



National Agenda



Early years



Special educational
needs and disabilities



Innovation

Inspection Report 2015-2016

Lycée Libanais Francophone Privé-Dubai

Curriculum: French

Overall rating: Very good

[Read more about the school](#)



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“Great achievements
remind us to be
humble, but we
should always be
determined to do
more”



Sheikh Mohammed Bin Rashid Al Maktoum

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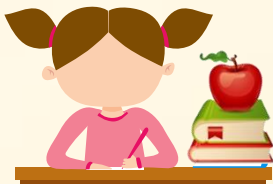
School information

General information



Location	Al Muhaisnah
Type of school	Private
Opening year of school	2003
Website	www.llfp.com
Telephone	04-2640800
Address	Muhaisnah 4 Dubai PO Box: 28759
Principal	Joseph Salameh
Language of instruction	French
Inspection dates	7 to 10 December 2015

Students



Gender of students	Boys and girls
Age range	4 -17
Grades or year groups	Pre - primary to Grade 12
Number of students on roll	1160
Number of children in pre-kindergarten	103
Number of Emirati students	0
Number of students with SEND	81
Largest nationality group of students	Lebanese

Teachers / Support staff



Number of teachers	82
Largest nationality group of teachers	Lebanese
Number of teaching assistants	12
Teacher-student ratio	1:12
Number of guidance counsellors	1
Teacher turnover	15%

Curriculum



Educational permit / Licence	French
Main curriculum	French 0
External tests and examinations	Brevet and Baccalaureate
Accreditation	AEFE
National Agenda benchmark tests	Not Applicable

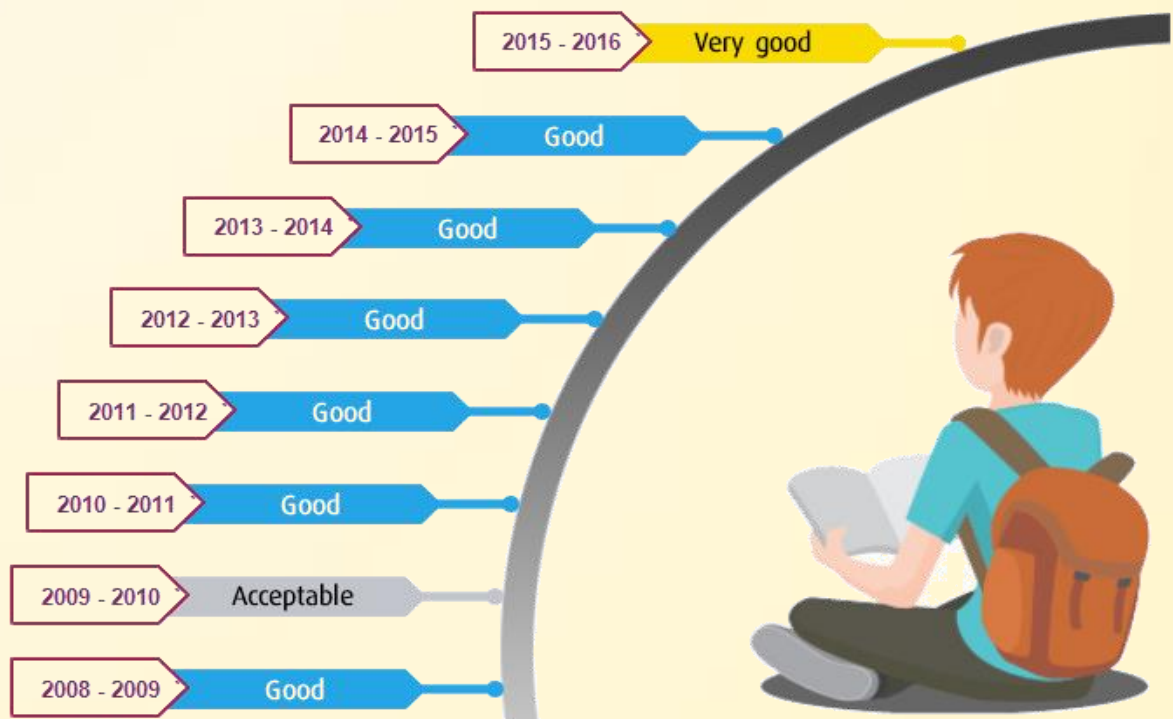


Summary for parents and the community

Lycée Libanais Francophone Privé-Dubai was inspected by DSIB from 7 to 10 December 2015. The overall quality of education provided by the school was found to be **very good**.

In order to judge the overall quality of education provided by the school, inspectors considered six key standards of performance. Inspectors looked at children's attainment and progress in key subjects, their learning skills and their personal and social development. They judged how effective teaching and the assessment of learning were across the school. Inspectors considered how well the school's curriculum, including activities inside and outside classrooms, 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 evidence gathered by the inspection team, including observing children learning in lessons, looking at their work, talking with children, meetings with the staff, parents and governors, and reviewing the parents', teachers' and senior students' surveys.





How well did the school perform overall?

Overall, Lycée Libanais Francophone Privé-Dubai provided a very good quality of education for its students.

- Students' attainment and progress were mostly very good. They were outstanding throughout in English. In Islamic education, progress was very good in primaire and good elsewhere, but attainment in the lycée was acceptable. In Arabic as a first language, students' progress was consistently good, and for those learning it as an additional language, it was good in the primaire and acceptable in the college. In French, mathematics and science, students progressed very well and made outstanding progress in Maternelle.
- Students demonstrated excellent behaviour, mutual respect and a mature level of responsibility. They had a broad awareness of Emirati and world culture, but there was scope for deeper insight. Their sense of social responsibility and their innovation skills were good. More initiation of ideas and of projects by the students themselves was needed to raise this aspect to a higher level.
- The quality of teaching was very good across the school. Teachers knew their subjects well and how to teach them. They planned interesting lessons with good levels of challenge, and engaged well with their students. Assessment was thorough and results were used to track students' progress with accuracy. Most students knew their strengths and areas that needed improvement.
- Students enjoyed a high quality French model curriculum, which was being further enriched to provide opportunities for learning in 'real world' contexts. In maternelle, a good range of practical activities engaged children's interest, whilst in the lycée, challenging projects enhanced work towards the baccalaureat. The curriculum was supplemented by a good range of extra-curricular and sporting activities. Regular review ensured that improvement was continuous.
- A strong culture of ensuring that students were safe and secure in all aspects of school life was firmly embedded. As a result, students felt valued and enjoyed their time in school.
- Leaders demonstrated competence and commitment, and effectively promoted strong and worthwhile values. They were well supported in their development plans by the board of governors. Relationships with parents were very strong. The school was managed very effectively and had efficient routines. More staffing was needed to support both Islamic education and Arabic as an additional language, and the school's information technology (IT) infrastructure was limiting ambition.



What did the school do well?

- Children in maternelle made at least very good progress in all subjects. In the rest of the school, students performed very strongly in English, mathematics, science and also in Islamic education in primaire.
- Students' attitudes, behaviour and work ethic contributed to their very good progress.
- Confident and respectful relationships between all members of the community underpinned and nurtured the family character of the school.
- Students felt safe, secure and well cared for in all school situations.
- Leaders at all levels shared common values and a determination to continue to improve all facets of the school's work.



What does the school need to do next?

- Ensure that teachers have consistently high expectations of what students can achieve in Arabic, especially in the Collège, and in Islamic education in the lycée.
- Extend students' understanding of Emirati and world cultures, and promote additional opportunities for them to initiate activities to develop their social and community responsibility.
- Improve the school's response to meeting the needs of different groups of students by:
 - outlining the practice and processes in an accessible document for use by staff and parents
 - explaining the schools' agreed approach to cater for students with exceptional gifts or talents.
- Make firm plans to improve IT infrastructure so that it can support the school's aspirations to develop students' learning opportunities.



How well did the school provide for students with special educational needs and disabilities?

- The progress of most students with special educational needs and disabilities (SEND) was good. This was a result of skilled classroom teaching, supported and encouraged by the phase coordinateurs. The students themselves had excellent attitudes to their learning and used their skills to work with others in lessons in a way that showed that they felt included and valued.
- The school reported extremely well on students' enjoyment, progress and challenges, thus enabling parents to feel that they always knew how well their children were doing in school.
- Parents appreciated the clear and simple methods of communication with the school and felt that their concerns were always listened to and acted upon quickly.
- Above all, parents were kept involved with their children's education through regular contact and meetings with class teachers and coordinateurs, and by the day-to-day communication with classroom staff over issues such as homework. Parents were always encouraged to comment and give feedback on their children's well-being and perceived progress, and staff always acted upon the information given.
- Mutual respect between staff and parents meant that parents were able to appreciate the support and guidance given to them and their children. Teachers were not afraid to report when things were not working well. This encouraged parents to trust the advice and guidance given.

Innovation in education

The *UAE Vision 2021* sets out the National Agenda for the UAE to be among the most innovative nations in the world. The National Innovation Strategy sets the context for 'innovation' and 'innovative leadership'. It provides a basis for evaluating public and private schools in order to deliver a world-class education for all children in the UAE.

Innovation is driven by a commitment to excellence and continuous improvement. It is based on curiosity, the willingness to take risks, to experiment and to test assumptions as well as questioning and challenging the status quo. Being innovative is about looking beyond what we currently do well, identifying the great ideas of tomorrow and putting them into practice.



Promoting a culture of innovation:

- The school had begun a number of projects requiring students to work collaboratively and to use their initiative in research and inquiry activities. Older students in particular were working constructively in groups to undertake challenges set in a real world context, such as developing an aid for the blind or partially sighted. Across the school students were able to deploy a range of learning technologies to support the development of their potential to be innovative. Partnerships were built in to school's provision which supported a culture of innovation in both curriculum and extra-curricular learning opportunities.

Overall school performance

Very good ↑

1. Students' achievement

		Maternelle	Primaire	Collège	Lycée
Islamic education 	Attainment	Not applicable	Very good ↑	Good	Acceptable
	Progress	Not applicable	Very good ↑	Good	Good ↑
Arabic as a first language 	Attainment	Not applicable	Good	Good	Good
	Progress	Not applicable	Good	Good	Good
Arabic as an additional language 	Attainment	Not applicable	Acceptable	Acceptable	Not applicable
	Progress	Not applicable	Good ↑	Acceptable	Not applicable
Language of instruction 	Attainment	Outstanding	Outstanding	Very good	Outstanding
	Progress	Outstanding	Very good	Very good	Very good
English 	Attainment	Not applicable	Outstanding	Outstanding	Outstanding
	Progress	Not applicable	Outstanding	Outstanding	Outstanding
Mathematics 	Attainment	Outstanding	Very good ↑	Very good ↓	Very good ↑
	Progress	Outstanding	Very good ↑	Very good ↓	Very good ↓
Science 	Attainment	Very good ↓	Very good ↑	Very good ↑	Very good ↑
	Progress	Very good ↓	Very good ↑	Very good ↑	Very good ↑

	Maternelle	Primaire	Collège	Lycée
Learning skills	Outstanding	Very good ↑	Very good ↑	Very good ↓

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

	Maternelle	Primaire	Collège	Lycée
Personal development	Outstanding	Outstanding	Outstanding	Outstanding
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Good
Social responsibility and innovation skills	Good	Good	Good	Good

3. Teaching and assessment

	Maternelle	Primaire	Collège	Lycée
Teaching for effective learning	Very good ↓	Very good ↑	Very good ↑	Very good ↓
Assessment	Outstanding	Very good ↓	Very good ↑	Very good ↑

4. Curriculum

	Maternelle	Primaire	Collège	Lycée
Curriculum design and implementation	Outstanding	Very good ↓	Very good ↓	Very good ↓
Curriculum adaptation	Very good ↑	Very good ↑	Very good ↑	Very good ↑

5. The protection, care, guidance and support of students

	Maternelle	Primaire	Collège	Lycée
Health and safety, including arrangements for child protection / safeguarding	Outstanding	Outstanding	Outstanding	Outstanding
Care and support	Very good ↑	Very good ↑	Very good ↑	Very good ↑

6. Leadership and management

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



Main inspection report

The Dubai Schools Inspection Bureau (DSIB) is responsible for inspecting and reporting on the standards reached by students and the quality of education provided in Dubai's private schools.

Judgements are made on a six-point scale



Using this scale, the *Main inspection report* contains the judgements about the different aspects, phases and subjects that form the work of the school.

It provides the reasons for the answers to the questions in the *Summary for parents and the community*:

- How well did the school perform overall?
- What did the school do well?
- What does the school need to do next?

1. Students' achievement

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	Outstanding	Outstanding
English	Not applicable	Not applicable
Mathematics	Outstanding	Outstanding
Science	Very good ↓	Very good ↓

- Children's mathematical skills were outstanding. They made patterns and were able to count accurately and use their knowledge of numbers in real-life situations. They used correct language to talk about shapes. Older children knew the features of triangles, circles, squares and rectangles. They had many opportunities to use vocabulary relating to the months and days of the week. Older children confidently labelled their own work with the date and talked about events of today, yesterday and tomorrow. Children's increasing understanding of size helped them to recognise the need for standard units for measuring the length of objects in the classroom. Progress in sessions was rapid which contributed to outstanding attainment by the end of Maternelle.
- In science, attainment was well above expectations. Children had very good vocabulary and an increasing range of skills as a result of the many opportunities to explore, observe and find out about the world around them. The youngest children knew that biscuit dough changed when it was cooked. Others talked about objects which sank or floated in water, and began to make predictions themselves. They made imprints from bark and leaves and could discuss similarities and differences. Older children were developing their own ideas through first-hand experience. For example, they recorded what they knew and what they wanted to know about camels. When a camel and its keeper visited the school they checked their information by asking appropriate questions. Progress in sessions built over time to secure extremely good achievement.

Primaire

Subjects	Attainment	Progress
Islamic education	Very good ↑	Very good ↑
Arabic as a first language	Good	Good
Arabic as an additional language	Acceptable	Good ↑
Language of instruction	Outstanding	Very good
English	Outstanding	Outstanding
Mathematics	Very good ↑	Very good ↑
Science	Very good ↑	Very good ↑

- In Islamic education, most students in primaire showed above average ability in Qur'anic recitation and its rules. In Grade 1, most students made good progress towards explaining the meanings of key words in the Surahs. They understood the oneness of Allah and the Five Pillars of Islam. By the end of Primaire, students had a very good understanding of aspects such as correct congregational prayer and the importance of embracing Islamic values of good citizenship. Different groups of students made similarly very good progress over time.
- In Arabic as a first language, the majority of students demonstrated well-developed speaking skills. Their use of classical Arabic and its relevant vocabulary was developing well. Attainment levels were consistently above Ministry expectations. Against appropriate lesson objectives, the majority of students progressed well, particularly in their comprehension skills, where they identified the main characters and morals of a text. Although, progress was generally good, higher ability groups were not always sufficiently challenged to extend their language skills.
- In Arabic as an additional language, most students were achieving in line with general expectations. Their listening skills were secure. They understood basic classroom instructions and questions, responding using correct short sentences of their own. Over the past three years, students' attainment levels had been broadly acceptable. Over time, the majority made good progress in developing their vocabulary and using it appropriately in correct sentences. Progress in developing their writing skill was acceptable across the different groups of students.
- In French, a large majority of students, but not all, progressed very well. They used advanced vocabulary to talk about their learning. Reading, writing and oral skills were developed in a variety of rich learning situations. Higher order thinking skills were evident in Grade 1, where students could describe the way a story unfolded and could comment on the characters' reactions and emotions. By Grade 5, children's French was enriched to the extent that the different groups of students could engage in thoughtful, articulate discussion both with the teacher and one another.
- In English, attainment and progress were of a very high standard. Students participated fully and with enthusiasm in lessons, because their listening and speaking skills were so well developed. They brainstormed creatively and effectively solved problems such as how to deal with bullying. They could also explain the meaning of English idioms and colloquial expressions. Students enjoyed reading both independently and aloud and performed well in writing tasks such as sequencing a story or labelling a diagram. Similarly outstanding progress was made by all groups.

- Attainment and progress in mathematics were of a high standard. Students made consistently very good progress against the expectations set out in the French national curriculum and from their own starting points. They had developed very good mathematical skills in areas such as mental arithmetic, measurement and geometry. From Grade 2 onwards students designed and solved mathematical problems linked to real life with confidence. Occasionally, the progress of second and third language speakers was slightly slowed by language difficulties, but higher attaining students made consistently very good progress because of challenging lessons.
- As in mathematics, attainment and progress in science were of a high standard. Students demonstrated strong understanding of scientific concepts through their investigations and experiments. In Grade 5, for example, they successfully differentiated between conductors and non-conductors of electricity and could explain the difference between closed and open circuits. Internal assessment data showed very good attainment over the past three years. Rapid progress was especially evident in the lessons in which students were allowed to work independently over an extended period of time.

Collège		
Subjects	Attainment	Progress
Islamic education	Good	Good
Arabic as a first language	Good	Good
Arabic as an additional language	Acceptable	Acceptable
Language of instruction	Very good	Very good
English	Outstanding	Outstanding
Mathematics	Very good ↓	Very good ↓
Science	Very good ↑	Very good ↑

- In Islamic education, attainment and progress were above national curriculum standards. The majority of students could apply their knowledge of specific rules of Qur'anic recitation. Their understanding of Hadeeth helped them to develop effective links between Seerah of the Prophet Mohammed (PBUH) and their personal life experiences. Students tackled interesting tasks with creativity, such as when Grade 9 interpreted the concept of hypocrisy both in text and illustrations. Their ability to make meaningful connections between the concepts of the Holy Qur'an and Hadeeth had scope for further development.
- In Arabic as a first language, attainment and progress were above national curriculum standards. The majority of students had good language skills, reflected well on their understanding of text and presented their points of view with accuracy. Most had developed a relevant vocabulary to express their ideas and could complete an in-depth analysis of texts. A minority had difficulty in applying correct grammar in their extended writing. The progress of students at the end of the Collège phase was better than in the lower grades.
- In Arabic as an additional language, given the lack of access to external measures, most students had appropriate language skills as measured against general expectations for additional language speakers. Students could communicate their answers using short sentences in a familiar context, but their pronunciation was less secure. Reading was acceptable. Students' ability to write independently was less well developed. Progress for most groups of students was broadly in line with what was expected in lessons and over time.

- A large majority of students attained very well in French, as measured against the French national curriculum standard. A few made slower progress as they found the curriculum demands too challenging. A large majority were not first language French speakers, but learned quickly when oral work enabled them to engage fully. For example, students in Grade 6 reached a high level of understanding after viewing a documentary on marine pollution and were able to answer probing questions. Different groups of students made similarly very good progress in lessons and over time.
- In English, attainment and progress were very high when judged against external standards. Listening, speaking, reading and writing were outstanding. Students researched and discussed topics such as identity theft, issues relating to addiction and on-line fraud. They wrote their findings with clarity and subsequently presented them confidently and clearly to the class. Additionally, they read and skilfully performed excerpts from English literature such as Romeo and Juliet, Hamlet and Julius Caesar. Different groups of students made similarly outstanding progress.
- Against French national expectations, results in the Brevet had been very good in mathematics over the last three years indicating very good attainment. Students demonstrated an in-depth understanding of concepts in geometry, trigonometry and calculus, expressing their ideas and justifying their decisions clearly. They became increasingly independent as learners and used technology effectively to tackle problems. Progress for most was very good because work in lessons was challenging but achievable. This was maintained over time for different groups of students.
- Attainment and progress were very good in the sciences. Students were consistently challenged to develop a solid understanding of key scientific concepts. In Grade 9, for example, students designed their own experiments to enable them to differentiate between real and fake metals using volumetric masses. Rapid progress was especially evident in lessons, where students had ample opportunities to develop investigative skills and arrive at sound conclusions. Because of this, different groups made very good progress over time.

Lycée

Subjects	Attainment	Progress
Islamic education	Acceptable	Good ↑
Arabic as a first language	Good	Good
Arabic as an additional language	Not applicable	Not applicable
Language of instruction	Very good	Very good
English	Outstanding	Outstanding
Mathematics	Very good ↑	Very good ↓
Science	Very good ↑	Very good ↑

- In Islamic education, most students' attainment was in line with national curriculum expectations. Recitation and memorisation skills were developing well as a result of a particular emphasis on recitation rules. Progress in lessons and over time was good. Students needed to develop their ability to reflect a deeper sense of understanding of Seerah and the Holy Qur'an in order to improve their written work. Rates of progress by the different groups of students was similarly good.

- In Arabic as a first language, attainment and progress were above national curriculum expectations. The majority of students had good listening, speaking and comprehension skills. They summarised text accurately and reflected well on their understanding of literature. They were less creative in their written work. Over the past three years, attainment had been above the expected level and progress was particularly good in speaking and reading. In a few lessons, higher ability groups were not routinely challenged sufficiently to extend their progress.
- In French, attainment was very good with a large majority of students scoring above French national curriculum standards in the baccalauréat. In Grade 11, students were engaged in the study of Camus and brought a higher order of thinking to their analysis as they developed the skills needed for their dissertations. Students also made very good progress in Grade 10, where they were able to communicate exceptionally well and movingly about their study of *Phèdre*. Different groups of students made similarly very good progress.
- In English, most students were working to a very high standard in all aspects of the language. They had reached close to educated, first language speaker competence. They demonstrated this as they fluently debated topics such as internet piracy. Students wrote accurately and creatively using a very wide range of genres. They gave high-quality oral presentations on issues such as the international refugee crisis. The progress made by different groups of students was similarly outstanding in lessons and accumulated over time.
- In mathematics, attainment was well above expectations. Students made accelerated progress in relation to their individual starting points and against French national curriculum standards. Their reasoning and analysis, understanding of mathematical concepts, and the application of their skills to solve complex problems and investigations linked to real life, were significant strengths. Most students thrived on the challenge of demanding work and made sustained and rapid progress. The small groups entered for the baccalauréat for the first time had achieved good results.
- Very good attainment and progress were consistent across the sciences. Students applied their understanding of concepts in new situations in physics, chemistry, biology and geology very well. In Grade 11, for example, they used spectroscopy to explore why a solution of potassium permanganate was purple in colour. Progress was very good in lessons as students were consistently required to think critically throughout their investigations. This was maintained over time for the different groups of students.

	Maternelle	Primaire	Collège	Lycée
Learning skills	Outstanding	Very good ↑	Very good ↑	Very good ↓

- Students were enthusiastic and enjoyed taking charge of their learning. In maternelle, for example, children increasingly took responsibility for organising their own resources. Students demonstrated excellent attitudes and a strong work ethic. Having useful feedback on their efforts, students knew their strengths and where they needed to improve.
- In most subjects and across all four phases, most students were fully engaged in lessons and were happy to work harmoniously together, often without prompting from teachers. They were sufficiently confident and secure in their learning to ask questions of teachers, offer extended responses when asked and support each other in all learning situations.
- Students were able to make connections between different areas of learning, draw upon their prior knowledge and relate these to real-world contexts to support their work. In English, for example, they used what they knew about internet phishing to debate privacy rights. In Arabic, students developed their understanding of social issues and their language skills as they considered the empowerment of women in today's world.

- From a very early age, children were encouraged to be curious, to investigate and to explore. In maternelle, where learning skills were particularly strong for their age, children began to find out information for themselves by using simple books and asking parents about class topics. Critical thinking and problem solving were regular features in many lessons in the primaire, collège and lycée. Information technology was being well used by older students in mathematics and science but less so in other subjects.

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

	Maternelle	Primaire	Collège	Lycée
Personal development	Outstanding	Outstanding	Outstanding	Outstanding

- Students of all ages were self-reliant, purposeful and took their responsibilities seriously. For example, in maternelle, children took out and put away their learning materials as a matter of course. Older students had increasing responsibility for improving the quality of their work. They had mature and serious attitudes to improving their academic performance.
- Despite rare incidents of boisterous behaviour, students treated each other and staff with sensitivity, care and courtesy. They were confident, self-disciplined, friendly and pro-active in seeking to help others. Consequently, the school functioned as a caring learning environment with mutually supportive students.
- Relationships between staff and students were characterised by mutual respect and by high levels of trust. When teachers of English had invited students to comment on their experience in lessons, they had responded in an honest, respectful and constructive way. Students were also sensitive to the needs and differences of others in class and around the school.
- Students had a very clear understanding of how to live a healthy life. They demonstrated this by making sensible choices about what they ate and by their knowledge of why some things were better for them than others. They participated in regular exercise. Students had an excellent understanding of how to keep themselves safe, including when they used the internet.
- Attendance and punctuality to school and throughout the day were outstanding, reflecting the students' high regard for good discipline in the routine operations of the school.

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

- Students across the school showed good awareness of Islamic values and practices. They were aware of key events and celebrations. They understood the importance of tolerance and mutual respect. The majority were able to articulate this understanding, but a few students in the collège had difficulty in explaining how Islamic values influenced life in the UAE.
- Students across the school demonstrated their admiration for the UAE. They shared many examples of why they enjoyed living in Dubai, such as its welcoming nature and cosmopolitan society. Their knowledge of the UAE's history and heritage was secure, and they had a basic knowledge of local culture.

- Most students were very knowledgeable about key issues on the current world stage. They were very knowledgeable about their own culture and proudly shared some of its features, such as Lebanese food and social life. Students' knowledge of wider world cultures was at a more basic level.

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

- Students were aware of their responsibilities as members of the school community. Children in maternelle took pride in looking after their classrooms. Older students volunteered for responsibilities and charitable activities. A number of useful initiatives were of benefit to the community. These were a developing feature of the school, but most were initiated by adults as opposed to the students themselves.
- Students demonstrated a very positive work ethic. Their voice was heard and respected, particularly through the well-regarded *délégués de classe*. Students could lobby for their ideas, for example the girls had managed to establish a choir. Opportunities were developing for older students in particular, to organise and oversee their own educational projects.
- In all four phases, students showed awareness at an appropriate level of the importance of protecting their own and the wider environment. In maternelle, children knew how to keep their school clean by putting rubbish in the bin and by tidying up their classrooms after activities. Elsewhere, students understood recycling processes and conservation schemes and had been involved in park clear-ups. Once again there was scope for more planning of these activities by students.

3. Teaching and assessment

	Maternelle	Primaire	Collège	Lycée
Teaching for effective learning	Very good ↓	Very good ↑	Very good ↑	Very good ↓

- Teachers were well qualified and had good subject knowledge in all areas of the curriculum, but especially in French, English and science. They were also well aware of how students learn most effectively. They used their subject expertise to model good Arabic, to pose probing questions in Islamic education, to develop critical thinking and creativity in English and French, to help students engage in problem-solving in mathematics and to design experiments in science.
- Lesson planning ranged from good to outstanding. In maternelle, age-appropriate activities encouraged active learning. For older students, planning contained interesting activities linked to the real world. It was particularly strong on focusing on tight deadlines and student self-evaluation. In Arabic, lesson planning was mostly effective but sometimes contained an insufficient range of challenge to match all students' needs. In maternelle the learning environment was attractive for young children and teachers used their creativity effectively to create resources. Overall, teachers made good use of the resources available, but opportunities to use IT were limited.
- Interactions between students and with teachers were very positive. They were based on mutual trust and respect, creating a learning environment in which students worked together collaboratively in pairs and groups. In this intellectually safe environment, students had the opportunity to engage in serious discussions and freely answer thought-provoking questions.

- Many teachers organised students' work in groups. In the best classes, the needs of individual students were well met through support from teachers' use of adapted materials and approaches. Additionally, individuals received help from fellow students. Occasionally, higher attaining students could have been challenged even more.
- In the best lessons students were encouraged to think critically, to solve problems using creative ideas and to be independent learners. In mathematics, for example, students chose their own strategies for solving complex problems and used technology for investigations and research. In French, students were required to use high-level analytical skills when comparing and contrasting different forms of literature.
- In Arabic as a first language, most teachers consistently applied their knowledge of their subjects. They planned purposeful lessons and interacted with students to ensure they were engaged learners. Teachers used strategies that adequately met the needs of groups of students. Few instances of critical thinking were observed in the higher classes, and rarely in the lower classes.
- Teaching in Arabic as an additional language was generally appropriate. An appropriate range of activities was provided and most lessons had positive teacher-students interactions. In the less effective lessons, particularly in the collège phase, expectations were not high enough to extend students' learning.

	Maternelle	Primaire	Collège	Lycée
Assessment	Outstanding	Very good ↓	Very good ↑	Very good ↑

- The school linked its internal assessments very well to the French national curriculum, which resulted in reliable and valid evaluation of students' attainment and progress over time.
- The school appropriately benchmarked students' academic outcomes against French national examinations at the end of the collège and lycée. Although no international benchmarking tests were used, some students took the SAT and Teaching of English as a Foreign Language examinations in Grade 12 for collège entrance purposes.
- The school's systems allowed for accurate monitoring of students' progress in all subjects. Middle leaders worked closely with teachers to ensure that tracking of students' academic outcomes was accurate and provided useful information. In maternelle, the school tracked individual children extremely well but did not fully identify trends in attainment over time.
- The use of assessment data to influence teaching and the curriculum varied across phases and subjects. Differentiated teaching based on assessment data was not yet a consistent feature of the school.
- Teachers understood their students' strengths and weaknesses very well. They used that information to provide students with appropriate challenge and support in the classroom. Students were often involved in effective self and peer-assessment practices that allowed them to understand and improve the quality of their work.

4. Curriculum

	Maternelle	Primaire	Collège	Lycée
Curriculum design and implementation	Outstanding	Very good ↓	Very good ↓	Very good ↓

- The school followed the French national curriculum but enjoyed some flexibility in its implementation. The maternelle curriculum had recently been introduced and was welcomed for its greater emphasis on skills, differentiation, the inquiry approach and links to real life. There was a strong focus on language skills with carefully planned progression. In the primaire, collège and lycée the curriculum had sufficient range and balance. It provided relevant content and the opportunity to develop very good knowledge, skills and understanding.
- The curriculum was well planned in all phases. It ensured progression and met the needs of almost all students, who were well prepared for the next phase of their education. The transitions between phases were made easier by, for example, initiating joint projects on vocabulary building for the younger students.
- The broad-based curriculum allowed specialisms but promoted a balance between subjects, so that students were well prepared for their careers. The curriculum was mostly implemented in a way that ensured engagement and enjoyment.
- The school purposefully promoted cross-curricular links and encouraged students to make connections between their different areas of learning.
- The school conducted regular reviews of the curriculum in all phases in relation to students' achievements and needs. The academic and personal development needs of the students were intrinsic to the way in which the curriculum was both designed and implemented.
- The school taught UAE social studies integrated with various subjects. It was taught mainly in Arabic, but also through the media of English and French. The school's social studies curriculum included opportunities for students to develop their knowledge and research skills. The programmes promoted interest and enjoyment and allowed students to engage in personal project work. Teachers planned good links with Emirati culture and the society of the UAE. Students were able to compare the social structure of the UAE with that of their own countries.

	Maternelle	Primaire	Collège	Lycée
Curriculum adaptation	Very good ↑	Very good ↑	Very good ↑	Very good ↑

- Teachers modified the curriculum very successfully to meet the needs of all groups of children in maternelle. From primaire to the lycée most teachers also planned carefully to ensure that their students were fully engaged and challenged. There were numerous enquiry-based projects in place, which gave additional meaning to students' learning. Particularly creative projects were undertaken in senior age groups. Displays around the school demonstrated that learning through projects was part of the school's ethos.
- There was opportunity for creativity, enterprise and social contribution within the curriculum and in extra-curricular activities. For example, a group of students in Grade 12 designed and made a pair of highly sophisticated glasses to improve the vision of the visually impaired. The school participated in local festivals, competitions and exchanges, which enhanced students' experiences.

- Many areas of the curriculum throughout the school, offered the opportunity to develop students' knowledge, understanding and appreciation of the heritage of the UAE. Whether during lessons or class projects, or during whole school events, the school was careful to make cross-cultural links to include all students, and to promote greater understanding of the UAE's culture.
- The school offered a total of seven and a half hours of Arabic sessions per week for all students in Maternelle. There were 81 Arab students and the Arabic programme included an emphasis on phonics and vocabulary.

5. The protection, care, guidance and support of students

	Maternelle	Primaire	Collège	Lycée
Health and safety, including arrangements for child protection / safeguarding	Outstanding	Outstanding	Outstanding	Outstanding

- Child protection was supported by a clearly written policy, which was well communicated at an appropriate level to students, staff and parents. Students were comfortable when talking about their safety and welfare concerns. They clearly understood the level at which these should be communicated. Cyber-safety was an intrinsic part of the curriculum.
- School transport was efficient and safe. Students felt secure in all areas connected to the school. They benefitted from exceptionally well-maintained facilities. All students were very well supervised but this supervision never reached a point of repression, with students able to maintain a healthy and relaxed demeanour around school.
- The buildings and grounds were in excellent condition. Students treated the premises with respect. Detailed records of maintenance were routinely kept and included timely evidence of problems and issues being effectively rectified. Parents were routinely given copies of incident recording forms, thus developing trust and openness.
- Classrooms and circulation areas provided an excellent physical space for learning, promoting active learning and safe movement around the school. New laboratories had enhanced the teaching of science, with safe facilities and an increased level and quality of practical activity.
- Students were able to demonstrate their knowledge of healthy lifestyles in their choices of appropriate food at lunchtime, and in the enthusiasm with which they undertook physical activities. They took their own safety very seriously. Some students encouraged others to take better care of their health.


	Maternelle	Primaire	Collège	Lycée
Care and support	Very good ↑	Very good ↑	Very good ↑	Very good ↑

- Staff-student relationships were exceptionally respectful and friendly. All behaviour was well managed. Students were encouraged to moderate their own conduct where possible without staff intervention. This approach encouraged maturity but also allowed for explorative and sometimes boisterous play where and when appropriate.

- Attendance levels were very high throughout the school as a result of highly effective systems for tracking attendance. Supportive parents who had a commitment to education, and, above all, enthusiastic students who enjoyed and respected their school and the relationships within it, contributed to the outstanding attendance. Parents were contacted immediately by a range of methods in the event of absence.
- The school quickly identified students who required additional help with their learning and had recently re-examined their procedures for allocating support. This had resulted in a more accurate targeting of resources towards those most in need so that their success might be maximised. Gifted and talented students were identified, but the process was much less formal and was not consistent across the phases.
- Most teachers contributed effectively to the modification of their techniques to ensure that students made good progress in the large majority of lessons. While the advice and support from coordinators had developed well, some teachers missed opportunities to differentiate tasks in order to challenge all the students in their class, and to check that all students were fully engaged and contributing to the lesson.
- The support and guidance systems and practices in the school were very highly developed and closely matched to the needs of almost all students. Staff knew the students exceptionally well in all phases. In the lycée, this knowledge assisted in the provision of effective, skilled and sympathetic guidance and training for choices beyond school. Internships and an early start to advice about life after school ensured that students were fully prepared and informed for the future.

Provision for students with special educational needs and disabilities (SEND)

The overall effectiveness of provision for students with special educational needs and disabilities

Very good 

- The leadership and co-ordination of the school's response to SEND in each phase ensured that teachers understood their responsibilities for the progress of all students in their class. This was underpinned by very effective record keeping and by the gathering of helpful information for teachers and parents on learning, well-being and progress.
- Recent improvements in identification had resulted in more careful and efficient targeting of support and resources toward the students who most needed them. The school championed the importance of early identification and intervention, and used the school's educational psychologist effectively and quickly when required.
- Partnerships with almost all parents were exemplary. Parents felt fully engaged in the learning process for their children. They appreciated the school's enthusiasm, professionalism, skills and, most of all, responsiveness to any issues that arose.
- Particularly gifted teaching embedded and entwined assessment in ways that encouraged students to talk about their learning. This was especially effective for those students with SEND who were then able to develop confidence in analysing their own needs. These lessons supported learning in ways that was just as effective as the provision of an additional adult in the classroom, and was a way of making best use of limited resources.
- Progress and outcomes for students with SEND were mostly very good, and almost all felt fully included and valued in the school. This sense of belonging promoted learning. Very good collaborative skills were evident in most lessons.

6. Leadership and management

The effectiveness of leadership

Outstanding

- The principal had a very strong vision for the values which underpinned and permeated the work of the school. They were effectively shared and strongly influenced the direction and development of the school.
- Leadership responsibilities were widely distributed and both senior and middle leaders contributed very effectively to the relevant development priorities identified in the school improvement plans.
- Relationships and communication within the school were both effective and purposeful. Leadership roles were clear. Leaders at all levels were granted both the trust and the flexibility to use initiative in developing their areas of responsibility.
- The school's leaders had a thorough insight into both strengths and the areas needing further development. Their excellent blend of commitment and competence demonstrated the school's capacity for continued improvement.
- Leaders had been successful in developing effective practice in their phases and all those leading initiatives were held fully accountable.

School self-evaluation and improvement planning

Very good ↑

- Self-evaluation was shared widely amongst the staff. Students' outcomes and the results of the many on-going initiatives were carefully reviewed for impact. Senior staff had an accurate view of the school's strengths and priorities for action in most areas.
- Senior leaders and coordinateurs regularly monitored the quality of learning and teaching. They used the outcomes in part, to direct teachers' professional development.
- Improvement plans were well designed to focus on the right priorities and they mostly identified the intended impact of the proposed actions. The school had shown steady improvement in many areas and had maintained its prior strengths.
- Leaders had taken action on all recommendations from the previous report. Accommodation and groupings for Islamic education were better, and significant inroads had been made in developing enquiry, research and thinking skills. Work had been done to make Arabic as an additional language more relevant, but further improvement was needed.

Partnerships with parents and the community

Very good ↑

- The school had established a strong relationship with parents and was highly regarded as a result. Parents contributed, whenever asked, by supporting specific events and activities.
- The school communicated very well. Parents were well informed about their children's progress, had good access to leaders and teachers, and felt confident in raising any queries or concerns.
- Parents felt that the school clearly communicated their children's personal and academic development.
- Partnerships within the local and wider communities helped to support student development. Links with the Collège Notre Dame and St Joseph University in Lebanon, as well as with local schools and businesses, offered exchanges of ideas, mutual projects and valuable work experience.

Governance

Very good ↓

- The governing body represented most of the stakeholders in the school. Although, there was no automatic inclusion from the parent body, there was a close relationship with the parents' committee, which represented parental views. Governors had a very good working knowledge of the school.
- Governors had robust procedures for ensuring that school leaders were held accountable for their performance. Regular reviews of students' attainment and personal development, school events and initiatives, and the work of staff enabled governors to play a significant role in overseeing the school's performance.
- The governing body was central to the formation of the school's values and its direction of development. Whilst academic issues were the preserve of senior leadership, governors ensured that wherever possible, staffing, resources and expertise were made available to support the school's development.




Management, staffing, facilities and resources

Good

- The day-to-day operation of the school was efficient and smooth running and routines were well established and effectively communicated.
- There were sufficient, suitably qualified staff in most subjects. They were well deployed to support both the school's vision and its curriculum. Newly appointed staff received appropriate induction training. All teachers had good access to regular opportunities to further their professional development.
- The school premises were well maintained, safe, and adequate for students' needs.
- The school was mostly well equipped to support students' learning. Facilities for physical education and for science in the upper sections were very good, but systems to support technology for extensive use by students were limited.

The views of the parents, teachers and students

Before the inspection, the views of the 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	
Parents* 	2015-2016	203
	2014-2015	216
Teachers 	31	
Students 	42	

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

- Almost all parents and teachers who responded to the survey felt that school was a safe place. All students felt well cared for and treated fairly.
- Parents were strongly of the view that good teaching, assessment and marking had led to good progress in most subjects, and particularly so in Arabic, English and mathematics.
- Almost all parents felt that the school was well led and communicated effectively with them. They also felt that the school listened to their views and acted upon them.
- Parents felt that the school offered their children an appropriate curriculum which prepared them well for their next stage of learning.
- Strengths identified included behaviour, personal development, and learning skills.
- Around a third of students wanted to see a wider range of extra-curricular activities.
- Responses indicated that a minority of parents, staff and students were unaware of the school's cyber-safety programme.
- Almost all parents felt satisfied with the quality of education in the school and most felt that inspection had led to improvement and helped them understand the quality of the school's work.

If you have a concern or wish to comment on any aspect of this report, you should contact inspection@khda.gov.ae