incorporates wellbeing and student-centred learning. Leaders aim to equip young people well for their futures. Effective strategic planning and monitoring have resulted in excellent performance across a range of performance indicators, notably in Maternelle. School leaders have retained the trust and confidence of students, parents and staff.

### Highlights of the school:

- Leaders' creation of an inclusive learning community where wellbeing is promoted
- Children's outstanding achievement in Maternelle
- Students' strong work ethic, attitudes to learning and personal development
- Governors' excellent partnerships with parents and the community, enhancing students' learning experiences
- Excellent management, staffing, facilities and resources, providing a safe and secure environment for all

### Key recommendations:








- Use assessment information skilfully and effectively to influence teaching, to make amendments to the curriculum, and to meet the learning needs of all groups of students, particularly in Islamic Education and Arabic
- Implement leadership evaluation processes based on the KHDA framework and principles and provide the required personalised professional development to all curriculum areas and phases.



## OVERALL SCHOOL PERFORMANCE

Very good

### 01 STUDENTS' ACHIEVEMENT

		Maternelle	Primaire	Collège	Lycée
 Islamic Education	Attainment	Not applicable	Good	Good	Good
	Progress	Not applicable	Good	Good	Good
 Arabic as a First Language	Attainment	Not applicable	Good	Good	Acceptable
	Progress	Not applicable	Good	Good	Good
 Arabic as an Additional Language	Attainment	Not applicable	Good	Good	Not applicable
	Progress	Not applicable	Good	Good	Not applicable
 Language of instruction	Attainment	Outstanding	Outstanding	Very good	Outstanding
	Progress	Outstanding	Outstanding	Very good	Very good
 English	Attainment	Not applicable	Outstanding	Outstanding	Outstanding
	Progress	Not applicable	Outstanding	Very good	Outstanding
 Mathematics	Attainment	Outstanding	Very good	Very good	Outstanding
	Progress	Outstanding	Very good	Very good	Outstanding
 Science	Attainment	Outstanding	Very good	Very good	Outstanding
	Progress	Outstanding	Very good	Very good	Outstanding
		Maternelle	Primaire	Collège	Lycée
Learning skills		Outstanding	Very good	Very good	Outstanding

## 02 STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT, AND THEIR INNOVATION SKILLS

	Maternelle	Primaire	Collège	Lycée
Personal development	Outstanding	Outstanding	Outstanding	Outstanding
Understanding of Islamic values and awareness of Emirati and world cultures	Very good	Very good	Very good	Very good
Social responsibility and innovation skills	Outstanding	Outstanding	Outstanding	Outstanding

## 03 TEACHING AND ASSESSMENT

	Maternelle	Primaire	Collège	Lycée
Teaching for effective learning	Outstanding	Very good	Very good	Outstanding
Assessment	Outstanding	Very good	Very good	Very good

## 04 CURRICULUM

	Maternelle	Primaire	Collège	Lycée
Curriculum design and implementation	Outstanding	Very good	Very good	Very good
Curriculum adaptation	Outstanding	Very good	Very good	Very good

## 05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

	Maternelle	Primaire	Collège	Lycée
Health and safety, including arrangements for child protection/ safeguarding	Outstanding	Outstanding	Outstanding	Outstanding
Care and support	Outstanding	Outstanding	Very good	Outstanding

## 06 LEADERSHIP AND MANAGEMENT

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

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

## Wellbeing



KHDA has placed wellbeing at the centre of our school communities. Through focusing upon the inspection of three core wellbeing domains, leading and pursuing wellbeing, engaging and enabling stakeholders, and students' wellbeing agency and experiences, an evaluation of wellbeing provision and outcomes is provided below.

**Overall, the quality of wellbeing provision and outcomes is at a very good level.**

- Wellbeing is fostered through monthly curriculum themes and activities, including outdoor meditation sessions. Fun therapies reduce students' stress. They include taking groups out on a visit to an animal shelter. A personalised wellbeing curriculum is under development. Work is under way to develop shorter bilingual surveys to increase response rates. The wellbeing governor helps to promote initiatives across the school.
- The school's leaders and members of staff are dedicated to implementing a comprehensive wellbeing policy. Surveys of students, staff and parents inform wellbeing initiatives, ensuring broader involvement. A wellbeing calendar offers age-appropriate activities involving all in the school. Individual support for students covers emotional, academic, physical and social needs as well as focusing on more vulnerable students. Newly appointed teachers receive induction and ongoing support, with an emphasis on wellbeing.
- Data from student surveys inform monthly themes which are age appropriate. Curriculum integration is flexible giving autonomy to the different phases. Initiatives led by the Inclusion department promote healthy choices and address bullying and cyber safety. Students think critically about social influencing and are encouraged through debate and awareness campaigns to make healthy choices.

### For Development:

- Embed the wellbeing curriculum in every lesson and across every phase.

## UAE Social Studies and Moral Education

- The school follows the national moral, social and cultural studies (MSCS) framework. Arabic teachers deliver the curriculum in Arabic. Teachers use a series of resources, including MoE textbooks and adaptations, such as, videos or artefacts. In addition, students celebrate Flag Day and National Day. The French programme of history, geography and moral and civic education (EMC) is taught in French. Many issues and moral questions are taught in both French and Arabic.
- The school provides engaging MSCS lessons that challenge students to think about social issues and moral questions. Most students are interested in the projects implemented as part of this teaching. Teachers assess students' attainment and progress on a regular basis, relying primarily on the MoE textbook.

## Arabic in Early Years

- Children in Maternelle learn Arabic for four lessons of 30 minutes each per week. The school follows the MoE curriculum, which is designed for early childhood education. It is adapted to support Arabic language learning for both Arabic speaking and non-Arabic speaking children. The syllabus prioritises the teaching of phonics. Continuous assessment is conducted through teachers' observations and personalised assessments. Additionally, students undergo regular termly assessments. Progress reports are sent to parents on a termly basis.



## MAIN INSPECTION REPORT

### 01 STUDENTS' ACHIEVEMENT

#### ISLAMIC EDUCATION

	Maternelle	Primaire	Collège	Lycée
<b>Attainment</b>	Not applicable	Good	Good	Good
<b>Progress</b>	Not applicable	Good	Good	Good

- Internal assessments show that all students are well above curriculum expectations. However, lesson observations reveal that a majority of students in all phases reach just above the curriculum standards.
- Students in Primaire know well the Five Pillars of Islam, including details of each element within the fundamental Islamic teaching. Students in Collège understand the concept of Sharia. In Lycée, students can explain the concept of Faith and Sharia laws in terms of marriage and trading. Students' recitation of the Holy Qur'an and Tajweed skills are underdeveloped in all phases.
- The Islamic department has yet to assess students accurately to gauge their understanding and knowledge so that students' attainment and progress can be improved.

#### For Development:

- Ensure that students reference their answers with evidence from either the Holy Qur'an or Sunnah.
- Ensure that internal assessments accurately gauge students' understanding and knowledge.
- Improve students' recitation skills of the Holy Qur'an and using Tajweed rules.

### ARABIC AS A FIRST LANGUAGE

	Maternelle	Primaire	Collège	Lycée
<b>Attainment</b>	Not applicable	Good	Good	Acceptable
<b>Progress</b>	Not applicable	Good	Good	Good

- While students in Lycée make good progress in lessons, their overall attainment is less secure due to the lack of adequately challenging activities that align with curriculum expectations. While predictions and inference skills are gradually emerging, students' independent creative writing and textual analysis remain underdeveloped.
- Students' listening skills are strong and a majority can understand extended and complex spoken language. However, students often use colloquial Arabic in their responses and when communicating, especially in Collège and Lycée. Reading comprehension skills are slowly developing. Students' responses to comprehension questions are well developed.
- The integration of visual literacy and collaborative analysis across a range of texts, along with spelling practice, are helping to improve students' language skills. However, students' ability to write in different styles and to employ literary devices is limited.

#### For Development:

- Ensure that lessons are carefully planned to provide adequately challenging tasks that closely align with the MoE outcomes.
- Provide more opportunities for students to write independently across different styles and to analyse literary texts using literary devices.

### ARABIC AS AN ADDITIONAL LANGUAGE

	Maternelle	Primaire	Collège	Lycée
<b>Attainment</b>	Not applicable	Good	Good	Not applicable
<b>Progress</b>	Not applicable	Good	Good	Not applicable

- Students in both phases are confident when engaging in short conversations. Their ability to sustain longer discussions in Arabic is more limited. The progress of students new to learning Arabic is slow. The school's internal data do not align with students' performance in lessons.
- Students' listening skills are very strong. They can listen to a wide range of spoken language and audio recordings and respond to direct questions accurately. Their comprehension skills beyond the text and their independent creative writing are not well developed because tasks do not always match their levels.
- The school's emphasis on improving spelling and grammar is having a positive impact, especially in improving students' reading skills and expanding their vocabulary. However, the application of newly acquired language skills to everyday situations is limited.

#### For Development:

- Provide more opportunities for students to practise their speaking skills and ensure that assessment procedures take closer account of students' years of studying Arabic.
- Improve students' independent writing skills.

## LANGUAGE OF INSTRUCTION

	Maternelle	Primaire	Collège	Lycée
<b>Attainment</b>	Outstanding	Outstanding	Very good	Outstanding
<b>Progress</b>	Outstanding	Outstanding	Very good	Very good

- Many students enrolled are non-French speakers with French being an additional language. Nevertheless, in Maternelle and Primaire, students' speaking and listening skills are above French curriculum standards and improve continuously, as indicated by the French national assessments.
- In Collège and Lycée, students' speaking skills are strong. Students give information, ask questions, express and justify opinions, especially in presentations. They are developing outstanding critical thinking skills.
- The overall results of the French examinations in subjects studied in French are outstanding. But in the specific French Language and Literature Brevet writing skills are not as strong. Similar results are obtained for the Baccalauréat, with overall students' performance being outstanding.

### For Development:

- Provide more opportunities for students to develop vocabulary and strengthen their writing skills in situations where they are actively engaged and where they can draft and edit their written work.

## ENGLISH

	Maternelle	Primaire	Collège	Lycée
<b>Attainment</b>	Not applicable	Outstanding	Outstanding	Outstanding
<b>Progress</b>	Not applicable	Outstanding	Very good	Outstanding

- The English as an additional language programme is highly effective throughout all phases, leading to significant progress and high levels of English proficiency among students.
- In Collège, students steadily improve their English language skills, achieving a very good level of proficiency in listening, speaking, reading and writing. However, learning activities in English are largely restricted to workbook exercises.
- In Lycée, students demonstrate impressive proficiency in English language academically and socially, benefiting from a supportive learning environment that fosters their ongoing development.

### For Development:

- Improve progress in Collège.

## MATHEMATICS

	Maternelle	Primaire	Collège	Lycée
<b>Attainment</b>	Outstanding	Very good	Very good	Outstanding
<b>Progress</b>	Outstanding	Very good	Very good	Outstanding

- Students' attainment in external assessments is high. Inspection activities broadly confirm learners' high performance in Maternelle and Lycée. Less effective use of assessment information in lesson planning impacts on the achievement of students in the middle phases.
- In Maternelle, most children regularly explore number patterns identifying even and odd numbers and how quantities can be distributed equally. In Primaire, students can translate images using 2-D shapes. In Collège, students translate and create symmetrical images. In Lycée, students are able to write computer codes to describe sequence defined by an algorithm.
- Learning activities are not commonly linked to students' own experiences or to the UAE context, which would illustrate mathematics within the everyday world. Students do not have short-term skill-based targets to work towards and are given limited written guidance on how to improve their work.

### For Development:

- Enable students to apply their learning in activities linked to the UAE and other everyday contexts.
- Provide students with clear short-term targets that link with their current work so that they can self-assess their mathematical understanding.

## SCIENCE

	Maternelle	Primaire	Collège	Lycée
<b>Attainment</b>	Outstanding	Very good	Very good	Outstanding
<b>Progress</b>	Outstanding	Very good	Very good	Outstanding

- In Maternelle, children make observations and predictions regarding objects around them. In Primaire and Collège, students continue to build their understanding and skills in science at a steady rate. In Lycée students' strongly developed skills in science and knowledge support their practice at the highest level.
- In Maternelle and Lycée, lessons are frequently supported with wider scenarios which enhance their learning and establish relevance. However, in Primaire and Collège, opportunities for science learning through inquiry-based scenarios are less common.
- The consolidation of scientific investigation skills, and the use of the scientific method, have been notably effective in Maternelle and Lycée. In Primaire and, to a lesser extent, in Collège, students' application of various scientific skills is less consistent.

### For Development:

- Ensure that students in Primaire and Collège consolidate their use of the scientific method by building their practice in science investigations.
- Plan science lessons that are situated in everyday, inquiry-based scenarios and include links to local and UAE contexts, particularly in Primaire and Collège.

## LEARNING SKILLS

	Maternelle	Primaire	Collège	é
Learning skills	Outstanding	Very good	Very good	Outstanding

- In Primaire and Collège, students are motivated and keen to learn. In Maternelle and Lycée, children and students are inspired and enthusiastic in their learning, often in sustained ways. However, this is less secure in Islamic Education across all phases.
- Interactions among teachers and students, as well as among their fellow students, are highly positive. Students contribute to a calm and focused classroom atmosphere. They communicate effectively and collaborate in groups across all phases and make strong connections in learning in most subjects.
- Leaders have implemented opportunities for students to use and enhance their skills in critical thinking, problem-solving and innovation. Often students engage confidently in independent research using technology. However, this practice is sometimes varied between phases and subjects.

### For Development:

- Ensure that, across all phases and subjects, teachers understand how to facilitate high-quality learning skills consistently.

## 02 STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT, AND THEIR INNOVATION SKILLS

	Maternelle	Primaire	Collège	Lycée
<b>Personal development</b>	Outstanding	Outstanding	Outstanding	Outstanding

- Students have positive attitudes towards learning, which fosters motivation and enthusiasm. They are constantly engaged and proactive in their learning. Students display excellent behaviour in school and are respectful towards their classmates, and their teachers. They listen attentively, follow instructions and show courtesy in their interactions.
- Excellent relationships are evident throughout the school and are built on the foundation of respect, trust, support and positive interaction. Students thrive academically, socially and emotionally.
- The school plays a significant role in fostering healthy lifestyle habits and promoting wellbeing among students, equipping them for success both in and out of the classroom. Attendance and punctuality are excellent.

	Maternelle	Primaire	Collège	Lycée
<b>Understanding of Islamic values and awareness of Emirati and world cultures</b>	Very good	Very good	Very good	Very good

- Students appreciate the role and values of Islam in Emirati society as integral to the understanding the cultural, social and ethical fabric of the nation. Students understand that the Emirates are deeply rooted in Islamic traditions and principles, and that Islam plays a significant role in shaping various aspects of life for all its citizens.
- Students experience and appreciate Emirati culture through the different cultural festivals and events that the school hosts throughout the year to celebrate the heritage of the UAE. These feature traditional music, dance, crafts and cuisine.
- By understanding their own and other cultures, students develop personal growth and effective communication. They appreciate that cultural diversity fosters empathy and builds harmonious relationships in an increasingly interconnected world.

	Maternelle	Primaire	Collège	Lycée
<b>Social responsibility and innovation skills</b>	Outstanding	Outstanding	Outstanding	Outstanding

- Students are proactive, have a strong sense of community and are able to use their initiative and manage their own projects. They take their leadership roles seriously and raise funds for global disasters and charitable organisations.
- Students are responsible and participate willingly in activities that have a positive effect on the school and the wider community. They have a strong empathy for others, are keen to offer help, and have a very positive work ethic.
- Students care for their school and are successful in improving its environment. Children in Maternelle enjoy recycling materials for art projects. Most students are active in supporting schemes that contribute to sustainability and conservation.

### For Development:

- Ensure that students have stronger knowledge and understanding of world cultures in all phases.

## 03 TEACHING AND ASSESSMENT

	Maternelle	Primaire	Collège	Lycée
Teaching for effective learning	Outstanding	Very good	Very good	Outstanding

- In Maternelle and Lycée, teachers are expert in how children and students learn best. In other phases, teachers apply their subject knowledge and understanding effectively. Teachers establish strong relationships with students, know them well and create effective learning environments. The quality of teaching is less effective in Islamic Education and Arabic.
- Most lessons are carefully planned, incorporating progressive tasks tailored to various student needs. A diverse array of learning activities effectively engages and challenges most groups of students. Skilful teacher questioning fosters meaningful discussions, assesses students' understanding and prompts reflection.
- Teachers consistently ensure challenge in students' learning through fostering critical thinking, problem-solving and independent learning skills. However, this practice is more consolidated in Maternelle and Lycée, and in French, English, mathematics and science.

	Maternelle	Primaire	Collège	Lycée
Assessment	Outstanding	Very good	Very good	Very good

- The school's assessment processes are securely linked to the standards in the French curriculum. The school's internal systems provide teachers with clear measures of students' attainment enabling students' progress to be measured and reported to parents.
- The school is now able to use students' attainment in French and mathematics against French national averages. The analysis of student progress data is not yet fully in line with the requirements of the inspection framework. Assessment systems in Arabic are not yet fully in line with the latest MoE standards.
- Teachers use assessment information particularly well to plan lessons in Maternelle. The quality and extent of teachers' feedback, and a lack of specific short-term personal targets, limit students' ability to understand what they must do to reach the next level in their work.

### For Development:

- Ensure that there is greater consistency in high-quality teaching in all phases and subjects across the school.
- Ensure that the assessment of students' work is measured against the correct standards in Arabic.
- Ensure that all attainment and progress data are analysed and reviewed using the correct methodology.

## 04 CURRICULUM

	Maternelle	Primaire	Collège	Lycée
<b>Curriculum design and implementation</b>	Outstanding	Very good	Very good	Very good

- The curriculum is strategically aligned with the school's objectives, the Emirates' goals and the French national educational vision. The curriculum is effectively planned to ensure progression in all subjects. It meets the needs of almost all students. Continuity of learning is smooth, and students are very well prepared for their next phase of education.
- There are discrepancies in the alignment of the curriculum for the Arabic subjects in Lycée. School leaders have yet to align the French EMC adequately with the MSCS framework.
- Despite these challenges, the curriculum promotes contemporary approaches, fosters innovation and provides challenging learning experiences for most students.

	Maternelle	Primaire	Collège	Lycée
<b>Curriculum adaptation</b>	Outstanding	Very good	Very good	Very good

- Very successful modifications in the French curriculum secure the learning needs of most student groups, especially in Maternelle. Adaptations in the MoE subjects are not as effective, which negatively impacts on students' achievement.
- The curriculum offers extra-curricular activities that enrich students' learning experiences and their wellbeing. Celebration days build students' appreciation of the traditional culture of the UAE and the diversity found in the modern world. Opportunities in the French curriculum for students to link their work to the outside world and the UAE are improving.
- Older students are provided with opportunities for extended work placements during the year. However, students have limited opportunities to be involved in enterprise and entrepreneurial activities. Links and the overlap in competencies and subject content between the two social studies and moral education syllabi have not yet been explored.

### For Development:

- Ensure that the syllabus in Arabic is fully aligned with the MoE expectations.
- Review the Emirati MSCS and French EMC to ensure that all mandatory aspects are covered.
- Ensure there are more links with the UAE in lessons and activities.

## 05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

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

- The school has rigorous procedures and policies in place to ensure students' safety and security. The school meets all statutory requirements, including evacuation and lockdown procedures. Safety checks are frequent and thorough. School transport is very efficient and well regulated.
- The school's promotion of safe and healthy living is very successful, and clearly influences all aspects of school life. The provision in the school clinic is highly effective when supporting members of staff and students' medical needs.
- All staff know how to safeguard students, themselves and other staff members, and the procedures to follow if an issue of child protection should arise. All are fully trained. Students feel safe and confident to report any concerns to an adult in school.

	Maternelle	Primaire	Collège	Lycée
<b>Care and support</b>	Outstanding	Outstanding	Very good	Outstanding

- Behaviour and relationships are of high quality. Adults create a calm environment which is optimal for learning. Systems for managing attendance and punctuality are highly effective. In the senior classes, the school provides highly effective academic and careers guidance for students.
- A robust inclusion policy and well-developed systems for identification of students of determination are in place. Diagnostic tests identify barriers to learning. The Cognitive Abilities Tests (CAT 4) assessment is used across all year groups, as are observations of students in their learning environment.
- The identification and provision for students of determination supports their best personal and academic progress but is not yet well developed for students with gifts and talents. Feedback data from student, parent and staff surveys are analysed and used to guide future planning for wellbeing initiatives.

### For Development:

- Improve further the identification procedures and provision for students who are gifted and talented.

## INCLUSION OF STUDENTS OF DETERMINATION

### Provision and outcomes for students of determination

Very good

- Members of the inclusion team work together with parents and teachers to create a circle of support around students of determination. There is a well written and recently reviewed inclusion policy which is signed and understood by all teachers.
- Standardised tests and internal diagnostic assessments and observations are used at the start of each year to identify needs and to assess any barriers to learning. The school does not yet use all the KHDA categories of need. Teachers receive training to help to identify and provide for students of determination in their classes.
- Regular communication with parents through formal and informal channels maintains a vital link in the chain of interventions to support students' progress. Guidance, training and support are provided for them as key players in supporting their children's education.
- Differentiated learning materials are provided in lessons by the class teacher. Personalised learning activities ensure that students of determination progress alongside their classmates, working at their own pace with appropriate adaptations, individually, with a partner or in a group.
- Ongoing observations logged electronically ensure high-quality skills acquisition among students of determination. They enable the close examination of progress made by students, provide an overview of their accommodations and enable targeted planning for future provision.

#### For Development:

- Improve students' personalised plans further to provide focus on students' outcomes which are measurable and used to inform transition planning.
- Ensure that the identified diagnoses of students of determination are aligned with the KHDA categories of need.

## 06 LEADERSHIP AND MANAGEMENT

<b>The effectiveness of leadership</b>	Very good
<b>School self-evaluation and improvement planning</b>	Very good
<b>Parents and the community</b>	Outstanding
<b>Governance</b>	Outstanding
<b>Management, staffing, facilities and resources</b>	Outstanding

- The respected principal and highly competent strategic leadership team have implemented a coherent vision incorporating wellbeing and student-centred learning aimed at equipping young people for their futures. Effective strategic planning has resulted in excellent performance in Maternelle. Leadership support is not fully effective in improving students' outcomes in Islamic Education and Arabic. School leaders have retained the trust and confidence of students, parents and members of staff as they achieve the balance between high performance and a highly positive morale in the school.
- The evaluation of the school's performance is based on reliable information relating to all aspects of its work. Leaders diligently collect data to measure the impact of actions on students' outcomes. Leaders have researched how best to embed consistent and rigorous whole school monitoring and evaluation. They are now monitoring teaching accurately although not always relating this to effective assessment procedures and the impact on students' learning outcomes. School improvement plans contain measurable targets with regular review of progress.
- Parents are supportive of the school and consider themselves as partners in their children's learning. There are many opportunities for parents to shape the school's priorities. Parents receive regular, detailed and accurate information regarding their children's achievement. The school has developed extensive partnerships with local and international communities that enhance the curriculum and have a positive effect on students' learning. Leaders take advantage of the membership of the association of French schools abroad in networking with other schools and training providers.
- Stakeholders are well represented in the Conseil d'École and in the Conseil d'Établissement. Governors provide very high levels of expertise and supportive mentorship. They monitor and hold leaders to account, both formally and informally on a regular basis. They know the school well and have enhanced the influence of parents and students in the decision-making process. Governors have high aspirations for the school and have plans in place to secure further stability and improvements.
- The day-to-day management of the school is very well organised and impacts positively on students' achievements. Teachers and leaders are recruited carefully and supported by appropriate professional training to ensure high-quality teaching. Support for leaders and teachers in the Arabic medium subjects is less accessible. Governors have invested in a new campus which provides excellent facilities for all. Governors recognise the need to keep resourcing under review and to support the development of different approaches to learning.

### For Development:

- Ensure that leadership support is provided to the Arabic medium subjects to enable teachers to meet the learning needs of all students.
- Continue to improve the consistency in teaching and learning and improved achievement across all subject areas.
- Ensure high-quality personalised professional development for the teachers and leaders of Islamic Education and Arabic.



## WHAT HAPPENS NEXT?

All schools are required to develop an action plan. The 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 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)