

**INTERNATIONAL
CONCEPT
EDUCATION**

FRENCH CURRICULUM

**INSPECTION REPORT
2021-2022**

GOOD



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School Information

General Information	Location	Meydan
	Opening year of School	2013
	Website	www.icedubai.org
	Telephone	+97143708668
	Principal	Abir ALAYWAN
	Principal - Date appointed	7/7/2021
	Language of Instruction	French, English
	Inspection Dates	23 to 26 May 2022
Students	Gender of students	Boys and girls
	Age range	3-12
	Grades or year groups	KG 1-Grade 8
	Number of students on roll	372
	Number of Emirati students	1
	Number of students of determination	52
	Largest nationality group of students	French
Teachers	Number of teachers	37
	Largest nationality group of teachers	French
	Number of teaching assistants	9
	Teacher-student ratio	1:10
	Number of guidance counsellors	1
	Teacher turnover	20%
Curriculum	Educational Permit/ License	French
	Main Curriculum	French
	External Tests and Examinations	French National Evaluation for Grade
	Accreditation	French Ministry of Education

School Journey for INTERNATIONAL CONCEPT EDUCATION



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"> In Primaire and Collège, students' attainment in Islamic education and Arabic is acceptable. Attainment in English and science in Collège is in line with curriculum standards. Progress is at least good in all phases and in all subjects. Very good progress in English is a strength in Maternelle and Primaire. Since the last inspection, the Maternelle has seen improvements in all subjects and, notably, in French. Older students are acquiring key learning skills of analysis, problem-solving and critical thinking. Students display positive attitudes and are very respectful. They are self-reliant and enjoy their learning. Older students have secure understanding of Islamic values and the culture of the UAE, but in Maternelle this understanding is less sound. Appreciation of sustainability and conservation has improved in all phases. Students willingly participate in recycling activities and show good understanding of environmental issues.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Provision for learners</p>	<ul style="list-style-type: none"> In all phases, teachers' subject knowledge is a strength. Teaching is good or better in English, French, mathematics and science. Teaching in Islamic education and Arabic is better in Collège than in Primaire, where it is overall acceptable. Assessment processes are linked well to the curriculum. In Primaire and Collège, information from internal assessments is not yet sufficiently analysed or sufficiently validated. The curriculum is broad and complies with Ministry of Education (MoE) requirements. Skills are sequenced as students' work becomes more demanding, allowing for the development of both knowledge and skills. The school implements bilingualism following international models. The curriculum provides stimulating learning opportunities for students, including those for whom French is not their first language. Thorough procedures for child protection and safeguarding are in place. There are very efficient arrangements for the supervision of students, including arrivals and departures and on school transport. The premises are safe, clean and hygienic. Identification of students of determination is not accurate enough to ensure that they all receive appropriate support. A structured approach to meeting the needs of students with gifts and talents is at the planning stage.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Leadership and management</p>	<ul style="list-style-type: none"> The ambitious and visionary principal is focused on school improvement. She is supported in her work by a steering committee that has a sound knowledge of the French curriculum. School improvement planning is a working document for leadership and management. Self-evaluation processes require review. Parents report positively on the high levels of communication and on being well informed about their children's progress.

The Best Features of The School:

- The good quality provision for children in Maternelle
- The good or very good progress across most subjects, and in all phases
- The good teaching and learning in all phases
- The very good arrangements for health, safety and safeguarding of the whole school community
- The good leadership and governance.

Key Recommendations:

- In Islamic education and Arabic, ensure that schemes of work are reviewed effectively to improve the levels of challenge, questioning, inquiry and critical thinking, so as to meet the needs of all learners.
- Strengthen internal and external validation processes in all key subjects to ensure that self-evaluation and internal assessment processes are robust and lead to accurate information on attainment.
- Improve provision for students of determination by:
 - providing sufficient time for the leader to manage all aspects of inclusion
 - closely monitoring the quality of support for students in lessons to ensure a consistently higher standard
 - ensuring that all teachers fully understand the needs of students of determination and their own role in providing appropriate support.

Overall School Performance

Good ↑

1. Students' Achievement

		Maternelle	Primaire	Collège
 Islamic Education	Attainment	Not applicable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable ↓	Good
 Arabic as a First Language	Attainment	Not applicable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable ↓	Good
 Arabic as an Additional Language	Attainment	Not applicable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable ↓	Good
 Language of instruction	Attainment	Good	Good	Good
	Progress	Very good	Good	Good
 English	Attainment	Good	Good ↓	Acceptable ↓
	Progress	Very good ↑	Very good	Good ↓
 Mathematics	Attainment	Good	Good	Good
	Progress	Good	Good	Good
 Science	Attainment	Good	Good	Acceptable
	Progress	Good	Good	Good ↑
Learning skills		Good ↑	Good	Good ↑

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

	Maternelle	Primaire	Collège
Personal development	Very good 	Very good	Very good
Understanding of Islamic values and awareness of Emirati and world cultures	Acceptable 	Good	Good
Social responsibility and innovation skills	Good 	Good	Good

3. Teaching and assessment

	Maternelle	Primaire	Collège
Teaching for effective learning	Good 	Good	Good
Assessment	Good 	Acceptable	Acceptable

4. Curriculum

	Maternelle	Primaire	Collège
Curriculum design and implementation	Good	Good 	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	Good 
School self-evaluation and improvement planning	Good 
Parents and the community	Very good
Governance	Good 
Management, staffing, facilities and resources	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 ↓	Good

- Students' attainment in both phases is broadly in line with expectations. In Collège, most students make better progress in lessons and in their recent work. However, progress has declined in Primaire, particularly amongst Arabic speaking students.
- Students in both phases demonstrate a strong understanding of divine revelation. In Collège, Arabic speaking students are beginning to provide justification and evidence to support their answers. However, their answers often lack depth and application to real life. Knowledge of Aqeedah and Fiqh is underdeveloped among non-Arabic speaking students.
- In Primaire, non-Arabic speaking students make limited progress in recitation. Arabic-speaking students' progress is slowed down by the lack of appropriate language skills.

For Development:

- Improve students' attainment by consistently taking account of their prior knowledge and language skills.
- Improve students' recitation skills by providing activities that are appropriately challenging.

Arabic as a First Language

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

- Students attain levels that meet curriculum requirements in listening, reading, and speaking. Those in Collège make steady progress in reading comprehension, while progress of other students is acceptable as evident in lessons, examination results and workbooks.
- Students' writing skills are not developing as well as their other language skills, with variability across grades. Students' critical thinking, analysis and inquiry are insufficiently developed across the phases.
- Recent plans to improve teaching, curriculum planning and assessment processes have not yet had an impact on students' learning outcomes.

For Development:

- Improve students' attainment by addressing teaching methods and curriculum design to ensure a balance of skills and increased levels of challenge.
- Analyse information from assessments to improve provision and to ensure systematic, consistent progress.

Arabic as an Additional Language

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

- Students' listening, speaking, reading and writing skills meet expectations, based on their years of study of the language, as evident in their assessments and recent work in lessons.
- In Collège, students make stronger progress in their lessons and written work. Their listening and reading skills are more developed than those of speaking and writing. They have limited opportunities to practice speaking.
- The recent plan to develop teaching, curriculum and assessment practices has had a modest impact on students' progress in Collège.

For Development:

- Raise levels of challenge, particularly when developing students' speaking skills.
- Review assessment strategies and align them more closely to the curriculum.

French

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

- Students' listening, speaking, reading and writing skills are above curriculum standards. In Primaire and Collège, strong emphasis is put on handwriting and written expression. The use of technology is encouraged for homework and research.
- In all phases, students' progress is enhanced through a variety of innovative projects and through cross-curricular activities. In Maternelle, the majority of children, despite having a range of native languages, achieve levels that are above age-related expectations.
- The school focuses on bilingualism. Children and students are rapidly developing fluency in French, regardless of their first language.

For Development:

- Continue to explore the use of appropriate technologies to enhance students' attainment.

English

	Maternelle	Primaire	Collège
Attainment	Good	Good ↓	Acceptable ↓
Progress	Very good ↑	Very good	Good ↓

- Most children enter school as beginners in English and make rapid progress in understanding and using the spoken language. In Primaire and Collège, students master sufficient new vocabulary to write extended responses that incorporate appropriate knowledge, punctuation and structure.
- Sustained exposure to spoken English in all phases underpins most students' knowledge and expands the vocabulary used in writing. Students in Grade 3 can write impressively in a journalistic style. In Collège, students analyse a range of fiction and non-fiction texts effectively. Booster lessons support those with weaker reading skills.
- Students' reading fluency is successfully prioritised with a focus on interpretation. There is less emphasis on reading for pleasure, with more time given to organising ideas. Other subjects taught in English contribute well to students' understanding of spoken language.

For Development:

- Capture students' interest and increase their fluency in reading by including the study of full texts.

Mathematics

	Maternelle	Primaire	Collège
Attainment	Good	Good	Good
Progress	Good	Good	Good

- Most children in Maternelle make expected progress, and a majority make better than expected progress. Good progress continues through Primaire and particularly in Collège. Most students reach at least the expected levels of attainment, and a majority exceeds those levels.
- Children in Maternelle are good at counting, simple calculations and naming shapes. In Primaire, students' understanding of numbers and shapes and skills in calculation, are well developed. Students in Collège are particularly strong in geometry and calculation.
- The school is focusing on improving students' skills in solving problems, with some success. Students are good at explaining their thinking orally. Evidence of extended, written responses to challenging problems is still limited.

For Development:

- Provide students in Primaire and Collège with regular opportunities to tackle challenging problems which require an extended written response.

Science

	Maternelle	Primaire	Collège
Attainment	Good	Good	Acceptable
Progress	Good	Good	Good ↑

- In Maternelle, children develop their curiosity as they learn about living things. In Primaire, the extent to which students make progress is dependent on individual teachers' skills. In Collège, students' attainment is improving as they make good progress in their understanding of concepts.
- In Primaire, students develop their investigative thinking, conduct research, collaboratively solve problems and develop a deeper understanding of concepts through analysis and application. Investigative learning is less developed in the other phases.
- The appointment of a curriculum leader for science is expected to provide greater opportunities for all groups of students to improve their progress and attainment.

For Development:

- Develop consistent approaches to teaching and learning to ensure better progress for all groups of students in all phases.

Learning Skills

	Maternelle	Primaire	Collège
Learning skills	Good ↑	Good	Good ↑

- Children in Maternelle begin their search for knowledge by expressing ideas and selecting activities that excite them. They do not have enough opportunities for solving problems. In Primaire, most students have a strong work ethic and persevere to complete tasks. Students in Collège are effective collaborators but are less independent in their studies.
- In Maternelle, children learn to create simple commands that control robots. Students enjoy technical challenges when creating their own virtual, sustainable environments in Primaire. Older students acquire skills of analysis and problem-solving and also develop their critical thinking when studying strategies in chess. Skills for assessing their own work are underdeveloped.
- The school is implementing its strategic vision to strengthen students' bilingualism in all phases. In Maternelle, children respond to the teacher in both French and English. Most students in Primaire and Collège are confidently bilingual and can read and conduct research in both languages.

For Development:

- In Maternelle, extend children's curiosity by giving them problems to solve in their own way.
- Encourage students to take more responsibility for assessing and reviewing their own learning so that they understand how to improve.

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

	Maternelle	Primaire	Collège
Personal development	Very good ↑	Very good	Very good

- Students enjoy and value learning. They show strong positive attitudes. They have developed self-reliance. They are self-disciplined and consistently show respect to their fellow students and teachers.
- Students have productive, friendly and promising relationships. They support one another effectively. Their discussions reflect maturity and confidence.
- Students generally make healthy food choices. They eagerly participate in the various activities which are available. As evident from the positive attendance rates, students have a strong commitment to school.

	Maternelle	Primaire	Collège
Understanding of Islamic values and awareness of Emirati and world cultures	Acceptable ↓	Good	Good

- Students in Primaire and Collège demonstrate secure understanding of Islamic values and the culture of the UAE. This understanding is less secure in Maternelle.
- Students are successfully extending their understanding, respect and consideration for Islamic values and practices. In all phases, they demonstrate a strong appreciation of their own cultures. They actively participate in cultural celebrations and contribute to projects that promote other cultures at school.
- Provision in the curriculum and extra-curricular activities in Maternelle do not always make sufficient links to develop children's appreciation of Islamic values or of the culture and heritage of the UAE.

	Maternelle	Primaire	Collège
Social responsibility and innovation skills	Good ↑	Good	Good

- Students willingly undertake responsibilities. Class representatives' opinions are valued by the school and often influence decisions. Students demonstrate active citizenship. They show care and consideration for others. When given the opportunity, children in Maternelle take on classroom responsibilities enthusiastically.
- Students demonstrate a strong work ethic and resilience in persevering with tasks. The youngest children are active participants in their learning. Students are innovative when undertaking projects such as using virtual reality to create a sustainable city. Their enterprise and entrepreneurial skills are less developed.
- Students' understanding of environmental sustainability and conservation has improved in all phases. Children take part in recycling activities, and older students show an insightful understanding of environmental issues in the wider world. They recycle plastic and paper and use food waste to make compost for the school garden.

For Development:

- In Maternelle, improve children's awareness of Islamic values and understanding of Emirati culture and heritage.
- Create opportunities for students to take part in enterprise activities that benefit the school community.

3. Teaching and assessment

	Maternelle	Primaire	Collège
Teaching for effective learning	Good ↑	Good	Good

- The quality of lessons is usually good or better in English, French, mathematics and science in all three phases. Teaching in Islamic education and Arabic is better in Collège than in Primaire, where it is acceptable overall. Few teachers' lesson preparation was not thorough enough.
- Teachers' subject knowledge is a strength. Students benefit from clear explanations. Teachers' questioning is strong in mathematics at Collège, and in French. Some teachers tend to ask too many questions that require only short responses. Provision of challenging tasks to promote progress is variable across the subjects.
- Senior leaders are working to improve aspects of teaching through professional development, with some success. The quality of some key elements of teaching, such as pace and challenge, remains variable across the subjects and phases.

	Maternelle	Primaire	Collège
Assessment	Good ↑	Acceptable	Acceptable

- Assessment processes are linked well to the school's licensed curriculum. In Primaire and Collège, information from internal assessments is not well analysed or sufficiently validated externally. As a result, it is inaccurate in most subject areas. The school is aware of this and is strengthening processes to improve validity.
- Information from assessments is not used well enough to track the progress of students of determination.
- In Maternelle, teachers use their knowledge of children's learning to provide tasks that are at a suitable level of challenge. In the other phases, teachers engage in discussions with students during lessons to understand the extent of their learning, and to provide them with useful feedback.

For Development:

- Ensure that lessons are consistently good or better across the phases and subjects, particularly in relation to the pace of learning and to the level of challenge for all groups of students.
- Continue to strengthen internal and external validation processes to ensure that internal information on attainment and progress is accurate and reliable in all subjects.
- Improve the measurement and use of data to track the progress of students of determination.

4. Curriculum

	Maternelle	Primaire	Collège
Curriculum design and implementation	Good	Good ↓	Good ↓

- The school's curriculum is broad and well structured. It is compliant with statutory MoE requirements. It permits the systematic development of both knowledge and skills.
- The school implements bilingualism following successful international models, and this leads to more demanding assessment of outcomes from Grade 6. Key subjects receive the appropriate amount of time.
- The curricula for Islamic education and Arabic meet MoE requirements. However, the teaching of some content lacks depth and secure coverage.

	Maternelle	Primaire	Collège
Curriculum adaptation	Good	Good	Good

- Modification of the curriculum remains insecure in providing for students with additional needs, including those of determination and those with gifts and talents. These students have few opportunities to develop innovation and creativity to meet their potential.
- The curriculum provides opportunities for imaginative practices based on international models. These innovations complement strong and purposeful cross-curricular links. They allow for stimulating learning opportunities for students, including those for whom French is a first language.
- While the Islamic education and Arabic curricula are offered from Grade 1, the range of appropriate experiences to embed a deeper understanding of UAE history and culture requires greater consideration.
- Arabic is taught from Primaire.

For Development:

- Ensure that all subject curricula meet the learning needs of all students, including students of determination and those with gifts and talents.
- Integrate UAE values and culture throughout the curriculum.

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 continues to view health and safety as priorities for all students and staff. Systems for monitoring are rigorous and ensure that policies are implemented fully. The school takes prompt action when issues arise.
- Thorough procedures for child protection and safeguarding are well-understood by staff and students. Very efficient arrangements are in place for the supervision of students, including arrivals and departures and on school transport. The premises provide a safe, clean and hygienic learning environment.
- Improved risk assessments and arrangements to prevent bullying, including via social media, ensure that students feel safe at all times. Medical staff are vigilant in their care of students. They maintain detailed records of routine health checks and promote healthy living very effectively.

	Maternelle	Primaire	Collège
Care and support	Good ↑	Good ↑	Good ↑

- Attendance is very good. Students enjoy school. Policies regarding attendance and follow-up on absences are very well managed. Behaviour management policies are consistent and well understood.
- Identification of students of determination is not accurate enough to ensure that they all receive appropriate support to meet their needs. There is no structured approach to identification or provision for students with gifts and talents in academic subjects, sports or the creative arts.
- Senior and middle leaders encourage students to seek help when issues arise. Students state that there is always someone who listens to their problems. The well-being survey has been reviewed, and appropriate action has been taken.

For Development:

- Ensure that all students of determination, as well as those with gifts and talents, are correctly identified and provided with tasks and experiences to meet their needs.

Inclusion of students of determination

Provision and outcomes for students of determination	Acceptable
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- An experienced and qualified inclusion leader is in the school for two days each week. She has insufficient time to oversee and implement the changes needed to improve inclusion throughout the school. The inclusion governor is a member of the school board. Although the board is supportive of the detailed inclusive education improvement plan, the current inclusion support staffing is inadequate to meet the school's growing need.
- The KHDA classification of special educational needs is used by the school, but not all students of determination are accurately identified. Monitoring and tracking of students' progress is currently done by the inclusion leader. She does not have enough time to monitor and track students' progress well.
- Parents believe that the school provides good support and that their children are making progress. They consider inclusion staff to be skilled and caring. Inclusion staff are very accessible and communicate regularly with parents to update them on their children's progress and learning plans. Most parents work in a strong partnership with the school staff.
- The better lessons are well adapted to the needs of students of determination with appropriate curriculum modification. However, some teachers lack the necessary skills to deliver modified curricula. In their lessons, students' progress is hindered, and students' confidence is lowered. Learning support assistants are very effective in helping students.
- The inclusion department produces a range of detailed learning plans with suggested teaching strategies. However, these plans lack clear, realistic and achievable targets. The better teachers use the plans well to teach lessons which support students of determination, allowing them to make appropriate progress.

For Development:

- Ensure that the inclusion leader has sufficient time to manage all aspects of inclusion provision and to accurately identify all students of determination in the school.
- Monitor the quality of support for students of determination in lessons, to ensure that it is of a consistently higher standard.

6. Leadership and management

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

- Senior leaders, and particularly the principal, are skilled practitioners. They display a high level of competence in developing and promoting bilingual education. The principal's ambitious vision is focused on school improvement and is having a positive impact on students' outcomes in all phases. Leadership is being restructured to take into account increasing enrolments.
- School improvement planning is comprehensive, with most key priorities identified. Members of the school board are fully involved in the planning process and in implementing strategies for improvement. However, the self-evaluation document requires review to give a more accurate analysis of the school's performance. The monitoring of teaching and learning is systematic and has led to improvements in the quality of provision.
- Extensive international partnerships have been established. These links are having a positive effect on students' outcomes. Parents are involved in decisions as part of the school council and the 'Conseil d'Établissement', through which important decisions are made. They receive regular informative reports on their children's progress at least three times a year. In Maternelle and Primaire, teachers have meetings with parents and students, in which they outline specific objectives for progress.
- The school benefits from a supportive and influential model of governance, including a pedagogical steering committee, that involves most stakeholders. School improvement planning is a core function of the Steering Committee. Leaders are held to account for the school's overall performance. Statutory requirements are fully met. Staffing needs are generally promptly addressed.
- Most aspects of the day-to-day management of the school are well organised and implemented in a timely manner. Professional development remains a key priority for management. The premises, while safe and secure, are not always an attractive or modern school environment. The new library will be an appropriate addition.

For Development:

- Ensure that the school's self-evaluation processes are more accurate and realistic and are informed by the analysis of appropriate data.

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