

Lycée Georges Pompidou High School Inspection Report

Secondaire to Lycée

Report published May 2011

Contents

Explanation of the inspection levels used in the report.....	3
Basic information about the school	3
How well does the school perform overall?	4
Key features of the school	4
Recommendations.....	5
How good are the students' attainment and progress in key subjects?.....	5
How good is the students' personal and social development?	7
How good are the teaching and learning?.....	7
How well does the curriculum meet the educational needs of all students?.....	8
How well does the school protect and support students?	9
How good are the leadership and management of the school?	9
Summary of inspection judgements.....	11
Next steps	15
How to contact us	15

Explanation of the inspection levels used in the report

Outstanding – exceptionally high quality of performance or practice.

Good – the expected level of quality for every school in Dubai.

Acceptable – the minimum level of acceptability required for Dubai. All key aspects of performance and practice in every school should meet or exceed this level.

Unsatisfactory – quality not yet at the level acceptable for schools in Dubai. Schools will be expected to take urgent measures to improve the quality of any aspect of their performance or practice that is judged at this level.

Lycée Georges Pompidou High School was inspected in March 2011 as part of the regular inspection of all schools in Dubai. The inspection covered key aspects of the work of the school at all stages. It evaluated students' achievements, the effectiveness of the school, the environment for learning, the school's processes for self-evaluation and capacity for improvement. There was a particular focus on students' progress in Islamic Education (for Muslim students), Arabic, English, mathematics and science.

Basic information about the school

Located in Dubai International Academic City, Lycée Georges Pompidou High School is a private school providing education for boys and girls from Collège to Lycée, aged 11 to 18 years. The school follows a French curriculum. At the time of the inspection there were 904 students on roll. The student attendance reported by the school for the last academic session was good.

As part of the inspection process, Dubai Schools Inspection Bureau analysed responses to on-line questionnaires issued to parents. Most of the parents who responded to the questionnaire were generally satisfied with the quality of education offered by the school. The majority of parents thought their child was progressing well in English, mathematics and science, compared to the acceptable progress students were making in Islamic Education and Arabic as a first and an additional language. The same proportion of parents stated that teaching and learning at the school were at least of a good quality, while a minority thought that there were not enough extra-curricular opportunities provided by the school. Most parents thought their children were being treated fairly and that incidences of bullying were dealt with effectively. The majority of parents who responded to the questionnaire thought that communication with parents was timely and effective and that the school was well led. They felt that activities and opportunities outside of the classroom was an area of development on which the school could focus more.

How well does the school perform overall?

The Lycée Georges Pompidou provided a good quality of education. The school had made good progress in addressing the recommendations from the last inspection. Notably, for example, the strategies developed by the school to stop students smoking had led to improvements.

Attainment and progress in French, English and mathematics were good in all phases and attainment and progress in science were good in the Collège and outstanding in the Lycée. In Islamic Education, attainment and progress were acceptable in the Collège, but unsatisfactory in the Lycée. In Arabic as a first language, attainment and progress were acceptable in both Collège and Lycée. In Arabic as a second language, attainment and progress were acceptable in the Collège. Students' attitudes and behaviour were good in Lycée and outstanding in Collège. Teaching and learning were good in all sections. Most teachers had good subject knowledge, a good rapport with students and planned their lessons well. Assessment processes had improved from the last inspection and were good in all grades. The curriculum was good in all sections of the school. Students studied all of the required subjects, including subjects regarded as extra-curricular activities in other international curricula. The timetabling for Islamic Education had improved since the last inspection in addition to improved health and safety arrangements. The quality of support was also good in all grades. Leadership and management were good. The new leadership team had a clear vision to improve the school. Middle managers contribute to the development of their area, but they need to play a more evaluative role. The school knew itself well and had carried out improvements in line with the last report's recommendations. Partnerships and communication with parents were good and effective. Governance was good. Staffing, facilities and resources were good, but information and communications technology (ICT) facilities needed to be further developed.

Key features of the school

- Students achieved good levels of attainment in external examinations;
- The school provided a purposeful learning environment;
- There were respectful and constructive relationships between students and teachers;
- Good evaluation processes were in place at senior management level;
- Governance supported school improvement effectively;
- Attainment and progress in science were outstanding in the Lycée;
- Students' knowledge of the UAE culture and traditions was basic;
- Attendance in the Lycée was sporadic, particularly in Islamic Education lessons.

Recommendations

- Improve provision for the teaching and learning in Islamic Education in order to improve attainment and progress, particularly in the Lycée;
- Continue to improve assessment procedures by providing more detailed feedback to both parents and students about how work may be improved;
- Develop a school overview of teaching and learning by promoting the role of subject co-ordinators as catalysts for change;
- Expand existing resources, with a particular emphasis on new technologies, to be used in all lessons to create a stimulating and interactive learning environment.

How good are the students' attainment and progress in key subjects?

Attainment and progress in Islamic Education were acceptable in the Collège but unsatisfactory in the Lycée. The majority of students in the Collège, particularly in Grade 9, memorised and recited the prescribed verses from The Holy Qur'an to an acceptable level. However, not all students were able to accurately apply the Tajweed rules of recitation. The majority of students understood the Prophet Mohammad's (PBUH) Hadeeth, but needed to develop their skill in relating his teachings to real-life situations. Older students in Seconde asked mature and probing questions which reflected their enthusiasm for the subject. The attainment and progress of older students in Première and Terminale was unsatisfactory due to repeated truancy.

Attainment and progress in Arabic as first language were acceptable in both the Collège and the Lycée. The majority of students had good listening skills as they responded well to familiar texts. Speaking skills were acceptable when students had to answer direct questions, but a number of students found it difficult to hold extended conversations in standard Arabic. Reading skills were acceptable although a minority of students were slow readers and did not read with appropriate intonation. Students were able to analyse a wide variety of texts reflecting different literary genres. In the Collège, students' writing was mostly limited to answering comprehension questions, but there were good examples of extended writing in the Lycée. In general, students' knowledge of grammar was not in-line with expectations.

Attainment and progress in Arabic as an additional language were acceptable. Students' listening skills were acceptable in general and older students could follow the lessons where Arabic was being increasingly used. However, targeted listening was not systematically developed. Speaking skills were in line with expectations as most students could answer direct questions using their increasing knowledge of vocabulary. A number of students however, found it difficult to speak freely outside this familiar context, such as to express an opinion. Oral reading skills were acceptable and comprehension skills improved over grade levels. In the lower grades, students were learning to copy words and sentences correctly in clear handwriting, but writing was mostly confined to short paragraphs about familiar topics.

Students were not sufficiently using their linguistic acquisition to promote their verbal and writing communication skills.

Attainment and progress in French, the language of instruction, were good across the school. The majority of students achieved good results in the national tests and some exceeded the national average. In the secondaire section, good analytical skills enabled students to produce elaborate reflections on a poem, using complex vocabulary. Most students in the school had an advanced understanding of grammar for their age. In a Première lesson, they were able to use grammatical terminology to emphasise the meaning of a text. In another lesson, students preparing for the examination were able to manipulate vocabulary successfully in order to illustrate key points. Their oral skills were equally advanced. However, students for whom French was a second or third language made slower progress. This group found writing a particular challenge.

Attainment and progress in English was good in the Lycée and the Collège. The attainment of the majority of students, particularly in the Lycée in speaking and listening, was outstanding. Students could express themselves fluently and formulate ideas and opinions with precision. The ability of most students to read complex texts for understanding was above international standards. In Seconde, most students were able to preview a unit in a book, scan texts, predict and identify parts of speech. Students in Première were able to write persuasive texts and understand meaning in a narrative. Most students in the Collège and the Lycée were able to write in the style of different genres and to analyse story plots. Students could write clear detailed texts. In most classes students demonstrated good knowledge, understanding and application of vocabulary, grammar and complex sentence structure.

Attainment and progress in mathematics were good in both the Collège and the Lycée. In Terminale, students demonstrated high levels of mathematical reasoning. The majority of students who sat the Baccalaureat in 2010 achieved better results than in 2009, above international and national standards. In Première, students had a good understanding of a range of forces including vectors. The use of software in Seconde, for mathematics, stimulated students' interest and some less able students made good progress over time. In Troisième students could draw and define a variety of geometric figures. In Cinquième most students could recognise and use relative numbers. Students in Sixième all successfully completed an introduction to software promoting understanding of geometry and drew basic figures. Students were excited by new content and new ways of working and progress was rapid.

Attainment and progress in science were good in the Collège and outstanding in the Lycée. Most students in the Sixième class used microscopes with confidence to examine the differences in the reproductive processes of a variety of plants. In Cinquième all students completed experiments to examine temperature changes during the solidification of a liquid. Students in Quatrième used scientific vocabulary about the human reproductive process accurately and in context. In Troisième they enquired about different kinds of electric current and presented their work in graphical form using Excel. In the higher grades, their research and enquiry skills were outstanding and they acted confidently as young scientists to formulate and evaluate their own experiments as part of the chemistry in cookery course. In all higher

grades, Terminale in particular, students applied their excellent scientific skills exceptionally well in real-life contexts.

How good is the students' personal and social development?

Observed attitudes and behaviour of students in and about the school were outstanding in the Collège and good in the Lycée. During lessons, students were consistently courteous and almost all were quiet and attentive. They were polite and welcoming to visitors. Relationships between students and staff were friendly and based on mutual respect. Attendance and punctuality were good in the Collège and the Lycée. Most students attended regularly and arrived in good time for lessons. Sporadic truancy with parental consent was a concern in some subjects.

Students' understanding of Islam, their civic understanding and their appreciation of local cultures and traditions were acceptable in the Collège and good in the Lycée. Students in both sections of the school had only a basic understanding of the religion, culture and traditions of their country of residence. Students' civic understanding was more prominent in the Lycée, where students felt they had a say in the life in the school and were able to effect change. Students were becoming increasingly involved in work and charity organisations extending beyond the school community. Students in the Lycée had a strong appreciation of the multi-cultural nature of their school, which reflected Dubai and shaped the cosmopolitan nature of their community.

Students' economic and environmental understanding was good in the Collège and outstanding in the Lycée. They were very aware of their own potential contribution and engaged actively in a wide range of related projects. The 'Club Development Durable' took responsibility for the improvement of the school environment. Members of the Student Council wrote a set of rules for the Foyer des Lycéens. Students in the Lycée had a comprehensive knowledge of global environmental issues.

How good are the teaching and learning?

The quality of teaching for effective learning was good in both the Collège and the Lycée. Most teachers had good subject knowledge and understood how their subjects were learnt. There were good relations between most teachers and students, which helped create an ethos where students felt comfortable to ask questions and make mistakes. Most teachers used questioning effectively to challenge students further, including the use of open-ended questions which promoted higher order thinking. Most lessons were planned with clarity about what should be covered, but not always with a clear understanding of what should be achieved in terms of learning outcomes. This meant that students knew what they were doing, but not why they were doing it or what was expected from them at the end of the lesson. Planning did not always sufficiently include an appropriate range of tasks to meet the range of learners needs. In a few less effective lessons, teacher talk was dominant and activities were not engaging to students and they were not given opportunities to work independently.

The quality of students' learning was good in both the Collège and the Lycée. There were very positive interactions between students, who often supported each other's learning. In the effective lessons, students were independent learners and were developing good learning skills, such as the use of different resources to research and find things out for themselves. In a few lessons students were passive learners and were asked to participate only through answering questions and not given enough independence through pair or group work in the class. Students were increasingly using ICT to present their work and were making connections between what they were learning and real-life situations.

The quality of assessment was good, overall. Most teachers knew their students well and were aware of individual students' strengths and weaknesses. However, this was not always translated into differentiated tasks to better suit the students' different abilities. There were periodic formal and external examinations, conducted at the end of Troisième and Terminale, which informed the school about students' attainment in relation to the expectations of the French National Curriculum. Data collected based on school tests, however, was not sufficiently and consistently analysed to inform the school about trends in attainment or general weaknesses. The staff were developing their understanding and use of shared criteria or assessment grids with students, who were using these for self and peer-evaluation. Marking of students' work was regular, but there was an inconsistency in the quality of written feedback.

How well does the curriculum meet the educational needs of all students?

The quality of the curriculum was good in both the Collège and Lycée and was improving. It was compliant for Islamic Education and Arabic and met the requirements of the French Ministry of Education. The curriculum was well planned, under continuous review and any newly introduced subject or cross-curricular programmes were evaluated in detail in relation to their impact on the learning of students. Inter-disciplinary programmes were underdeveloped but improving and students were involved in sustainability projects on marine life, for example. There was good provision for a range of languages, including distance learning courses in Italian and Chinese. There were good arrangements to support the transition of students entering Sixième. There was also a strong emphasis on transition across grades, in order to ensure that students did not repeat work already covered. Many students used ICT well in lessons to support their learning. Many teachers entered detailed information on subject courses and a variety of learning activities on the school website. This complemented students' learning in classrooms and gave parents an increased understanding of the topics studied by their sons and daughters. There was a good range of curriculum-based competitions and students won a gold medal for design, in a recent event. The school placed good emphasis on health education and introduced a well-developed programme to educate students about the dangers of smoking. There were good curriculum links with local businesses and industry and students in science, for example, visited a farm, a chocolate factory and a fishmonger. The school recognised that there needed to be a wider range of cultural activities, in relation to art and music, in particular.

How well does the school protect and support students?

Arrangements to ensure the students' health, safety and security were good in the Collège and the Lycée. Improvements have been made since the last inspection in tackling issues of smoking and the safety of the school boundaries. Buses were well organised and supervised. The building was well maintained, safe and clean and had appropriate facilities to meet the needs of students with disabilities. The canteen food was varied, with some healthy options of salad and fruit available. There was a strong emphasis on health and safety during science lessons and in science planning. In a mathematics lesson, the teacher was vigilant about internet safety. Child protection procedures were clearly defined and understood and comprehensive records were kept of any issues.

The quality of support provided to students was good across the school. Relationships between teachers and students were friendly and supportive. This was a strength of the school. Behaviour was exemplary during the long lunch break. Students reported that they felt safe and knew who to turn to if they needed advice. Advice and support to students, including guidance regarding future education and career paths, were good, particularly for students in the Lycée. A separate careers room was available in the library with university information. Teachers provided good personal and academic support in lessons. Support for students with special needs was good. Communication between the nurse and the administration were good and ensured that students' needs were catered for. A psychologist visited regularly to support the team. Accurate attendance and punctuality records were kept, though the impact of the procedures was not evident.

How good are the leadership and management of the school?

Leadership and management were good. The Proviseur played a pivotal role in monitoring improvements. He was well supported by the Proviseur Adjoint, who had a thorough understanding of the strengths and weaknesses of the school. They both had a clear vision for improvement. There was a positive working ethos within the leadership team. However, the subject co-ordinators did not have a clear status within the school community and lacked direction. As a result, their strategic plans for improvement were difficult to implement.

Self-evaluation and planning for improvement were good. The senior management team were committed to improvement. However, they recognised the need to involve middle managers more in the evaluative process. The school recognised the need to adopt a more systematic approach in order to more effectively evaluate, monitor and improve the quality of teaching and learning. A few teachers did not understand the purpose of lesson observations and, as a result, the sharing of good practice within the school was hindered. National examination results were analysed, but this information was not systematically used by teachers. Measures were undertaken to fulfil the recommendations in the last report. For example, the strategies developed by the school to stop students smoking had made a very significant and positive impact.

The school's partnerships with parents and the community were good. Parents participated in various committees which directly influenced the life and work of the school. They were supportive of the leadership team and their staff. Communication was good, including letters to specific groups of parents on issues of concern and an informative website. Reports to parents were regular, but lacked sufficient information about what students needed to do to improve. Links with the local French cultural agencies were firmly established and productive.

Governance was good. The board of governors was very well structured and included members with legal and educational expertise, who helped the school meet their priorities for improvement. They were dedicated to ensuring outstanding outcomes for the students in the school and sought the support of sponsors in the community. Parents also played a key part in the decision-making process and informed the school about their needs.

Staffing, facilities and resources were good. There were sufficient, appropriately qualified teachers in each section of the school. The buildings were spacious and generally well designed for learning. However, classrooms lacked tools such as new technologies to provide routine access to high quality resources and stimulate learning. The outdoor learning and recreational spaces were outstanding. The school had a swimming pool and other sport facilities. The library was well stocked and regularly used. Teachers were often late to lessons, which reduced valuable teaching and learning time.

Summary of inspection judgements

In their evaluation of the overall effectiveness of the school, the inspection team made judgements about the following aspects of the school's performance.

Four descriptors are: Outstanding; Good; Acceptable; Unsatisfactory.

How good are the students' attainment and progress in Islamic Education?		
Age group:	Collège	Lycée
Attainment	Acceptable	Unsatisfactory
Progress over time	Acceptable	Unsatisfactory

How good are the students' attainment and progress in Arabic?		
30% of students in the school studied Arabic as a first language.		
Age group:	Collège	Lycée
Attainment in Arabic as a first language	Acceptable	Acceptable
Progress in Arabic as a first language	Acceptable	Acceptable
Attainment in Arabic as an additional language	Acceptable	Not Applicable
Progress in Arabic as an additional language	Acceptable	Not Applicable

How good are the students' attainment and progress in French?		
Age group:	Collège	Lycée
Attainment	Good	Good
Progress over time	Good	Good

How good are the students' attainment and progress in English?		
Age group:	Collège	Lycée
Attainment	Good	Good
Progress over time	Good	Good

How good are the students' attainment and progress in mathematics?		
Age group:	Collège	Lycée
Attainment	Good	Good
Progress over time	Good	Good

How good are the students' attainment and progress in science?		
Age group:	Collège	Lycée
Attainment	Good	Outstanding
Progress over time	Good	Outstanding

How good is the students' personal and social development?		
Age group:	Collège	Lycée
Attitudes and behaviour	Outstanding	Good
Islamic, cultural and civic understanding	Acceptable	Good
Economic and environmental understanding	Good	Outstanding

How good are teaching and learning?		
Age group:	Collège	Lycée
Teaching for effective learning	Good	Good
Quality of students' learning	Good	Good
Assessment	Good	Good

How well does the curriculum meet the educational needs of all students?		
Age group:	Collège	Lycée
Curriculum quality	Good	Good

How well does the school protect and support students?		
Age group:	Collège	Lycée
Health and safety	Good	Good
Quality of support	Good	Good

How good are the leadership and management of the school?	
	Overall
Quality of leadership	Good
Self-evaluation and improvement planning	Good
Partnerships with parents and the community	Good
Governance	Good
Staffing, facilities and resources	Good

How well does the school perform overall?
Good

Next steps

The school has been asked to prepare an action plan indicating how it will address the main findings of the report, and to share that plan with parents. The next inspection will report on the progress made by the school.

Dubai Schools Inspection Bureau
Knowledge and Human Development Authority

How to contact us

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

More information about Dubai Schools Inspection Bureau can be found at www.khda.gov.ae.

Copyright 2011

This report is for internal use only and for the self-evaluation purposes of the school. It should not be used for commercial purposes or in connection with a prospectus or advertisement.