

**LYCEE FRANCAIS
JEAN MERMOZ**
FRENCH CURRICULUM

**INSPECTION REPORT
2021-2022**

GOOD



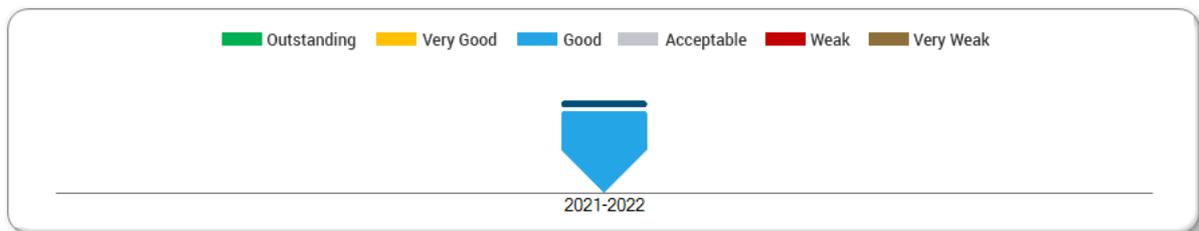
Contents

Contents.....	2
School Information	3
Summary of Inspection Findings 2021-2022	4
Overall School Performance.....	6
Main Inspection Report	8

School Information

General Information	 Location	Al Quoz 1
	 Opening year of School	2017
	 Website	lfjm.education
	 Telephone	97143344111
	 Principal	Thomas Dentinger
	 Principal - Date appointed	1 May 2016
	 Language of Instruction	French
	 Inspection Dates	28 February to 03 March 2022
Students	 Gender of students	Boys and girls
	 Age range	3 - 14
	 Grades or year groups	KG 1 - Year 8
	 Number of students on roll	983
	 Number of Emirati students	7
	 Number of students of determination	44
Teachers	 Number of teachers	78
	 Largest nationality group of teachers	French
	 Number of teaching assistants	15
	 Teacher-student ratio	1 : 13
	 Number of guidance counsellors	1
	 Teacher turnover	38
Curriculum	 Educational Permit/ License	French
	 Main Curriculum	French
	 External Tests and Examinations	French
	 Accreditation	AEFE

School Journey for LYCEE FRANCAIS JEAN MERMOZ



Summary of Inspection Findings 2021-2022

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

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Students Outcomes</p>	<ul style="list-style-type: none"> • Students have a high level of attainment across French, English, mathematics and science. Achievement in these subjects is strongest in Collège. It is lowest in Arabic and Islamic Education, with particular concerns for attainment in extended writing tasks in Arabic as a first language at Collège. Students have well-developed learning skills and can sustain purposeful work with concentration. Collaboration and research skills are most evident in Collège. • Students have excellent attitudes and behaviour throughout the school. They show empathy with the needs of others. Attendance rates are outstanding. There is a strong appreciation of Islam and a respect for UAE culture, as well as an awareness of other cultures represented in the school. Students take part in a range of social and environmental projects such as Eco School.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Provision for learners</p>	<ul style="list-style-type: none"> • Teaching is predominantly good in Maternelle and Primaire and very good in Collège where students are offered a high level of challenge. Lessons benefit from teamwork in planning. The school has developed robust procedures to collect and analyse data on students' academic attainment and progress. In the most effective lessons, teachers use assessment data purposefully to plan tasks that match the needs of different groups. • The curriculum has a clear rationale, enhanced by best contemporary approaches to its provision. Curriculum modifications meet some of the students' needs, but this is not systematic across all subjects and phases. Projects such as 'La Main à la pâte' in science and the Eco School initiative enhance the curriculum. Emirati culture and UAE society connections are underdeveloped in most subjects. • The school campus provides a well-maintained, safe and secure physical environment. All required safeguarding, protection and care of student policies are in place. However, there are limited parking spaces for parents and guardians. The school proactively promotes safe and healthy living. Relationships between staff and students are caring and based on mutual respect. Support for students of determination in lessons is not consistently matched to needs.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Leadership and management</p>	<ul style="list-style-type: none"> • Leaders provide the school with a strong vision and sense of purpose, which is shared by the whole community. Relationships and communication are a key strength. Educational leadership has ensured that the consistency and quality of provision continues to improve, even with the high number of new staff due to expansion. However, there is a need for additional leadership support for inclusion, Arabic and Islamic Education.

The Best Features of The School:

- Students' excellent behaviour and attitudes to learning
- The community of the school, which is underpinned by warm relationships, very effective communication and a productive partnership with parents
- High attainment in French, mathematics, English and science
- School leaders' clear vision for the school, which provides a coherent sense of purpose
- The spacious and well-resourced learning environment.

Key Recommendations:

- Increase the proportion of lessons which provide the highest quality of learning through:
 - the more consistent teacher use of assessment data to adapt lessons to meet the needs of all students;
 - extending the active role of students in their own learning.
- Improve the impact of provision for students of determination by:
 - developing the leadership capacity for inclusion;
 - enhancing daily planning, including supporting teachers with specialist input.
- Enhance the curriculum through:
 - extending the connections made to UAE's values, culture and society;
 - increasing curricular adaptations to meet the needs of different groups, including lower and higher achieving students.
- Improve achievement in Arabic and Islamic Education.

Overall School Performance

Good

1. Students' Achievement

		Maternelle	Primaire	Collège
 <p>Islamic Education</p>	Attainment	Not applicable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable	Acceptable
 <p>Arabic as a First Language</p>	Attainment	Not applicable	Acceptable	Weak
	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	Very good	Very good
 <p>English</p>	Attainment	Very good	Very good	Very good
	Progress	Very good	Very good	Very good
 <p>Mathematics</p>	Attainment	Very good	Very good	Very good
	Progress	Very good	Very good	Very good
 <p>Science</p>	Attainment	Good	Good	Very good
	Progress	Good	Good	Very good
		Maternelle	Primaire	Collège
Learning skills		Very good	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	Good	Good
Social responsibility and innovation skills	Very good	Very good	Very good

3. Teaching and assessment

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

4. Curriculum

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

6. Leadership and management

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

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

Main Inspection Report

1. Students' Achievement

Islamic Education

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

- Students' attainment across the school is in line with Ministry of Education (MoE) expectations. However, the attainment of non-Arabic speaking students is better in most areas. In lessons and their recent work, students in lower Primaire and Collège made better progress from their starting points. This is less evident among Arabic first language speakers.
- Students in Collège develop better understanding of the prescribed Divine revelations. However, their recitation and memorisation of the Holy Qur'an are underdeveloped. Students in both phases are slowly developing their knowledge and understanding of Seerah and Aqeedah.
- The provision of language support has improved students' performance in lessons. As a result, French-speaking students in upper Primaire and Collège are making steady progress in Islamic manners and understanding of the Holy Qur'an and Hadeeth. However, students' application to real-life situations remains limited.

For Development:

- Improve students' recitation and application of Tajweed.
- Raise students' expectations to ensure that all students make the best progress possible.

Arabic as a First Language

	Maternelle	Primaire	Collège
Attainment	Not applicable	Acceptable	Weak
Progress	Not applicable	Acceptable	Acceptable

- Students across both phases make steady progress in lessons from their starting points. This is more evident in lower Primaire. Consequently, attainment in Primaire is in line with curriculum expectations. While most students in Collège make adequate progress in lessons, the majority do not attain expected levels in most language skills.
- Most students make significant gains in acquiring new Arabic vocabulary and reading from a script. Their reading comprehension skills are slowly developing. Although their listening skills are strong, their speaking and independent creative writing skills are underdeveloped, particularly in Collège.
- The adaptation of the curriculum is slowly improving students' performance. However, the impact on students' attainment and progress in speaking and writing skills is inconsistent.

For Development:

- Develop students' speaking skills by providing them with regular opportunities to speak in a variety of circumstances and for a range of purposes.
- Improve students' independent writing skills by providing opportunities and support to write at or above grade level in different genres, particularly in Collège.

Arabic as an Additional Language

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

- Students in both phases make expected progress in lessons and in their recent work. As a result, their attainment is in line with curriculum standards. Overall, students' attainment in Primaire is better, although limited progress is made in lower Primaire in speaking and reading Arabic.
- Most students make steady progress in acquiring new language. Students in Primaire respond using phrases and basic sentences. Students in Collège make adequate progress in speaking in familiar contexts, but their independent writing and sentence structuring skills are underdeveloped.
- Reading and listening have improved because of increased opportunities in lessons for students to develop phonic skills. They are beginning to use their phonological awareness to read unfamiliar words. However, the application of newly acquired language is limited in both phases.

For Development:

- Improve all language skills by fully aligning the planning and delivery of lessons with the current MoE standards.
- Provide more opportunities for students to speak, read and write independently.

Language of instruction

	Maternelle	Primaire	Collège
Attainment	Very good	Very good	Very good
Progress	Very good	Very good	Very good

- Students make consistent progress through all phases, with particularly strong progress in Maternelle and in Collège. Internal data is validated regionally, as French national data is not published. Higher attainers do not always make the progress of which they are capable.
- Written expression, accuracy and handwriting are strong in all phases because of the attention placed on them. Most students have strong oral expression and can make inferences and interpretations when they read.
- The school has introduced a "philosophy time" in which students exchange views on specific subjects relating to their everyday life. This is improving oral expression and critical thinking.

For Development:

- Extend cross-curricular links between French and other subjects.
- Ensure that the consistency of approach and development of leadership in the upper phase of the school maximises learning.

English

	Maternelle	Primaire	Collège
Attainment	Very good	Very good	Very good
Progress	Very good	Very good	Very good

- The majority of students start as non-English speakers in Maternelle. When compared to the national French curriculum standards, the attainment of students in English is excellent. Students' achievement in lessons, against the higher expectations of the Cambridge curriculum, used to supplement English provision, is good in Primaire and very good in Collège.
- Progress is stronger in Maternelle and in older classes than in lower Primaire, where speaking skills are limited. Students learn a wide range of vocabulary and the majority understand its meaning in context. Beginners make less progress than other groups. Students' reading, comprehension and interpretation skills are good.
- The school has introduced a literature stream for higher attainers in Collège which provides an increased challenge. This enables these students to make particularly rapid progress, including developing their critical thinking skills and achieving high standards in literary analysis.

For Development:

- Provide more opportunities for students in beginners' classes, particularly those in lower Primaire, to speak in English and to participate in activities that encourage active speaking and listening.

Mathematics

	Maternelle	Primaire	Collège
Attainment	Very good	Very good	Very good
Progress	Very good	Very good	Very good

- Internal assessment data, the work in lessons and written examples indicate that a large majority of students attain above curriculum expectations and make better than expected progress in all phases.
- The majority of children in Maternelle acquire number and early geometry skills which are above curriculum expectations. A large majority of students in Primaire develop secure basic knowledge in number and geometry. Problem-solving and critical thinking skills are better developed in Collège than in other phases.
- The department is using new systems to judge attainment and progress. Consequently, teachers know their students well. They have started to make links with other subjects, such as art. They have introduced strategies to improve mental calculation skills, and these are having positive impacts on students' attainment in Primaire.

For Development:

- Use assessment data more effectively to identify the needs of different groups.
- Provide tasks to develop students' problem-solving and critical learning skills in Primaire.

Science

	Maternelle	Primaire	Collège
Attainment	Good	Good	Very good
Progress	Good	Good	Very good

- Across all phases, when compared to the national French curriculum standards, the attainment of students in science is excellent. Attainment and progress in lessons is not as high but is highest in Collège where all students are consistently challenged.
- In all phases, students develop scientific language and concepts through classroom discourse. They are able to speak and theorise about their work effectively. Progress in practical skills in Maternelle and Primaire has been partially limited by social distancing requirements.
- Primaire introduced 'La Main à la pâte' which provides high-quality approaches to teaching, including practical work. Collège has developed an approach to learning with high levels of student autonomy, enabling individual attention that maximises the progress of students across different levels of attainment.

For Development:

- Extend the use of the 'La Main à la pâte' to provide a consistently high level of practical and scientific thinking in Primaire, including an effective balance between whole class learning and practical work.

Learning Skills

	Maternelle	Primaire	Collège
Learning skills	Very good	Good	Very good

- Most students respond enthusiastically to teachers. They are clearly used to working on differentiated tasks and work quietly and purposefully, with concentration. Students are independent learners, particularly in Collège and Maternelle, and they complete work quickly and confidently.
- Students communicate their learning clearly. Students' use of technology is more developed in Collège than other phases, for example they show very good investigation skills using technology to research information in Arabic. Collège students also take responsibility for their own learning and move efficiently from one activity to another, particularly in science, mathematics, English literature and French.
- For a large majority of students, particularly in the lower Primaire classes, collaboration skills are at early stages of development, as group working has necessarily been restricted in the last two years.

For Development:

- Develop students' active and collaborative learning skills, particularly with younger students in Primaire.

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

	Maternelle	Primaire	Collège
Personal development	Outstanding	Outstanding	Outstanding
<ul style="list-style-type: none"> Students across all phases are keen and eager to learn. Excellent attitudes prevail in almost all lessons and students respond very well to adults in school. Older students have more opportunities to demonstrate self-reliance. Relationships between students and staff are mutually respectful with care and consideration shown. Students' behaviour in lessons and around the school is excellent across all phases. They are usually very punctual to lessons and their attendance is very good. Students participated enthusiastically in physical education and extracurricular activities, such as the sporting activities during Dubai fitness challenge. Most students are aware of the benefits of being healthy and they make nutritious choices when selecting their meals. 			
	Maternelle	Primaire	Collège
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good
<ul style="list-style-type: none"> Students in all phases demonstrate secure awareness and respect for Islamic values. In Maternelle and Primaire, students have age-appropriate knowledge of some Muslim practices such as the daily prayers. In Collège, they show care for Muslims during their fasting in the month of Ramadan and participate in various religious celebrations. Students across the school show respect for Emirati culture. In all phases, students actively participate in many cultural events and projects that promote the culture and heritage of the UAE, such as National Day and Flag Day. Students are proud of their own culture and keen to learn about those of others. Their participation in events and activities increases students' awareness of world cultures, although this is limited to cultures represented in the school. 			
	Maternelle	Primaire	Collège
Social responsibility and innovation skills	Very good	Very good	Very good
<ul style="list-style-type: none"> Students are very active and willing participants in activities that positively affect the school and wider communities, for example, the Box Appeal and the Eco Assembly. They take on leadership roles to improve their school such as involvement in class and school councils. Students have opportunities to work autonomously and innovatively through activities such as Science Week and the Eco School. They have a very positive work ethic and highlight the importance of perseverance, respect and the enjoyment of work and study. Collège students enjoy creating projects and presenting their work during assemblies. Students care about the environment and are aware of the causes of pollution. They propose solutions such as using electric vehicles, recycling and waste reduction. They share their sustainability ideas through the City of the Future initiative and work towards the redistribution of resources through the Food Bank appeal during Ramadan. 			

For Development:

- Increase involvement in projects focussed on the needs of the wider community.

3. Teaching and assessment

	Maternelle	Primaire	Collège
Teaching for effective learning	Good	Good	Very good

- Teaching is most effective in Collège because of the high level of challenge offered. It is less effective in subjects taught in Arabic. In Maternelle, teachers know how young children learn best. The better lessons in Maternelle have a suitable balance between teacher input and learner activity.
- Teachers have secure command of their subjects. In the most effective lessons, they plan tasks that engage students and are suited to their different needs. Questions are used frequently in most lessons although they do not always enable students to express their learning in depth or expand their understanding.
- In the most productive lessons teachers use data effectively to plan tasks that match the needs of different groups. Teachers do not consistently provide opportunities that enable students to play an active role in their learning.

	Maternelle	Primaire	Collège
Assessment	Good	Good	Good

- The school has developed systematic and robust procedures to collect and analyse students' achievement data, although this is only moderated internally. Thus, attainment and progress cannot be benchmarked against French curriculum schools except in Grades 1, 2 and 6, where regional comparisons are possible.
- Teachers know their students well. They use assessment data to identify different ability groups. They do not consistently use assessment information to plan tasks that offer suitable challenges to all groups. In Maternelle, teachers use the 'Je Valide' application to monitor progress and to validate children's skill acquisition by the end of the Grande Section.
- The school has recently improved its system for analysing summative data from end of term assessments to evaluate attainment and progress, although this new approach is not yet fully embedded.

For Development:

- Provide more opportunity for students to play an active role in their learning.
- Develop procedures to moderate and benchmark students' academic outcomes across all grades against other French curriculum schools.
- Improve teachers' use of assessment information to provide tasks that more consistently target the full range of student needs.

4. Curriculum

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

- The school’s curriculum is well aligned with the French curriculum. As a French school, it demonstrates a clear rationale and purpose, enhancing its provision through the best contemporary approaches. Continuity and progression are thoughtfully designed, including effective transition between phases. Arabic is not fully aligned with the current national requirements.
- The school had elected to remain a fully French-language school, rather than a bilingual one. Nevertheless, it has added the Cambridge programme in English to extend the English curriculum.
- The curriculum is reviewed regularly and comprehensively with an emphasis on internal staff development to maximise their effectiveness and develop teachers’ skills.

	Maternelle	Primaire	Collège
Curriculum adaptation	Good	Good	Good

- Some curriculum modifications have been made to meet the range of student needs, for example, in providing different levels of English in Primaire and Collège. However, this is not systematic across all subjects and phases and therefore hinders developing a consistent approach to differentiation in planning.
- The curriculum is broad and challenging. It has been enhanced by projects such as ‘La Main à la pâte’ in science and an Eco School initiative, which provide opportunities for creativity, innovation and social contribution.
- Arabic and Islamic Education make regular connections to Emirati culture and UAE society. However, in other subjects the French curriculum is not systematically adapted to develop links to the UAE and other world cultures.

For Development:

- Align the Arabic as an additional language curriculum fully to the current national standards.
- Increase curriculum adaptation to meet the needs of all students, including the more able.
- Enhance the connections made between the French national curriculum and the UAE.

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

- The school has very effective policies and procedures for the safeguarding, protection and care of students. The school campus is very well maintained and well suited to the learning needs of all students. It provides a safe and secure physical environment.
- There are limited on-campus parking spaces for parents and guardians dropping off and collecting students. Whilst the school manages the situation well through providing a high degree of supervision, a small amount of risk remains.
- The school proactively promotes safe and healthy living through coordinated approaches, such as the Healthy Pathways initiative. The medical and clinical teams provide high-quality health education, nutritional services and guidance for healthy lifestyles.

	Maternelle	Primaire	Collège
Care and support	Good	Good	Good

- Relationships between staff and students are caring and based on mutual respect, contributing to a positive ethos and excellent behaviour across all phases. The school has effective procedures in place for monitoring attendance and punctuality.
- The school effectively identifies students of determination whose needs are shared with appropriate staff. Support for students is not consistently matched to needs, and appropriate and challenging targets are not always set. Lessons do not always provide sufficient challenge to meet higher attaining students' needs.
- The school has robust systems for monitoring the well-being and personal development of all students. All students have access to sensitive, individual advice and support on a range of matters and they feel well supported in their academic development.

For Development:

- Consult with relevant authorities to secure the highest level of safety when parents and guardians drop off and collect students.
- Improve the provision and consistency of differentiation for all students to ensure that lessons across the school provide sufficient challenge and support.

Inclusion of students of determination

Provision and outcomes for students of determination

Good

- School leaders are committed to the inclusion of students of determination. Policies and systems of review are in place, however, improvement planning is not targeted and policies here are underdeveloped. The school has not appointed an inclusion governor or developed an inclusive education improvement plan.
- A range of assessment strategies are used to identify students. However, the impact on provision and teaching practice to promote student participation and progress is not consistent across the school. Interventions are not always matched to students' needs. Systems to monitor trends and patterns are developing.
- The school has strong relationships with the parents of students of determination. Parents are kept informed of their child's progress through various methods and are included in their child's learning. They feel listened to, and their involvement has a positive impact on the quality of support and intervention.
- Curriculum plans are not consistently modified to reflect students learning, consequently activities are not always relevant or meaningful to the student's individual needs. Curriculum modification is stronger in Maternelle. The quality of support provided by learning assistants is varied and often inhibits the student's ability to become active in their learning.
- Students of determination are keen to learn and show a positive approach to their work. Reflection and critical thinking are not strong aspects of their learning. Where support is planned and linked to the students' targets, learning activities effectively develop students personal and social skills.

For Development:

- Develop an inclusive education improvement plan and systems for support and evaluation to ensure continuing improvement in the provision for students of determination.
- Ensure that planning is consistently matched to these students' needs.

6. Leadership and management

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

- Leaders provide a strong vision which is shared by the whole community. Educational leadership ensures the consistency and quality of provision continues to improve, even with high numbers of new staff, due to expansion. However, Arabic and Islamic Education leadership needs to be enhanced. Delegation has been carefully managed to develop the capacity of leaders. Relationships and communication are key strengths. Senior leaders demonstrate their ability to innovate and improve the school, being particularly effective in the delivery of high-quality learning in Collège.
- School leaders understand the school's strengths and areas for improvement, using available data effectively to produce a self-evaluation that was informative and broadly accurate. They monitor learning and teaching systematically and have ensured that almost all learning has reached a high standard. However, the quality of inclusion provision in the classroom has not been sufficiently addressed. Organisation within Primaire focuses on grade levels, which ensures consistency within each grade, but has less impact on innovation across grades.
- An active parents' association, Les Amis de Jean Mermoz, organises a variety of events. There is an open-door policy and a wide variety of communication channels, including dedicated apps for administrative communication and events. Parents support their children's learning well, leading to greater attainment. Parents receive regular written reports that cover academic progress and personal and social development. Four parent-teacher conferences are held annually. Community partnerships have improved the school, such as the provision of solar panels.
- Stakeholders are well represented in governance with parents, staff and students serving in both the Conseil d'école for the Primaire, and the school-wide Conseil d'établissement. Governors are well informed about the school and its performance and visit regularly. School leaders inform the Governing Board of future school priorities and give frequent and detailed accounts of students' achievements and personal development. Governors hold leaders to account for most aspects of the school, however, no governor for inclusion has been appointed.
- There are effective procedures in place that ensure that the school runs efficiently. Staff have been recruited carefully to match school priorities, including pedagogical approaches and teamwork. All staff receive thorough professional development which has enabled a consistent quality of learning, even when a high number of new personnel have been recruited. The campus provides an attractive and spacious learning environment with a suitable range of resources.

For Development:

- Provide additional leadership for Arabic and Islamic Education so that progress in these areas improves to match other subjects.
- Extend inclusion leadership, including governance accountability, and provide sufficient educational leadership to ensure consistently high levels of provision in all classes through a comprehensive inclusive education improvement plan.

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