

INSPECTION REPORT

Lycee Georges Pompidou Primary School

Report published in May 2012

Knowledge and Human Development Authority

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GENERAL INFORMATION ABOUT Lycee Georges Pompidou Primary School

Location	Oud Metha
Type of school	Private
Website	www.lfigp.org
Telephone	04 3374161
Address	Dubai - Oud Metha- P.O.BOX: 27425
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	550
Number of Emirati students	3 (0.6%)
Date of the inspection	9th to 11th January 2012

Contents

The context of the school	3
Overall school performance 2011-2012	3
How has the school progressed since the last inspection?.....	3
Key strengths	4
Recommendations	4
How good are the students' attainment and progress in key subjects?.....	5
How good is the students' personal and social development?	6
How good are the teaching, learning and assessment?	7
How well does the curriculum meet the educational needs of students?	9
What are the views of parents, teachers and students?.....	12
What happens next?	13
How to contact us	13
Our work with schools	14

The context of the school

Located in 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 eleven years. The school follows the French National curriculum. At the time of the inspection there were 550 students on the roll. The student attendance reported by the school for the last academic session was good.

There were 35 teachers holding French teaching qualifications and seven teaching assistants, who were also qualified. The majority of students originated from France, Lebanon and other Arab countries. Three Emirati students were on the roll during the inspection. Sixteen per cent of the students were identified with special educational needs (SEN). A few students received one-to-one support and detailed individual education plans. Additional group support was available for students experiencing difficulty in their learning.

Overall school performance 2011-2012

Good

How has the school progressed since the last inspection?

The school provided a good quality of education overall. It performed effectively in almost all aspects of its work. The previous inspection report had identified several areas requiring improvement. There had been good progress in addressing those recommendations. In the Maternelle, attainment and progress in English, mathematics and science were good, and were outstanding in French. There were strengths in students' skills across all aspects of French and English. In the Primaire, students' attainment in Arabic as a first and second language and progress in Arabic as an additional language were acceptable. However, progress in Arabic first language was good. Attainment and progress in English, mathematics and science were good. Attainment and progress were outstanding in French. Students' personal and social development were outstanding. The quality of teaching for effective learning, the quality of student learning and assessment were good in both phases of the school. The curriculum in school was good. Overall the school had good protection and support for its students. The quality of school leadership, self-evaluation and improvement planning and governance were good. Staffing, facilities and resources were good. The school demonstrated a strong capacity for continued improvement. There were good partnerships with parents and the community.

Key strengths

- The outstanding attainment and progress in French in all phases;
- The outstanding social and personal development of the students;
- The emphasis on creating multi-lingual, global citizens;
- The professional and caring working ethos which resulted in effective teamwork;
- The clear and shared vision for improvement from the Directeur.

Recommendations

- Improve students' attainment and progress in Islamic Education and Arabic;
- Ensure that the curriculum, teaching, learning and assessment consistently meet the needs of all students, including the least and most able;
- Expand teachers' knowledge and application of information and communication technology (ICT) for more effective teaching and learning.

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

	Maternelle	Primaire
Islamic Education		
Attainment	Not Applicable	Acceptable
Progress	Not Applicable	Acceptable
Arabic as a first language		
Attainment	Not Applicable	Acceptable
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

Students' attainment in both phases was good in English, mathematics and science, where a majority of students' achievement was above curriculum expectations. In the Primaire, students' attainment in Science had improved from acceptable to good. Students' attainment in French had improved since the previous inspection and was outstanding. Students in Grades 2 and 5 attained levels significantly above French national curriculum standards in all aspects of the language. In Islamic Education and Arabic as a first or additional language, attainment was acceptable. In Islamic education, across school, links to real life and the students' ability to refer to the sources of Islamic knowledge were limited. Students' speaking skills in Arabic as a first language in upper primary were still underdeveloped. In Arabic as a second language, most students demonstrated acceptable listening skills and they could understand simple instructions given by their teachers. The attainment of students with SEN was usually in line with their abilities.

Students' progress in Arabic as a first language, English, mathematics and science was good. In French, students' progress was outstanding in both phases. However, in Islamic Education and Arabic as an additional language students made only acceptable progress. The progress of children with SEN was acceptable across all key subjects and phases, due to an overall lack of support and proper challenge for the least and most able students. In lessons, above average attaining students and those with SEN made only acceptable progress, because there were missed opportunities to teach to their needs.

How good is the students' personal and social development?

	Maternelle	Primaire
Attitudes and behaviour	Outstanding	Outstanding
Understanding of Islam and appreciation of local traditions and culture	Outstanding	Outstanding
Civic, economic and environmental understanding	Outstanding	Outstanding

Students' social and personal development was outstanding across the school. Students were self-disciplined and demonstrated exemplary behaviour. They showed great respect to each other and the adults around the school. Students had positive attitudes and demonstrated high levels of responsibility towards their learning, adopting effective and self-reliant behaviour. They exhibited deep understanding of healthy living and made very good food choices. Attendance for the most recent term was good and during inspection it was outstanding. Students highly appreciated Islam and showed excellent understanding of the religion and its

impact upon society. Their respect for both the local traditions and culture and the multi-cultural aspects of Dubai was equally outstanding. Students were fully aware of their roles and responsibilities as students and community members. They enjoyed high level communicative skills and could express fluently and freely their views and concerns. Students had extended knowledge of the developments that had taken place in Dubai's economy and understood the reasons for these changes. They also showed very good understanding of local and global environmental issues, such as the scarcity of water in the Gulf region and the wider world's pollution problems.

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

Teaching for effective learning was good across the school. Most teachers had strong subject knowledge and understood how students of different ages learn best. Lesson planning ensured that lessons were well organised so that most students made good progress. In the majority of lessons, activities were well paced and the needs of groups and individuals were met. Nevertheless, in a few lessons, time was not managed well, which meant that review of learning at the end of lessons was not always apparent or effective. Overall, teachers interacted well with students through dialogue and open questions, which led to good student responses. The few, weaker lessons were characterised by a dominance of teacher talk and closed questioning which did not lead to good progress. In a significant minority of lessons, teachers did not ensure that the needs of both high and low attainers were met effectively. Enquiry, research and critical thinking skills were often promoted by teaching, and there were a few examples throughout the school when teaching led to excellent progress.

The quality of learning was good across the school with a few outstanding examples in a range of subjects. When enabled to do so by their teachers, students collaborated well and often supported each other's learning. However, collaboration was rare in a minority of lessons. Most students were enthusiastic and took responsibility for their own learning when enabled to do so. The application of learning to the real world was variable across the school, but was a regular feature. Students made good links with other learning in a few high quality learning situations, mainly in French and Science. Information and communication technology (ICT) was used in some subjects by students to develop their learning and research skills. Discrete ICT skills were developed through dedicated lessons and by links between science and technology in the upper grades.

Assessment had improved since the last inspection and was good. Practices were much more consistent and responsive and ensured good progress in most subjects. The school regularly used a range of content and skills-based assessments. In the maternelle, regular observations were undertaken of children's learning and enabled teachers to structure their lessons according to children's needs. Teachers recorded individual attainment in almost all subjects in the *Livre d'évaluation* and shared it regularly with parents. This ensured comprehensive tracking of students' progress and identified those needing further support. In Islamic Education, assessment practices were under-developed and did not allow teachers to present appropriate levels of challenge in mixed age-group classes. Teachers generally had good knowledge of students' strengths and weaknesses. The school compared students' attainment in French and mathematics to French national curriculum standards in Grades 2 and 5. Careful analysis of student assessments had informed curriculum and teaching changes. Ongoing assessment in lessons had improved and was used well in most lessons to determine the extent of students' understanding. There were a few examples of useful self-assessment in a minority of lessons. Verbal feedback to students was well-developed. Students' notebooks and regular internal tests were marked, but written comments did not consistently give guidance to students on how to improve.

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

	Maternelle	Primaire
Curriculum quality	Good	Good

The quality of the curriculum was good in both the Maternelle and Primaire. It was in conformity with the requirements of the French Ministry of Education and was broad and balanced across the range of subjects. It was compliant for Arabic. In Islamic Education the school was compliant on a yearly basis but time allocation in the week was unbalanced. Children moving up from Maternelle to Primaire and those leaving to enter secondary school were well supported. A strength of the curriculum was the analysis of assessment results to review and adjust the curriculum, particularly in the case of key subjects. Provision for students with special needs was mainly addressed through after-school classes. The extra two hours allocated to further support students were beneficial, but during lessons the needs of all children were not met. The more able students in particular were not being challenged to reach their full potential. The ongoing School Project gave students opportunities to link and use knowledge acquired in different lessons and thus enriched the curriculum. Students had access to a wide range of extra curricular activities. Whilst the ICT equipment in classrooms had improved, its use was not fully effective. The limited space meant that children did not have easy access to computers.

How well does the school protect and support students?

	Maternelle	Primaire
Health and Safety	Good	Good
Quality of Support	Good	Good

Arrangements for the health, safety and security of the students were good and made a significant contribution to students' welfare. Regular health and safety checks were carried out on the premises and school buses, ensuring that students learned in a safe, clean and well maintained learning environment. Fire drills and evacuation procedures were systematically applied. The premises and facilities, whilst cramped, were well maintained and were suitable for all students. A spacious and well equipped outdoor area was used well by children in the Maternelle section. Students were well supervised, resulting in play times being enjoyable experiences. Records of incidents and subsequent actions, medical records and distribution of medicines were both up-to-date and well maintained by the school nurse. The care and welfare of the students was a priority and all staff members had received training in child protection. They were aware of the steps to be followed if any incidents were to arise. Promotion for healthy living was good and parents

contributed to healthy recipes which students tasted during cookery week. This extended students' knowledge of world foods. Lunch boxes contained healthy foods and drinks and students had good knowledge of healthy eating and healthy lifestyles

The quality of support for students was good. Warm and supportive relationships prevailed between students and their teachers. The consistency of managing behaviour among staff ensured that students behaved very well, because they knew what was expected of them. They were given good advice about the quality of their work and this enabled them to make good progress over time. Students with special educational needs were well supported in after-school catch-up lessons. However, in daily lessons, a few teachers did not break down tasks to meet the students' needs and consequently their progress slowed. Punctuality and attendance were managed well, resulting in high attendance.

How good are the leadership and management of the school?

	Whole school
Quality of leadership	Good
Self-evaluation and improvement planning	Good
Partnerships with parents and the community	Good
Governance	Good
Management, including staffing, facilities and resources	Acceptable

Leadership and management were good. The Directeur had a strong vision for improvement in his school. He was open to change and had a thorough understanding of the strengths and weaknesses of the school. There was a positive working ethos within the leadership team. However, the teachers responsible for curriculum areas lacked clear status within the school system and this hindered the monitoring and implementation of new strategies.

Self-evaluation and planning for improvement were good. There was a commitment to improvement from the Directeur, who recognized the need for a middle management structure to secure positive learning outcomes for the students. The sharing of good practice within school was not systematic and this hindered the development of new strategies in the weakest subjects. National examination results were analysed but the information was not systematically used by teachers to plan for the needs of individual students. However, it was used to alter curriculum planning. Measures were undertaken to fulfill the recommendations in the last

inspection report. For example, the Arab Culture Day had a positive impact on the students' perceptions of Islamic Education and Arabic. The drive for improvement since the last inspection was notable in science, French and personal development, demonstrating the school's capacity to improve further.

The school's partnership with parents and the community was good. Parents participated in various committees and were supportive of the leadership team and their staff. Communication was good, and included letters to specific groups of parents on issues of concern and an internet site. Reports to parents were regular, but lacked detailed information about what students needed to do to improve. Links with the local French cultural agencies such as the Alliance Française were firmly established and productive. Experts such as a speech therapist, nutritionist and a pediatrician were deployed to good effect to enable the students to access the curriculum.

Governance was good. The board of governors was very well structured and had a wealth of expertise, which helped the school meet its priorities for improvement. It was dedicated to ensuring outstanding outcomes for the students and sought the financial support of sponsors in the community. Governors were actively involved in the construction of a new school building.

Staffing, facilities and resources were acceptable. There were sufficient, appropriately qualified teachers in each section of the school. The buildings were generally well designed for learning but lacked space in some areas. New technologies were available in some classrooms but were not used to their full potential. The outdoor learning and recreational spaces were well kept. The school had a sports hall but limited equipment in it. The library was too small to accommodate the needs of all the students in the school.

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 judgements. A summary of the survey statistics and comments from those that responded to the survey follows:

Responses to the surveys			
Responses received	Number		Percentage
Parents	This year	97	26%
	Last year	115	31%
Teachers	15		44%
Students	There are no upper secondary-aged students in the school		

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

About a quarter of the parents responded to the survey, slightly fewer than last year. Almost half of the teachers responded to their survey. Most parents expressed satisfaction with the overall quality of education available at the school. Most reported that their children were making good progress in the key subjects, but they were less confident about progress in Islamic Education and English. Parents believed that their children were safe and happy at school and that they enjoyed most lessons. Parents held positive views about the different aspects of provision, but a few expressed dissatisfaction with the range of subjects, clubs and activities available to students. Most parents believed that the school was well led and that the school's leaders listened to their opinions and responded to their concerns. Majorities of parents and teachers believed that inspection had led to improvements at the school, but about a third of each group did not know. Teachers held very positive views about the school and its provision for students.

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.

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

Our work with schools

Dubai Schools Inspection Bureau (DSIB) inspects schools to inform parents, students and the wider community of the quality of education provided. Inspectors also give guidance to staff about how to improve the standard of education.

At the beginning of the inspection, we ask the principal and staff about the strengths of the school, what needs to improve and how they know. We use the information they give us to help us plan our time in school. During the inspection, we go into classes and join other activities in which students are involved. We also gather the views of students, parents and staff. We find their views very helpful and use them, together with the other information we have collected, to arrive at our view regarding the quality of education.

This report tells you what we found during the inspection and the quality of education in the school. We describe how well students are doing, how good the school is at helping them to learn and how well it cares for them. We comment on how well staff, parents and children work together and how they go about improving the school. Finally, we focus on how well the school is led and how staff help the school achieve its aims.

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