

INSPECTION REPORT

Lycée Libanais Francophone Privé

Report published in April 2013

Knowledge and Human Development Authority

P.O. Box 500008, UAE, Tel: +971-4-3640000, Fax: +971-4-3640001, info@khda.gov.ae, www.khda.gov.ae

GENERAL INFORMATION ABOUT Lycee Libanais Francophone Prive

Location	Al Muhaisnah 4
Type of school	Private
Website	www.llfp.com
Telephone	04-2640800
Address	PO Box 28759, Dubai
Principal	Christian Laplagne
Curriculum	French
Gender of students	Boys and Girls
Age / Grades or Year Groups	3-17 / Kindergarten to Grade 10
Attendance	Good
Number of students on roll	767
Largest nationality group of Students	Lebanese
Number of Emirati students	1 (less than 1%)
Date of the inspection	11th to 13th March 2013

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The context of the school

The Lycée Libanais Francophone Privé is located in Al Muhaisnah. It caters for boys and girls aged three to 17 years. At the time of the inspection, there were 767 students on the roll, almost all of whom were of Lebanese descent.

The curriculum was French, leading to the Diplôme National du Brevet, which had been awarded for the first time in 2012. The school had an early years section, the école maternelle, for boys and girls aged three and four. Thereafter, the school had five classes in the école élémentaire, the primary school, and four classes in the collège, or secondary school. There was one class in the lycée, the upper secondary. This was the first year that the upper secondary class had been offered. For the purposes of this report, the comments on the lycée class are included with those for the secondaire classes.

There were 70 teachers, of whom 15 had been newly appointed at the start of the school year. They were supported by 12 teachers' assistants and 10 administrative staff. The Directeur, who had been appointed on a two year contract, was due to retire in June 2013.

Overall school performance 2012-2013

Good

Key strengths

- The students' outstanding attainment in French and English in all phases, and in mathematics in the secondaire;
- The continuing positive attitudes and very good behaviour of students;
- The outstanding teaching, learning and assessment in the maternelle phase and the outstanding learning in the secondaire phase;
- The outstanding curriculum, which had been revised following the recommendations in the previous report;
- The harmonious and supportive learning community established by all staff members.

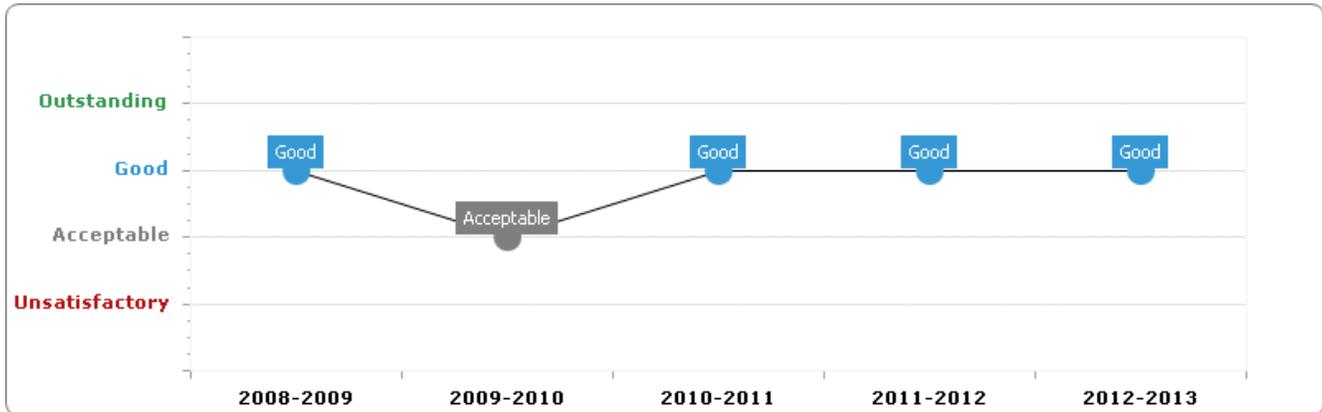
Recommendations

- Improve students' Qur'an recitation skills in all phases;
- Improve the speaking and writing skills of students of Arabic as an additional language;
- Develop the roles of co-ordinateurs to allow monitoring and evaluation of their colleagues' work;
- Provide sufficient information and communication technology resources in the primaire, and use them to enhance teaching and learning.

Progress since the last inspection

- There was more independent learning in the secondaire phase, well supported by the use of information technology;
- The programmes for Islamic Education and Arabic were extended to meet Ministry of Education requirements;
- There was greater support given to gifted and talented students.

Trend of overall performance



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

	Maternelle	Primaire	Secondaire
Islamic Education			
Attainment	Not Applicable	Good	Good
Progress	Not Applicable	Good	Good
Arabic as a first language			
Attainment	Not Applicable	Good	Good
Progress	Not Applicable	Good	Good
Arabic as an additional language			
Attainment	Not Applicable	Acceptable	Acceptable
Progress	Not Applicable	Acceptable	Acceptable
French			
Attainment	Outstanding	Outstanding	Outstanding
Progress	Outstanding	Outstanding	Outstanding
English			
Attainment	Not Applicable	Outstanding	Outstanding
Progress	Not Applicable	Outstanding	Outstanding
Mathematics			
Attainment	Good	Good	Outstanding
Progress	Good	Good	Outstanding
Science			
Attainment	Good	Good	Good
Progress	Good	Good	Good

[Read paragraph](#)

How good is the students' personal and social development?

	Maternelle	Primaire	Secondaire
Attitudes and behaviour	Outstanding	Outstanding	Outstanding
Understanding of Islamic values and local, cultural and global awareness	Good	Good	Good
Community and environmental responsibility	Good	Good	Outstanding

[Read paragraph](#)

How good are the teaching, learning and assessment?

	Maternelle	Primaire	Secondaire
Teaching for effective learning	Outstanding	Good	Good
Quality of students' learning	Outstanding	Good	Outstanding
Assessment	Outstanding	Good	Good

[Read paragraph](#)

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

	Maternelle	Primaire	Secondaire
Curriculum quality	Outstanding	Outstanding	Outstanding

[Read paragraph](#)

How well does the school protect and support students?

	Maternelle	Primaire	Secondaire
Health and Safety	Outstanding	Outstanding	Outstanding
Quality of Support	Outstanding	Outstanding	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
Partnerships with parents and the community	Good
Governance	Good
Management, including staffing, facilities and resources	Good

[Read paragraph](#)

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

The students' attainment was mostly good or outstanding. In Islamic Education, attainment was good. Most students had a good understanding of Islamic laws and principles. However, Qur'an recitation skills were less well developed. In Arabic as first language, the majority of students could listen and speak well. Their independent writing was limited. In Arabic as an additional language, where attainment was acceptable, the skill of speaking required further attention. In French, attainment in all phases was outstanding. In the maternelle phase, the majority of students were ready to read. In the last year of the primaire phase, most were fluent readers. The students in the secondaire had achieved outstanding results in the Diplôme National du Brevet. Students in English attained well above expectations in listening, speaking, reading and writing. Their attainment in speaking was particularly high. Attainment in mathematics was good in the maternelle and primaire phases, and outstanding in the secondaire phase. Students developed effective number skills in the maternelle years and in the later phases increased their mental agility by using real life problems. Attainment in science was good in all phases. Students in the maternelle and primaire phases had developed appropriate investigative skills. All students had strong understanding of the main scientific concepts, particularly regarding the environment and conservation.

Students' progress was mostly good or outstanding, except in Arabic as an additional language where it was acceptable. In Islamic Education, most students progressed well, except in learning the Qur'an recitation rules. The majority of students made progress in Arabic as first language that was better than expectations. In Arabic as an additional language, progress in writing was limited. Progress in French was outstanding for all phases, particularly in oral skills and in spelling and creative writing. In English, students' progress was outstanding. By the later years of the secondaire phase, students' progress in speaking was exceptionally good, with many students reaching near-native command of the spoken language. Progress in mathematics was good overall and in the secondaire it was outstanding. The majority of students made better than expected progress in relation to their starting points. In science, progress was good throughout the school as students' understanding of the main concepts was developing well.

[View judgements](#)

How good is the students' personal and social development?

Students' attitudes and behaviour were outstanding throughout the school. Students were respectful, courteous and self-disciplined. They demonstrated very positive attitudes and high levels of responsibility for their own learning. They showed respect to their teachers and each other. Students adopted the healthy lifestyles promoted by the school. Attendance was good over the last full term. Students had a clear understanding and appreciation of Islamic values. They had good knowledge of Islamic worship. Their understanding of the culture and history of the UAE was good. However, their deep understanding of Islamic

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cultural values and their impact on people's lives in Dubai was less developed, as was their understanding of the cultures and traditions of other societies. Students had a very good work ethic. They were confident in working together to find solutions to problems. Their understanding of community and environmental issues across the school was good. In the secondaire, students demonstrated excellent understanding of local and global environmental issues. They could clearly explain issues relating to Dubai, for example, the increase in population linked to Dubai's development as a tourist destination. However, some students were less clear about aspects of conservation of the environment, particularly regarding the water supply in the UAE.

[View judgements](#)

How good are the teaching, learning and assessment?

Teaching was outstanding in the maternelle phase and good in the rest of the school. Teachers had detailed subject knowledge and understood how students learn. In many lessons teachers had planned very thoroughly and then created exciting learning environments. They used almost all of the specialist facilities very well. They made good use of information and communications technology when it was available. They used questions very effectively to promote thinking. Students were encouraged to make connections to their lives and to be independent learners from an early age. Almost all lessons contained tasks which were different to challenge students' different abilities. Lesson objectives were made explicit to students in most lessons and were used well in summing up at the end. Occasionally, teachers gave too much direction, talked too much or used worksheets too often. Teaching in subjects outside the core was good.

Learning was outstanding in maternelle, good in primaire and outstanding in secondaire. Students enjoyed their lessons and were encouraged to take responsibility for their own learning. In maternelle classes, the children were very well organised and independent. All students worked collaboratively and presented their ideas to their peers with confidence. Most made connections to real-life examples and could see how their learning related to previous lessons. Students' use of information technology was limited by the lack of computers in the classrooms. However, they made effective use of computers in the subject lessons which took place in the computer room. Critical thinking skills were introduced in the primaire phase, but there were some weaknesses in practical skills. A minority of students relied too much on their teachers' directions. A few students had difficulty making predictions, planning or evaluating their practical work.

The assessment of learning was outstanding in the maternelle phase and good throughout the rest of the school. In the maternelle, highly focused and consistent assessment was supported by portfolios of children's' work, which were shared with the parents five times per year. Throughout the rest of the school

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a range of internal data was collected. Despite regular grade-level meetings, the tracking and measuring of students' progress over time was inconsistent in the different subjects. It was strongest in English and mathematics and weakest in Islamic Education. Teachers knew their students' strengths and weaknesses very well. They questioned their students skillfully to assess what had been learned. The oral feedback given to students by their teachers was detailed. The marking of students' workbooks did not include the setting of targets for improvement.

[View judgements](#)

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

The quality of the curriculum was outstanding throughout the school. It met the requirements of the French Ministry of Education and was broad and balanced. The transitions between the different stages were well supported. The school analysed assessment results, particularly in the primaire phase, and made any necessary adjustments to the teaching programmes. Provision for students with special educational needs was mainly addressed through after school classes, or soutien. Numerous meetings of teachers of the same year group or teachers of the same phase allowed them to make links between different subjects and to enrich the curriculum. Students had access to a good range of extra-curricular activities. Enrichment activities in the curriculum and in teaching boosted students' engagement and success in their learning, leading to outstanding results in external examinations, with 100 per cent success. The curriculum offered good opportunities for students to think critically and to tackle challenging tasks.

[View judgements](#)

How well does the school protect and support students?

The arrangements to ensure health, safety and security were outstanding. The premises were clean and well maintained. Medical information was carefully filed and shared appropriately. Students received information about healthy food choices and the benefits of exercise. Very effective policies and procedures were in place to ensure that students were safe and felt safe. Transport arrangements were effective. There were regular emergency evacuation drills. Medical staff members were vigilant in relation to the care of all students. Students' health, including their body mass index was monitored regularly. All staff members and students were aware of the child protection procedures.

The support provided to students was of outstanding quality. Teachers and students had positive and productive relationships, based on mutual respect within a harmonious learning community. Students' behaviour was managed positively. Students were keen to achieve well in all lessons. The monitoring of progress was well developed. Support classes in languages and mathematics were offered regularly to

students who needed extra help. The guidance provided to students for higher education and careers was very effective.

[View judgements](#)

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

Provision for students with special educational needs was effective. Apart from children with profound and multiple learning difficulties, the school admitted all applicants. The school was inclusive, whereby students with special educational needs were admitted following testing to identify their needs. On entry, there was a sensitive screening process. Individualised education plans catered very well for the needs of students. The school devised a wide range of strategies to promote students' success. Many teachers had received training for a range of learning and communication needs. Small and very effective adaptations were made to lessons in the secondaire phase. The recording and monitoring of students' progress was systematic, and always involved the students themselves, enabling them to take increasing responsibility for their own needs. Their progress was, in almost all cases, outstanding.

How good are the leadership and management of the school?

The leadership of the school was good. The Directeur had worked effectively to promote a culture of excellence. He had maintained a very good working ethos, wherein teaching and the administrative staff members worked in harmony and felt valued. Regular weekly meetings with the staff ensured good communication. Senior staff members gave well-judged support to the Directeur. The heads of departments, or co-ordinateurs, had limited opportunities to monitor and evaluate their colleagues' work or to establish a departmental, collegiate style of working. The school had a good capacity to improve.

Self-evaluation by school leaders was good. The school had produced an extensive self-evaluation survey which was more narrative than evaluative. When judgements were made they were generally accurate. The Directeur monitored classes occasionally. Formal monitoring was carried out annually by a visiting inspecteur d'éducation nationale. The Directeur and his colleagues had developed a good programme of appropriate in-service training for all teachers. In addition, they supported individuals in their own professional development. All of the recommendations of the previous report had been addressed, but not all had been fully met.

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The school's partnerships with parents and the community were good. Parents had good opportunities to be actively involved in the education of their children. The school was effective in showing parents how and what their children had learned. Communication was of high quality, with very informative school publications in Arabic and French. The parents' committee supported the school, not only in social events but in providing financial assistance. Parents had very good opportunities to meet with teachers at regular intervals, and the school had arrangements for consultation outside of school hours. The school had very good links with other schools in Dubai and in Lebanon, and within the community which it served.

Governance of the school was good. The owner's vision for the future of the school was admirable: to create world citizens who would tolerate and respect the opinions and beliefs of others, and live in harmony. To that end, the governors encouraged the school's provision of four languages, believing that communication was the key to good understanding. They supported the Directeur and kept themselves informed about the academic successes and progress in the school. While they considered the views of parents, they did not have adequate parent representation.

The management of staffing, facilities and resources was good. Teachers were very well qualified. Those who were new to the school were very well supported, both professionally and socially. The buildings were well maintained and spacious, with outside play and sport areas appropriate to the current school population. The information technology resources were available to both teachers and students. In the secondaire phase they were used to foster independent learning very effectively in some subjects. They were insufficient to meet students' needs in the primaire phase.

[View judgements](#)

What are the views of parents, teachers and students?

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

Responses to the surveys			
Responses received	Number		Percentage
Parents	This year	82	18%
	Last year	167	38%
Teachers	33		41%
Students	8		100%

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

Only a minority of parents responded to their survey, about half of last year's response. Almost all parents were satisfied with the quality of education provided by the school. Almost all believed that their children were making good progress in the key subjects, but they were less confident that progress was good in English. Parents expressed a high level of satisfaction with the quality of teaching and learning. All eight of the students who responded to the on-line survey agreed that the quality of teaching was good. Roughly one-third of parents believed that there were insufficient choices of subjects for their children to study. A minority of teachers responded to their survey and their comments were overwhelmingly positive.

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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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

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