

INSPECTION REPORT

2022-2023



LYCEE FRANCAIS INTERNATIONAL

FRENCH CURRICULUM

VERY GOOD

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SCHOOL INFORMATION

GENERAL INFORMATION

	Location	Dubai Academic City
	Opening year of School	2003
	Website	lfidubai.aflec-fr.org/
	Telephone	97143368552
	Principal	Lunetta Jacques Sylvain
	Principal - Date appointed	9/1/2023
	Language of Instruction	French
	Inspection Dates	27 to 03 March 2023

STUDENTS

	Gender of students	Boys and girls
	Age range	3 to 18
	Grades or year groups	KG 1 to Grade 12
	Number of students on roll	2516
	Number of Emirati students	6
	Number of students of determination	246
	Largest nationality group of students	Arabic

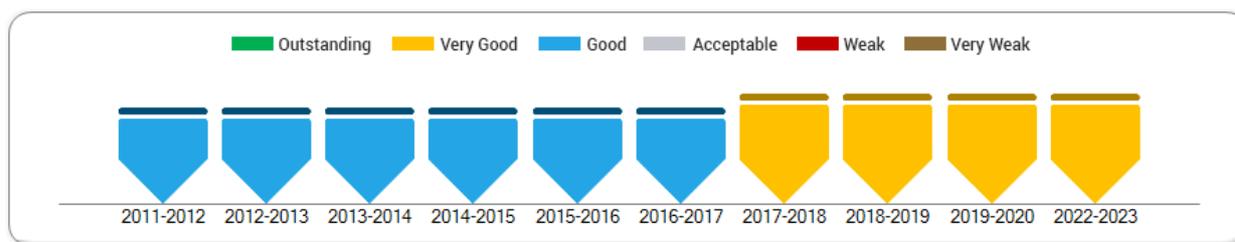
TEACHERS

	Number of teachers	169
	Largest nationality group of teachers	French
	Number of teaching assistants	10
	Teacher-student ratio	1:15
	Number of guidance counsellors	3
	Teacher turnover	10%

CURRICULUM

	Educational Permit/ License	French
	Main Curriculum	French
	External Tests and Examinations	Brevet, Baccalaureate
	Accreditation	French Ministry of Education

School Journey for LYCEE FRANCAIS INTERNATIONAL



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

- Students' achievement in French and English are outstanding across the school, with students fluent in both languages. Achievement in mathematics and science remains very strong with outstanding achievement in mathematics in Primaire. Students' achievement has improved in Lycée in Arabic, as a first language. Learning skills remain very strong and are outstanding in Lycée where students are highly responsible and responsive learners.
- Students show courtesy towards other students, adults, and visitors. The students' wellbeing committee is active in supporting younger students. Several innovative projects have been organised by students across the school including the setting up of a school radio station which reports on school news and local events. Senior students have been engaged in successful internship programmes with various institutions across Dubai.

PROVISION FOR LEARNERS

- Teachers use creative and imaginative ways to engage students. In lessons, they examine previous learning and set challenging objectives. Teachers explain new learning to students successfully and encourage them to think deeply about problems. The use of data influences curriculum changes and the adaptation of teaching to meet student needs. Teachers know their students very well and provide appropriate support and challenge with constructive feedback.
- The curriculum has a clear rationale and is highly effective in developing a balance of skills, knowledge, and understanding in all subjects. The school teaches English, Arabic, and Islamic Education, within the allowed time schedule for French schools abroad, and offers an exceptional range of language and options choices. Activities which promote students' entrepreneurial and innovative skills are embedded through most curriculum areas.
- The school implements rigorous safeguarding procedures. All staff, both teaching and ancillary, are required to participate in the requisite child protection training. The school is highly effective in protecting students from bullying, particularly cyber bullying. The school is inclusive and has systems and processes to identify, and provide for, students of determination and those who are gifted and talented.

LEADERSHIP AND MANAGEMENT

- The recently appointed principal with a strong senior leadership team is establishing a purposeful learning community that provides a caring environment valuing inclusivity and wellbeing. Senior leaders have a clear understanding of what needs to be done to innovate and improve the school even further. The governance steering group are highly experienced international educators with in-depth knowledge of the school and students' achievements.

The best features of the school:

- Senior leaders' vision to enhance student achievement within an inclusive learning community and where diversity and wellbeing are valued
- The outstanding student achievement and fluency in French and, in English
- Students' strong personal development, attitudes to learning and work ethic
- The outstanding curriculum and its adaptation to meet the needs of all students
- The school's diligence in promoting students' health and keeping them safe

Key Recommendations:

- Raise student achievement in Islamic Education and Arabic by:
 - improving the effectiveness of subject leadership, and
 - implementing the best practices in teaching and assessment.
- Improve the consistency of teaching by:
 - using assessment data more effectively to match work to students' attainment levels, and
 - raising the level of challenge for higher-ability students.

Overall School Performance

Very good

1. Students' Achievement

		Maternelle	Primaire	College	Lycee
<p>Islamic Education</p>	Attainment	Not applicable	Good	Good	Good
	Progress	Not applicable	Good	Good	Good
<p>Arabic as a First Language</p>	Attainment	Not applicable	Good	Good	Good ↑
	Progress	Not applicable	Good	Good	Very good ↑
<p>Arabic as an Additional Language</p>	Attainment	Not applicable	Acceptable	Acceptable	Not applicable
	Progress	Not applicable	Acceptable	Good	Not applicable
<p>Language of instruction</p>	Attainment	Outstanding	Outstanding	Outstanding	Outstanding
	Progress	Outstanding	Outstanding	Outstanding	Outstanding
<p>English</p>	Attainment	Outstanding	Outstanding	Outstanding	Outstanding
	Progress	Outstanding	Outstanding	Outstanding	Outstanding
<p>Mathematics</p>	Attainment	Very good	Outstanding ↑	Outstanding	Very good ↓
	Progress	Outstanding ↑	Outstanding ↑	Very good ↓	Very good ↓
<p>Science</p>	Attainment	Very good	Very good ↑	Very good	Outstanding ↑
	Progress	Very good	Very good ↑	Very good	Outstanding ↑
Learning skills		Very good	Very good	Very good	Outstanding

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

	Maternelle	Primaire	College	Lycee
Personal development	Outstanding	Outstanding	Outstanding	Outstanding
Understanding of Islamic values and awareness of Emirati and world cultures	Very good	Very good	Very good	Very good
Social responsibility and innovation skills	Very good	Very good	Very good	Very good

3. Teaching and assessment

	Maternelle	Primaire	College	Lycee
Teaching for effective learning	Very good	Very good	Very good	Outstanding
Assessment	Very good	Very good ↑	Very good ↑	Very good ↑

4. Curriculum

	Maternelle	Primaire	College	Lycee
Curriculum design and implementation	Outstanding	Outstanding	Outstanding	Outstanding
Curriculum adaptation	Outstanding ↑	Outstanding ↑	Outstanding ↑	Outstanding ↑

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

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

6. Leadership and management

The effectiveness of leadership	Very good
School self-evaluation and improvement planning	Very good
Parents and the community	Very good ↑
Governance	Very 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 very high level.

- Wellbeing underpins every aspect of students' schooling and is a fundamental priority. The principal and senior leaders have a clear vision for wellbeing which they have shared with all stakeholders. The school uses a system of reliable performance indicators to collect data and assist the analyses of wellbeing matters. Individual indicators target the needs of students, and policies and strategies are adjusted as required. The day-to-day school routines and activities promote the wellbeing needs of all students.
- Teachers know students well. They provide highly effective care and support and are proactive in guiding students to seek advice and help if required. Relationships between teachers and students are based on trust and respect. The use of data to analyse wellbeing is effective although its impact is not fully evaluated. The leadership team listen to the concerns of staff. The school welcomes opinions and ideas from all stakeholders and uses this information to make adjustments to policy and practice.
- The school promotes wellbeing in the curriculum and includes activities which encourage and develop each student's potential. Students are aware of the elements that support their own wellbeing, and actively suggest and initiate innovative projects. They participate in decision-making committees that concern them directly. The school health service provides individual advice and guidance for students to maintain a healthy lifestyle. Students demonstrate positive attitudes and behaviour towards learning and show pride in their achievements.

UAE social studies and Moral Education

- The school follows the UAE moral, social and cultural (MSC) framework and is delivered in French and English. In Maternelle and Primaire, all subjects are integrated and taught in topic form throughout the year. In Collège and Lycée, the subjects are predominantly integrated with history, geography, and philosophy. Moral aspects are part of the school culture and include charitable giving. Older students volunteer as apprentice teachers supporting younger students.
- Teachers make excellent use of an extensive range of textbooks, teacher resources, local visits, and technology. Consequently, students thoroughly enjoy the lessons and engage in serious discussions concerning relevant issues within the curriculum. Internal assessment systems are in place for all three themes. Students' knowledge and understanding are above expectations and outcomes are reported to parents alongside other subjects.

Main Inspection Report

1. Students' Achievement

Islamic Education

	Maternelle	Primaire	College	Lycee
Attainment	Not applicable	Good	Good	Good
Progress	Not applicable	Good	Good	Good

- A majority of students achieves levels that are above curriculum expectations. Non-Arab students perform better in most areas of the subject. The school's internal assessment data indicates that most students make better than expected progress. This is not evident in lessons or in students' work.
- Students develop strong memorisation and application of the rules of Tajweed. Their understanding of the Divine Revelation is stronger in Collège and Lycée. While most students demonstrate an appropriate knowledge of Seerah and Aqeedah, their knowledge of the rules of recitation is more limited.
- Older students' ability to use educational technologies and research skills is enhancing their learning. However, their ability to provide contextual evidence to support their views is still developing. Learning skills in Primaire are less well developed, consequently, students' progress is slower.

For Development:

- Improve students' skills in using references from The Holy Qur'an and Hadith to support their points of view.
- Improve students' achievement by developing their learning skills and using assessment information more skilfully.

Arabic as a First Language

	Maternelle	Primaire	College	Lycee
Attainment	Not applicable	Good	Good	Good ↑
Progress	Not applicable	Good	Good	Very good ↑

- The attainment and progress of students in Lycée have improved. Students can use standard Arabic confidently when participating in discussions and in writing. Students in Collège can analyse texts of different forms of literature.
- Primaire students have stronger spelling skills and application of the rules of grammar. Students in Collège and Lycée read age-level texts and apply appropriate reading and comprehension skills with confidence. Writing skills are developing.
- Stronger teaching practices are now a common feature across the school. The choice of topics to be discussed are now more related to everyday experiences. Improved critical thinking questioning in lessons and in examinations is evident across all phases and supporting students' learning.

For Development:

- Improve students' speaking skills by providing them with more opportunities to express their ideas, to ask questions and to give opinions.
- Adopt a more consistent approach to the development of extended writing skills.

Arabic as an Additional Language

	Maternelle	Primaire	College	Lycee
Attainment	Not applicable	Acceptable	Acceptable	Not applicable
Progress	Not applicable	Acceptable	Good	Not applicable

- The school's internal data indicates that students' attainment exceeds expectations in both phases. However, work in lessons and in students' notebooks suggest that attainment is closer to curriculum expectations.
- Students across both phases are still too reliant on teacher support to accelerate their speaking skills. Students' language production is weak and mostly limited to single words and short sentences. Free writing skills are underdeveloped.
- Listening skills are insecure. Students are over dependent on new vocabulary being translated to French by teachers. As a result, vocabulary acquisition is not sufficiently embedded to be used in different contexts, and in reading, speaking, and writing.

For Development:

- Improve students' listening and speaking skills across both phases by providing more role-play situations that allow for greater student interaction.
- Improve students' knowledge of vocabulary by limiting the use of French translations during lessons and in examination writing.

Language of instruction

	Maternelle	Primaire	College	Lycee
Attainment	Outstanding	Outstanding	Outstanding	Outstanding
Progress	Outstanding	Outstanding	Outstanding	Outstanding

- Across all phases, achievement is excellent, and most students attain standards that exceed curriculum expectations. The development of speaking skills is a focus across all phases. In Maternelle, numerous opportunities to discuss their learning provide a robust foundation for the development of speaking, writing and reading skills.
- Students rapidly develop into confident communicators in Primaire. The constant focus on critical and higher order thinking skills paves the way for strong skills of literary analysis in Collège, where students' writing becomes varied and imaginative.
- In Lycée, students are articulate independent learners, and their robust mastery of the language leads them to appreciate both classic literature and challenging modern prose and poetry. This shows a very strong understanding and appreciation of the French language and literature.

For Development:

- Ensure that all students continue to be provided with opportunities to extend their skills in French language and literature.

English

	Maternelle	Primaire	College	Lycee
Attainment	Outstanding	Outstanding	Outstanding	Outstanding
Progress	Outstanding	Outstanding	Outstanding	Outstanding

- From very different starting points children in Maternelle make rapid progress, in their early speaking and listening skills. In all other phases, students reach exceptional standards in in English language and literature. Across the school, students progressively develop the essential skills of speaking, reading, and writing, resulting in high standards of attainment in internal tests.
- In the later years of Maternelle children learn early reading and writing skills. In other phases the accuracy of spelling, punctuation, and grammar becomes increasingly evident. They write for different purposes using more complex vocabulary. They read for pleasure and enjoy annotating writings of various types.
- The constant emphasis on the development of reading means that students research intelligently and with an extensive vocabulary. Focused group discussions enable students to share their thoughts and ideas with one another.

For Development:

- Provide students, especially in Primaire, with more opportunities to practise new vocabulary and sentence structures.

Mathematics

	Maternelle	Primaire	College	Lycee
Attainment	Very good	Outstanding	Outstanding	Very good
Progress	Outstanding	Outstanding	Very good	Very good

- Children’s ability to count and understand numbers develops rapidly in Maternelle. Students continue to make consistently rapid progress through Primaire and Collège. In Lycée, students continue to make better than expected progress as they are continually challenged by the learning activities.
- Children in Maternelle can recognise and use the names of a range of two-dimensional shapes. In Primaire, students know about the four arithmetic functions, number sentences and the features of common polygons. In Collège and Lycée, students develop their understanding of increasingly complex mathematical ideas.
- Changes to the Baccalaureate examination resulted in lower results in 2022 than in previous years. Students think critically about their work and understand complex word questions. Activities to enhance students’ mathematical problem-solving skills are being developed.

For Development:

- Make full use of the outcomes of external examinations to adjust the mathematics course in Lycée.
- Sustain the current focus on providing activities to develop students’ mathematical problem-solving skills.

Science

	Maternelle	Primaire	College	Lycee
Attainment	Very good	Very good ↑	Very good	Outstanding ↑
Progress	Very good	Very good ↑	Very good	Outstanding ↑

- Almost all students' attainment and progress are above curriculum expectations. In Maternelle, children's natural curiosity is very well channelled into pictorial recording of the scientific inquiry method, including reaching conclusions.
- Students in Primaire have discovered it is possible to be wrong in science as they predict and then test. CE students suggest methods of melting ice and CM students can model human digestion, making very informed observations. Results in Collège and Lycée from Brevet and Bacalauréat are exceptional.
- In the laboratory, students in Cinquième can conduct experiments to monitor the oxygen used by living organisms. Première students calculate theoretically the heat of the Sun's surface competently. Students in Terminale develop a deep understanding of the impact of stress on brain activity. However, Lycée students do not always design their own practical experiments.

For Development:

- Ensure that older students can consider how they might test hypotheses by designing their own experiments.

Learning Skills

	Maternelle	Primaire	College	Lycee
Learning skills	Very good	Very good	Very good	Outstanding

- Children in Maternelle are eager participants in their learning. This is also the case for students in Primaire and Collège. In Lycée students are highly responsible and reflective learners. Students collaborate productively with their each other and with the adults in their classes.
- In lessons, students are committed, active learners who respond to the advice and guidance from their teachers. They are able to communicate their learning in a variety of different ways. In Primaire, this is most striking in science lessons. It is less often the case in lessons in Islamic Education.
- Students use educational technologies effectively to support their learning. They engage positively in problem-solving and enquiry tasks when challenged by their teachers. Their critical thinking skills are well developed because activities to promote them are key features of most lessons.

For Development:

- Improve students' full range of learning skills in Islamic Education in Primaire by providing them with regular opportunities to use more complex learning skills and to complete challenging activities.

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

	Maternelle	Primaire	College	Lycee
Personal development	Outstanding	Outstanding	Outstanding	Outstanding

- Students across the school demonstrate mature and responsible attitudes. They are respectful towards other students and to adults. Students in Lycée support the younger learners in a safe environment. The students' wellbeing committee is active in supporting students and raising awareness of the harmful effects of bullying.
- Most students enjoy coming to school and feel valued and supported. Their behaviour is excellent. However, a minority of students in Lycée does not take sufficient responsibility for their attendance and punctuality.
- Students have a well-developed understanding of, and commitment to, a healthy lifestyle. They consciously make healthy food choices when choosing their meals. The student sport committee organises a number of physical activities such as, 'Journée Sportive' and the 30/30 challenge.

	Maternelle	Primaire	College	Lycee
Understanding of Islamic values and awareness of Emirati and world cultures	Very good	Very good	Very good	Very good

- Students across all phases demonstrate a clear understanding and appreciation of the values of Islam. They respect Muslim practices and are keen to apply some of these values to their own life. They show care and compassion when contributing to charities during the holy month of Ramadan.
- Students are knowledgeable and respectful of the UAE culture. Across the school, students show pride in being part of the UAE society and contribute to the various national celebrations. This is evident when they demonstrate respect for the National Anthem every morning.
- Most students demonstrate a deep awareness and pride of their own culture. Students show appreciation of other cultures through several celebrations such as, Cultural Week and Language Day.

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

- Children in Maternelle take care of their school environment by planting seeds in their class gardens. Students in other phases engage in raising funds to aid victims of the Turkish earthquake. Students are proactive in raising awareness during, 'Disability Awareness' week.
- Several innovative projects have been organised by students including the setting up of a school radio station. A limited number of students engage in entrepreneurial projects. Senior students have been engaged in successful internship programmes with various institutions across Dubai.
- Students demonstrate a high level of environmental awareness by organising art competitions that alert students to the need to recycle plastics. Special bins have been provided at their request, to make collection more accessible to all. Students collaborate with the school management in saving energy and water.

For Development:

- Ensure that all students take responsibility for their attendance and punctuality at lessons.
- Widen the participation of all students in celebrations and activities to raise awareness of Islamic values.
- Encourage students to engage in a wider range of enterprise and entrepreneurial activities.

3. Teaching and assessment

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

- Teachers are very knowledgeable. They use creative and imaginative ways to engage students. In lessons, they check previous learning and set new and challenging objectives. Expectations are high. The use of learning technologies and relevant resources promote learning very well.
- Teachers question students thoroughly. They know their students well, supporting those in need and challenging the more able. Teachers explain new learning effectively and encourage students to think deeply about difficult issues or problems.
- In the most effective lessons teachers encourage students to collaborate and become independent learners. They encourage divergent thinking through focused group discussions. In a minority of lessons teachers are too directive, limiting students' opportunity for independent learning.

	Maternelle	Primaire	College	Lycee
Assessment	Very good	Very good ↑	Very good ↑	Very good ↑

- Internal assessment generates valid and reliable data. It is linked to the new requirements for continuous assessments to contribute to the Brevet and Baccalaureate. Data is also collated about personal and social development. In the absence of formal benchmarking assessments, comparisons are made with the Middle East Zone data.
- Assessment data influences curriculum change and the adaptation of teaching to meet the needs of all groups of students. In some, but not all subjects, guidelines inform students' assessments of one another's work and teachers' feedback. Such guidelines are less commonly used in Islamic Education and Arabic.
- Teachers know their students very well and provide appropriate support and challenge. Feedback to students is constructive, but not provided to the same depth in all subjects. This inconsistency is being addressed through training in three languages.

For Development:

- Devise strategies for all students to become actively engaged in their learning.
- Ensure that students' assessments of one another's work is a regular part of all lessons.
- Improve the consistency of teachers' feedback on students' written work.

4. Curriculum

	Maternelle	Primaire	College	Lycee
Curriculum design and implementation	Outstanding	Outstanding	Outstanding	Outstanding

- The curriculum has a clear rationale and is highly effective in developing a balance of skills, knowledge, and understanding across all subjects. The school offers an exceptional range of languages and options choices in both Classique and Internationale sections.
- Teaching strategies ensure that skills are developed in meaningful contexts with opportunities to develop critical thinking, higher-order thinking and inquiry skills from the early years. A wide range of cross-curricular links and projects enhance students' learning.
- The data collected through a digital system are used to conduct regular reviews of the curriculum, with continuous emphasis on the acquisition of French and English.

	Maternelle	Primaire	College	Lycee
Curriculum adaptation	Outstanding ↑	Outstanding ↑	Outstanding ↑	Outstanding ↑

- The curriculum is effectively adapted to meet the needs of all groups of students. Notable practice includes, providing children in Maternelle with individualised learning resources. Students in other phases have access in some subjects to higher-grade learning. Older students can choose from an extensive range of courses.
- The curriculum motivates and inspires all students. Activities which promote students' entrepreneurial and innovative skills are embedded through most curriculum areas. A construction workshop is one of the wide ranges of extra-curricular activities which promote students' personal, social, creative, and physical development.
- Coherent learning experiences develop students understanding of the values, culture, and history of the UAE. Social studies, Islamic Education, and students' participation in a range of national festivals and cultural events, also contribute to this understanding.
- Arabic is taught in Maternelle for three 55-minute lessons each week.

For Development:

- Sustain the focus on identifying areas of the curriculum where students do not attain, or progress, as expected, and modify accordingly.

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

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

- The school implements rigorous safeguarding procedures. All staff, teaching, and ancillary are required to participate in the requisite child protection training. The school is highly effective in protecting students from bullying, particularly cyber bullying.
- Excellent systems are in place to ensure that the school premises are maintained to the highest of standards. Risk assessments are carried out regularly. The bus transportation system is managed effectively. The school is compliant with all regulatory requirements.
- All records including students' medical records are carefully maintained. The school's promotion of a safe and healthy lifestyle is well supported by the medical team in collaboration with staff. The canteen provides healthy food options for students and staff.

	Maternelle	Primaire	College	Lycee
Care and support	Very good	Very good	Very good ↑	Very good

- A positive and caring ethos is evident across the school. Relationships between staff and students are excellent, demonstrating mutual trust and respect. Across all phases, students are self disciplined. There are clear and consistent positive behavioural expectations. A system to record absences and lateness is in place.
- The school is inclusive and has systems and processes to identify and provide for students of determination and, those who are gifted and talented. Strategies of differentiation, support, and curriculum modification, enable a large majority of students of determination to make above the expected levels of progress.
- The school rigorously monitors students' personal development and wellbeing. Students have access to experienced individual advice and support. They feel well supported in their academic development and older students are given a wide range of careers advice and guidance.

For Development:

- Extend the collection and use of assessment information to identify the learning needs of students of determination.

Inclusion of students of determination

Provision and outcomes for students of determination

Very good

- School leaders and governors enable a highly inclusive ethos. The school is fully compliant with the KHDA requirements and has identified key priorities for improvement. Standardised assessments measure students' progress and identify barriers to learning effectively.
- The school uses a wide range of assessment tools to identify students aligned with the KHDA categories and has an accurate understanding of the range of need. Additional assessments throughout the year ensure that identification is up-to-date, and that students' progress is well monitored. As a result, interventions are consistently lowering barriers to students' learning.
- The school keeps parents well informed of their children's progress and methodically develops strong communication links. The improved, and more detailed, individual education plans (IEPs) add to the range of information available. Parents are provided with very effective support and guidance to help them to play an active part in supporting their children's learning at home.
- In most lessons, precisely targeted modifications, enable interventions to be highly successful for the large majority of students. However, this is not a consistent feature across subjects or phases. Personal support for students is sensitive and exceptionally well targeted, ensuring students develop self-confidence and independence.
- Teachers know their students well. Progress is carefully monitored and, for the large majority of students of determination, is very good. The involvement of students in the design of their learning programmes is also very well developed.

For Development:

- Use data analyses and evidence from monitoring systems to ensure that there is more robust evaluation of the provision for students of determination in lessons.

6. Leadership and management

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

- The recently-appointed principal with a strong senior leadership team is establishing a purposeful learning community and providing a caring environment which values inclusivity and wellbeing. He has quickly gained the trust of students, parents, and staff. He is engaged with the leadership group in ensuring that middle leaders have opportunities to demonstrate their effectiveness. Leaders model best practices and have high expectations of themselves, teachers, and students. Senior leaders have a clear understanding of what needs to be done to innovate and improve.
- Self-evaluation and improvement planning are approached systematically. Senior leaders understand their role in ensuring consistent approaches to the monitoring of student progress. The wider leadership groups understand the importance of judging the effectiveness of teaching through impact on students' learning outcomes. They continue to place emphasis on accurate self-assessment through their 'open classroom' project. School leaders have delivered some noticeable improvement to the leadership in Arabic, with consequent improvement to students' achievement in Lycée.
- There are regular opportunities for parents to be involved in the life and work of the school. Parents speak highly of the school's significantly improved channels of communication and the ease with which they can contact the staff. Reporting on students' progress is regular and sufficiently detailed. Links with the local community, and other schools, are being re-established as are international links. Parents are most supportive of the school and value the school's emphasis on inclusivity and in nurturing students' talents.
- The governance steering group is made up of highly experienced international educators with an in-depth knowledge of the school's performance. They are drivers of policy on inclusion, wellbeing, and curriculum adaptation. They have taken considerable care in the appointment of the new principal and are most supportive of his strategies for change. They are in regular contact with school leaders providing them with a 'critical friend' approach in issues of strategic direction and human resource development. Governors have an extremely positive impact on the performance of the school.
- The day-to-day management of the school is very well organised, impacting positively on students' achievements with effective routines. Teachers are suitably qualified and experienced and are supported by an interactive web based professional development tool, which is a mandatory commitment. Premises are conducive to learning with benched and shaded areas provide for students' independent study. Facilities and most resources provide a stimulating environment for learning, sport and recreation. Governance has invested in a new-build teaching block and recognises 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 student outcomes, including the quality of teaching and learning.
- Establish more external partnerships to enrich students' learning.
- Provide more effective curriculum resourcing to support student 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