

# INSPECTION REPORT

Lycée Français International Georges Pompidou Maternelle

Report published in April 2014

## GENERAL INFORMATION ABOUT Lycee Francais International Georges Pompidou Maternelle

Location	Oud Metha
Type of school	Private
Website	<a href="http://www.lfigp.org">www.lfigp.org</a>
Telephone	04-3374161
Address	P O Box 27425, Dubai
Principal	Hachid Saadia
Curriculum	French
Gender of children	Boys and Girls
Age / Grades or Year Groups	3-6 / Petite Section-Grande Section
Attendance	Acceptable
Number of children on roll	356
Largest nationality group of children	French
Number of Emirati children	5 (1%)
Date of the inspection	27th to 29th January 2014

## Contents

The context of the school .....	3
Overall school performance 2013-2014 .....	4
Key strengths .....	4
Recommendations .....	4
Progress since the last inspection .....	5
Trend of overall performance.....	5
How good are the children's attainment progress and learning skills? .....	6
How good is the children's personal and social development? .....	7
How good are teaching and assessment?.....	7
How well does the curriculum meet the educational needs of all children? .....	8
How well does the school protect and support children? .....	8
How good are the leadership and management of the school? .....	8
How well does the school provide for children with special educational needs?.....	13
What are the views of parents, teachers and children?.....	15
What happens next? .....	16
How to contact us .....	16

## The context of the school

Located in Oud Metha, Lycée Français International Georges Pompidou Maternelle is a private school which recently changed to a full Maternelle (Kindergarten). The primary section had been moved to another site. The school now provided an education for boys and girls aged from three to six years.

At the time of the inspection, there were 356 children on roll. The majority of children were from France, Lebanon and some other countries. There were five Emirati children. The school reported acceptable attendance for the last academic session. Five children had been identified as having a special educational need and most had shadow teacher support.

There were four classes of children aged three to four in the Petite Section. Children from four to five years of age were taught in five classes in the 'Moyenne Section' and those from five to six years of age were taught in five classes in the 'Grande Section'.

The school followed the French National Curriculum. There were 16 teachers, each with appropriate teaching qualifications. They were supported by 14 aide-maternelles, who were also qualified. The principal and eight teachers were new to the school this year.

## Overall school performance 2013-2014

Good

### Key strengths

- The strong ethos of caring and learning within the school;
- The outstanding attainment and progress in French;
- The outstanding attitudes and behaviour of children;
- The outstanding quality of support for children including those with a special educational need;
- The outstanding governance and partnerships with parents and the community.

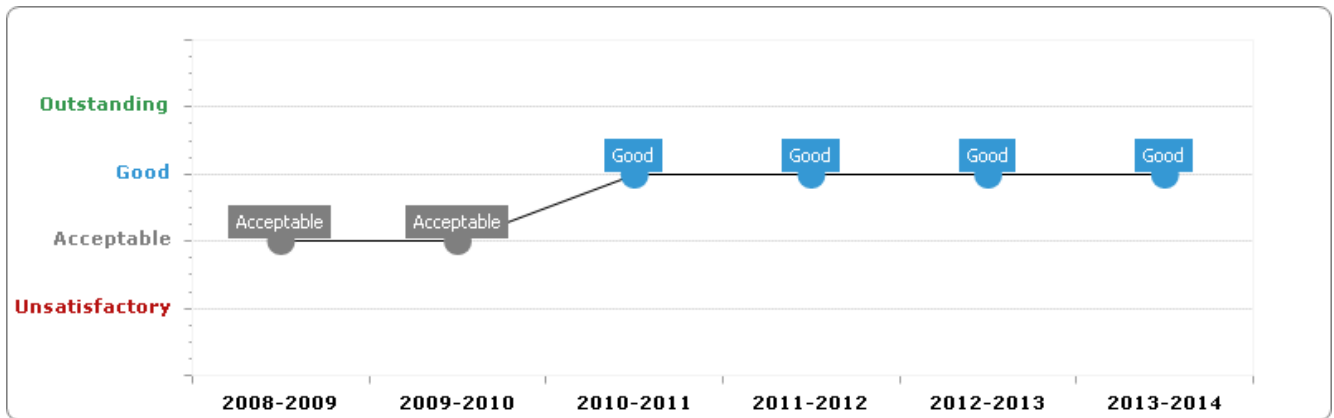
### Recommendations

- Develop teaching further by using the school's expert teachers to share existing best practice.
- Use assessment information more effectively in planning to meet the learning needs of all children, including the more able.
- Improve children's understanding of Islamic values and local, cultural and global awareness, as well as their community and environmental responsibility.

## Progress since the last inspection

- The smooth transition from a primary school to a one-phase Maternelle with seven additional classes;
- New leadership was moving the staff towards realising the vision of the school;
- The impact of improved staff training on children's teaching and learning.

## Trend of overall performance



## How good are the children's attainment progress and learning skills?

	Maternelle
<b>Islamic Education</b>	
Attainment	Not Applicable
Progress	Not Applicable
<b>Arabic as a first language</b>	
Attainment	Not Applicable
Progress	Not Applicable
<b>Arabic as an additional language</b>	
Attainment	Not Applicable
Progress	Not Applicable
<b>French</b>	
Attainment	Outstanding
Progress	Outstanding
<b>English</b>	
Attainment	Good
Progress	Good
<b>Mathematics</b>	
Attainment	Good
Progress	Good
<b>Science</b>	
Attainment	Good
Progress	Good

[Read paragraph](#)

	Maternelle
Quality of children's learning skills	Good

[Read paragraph](#)

## How good is the children's personal and social development?

	Maternelle
Personal responsibility	Outstanding
Children's understanding of Islamic values and their local, cultural and global awareness	Good
Community and environmental responsibility	Good

[Read paragraph](#)

## How good are teaching and assessment?

	Maternelle
Teaching for effective learning	Good
Assessment	Good

[Read paragraph](#)



## How well does the curriculum meet the educational needs of all children?

	Maternelle
Curriculum quality	Good
Curriculum design to meet the individual needs of children	Good

[Read paragraph](#)

## How well does the school protect and support children?

	Maternelle
Health and Safety	Good
Quality of Support	Outstanding

[Read paragraph](#)

## How good are the leadership and management of the school?

	Whole school
Quality of leadership	Good
Self-evaluation and improvement planning	Good
Parents and the community	Outstanding
Governance	Outstanding
Management, including staffing, facilities and resources	Good

[Read paragraph](#)

## How good are the children's attainment and progress?

Attainment in English, mathematics and science were good; in French, it was outstanding. Children's speaking and listening skills in English were above international standards expected for their age. They were able to express themselves, and answered questions well. In the bilingual Grande Section, almost all children could sequence the alphabet and suggest words using letters. French was spoken fluently and almost all children had outstanding reading and writing skills. In mathematics, the majority of children demonstrated good knowledge and understanding of the fundamentals of mathematics. Most children's work, in number skills, patterning and sequencing was strong. In science, children were able to work independently and in groups. They had strong observational skills and could sort different seeds, fruits and vegetables. They had a good understanding of floating and sinking and made boats to test their understanding.

Progress in English, mathematics and science was good. It was outstanding in French. In English, active learning in the bilingual classes ensured children made good progress. Progress in speaking, listening and comprehension were strong across the school, however over-direction by a few teachers hindered the progress of some. In French, almost all children developed their listening skilfully in a range of situations; they followed instructions and answered how and why questions. In mathematics, assessment information from portfolios and progress reports showed that the majority of children made significant gains in their knowledge, skills and understanding. Most could count reliably in numbers from one to 20. In science, children were able to develop hand-eye co-ordination, sort objects and work independently. In the Grande Section, they were able to make strong links to real-life situations.

[View judgements](#)

## Quality of children's learning skills

Children's learning skills were good. Almost all children were enthusiastic and took responsibility for their own learning. They had an age-appropriate understanding of their strengths and weaknesses, and worked diligently to improve. They could confidently communicate and share their learning in groups or as individuals in lessons. Almost all collaborated and were developing skills as independent thinkers and learners. The school had a 'success book' for children who had difficulties, to support them. Children were regularly asked to re-explain instructions and to describe what they did to complete tasks. In many lessons, the application of learning to the real world was a strength. However, too few children used problem solving and information and communication technology (ICT) to support their learning.

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## How good is the children' personal and social development?

Children's personal responsibility was outstanding. Their attitudes to school and to others resulted in excellent behaviour. They were self-disciplined, responded well to their peers and adults, and resolved difficulties in mature ways. They adjusted their behaviour to different situations and adapted quickly to changes in routines. They followed instructions very well and used their growing independence to remain on task. They were happy, interacted well and respected each other. They tidied up after activities and the majority were able to work independently during activity time. Almost all children demonstrated a strong commitment to following a healthy lifestyle. Levels of attendance were acceptable.

Children's understanding of Islamic values and their local, cultural and global awareness were good. They had learnt about the UAE in lessons as they prepared to celebrate the UAE National Day. Most children had some understanding of Islam, the culture of the UAE and other cultures. The majority spoke about the main buildings in Dubai. However, there was no ongoing programme to support their further understanding of the Emirati and local community.

Community and environmental responsibility were good. All children learned how to be members of their community through the 'Becoming a student programme'. They cared for their classrooms and their play areas. Almost all children worked harmoniously together and had good classroom routines. Their knowledge of animals and plants was strong. Although they had some understanding of the desert, they did not always make clear links to water requirements and the animals that lived there. Their understanding of recycling and conservation were underdeveloped.

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## How good are teaching and assessment?

Teaching for effective learning was good throughout the school. Teachers used their spaces well to provide good learning areas, with larger classrooms having clearly separated activity areas. Children responded enthusiastically to the activities provided by teachers when they arrived in class in the morning. At times, the 'rituals' were too long, resulting in some children losing focus and becoming passive. Most teachers planned a variety of activities for each session, which allowed children to work independently or collaboratively, and deployed their teaching assistant well. A few teachers talked for too long, which restricted opportunities for children to learn on their own and discover and enquire. All teachers knew their children well and had good relationships with them. However, teachers did not always use this knowledge to provide work which challenged all abilities in their class, particularly the more able.

Assessment was good overall. Teachers produced portfolios of children's work which were regularly sent home to parents along with their current files. Teachers knew the standard of the children's work through regular assessment and gave good oral feedback. Detailed records were not always kept from one year to the next so opportunities for tracking progress were inconsistent. A few children who were more closely monitored had detailed observations with photographic and written evidence to demonstrate their progress. This was introduced recently by the new principal and its impact on progress was not yet evident. Some teachers shared their assessment with the children by using appropriate graphics on the work. Almost all teachers gave ongoing feedback during the lesson and moved around the classroom to enable greater coverage. Teachers did not consistently use their knowledge of the children to plan to meet the needs of all abilities.

[View judgements](#)

## How well does the curriculum meet the educational needs of all children?

The quality of the curriculum was good. The French National Curriculum was broad and balanced in all phases of Maternelle. Following Ministry guidelines, it was applied with flexibility; for example, the indications given on the 'progressivité' of learnings were not to be considered rigidly. There were five areas of activities. A strong aspect was the importance devoted to acting and expressing oneself through one's body. The teachers were particularly supportive of this. The principal and teachers worked well together to review and improve the curriculum. Enrichment activities boosted children's engagement and success in their learning. Some work about the culture of the UAE was included in the part of the curriculum called 'découverte du monde'. The provision for children with learning difficulties was mainly addressed through after-school classes.

The curriculum design was good. In many classes, particularly in the bilingual classes, the curriculum met individual needs very well. Children with learning difficulties received special support from an assistant. The school modified its curriculum to support children's needs and offered carefully planned and well implemented activities. Challenge for the more able was good, but not wholly consistent. A rich and varied curriculum allowed for creative teaching and the development of children's skills. In most classes, this was adapted to meet the developmental, social and emotional needs of the children and was a strength.

[View judgements](#)

## How well does the school protect and support children?

The school had good provision for the health and safety of children. The premises were well maintained and provided a safe environment. All necessary policies and procedures were in place. Thorough measures were in place to maximize the protection for children, including supervision during outdoor play and arrangements for school transport. The high quality equipment and resources ensured that children were safe at all times when they participated in challenging and motivating experiences. Evacuation procedures and medical support were strengths. Medical staff were vigilant in their care of children. Routine checks were carried out and detailed records maintained. Relevant medical information was shared with staff in the school in a systematic manner. Medications were secure. Encouragement toward healthy lifestyles and choices was embedded in the curriculum and communicated to parents, and there was a broad and regular programme for physical education and sport.

The school's support for children was outstanding. It promoted good attendance and punctuality. It was highly effective in identifying and understanding children's needs, using DSIB and French categories. Identified children were given a personalised plan and offered targeted support. Teachers knew the children well; mutual respect and trust was evident. The principal had extensive experience in identifying and providing for children with special educational needs. Identified children made outstanding progress over time as a result of highly effective individualised support. There remained some inconsistency in the identification and support for gifted and talented children.

[View judgements](#)

## How good are the leadership and management of the school?

The leadership of the school was good. The new principal was energetic, enthusiastic and highly visible about the school. She had a clear vision of developing children in a safe and nurturing environment where learning was experiential and age-appropriate. She aimed for strong competence in teaching and skilful development of the full potential in every child in order to provide them with a strong start in their education. Her leadership was effective with a developing distributive approach. There was a strong and aspirational team culture among staff, as well as mutually respectful relationships between parents and staff. There was ample capacity among leaders to improve the school further.

The school's self-evaluation and improvement planning were good. Documentation was comprehensive and presented a clear understanding of all key aspects of the school. The school's improvement plan, which was based upon the DSIB recommendations, was positive and there was evidence of some analysis. The plan had outlined sensible actions but it lacked alignment with resources, personnel and expected challenging,

achievable outcomes. There had been progress in addressing all pertinent recommendations from the previous inspection report. The performance management and development of staff were effective.

The links between parents and the school were highly productive and, as a result, outstanding. Daily communication between teachers and parents before and after school was a very positive feature. Regular written diary notes, children's work profiles and emailed assessment information from teachers further supported links. The parents' association met regularly and was involved in committees which supported the school's development. The school's formal reporting document provided a full picture of each child's progress during their time at school. Each report was comprehensive, standards-based and included pertinent next steps in learning for children. The links with other schools were evolving. There were many learning visits outside of the school.

The elected Conseil de Gestion was outstanding. Its 12 parent members were active and knowledgeable about the school they governed. There were regular meetings that involved a wide range of stakeholders including representatives from the French Embassy. They were proactive in their support and guidance for school development and had supplied many additional resources. In addition, they had supported the emergence of this newly expanded Maternelle and its new leader.

Management, including staffing, facilities and resources, was good. There was efficient day-to-day management. Teachers were suitably qualified and deployed. New teachers were supported by comprehensive induction training. The premises and facilities were spacious and well designed to meet the learning needs of young children. There were ample interactive and physical resources to support learning, although there was a lack of resource material about Dubai, its local heritage and Islamic culture. Some outdoor play equipment was not being maintained well enough.

[View judgements](#)

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

The school was highly inclusive. It was very effective in identifying and targeting almost all children's needs. The school applied procedures set by the French Ministry of Education to ensure that children identified with a special educational need received a personalised programme and specific support. The curriculum was well modified, although some teachers did not link the targets to planning and teaching. In the bilingual classes, teachers expertly modified activities, with differentiation in questioning. There was often outstanding practice, including support for children with severe special educational needs. There was some inconsistency, however, in the support for gifted and talented children. Even so, almost all children made outstanding individual progress. The school monitored children's progress informally each day using a life book with observations, which was shared with parents on a monthly basis. The school saw parents as key partners in

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the inclusion and support of children. It worked tirelessly to help parents accept and understand their child's difficulties and implemented detailed plans. Formal reviews involving parents took place every six weeks and occasionally involved outside agencies. The principal offered expert advice and guidance, and worked with outside agencies. She had a deep understanding of the diagnosis and needs of the children and ensured that the class teachers were confident in their provision. Through her leadership, she had supported teachers and delivered training for all.

## What are the views of parents, teachers and children?

Before the inspection, the views of parents, teachers and senior secondary children were surveyed. Key messages from each group were considered during the inspection and these helped to form judgements. A summary of the survey statistics and comments from those who responded to the survey follows:

Responses to the surveys			
Responses received	Number		Percentage
Parents	This year	37	14%
	Last year	114	29%
Teachers	14		50%
Children	There are no upper secondary-aged students in the school		

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

A smaller number of parents responded to this year's survey, allowing for the smaller population of children at the school. Almost all parents reported that their child enjoyed being at school, and were obtaining a good quality education. They expressed satisfaction at the comments and suggestions teachers made to help improve learning. They felt the children were well looked after at school and well prepared for the next stage of their education. They were strongly positive about the progress their child was making in English, but only a majority thought progress was good in mathematics. Only a small majority thought that their child had access to a wide range of technology to support their learning, or was safe on school buses. Almost all thought the school was well led.



## What happens next?

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

- Recommendations from DSIB;
- Areas identified by the school as requiring improvement;
- Other external reports or sources of information that comment on the work of the school;
- Priorities arising from the school's unique characteristics.

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

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**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](mailto:inspection@khda.gov.ae)

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