

INSPECTION REPORT

2022-2023



**LYCÉE FRANCAIS INTERNATIONAL GEORGES POMPIDOU
SCHOOL (DUBAI BRANCH)**

FRENCH CURRICULUM

VERY GOOD

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SCHOOL INFORMATION

GENERAL INFORMATION

	Location	Dubai Academic City
	Opening year of School	1973
	Website	https://lfigp.org
	Telephone	97143260026
	Principal	Bruno Ghislain Marie Asselin
	Principal - Date appointed	9/1/2022
	Language of Instruction	French
	Inspection Dates	06 to 10 March 2023

STUDENTS

	Gender of students	Boys and girls
	Age range	6 to 18
	Grades or year groups	Grade 1 to Grade 12
	Number of students on roll	2157
	Number of Emirati students	32
	Number of students of determination	226
	Largest nationality group of students	French

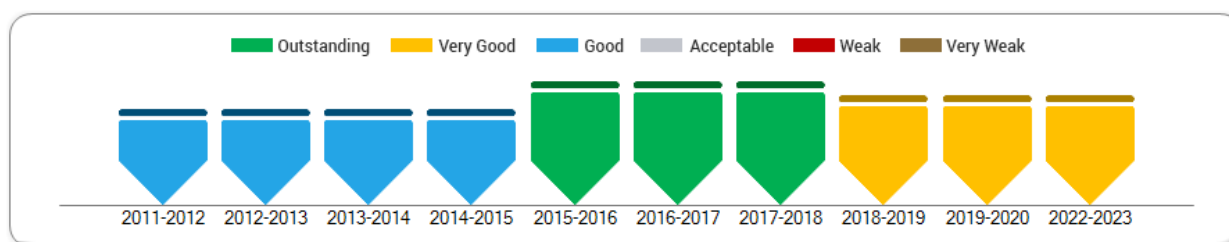
TEACHERS

	Number of teachers	180
	Largest nationality group of teachers	French
	Number of teaching assistants	2
	Teacher-student ratio	1:12
	Number of guidance counsellors	2
	Teacher turnover	13%

CURRICULUM

	Educational Permit/ License	French
	Main Curriculum	French
	External Tests and Examinations	Brevet, Baccalauréat
	Accreditation	French Ministry

School Journey for LYCEE FRANCAIS INTERNATIONAL GEORGES POMPIDOU SCHOOL (DUBAI BRANCH)



Summary of Inspection Findings 2022-2023

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

STUDENTS OUTCOMES	<ul style="list-style-type: none"> Outstanding attainment in English and sustained excellent attainment in mathematics are continued strengths of the school. Attainment in French continues to be very strong in Primaire and Lycée, but has declined in Collège. There has been decline in attainment in science with little improvement in Islamic Education or Arabic. Students' learning skills are very strong and contribute greatly to their success. Almost all students display an extremely positive work ethic. Older students initiate and manage some projects, including the development of online links leading to exchanges with students from other countries. There is little evidence of enterprise or innovation that could impact on the wider community. Students have a well-developed understanding of, and commitment to, a healthy lifestyle. They take the lead in many physical activities and sporting competitions.
PROVISION FOR LEARNERS	<ul style="list-style-type: none"> The quality of teaching in Primaire and Lycée is better than in Collège, where teaching is more variable in French and science. In all phases, teachers demonstrate secure subject knowledge and have positive relationships with students. Assessment information is used to influence curriculum development but rarely teaching, except in English, where success criteria are commonly used by students and teachers. The school follows the French curriculum, which is effective in developing a balance of skills, knowledge and understanding. The school is still not compliant with Ministry of Education (MoE) requirements for Islamic Education and Arabic. The curriculum is modified very effectively to provide students in the British international section with opportunities to enhance their bilingual skills by teaching the element of the French National Curriculum through English in several subjects. Security is robust. Procedures ensure that students are safe on school transport. The school has regular practices to ensure the safety of students in case of fire or other emergency incidents. The clinic provides very high levels of medical care. Staff have positive relationships with students and are aware of their needs. The wellbeing of students is monitored.
LEADERSHIP AND MANAGEMENT	<ul style="list-style-type: none"> The recently appointed Proviseur, supported by relatively new senior leadership colleagues, is beginning to re-establish a learning community that values an authentic French curriculum. The skilful and committed leadership of the Directeur has gained the trust of students, parents and staff in Primaire. Governors periodically monitor the school's actions but do not hold leaders sufficiently accountable for the quality of the school's performance.

The best features of the school:

- Outstanding attainment in English and sustained excellent achievement in mathematics
- Students' very strong personal development, attitudes to learning and work ethic
- The wide range of options and choices.
- The enduring excellent support of parents and their pride in belonging to the school community.






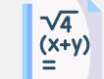

Key Recommendations:

- Improve the effectiveness of governance and ensure more regular monitoring of the school's performance.
- Develop the provision for inclusion.
- Improve the quality of self-evaluation and ensure that improvement plans are detailed and coherent.
- Reduce the variability in teaching by providing appropriate training programmes.

Overall School Performance

Very good

1. Students' Achievement

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

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

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

3. Teaching and assessment

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

4. Curriculum

	Primaire	Collège	Lycée
Curriculum design and implementation	Very good	Very good ↓	Very good
Curriculum adaptation	Very good	Good	Good

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

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

6. Leadership and management

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

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

Focus Areas

National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of the UAE, and Ruler of Dubai, launched the UAE National Agenda 2021. In 2015, KHDA launched the National Agenda Parameter, which is a method for measuring and monitoring schools' progress towards achieving the UAE National Agenda targets. [The following section focuses on the success of the school in meeting the National Agenda Parameter targets.](#)

Not Applicable

Wellbeing

The quality of wellbeing provision and outcome is at a moderate level.

- The school's vision for wellbeing informs policies and provision, but initiatives to support wellbeing do not always have sufficient impact. The team collaborates to identify areas of success and those requiring improvement, with solutions in place for students' wellbeing. The school gathers and uses wellbeing data from stakeholders to develop new activities and programmes promoting wellbeing. Day-to-day school routines facilitate some wellbeing issues.
- Although staff members recognise the importance of supporting wellbeing, the school's policy and practice in this area is still underdeveloped, leading to inconsistent practice. Relationships between teachers and students are positive and supportive. The school is in the early stages of addressing staff wellbeing needs, and it considers parents' feedback to build trusting relationships. Opportunities for students and parents to provide feedback on a range of wellbeing matters are offered.
- The school uses a range of curriculum and programme approaches in most subjects to support and develop students' wellbeing. Class routines promote students' achievement and positive self-image. Students enjoy learning and are motivated to improve. They are aware of the importance of adopting healthy lifestyles and make informed decisions about their health and safety. Almost all students report feeling safe at school.

UAE social studies and Moral Education

- UAE social studies and moral education are taught as both as separate subjects and integrated across the curriculum using the moral, social and cultural framework. Weekly lessons are allocated in all phases. UAE social studies is taught from Grades 1 to 12. Lessons are delivered by class teachers and subject specialists. Teachers plan lessons around a range of motivating topics such as managing finances, global warming and environmental protection. Students participate actively in discussion, collaborative learning and research. Students in Collège make high-quality presentations on topics about architecture in the UAE. Their work is assessed against success criteria at the end of each unit.
- Moral education is taught to students in Grades 1 to 12 by class teachers and subject specialists. Teachers encourage students to think critically and to collaborate productively. In Collège, students discuss topics such as universal values and the importance of human rights. They make connections between the wider world and what they are learning. In all phases, students are assessed against similar success criteria which measure students' skills of participation, communication, presentation and information literacy.

Main Inspection Report

1. Students' Achievement

Islamic Education

	Primaire	Collège	Lycée
Attainment	Acceptable	Acceptable	Acceptable
Progress	Acceptable	Acceptable	Acceptable

- Most students' attainment is broadly in line with curriculum expectations. Students' progress in lessons is slightly better in Upper Primaire, Collège and Lycée than in Grades 1 to 3. Non-Arab students perform better in most areas of the subject. The school's internal data do not reflect students' current levels accurately.
- Most students, especially Arabs, develop strong memorisation skills. Their knowledge and application of supplication and Islamic manners are slowly developing. Older students have a better understanding of The Holy Qur'an and Hadeeth. Most students show gaps in their learning and a lack of depth in their written answers.
- The school's focus on recitations and Holy Qur'an competitions has improved students' memorisation and recitation skills. Knowledge and application of Tajweed rules are variable. Students' knowledge of Seerah remains underdeveloped, particularly in Primaire.

For Development:

- Improve students' knowledge and application of the rules of recitation.
- Improve students' knowledge and understanding of Seerah and their ability to apply what they learn to everyday situations.
- Raise students' achievement by providing more opportunities for independent learning and activities that are stimulating and challenging.

Arabic as a First Language

	Primaire	Collège	Lycée
Attainment	Acceptable	Acceptable	Acceptable
Progress	Good	Acceptable	Acceptable

- Students in all phases make expected progress in lessons and in their recent work. As a result, attainment is in line with curriculum standards. Students' progress in Primaire is better, although progress in reading and writing is limited.
- Most students make significant gains in acquiring new Arabic vocabulary from texts. Their reading comprehension skills are slowly developing. Although listening and speaking skills are strong, independent creative writing and grammatical accuracy are underdeveloped, particularly in Collège and Lycée.
- The school's additional support, and activities in Collège and Lycée are insufficient to improve students' linguistic skills. The impact of these activities is not monitored. Students are not sufficiently challenged or supported. As a result, too few students make better than satisfactory progress.

For Development:

- Improve students' reading comprehension and writing skills through a targeted programme.
- Ensure that students make better progress in Collège and Lycée through regular professional training for teachers to improve provision.

Arabic as an Additional Language

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

- Most students attain in line with curriculum standards. In lessons and in recent work, the majority of students makes better than expected progress in Primaire. In Collège, most students progress is in line with curriculum standards.
- In Primaire, students' listening and speaking skills allow them to initiate conversations in familiar contexts. They write in short sentences. In Collège, they are not able to use different tenses without support. In all phases, reading and writing skills are underdeveloped.
- Teachers' low expectations of students and their inconsistent use of Arabic in lessons are hindering progress in Collège.

For Development:

- Improve students' reading comprehension and writing skills by giving opportunities to read and write at length, and for pleasure.
- Ensure that students make better progress in Arabic in Collège by providing adequate challenge.

Language of instruction

	Primaire	Collège	Lycée
Attainment	Outstanding	Very good	Outstanding
Progress	Outstanding	Very good	Outstanding

- The most rapid progress leading to high attainment is in Primaire and Lycée. Attainment has declined in Collège. This is confirmed by inspection evidence and results in French national tests and examinations.
- Reading and oral skills are strengths in all phases. Students become confident communicators by Grade 5 and acquire an extensive range of vocabulary. Writing skills are not developed to the same standards, especially in Collège, where students face issues with grammar and spelling.
- In Collège and Lycée, students are merely required to complete worksheets. Insufficient opportunities to develop critical thinking limit students' opportunities to become innovative, independent learners.

For Development:

- Ensure that teachers share best practices to reduce inconsistency in teaching and to enhance students' progress.
- Improve teaching strategies so that all groups of students are systematically challenged and supported.

English

	Primaire	Collège	Lycée
Attainment	Outstanding	Outstanding	Outstanding
Progress	Outstanding	Outstanding	Outstanding

- Students demonstrate highly-developed speaking and literacy skills. Strong foundations in literacy are established in Primaire. Students' achievement improves, in part, due to being taught in English in other subjects. In Collège and Lycée, students confidently interpret challenging material. They develop fluency and accuracy in writing exceptionally well.
- By the end of Primaire, reading fluency and comprehension are very strong. Older students are skilful in translation and in exploring literary and structural features. Extended writing for different purposes is not well developed across all phases.
- The use of success criteria has a positive impact on progress in Lycée. However, the use of feedback to refine written work is not routinely implemented. Students do not use the library facility regularly.

For Development:

- Ensure that the refinement of written work, including the use of feedback, is an integral part of the writing process.
- Enable greater use of the library for more independent, creative reading and writing experiences.

Mathematics

	Primaire	Collège	Lycée
Attainment	Outstanding	Outstanding	Outstanding
Progress	Outstanding	Outstanding	Outstanding

- Students in Lower Primaire attain highly in French national tests. Work in lessons does not show consistently high achievement because more able students do not develop the skills to solve complex problems early enough. Most in Collège and Lycée attain highly, in both the Brevet and Baccalauréat examinations.
- Throughout the school, most students have secure basic skills and use mathematical vocabulary accurately. Problem-solving strategies and reasoning skills are, for the most part, well developed.
- A clear focus on improving students' mental calculation skills is having a good impact on achievement in Primaire. Students' use of online platforms to practise their skills enables them to know how well they are doing and how to improve.

For Development:

- Ensure that more able students access complex problems as soon as they are ready to do so.

Science

	Primaire	Collège	Lycée
Attainment	Very good	Very good ↓	Very good ↓
Progress	Very good ↓	Very good ↓	Very good ↓

- In Primaire, outcomes are strong, based on internal assessment of knowledge and understanding. There is little development of transferable scientific skills of inquiry. This is most evident in Collège and Lycée, although there have been some declining results in the Brevet and in biology in the Baccalauréat.
- Students in Primaire work through a science programme based in theory, on inquiry skills. However, the reality is that they are not engaging in practical experiments regularly enough to acquire fully the skills of prediction, observation, recording, and concluding.
- In Collège and Lycée, students build a knowledge base leading to a theoretical understanding of practical issues. They do not develop the transferable skills that would prepare them to be scientific investigators, of the highest quality, in higher education or the world of work.

For Development:

- In Primaire, ensure that scientific investigations take place frequently, using books to record rather than to direct learning.
- In Collège and Lycée, reintroduce hypothesising about practical issues and then help students to design related experiments.

Learning Skills

	Primaire	Collège	Lycée
Learning skills	Outstanding	Outstanding	Outstanding

- Students are highly motivated, successful, and reflective learners. Their attitudes contribute significantly to the progress which they make in lessons. Their well-developed learning skills are not used to best effect to optimise progress in Islamic Education or Arabic.
- Collaboration skills are highly effective, particularly in English, mathematics, and moral, social and cultural education. Communication and presentation skills in both French and English develop exceptionally well. When given the opportunity, students can be creative and innovative. Scientific enquiry skills develop too slowly.
- Students have become more proficient in the use of educational technologies, sharing their learning on dedicated platforms and undertaking independent research. In Lycée, students take more responsibility for their learning to achieve personal targets.

For Development:

- Create opportunities for students to use their learning skills fully to optimise progress, particularly in Islamic Education and Arabic.

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

	Primaire	Collège	Lycée
Personal development	Outstanding	Very good	Outstanding

- Almost all students demonstrate a strong sense of personal responsibility. They have a positive attitude towards school and usually do their best. They are respectful towards fellow students and adults. The student ambassadors are active in supporting and promoting students' wellbeing.
- Most students enjoy coming to school. They feel safe, valued and well supported. Students' behaviour in class and when moving between lessons is generally excellent. However, a small minority of students in Collège displays undesirable behaviour both in class and around the extensive campus where student free time during the day, is not always adequately monitored.
- Students have a well-developed understanding of, and commitment to, a healthy lifestyle. They consciously make healthy food choices when choosing their meals. They take the lead in many physical activities and sporting competitions.

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

- Students demonstrate a strong understanding and appreciation of the values of Islam and how they influence local society. They respect Islamic values and are keen to apply them in their own lives. In Primaire, students show awareness of the importance and role of the mosque.
- Students' knowledge and respect for UAE culture is excellent. Throughout the school, students show pride in being part of this society. They contribute willingly to the various national celebrations. Students organise some celebrations of Emirati culture.
- In Collège and Lycée, students demonstrate an awareness of their own culture and other world cultures. They are mindful, and respectful, of other cultures, but their participation in celebrating different cultures is limited, although better in Primaire.

	Primaire	Collège	Lycée
Social responsibility and innovation skills	Good	Good	Very good

- In Lycée, several students hold positions of responsibility and have a highly-positive impact on the school and on the wider community. Students in Primaire have an impact within their school community.
- Almost all students display a very positive work ethic. Older students initiate and manage some projects, which include making online links leading to exchanges with students from other countries. However, there is little evidence of enterprise or innovation that could impact positively on the wider community.
- All students care about their school environment. They are aware of the importance of a sustainable future. They encourage the recycling of bottles, pens, batteries and other commodities. They enhance the immediate school environment by planting shrubs.

For Development:

- Improve students' behaviour in Collège.
- Raise students' awareness of Islamic values and world cultures, especially in Collège and Lycée.
- Ensure that students in each phase find opportunities for enterprise in school and beyond.

3. Teaching and assessment

	Primaire	Collège	Lycée
Teaching for effective learning	Outstanding	Very good ↓	Outstanding

- The quality of teaching in Primaire and Lycée is better than that in Collège, where teaching is more variable in French and science. In all phases, teachers demonstrate secure subject knowledge and establish positive relationships with students.
- In English and mathematics, teachers have consistently high expectations of what students can achieve. Appropriate challenge and support for students of all abilities are not strong features of all lessons, particularly in Islamic Education and Arabic.
- There have been some improvements in the quality of teaching in Arabic as a first language in Primaire. Developing enquiry skills in science is no longer a strong feature. Professional training has not yet improved the quality of teaching and, consequently, students' outcomes in Islamic Education and Arabic.

	Primaire	Collège	Lycée
Assessment	Good ↓	Good ↓	Very good ↓

- Internal assessment processes lack consistency. There are no clear data for students' progress against the curriculum standards. In Collège and Lycée, assessment is externally validated through the Brevet and Baccalauréat. However, other benchmarking is lacking.
- Some data are analysed centrally. They focus on summative tests, rather than on regular assessment of students' work. There are no evaluative data on students' personal or social development or wellbeing.
- Assessment information influences curriculum development but rarely teaching, except in English. Teachers have a better understanding of their students' needs in the smaller classes in Lycée, but assessment data are not used to adapt learning to the needs of individuals in any phase.

For Development:

- Provide effective professional training to improve teaching.
- Ensure that all teachers know how to use data to personalise learning for all groups of students.
- Improve the use of data analysis and usage to improve students' social and emotional development and wellbeing.

4. Curriculum

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

- The school follows the French National Curriculum, which is effective in developing a balance of skills, knowledge and understanding, and provides for seamless continuity and progression. The school is still not compliant with MoE requirements for Islamic Education and Arabic as a first language.
- The school offers a wide range of sections. In addition to the compulsory French, English and Arabic, students have a choice between German and Spanish. A wide range of cross-curricular links enhances students' learning, with special attention given to the culture of the UAE.
- Leaders, extracting data from Pro-Note, conduct periodic reviews of the curriculum, with emphasis put on fluency and literacy skills in both French and English.

	Primaire	Collège	Lycée
Curriculum adaptation	Very good	Good	Good

- Students in the British international section have their bilingual skills enhanced by the teaching of the French curriculum in English in several subjects. In lessons, modifications for students of determination and for those with gifts and talents are inconsistent.
- A wide range of activities in all phases enables students to enhance their learning, practise their skills and participate in competitions and projects. Students develop enterprise and innovation skills through participation in trade projects, varied workshops and links with company professionals.
- Students gain a strong understanding of Emirati culture and heritage, especially in lessons in Islamic Education and Arabic, and through field trips. Support to meet the needs of students of determination is most effective in Primaire.

For Development:

- Ensure that the compliance issues in Islamic Education and Arabic as a first language are addressed.
- Modify the curriculum in all phases to meet fully the needs of different groups, especially students of determination and those with gifts and talents.

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

	Primaire	Collège	Lycée
Health and safety, including arrangements for child protection / safeguarding	Outstanding	Very good ↓	Very good ↓

- There are very strong procedures to ensure the safety and welfare of students, including procedures for child protection. Security is robust. Students are safe on school transport. Regular evacuation drills ensure the safety of students in case of fire or other emergencies.
- Buildings are clean, well maintained and provide appropriate facilities. All potentially hazardous materials are stored securely. The school promotes healthy lifestyles very effectively and provides healthy food options. The clinic offers very high levels of medical care. Records are carefully maintained.
- Access to upper floor classrooms in Collège and Lycée is difficult for students with a physical disability as ramps are steep and slippery. The school does not have strategies to rectify this.

	Primaire	Collège	Lycée
Care and support	Very good ↓	Very good ↓	Very good ↓

- Members of staff have positive relationships with students and are aware of students' needs. Teachers follow a consistent approach to managing behaviour. Students are polite and self disciplined. The school keeps accurate records of attendance and punctuality. Systems for managing attendance and punctuality are effective.
- The school has procedures for identifying students of determination. Support is provided for most, and for those with gifts and talents, but it is insufficient. Opportunities are available for students with gifts and talents to develop their strengths in extra-curricular activities. Challenge in lessons is inconsistent.
- The wellbeing of students is monitored. The information is used to provide personal and academic guidance and support. The school counsellor supports students' needs. Older students receive information on post-school education.

For Development:

- Take immediate measures to improve access to learning spaces for all students.
- Ensure that all staff have access to professional training opportunities to reinforce the care and support of students.

Inclusion of students of determination

Provision and outcomes for students of determination

Good ↓

- The school has a commitment to inclusion. However, the admissions policy is not fully inclusive. The school has insufficient processes of review and evaluation. Leaders who are accountable for the outcomes of students of determination have little impact on strategy or practice.
- The school has systems in place to identify students of determination. Information obtained leads to some interventions. Leaders have a developing knowledge of the patterns and trends of inclusion within the school. The use of KHDA categories of need is generally appropriate.
- The school informs parents of their children's progress through whole-school reporting on attainment and progress in curriculum subjects. Information about progress relating to individual plans and targets is sometimes shared. Parents have access to guidance but are not fully involved in their children's educational planning, implementation and review.
- There is a focus on promoting the independence of students of determination. They are engaged in relevant and meaningful learning opportunities. However, most teachers in Collège and Lycée are inexperienced in supporting differentiated provision. Curriculum modification meets the needs and ability levels of most students.
- Assessments show that most students acquire knowledge and skills and make expected progress. Support is generally appropriate. However, resources are not sufficiently personalised to develop specific skills. The monitoring of provision for students of determination is not sufficiently robust.

For Development:

- Review the admissions policy and develop an inclusive education improvement plan.
- Strengthen communication with parents.
- Improve the training of all teachers in aspects of inclusion.

6. Leadership and management

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

- The recently-appointed Proviseur, supported by relatively new senior leadership colleagues, is beginning to re-establish a learning community that values an authentic French curriculum. The skilful and committed leadership of the Directeur has gained the trust of students, parents and staff in Primaire. Leaders are tackling the challenge of ensuring that very high standards of attainment are sustained, however, the whole-school vision for consistently outstanding teaching has not yet been sufficiently developed. They have not articulated a clear understanding of what needs to be done to innovate and improve the school.
- Self-evaluation and improvement planning are not approached systematically. Senior leaders understand the need to ensure highly-consistent approaches in the monitoring of students' progress. Leaders are committed to improvement and understand the importance of judging the effectiveness of teaching through its impact upon students' learning outcomes, but this has not yet translated into consistent classroom practice. Improvement plans are not sufficiently coherent or detailed. Leaders have not implemented the recommendations of the previous inspection report.
- There are opportunities for parents to be involved in the life and work of the school. Parents of students in Primaire speak highly of the school's communication with them and the ease with which they can contact staff. Reporting on students' progress has improved and is regular and sufficiently detailed. Links with the local community and other schools are being re-established, as are international links. Parents are very supportive of the school but are not yet fully involved in their children's school life or in decision-making.
- Governance is in a state of flux. Stakeholder representation is guaranteed through the conseil d'établissement, although parents do not feel that their views are always heard. They bemoan a lack of true working democracy. Governors periodically monitor the school's actions but do not hold leaders sufficiently accountable for the quality of the school's performance. The school has recently appointed a general manager who is the governors' representative and to whom parents have access. Clarity around this role and its impact on developing a truly outstanding educational setting has not yet been established.
- Most aspects of management of the school are well organised, and impact positively on students' achievements. Timetabling arrangements necessitate a long school day for some secondary students. Most teachers are suitably qualified and experienced. Some who are inadequately qualified are not supported through training programmes. Facilities provide a stimulating environment for learning, sport and recreation. Governors have not invested in modernisation of the premises or in site accessibility for those students who need it. They recognise the need to keep curriculum resourcing under review.

For Development:

- Ensure that all leaders have an accurate understanding of what needs to be done to improve the school, and students' outcomes, and that they have the capacity to evaluate the quality of teaching and its effect on students' achievement, accurately.
- Capitalise on parents' goodwill, use their expertise to the full, ensure they feel valued and consider their views.
- Ensure efficient and effective curriculum resourcing to support students' achievement

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