

# INSPECTION REPORT

2022-2023



**LYCÉE FRANCAIS JEAN MERMOZ LLC**

**FRENCH CURRICULUM**

**VERY GOOD**

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## SCHOOL INFORMATION

### GENERAL INFORMATION

	Location	Al Quoz 1
	Opening year of School	2017
	Website	lfjm.education
	Telephone	97143344111
	Principal	Thomas Dentinger
	Principal - Date appointed	5/1/2016
	Language of Instruction	French
	Inspection Dates	13 to 17 March 2023

### STUDENTS

	Gender of students	Boys and girls
	Age range	3 to 15
	Grades or year groups	Pre-K to Grade 9
	Number of students on roll	1314
	Number of Emirati students	8
	Number of students of determination	23
	Largest nationality group of students	French

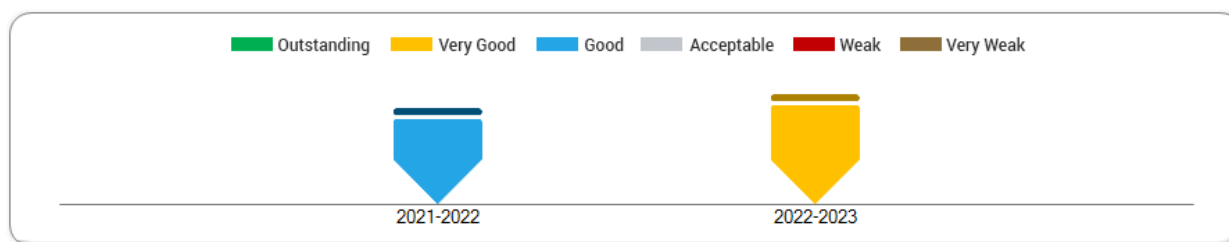
### TEACHERS

	Number of teachers	109
	Largest nationality group of teachers	French
	Number of teaching assistants	15
	Teacher-student ratio	1:12
	Number of guidance counsellors	1
	Teacher turnover	30%

### CURRICULUM

	Educational Permit/ License	French
	Main Curriculum	French
	External Tests and Examinations	French
	Accreditation	AEFE

### School Journey for LYCEE FRANCAIS JEAN MERMOZ L.L.C



## Summary of Inspection Findings 2022-2023

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

- Improvements are evident in progress in Islamic Education and in attainment in Arabic as a first language in Collège. Students' achievement in science in both Maternelle and Primaire has improved, resulting in very strong outcomes across the school. Achievement in English is now outstanding and very strong in mathematics. Progress in French in Maternelle and Collège is outstanding because teaching is stronger in these phases. Learning skills are now very strong across the school.
- Across all phases, students demonstrate extremely positive attitudes towards their school. They enjoy coming to school and take every opportunity available to them to thrive in all aspects of school life – La Vie Scolaire. Older students become involved in a range of activities and learn about work and life when they go to local businesses for one week's work placement.

### PROVISION FOR LEARNERS

- The quality of teaching throughout the school is very strong. Teachers know their students well, establish positive relationships and create a conducive learning environment. Systems to collect, analyse and use assessment data based on clear competencies are robust. They provide a reasonably accurate picture of students' attainment and progress which compares closely with the limited external assessment data available so far.
- The French curriculum has a clear rationale and develops a balance of skills and knowledge through a seamless progression. A common yearly curriculum theme nurtures talent and provides ongoing opportunities for cross-curricular and inter-disciplinary projects. Successful curriculum modifications such as clear differentiation in lessons to meet the needs of all student groups is very positive. The 'flexible classroom' initiative to increase students' active participation is being established.
- The school has very good provision for health and safety. Policies and procedures are robust and clear. All staff are trained in safeguarding. Throughout the school, relationships between staff and students are excellent. A caring and respectful ethos is evident, and the wellbeing and personal development of students are priorities. There are clear and consistent positive behaviour management expectations.

### LEADERSHIP AND MANAGEMENT

- The inspiring principal with his strong senior leadership team has established a purposeful learning community that values inclusivity and wellbeing. They have the trust of students, parents, and staff. Senior leaders have a clear understanding of what needs to be done to innovate and improve the school. The governance steering group are drivers of governance policy on inclusion and wellbeing.

### The best features of the school:

- Senior leaders' vision to optimise students' achievement within an inclusive learning community where diversity is valued and the wellbeing of all is actively promoted
- The outstanding achievement in English
- Students' strong personal development, attitudes to learning and work ethic
- The school's diligence in keeping students safe and in safeguarding their wellbeing
- The excellent partnerships with parents and the community, enhancing students' learning experiences

### Key recommendations:

- Raise attainment in Islamic Education and Arabic by:
  - developing leadership capacity further through mentoring and coaching to implement new learning strategies that meet curriculum expectations in Arabic;
  - monitoring the impact and effectiveness of professional development; and
  - sharing best practices within the school on teaching and assessment for learning.
- Reduce the variability of teaching by:
  - using data more effectively to plan lessons which personalise students' learning; and by
  - raising the level of challenge particularly for higher-achieving students to ensure that they optimise their potential.

## Overall School Performance

**Very good ↑**

### 1. Students' Achievement

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

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

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

## 3. Teaching and assessment

	Maternelle	Primaire	Collège
Teaching for effective learning	Very good ↑	Very good ↑	Very good
Assessment	Very good ↑	Very good ↑	Very good ↑

## 4. Curriculum

	Maternelle	Primaire	Collège
Curriculum design and implementation	Very good	Very good	Very good
Curriculum adaptation	Very good ↑	Very good ↑	Very good ↑

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

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

## 6. Leadership and management

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

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



## Wellbeing

The quality of wellbeing provision and outcome is at a **high level**.

- The school has a shared vision of wellbeing that informs its culture and influences policy, practice, and provision. The governing board and leaders actively review the school's initiatives and use data to monitor and modify its approach to wellbeing. School routines, activities, and resources are planned to promote the wellbeing of all students.
- Staff members are accessible to students who need support, and the school addresses the needs of its staff through well-developed programmes. It systematically provides opportunities for feedback from students, parents and staff on wellbeing matters that influence provision. The accessibility of the leadership team to the community encourages positive communication.
- Teachers plan and implement a range of curriculum programmes to develop students' wellbeing, including the teaching of social and emotional skills. Students make informed decisions about their health, and the school encourages sports and a healthy lifestyle. Relationships between staff and students are strong, creating a safe environment where students feel valued and engaged. The wellbeing of students is demonstrated through their excellent behaviour, attitudes, and engagement.

## UAE social studies and Moral Education

- The school follows the UAE social, moral, and cultural framework (SMSC) and the French programme 'Enseignement Morale et Civique'. SMCS is taught in French in Grades 1 to 9 and integrated in history and geography. Moral education is a stand-alone subject forming part of 'Enseignement Morale et Civique' in Primaire. In Collège, both are integrated in history and geography. Some aspects are also delivered in Arabic, such as, Flag Days, Martyrs' Day, and National Day. Moral aspects are also part of the school culture and include giving to charities.
- Teachers make excellent use of a wide range of relevant textbooks and resources, supported by field trips. As a result, most students are enthusiastic learners and engage fully in discussions and activities. Internal assessment systems are fully in place throughout the school. Students' outcomes are reported to parents alongside other subjects.



## Main Inspection Report

### 1. Students' Achievement

#### Islamic Education

	Maternelle	Primaire	Collège
Attainment	Not applicable	Acceptable	Acceptable
Progress	Not applicable	Acceptable	Good ↑

- Most students attain levels that are broadly in line with curriculum standards, which are aligned with the school's internal assessment and external benchmarks. Students' progress in Primaire is only adequate because of the gap between Arab and non-Arab speaking students. In Collège, students make better progress in lessons and in their recent work.
- Students' knowledge and understanding of the Manners and Islamic values are strong. In Primaire, students recite daily supplications and short Surahs. In Collège, students' understanding of The Holy Qur'an and Hadeeth is well developed, but their knowledge of Seerah and Fiqh is not meeting expectations.
- The school's focus on The Holy Qur'an in lessons and in after-school activities is slowly improving students' memorisation and recitation skills. However, their knowledge of the rules of Tajweed and recitation from the Arabic script are still limited.

#### For Development:

- Improve students' knowledge and understanding of Seerah and Fiqh.
- Raise students' expectations by providing opportunities to work independently and apply their learning.

#### Arabic as a First Language

	Maternelle	Primaire	College
Attainment	Not applicable	Acceptable	Acceptable ↑
Progress	Not applicable	Acceptable	Acceptable

- Students in both phases make expected progress in lessons from their starting points. This is more evident in Collège, where most students make expected progress in lessons and in recent work. They attain more language skills and use standard Arabic in lessons.
- Across both phases, most students acquire new vocabulary, but their reading comprehension skills are still emerging. Listening skills are adequately developed. Speaking with confidence and at length, and independent creative writing skills, are not yet well developed, particularly in Primaire.
- Improvements in teaching practices and the curriculum have not resulted in learning tasks which provide sufficient challenge for most groups of students. As a result, these improvements have not yet had a measurable impact on students' progress.

#### For Development:

- Improve students' speaking and writing skills by ensuring that learning tasks provide an appropriate level of challenge.
- Ensure that all groups of students have regular and relevant opportunities to speak and write at length.

## Arabic as an Additional Language

	Maternelle	Primaire	College
Attainment	Not applicable	Acceptable	Acceptable
Progress	Not applicable	Acceptable	Acceptable

- Students' language skills in Primaire and Collège are in line with curriculum expectations. Most students make expected progress, as seen in lessons and in their recent work. Students' writing and speaking skills are the least developed in both phases.
- Students' listening skills are improving well. Reading for understanding is sufficiently developed for students to gain new vocabulary and answer questions extracted from texts. They can speak in familiar situations with direction. Writing skills are not secure.
- A focus on the development of reading and listening skills is improving students' comprehension, particularly for those new to learning Arabic. The ability to produce narratives through speaking and writing are developing slowly because of limited opportunities to practise these skills in everyday contexts.

### For Development:

- Improve students' speaking and writing skills by providing them with more opportunities that are matched to the differing needs of all groups of students.

## Language of instruction

	Maternelle	Primaire	College
Attainment	Very good	Very good	Very good
Progress	Very good	Outstanding ↑	Outstanding ↑

- The most rapid progress leading to high achievement is in Primaire and Collège. Attainment remains very strong in Primaire. Students' work shows increasing competence in the use of French and the ability to justify personal opinions.
- The use of a structured phonics scheme in Maternelle and lower primary lays a secure foundation for the development of students' literacy skills. They rapidly become able to express themselves confidently and clearly from the early grades of Primaire, both in writing and in speech, using a rich vocabulary. Creative and extended writing skills are well developed in Collège.
- The new 'flexible classroom' project in Grade 1, complemented by a strong reading policy, enhances the progress which students make and enables them to develop critical and higher-order thinking skills.

### For Development:

- Strengthen teaching practices to allow for greater consistency in both attainment and progress throughout the phases.

## English

	Maternelle	Primaire	College
Attainment	Outstanding ↑	Outstanding ↑	Outstanding ↑
Progress	Outstanding ↑	Outstanding ↑	Outstanding ↑

- The achievement of most students is above curriculum standards, leading to high levels of attainment in their external examinations.
- Across the school, students' speaking and listening skills are very well developed. Most students are confident in communicating orally. The rigour in the teaching of grammar enables most students to make rapid progress in their written work. The accuracy of spelling, punctuation, and grammar is evident. Most students are deepening their independent and critical thinking skills.
- Cross-curricular work allows students to make connections to the world beyond school. Curriculum adaptation is carefully planned and allows all students to reach their full potential, including students of determination and those with gifts and talents.

### For Development:

- Provide students with more opportunities to strengthen their extended writing skills, especially in Collège.

## Mathematics

	Maternelle	Primaire	College
Attainment	Very good	Very good	Very good
Progress	Very good	Very good	Very good

- Students make better than expected progress in all phases. Internal assessment data, and work in lessons and books, show that students' levels of attainment are well above the French National Curriculum expectations.
- Children in Maternelle have an increasingly secure understanding of number, shape, and measures. Students in all phases use age-appropriate mathematical vocabulary accurately. A large majority of students develops strong number and geometry skills. Students in Collège use appropriate formulae, and use functions, and manipulate algebraic expressions accurately.
- A focus on improving student's mental calculation skills is having a positive impact in Primaire. Students in all phases have well-developed problem-solving strategies enabling them to apply their knowledge effectively. More able students do not move on to more complex problems as quickly as they could.

### For Development:

- Extend the more able students to complex tasks as soon as they display the appropriate knowledge and skills.

## Science

	Maternelle	Primaire	College
Attainment	Very good ↑	Very good ↑	Very good
Progress	Very good ↑	Very good ↑	Very good

- Internal assessment data indicate outstanding attainment across all phases. However, the school has moderated this to very good which is in line with lesson observations and work scrutiny. The school does not have any external benchmark assessment for science.
- Through regular practical work, children in Maternelle have a very strong understanding of insects, plants and how seeds grow. Whilst collège students demonstrate a secure understanding of the scientific method, this is not yet embedded fully in Primaire.
- Since the previous inspection, curriculum provision in Maternelle and Primaire has improved and effectively promotes investigative work with appropriate resources. This is beginning to link students' theoretical learning to their own lives, and to develop their critical thinking skills. Teachers in Collège have been less successful in improving this provision so far to build on the now improved understanding of method in science.

### For Development:

- Ensure that students apply the scientific method, make reasoned predictions, plan, and carry out independent investigations and test their own hypotheses.
- Endeavour to introduce an appropriate international benchmark for science.

## Learning Skills

	Maternelle	Primaire	College
Learning skills	Very good	Very good ↑	Very good

- Across the school, students are highly motivated and keen to learn. They begin tasks promptly and persevere without supervision. This is less common in Islamic Education, and in Arabic in Primaire.
- Interactions with teachers and fellow students are very positive. The classroom environment is calm and purposeful. Students communicate and collaborate effectively in groups, particularly in mathematics, science, and social, moral, and cultural studies. Communication and presentation skills in French and English are exceptionally strong.
- Critical thinking and independent learning skills are common features, particularly in mathematics and science. Students undertake independent research confidently using educational technologies and share their learning successfully. Students consistently make regular, meaningful connections between previous and different areas of learning.

### For Development:

- Ensure that all subject teachers understand how to support high-quality learning skills consistently.

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

	Maternelle	Primaire	College
Personal development	Outstanding	Outstanding	Outstanding

- Across all phases, students demonstrate extremely positive attitudes to school. They enjoy coming to school and take every opportunity available to them to thrive in school life. Délégués des Élèves are beginning to play an important role to support the wellbeing of young learners.
- Students' behaviour is exemplary during classes and around the school. They are self disciplined and courteous towards adults and other students. Attendance is good, and students are usually on time to school and to lessons.
- Students show a strong understanding of the importance of a healthy lifestyle. They are actively involved in physical activities during the school day and in various curricular activities and competitions. All students, including children in Maternelle, participate enthusiastically in the 30/30 fitness challenge.

	Maternelle	Primaire	College
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Very good ↑	Very good ↑

- Most students have a secure awareness of Islamic values. They understand the importance of these values in contemporary life in the UAE. Students in Primaire and Collège take part in trips to a Qur'anic park to improve their awareness of Islam.
- Students' appreciation and understanding of the heritage and culture of the UAE is excellent. They participate in national celebrations. Students show pride in their contribution to producing the timeline of the UAE. This understanding is less evident in Maternelle.
- Students have a strong knowledge and understanding of their own culture. Their appreciation of world culture is improving, and evident in their participation in International Day and their learning experiences in Art Week.

	Maternelle	Primaire	College
Social responsibility and innovation skills	Very good	Very good	Very good

- In Maternelle, children organise their belongings and help to tidy away resources. Older students volunteer to collect food for Ramadan to distribute to the poor. They clearly understand why they are doing this. They recognise and understand the importance of studying at school.
- Older students read stories in French to their younger peers in Maternelle. They become involved in a range of activities currently supported by parents and teachers. They learn about work and life when they go to local businesses for one week's work placement and share their experiences with other students.
- All students have a good insight into environmental issues. The school has the Eco Schools' Green Flag award. Students are involved in growing plants in the garden. Older students produce power-point presentations for younger ones using persuasive language to ensure that they understand about recycling and global warming.

### For Development:

- Encourage students to continue to use their initiative and take leadership and responsibility for their activities.
- Provide more opportunities for children in Maternelle to participate in activities and celebrations to develop their awareness of Islamic values and the culture of the UAE.

### 3. Teaching and assessment

	Maternelle	Primaire	College
Teaching for effective learning	Very good ↑	Very good ↑	Very good

- The quality of teaching throughout the school is mostly very strong. It is less effective in Islamic Education and Arabic. In most subjects, teachers apply their knowledge effectively and display an interest and expertise in their subject. Teachers know their students very well and establish strong relationships, thus creating a conducive learning environment.
- Most lessons are planned thoroughly with progressive tasks that meet the needs of different groups of students. The wide range of learning activities engages and challenges most students. Highly-effective questioning promotes meaningful discussions, probes understanding, and encourages reflection.
- Teachers purposefully develop students' critical thinking, problem-solving, and independent learning skills. This is particularly strong in French, English, mathematics, and science.

	Maternelle	Primaire	College
Assessment	Very good ↑	Very good ↑	Very good ↑

- Systems to collect, analyse and use assessment data are based on clear competencies and are robust. They provide a reasonably accurate picture of students' attainment and progress which compares closely with the limited external data. Leaders interrogate data to identify gaps in learning and revise the curriculum accordingly.
- The use of assessment data by teachers to plan tasks that offer suitable challenge to different groups has improved, although there is variability across subjects. The school has rigorous systems to identify students of determination and those with gifts and talents.
- The school has introduced standardised tests in French and mathematics in Primaire, and Baccalauréat procedures in Collège, to gather more precise data.

#### For Development:

- Ensure there is a greater consistency of high-quality teaching in all subjects across the school.
- Ensure that all teachers use data effectively to plan tasks that provide suitable challenge for all groups of students.

## 4. Curriculum

	Maternelle	Primaire	College
Curriculum design and implementation	Very good	Very good	Very good

- The French curriculum has a clear rationale and develops a balance of skills and knowledge through a seamless progression. In English, the Cambridge curriculum offers an internationally recognised benchmark. Language choices include an English Literature section.
- Meaningful learning contexts, alongside ‘Reading for progress’ and the ‘flexible classroom’ project, provide constant opportunities for critical thinking and problem-solving skills from Maternelle onwards. A common yearly curriculum theme nurtures talent and provides ongoing opportunities for cross-curricular and inter-disciplinary projects that reached their peak in the Art Week.
- The extensive internal data collected by the school are used by the wide range of teachers’ councils and meetings. Members conduct regular reviews of the curriculum with emphasis on the acquisition of French and English.

	Maternelle	Primaire	College
Curriculum adaptation	Very good ↑	Very good ↑	Very good ↑

- Successful curriculum modifications and clear differentiation in lesson planning help to meet the needs of all student groups. An initiative to increase students’ active participation and self-reliance in lessons is being established, although it is not yet fully embedded or monitored.
- The curriculum is now more imaginative. Students have increasing options for engagement, in, for instance, robotics, coding, sport, international mathematics competition, Eco-school successes and charity work. The quality and range of activities to improve innovation and enterprise are not sufficiently extensive.
- Since the previous inspection, the school has developed learning experiences to deepen the understanding of the UAE traditions and culture. These have been integrated through school displays, events, and field trips. Curriculum adaptation in Islamic Education and in Arabic is sufficiently effective.
- Children in Maternelle study two periods of Arabic each week, totalling 80 minutes.

### For Development:

- Monitor the flexible classroom concept to ensure that it is improving students’ learning.
- Deepen innovation and enterprise activities in lessons and in extra-curricular activities.
- Modify approaches to the Arabic-medium subjects to align students’ performance more closely with other mainstream subjects.



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

	Maternelle	Primaire	College
Health and safety, including arrangements for child protection / safeguarding	Very good	Very good	Very good

- The school has very good provision for health and safety. Policies and procedures are robust and very clear. All staff are trained in safeguarding. Effective IT systems and paper copies are used to record incidents and to keep track of any issues concerning students.
- Risk assessments are in place. Comprehensive maintenance checks ensure that the buildings and facilities are clean, hygienic, and suitable for all. Vigilant security staff operate throughout the school premises. Supervision to and from buses has improved and is now very good.
- The importance of a healthy lifestyle and healthy food begins in Maternelle and permeates all aspects of school life. The medical team is diligent in its care, sharing relevant information with staff.

	Maternelle	Primaire	College
Care and support	Very good ↑	Very good ↑	Very good ↑

- Throughout the school, relationships between staff and students are excellent. A caring and respectful ethos is evident, and the wellbeing and personal development of students is a priority. There are clear and consistent positive behaviour management expectations.
- The school has detailed procedures for identifying students of determination leading to prompt and accurate intervention. Opportunities are in place to enable students with gifts and talents to reach their full potential, and develop their strengths, in extra-curricular activities. Challenge and support in lessons is less developed.
- The wellbeing and personal development of all students are effectively monitored and tracked, and information is used to provide highly-effective personal guidance and support. Advice on future education pathways for students in Collège is developing.

### For Development:

- Continue to develop the advice and support offered to students for careers and future education pathways

## Inclusion of students of determination

### Provision and outcomes for students of determination

Very good ↑

- The school has an inclusive admission policy. This ensures that students have access to opportunities for learning and social development, and for fulfilling their potential. An inclusive development plan ensures effective systems of review and evaluation. This has improved provision and provides a secure baseline for improvement.
- Staff use assessment tools to identify students of determination. This is helping to ensure efficient provision and is lowering barriers to learning. The school has an accurate understanding of the range of needs experienced by students. As a result, there are consistent and effective approaches to intervention.
- The school keeps parents well informed about their children's academic, emotional, and social progress. Parents benefit from high-quality guidance, training, and support. Their opinions are valued. They make significant contributions to their children's provision.
- Curriculum planning is carefully modified to match students' needs, learning profiles, and ability levels. Consequently, leaders maintain and achieve high expectations of progress in most areas of the curriculum. This is promoting students' active engagement in their learning.
- Personal support for students of determination is skilled and encourages independent learning, self-confidence, and increased self-esteem. Support is targeted to students' needs, which promotes further students' engagement and responsibility for their own learning.

### For Development:

- Embed the inclusion agenda into the whole school's strategic development.

## 6. Leadership and management

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

- The inspiring principal with his strong senior leadership team has established a purposeful learning community that values inclusivity and wellbeing. They have the trust of students, parents, and members of staff. Leadership structures have been modified to take account of a rapidly increasing student population and the requirement to enhance the leadership of inclusion, Islamic Education and Arabic. Most leaders are successful in supporting very positive students' outcomes. Senior leaders have a clear understanding of what needs to be done to innovate and to improve the school.
- Self-evaluation procedures and improvement planning are approached systematically with increasing use of external benchmarking data. Senior leaders understand their role in ensuring highly-consistent approaches to the monitoring of students' progress through effective teaching and learning. School improvement plans contain relevant and well-considered actions. However, they lack sufficient detail in terms of reviewing progress against intended outcomes. Leaders have implemented required improvements to inclusion, governance, and leadership.
- There are many opportunities for parents to be actively involved in the life and work of the school. Parents speak highly of the school's communication with them and the ease with which they can contact school staff. Reporting on students' progress and personal development is regular and detailed. Links with the local community, and with other schools have been re-established enhancing students' experiences. Parents value the school's core values and its emphasis on inclusivity and nurturing students' talents.
- Stakeholders are well represented in the Conseil d'École and in the Conseil d'Établissement. The governance steering group comprising owners, an experienced educational adviser and the principal have advanced policies for inclusion and wellbeing. Members possess a blend of educational, business, and human resource management expertise. Their mission is to meet students' and parents' needs. They are part of the local community and know the school well. They hold the principal to account for the school's performance.
- The day-to-day management of the school is well organised and impacts positively on students' achievements. Teachers and leaders are recruited diligently, supported by appropriate professional training, and encouraged to develop their expertise to ensure consistently high-quality teaching. The campus provides an environment which is conducive to learning, sport, and recreation. Governors have invested in a new sports complex with a swimming pool, yet to be completed, and recognises the need to keep curriculum resourcing under review.

### For Development:

- Ensure that improvement plans are concise working documents and demonstrate progress against intended outcomes.
- Share the strategies for the school's expansion to Lycée provision with the community.
- Review governance structures in holding leaders to account and in delineating lines of accountability, as the school expands

## What happens next?

The school has been asked to prepare and submit an action plan to DSIB within two months of receiving the inspection report. This should address:

- recommendations from DSIB
- areas identified by the school as requiring improvement
- other external reports or sources of information that comment on the work of the school
- priorities arising from the school's unique characteristics.

The next school inspection will report on changes made by the school.

Dubai Schools Inspection Bureau  
Knowledge and Human Development Authority

If you have a concern or wish to comment on any aspect of this report, you should contact [QA.Schools@khda.gov.ae](mailto:QA.Schools@khda.gov.ae)