

Inspection Report



Lycee Francais International

2014-2015



إكسبو 2020
دبي، الإمارات العربية المتحدة
DUBAI, UNITED ARAB EMIRATES

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School information



General information

Location	Dubai - Al Nasr Club - Oud Metha
Type of school	Private
Opening year of school	2006
Website	www.lfidb.net
Telephone	04 3368552
Address	Al Nasr Club Oud Metha, PO BOX 2226
Principal	Mr Christophe Troucat
Language of instruction	French
Inspection dates	19 th – 22 nd January 2015



Students

Gender of students	Boys and Girls
Age range	3 - 18
Grades or year groups	Pre K - Grade 12
Number of students on roll	2088
Number of children in Pre-K	197
Number of Emirati students	0
Number of students with SEN	57
Largest nationality group of students	French



Teachers / Support staff

Number of teachers	137
Largest nationality group of teachers	French
Number of teacher assistants	21
Teacher-student ratio	1:15
Number of guidance counsellors	2
Teacher turnover	40%



Curriculum

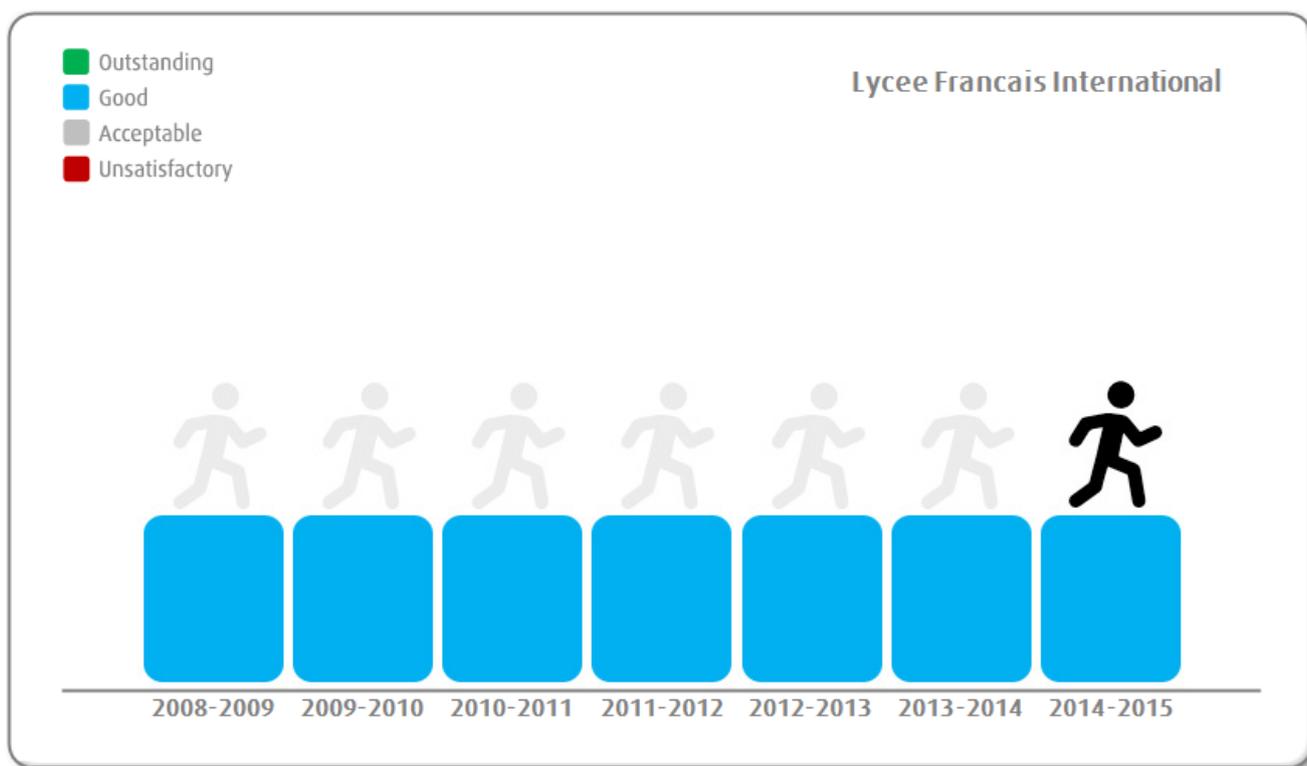
Educational Permit	French
Main Curriculum / Other	French
Standardised tests / board exams	French Baccalaureate Terminale ES.L.S/Dipome National du Brevet
Accreditation	French Government



Dear Parents,

Lycee Francais International was inspected by DSIB from 19th - 22nd January 2015, and the overall quality of education provided by the school was found to be **Good**

In order to judge the overall quality of education provided by the school, inspectors considered six key aspects of the school's performance and standards. Inspectors looked at children's attainment and progress in five key subjects, their learning skills as well as their personal and social development. They judged how effective teaching was across the school. Inspectors considered how well the school's curriculum, including activities inside and outside the classroom, met the educational needs of all children. They judged how well the school protected and supported children. In addition inspectors judged the effectiveness of leadership and governance, including management, staffing, facilities and resources.



The inspection judgements were drawn from a range of evidence gathered by the inspection team, including observing children learning in lessons, looking at their work, talking with children, meetings with staff, parents and governors, and reviewing the parents' and teachers' surveys.

The key strengths and areas for improvement to be made by the school leaders, governors and owners are:

Strengths

- Students' attainment and progress in English were outstanding in all phases of the school.
- In most other subjects student outcomes were good.
- The attitudes and behaviour of students across all phases were outstanding.
- Parents enthusiastically participated in and supported the school improvement priorities.

Areas for improvement

- Create an effective accountability system across governance and leadership roles, and ensure that self-evaluation processes are used to plan, implement and achieve the necessary improvement in all aspects of the school's work. This should include:
 - creating a whole-school culture of excellence in teaching, learning and assessment in line with international expectations
 - establishing and systematically implementing a learning skill development continuum
 - regularly measuring the impact of improvements in relation to students' needs and outcomes and the school's aspiration for excellence.
- Improve students' recitation skills in Islamic Education and their speaking and writing skills in Arabic language lessons by improving the quality of teachers' planning and teaching.
- Governors must ensure any overcrowding in classrooms in Maternelle is minimised so children have equal access to a holistic learning experience.

We warmly encourage you to read the full school inspection report.

The school is required to submit to DSIB an action plan identifying the steps they will take to address the areas for improvement. We have advised your school leaders to share this with you.

We trust that the information provided will help you understand, and encourages you to support, your child's school.

Yours sincerely,

Dubai Schools Inspection Bureau
Knowledge and Human Development Authority

A closer look at Lycee Francais International



How well does the school perform overall?

Overall, Lycee Francais International provided a 'Good' quality of education for its students.

- Students' attainment and progress were mostly good across the school, and in English were outstanding across all phases. However, in Islamic Education and Arabic languages they were overall acceptable because students' skills were not always matched against appropriate curriculum standards. Almost all students' enjoyed and engaged positively in their learning, but most had not developed independent work skills or higher order thinking skills. Learning was often collaborative in English, but less so in French, mathematics and science, and only occasionally in Islamic Education and Arabic language lessons.
- Students across all phases exhibited outstanding personal responsibility. They demonstrated very positive attitudes and behaviour, and enjoyed strong relationships with peers and their teachers. When encouraged to do so, students were focused, globally sensitive, diligent and very aware of the impact of Islamic values on the United Arab Emirates (UAE) culture.
- Teaching was good across all phases. Teachers ensured that most students achieved lesson targets, answered questions well and progressed along curriculum expectations. The promotion of independent research and collaboration was inconsistent. Too often, textbooks led students' academic growth. The best teaching stimulated discussion and enabled unique thinking and welcomed unexpected pathways to problem-solving.
- Teachers efficiently implemented the Programme Officielle de l'Éducation de la Ministrie de France.
- Health and safety provision was good across the school as was the quality of support and guidance provided to students.
- Leadership and management of the school was good. However, leaders' self-evaluation of the school was not always accurate and required strengthening. Efforts to raise expectations, establish greater accountability, and measure outcomes against international benchmarks were not yet embedded.



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

- The progress made by students with special educational needs was acceptable overall. There was significant variability across subjects and phases of the school. Often lesson plans and activities did not match the students' learning styles, abilities, interests or needs.
- The school made a narrow range of modifications to students' courses. Excessive use of textbooks restricted students' opportunities to ensure topic relevance, and appropriate levels of difficulty.
- The quality of support provided to students with special educational needs was variable, but overall acceptable. The majority of staff were keen to provide good levels of support and they usually did this well. Too often, staff did not have sufficient knowledge of appropriate strategies to support learning.

1. How good are the students' attainment, progress and learning skills?

		Maternelle	Primaire	College	Lycee
 Islamic Education	Attainment	Not Applicable	Good	Good 	Acceptable
	Progress	Not Applicable	Good	Good	Acceptable
 Arabic as a First Language	Attainment	Not Applicable	Good	Acceptable	Acceptable
	Progress	Not Applicable	Good 	Acceptable	Acceptable
 Arabic as an Additional Language	Attainment	Not Applicable	Acceptable 	Acceptable	Not Applicable
	Progress	Not Applicable	Acceptable	Acceptable	Not Applicable
Language of instruction	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Good
 English	Attainment	Outstanding	Outstanding	Outstanding	Outstanding
	Progress	Outstanding	Outstanding	Outstanding	Outstanding
 Mathematics	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Good
 Science	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Good
		Maternelle	Primaire	College	Lycee
Learning skills		Good	Good	Good	Good

 Improved from last inspection

 Declined from last inspection

2. How good is the students' personal and social development?

	Maternelle	Primaire	College	Lycee
Personal responsibility	Outstanding	Outstanding	Outstanding	Outstanding
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Good
Community and environmental responsibility	Good	Good	Good	Good

3. How good are teaching and assessment?

	Maternelle	Primaire	College	Lycee
Teaching for effective learning	Good	Good	Good	Good
Assessment	Good	Good	Good	Good

4. How well does the curriculum meet the educational needs of all students?

	Maternelle	Primaire	College	Lycee
Curriculum quality	Good	Good	Good	Good
Curriculum design to meet the individual needs of students	Good 	Acceptable	Acceptable	Acceptable

5. How well does the school protect and support students?

	Maternelle	Primaire	College	Lycee
Health and safety	Good	Good	Good	Good
Quality of support	Good	Good	Good	Good

6. How good are the leadership and management of the school?

	All phases
The effectiveness of leadership	Good
Self-evaluation and improvement planning	Acceptable 
Parents and the community	Good
Governance	Good
Management, staffing, facilities and resources	Good

Overall school judgement

Good

Key strengths

- Students' attainment and progress in English were outstanding in all phases of the school.
- The attitudes and behavior of students across all phases were outstanding.
- In most other subjects student outcomes were good.
- Parents enthusiastically participated in and supported the priorities of the school.

Changes since the last inspection

- Self-evaluation processes had become less focused on promoting, implementing and accurately measuring key school priorities.
- The new premises and facilities provided a safe, pleasant and stimulating environment, well-suited to supporting the curricular and extra-curricular activities of students, the work of staff, and social and leisure activities.
- A greater range of learning technology and modern resources were available in College and Lycee.

Recommendations

- Create an effective accountability system across governance and leadership roles, and ensure that self-evaluation processes are used to plan, implement and achieve the necessary improvement in all aspects of the school's work. This should include:
 - creating a whole-school culture of excellence in teaching, learning and assessment in line with international expectations
 - establishing and systematically implementing a learning skill development continuum
 - regularly measuring the impact of improvements in relation to students' needs and outcomes and the school's aspiration for excellence.
- Improve students' recitation skills in Islamic Education and their speaking and writing skills in Arabic language lessons by improving the quality of teachers' planning and teaching.
- Governors must ensure any overcrowding in classrooms in Maternelle is minimised so children have equal access to a holistic learning experience.

 Improved from last inspection

 Declined from last inspection

1. How good are the students' attainment, progress and learning skills?

Maternelle

Subjects	Attainment	Progress
Islamic Education	Not Applicable	Not Applicable
Arabic as a First Language	Not Applicable	Not Applicable
Arabic as an Additional Language	Not Applicable	Not Applicable
Language of instruction	Good	Good
English	Outstanding	Outstanding
Mathematics	Good	Good
Science	Good	Good

- In English, most children had developed excellent communication skills. They listened attentively, spoke fluently and read and wrote about their daily experiences. They enjoyed opportunities to effectively communicate with each other and their teachers. Most could write a few simple words, and construct short sentences.
- In French, most children were able to formulate a question. They could differentiate sounds, relate sounds to letters and write their name using cursive writing. The majority of children demonstrated good knowledge skills and understanding in the elements of literacy. The majority Maternelle children made better than expected progress in their reading. However, the most able students were not sufficiently challenged.
- Most children made better than expected progress in mathematics; they demonstrated accuracy in counting, and a secure understanding of number and shapes. They could use materials efficiently to create geometrical patterns, and to support their counting.
- In science, children observed accurately. They could compare and contrast different patterns, they could use their developing fine motor skills to construct objects, and they could record by drawing, and by using a few words in short sentences.

Primaire

Subjects	Attainment	Progress
Islamic Education	Good	Good
Arabic as a First Language	Good	Good 
Arabic as an Additional Language	Acceptable 	Acceptable
Language of instruction	Good	Good
English	Outstanding	Outstanding
Mathematics	Good	Good
Science	Good	Good

- In Islamic education, students showed good recitation skills and knowledge of Seerah. They made good progress in understanding ways to keep public roads safe.

- Students' speaking skills in Arabic as a first language were at levels above expectations. They read Arabic fluently and accurately. They applied their understanding of texts, and were able to construct meaningful written statements.
- Most students were sufficiently able to express themselves orally in classical Arabic in spite of the influence of the different dialects of some student groups. They were able to speak, listen and read, and accurately write their own ideas at an expected level.
- Students' abilities in French exceeded expectations. Students used a repertoire of rich vocabularies, accurate grammatical capacities and an expanding base of reading genres to produce imaginative written and oral compositions.
- In English most students spoke fluently. They comfortably issued and followed instructions and challenged their teachers and peers through questioning. They wrote well when encouraged. However, too often students' writing was limited, thereby restricting their overall progress.
- Most students made good progress in mathematics. Their knowledge and skills in number, geometry and problem solving were developing positively. Skills in calculation and understanding of measurement were secure.
- In science, students' learning was enhanced through the consistent use of challenging hands-on activities. For example, they developed their understanding of rotational forces by constructing machines with gears. Higher levels of thinking were evident when their investigations included predicting, designing, measuring, recording and analysing.

College		
Subjects	Attainment	Progress
Islamic Education	Good 	Good
Arabic as a First Language	Acceptable	Acceptable
Arabic as an Additional Language	Acceptable	Acceptable
Language of instruction	Good	Good
English	Outstanding	Outstanding
Mathematics	Good	Good
Science	Good	Good

- In Islamic Education students demonstrated a secure knowledge of fasting and could recite the verses correctly. They made good progress in identifying incorrect ways of performing obligatory prayers.
- Students in Arabic as a first language had a developing vocabulary and could read with accuracy. They made acceptable gains when writing descriptions of pictures and in understanding texts
- In Arabic as an additional language, the majority of students expressed themselves clearly and read at expected levels. However, students writing progress was restricted because there were too few opportunities for independent writing. In French, students wrote creatively, developing ideas of good writing outcomes in different genres. They read age-appropriate and occasionally challenging texts confidently demonstrating good levels of comprehension. The development of independent writing skills was inconsistent across the phase.
- In English most students were active participants in class discussions. They used an expansive vocabulary to confidently articulate their point of view, they read accurately for understanding and could describe settings and character development. They made outstanding progress.
- Students' mathematical understanding progressed positively. They developed advanced and complex concepts. They developed good levels of understanding with older students being able to apply Pythagoras's Theorem when solving problems.

- In science, students were engaged in practical enquiry to support their theoretical understanding. They investigated the difference in oxygen content between inhaled and exhaled air. Scientific skills that supported their independent investigation were developing well. However, there were too few opportunities to use technology to support this development.

Lycee		
Subjects	Attainment	Progress
Islamic Education	Acceptable	Acceptable
Arabic as a First Language	Acceptable	Acceptable
Arabic as an Additional Language	Not Applicable	Not Applicable
Language of instruction	Good	Good
English	Outstanding	Outstanding
Mathematics	Good	Good
Science	Good	Good

- Students in Islamic education had acceptable recitation skills and knowledge of the Unseen. They made acceptable progress in understanding the etiquette of seeking knowledge.
- In Arabic as a first language, students communicated confidently during presentations and made the expected level of skill development. They could writing summaries of videos and translate them into French.
- In French, most students were articulate, expressed their ideas confidently and read well. Standards in reading were high. Grammar and punctuation skills were good.
- Most students of English demonstrated a high degree of sophistication in each of the key skill sets of English. Their writing skills, while of a high standard, developed even more when additional opportunities for practice were prescribed.
- In mathematics, students' developed a good understanding of the more advanced concepts of calculus and algebra. Skills in calculation were well developed. Students were confident and meticulous in their processes.
- Students in science consistently used laboratory investigation, research and experiments to support their theoretical understanding and make meaningful conclusions. While the curriculum constrained some from developing a broad over aching understanding, most were sufficiently challenged and responded with appropriate enthusiasm.

	Maternelle	Primaire	College	Lycee
Learning skills	Good	Good	Good	Good

- Students engaged well in their learning across the phases, particularly in the Maternelle. However, across the phases, students were not yet taking responsibility for their learning. They were not given sufficient opportunities to do so by their teachers.
- Students interacted well with each other, when given the opportunity they collaborated well in some lessons.
- Students applied their learning to the real world and made connections between areas of learning. This was not consistent across subjects and phases. Younger students particularly in science and English lessons, had more success in doing this.

- Students' enquiry, research and critical thinking skills were not sufficiently well developed across the school. Students were not fully competent and successful independent higher order thinkers. Learning technologies were not consistently used to support classroom research and enquiry learning.

2. How good is the students' personal and social development?

	Maternelle	Primaire	College	Lycee
Personal responsibility	Outstanding	Outstanding	Outstanding	Outstanding

- Students demonstrated exemplary attitudes to their learning. In all phases students exhibited maturity of attitude, strong self-reliance and a thirst for feedback about their progress.
- Behaviour was excellent across all phases. Most understood the need to listen, respond proactively to teaching strategies and focus diligently on completing tasks.
- Students valued their learning opportunities as much as they valued their positive engagement with their teachers and peers. They effectively led the school community in a number of initiatives.
- Most students took advantage of the healthy food choices available from the school canteen and followed the schools advice of eating wisely and exercising regularly.
- Attendance and punctuality levels were good, overall, across all phases. Students were efficient in their movement between lessons and arriving on time at the beginning of the school day.

	Maternelle	Primaire	College	Lycee
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Good

- Students demonstrated a good understanding of how Dubai visitors should respect Islamic values.
- Students were aware of the Emirati traditions culture and heritage. All appreciated living in the UAE.
- They appreciated their own traditions. Older students could compare and contrast important aspects of their own and Emirati cultures. However, their awareness of how the multi-cultural nature of Dubai blended with the Emirati culture was not developed to a high level.

	Maternelle	Primaire	College	Lycee
Community and environmental responsibility	Good	Good	Good	Good

- Students had many day to day roles to play to support the functioning of the school. Seniors had opportunity for their voice to be heard through a range of forums.
- Students' work ethic was excellent throughout the school. They demonstrated initiative and many demonstrated natural leadership qualities.
- Environmental awareness and student responses were good overall. In the senior grades students' understood the importance of their involvement in supporting communities and leading on environmental issues. Younger students engaged in age-appropriate initiatives, such as paper recycling.

3. How good are teaching and assessment?

	Maternelle	Primaire	College	Lycee
Teaching for effective learning	Good	Good	Good	Good
<ul style="list-style-type: none"> The majority of teachers were knowledgeable about their subjects and conscious of their students' learning potential. However, teaching did not fully support the schools vision of developing student learning in an innovative, independent manner. Teachers' planning was inconsistent and did not always reflect their knowledge of students' needs and individual starting points. Relationships between teachers and students were good and were particularly effective in English lessons because of the high-quality teaching being implemented. Teachers in better lessons asked a range of challenging questions. The best were probing and encouraged a broad dialogue. They provided varied tasks and resources which provided interest and engagement. They had high expectations and structured learning activities to ensure students of all abilities had their learning needs met. There were limited opportunities for students to think critically and reflect on their own learning. The textbook, teacher centered focus restricted student progress. 				

	Maternelle	Primaire	College	Lycee
Assessment	Good	Good	Good	Good
<ul style="list-style-type: none"> The school had assessment processes that were strongly linked to the curriculum standards. These processes. However, did not constitute a clear, unified, and structured system of assessment. Benchmarking of student outcomes was limited to the National Examinations of France. The school depended on internal assessments to monitor students' progress rather than on external exams. The school analysed the available assessment data accurately to track students' progress in lessons and over time. Analysis of assessment data to determine curricular priorities and teaching approaches had strengths, but lacked consistency across subjects and phases to ensure the learning needs of all were met. Teachers had a clear understanding of their students' strengths and weaknesses, but they did not always use that understanding to effectively help students identify their next steps in learning. 				

4. How well does the curriculum meet the educational needs of all students?

	Maternelle	Primaire	College	Lycee
Curriculum quality	Good	Good	Good	Good
<ul style="list-style-type: none"> The French national curriculum was broad and balanced and was enriched by teachers in a majority of subjects and phases. There was a focus on project work. The bilingual teaching experience was successful. The curriculum was planned to provide continuity and progression. Transitions between phases were smooth and those leaving for further education at the end of Lycee were academically well prepared. 				

- The curriculum provided an interesting range of variety especially for older students. Enrichment enhanced learning.
- Cross curricular links were established but not consistently incorporated across subjects and phases.
- The curriculum was reviewed and developed when new requirements were introduced by the French Ministry of Education.
- The curriculum followed the Ministry of Education requirements for Arabic and Islamic Education, with regular reviews to ensure balance and coverage of language content. The level of rigor and promotion of students' higher order thinking skills was still weak.

	Maternelle	Primaire	College	Lycee
Curriculum design to meet the individual needs of students	Good 	Acceptable	Acceptable	Acceptable

- The curriculum was not adapted sufficiently well to meet the needs of different group of students. For example, the needs of the more able students were not always fully met.
- Students were able to choose different curricular options. There was increased choice in higher grades which met the interests and needs of most students.
- A large range of extra-curricular activities were offered including arts and language experiences. Plans were well advanced for additional theatrical and art options to be developed and introduced.
- The school offered three 50-minute sessions per week for all of the 300 Arab children in Maternelle. The school's programme targeted basic vocabulary and common phrases at the native level.

5. How well does the school protect and support students?

	Maternelle	Primaire	College	Lycee
Health and safety	Good	Good	Good	Good
<ul style="list-style-type: none"> The school had effective procedures in place to protect students against potential dangers. Most students and staff were aware of these procedures and knew what to do in case of emergency, or when they required protection. Through good supervision and security arrangements, the school ensured that students were kept safe around the campus and while on school transportation. The school buildings and surroundings were in a functional and hygienic state, and maintenance records were accurately kept. The school buildings, specialist rooms and the available resources were suitable for the educational needs of most students. The nurses of the school clinic promoted healthy living and healthy lifestyles through ongoing seminars and activities. The school, however, did not have a full-time doctor allocated as required by the Dubai Health Authority. 				

	Maternelle	Primaire	College	Lycee
Quality of support	Good	Good	Good	Good
<ul style="list-style-type: none"> Relationships between staff and students were positive and mutually respectful. Staff promoted the importance of good behaviour very well, and students responded appropriately. The school had an effective policy on attendance and punctuality. As a result, these aspects of students' development were good. The school's system for identifying students with special educational needs was appropriately based on teacher or parent referrals. However, senior leaders did not ensure that comprehensive screening checks were made on each class, particularly in the early years of the Primaire phase. The quality of support for students with educational needs was inconsistent across subjects and from teacher to teacher. As a result, the progress made by those students varied considerably. A part-time careers adviser gave older students a range of advice and information about post-school pathways to employment and higher education. 				

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

	Overall
The overall effectiveness of provision for students with special educational needs	Acceptable
<ul style="list-style-type: none"> Leadership of special educational needs and lines of responsibility were not clearly defined. Several staff members took an overview of particular areas of responsibility, with varying degrees of success. There was an inclusive ethos towards students with a special educational need. 	

- The identification of students' with special educational needs was dependent on referrals by class teachers or parents. A part-time psychologist produced helpful reports once referrals had been made. In some cases, the school advised parents to seek specialist reports from a range of outside agencies.
- The quality of curriculum modifications and targeted support for individual students varied. Staff did not always know the best ways in which to help the students overcome their difficulties. Some teachers provided effective support.
- Parents had opportunities to discuss the summary plans to record the support to be given to their children. The quality of advice provided regarding appropriate support for their children was variable.
- The progress being made by students with special educational needs varied across subjects and from teacher to teacher. A few students made outstanding progress, while others, mainly in the early years, made unsatisfactory progress. Overall students with special educational needs made acceptable progress in their learning and development.

6. How good are the leadership and management of the school?

	Overall
The effectiveness of leadership	Good
<ul style="list-style-type: none"> • Senior leaders had a clear direction to promote better achievement and examination results. • Leadership was well distributed across a majority of phases and subjects. New leaders had been appointed to support increased technology in learning, university guidance and transitions between phases. There remained a lack of clarity regarding leadership of special educational needs, Arabic and Islamic Education. There was lack of clarity regarding roles and accountabilities for the school's middle leaders. • Relationships and communication were cordial, and professional, with a respectful atmosphere created. Across the school, middle leaders were clear on how to improve and innovate. However, knowledge about building higher-order skills into the lessons to meet the learning needs of different students was not strong. • School leaders were developing middle leaders' capacity. Their impact on school performance across all phases and subjects required careful planning and monitoring to meet the expectations of the governing board. 	

	Overall
Self-evaluation and improvement planning	Acceptable 
<ul style="list-style-type: none"> • There was a strong commitment within the school to improve. However, leaders lacked a detailed understanding of how to address the issues. Evidence based gathering of data was clearly established. However, practice was inconsistent across subjects and phases. • The school lacked a clear and measurable path of growth. The necessary strategies to successfully move the school forward remained unclear. Teacher appraisals were largely accurate. Systems to support next step developments were limited in scope. They did not focus on improvement in teaching quality within specific timelines and accountabilities. Performance management procedures did not adequately inform the training needs of staff. A mentoring system was in place in some sections of the school but this did not cover all teachers and all aspects of school improvement plans. 	

- The use of external internationally benchmarked assessment systems to know starting points in all subjects was valued, but not systematically implemented across all grade levels. This was key to ensuring that maximum progress in addressing the recommendations from the previous report was being made.
- The school had made some progress in meeting the requirements of the previous inspection report recommendations, and leaders demonstrated capacity to further improve the school.

Parents and the community

Good

- Relations with parents were well established. There were regular opportunities for contact with governors and management, through the highly productive Parent Association.
- Parents were appropriately informed about the running of the school. They were part of different bodies involved in pastoral and academic aspects of school life.
- Reporting on student progress to parents was regular and parents were aware of their children's progress, including the next steps in learning.
- The school had varied and mutually beneficial links with external partners, including other French schools in Dubai and across the region.

	Overall
Governance	Good
<ul style="list-style-type: none"> • The support and resolve from governors to promote ongoing improvement was clear. Building developments were now complete, enrolments were increasing significantly and improved channels of communication across the school community were in place. Stakeholders were informed, well-intentioned and keen to participate on focused improvement for students. • The governing body's understanding of its role in ensuring school accountability was not yet fully established. It had set an ambitious vision. Systems were required to ensure school leaders provided evidence of action plans, and associated outcomes. 	

	Overall
Management, staffing, facilities and resources	Good
<ul style="list-style-type: none"> • The management of most aspects of the school's procedures and routines was effective and efficient. School operations ran smoothly on a day to day basis. • There were sufficient numbers of qualified teachers to provide a broad and appropriate curriculum for all students, including the provision of support from specialists for English and Arabic-speaking learners. • The new premises and facilities provided a safe, pleasant and stimulating environment, well-suited to supporting the curricular and extra-curricular activities of students, the work of staff, and social and leisure activities. • The school was now better equipped with modern resources and technology in College and Lycee than in Maternelle and Primaire. Resources were suitably matched to the learning needs of the students. The use of learning technologies to enhance students' learning skills was still developing across all phases. 	

What are the views of the Principal, parents, teachers and students?

Before the inspection, the views of the Principal, parents, teachers and senior secondary students were surveyed. Key messages from each group were considered during the inspection and these helped to form inspection 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	212	16%
	Last year	87	8%
 Teachers	29		25%
 Students	27		21%

- A minority of parents, teachers and students responded to the surveys.
- Almost all parents, teachers and students were satisfied with the quality of education the school was providing.
- The majority of parents, teachers and students believed that KHDA played an important role in ensuring quality education in Dubai and that school inspection has led to improvement in the school.
- A minority of parents were satisfied with the progress their child was making in Arabic as a first language.

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

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

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