

Inspection Report



Lycee Libanais Francophone Prive-Dubai

2014-2015



إكسبو 2020
دبي، الإمارات العربية المتحدة
DUBAI, UNITED ARAB EMIRATES

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School information



General information

Location	Al Muhaisnah
Type of school	Private
Opening year of school	2003
Website	www.llfp.com
Telephone	04-2640800
Address	Muhaisnah 4-Dubai-P.O. BOX: 28759
Principal	Joseph Salameh
Language of instruction	French
Inspection dates	9 th – 12 th February 2015



Students

Gender of students	Boys and Girls
Age range	3 - 17
Grades or year groups	Pre K - Grade 12
Number of students on roll	1061
Number of children in Pre-K	105
Number of Emirati students	2
Number of students with SEN	103
Largest nationality group of students	Lebanese



Teachers / Support staff

Number of teachers	91
Largest nationality group of teachers	Lebanese
Number of teacher assistants	12
Teacher-student ratio	1:13
Number of guidance counsellors	1
Teacher turnover	14%



Curriculum

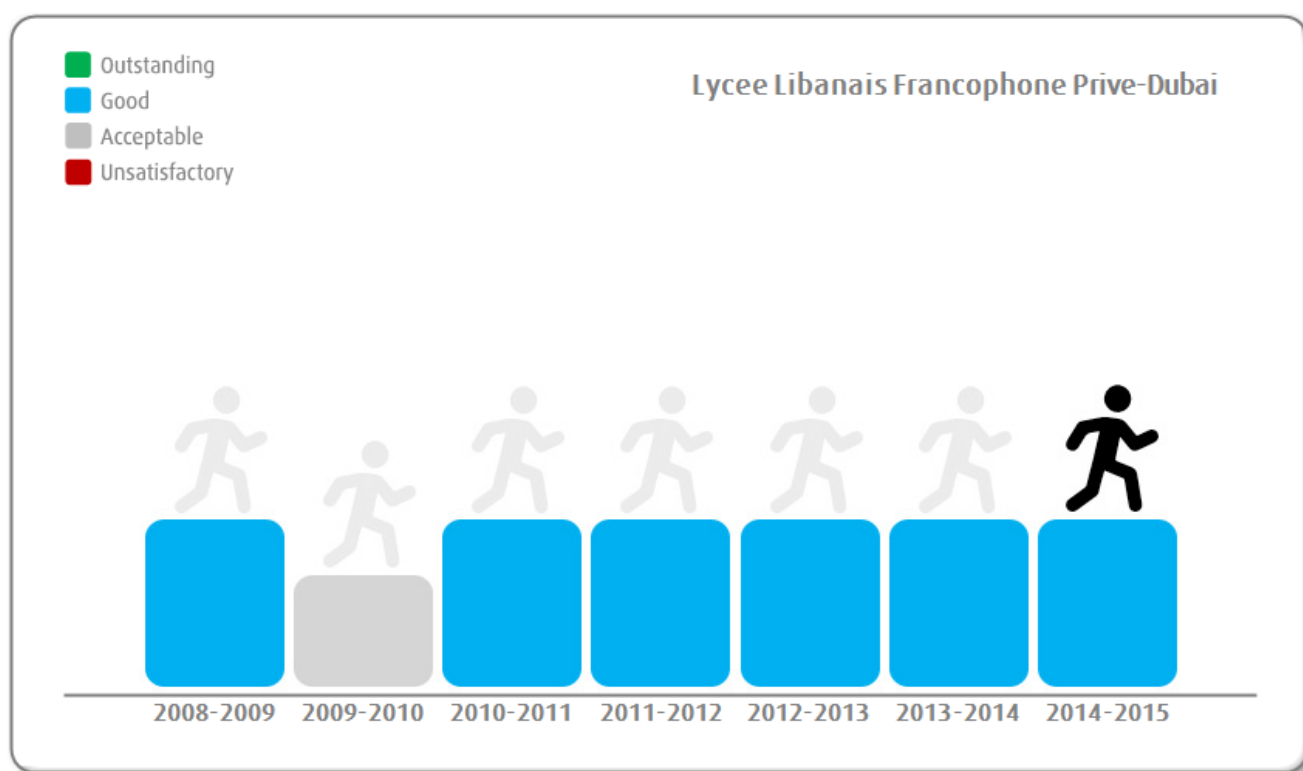
Educational Permit	French
Main Curriculum / Other	French
Standardised tests / board exams	Brevet, French Baccalaureate
Accreditation	NA



Dear Parents,

Lycee Libanais Francophone Prive-Dubai was inspected by DSIB from 9th - 12th February 2015, and the overall quality of education provided by the school was found to be **Good**

In order to judge the overall quality of education provided by the school, inspectors considered six key aspects of the school's performance and standards. Inspectors looked at children's attainment and progress in five key subjects, their learning skills as well as their personal and social development. They judged how effective teaching was across the school. Inspectors considered how well the school's curriculum, including activities inside and outside the classroom, met the educational needs of all children. They judged how well the school protected and supported children. In addition inspectors judged the effectiveness of leadership and governance, including management, staffing, facilities and resources.



The inspection judgements were drawn from a range of evidence gathered by the inspection team, including observing children learning in lessons, looking at their work, talking with children, meetings with staff, parents and governors, and reviewing the parents' and teachers' surveys.

The key strengths and areas for improvement to be made by the school leaders, governors and owners are:

Strengths

- Children in the Maternelle made outstanding progress in mathematics and science.
- Students demonstrated outstanding language skills in French and English.
- Students' learning skills were outstanding in the Maternelle and Lycee.
- The vision from school leaders and governors was a key driver for continuing to improve the school.
- The attitudes and behaviour of students throughout the school were outstanding.
- The high quality curriculum supported students in enjoy their learning.

Areas for improvement

- Ensure the teaching of Islamic Education in Lycée meets the needs of all students.
- Ensure there is sufficient and appropriate challenge for all students in the teaching and learning of Arabic as an additional language.
- Provide more opportunities for students to work independently and to find things out for themselves, especially in Primaire and College.

We warmly encourage you to read the full school inspection report.

The school is required to submit to DSIB an action plan identifying the steps they will take to address the areas for improvement. We have advised your school leaders to share this with you.

We trust that the information provided will help you understand, and encourages you to support, your child's school.

Yours sincerely,

Dubai Schools Inspection Bureau
Knowledge and Human Development Authority

A closer look at Lycee Libanais Francophone Prive-Dubai



How well does the school perform overall?

Overall, Lycee Libanais Francophone Prive provided a 'Good' quality of education for its students.

- Students' progress was mostly good but was outstanding in the Maternelle and English. Additionally in some phases, progress in French and mathematics was outstanding. In the teaching of Arabic as an additional language, and in Islamic Education in the Lycee, students' progress was acceptable. Almost all students, were actively engaged in their learning and enjoyed participating in activities, discussions and tasks where they had opportunities to explore ideas on their own.
- Students demonstrated a very strong sense of personal responsibility. They had a clear understanding of Islamic values and community and environmental issues across the school and the world.
- Teachers in many classes helped students learn well because they planned interesting lessons and provided a good range of support and challenge. Assessment data was collected, analysed and used to plan lessons and support students at different levels of ability.
- The excellent curriculum provided a range of interesting enrichment activities across the school and provided opportunities for students to use skills in different contexts. It was planned to provide good learning opportunities for all groups of students.
- The school had highly effective arrangements in place to keep students safe at all times on campus and on school transport. All students had access to advice and guidance in matters including academic progress, health and careers.
- The Principal, senior leaders and governors promoted a vision that focused on excellence. The strong links with parents helped improve their children's learning and raise standards. The management of most aspects of the school's procedures and routines was effective and efficient. The number of teachers for Islamic Education was not enough to fulfill lesson timings for all grades.

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



- Progress in lessons for almost all students with special educational needs was good.
- The curriculum was well modified to ensure students could access their learning. Most lessons were differentiated to support students' individual needs.
- The school effectively identified the needs of students with special educational needs and almost all students were given appropriate support and challenging targets.

1. How good are the students' attainment, progress and learning skills?

		Maternelle	Primaire	College	Lycee
 Islamic Education	Attainment	Not Applicable	Good	Good	Acceptable ↓
	Progress	Not Applicable	Good	Good	Acceptable ↓
 Arabic as a First Language	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Good
 Arabic as an Additional Language	Attainment	Not Applicable	Acceptable	Acceptable	Not Applicable
	Progress	Not Applicable	Acceptable	Acceptable	Not Applicable
Language of instruction	Attainment	Outstanding	Outstanding	Outstanding	Outstanding
	Progress	Outstanding	Good	Outstanding	Good
 English	Attainment	Not Applicable	Outstanding	Outstanding	Outstanding
	Progress	Not Applicable	Outstanding	Outstanding	Outstanding
 Mathematics	Attainment	Outstanding ↑	Good	Outstanding	Good ↓
	Progress	Outstanding ↑	Good	Outstanding	Outstanding ↑
 Science	Attainment	Outstanding	Good	Good	Good
	Progress	Outstanding	Good	Good	Good
		Maternelle	Primaire	College	Lycee
Learning skills		Outstanding	Good	Good ↓	Outstanding

↑ Improved from last inspection

↓ Declined from last inspection

2. How good is the students' personal and social development?

	Maternelle	Primaire	College	Lycee
Personal responsibility	Outstanding	Outstanding	Outstanding	Outstanding
Understanding of Islamic values and awareness of Emirati and world cultures	Good ↓	Good	Good	Good
Community and environmental responsibility	Good	Good	Good	Good

3. How good are teaching and assessment?

	Maternelle	Primaire	College	Lycee
Teaching for effective learning	Outstanding	Good	Good	Outstanding
Assessment	Outstanding	Outstanding ↑	Good	Good

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

	Maternelle	Primaire	College	Lycee
Curriculum quality	Outstanding	Outstanding	Outstanding	Outstanding
Curriculum design to meet the individual needs of students	Good	Good	Good	Good

5. How well does the school protect and support students?

	Maternelle	Primaire	College	Lycee
Health and safety	Outstanding	Outstanding	Outstanding	Outstanding
Quality of support	Good	Good	Good	Good

6. How good are the leadership and management of the school?

	All phases
The effectiveness of leadership	Outstanding
Self-evaluation and improvement planning	Good
Parents and the community	Good
Governance	Outstanding
Management, staffing, facilities and resources	Good



School **Inspection** Report

Overall school judgement

Good

Key strengths


- Children made outstanding progress and had outstanding learning skills in the Maternelle.
- The clear vision from school leaders and governors continued to sustain success and promote improvement.
- Students' outstanding language skills especially in French and English.
- Students demonstrated outstanding personal responsibility across the school.
- The outstanding quality of the curriculum across the school provided students with challenge and interesting learning.


Changes since the last inspection

- In mathematics, students' attainment and progress in Maternelle and their progress in Lycée improved to outstanding.
- School leaders and teachers had increased their use of assessment data, especially in the Primaire.



Recommendations

- Improve students' attainment and progress in Islamic Education in the Lycee by reviewing the timing and organisation of lessons in Grades 10 and 11.
- Improve students' competence in Arabic as an additional language by raising teachers' expectations of what students are able to do, and by encouraging students to relate Arabic to real life
- Develop students' enquiry, research and thinking skills further, particularly in the Primaire and College.

 Improved from last inspection

 Declined from last inspection

1. How good are the students' attainment, progress and learning skills?

Maternelle		
Subjects	Attainment	Progress
Islamic Education	Not Applicable	Not Applicable
Arabic as a First Language	Good	Good
Arabic as an Additional Language	Not Applicable	Not Applicable
Language of instruction	Outstanding	Outstanding
English	Not Applicable	Not Applicable
Mathematics	Outstanding 	Outstanding 
Science	Outstanding	Outstanding

- In Arabic as an additional language, children developed good speaking and listening skills that helped them express their thoughts and ideas with increasing clarity.
- In French, most children understood and sequenced events in a story and could construct their own endings. Almost all were able to speak fluently, read and write their names and say the days of the week in the correct order.
- In mathematics, most children were able to count to 20 and beyond with the help of apparatus. They were able to understand the value of numbers because there were many opportunities for children to count, using different objects in different contexts.
- In science, children were able to observe and compare the differences in objects around them. They displayed curiosity and were able to use appropriate language to describe their scientific thinking.

Primaire		
Subjects	Attainment	Progress
Islamic Education	Good	Good
Arabic as a First Language	Good	Good
Arabic as an Additional Language	Acceptable	Acceptable
Language of instruction	Outstanding	Good
English	Outstanding	Outstanding
Mathematics	Good	Good
Science	Good	Good

- In Islamic education, most students demonstrated good knowledge of the key Islamic pillars and practices and an appropriate knowledge of the prophets. They progressed well in understanding and memorising the prescribed verses of the Holy Qur'an. However, the application of recitation skills was not well developed.
- In Arabic as a first language, most student developed good listening and speaking skills and showed good knowledge of Arabic grammar. However, they did not progress as well in creative and extended writing.

- In Arabic as an additional language, students developed basic speaking skills but had difficulty in applying what they knew to unfamiliar situations. They made progress in their writing especially when it followed a familiar pattern.
- In English, students enjoyed reading and writing tasks. Their speaking and listening skills were very well developed. They were confident in their sentence construction and had a wide vocabulary. They could explain their ideas carefully using interesting words and also listened attentively. An exciting range of topics helped to improve students' writing skills.
- In French, students had a firm grasp of grammar with spelling and punctuation used with increasing accuracy. Almost all students demonstrated the ability to express their ideas clearly. The majority could read aloud with fluency, expression and confidence. Their comprehension skills and the ability to extract information from a text was well developed but some weaknesses in critical reasoning slowed progress.
- In mathematics, students consistently used hands-on activities to acquire new concepts and skills. They were able to make accurate measurements using correct units of length and linked theoretical understanding to real objects. Students' progress was good because they were fully involved and enjoyed what they were learning. At times this was hindered by a lack of differentiation and by too much guidance from the teacher.
- In science, the majority of students understood how to set up an experiment. Most students were clear on how to separate the constituents of a mixture. They were able to give examples from everyday life on how experiments could be used to good effect.

College		
Subjects	Attainment	Progress
Islamic Education	Good	Good
Arabic as a First Language	Good	Good
Arabic as an Additional Language	Acceptable	Acceptable
Language of instruction	Outstanding	Outstanding
English	Outstanding	Outstanding
Mathematics	Outstanding	Outstanding
Science	Good	Good

- In Islamic Education, most students had a good understanding of the miracles of Allah and the implications of the stories from the prophet's companions. They made good progress in linking what they learned to the real world such as understanding the importance of being honest and trustworthy.
- In Arabic as a first language, most students had secure listening skills and developed their vocabulary and reading comprehension skills steadily. However, progress in developing their oral and written work was slower.
- In Arabic as an additional language, students were able to understand simple conversations and respond to them in short phrases. They generally found it challenging to apply their learned vocabulary and structures to unfamiliar real life situations. They were able to write short phrases often with familiar vocabulary.
- In English attainment was outstanding because lessons contained exciting and challenging tasks that engaged and stretched students to do their very best work. They gained experience in writing in a range of genre and manipulating language in debate, discussion and exploration of drama. Students enjoyed lessons, especially those that encouraged them to research, prepare for class presentations and discuss their ideas in lively debate

- In French, students made good progress in the development of their reading skills which enabled them to reach standards that were above expectations. Their work reflected increasing competence in their ability to extract information from texts. Almost all students, were able to analyse and justify their point of view from a text of a given subject.
- In mathematics, students were able to accurately draw triangles of specific measurements using GeoGebra and also using the old-fashioned compass. Their progress was strong because in most lessons, they were given enough time to actively learn and reflect on their learning.
- In science, students were able to organise practical activities and resolve problems according to accurate scientific procedures and problem solving approaches. They worked well in groups and were able to have meaningful conversations about what they were learning.

Lycee		
Subjects	Attainment	Progress
Islamic Education	Acceptable ↓	Acceptable ↓
Arabic as a First Language	Good	Good
Arabic as an Additional Language	Not Applicable	Not Applicable
Language of instruction	Outstanding	Good
English	Outstanding	Outstanding
Mathematics	Good ↓	Outstanding ↑
Science	Good	Good

- In Islamic education, students made acceptable progress in understanding the signs of Creation and the miracle nature of the Qur'an. They were unable to refer to the Seerah to support their opinions. The application of the Qur'an recitation rules was less developed.
- By Grade 12, students had developed a good understanding of Arabic grammar and had steadily improved their listening and reading comprehension skills. However, their progress in speaking and writing was still less well developed.
- In English, students showed real enthusiasm for working in close partnership with their teachers on exciting and challenging work. They made outstanding progress because they were well taught and enjoyed the challenges presented to them in small teaching groups. The writing skills of students, carefully fostered throughout the school, were refined and combined with students' ability to analyse text and meaning in literature. This added greatly to their enthusiasm for their work.
- In French, students made good progress in the development of speaking and listening skills. Collaborative work encouraged students to share their thoughts and ideas. They were able to read and extract information from a range of increasingly demanding texts. When learning poetry, students constructed arguments and used skills of analysis with the learning of dissertation skills. Evidence in work books showed students were able to show their understanding of the influence of philosophy.
- In mathematics, students demonstrated good understanding of graphical representations of algorithmic functions. They were able to make outstanding progress because they consistently made full use of the available technology to learn actively and to be completely in charge of their own learning.
- In science, the majority of students' attainment and progress was above expectations. Students could talk knowledgeably about tectonic plates and calculate their annual displacement. They were able to explain the structure and the physiology of the circulatory system. They developed scientific thinking which extended their ability to inquire, investigate and gain concepts using scientific methods and problem solving approaches

	Maternelle	Primaire	College	Lycee
Learning skills	Outstanding	Good	Good ↓	Outstanding
<ul style="list-style-type: none"> • The large majority of students enjoyed their learning. They showed excellent attitudes and enthusiasm when they took part in activities. Students across the school were able to focus on tasks and follow instructions when appropriate. They took responsibility for their learning and were able to work independently from an early age. • Across the school, students' cooperated and collaborated well. They were able to discuss, ask questions and listen to the views of others. • Students were able to use what they had learned and apply them in different contexts to show their understanding of what they had studied. • Most students were able to find things out for themselves. They developed the skills of critical and high order thinking. These were stronger in the Lycee and the Maternelle. Most students were competent in the use of modern technologies for research and investigation. 				

2. How good is the students' personal and social development?


	Maternelle	Primaire	College	Lycee
Personal responsibility	Outstanding	Outstanding	Outstanding	Outstanding
<ul style="list-style-type: none"> • Students demonstrated outstanding personal responsibility. They were independent and participated well in activities. • Students' positive attitudes resulted in their excellent behaviour. They were self-disciplined and self-confident. • Relationships were very positive. Students interacted positively with staff and with each other. • Students showed a very strong commitment to following a healthy life style. They made wise choices about their lifestyles and enjoyed taking part in the many sporting activities offered by the school. • Students' attendance was high and they were consistently punctual to lessons. 				

	Maternelle	Primaire	College	Lycee
Understanding of Islamic values and awareness of Emirati and world cultures	Good ↓	Good	Good	Good
<ul style="list-style-type: none"> • Students showed a good understanding of the role of Islamic values and their impact on their lives in Dubai. They understood how Islam, as a religion of tolerance and peace, promoted respect and the ability to communicate with each other. • Students had a clear understanding of the distinctive features of the culture of the UAE. They deeply appreciated the added values that this country brought to their lives. They had an advanced understanding of the current position of Dubai in the world and how it had changed over the past years. • Students had an adequate understanding of global issues and how they impacted their own countries. They were able to pinpoint some current issues of relevance to their lives. They were not able to make stronger connections between different cultures. 				

	Maternelle	Primaire	College	Lycee
Community and environmental responsibility	Good	Good	Good	Good
<ul style="list-style-type: none"> • Students showed a strong work ethic and were confident to work together to find solutions to questions or challenges. • Their understanding of community and environmental issues across the school was good. • Students demonstrated good understanding of global environmental issues. They could clearly focus on the issues relating to Dubai as a tourist destination. Nevertheless, some students were less clear about the conservation of the environment in Dubai. 				

3. How good are teaching and assessment?

	Maternelle	Primaire	College	Lycee
Teaching for effective learning	Outstanding	Good	Good	Outstanding
<ul style="list-style-type: none"> Teachers demonstrated very good subject knowledge especially in French and English. This was particularly strong in the Maternelle. They had a very clear understanding of the effective ways in which to help students and children learn. This good subject knowledge was especially valuable in helping to explain difficult concepts in mathematics and science and generate lively debates in English and French lessons. In many lessons across most subjects, students work was very well planned with a variety of interesting tasks that engaged their interest and contributed to creating a stimulating learning environment. Relationships between teachers and their students and amongst the students added to the positive learning ethos in classes. Students shared their views and listened carefully to each other. They were able to assess each other's work confidently and sympathetically in a mature and constructive manner. In the best classes teachers adjusted the work prepared to meet the needs of different ability groups. Through the use of good questioning teachers were able to extend support or challenge students very effectively and so improve the progress they made. Through debates, discussions, research projects, problem solving exercises and group tasks children and students were encouraged to extend their thinking and perceive a range of alternative perspectives on their work. In English, science, mathematics and French, as well as in the classes for the younger children, examples of the real world were used effectively by teachers to bring a sense of perspective and reality to students' learning. 				

	Maternelle	Primaire	College	Lycee
Assessment	Outstanding	Outstanding 	Good	Good
<ul style="list-style-type: none"> The school's internal examinations were strongly linked to the French curriculum benchmarks in several subjects. This gave an accurate evaluation of students' academic and personal development. The school benchmarked students' outcomes through the external national exams of France at the end of Primaire and College. The assessment systems in place accurately monitored students' progress and their acquirement of specific skills especially in the Maternelle and the Primaire. The school, especially in the Primaire, made excellent use of the available assessment data to modify teaching and provide more targeted support for groups of students who had weaknesses in specific skills. 				

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

	Maternelle	Primaire	College	Lycee
Curriculum quality	Outstanding	Outstanding	Outstanding	Outstanding
<ul style="list-style-type: none"> The school followed the set curriculum as recognised in France. The programmes of study were sharply focused on the development of both knowledge and skills. They provided interest and relevance to what students were learning. In the Maternelle, there was an emphasis on active learning and language development. All students had very good opportunities for sport. The curriculum was carefully planned to include progression and coverage of experience across year groups and phases. The acquisition of language skills was central to this. Transition across phases was carefully managed to ensure students made a smooth transfer in all subjects. The range of interesting enrichment activities across the school gave students the opportunity to use skills in different contexts. The richness of experiences engaged and interested students. The highly effective organisation and planning of activities ensured students were excited about their learning. Learning technology was well embedded in activities and offered relevant cross-curricular links. The curriculum supported the development of thinking skills, research and challenge across the school especially in mathematics and science. The curriculum was regularly reviewed and improved as part of the school's self-evaluation. Staff reflected on the quality of the curriculum and its impact on students' academic outcomes and their personal development. In Arabic as a first language, the curriculum relied mainly on the UAE Ministry of Education textbooks. It was also enriched with some extra-materials such as short stories and novels that targeted the improvement of students' attainment. 				

	Maternelle	Primaire	College	Lycee
Curriculum design to meet the individual needs of students	Good	Good	Good	Good
<ul style="list-style-type: none"> The curriculum was modified well for different groups of students. The school had made good progress in modifying the curriculum for students with special educational needs but this was not consistent across all subjects. There were many examples where the curriculum supported students' interests. For example, in Grade 12 English, students had to develop a persuasive argument with regard to gender-stereo typing and vintage elements in fashion. Extra-curricular activities included many sport opportunities and for this term, a chance to take part in a musical. This included writing the script, learning music in the choir all in partnership with staff who worked alongside the students. The school offered five 30-minute sessions each week for all of the 104 Arab children in Maternelle MS and ten 45-minute sessions for the 110 Arab children in the Maternelle GS. Classes for Arabs and non-Arabs were combined and the school's programme targeted the development of Arabic at first language level, including forming letters and building vocabulary. 				

5. How well does the school protect and support students?

	Maternelle	Primaire	College	Lycee
Health and safety	Outstanding	Outstanding	Outstanding	Outstanding
<ul style="list-style-type: none"> Students, parents, and staff were all fully aware of the child protection procedures the school had in place. Students felt safe at school because bullying issues and other threats to their safety were dealt with firmly and in a timely manner. The school had excellent arrangements in place to keep students safe and supervised on the premises and on school transport. Students entered the school in the morning and left in the afternoon in a very smooth and well-organised manner. Students' health and safety was a priority to the school. Evacuation procedures and drills were up-to-date. The school kept detailed health records of all students and health information was shared with the appropriate staff. The school had up-to-date maintenance contracts with private companies that kept the buildings in an excellent and hygienic state. The equipment and resources were kept in a very good condition and were suitable for the learning needs of most students. The promotion of healthy living among students was an integral part of the regular life of the school. The clinic provided excellent health services and ran a program to raise awareness of healthy lifestyles across the phases. 				

	Maternelle	Primaire	College	Lycee
Quality of support	Good	Good	Good	Good
<ul style="list-style-type: none"> Relationships between staff and students were based on mutual respect and contributed to the caring inclusive ethos of the school. Behaviour management was clear and understood by students and staff. The school had an effective policy for attendance and punctuality. Appropriate action was taken for the few students who were repeatedly late or absent and parents were kept well informed. Students with special educational needs were identified at an early age or as soon as they joined the school. Specialist staff were fully trained and qualified to undertake school-based assessments. The school's support for students with special needs was well focused. Students' progress was monitored and tracked well. In most classes, a range of appropriate resources and modifications to the curriculum ensured that students' needs were met. Almost all class teachers kept a concise record of students' individual learning needs and used the information to make appropriate plans. Students had access to advice and guidance in areas such as careers, interview training, work placements and applications to post-Lyce education. Their questions, needs and concerns were managed sensitively and in confidence. 				

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

	Overall
The overall effectiveness of provision for students with special educational needs	Good
<ul style="list-style-type: none"> The leadership of the school was committed to maintaining an ethos where all students were welcomed in school. As a result, the improvements over the last year had raised the level of awareness of staff and made the learning environment more inclusive. The school had appropriate systems in place for identifying students with special educational needs at the time of admission and as students progressed through school. The identification procedures were rigorous and included formative and summative assessments to identify specific needs. The school applied procedures set by the French government to ensure that students received individual support programmes. Curriculum modifications were made and appropriately matched to the personal, social, emotional learning needs of most students. Support staff were skilled and appropriately paired with individual students to ensure continued progression. Provision for students was well planned and almost all identified students had individual Educational Plans (IEPs) with specific learning targets. However, in some phases and subjects, the provision did not always match the targets on the IEP's. The school worked in partnership with parents to involve them in their children's learning. Formal reviews involving parents took place every six weeks and where necessary involved outside agencies. Parents were satisfied with the provision provided by the school. The school monitored progress and assessed the impact of the IEP. Students made good progress when they worked individually or in small groups with support teachers. When in class, most of the students continued to make good progress in their learning and development. 	

6. How good are the leadership and management of the school?

	Overall
The effectiveness of leadership	Outstanding
<ul style="list-style-type: none"> Senior leaders and in particular the Principal had a very clear vision for the school which was communicated to all staff. The roles of senior leaders were clearly defined and linked to school priorities. For example, the recently appointed head of the Primaire had improved assessments and was able to identify more clearly where extra support was needed. Relationships and communication at all levels were harmonious and purposeful. All staff and students understood what was required of them. The high level of professional competence and commitment of all staff ensured the school's capacity to continue to maintain and improve on previous strengths. The school leadership team had not yet been able to address the issue of low attainment and progress in Arabic as an additional language. 	

	Overall
Self-evaluation and improvement planning	Good
<ul style="list-style-type: none"> The leadership teams worked well together to ensure that the school self-evaluation included the views of all staff. Most of the self-evaluation judgments were accurate illustrating that senior staff had a good knowledge and understanding of the school. The school had put a lot of energy into collecting data about student performance and teaching quality. This broad overview was used well to set targets and to identify staff training needs. The data was analysed thoroughly to support for instance pupil progress meetings with teachers and set targets for greater improvement. Senior staff ensured that school improvement was firmly grounded in the right priorities. The improvement plan was well focused and had clear targets to evaluate the impact of the school's actions. Leaders had been successful in responding to most of the previous inspection report's recommendations, demonstrating their capacity for further improvement. The special educational needs department had increased the level of staffing and this resulted in better support and progress for students with special educational needs. Assessment procedures were stronger and provided better information for staff especially in the Primaire. However, students' attainment and progress in Arabic as an additional language had not improved despite the efforts of the school. 	




	Overall
Parents and the community	Good
<ul style="list-style-type: none"> There was a broad consensus of support for the school from parents. They had few complaints and all had confidence in the school's capacity to continue improving. Communications with parents in a number of ways kept them up to date with the school's events and their children's progress. Parents were especially satisfied with the comments made by teachers on reports that helped them understand what their children needed to do to improve further. Links with the local community were positive. The school had very good links with other French schools locally to support teachers' professional development and share in a wide range of activities including many sporting events. 	

	Overall
Governance	Outstanding
<ul style="list-style-type: none"> The governors were very highly engaged in the life of the school. They were proactive in ensuring school leaders and managers fulfilled their duties and responsibilities effectively. For example through the well organised committee structure, weekly formal and informal meetings were held to review the work of the school Systems and processes for ensuring leadership and governance accountability were highly effective. The school provided sufficiently regular and detailed accounts of its performance to the governors and as a result, governors played a key role in the overall performance of the school. Governance was very effective in ensuring that the school met its commitment to parents and was the driving force in the school's development and expansion. 	

	Overall
Management, staffing, facilities and resources	Good
<ul style="list-style-type: none"> • Day-to-day matters were managed well and the school ran smoothly. Time-tabling mostly made good use of available space in this expanding school. • There were enough members of staff to teach the curriculum in almost all subjects. Staffing for Islamic education was not sufficient enough to meet the needs of all students especially those in Grades 10 and those who were taught in one group. Newly appointed teachers had thorough induction programmes and all the teaching staff had regular professional development training. • The premises were suitable for the number and age range of students and for the curriculum to be taught well. The large gymnasium provided excellent facilities for sport. Most classrooms were bright and airy and of a good size. However, the small room used for Islamic education including its furniture was not appropriate for larger groups of older students. • The school was well equipped with relevant up-to-date resources to meet the needs of students, including textbooks, practical equipment and technology. 	

What are the views of the Principal, parents, teachers and students?

Before the inspection, the views of the Principal, parents, teachers and senior secondary students were surveyed. Key messages from each group were considered during the inspection and these helped to form inspection judgements. 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	214	34%
	Last year	155	32%
 Teachers	46		74%
 Students	24		53%

- Parents, teachers and students all believed that the school has improved as a result of inspection. Almost all teachers, parents and students agreed that students had developed a good range of learning skills and that they enjoyed school.
- Parents held a strongly favourable view of teaching in the school and felt that key subjects were taught in a way to ensure good progress
- All students and almost all parents commented that assessments helped to improve work and most parents and students thought that the curriculum offered a good range of subjects. Almost half of the students and parents would like to see more extra-curricular activities.
- Almost all parents believed that school reports were helpful and that they provided information about how their children could improve
- Most parents did not know whether their children had gained an understanding of Islam and Islamic values in Dubai.

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

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

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