

INSPECTION REPORT

2022-2023



**LYCEE FRANCAIS INTERNATIONAL GEORGES POMPIDOU
SCHOOL OUD METHA
FRENCH CURRICULUM**









OUTSTANDING

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SCHOOL INFORMATION







GENERAL INFORMATION

	Location	Oud Metha
	Opening year of School	1998
	Website	www.lgp.ae
	Telephone	97143374161
	Principal	Cécile Valérie Chauvel
	Principal - Date appointed	9/1/2022
	Language of Instruction	French
	Inspection Dates	20 to 24 February 2023





STUDENTS

	Gender of students	Boys and girls
	Age range	3 to 6
	Grades or year groups	KG 1 to KG 2
	Number of students on roll	380
	Number of Emirati students	9
	Number of students of determination	19
	Largest nationality group of students	French

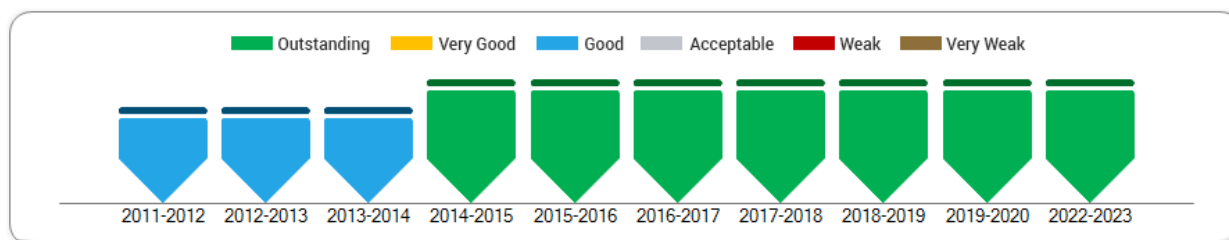
TEACHERS

	Number of teachers	20
	Largest nationality group of teachers	French
	Number of teaching assistants	16
	Teacher-student ratio	1:19
	Number of guidance counsellors	0
	Teacher turnover	4%

CURRICULUM

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

School Journey for LYCEE FRANCAIS INTERNATIONAL GEORGES POMPIDOU SCHOOL OUD METHA



Summary of Inspection Findings 2022-2023

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

STUDENTS OUTCOMES

- Children's achievements continue to be excellent in French, English, mathematics, and science. In both French and English, listening and oral skills develop rapidly in the Moyenne Section (MS). In the Grande Section (GS), children gradually become more confident communicators and securely begin to develop their critical thinking skills. The emphasis on developing children's language skills is supporting their thorough acquisition of mathematical and scientific knowledge and understanding.
- Children are very positive about their learning and willingly use critical feedback to improve their work. Their behaviour in lessons, and around the school at break times, is exemplary. Children demonstrate an informed awareness of the importance of Islam in Emirati society and know a great deal about French culture and other world cultures.

PROVISION FOR LEARNERS

- Nearly all teachers have excellent knowledge of their subjects and of how young children learn best. Teachers in GS skilfully develop children's critical thinking and abstract problem-solving through practical activities in areas such as mathematics, where children construct tangrams. Data from the school's data management system are rigorously analysed by the Directrice and the section coordinators. Young children can view their own progress through a child-friendly interface.
- The French curriculum is highly effective in developing a balance of skills, knowledge and understanding. With the agreement of the Agency for French Schools Abroad (AEFE), the curriculum includes English for all children and Arabic in GS, within the allowed time scheduled for French schools abroad. Mathematics and science are integrated effectively. The curriculum provides strong links to Emirati culture.
- The school provides an environment that is emotionally and physically safe, keeping all children from harm. Adults are sensitive and responsive to children's needs and concerns. Parents state that they feel that their children are safe. Caring relationships, with respect and trust between children and adults, ensure that teachers are well informed and aware of children's emotional and social needs.

LEADERSHIP AND MANAGEMENT

- The recently appointed Directrice is establishing a purposeful learning community that provides a caring environment which values diversity and wellbeing. She has gained the trust of children, staff and parents who speak highly of her openness and ability to pursue any concerns raised with her. The board ensures that the school is well staffed and resourced.

The best features of the school:

- The energetic and enthusiastic leadership of the recently appointed Directrice, supported by coordinators and teachers who are highly respected by children and their parents.
- The excellent standards of achievement in French, English, mathematics and science.
- Children's strong personal development, attitudes to learning and willingness to take care of their environment.
- The engagement of parents as partners in supporting their children's learning.






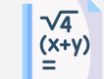

Key recommendations:

- Clarify that the school will cater for children of all aptitudes and abilities by reviewing admission policies.
- Improve the quality of care and support.
- Improve the quality of self-evaluation and improvement planning.

Overall School Performance

Outstanding

1. Students' Achievement

		Maternelle
 Islamic Education	Attainment	Not applicable
	Progress	Not applicable
 Arabic as a First Language	Attainment	Not applicable
	Progress	Not applicable
 Arabic as an Additional Language	Attainment	Not applicable
	Progress	Not applicable
 Language of instruction	Attainment	Outstanding
	Progress	Outstanding
 English	Attainment	Outstanding
	Progress	Outstanding
 Mathematics	Attainment	Outstanding
	Progress	Outstanding
 Science	Attainment	Outstanding
	Progress	Outstanding
Learning skills		Maternelle Outstanding

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

	Maternelle
Personal development	Outstanding
Understanding of Islamic values and awareness of Emirati and world cultures	Outstanding
Social responsibility and innovation skills	Outstanding

3. Teaching and assessment

	Maternelle
Teaching for effective learning	Outstanding
Assessment	Outstanding

4. Curriculum

	Maternelle
Curriculum design and implementation	Outstanding
Curriculum adaptation	Outstanding

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

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

6. Leadership and management

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

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

Focus Areas

National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of the UAE, and Ruler of Dubai, launched the UAE National Agenda 2021. In 2015, KHDA launched the National Agenda Parameter, which is a method for measuring and monitoring schools' progress towards achieving the UAE National Agenda targets. [The following section focuses on the success of the school in meeting the National Agenda Parameter targets.](#)

Not Applicable

Wellbeing

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

- Wellbeing is central to the school's vision and direction. Children's social and emotional development and their wellbeing are planned for daily. Teaching is focused on developing children's wonder and discovery. Planning is less effective at identifying the needs of individual children. Leaders review areas for development with parents. Members of staff are encouraged to put forward suggestions to support wellbeing. Class learning routines are successfully planned for children to take responsibility for their class and environment.
- Students are well cared for physically and emotionally. All staff provide for the children's needs and in identifying children with wellbeing issues. The wellbeing of staff is regularly evaluated through questionnaires and discussions in meetings. Elected staff representatives collect questions and concerns from staff and meet with governors to discuss strategies for improvement. The school actively seeks parents' views and recommendations for development. Their engagement and feedback are helping to improve the provision of wellbeing across the school.
- The school plans a range of curriculum approaches to develop children's wellbeing. The teaching of social and emotional skills is an essential element of the curriculum, focusing on feelings, regulating behaviour, empathising with others, taking turns and building relationships. Different initiatives enhance their wellbeing and teach the children how to have a healthy lifestyle. Children demonstrate a very positive attitude to learning and are proud to take on roles of responsibility. Their interactions with adults indicate that they feel valued and safe.

Main Inspection Report

1. Students' Achievement

Language of instruction

	Maternelle
Attainment	Outstanding
Progress	Outstanding

- The Petite Section (PS) paves the way for success. Attainment is outstanding in both MS and GS, where most children attain above the curriculum standards and make better than expected progress.
- Listening and oral skills develop rapidly in MS. In GS, children gradually become more confident communicators and securely begin to develop their critical thinking. Social skills, emphasised in the French curriculum, develop rapidly. Children demonstrate pride in the leadership roles assigned during morning routines.
- Children take every opportunity to develop their emerging writing skills. Achievement in emergent reading and writing is above curriculum expectations for most. Sometimes tasks and activities are inconsistently matched to the needs of all children, especially children of determination and those with gifts and talents, which limits their progress.

For Development:

- Increase the quality and effectiveness of differentiation so that all children are appropriately supported, especially children of determination and those with high levels of linguistic skills.

English

	Maternelle
Attainment	Outstanding
Progress	Outstanding

- Achievement is very strong in both MS and GS. Most children attain above the curriculum standards and make better than expected progress.
- Children's acquisition of listening and speaking skills is very well developed. They speak with confidence and maturity for their age. Children enjoy writing and take every opportunity to develop their emerging writing skills. Emerging reading skills are above the curriculum standards for most.
- Tasks are sometimes inconsistently matched to meet all students' needs, especially children of determination, higher achievers, and those with enhanced linguistic skills in English.

For Development:

- Improve the effectiveness of differentiation so that all children are appropriately supported, especially children of determination and those with high levels of linguistic skills.

Mathematics

Maternelle

Attainment

Outstanding

Progress

Outstanding

- Most children demonstrate an excellent understanding of early mathematical concepts. In GS they can recognise and count numbers up to 30. They use manipulatives to carry out simple operations such as, addition and subtraction. Structured games engage children and develop their mathematical skills.
- In MS, children are developing their understanding of number and other concepts such as, size, length and capacity. They can create patterns using up to three variables including colour, shape and number. They sometimes represent their understanding of these concepts in an artistic format.
- In GS, children recognise and identify two-and three-dimensional shapes. They can apply their abstract problem-solving skills when engaged in constructing tangrams, but they do not always engage in self-directed learning.

For Development:

- Ensure that children have opportunities to extend their skills by engaging in more self-directed learning.
- Provide even more challenging experiences for children who may be higher achievers.

Science

Maternelle

Attainment

Outstanding

Progress

Outstanding

- The school's assessment information indicates that almost all children achieve well above the expected curricular standards. Almost all develop their knowledge, understanding and scientific skills very successfully, using scientific terminology accurately. They demonstrate their learning clearly in presentations to their classmates.
- Almost all children possess keen observational skills in conducting experiments to prove their hypotheses. They control carefully experimental variables when investigating what plants need to grow. Older children carefully label diagrams using biological terms accurately.
- Consistent curricular emphasis on developing children's language as a tool for higher-order thinking supports almost all children's acquisition of scientific knowledge and understanding. Their independent investigative skills are less developed because they almost always participate in directed experiments.

For Development:

- Engage children in independent experimentation that challenges them to find their own solutions to identified problems.

Learning Skills

Maternelle

Learning skills

Outstanding

- Children at all levels are very enthusiastic about their learning. Most respond very well to feedback from their teachers and their classmates. The children spend much of their time working collaboratively in pairs and groups. Most children are keen to take responsibility for their own work.
- Most communicate effectively within their groups and with other children. They interact purposefully and remain on task for sustained periods of time, often working on complex tasks. Children are aware of their competencies and areas for further improvement.
- Some children make connections between in-class learning and everyday situations from their own personal experiences and general knowledge. Most can integrate knowledge, skills and understanding from other subjects but they do not always use technology to support their learning.

For Development:

- Ensure that children have additional opportunities to engage in discovery, independent and self-directed learning.
- Provide more opportunities for children to learn in innovative ways using appropriate learning technologies.

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

Maternelle

Personal development

Outstanding

- Children are very positive about their learning. They willingly use critical feedback to improve their work. Children's behaviour in classrooms and around the school is exemplary in all respects. This contributes to the quiet, purposeful and highly effective learning environment.
- Relationships among children and with adults are very respectful and considerate. Children invariably show care and concern for one another in lessons. In the playgrounds they are mindful of one another when playing and moving about.
- Children eat healthy snacks at breaks, and more substantial meals and packed lunches for their mid-day break. They are fit and active, learning and playing with equal enthusiasm. Children enjoy coming to school, and attendance levels are appropriately high.

Maternelle

Understanding of Islamic values and awareness of Emirati and world cultures

Outstanding

- Children demonstrate an informed awareness of the importance of Islam in Emirati society. They know and exemplify the shared values of tolerance, kindness, and the importance of helping others less fortunate than themselves.
- Children have a highly detailed knowledge of famous modern landmarks in various Emirates. They describe with interest traditional clothing and pastimes, including crafts, music and dance. Study in science supports very effectively their knowledge and understanding of native plants and animals.
- Children know a great deal about France and French culture, especially its food which they learn about during international celebratory occasions. Festivals such as these are helping to improve children's understanding of their own, and other world cultures.

Maternelle

Social responsibility and innovation skills

Outstanding

- Children across the Maternelle are highly sensitive to the needs of others. They actively raise funds for good causes to help those in the community less fortunate than themselves. Often their actions link to their curricular learning.
- Younger and older children alike work hard and meet challenges with persistence and resilience. Class councils help with the running of the school day, enabling children to take on responsibilities. Children offer opinions about their learning, for example, in wanting more experiments in science.
- The children's highly developed environmental awareness informs their action for recycling, and in growing crops that they sow and harvest. They can explain their knowledge about climate change, including extremes of flooding and drought, and their causes.

For Development:

- Encourage children to suggest and even lead cultural projects or environmental campaigns based on their own interests and concerns.

3. Teaching and assessment

Maternelle

Teaching for effective learning

Outstanding

- Most teachers have excellent subject knowledge and of how young children learn best. Teachers' secure understanding of the French curriculum informs their teaching practices. They develop classroom settings which are very well organised and conducive to individual and group work.
- The quality of teachers' questioning is of a very high standard. Teachers engage in focused group activities in writing and mathematics, while the other children participate in independent learning activities in groups.
- Teachers in GS are skilful in developing children's critical thinking and problem-solving through practical activities and when working in pairs. Teachers also provide opportunities to engage in critical thinking through prediction, analysis and drawing conclusions during literacy lessons based on story reading in the library.

Maternelle

Assessment

Outstanding

- Assessment processes in the school are coherent and consistent. In all three sections, teachers track children's progress using checklists based on the skills and competencies outlined in the Cinq Domaines of the French Maternelle Curriculum.
- Data collated from the school's data management system are rigorously analysed by the Directrice and the section coordinators. Teachers update the system regularly and check it by the relevant competencies and by each child's record. This enables teachers to plan effectively and to adapt the curriculum when appropriate.
- A unique feature of this system is that it enables young children to view their own progress through a child-friendly interface. Teachers have in-depth knowledge of the competencies of individual children. Most teachers use this data to support individual learning and provide children with constructive oral feedback.

For Development:

- Provide effective differentiation in lessons to meet the needs of all groups of children.
- Explore the use of learning technologies to enhance learning.

4. Curriculum

Maternelle

Curriculum design and implementation

Outstanding

- The French curriculum for Maternelle is highly effective in developing a balance of skills, knowledge and understanding across all subjects. With the agreement of AEFÉ, the curriculum includes English for all children and Arabic in GS, within the permitted time schedule for French schools abroad. Mathematics and science are integrated very effectively.
- Activity-based learning experiences develop competences and skills. Teaching strategies ensure that skills are extended in meaningful contexts with opportunities to develop higher-order thinking. French and English languages skills are developed simultaneously.
- A wide range of well managed cross-curricular links enhances children’s learning. Data collected through “Je Valide” are used to conduct regular reviews of the curriculum, with continuous emphasis on the acquisition of language.

Maternelle

Curriculum adaptation

Outstanding

- In the international section the curriculum is taught in French and in English. School leaders adapt the curriculum effectively, based on evidence from assessments. Personalised learning is still developing for children of determination and those who are gifted and talented.
- The curriculum offers an excellent range of opportunities which inspire and motivate the children. Opportunities for creativity and social contribution are embedded throughout the curriculum.
- The curriculum provides strong links to Emirati culture. Children celebrate the UAE National Day in traditional clothes. The whole school shared an Emirati meal during ‘La semaine du goût’. In Arabic, children enjoy singing the UAE national anthem.

For Development:

- Ensure greater consistency in curriculum adaptation to meet the needs of all students, with a particular focus on children of determination.

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

Maternelle

Health and safety, including arrangements for child protection / safeguarding

Outstanding

- The school provides an environment that is emotionally and physically safe, keeping all children free from harm. Almost all adults are most sensitive and responsive to children's needs and concerns.
- The school nurse keeps detailed records of children's health conditions, is supported by the presence of a school doctor, and facilitates dental check-ups. She contributes to health education campaigns on nutrition, sun protection and cyber safety.
- Adults understand their roles and responsibilities fully in ensuring health and safety for all children and are supported by a dedicated team of professionals. Parents state that they feel that their children are safe. They are most supportive of the highly effective school transport arrangements.

Maternelle

Care and support

Very good ↓

- Caring relationships with respect and trust between children and adults ensure that teachers are well informed and aware of children's emotional and social needs. There are clear and consistent positive behaviour management expectations. Children are self-disciplined. The school has effective procedures for monitoring attendance and punctuality.
- Systems and processes identify and support provision for children of determination and those with gifts and talents. In some classes, differentiation, support and curriculum modification enable children to make progress. This is not consistent across the school.
- The wellbeing of children is at the heart of the school. Children are at the centre of the school's activities. Support for playing an active role in school life and developing self-esteem and confidence is abundant. Children feel safe and secure and know whom to ask for help.

For Development:

- Ensure more consistency of differentiation and support for children of determination and including those who are gifted and talented.

Inclusion of students of determination

Provision and outcomes for students of determination

Outstanding

- The Directrice and the inclusion team demonstrate a commitment to an inclusive ethos. Policy is generally appropriate. The Directrice is responsible for leading and implementing inclusion provision. Systems of review and implementation have been established, but improvement plans are not yet sufficiently targeted.
- A range of highly effective assessment procedures on entry ensures identification of those who need help. Teachers use regular diagnostic assessments to identify strengths and weaknesses and measure children’s progress. Regular meetings ensure a close follow-up of needs and adaptation to teaching.
- Parents are involved at every step in their children’s learning. The school sees communication and trust with parents as essential and believes that the inclusion of children of determination is only possible if parents and the school are working together as true partners.
- Provision for children is highly effective and organised. Very high expectations of achievement are maintained. Teachers use different strategies to adapt to children’s specific needs. Children who are having difficulties benefit from individualised and specialised help. The role of learning support assistants (LSAs) is developing.
- Support is sensitive and well targeted. As a result, children develop independence, confidence and resilience. The school sees children as actors in their own learning, develops understanding and learning strategies and sets appropriate benchmarks. Personal and social needs are very well supported.

For Development:

- Develop policies and procedures specific to the school.
- Continue to develop teachers’ understanding of how best to lessen specific barriers to learning.

6. Leadership and management

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

- The recently appointed Directrice is establishing a purposeful learning community and providing a caring environment which values diversity and wellbeing. She possesses clarity of vision and direction. She has sought feedback on stakeholders' hopes for the future of the school. She has gained the trust of children, staff and parents who speak highly of her transparency and ability to follow through on concerns raised with her.
- Self-evaluation using internal data is developing in the school's improvement planning and in its practices. The Directrice knows the school's overall strengths and areas for improvement. The monitoring of teaching and learning is being re-introduced but is not sufficiently focused on the impact on children's achievements. School improvement plans are now in place containing appropriate actions but with insufficient time to demonstrate impact. The implementation of previous inspection recommendations is ongoing.
- Issues of transition raised by parents during the previous inspection have been resolved. There are regular opportunities for parents to be actively involved in the life of the school. Parents speak highly of the school's communication with them. Reporting on children's progress is regular and detailed. Links with the local community and other schools are being re-established. Parents value the school's core values and its emphasis on provision of an authentic French curriculum.
- The school has a sophisticated governance structure based on partnership between parents and the AEFÉ, which embraces all schools under the Lycée Georges Pompidou umbrella. Governors consistently consider stakeholders' views and gain significant knowledge of each school for which they are responsible. The board ensures that the school is well staffed and resourced, and that all statutory requirements are met. Governors recognise that lines of accountability between the Directrice and the board should be reviewed and clarified.
- The day-to-day management of the school is very well organised, impacting positively on children's achievements with highly effective routines. The AEFÉ provides qualified and experienced teachers who are supported by personalised professional training to ensure improvement in children's learning outcomes. There has been a significant investment in the site, facilities and resources.

For Development:

- Ensure that all leaders have the capacity to evaluate the quality of teaching through its effect on children's achievement.
- Use parents' expertise to enrich children's learning programmes.
- Improve teachers' skills so that they allow children to become more independent learners.

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