

THE RACE FOR EXCELLENCE HAS NO FINISH LINE.  
— SHEIKH MOHAMMED BIN RASHID AL MAKTOUM



VERY  
GOOD



المعرفة  
Knowledge

## INSPECTION REPORT

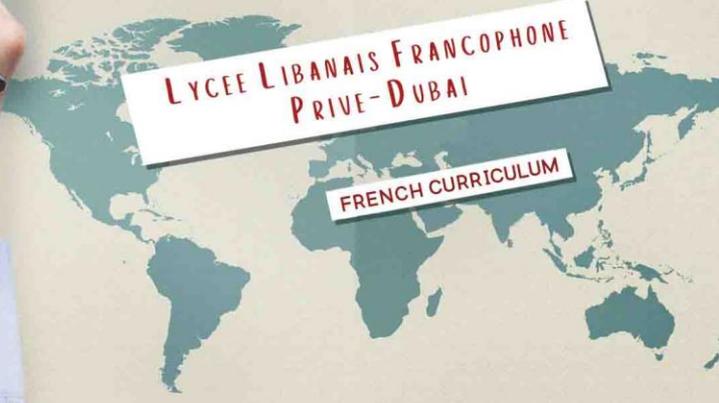
2017-2018

*Lycee Libanais  
Francophone  
Prive-Dubai*

*Celebrating  
10 years of  
inspections*

LYCEE LIBANAIS FRANCOPHONE  
PRIVE-DUBAI

FRENCH CURRICULUM



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## School information

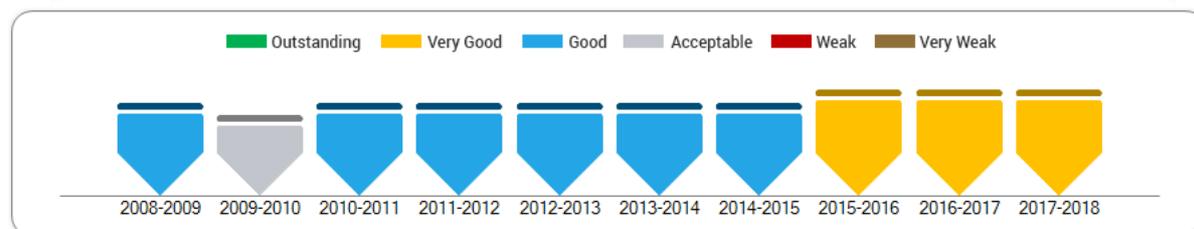
General information	
Location	Al Muhaisnah
Type of school	Private
Opening year of school	2003
Website	www.llfp.com
Telephone	00971-4-2640800
Address	Muhaisnah 4-Dubai- P.O. BOX: 28759
Principal	Joseph Salameh
Principal - Date appointed	8/1/2007
Language of instruction	French
Inspection dates	13 to 16 November 2017

Teachers / Support staff	
Number of teachers	89
Largest nationality group of teachers	Lebanese
Number of teaching assistants	12
Teacher-student ratio	1:12
Number of guidance counsellors	1
Teacher turnover	15%

Students	
Gender of students	Boys and girls
Age range	3-17
Grades or year groups	KG 1-Grade 12
Number of students on roll	1209
Number of children in pre-kindergarten	102
Number of Emirati students	0
Number of students with SEND	48
Largest nationality group of students	Arab

Curriculum	
Educational permit / Licence	French
Main curriculum	French
External tests and examinations	Brevet and Baccalaureate
Accreditation	AEFE
National Agenda benchmark tests	NA

### School Journey for Lycee Libanais Francophone Prive-Dubai



## The DSIB inspection process

In order to judge the overall quality of education provided by schools, inspectors consider the six standards of performance that form the basis of the UAE School Inspection Framework (the framework). They look at children's attainment and progress in key subjects, their learning skills and their personal and social development. They judge how effective teaching and the assessment of learning are across the school. Inspectors consider how well the school's curriculum, including activities inside and outside classrooms, meet the educational needs of all students. They judge how well schools protect and support children. In addition, inspectors judge the effectiveness of leadership, which incorporates governance, management, staffing and facilities.

Inspection judgements are drawn from evidence gathered by the inspection team, including observation of students' learning in lessons, review of their work, discussions with students, meetings with the staff, parents and governors, and review of surveys completed by parents, teachers and students.

### Judgements are made on a six-point scale

DSIB inspection teams make judgements about different aspects, phases and subjects that form the work of the school, using the scale below, which is consistent with the framework.

Outstanding	Quality of performance substantially exceeds the expectation of the UAE
Very good	Quality of performance exceeds the expectation of the UAE
Good	Quality of performance meets the expectation of the UAE (This is the expected level for every school in the UAE)
Acceptable	Quality of performance meets the minimum level of quality required in the UAE (This is the minimum level for every school in the UAE)
Weak	Quality of performance is below the expectation of the UAE
Very weak	Quality of performance is significantly below the expectation of the UAE

## Summary of inspection findings 2017-2018

Lycée Libanais Francophone Prive-Dubai was inspected by DSIB from 13 to 16 November 2017. The overall quality of education provided by the school is **Very Good**. The section below summarises the inspection findings for each of the six performance indicators described in the framework.

### Leadership and management

Inspired by the principal, school leaders share a clear sense of purpose and a pride in the students' personal and academic achievements. Systematic and rigorous self-evaluation processes are features of the everyday life in the school. The school communicates effectively with families. Parents appreciate this and are very well-informed. Governors are increasing both the quantity and quality of IT resources to enhance students' learning.

### Students' achievement

In Maternelle and Collège, students show outstanding achievement in French and mathematics. French language attainment is outstanding across all phases. Progress in French has improved to outstanding in the Collège and Lycée. Attainment for Islamic education in the Lycée, and Arabic as an additional language in the Primaire has improved to good. English achievement is outstanding across all three phases.

### Students' personal and social development, and their innovation skills

Students are self-disciplined and behave well in class and around school. Almost all students have extremely positive relationships with their classmates and all staff. Across the school, students demonstrate a strong work ethic and take responsibility for their learning. Emirati traditions and cultural heritage are well known and understood by students, who are enthusiastic to develop their understanding of Islamic values.

### Teaching and assessment

Teachers possess Very good subject knowledge and most plan well and motivate students to learn. In the best lessons, teachers implement plans, which effectively match tasks and activities to the needs of different groups of students. Teachers use a range of approaches to gather information and keep records of students' progress and attainment.

### Curriculum

The curriculum is broad, balanced and personalised to meet the interests and needs of almost all students. It includes linguistic, physical and creative experiences and is regularly reviewed to ensure the highest quality provision for students' academic and personal achievements. Phase transitions are planned well.

### The protection, care, guidance and support of students

Effective procedures are in place to ensure outstanding care, support and safety for students. Healthy lifestyles are promoted by the school. The arrangements for the management of student attendance and punctuality are highly successful.

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### What the school does best

- The outstanding achievement in English across the Primaire, Collège and Lycée phases.
- The excellent attitudes to learning, the courtesy and harmony evident amongst all the students, staff and parents.
- Outstanding arrangements for health, safety, care and support.
- The commitment, vision and strong sense of common purpose of the school's leaders, at all levels.
- Highly supportive, committed and involved parents and governors.

### Key recommendations

- Secure excellence in teaching and learning, across all phases by:
  - improving the differentiation of planned activities in lessons to ensure higher ability students are always sufficiently challenged
  - providing more opportunities for students to develop their skills of enquiry and critical thinking
  - consistent, effective use of the school's new technological resources to enrich and deepen students' learning.

## Overall School Performance

Very good

### 1. Students' Achievement

		Maternelle	Primaire	Collège	Lycée
 Islamic education	Attainment	Not applicable	Very good	Good	Good ↑
	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	Good ↑	Acceptable	Not applicable
	Progress	Not applicable	Good	Acceptable	Not applicable
 Language of instruction	Attainment	Outstanding	Outstanding	Outstanding	Outstanding
	Progress	Outstanding	Very good	Outstanding	Outstanding
 English	Attainment	Not applicable	Outstanding	Outstanding	Outstanding
	Progress	Not applicable	Outstanding	Outstanding	Outstanding
 Mathematics	Attainment	Outstanding	Very good	Outstanding ↑	Very good
	Progress	Outstanding	Very good	Outstanding ↑	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	Outstanding ↑	Outstanding ↑	Outstanding ↑	Outstanding ↑

## 6. Leadership and management

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	Very good ↑

## National Priorities

### National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of UAE, and Ruler of Dubai, launched the UAE National Agenda 2021, with education being a prime focus. The National Agenda includes two major objectives developed with the intention of placing the UAE among the most successful countries that provide world-class education. By 2021, it is expected that the UAE will feature in the top twenty countries in the 'Programme for International Student Assessment' (PISA) test and in the top fifteen countries in the 'Trends in Mathematics and Science Studies' (TIMSS) test.

In response to this, each participating school was issued a report on their students' performance in these international assessments and, in addition, they were provided with clear targets for improving their performance. In 2015, KHDA launched the National Agenda Parameter, which is a method for measuring and monitoring schools' progress towards achieving their individual National Agenda targets through the use of external benchmarking assessments.

**The following section focuses on the impact of the National Agenda Parameter in meeting the school's targets:**

**Not Applicable**

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## Moral Education

- Moral education is taught as a discrete subject as well as being effectively integrated across different areas of the curriculum.
- Teaching is in French, Arabic and English. Teachers liaise to ensure consistency and continuity and they effectively use a variety of resources to engage and motivate students.
- Lessons are planned, so that learning is adjusted to provide additional support where it is necessary, but activities do not always sufficiently challenge some students.
- Assessment in moral education is evolving. It considers how students feel and their thoughts and actions in relation to moral dilemmas.

**The school's implementation of the Moral Education Programme is developing.**

## Social Studies

- The UAE social studies curriculum is well balanced, relevant and effective in developing students' knowledge, skills and understanding.
- UAE social studies is taught primarily during Arabic lessons. Teachers plan appropriate lessons and make links to other curriculum areas to help students transfer their learning between subjects.
- Students work effectively in groups, collaborating to produce joint projects and presentations.
- A variety of regular assessments provide appropriate measures of students' progress in UAE social studies.

**The school's implementation of the UAE social studies is developing.**

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## Innovation in Education

- Students enjoy investigative work, for example in science. Here, for example, they are expected to plan independently and pursue their own questions and problems, and find ways to solve them.
- Older students develop their skills of innovation and social enterprise by considering how they can work to help the community in which they live.
- The school works closely with foreign embassy representatives and also with local schools, on spoken French language initiatives.
- Through the ongoing curriculum reviews, adaptations are being made to planning in the majority of subjects to enable students to access opportunities and resources which support innovative practices.
- There are increased opportunities to use technology as a result of significant investment by governors.

**The school's promotion of a culture of innovation is developing.**

# Main inspection report

## 1. Students' achievements

		Maternelle	Primaire	Collège	Lycée
Islamic education 	Attainment	Not applicable	Very good	Good	Good ↑
	Progress	Not applicable	Very good	Good	Good

- Students in Primaire continue to show high levels of achievement in Islamic education. Progress in both Collège and Lycée is consistently good which results in good attainment. Students' application of tajweed (rules of recitation) remains adequate.
- Students across the school make rapid progress in their studies of the life of the Prophets and the seerah of the Prophet (PBUH). Students in Primaire and Collège develop their understanding of moral values. Increasingly, students in Lycée make links between the various areas of the Islamic education.
- As a result of home learning and research, students across all phases improve their knowledge of the seerah and the life of the companion. Students in Lycée use this knowledge and their understanding of the Qur'an to provide evidence in their discussions.

### For development

- Raise students' expectations in the subject to promote greater depth of learning, so that they acquire greater knowledge, understanding and skills across all areas of Islamic education.

		Maternelle	Primaire	Collège	Lycée
Arabic as a first language 	Attainment	Not applicable	Good	Good	Good
	Progress	Not applicable	Good	Good	Good

- In Arabic as a first language, the majority of students exceed expected outcomes in their language skills across the phases. The good progress they make in lessons is also seen in their recent work.
- Most students have well-developed skills in reading comprehension. They understand meaning, using context clues and previously learned information.
- Older students' language is enhanced with local dialects. Students' writing skills develop at a good pace.

#### For development

- Improve teaching and assessment practices to increase students' outcomes in speaking and writing.

		Maternelle	Primaire	Collège	Lycée
Arabic as an additional language 	Attainment	Not applicable	Good ↑	Acceptable	Not applicable
	Progress	Not applicable	Good	Acceptable	Not applicable

- In Arabic as an additional language, the majority of students attain levels that exceed curriculum expectations in the Primaire and most meet the expectations of the curriculum in the Collège. Students in the Primaire make good progress in their lessons and in recent work.
- Students across both phases develop their skills of effective listening. They understand spoken discourse where there are many familiar words. Students respond well to reading texts especially in the Primaire. Their writing is developing, whilst in their speaking, they use single words or basic, simple phrases
- In the best lessons, improved teaching and assessment practices have impacted on students' outcomes across the phases, particularly in the Primaire.

#### For development

- Ensure consistency in teaching and the use of assessment strategies to improve students' achievements in the Collège.

		Maternelle	Primaire	Collège	Lycée
Language of instruction 	Attainment	Outstanding	Outstanding	Outstanding	Outstanding
	Progress	Outstanding	Very good	Outstanding	Outstanding

- Attainment is outstanding across all phases. Students' progress is mainly outstanding but very good in Primaire. Almost all children and students benefit from the school's focus on oral skills which builds confidence and positively impacts on achievement.
- By the end of Maternelle, almost all children speak very confidently with teachers and other adults and express their own ideas well. Primaire students read a range of genres, effectively using inference and deduction. Grade 9 students express their opinions well, both orally and in writing.
- Throughout the school, high quality achievement continues in French language. Almost all children and students make significant gains in their knowledge, skills and understanding.

#### For development

- Increase the opportunities for students to extend to apply writing conventions and develop extended writing skills.

		Maternelle	Primaire	Collège	Lycée
English 	Attainment	Not applicable	Outstanding	Outstanding	Outstanding
	Progress	Not applicable	Outstanding	Outstanding	Outstanding

- The high standards of achievement seen in previous inspections have been maintained and nearly all students have English language skills above curriculum expectations. The highest attaining students could sometimes be further challenged.
- Students in Primaire progress very well across all four skills and acquire a strong understanding of the use of grammar. In Collège, where emphasis is placed on learning through presentation and performance, oral and listening skills are strongly developed. In Lycée, higher order reading skills are strong.
- Students are motivated to learn the language. They collaborate well in groups and are accustomed to taking responsibility for their own learning. They can express themselves clearly in both written and spoken English on a wide range of subjects.

#### For development

- Higher level challenges to stretch the highest attaining students should be more integral to the curriculum.

		Maternelle	Primaire	Collège	Lycée
Mathematics 	Attainment	Outstanding	Very good	Outstanding ↑	Very good
	Progress	Outstanding	Very good	Outstanding ↑	Very good

- Attainment and progress in mathematics are consistently strong throughout the school. The highest levels of achievement are seen in the Maternelle and Collège sections. All students in these sections attain at higher than expected levels.
- Children and students have well-developed skills across all aspects of the mathematics curriculum. A minority of students can use processes with accuracy but are less skilful in solving problems.
- Changes in the strategies used in the Primaire section, when working with number, have helped students to visualise mathematical processes and improved their levels of understanding. Collège students are beginning to be more proactive in using their mathematical skills.

#### For development

- Provide more opportunities for students, at all levels, to think critically about their mathematics, using problems with alternative approaches and solutions.

		Maternelle	Primaire	Collège	Lycée
Science 	Attainment	Very good	Very good	Very good	Very good
	Progress	Very good	Very good	Very good	Very good

- The large majority of students show high levels of achievement across all phases and in all three science disciplines.
- Overall, students possess very good investigative skills. They design and plan their own investigations, collect information and thoroughly evaluate the outcomes of practical work. The older students use computers effectively to support their research and learning in science.
- The large majority of students articulate their knowledge and understanding extremely well, both orally and in writing. Teachers provide challenging work that promotes students' skills in scientific reasoning and in the evaluation of the work they do.

#### For development

- Ensure consistency in the quality of planned, investigative work, and in how well teachers involve all students in discussions in lessons.

	Maternelle	Primaire	Collège	Lycée
<b>Learning Skills</b>	Outstanding	Very good	Very good	Very good

- Learning skills are well-developed across the school. In the best lessons, students develop effective research skills. Increasing use of problem solving and investigative approaches, contribute effectively to raising students' achievement.
- Students frequently collaborate and critically evaluate the work that they do. Where teachers engage students in discussion and problem solving, learning is very good. Students express their knowledge and understanding well, both in speech and in writing.
- In a large minority of lessons, most frequently with older students, the increasing use of computers and other technologies helps them to develop research and independent learning skills.

#### For development

- Ensure work is matched to the learning needs of all students, particularly when providing challenging extension activities for the most able students.

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

	Maternelle	Primaire	Collège	Lycée
<b>Personal development</b>	Outstanding	Outstanding	Outstanding	Outstanding

- Across all phases, students show outstanding attitudes and behaviour. They enjoy positive relationships with their peers and with staff. The strong school ethos plays a significant role in students' personal development.
- Students are independent, curious and personally responsible. They have well-developed attitudes and are mature. They make healthy food choices, and enjoy opportunities for exercise.
- It is evident from their high attendance levels that students appreciate "leur vie scolaire" and have a sense of pride in their nurturing school community.

	Maternelle	Primaire	Collège	Lycée
<b>Understanding of Islamic values and awareness of Emirati and world cultures</b>	Good	Good	Good	Good

- Students' understanding of Islamic values and awareness of Emirati culture across all phases remain strong as does their knowledge of their own culture. Students' understanding of Islamic values improves as they move up the school.
- Students' appreciation of Emirati culture and heritage is effectively celebrated in their work, much of which is displayed across the school. They are impressed at how the Dubai infrastructure and the economy have developed over such a short time. They willingly and actively participate in national celebrations.
- Across Collège and Lycée, students are acquiring a knowledge, awareness and an appreciation of Islamic values alongside an understanding of world cultures, because of their participation various cultural projects.

	Maternelle	Primaire	Collège	Lycée
<b>Social responsibility and innovation skills</b>	Good	Good	Good	Good

- Students have very positive attitudes to learning and many take on responsibilities within the school. They say that they are involved in decision-making but that this is mostly adult led. Older students volunteer for charitable work and enjoy planned visits.
- Students gain pleasure from their work and enjoy the rapport they have with their teachers. Students have been involved in fund raising and would like to do more of this.
- Students understand the necessity of looking after the environment for future generations. They have a developing understanding of what constitutes a sustainability project and see these as essential work. The "French Schools in the World" project has allowed interdisciplinary work between subjects.

#### For development

- Enhance the students' use of initiatives by developing a range of projects which they can pursue in their own ways.

### 3. Teaching and assessment

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

- Teachers have extensive knowledge of their subjects and most plan lessons extremely well. Work is usually challenging and well matched to the needs of most students.
- Teachers use a wide range of teaching methods. Searching questioning and discussion between students have a positive impact on students' learning. Work to improve students' literacy skills is leading to significant improvement in how well students can express their understanding.
- In all phases, opportunities for students to work independently lead to confident, deep learning. Teachers establish extremely good relationships which encourage students to feel secure in discussing their understanding of new ideas.

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

- Assessment in the Maternelle is well established and used very effectively. In the Primaire, Collège and Lycée the system provides extensive data and information, which are interrogated by staff. Individual students and parents are kept well informed.
- The level of analysis available to enable staff to meet needs of students is extensive and used to good effect.
- The assessment processes continue to improve as a set of tools to raise standards of teaching. The full impact is yet to be seen and will require improved teacher proficiency.

#### For development

- Make full and comprehensive use of all assessment data. Plan lessons that challenge and aid all groups of students to reach their full potential.

## 4. Curriculum

	Maternelle	Primaire	Collège	Lycée
<b>Curriculum design and implementation</b>	Outstanding	Very good	Very good	Very good

- The French national curriculum, including the most recent amendments, is fully implemented. It enables cross-curricular links, particularly in Collège, with Enseignements Pratiques Interdisciplinaires (EPI) and in Lycée, with Travaux Personnel Encadrés (TPE).
- The curriculum provides teachers with very good opportunities to plan for independent learning, research and critical thinking. The flexibility in implementation allows for numerous projects, for example the work with two neighbouring schools supporting French language skills for non-native speakers.
- Regular reviews of the curriculum occur at phase, inter-phase and subject coordinator level. The school systematically develops the curriculum as part of its aspiration to meet the academic and personal needs of all students.

	Maternelle	Primaire	Collège	Lycée
<b>Curriculum adaptation</b>	Very good	Very good	Very good	Very good

- The curriculum is very effectively modified to meet the needs of different groups of students. A specific focus on writing has had a positive impact on students' progress in both reading and writing.
- The use of initial referral forms and individual education plans, help teachers to meet the needs of students with special educational needs and disabilities (SEND).
- The school has made significant adaptations to the curriculum in the light of work scrutiny and the use of a range of assessments.
- The school provides daily Arabic instruction for all students in Maternelle. The curriculum is well-designed and phase appropriate, and in line with the whole curriculum.

### For development

- Provide more opportunities for well-planned and innovative, cross-curricular links across all phases.

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

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

- The school provides a safe and secure environment for students of all ages. Effective arrangements are in place to educate students about, and protect them from, all forms of abuse, including cyberbullying. Students know what to do if they have concerns.
- The school is fully compliant; staff are trained, licensed and insured as required. Contracts with outside providers ensure that the buildings are secure, clean and properly maintained. Records are kept of student health. Incidents of harm are communicated immediately to parents.
- The new building provides additional classroom space and excellent facilities for science, IT and the clinic, in addition to separate accommodation for students in Lycée and Collège. Students across the school have an appreciation of what constitutes healthy living.

	Maternelle	Primaire	Collège	Lycée
<b>Care and support</b>	Outstanding ↑	Outstanding ↑	Outstanding ↑	Outstanding ↑

- Across the school, relationships between students and staff are highly positive. Expectations of student behaviour and the consequences of misdemeanours are explained clearly in the introductory pages of the student diary. Parents access information about grades, conduct, punctuality and attendance online through the school's IT information system.
- Skilled senior staff members use a range of diagnostic assessment tools to identify accurately each student's needs. Their subsequent progress, through the school, is under constant review. High quality teaching and appropriate modifications ensure that students with SEND progress very well.
- The school provides excellent guidance and support to students to help them with decisions about their future careers and to make successful university applications. The introduction of student class representatives in Lycée confirms the school's recognition that students' needs and concerns should be heard.

### For development

- The school maximises the opportunities brought by the provision of the new chemistry laboratory and clinic.

## Inclusion of students with SEND (Students of determination)

### Provision and outcomes for students with SEND

Very good

- Leadership has been strengthened. The reallocation of responsibilities, to three part-time special educational needs and disabilities coordinators (SENDCos) is a key strategic move. So is increasing the amount of time available for leaders to work with all students. One SENDCo is the inclusion champion. The SEND department has very good capacity for further improvement. The school continues to invest in the professional development of its teachers.
- The identification of students begins as soon as they enter school. Effective systems are in place to engage, fully, the students, parents and teachers. The plans for students are informed by a broad range of data and evidence.
- All parents are highly positive about the work of the SENDCos and the support their children receive. They celebrate what they see is an inclusive school. Communication systems are open and staff are approachable regarding any matter that might be of concern.
- All modifications take place within the classrooms, under the skilful guidance of the teachers whose very good assessment procedures mean that the work is closely matched to need. The initial referral forms begin the process of modification. Further, if individual plans are necessary, they are created by staff with parents. The plans drive the effective support for the students within all classes
- Almost all students make very good progress in lessons, because of skilled teaching that addresses individual needs. The teachers know their students very well and a real learning partnership is developed for the benefit of the students. This is not quite so secure in Arabic and Islamic lessons. Almost all students are closing the gap in attainment between themselves and their peers.

### For development

- Make available frequent, detailed information for parents regarding the progress of their children. Include timelines for measuring the effectiveness of planned interventions.

## 6. Leadership and management

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	Very good ↑

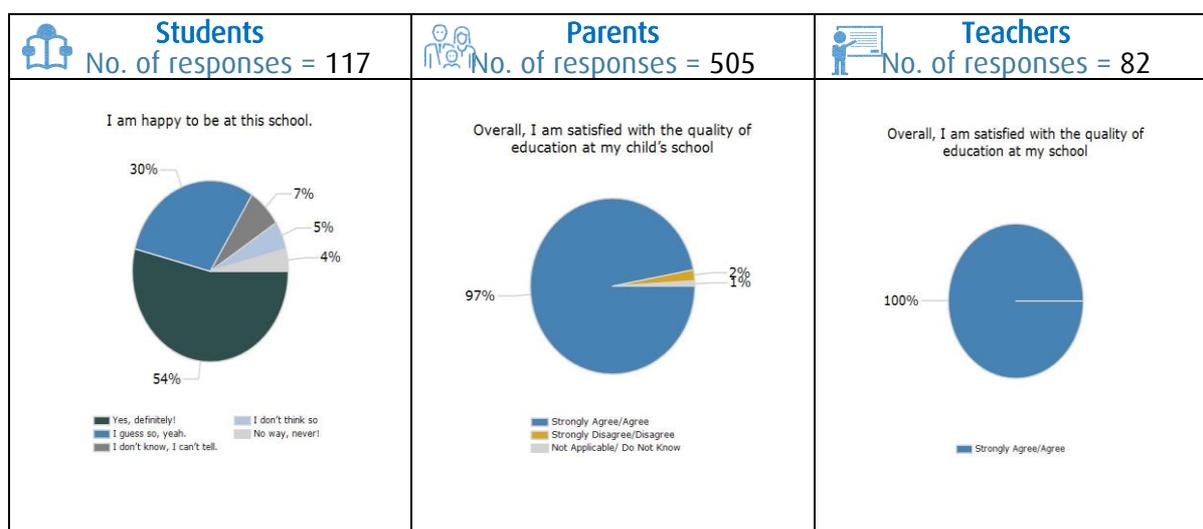
- The clear and challenging vision is continually promoted and exemplified by the principal. It is shared by the whole school community with the support of committed governance, an enthusiastic senior leadership team and middle leaders' group. Excellent relationships exist between all leadership levels and the entire learning community in the school.
- The leadership team has identified strengths and areas for development in the school and appropriate priorities for school improvement. These are incorporated in the school development plan and longer term strategic planning. School self-evaluation is rigorous across and between phases. All staff members are clear about and committed to their parts in achieving the school's vision.
- Parents have a steadily growing partnership with the school, which has a positive influence on students' learning. Parents take pride in the school and enjoy the open-door approach established by the leaders. They benefit from the clear and improved communication channels that keep them informed about their children's progress. The school's links with neighbouring, and fellow Agency for French Education Abroad (AEFE), community schools add value to provision.
- The school and governors work closely with parents through appropriate consultations such as surveys, an open-door policy, access to students' assessment information and meetings. The strategic and advisory role of governance includes holding the professional leaders of the school to account for its performance. It is both transparent and effective. The governors' monitoring of students' outcomes is highly influential in developing academic achievement across all subjects and phases.
- Almost all aspects of the day-to-day management of the school are very well organized, impacting positively on students' achievements. Very effective and clear routines are in place. The school is appropriately staffed to fulfil the vision and mission. Almost all staff members are suitably qualified and benefit from regular personalized professional development that closely matches school priorities. The teachers are well deployed to promote students' achievement.
- Facilities and resources have been greatly enhanced in the past year. Almost all learning areas are of high quality, and are used frequently to promote students' achievements. The environment inspires teaching and learning with a wide range of high quality resources matching curriculum requirements and students' needs.

### For development

- Embed consistent and rigorous whole school monitoring and evaluation and short term planning to continue to raise standards of teaching and learning.

## The views of parents, teachers and senior 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.



 <b>Students</b>	<p>Most of the respondents are very positive in their opinions about the school, but a minority disagreed that teachers treated students fairly. A large minority disagreed that they have a wide range of extra-curricular activities to choose from in this school. The inspection team also considered that this was a school with a very positive, family-feel.</p>
 <b>Parents</b>	<p>A significant number of parents responded to their survey. They express very positive opinions about almost all aspects of school's provision and outcomes. A minority disagree that the school provides quality counselling and that their children are learning to use technology to conduct research. The inspection team were also positive regarding most aspects of school provision.</p>
 <b>Teachers</b>	<p>Almost all teachers responded to their survey. They are extremely positive in their opinions about the school's provision and outcomes. A few disagree that students are offered a wide range of extra-curricular activities to choose from and that students with special educational needs and disabilities are well supported in their learning.</p>

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## 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 [inspection@khda.gov.ae](mailto:inspection@khda.gov.ae)