

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

OUTSTANDING

المعرفة
Knowledge

INSPECTION REPORT

2017-2018

*Lycee Francais
International Georges
Pompidou School
(Dubai Branch)*

*Celebrating
10 years of
inspections*

LYCEE FRANCAIS INTERNATIONAL GEORGES
POMPIDOU SCHOOL (DUBAI BRANCH)

FRENCH CURRICULUM

Contents

School information	3
The DSIB inspection process	4
Summary of inspection findings 2017-2018.....	5
National Priorities	9
Main inspection report	13
1. Students' achievements.....	13
2. Students' personal and social development, and their innovation skills.....	17
3. Teaching and assessment	18
4. Curriculum	19
5. The protection, care, guidance and support of students.....	20
Inclusion of students with SEND (Students of determination).....	21
6. Leadership and management	22
The views of parents, teachers and senior students.....	23

School information

General information

Location	Dubai Academic City
Type of school	Private
Opening year of school	1973
Website	www.lfigp.org
Telephone	04-3260026
Address	POBOX 294471 Academic City-Al Ruwayyah
Principal	PASCAL CHARLERY
Principal - Date appointed	9/1/2017
Language of instruction	French
Inspection dates	26 to 01 March 2018

Teachers / Support staff

Number of teachers	151
Largest nationality group of teachers	FRENCH
Number of teaching assistants	1
Teacher-student ratio	1:14
Number of guidance counsellors	2
Teacher turnover	0%

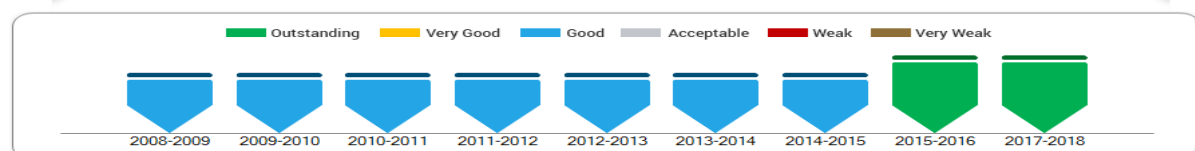
Students

Gender of students	Boys and girls
Age range	6-18
Grades or year groups	Grade 1-Grade 12
Number of students on roll	2042
Number of children in pre-kindergarten	0
Number of Emirati students	15
Number of students with SEND	93
Largest nationality group of students	French

Curriculum

Educational permit / Licence	French
Main curriculum	French/ French
External tests and examinations	National French examinations
Accreditation	None
National Agenda benchmark tests	0

School Journey for Lycee Francais International Georges



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

Lycee Francais International Georges Pompidou School (Dubai Branch) was inspected by DSIB from 26 to 01 March 2018. The overall quality of education provided by the school is **outstanding**. The section below summarises the inspection findings for each of the six performance indicators described in the framework.

Leadership and management

All senior leaders, including the principal, are new to the school. They ensure that evaluations of the school's performance are accurate. Well-constructed action plans are in place to address any areas where improvement is needed. Relationships and communication with parents are excellent. Governors are very supportive but have not monitored the provision for Islamic education closely enough. The school is exceptionally well managed.

Students' achievement

Students' attainment and progress in French, English, mathematics and science in collège and lycée are outstanding. Achievement in Islamic education is mostly acceptable with good progress in collège. Achievement in Arabic as a first language is good in primaire and acceptable across the rest of the school. Students make good progress in Arabic as an additional language. Learning skills are very good in primaire and outstanding in the other phases.

Students' personal and social development, and their innovation skills

Students have outstanding attitudes and behaviour across most of the school. However, these are not quite as strong in collège. Students' understanding of Islamic values and UAE culture is very strong in primaire and developing in other phases. Students in all phases, but especially in the lycée, fully understand their responsibilities in the school and in the wider community.

Teaching and assessment

Teachers have a secure understanding of their subjects. Most expertly apply their knowledge in lessons to ensure students make rapid progress in learning. However, this is not as strong in primaire. School leaders track individual student's performance through internal tests, but are not able to make comparisons of their academic performance with their potential in order to identify any gaps in their progress.

Curriculum

The curriculum, in all phases, is fully compliant with French national requirements. The curriculum is effectively planned to ensure continuity and progression in skill development across all phases of the school. Some work has been done to modify the curriculum to meet the needs of different groups of students in French. These modifications are now applied in primaire. The Arabic curriculum still requires closer alignment to the UAE Ministry of Education requirements.

The protection, care, guidance and support of students

The school has rigorous procedures for the safeguarding of students, including child protection. All staff apply these procedures very effectively to minimise any potential abuse, including bullying and use of the internet. The school's caring atmosphere and respectful relationships enable students to become confident learners who enjoy school and achieve well. Supportive behaviour management procedures underpin students' positive attitudes and behaviour.

What the school does best

- The outstanding leadership being provided by newly appointed senior leadership team and the clear focus on continuing improvement.
- Students' outstanding attainment and progress in French, English, mathematics and science in college and lycée.
- The outstanding quality of care and support for students across the school.
- The excellent personal development and sense of responsibility of students in primaire and lycée.








Key recommendations

- Improve the quality of teaching and learning in primaire by:
 - ensuring that teaching is of a consistently high standard in all subjects
 - monitoring more closely the implementation of the curriculum and the impact on students' performance
 - making more effective use of assessment information to track students' progress
- Improve students' progress and attainment in Islamic education and Arabic by:
 - ensuring clear learning targets are based on the UAE national framework for the teaching of Islamic education and Arabic.
 - timetabling lessons at an appropriate time of day, especially in primaire

Overall School Performance

Outstanding

1. Students' Achievement

		Primaire	College	Lycee
Islamic education 	Attainment	Acceptable ↓	Acceptable	Acceptable
	Progress	Acceptable ↓	Good	Acceptable
Arabic as a first language 	Attainment	Good	Acceptable	Acceptable
	Progress	Good	Acceptable	Acceptable
Arabic as an additional language 	Attainment	Acceptable	Acceptable	Not applicable
	Progress	Good	Good	Not applicable
Language of instruction 	Attainment	Outstanding	Outstanding	Outstanding
	Progress	Outstanding	Outstanding	Outstanding
English 	Attainment	Very good ↓	Outstanding	Outstanding
	Progress	Outstanding	Outstanding	Outstanding
Mathematics 	Attainment	Very good ↓	Outstanding	Outstanding
	Progress	Outstanding	Outstanding	Outstanding
Science 	Attainment	Very good ↓	Outstanding	Outstanding
	Progress	Outstanding	Outstanding	Outstanding
		Primaire	College	Lycee
Learning skills		Very good ↓	Outstanding	Outstanding

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

	Primaire	College	Lycee
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	College	Lycee
Teaching for effective learning	Very good ↓	Outstanding	Outstanding
Assessment	Very good ↓	Very good	Outstanding

4. Curriculum

	Primaire	College	Lycee
Curriculum design and implementation	Very good	Outstanding	Outstanding
Curriculum adaptation	Very good	Good	Good

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

	Primaire	College	Lycee
Health and safety, including arrangements for child protection / safeguarding	Outstanding	Outstanding	Outstanding
Care and support	Outstanding	Outstanding	Outstanding

6. Leadership and management

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

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

Emirati Students



As part of the UAE National Agenda, the DSIB continues to focus on the achievement of Emirati students. The Emirati Students Achievement project was launched in September 2017, to prioritise provision for Emirati students across Dubai.

The focus of the inspection is to evidence how effective schools are in raising the achievement of Emirati students. Schools are asked to prioritise the data-informed adaptations to the curriculum and to teaching and learning, as required, to raise the aspirations of students, expectations of staff and subsequent achievements of students.

The following section focuses on the quality of the school's activity in working towards raising the achievement of Emirati students.

Three strands are reported on (each with three elements):

- i) Governance and Leadership
- ii) Learning and Intervention
- iii) Personalisation

- The school has high aspirations for all students, including those of Emirati heritage. Leaders and governors take a strong interest in Emirati students' academic progress and attainment, and teachers check students' progress closely in lessons. Communication with parents is very effective. The school provides regular reports and opportunities for parents to discuss their child's progress with their teachers.
- Emirati students demonstrate well developed learning skills. They respond well to their teachers and have positive attitudes to learning. Most have a strong work ethic. Students benefit from mostly high quality teaching, which enables them to make consistently good and very good progress. Additional French lessons are having a positive impact on the language skills of a few identified students.
- Teachers provide very effective support in lessons to enable Emirati students to achieve well. Most teachers are alert to the need to ensure that students fully understand key concepts. However, in a few lessons these concepts are not explained clearly enough to ensure that they are securely embedded.

The school's provision for raising the achievement of Emirati students is meeting expectations.

Moral Education

- The school is beginning to implement the UAE moral education programme in grades 1 to 9. The curriculum is integrated into the citizenship programme and other subjects where appropriate.
- Teachers plan interesting lessons around topics such as equality, justice and discrimination. They facilitate purposeful discussions to deepen students' understanding and help them reflect on their own views and behaviour.
- Most students have very well developed learning skills and are keen to take part in discussions and debates. In collège students undertake personal research and present their ideas clearly and confidently.
- The school is developing its assessment procedures to evaluate more accurately the impact of moral education on students' attitudes and behaviour.

The school's implementation of the UAE moral education programme is developing.

Social Studies

- The curriculum does not fully meet key requirements of the UAE social studies learning outcomes because it is not taught to all the required grade levels.
- Where it is taught, teachers demonstrate secure knowledge of the subject and effective teaching strategies. Lessons are well planned to promote students' learning.
- Students make some valid connections between different areas of learning. They engage in basic research, which promotes the development of critical thinking and problem-solving skills.
- The assessment of students' progress is not always linked to the expectations of the UAE social studies curriculum.

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


Innovation in Education

- The use of technology in order to enhance and support students' learning is not a strong feature in the school, which limits the development of innovation skills.
- Students benefit from opportunities to think beyond the curriculum focus areas and develop their own projects independently.
- Teachers provide opportunities for innovation when questioning is focused and probing, but this is not evident in all lessons.
- The curriculum does not identify enough challenging activities for higher ability students. However, in research based lessons in lycée, students are able to develop innovative ideas.
- Leaders at all levels are committed to the promotion of innovation. Training is being provided for teachers to increase opportunities for students to develop the skills of innovation.

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

Main inspection report


1. Students' achievements

		Primaire	College	Lycee
 Islamic education	Attainment	Acceptable ↓	Acceptable	Acceptable
	Progress	Acceptable ↓	Good	Acceptable

- Students' attainment and progress in collège and lycée remain similar to the previous inspection. Students in collège make good progress, but this is not reflected in their attainment. Although progress overall is slow in primaire, the progress of many groups of students in upper primaire is stronger.
- Students in collège and lycée make good progress in lessons in Seerah, Hadeeth and Holy Qur'an memorization. Their understanding of the Holy Qur'an and knowledge of rules of Tajweed is less secure.
- Students across collège and lycée, and in particular French speaking students, are improving their Holy Qur'an memorization and application of Tajweed. In all phases, students' knowledge and understanding of the Seerah are improving as a result of independent projects and home based learning.

For development


- Improve all students' understanding of the Holy Qur'an and knowledge of the rules of Tajweed

		Primaire	College	Lycee
 Arabic as a first language	Attainment	Good	Acceptable	Acceptable
	Progress	Good	Acceptable	Acceptable

- In primaire, the majority of students attain levels that exceed expectations, but in lycée and collège, they are generally in line with expectations. In primaire, students make good progress in their lessons and in recent work.
- Listening and reading comprehension skills develop reasonably well. Students in primaire respond particularly well to fiction text and students in the upper grades display a range of literary analysis skills. Students generally use correct grammar in speech. Progress in writing is broadly in line with expectations.
- Improvements to the teaching strategies and assessment procedures are evident, but too recent to have impacted on students' progress and attainment.

For development


- Ensure that the curriculum and the allocation of time for the subject support the improvement of students' progress in reading, writing, speaking and listening to a much greater extent.

		Primaire	College	Lycee
Arabic as an additional language 	Attainment	Acceptable	Acceptable	Not applicable
	Progress	Good	Good	Not applicable


- Most students attain levels that meet curriculum expectations, while a minority of students exceed them. Most students make good progress in lessons and in their recent work.
- Students listening and reading skills are developing reasonably well. They enjoy reading age-appropriate texts and read with increasing accuracy and understanding. Translation is required when the text includes unfamiliar words and phrases. Writing and speaking skills are developing more quickly in primaire than in collège.
- There has been little change in students' progress and attainment since the previous inspection, other than modest improvements in primaire.

For development

- Ensure all students are fully engaged in learning and teachers make regular checks on the progress they are making.

		Primaire	College	Lycee
Language of instruction 	Attainment	Outstanding	Outstanding	Outstanding
	Progress	Outstanding	Outstanding	Outstanding


- In all phases, students make excellent progress in French and attain standards that are well above those observed in most French schools. The emphasis on speaking, reading and writing ensures that the development of these skills is particularly strong.
- Students develop an extensive vocabulary and use French with increasing grammatical accuracy. Creative writing is a strong feature in all phases. Students in lycée are adept in writing for different audiences and purposes from grade 11.
- Since the previous inspection, the curriculum has been improved in line with French Ministry requirements. This has impacted positively on the development of speaking and writing skills. Through links with other subjects, students are gaining a broader understanding of French language and culture.

		Primaire	College	Lycee
English 	Attainment	Very good ↓	Outstanding	Outstanding
	Progress	Outstanding	Outstanding	Outstanding

- Students' achievements in collège and lycée are particularly strong because they are provided with frequent opportunities to develop their listening, speaking, reading and writing skills in a range of contexts. In primaire, the lack of differentiated opportunities limits students' language proficiency.
- In primaire, listening and speaking skills are more advanced than writing skills. In collège and lycée, students demonstrate a secure range of language skills. They are particularly advanced in speaking and writing and are able to reflect on and self-correct their oral and written contributions.
- In all phases, students demonstrate high levels of competence and apply their language skills successfully in everyday contexts. All groups of students make similarly strong progress. This is especially evident in the skills of students attending the European section of collège and lycée.

For development


- Provide more differentiated opportunities for students to read for pleasure and practise extended writing in primaire.

		Primaire	College	Lycee
Mathematics 	Attainment	Very good ↓	Outstanding	Outstanding
	Progress	Outstanding	Outstanding	Outstanding

- A large majority of students in primaire develop skills and understanding that exceed French national curriculum expectations. In collège and lycée, results in external national tests and work in lessons, reflect students' rapid progress and high levels of attainment.
- Across the school, students have secure numeracy skills and use mathematical vocabulary accurately. Collège students develop strong geometry and trigonometry understanding. Most lycée students have a very secure understanding of advanced, complex mathematical concepts.
- Students' high levels of achievement in collège and lycée have been maintained, with an upward trend in lycée. They apply their mathematical skills very effectively to solve increasingly complex problems and develop sufficient conceptual understanding to communicate their solutions in depth.

For development

- Raise students' attainment in primaire.

		Primaire	College	Lycee
Science 	Attainment	Very good ↓	Outstanding	Outstanding
	Progress	Outstanding	Outstanding	Outstanding

- Attainment in internal and external tests, in lessons and students' work show that levels of scientific knowledge, skills and understanding are above French national curriculum standards. Most students across all phases, make better than expected progress both in lessons and over time.
- Investigative skills are systematically developed in primaire where the basic practical skills of measuring, recording and analysing data are embedded. These skills are applied effectively in practical investigations carried out in collège and lycée.
- In lycée, most students' skills of experimentation to test the validity of an hypothesis highly sophisticated. The curriculum builds on the concepts and skills established in collège. Students are able to explain, in some depth, phenomena central to both physical and life sciences.

For development

- Ensure that the level of challenge exemplified in the most effective science lessons is evident in all lessons

	Primaire	College	Lycee
Learning Skills	Very good ↓	Outstanding	Outstanding

- Students are enthusiastic and able to take responsibility for all aspects of their learning. When working in pairs or small groups they collaborate very effectively to achieve their goals. This is a particular strength in the upper phases.
- Students communicate their learning very clearly and with confidence. In most lessons, they demonstrate the ability to make meaningful connections between areas of learning. This deepens their understanding. Students listen respectfully to the views of others and respond appropriately.
- Most students are able to work independently and apply their critical thinking skills when, for example, researching source material. This is particularly evident in collège and lycée. They demonstrate a high capacity for problem solving, but do not always use technology to support learning.

For development

- Extend students' independent use of technology to support their learning.

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

	Primaire	College	Lycee
Personal development	Outstanding	Very good ↓	Outstanding

- Almost all students display extremely positive attitudes to school and learning. They are mature, courteous and polite, and behave in an exemplary manner in lessons and around school.
- Relationships between teachers and students are very cordial and based on mutual respect. Bullying is rare and students are very considerate towards each other. This helps the school to be a harmonious learning community. Attendance and punctuality are very good.
- Students develop a very good understanding of the benefits of a safe and healthy lifestyle. They make good lunchtime choices and most bring healthy snacks from home.

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

- Students' understanding of Islamic values and the culture of the UAE is exceptionally strong in primaire and developing in other phases. Students in collège and lycée are respectful of Islamic values and are increasing their understanding of their relevance to life in Dubai.
- Students in all phases demonstrate an excellent appreciation of their own cultures. They speak confidently about various cultural experiences in different regions of their home countries. Students in collège and lycée are able to compare a limited range of other cultures to their own.
- Understanding of Emirati heritage and culture is slowly improving across the school. Students are increasingly able to discuss the history, economy and politics of the UAE as a result of visits to places of historical and cultural interest.

	Primaire	College	Lycee
Social responsibility and innovation skills	Good	Good	Very good

- Students in all phases, but especially in the lycée, understand their key responsibilities in the school and beyond. They take their work seriously and manage their duties diligently, and perform them with maturity.
- Through the students' council, students take responsibility for tackling issues of concern. They develop their innovative and entrepreneurial skills through participation in projects outside the school, particularly charity projects. They readily contribute to whole school events.
- The school provides students with opportunities to improve their life at the school through 'la vie scolaire.' Most are fully aware of the key environmental priorities in the UAE. However, students' participation in projects that develop an understanding of environmental issues is not always seen in their care of the school environment.

For development

- Develop students' awareness and understanding of Islamic values and their knowledge of the Emirati culture, particularly in the collège and lycée.

3. Teaching and assessment

	Primaire	College	Lycee
Teaching for effective learning	Very good ↓	Outstanding	Outstanding

- The high quality of teaching is a strength in the school, particularly in collège and lycée. Teachers have a secure understanding of their subjects and, in lesson planning, expertly apply their knowledge to ensure that work is meaningful and relevant to students' experiences. This underpins their rapid progress.
- Teachers make the learning objectives clear at the start of lessons. Questioning is used to systematically check understanding and challenge students' thinking. Very good behaviour management skills and excellent relationships ensure learning takes place in a supportive environment.
- Teachers have high expectations of students' learning and the progress they are capable of making. They provide challenging work and excellent support. They skilfully develop students' critical thinking, problem solving and independent learning skills. However, this is not as strong in primaire.

	Primaire	College	Lycee
Assessment	Very good ↓	Very good	Outstanding

- There are established systems for evaluating students learning across all phases. Leaders and teachers analyse data carefully. The availability of timely assessment information to provide support or challenge for those students at risk of not meeting expected levels, is strongest in lycee.
- School leaders carefully track individual student performance through internal tests. However, they are not able to compare student's performance with their potential and identify any gaps in their progress. Not enough use is made of assessment information to match work in lessons to students' differing needs.
- There are examples of highly effective assessment practice that establishes what is expected of students and provides clear feedback on the standard of the work and how it can be improved. This is not consistent in every subject, particularly in primaire.

For development

- To meet the needs of all students, particularly in primaire, make full use of assessment information to make appropriate adaptations to teaching.

4. Curriculum

	Primaire	College	Lycee
Curriculum design and implementation	Very good	Outstanding	Outstanding

- The curriculum is fully compliant with French national requirements. It has a clear rationale and is fully implemented in all phases. Overall, the curriculum is designed to ensure continuity and progression in the development of skills. However, the curriculum for Islamic education and Arabic, and their time allocations do not support better learning outcomes for students, particularly in primaire.
- The emphasis on the development of oral skills is in line with the new requirements of the French Ministry, from élémentaire to baccalauréat. In many subjects, particularly in mathematics and science, there is a focus on the development of critical thinking and problem solving.
- Since the previous inspection, the school has given prominence to the development of speaking and writing skills in French. This is having a positive impact in all phases. Well planned, cross-curricular links consolidate students' learning in meaningful contexts.

	Primaire	College	Lycee
Curriculum adaptation	Very good	Good	Good

- Internal assessment and external examination information is used to identify where more depth in learning is required. To better meet the needs of students, 'French for non-French' speakers' courses are being introduced in élémentaire.
- Detailed records of students' achievements provide teachers with the information needed to adapt their lessons. However, modifications to meet the needs of all students are not consistently evident in all lessons.
- The promotion of Emirati culture has improved since the last inspection. Visits to places of interest within the UAE help students understand the society in which they live. Visits to the Le Louvre Museum, for example, enhance students' understanding of French culture.

For development

- Ensure that the allocations of time and the taught programs for Islamic education and Arabic as a first language are sufficient to raise students' attainment.

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

	Primaire	College	Lycee
Health and safety, including arrangements for child protection / safeguarding	Outstanding	Outstanding	Outstanding

- The school has rigorous child protection and safeguarding procedures. All adults receive appropriate training and follow the procedures systematically. Staff are alert to any potential abuse, including bullying and via the internet. The school's promotion of safe and healthy living is very successful.
- The school provides a very safe and hygienic environment for all students. Security is meticulous. All health and safety measures, including fire and evacuation procedures, and supervision on school transport are very effective.
- Buildings and specialist facilities are maintained in excellent condition. Regular checks by the maintenance team identify any issues and deal with them promptly. Safety equipment is checked regularly. Ramps and a lift ensure access for all students to the upper floors.

	Primaire	College	Lycee
Care and support	Outstanding	Outstanding	Outstanding
<ul style="list-style-type: none"> The caring ethos and respectful relationships enable students to become confident learners who enjoy school and achieve well. Behaviour management is effective. Adult supervision provides an appropriate balance with giving students' individual responsibility. The school is successful in promoting high levels of attendance and punctuality. The school has effective procedures for the identification of students with SEND and personalised support enables them to make very good progress in most lessons. Appropriate challenge and support for students with particular gifts and talents are not embedded in all lessons. The wellbeing of students is a high priority for the school. Senior staff, including school counsellors and the psychologist, provide high quality pastoral support and guidance for students. Students feel well cared for and know they can approach a trusted adult if they have any concerns. 			
For development	<ul style="list-style-type: none"> Ensure that all teachers provide an appropriate level of challenge for students with particular gifts and talents. 		

Inclusion of students with SEND (Students of determination)

Provision and outcomes for students with SEND	Very good
<ul style="list-style-type: none"> The inclusion champion, senior leaders and the governor for inclusion all promote a highly inclusive ethos in the school. They review the provision for students with SEND regularly and formulate well-considered plans to improve the provision for each student. The school uses a range of assessment procedures to ensure the accurate identification of students' needs. These include the use of specialist centres and other professionals for more complex cases. The information, which includes the views of parents, is used to plan well-designed individual learning programmes (IEPs). The school has a strong partnership with parents. They are fully involved at each stage of the assessment process, including the planning of interventions and reviews of their child's progress. Parents are highly satisfied with the support provided for their children. Students with SEND have access to high quality teaching. Teachers are skilful in making suitable adaptations in their lessons. Most teachers provide appropriate support that enables students to make very good gains in their learning from their individual starting points. Student progress is tracked and the information is used well to make adjustments to the targets in their IEPs. As a result, most students make consistently very good progress in their learning. Personal development and learning skills also develop very well over time. 	
For development	<ul style="list-style-type: none"> Ensure that all teachers maintain a high level of support for students with SEND to enable them to make consistently very good gains in their learning.

6. Leadership and management

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

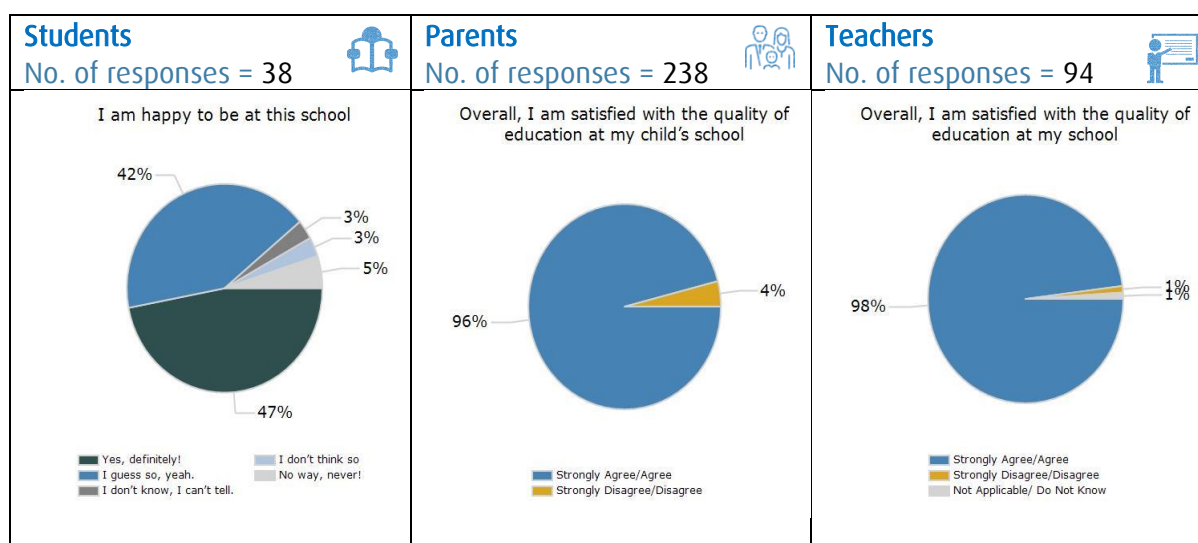
- Despite being in post for a relatively short period of time, leaders are successfully communicating a clear vision to all stakeholders of what the school stands for. As a result, leaders have been highly effective in tackling what needs to be done in order to maintain and improve the success of the school.
- Leaders have a very good knowledge of the school's strengths and weaknesses. All departments are involved in the process of self-evaluation. Lessons are observed and evaluated by senior leaders, and best practice is shared to enhance students' learning experiences. Senior leaders accurately evaluate the impact of initiatives and have well-structured plans in place to address all areas where improvement is needed.
- Effective communication with parents ensures that they are well informed about their children's education. The school website is used to provide information about what their children are learning and school events. Reports include detailed information on students' academic progress as well as their personal and social development.
- The governing board is highly effective in supporting the school. Board members have an excellent range of experience and expertise. The board provides insightful and constructive feedback, and ensures that the school provides a high quality of education. However, governors have not been sufficiently diligent in ensuring that there is high quality provision in Islamic education and Arabic.
- All staff contribute to the very smooth and highly efficient management of the school. Teachers are very well qualified and deployed effectively. All staff benefit from training programmes to enhance their skills. The premises provide an excellent environment for learning, sport, and recreation. However, the resources across primaire and for Islamic education are limited.




For development

- Governors to ensure the suitable timetabling and achievement of students in Islamic education and Arabic, and the availability of resources in primaire.

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.



 Students	<p>Students comment positively about the range of technology resources available to support their learning. They believe that teachers want them to be successful in what they do and therefore provide effective academic and careers advice when appropriate. Inspection findings support this.</p>
 Parents	<p>Overall, almost all parents are satisfied with the quality of education that their children are receiving. Their children are happy to be in school and developing awareness of the UAE culture. The school is offering effective careers advice for older students and all parents believe that children's special needs are being identified and addressed. Inspection findings support this.</p>
 Teachers	<p>Almost all teachers believe that they know students' strengths and weaknesses and that they learn well because of effective teaching. They believe that students at the school are well behaved and respectful to adults and that they all get along well together. All teachers state that students' special educational needs and disabilities are accurately identified and they are supported in their learning.</p>

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