



National Agenda



Early years



Special educational
needs and disabilities



Innovation

Inspection Report 2015-2016

Lycée Français International

Curriculum: French

Overall rating: Good

Read more about the school ➔



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“Don't look
behind to
see who is
following you,
but look forward
to be ahead”



Sheikh Mohammed Bin Rashid Al Maktoum

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School information

General information 	Location	Dubai Academic City
	Type of school	Private
	Opening year of school	2006
	Website	www.lfidb.net
	Telephone	04 3368552
	Address	Dubai - Al Nasr Club - Oud Metha- PO Box: 2226
	Principal	Christophe TROUCAT
	Language of instruction	French
	Inspection dates	7 to 10 December 2015
Students 	Gender of students	Boys and girls
	Age range	3-18
	Grades or year groups	Pre-kindergarten to Grade 12
	Number of students on roll	2198
	Number of children in pre-kindergarten	194
	Number of Emirati students	0
	Number of students with SEND	41
	Largest nationality group of students	French
Teachers / Support staff 	Number of teachers	149
	Largest nationality group of teachers	French
	Number of teaching assistants	1
	Teacher-student ratio	1:13
	Number of guidance counsellors	0
	Teacher turnover	13%
Curriculum 	Educational permit / Licence	French
	Main curriculum	French
	External tests and examinations	French Baccalauréat Terminale / Le Diplôme National du Brevet
	Accreditation	French Ministry of National Education
	National Agenda benchmark tests	Not applicable

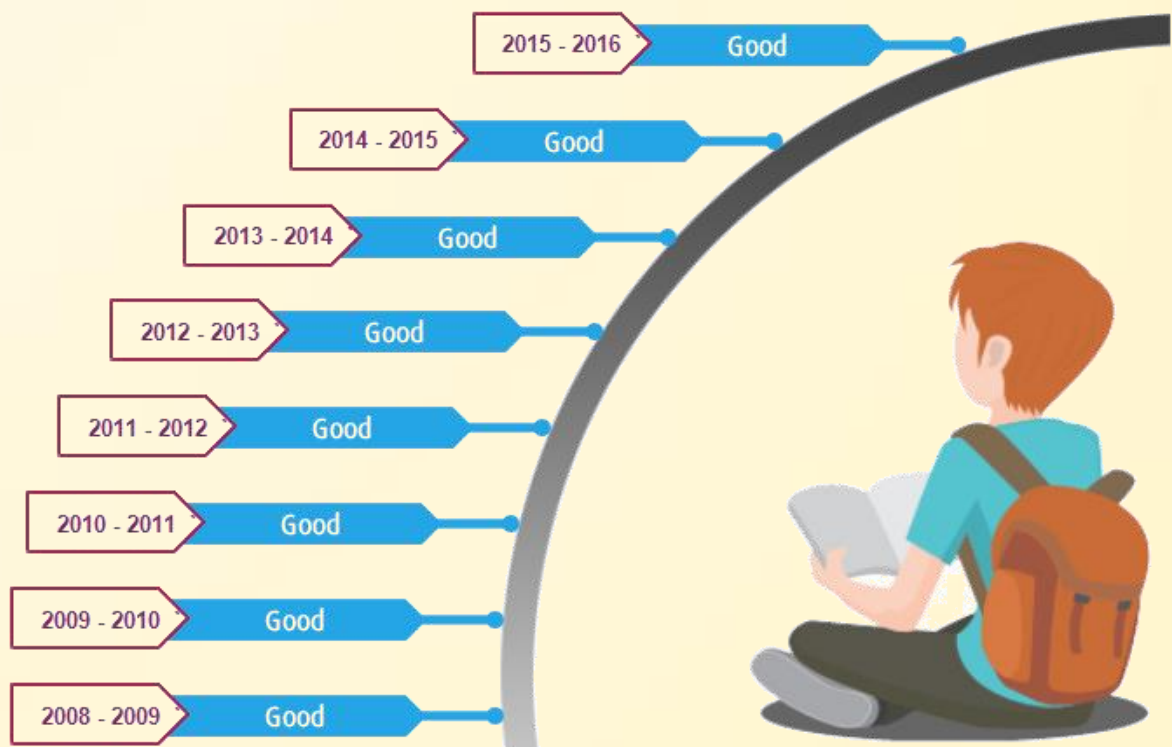


Summary for parents and the community

Lycée Français International was inspected by DSIB from 7 to 10 December 2015. The overall quality of education provided by the school was found to be **good**.

In order to judge the overall quality of education provided by the school, inspectors considered six key standards of performance. Inspectors looked at children's attainment and progress in key subjects, their learning skills and their personal and social development. They judged how effective teaching and the assessment of learning were across the school. Inspectors considered how well the school's curriculum, including activities inside and outside classrooms, met the educational needs of all children. They judged how well the school protected and supported children. In addition inspectors judged the effectiveness of leadership and governance, including management, staffing, facilities and resources.

The inspection judgements were drawn from evidence gathered by the inspection team, including observing children learning in lessons, looking at their work, talking with children, meetings with the staff, parents and governors, and reviewing the parents', teachers' and senior students' surveys.





How well did the school perform overall?

Overall, **Lycée Français International** provided a **good** quality of education for its students.

- Students' attainment and progress were outstanding in English. They were generally very good in mathematics and good in French and science. Progress and attainment were mostly acceptable in Arabic, but good in Arabic as a first language in Primaire. In Islamic education progress and attainment were good in the Collège and Lycée. Throughout the school, students developed good learning skills.
- Students' personal development was outstanding. Students were well behaved and keen to learn. They had a good understanding of Islamic values and a strong awareness of Emirati and world cultures. They had a very good work ethic, but did not demonstrate a strong commitment to environmental issues nor did they initiate projects in this area. They had few opportunities to act as volunteers in community projects.
- The quality of teaching and assessment was generally good throughout the school. Teachers had very good subject knowledge but they did not always meet the learning needs of their students. They had data on students' attainment and were at the early stage of making effective use of it to improve achievement.
- Overall, the curriculum design was good. It was very good in Maternelle, where teachers were successfully introducing the new curriculum. Throughout the school, teachers made limited adjustments to the curriculum to meet the needs of the higher and lower attaining students.
- The overall quality of health and safety was very good. Students were well cared for and safe. The school had well established routines to protect students. Relationships between staff and students were very good. The school did not have sound procedures for identifying and meeting the learning needs of students with special educational needs and disabilities (SEND).
- The school was well staffed and resourced. The quality of leadership and management was good. Senior leaders were committed to improving the school and were taking steps continuously to develop students' learning experiences and outcomes. Some of the school's self-evaluation procedures were not sufficiently systematic or rigorous.



What did the school do well?

- Students had a positive attitude and enthusiasm for learning, and a strong work ethic.
- Relationships between staff and students were respectful and very positive, and there was a strong sense of fairness and equity across the school.
- The quality of teaching in English was very strong and students' progress and attainment in this subject were outstanding.
- The school was strongly committed to the development of and provision for language teaching.
- The principal and senior leaders were dedicated to the improvement of the school.



What does the school need to do next?

- Improve the quality of teaching and students' learning skills by:
 - making more effective use of attainment data to monitor students' progress and attainment
 - providing activities in lessons at an appropriate level of challenge for lower attaining and higher attaining students
 - asking more open-ended and challenging questions to develop students' critical thinking skills
 - making lessons richer in content and more creative
 - extending students' learning experiences beyond the classroom to the outdoors and to the local and wider community.
- Improve capacity across the school to co-ordinate the provision of support for students with SEND.
- Make school self-evaluation more rigorous and have greater impact by spreading the good practice which already exists in the highest performing areas of the school.
- Provide more opportunities for students to exercise greater responsibility and initiative, and to have a more positive impact on the environment.



How well did the school provide for students with special educational needs and disabilities?

- Progress for students with SEND varied across phases and subjects. Students were not regularly involved in setting their own learning targets and this held back their achievement, particularly in the Collège and the Lycée, where targets and provision did not match students' needs.
- Guidelines for parents were clear. They received termly updates on their children's progress from the school. Parents could initiate a meeting with the psychologist and senior leaders to review progress
- Communication with parents had improved. Parents felt listened to and more involved in their children's education. The school kept them informed about their children's achievements.
- Parents said that they would like the opportunity to be more involved in deciding the types of provision and resources for their children. Policy and plans to involve parents had been developed but were inconsistently applied across the school.
- Where practice was better, the educational psychologist and senior leaders helped parents to understand their children's learning needs. They were thus enabled to provide better support at home. The school did not have an identified member of staff to lead the provision for SEND across the whole school. This resulted in inconsistencies in the quality of provision.

Innovation in education

The *UAE Vision 2021* sets out the National Agenda for the UAE to be among the most innovative nations in the world. The National Innovation Strategy sets the context for 'innovation' and 'innovative leadership'. It provides a basis for evaluating public and private schools in order to deliver a world-class education for all children in the UAE.

Innovation is driven by a commitment to excellence and continuous improvement. It is based on curiosity, the willingness to take risks, to experiment and to test assumptions as well as questioning and challenging the status quo. Being innovative is about looking beyond what we currently do well, identifying the great ideas of tomorrow and putting them into practice.










Promoting a culture of innovation:

- School leaders, teachers and the governing board were working collaboratively to define and promote innovation throughout the school and embed technology in the teaching and learning practices over the next three academic years. A digital coordinator had been centrally appointed, but internal personnel to lead innovation had not been identified. There were examples where staff and school leaders demonstrated the capacity and appropriate understanding to lead innovation initiatives throughout the school. The layout of classes in the new school building, the labs and available technologies in all phases of the school allowed for innovation, enterprise and entrepreneurship. Opportunities in curriculum design were still limited to a few subjects and grade levels.

Overall school performance

Good

Students' achievement

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

	Maternelle	Primaire	College	Lycee
Learning skills	Very good ↑	Good	Good	Good

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 ↑	Good	Good	Good
Social responsibility and innovation skills	Good	Acceptable ↓	Acceptable ↓	Acceptable ↓

3. Teaching and assessment

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

4. Curriculum

	Maternelle	Primaire	College	Lycee
Curriculum design and implementation	Very good ↑	Good	Good	Good
Curriculum adaptation	Good	Acceptable	Acceptable	Acceptable

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

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

6. Leadership and management

	All phases
The effectiveness of leadership	Good
School self-evaluation and improvement planning	Acceptable
Parents and the community	Good
Governance	Good
Management, staffing, facilities and resources	Good



Main inspection report

The Dubai Schools Inspection Bureau (DSIB) is responsible for inspecting and reporting on the standards reached by students and the quality of education provided in Dubai's private schools.

Judgements are made on a six-point scale



Using this scale, the *Main inspection report* contains the judgements about the different aspects, phases and subjects that form the work of the school.

It provides the reasons for the answers to the questions in the *Summary for parents and the community*:

- How well did the school perform overall?
- What did the school do well?
- What does the school need to do next?

1. Students' achievement

Maternelle

Subjects	Attainment	Progress
Islamic education	Not applicable	Not applicable
Arabic as a first language	Not applicable	Not applicable
Arabic as an additional language	Not applicable	Not applicable
Language of instruction	Good	Very good
English	Outstanding	Outstanding
Mathematics	Very good ↑	Very good ↑
Science	Good	Very good ↑

- The majority of children attained standards in French which were above the French national curriculum standards. Children were able to understand and follow instructions, answer teachers' questions with improving pronunciation, recognise letters and their sounds, and form letters. They made better than expected progress. They reached a good standard across the four language skills although many did not have a secure background in French when they joined the school. When students reached the Grande Section they knew the function of writing and were able to produce their own simple texts.
- Attainment and progress in English were outstanding. Almost all groups of children demonstrated excellent understanding, knowledge and skills in English language acquisition that were above curriculum expectations. They were able to converse in English with their teacher and each other, retell complex stories, and use lyrics as well as read frequently occurring words. Their writing was emerging at simple levels.
- The large majority of children demonstrated a very good understanding of fundamental mathematics. Attainment was well above general expectations for children of this age. In lessons and over time, the large majority of children had made better than expected progress in working with mathematical models and communicating their solutions to problems.
- The majority of children had a good understanding of scientific concepts. They demonstrated inquiry skills such as predicting what might happen next, investigating and exploring, and describing using simple scientific vocabulary what had happened. In lessons and over time, the large majority of children made better than expected progress in relation to their assessed starting points and were above the French national curriculum standards.

Primaire

Subjects	Attainment	Progress
Islamic education	Good	Acceptable ↓
Arabic as a first language	Good	Good
Arabic as an additional language	Acceptable	Acceptable
Language of instruction	Good	Good
English	Outstanding	Outstanding
Mathematics	Good	Good
Science	Good	Good

- In Islamic education, the majority of students demonstrated knowledge, understanding and skill levels which were above the curriculum standards. Most knew the Five Pillars of Islam, they could demonstrate their importance for Muslims and made connections to their personal experiences. In relation to their starting points, most students made steady progress in Qur'an recitation and the application of some rules of Tajweed. In the middle class, cours moyen (CM) 2, students recalled some facts from the surah 'Al Naziat'. However, not all groups of students had a sound knowledge of this surah.
- In Arabic as a first language, the majority of students demonstrated attainment levels that were above the expectations of the Ministry of Education's curriculum standards. For most students, oral communication skills in grammatically correct classical Arabic were a strength, as were their reading skills. Students' writing skills were less well developed due to the limited opportunities for extended writing for different purposes. Assessment data showed that the majority of students had made significant gains in relation to their achievement levels in the diagnostic tests conducted earlier in the year. Although, students made good progress in lessons in relation to learning objectives, the more able were not always challenged appropriately to make even better progress.
- In Arabic as an additional language, most students attained levels that were in line with expectations. Consistent exposure to instructions in classical Arabic, ensured oral comprehension skills which were above expectations for almost all. Students answered direct questions confidently and used an adequate range of familiar vocabulary. Oral reading skills of familiar short texts were more developed than comprehension skills. Attainment data was limited, but indicated that most students were at curriculum expectations. In lessons and in their most recent work, most students made acceptable progress in oral communication but less so in independent reading and writing. A few groups of students made less than expected progress in relation to their ability.
- In French, the majority of students attained standards which exceeded French national curriculum expectations. In the preparatory class, cours préparatoire (CP) 1, the majority of students could blend letter sounds to read words with correct pronunciation. The majority made better than expected progress in the language skills, and in CM 2, students could discuss the books they had read. At this stage students performed well in national examinations, though there was a significant variation in attainment depending upon whether French was the students' first language. In lessons, higher attaining students were not always sufficiently challenged.
- In English, progress was outstanding. Most students attained above French national curriculum standards. Oral communication skills were developing rapidly, including students' abilities to understand what others said and to express themselves with increasing accuracy. In CP most students quickly grasped the essentials of using letter sounds to build simple words. In the middle years of Primaire, students had made such rapid progress that they could very competently discuss the texts that they had read. They could transfer their literary skills to their writing, for example, when describing a setting for a story. By the end

of Primaire, students knew that idioms and similes made their writing more appealing, and they showed excellent abilities in explaining their points of view. Those with special educational needs and disabilities (SEND) made variable progress.

- In mathematics, the majority of students had attained above French national curriculum standards for the past three years, though there was inconsistency across year groups. Attainment, when compared to international standards, was generally higher, though in-depth evaluations were difficult due to lack of data from other schools. Students' knowledge of number and calculations was fully embedded across the phase, but a lack of problem-solving activities resulted in underdeveloped use of mathematics for real life problems. The majority of students made better than expected progress during lessons across Primaire and when compared to their starting points in CP. They attained levels above the curriculum standards for each age group.
- In science lessons and in their recent work, the majority of students demonstrated levels of knowledge and understanding that were above French national curriculum standards. Internal data indicated that a large majority made progress in knowledge acquisition which was above curriculum standards, but this was variable in lessons. Students in CP knew that humans had different types of teeth and how to clean them. In elementary stage, students could classify foods from their weekly diet, devising their own categories, but others focussed more on language acquisition, such as naming the parts of the body. By CM students were exposed to the scientific method of enquiry, but they followed instructions rather than drew their own conclusions about the changing state of ice and water.

College		
Subjects	Attainment	Progress
Islamic education	Good	Good
Arabic as a first language	Acceptable	Acceptable
Arabic as an additional language	Acceptable	Acceptable
Language of instruction	Good	Good
English	Outstanding	Outstanding
Mathematics	Very good ↑	Very good ↑
Science	Good	Good

- In Islamic education the majority of students were attaining above curriculum expectations. The development of their knowledge, understanding and skills was above curriculum standards. The majority had memorised verses from the Holy Qur'an and could recite with good pronunciation. Their knowledge of Seerah and the importance of applying what they learned in lessons to their lives were well developed. The majority of students made better than expected progress in Qur'anic recitation. In 6^{eme}, students memorised verses about 'Rahman' and successfully applied a range of rules. They demonstrated a good understanding of additional acts of worship and the benefits of additional fasting. In 3^{eme}, students worked collectively to produce solutions to world poverty with evidence from the Holy Qur'an and Hadeeth.
- In Arabic as a first language, most students in the Collège attained levels that were broadly in line with the Ministry of Education's curriculum standards. Students recognised the main ideas from an audio text but a few missed important details. Most gave extended answers and expressed their views in classical Arabic, although grammar rules were not always applied well. Reading comprehension skills were well developed in contrast to literary analysis. Although, assessment data indicated that most students attained above expected levels, in lessons and in their recent work, students were working at expected curriculum

levels. Progress in lessons varied but was mostly acceptable. More often, higher attaining students had to work at the pace of the whole class, which constrained them from achieving better.

- In Arabic as an additional language, most students attained levels that were in line with general expectations. Oral communication skills for most students were a strength, especially for students in the higher attaining sets. Students understood the main points and some details of short written texts and were beginning to transfer their knowledge of story elements into their analyses of short stories in Arabic. Writing was mainly confined to answering questions. Available assessment information indicated that most students attained levels that were in line with or slightly above expectations, but data did not reflect attainment on all language skills. In most lessons, and across the skill-based ability sets, students made clear progress in relation to the stated learning objectives.
- In French, the majority of students exceeded French national curriculum expectations in the four key language skills. Through working diligently, the majority made better than expected progress in this phase. Students could express themselves well in French both orally and in writing. Their knowledge of grammar was growing and they were developing specialist vocabulary in history, geography and in other subjects. In 3^{eme} students were able to write creatively and some could produce extended text of good quality.
- In English, progress was outstanding. Most students attained above French national curriculum standards. Those in 2^{eme} made excellent progress in refining their knowledge of English grammar and in extending their vocabulary when discussing engaging themes such as money-laundering. In 5^{eme} students had outstanding opportunities to use English in their study of *The Canterbury Tales*. Students' listening and speaking skills were particularly well developed across the years. By the end of Collège, most students wrote extremely creatively.
- In mathematics, the large majority of students were attaining above curriculum expectations. This had been the case over recent years. Attainment, when compared to French and international standards, was consistently above curriculum levels. The development of mathematical knowledge during lessons was secure. Students demonstrated a thorough grasp of the four rules of number when adding and subtracting fractions. Progress in the Collège last year was better than expected and this continued to be the case. In lessons, a large majority of students were making better than expected progress, which was often due to teachers' effective planning and the students' commitment to learning. However, more able students did not always receive the level of challenge required to enhance progress.
- In science, the majority of students attained above curriculum expectations. They made better than expected progress as a result of developing their understanding of the scientific enquiry method. However, as they gained this through discrete skills lessons, they were not yet integrating these skills with their growing knowledge of the curriculum. Students in 5^{eme} could measure cardio-pulmonary responses to physical activity, but did not hypothesise, make predictions or devise their own methodology. Those in 3^{eme} were able to relate their measurement of electrical energy to a real-world situation.

Lycee

Subjects	Attainment	Progress
Islamic education	Good ↑	Good ↑
Arabic as a first language	Acceptable	Acceptable
Arabic as an additional language	Not applicable	Not applicable
Language of instruction	Good	Good
English	Outstanding	Outstanding
Mathematics	Very good ↑	Very good ↑
Science	Very good ↑	Very good ↑

- In Islamic education, the majority of students had the knowledge, understanding and skills which were above curriculum standards. The majority of students demonstrated a good understanding of Islamic morals, the Seerah of the Prophet Mohammed (PBUH) and the meaning of Qur'anic verses. In relation to their starting point, the majority of students made better than expected progress. They showed good progress in memorising the Holy Qur'an and in understanding the meaning of the verses. In Terminale, students demonstrated the personal and social responsibilities of a Muslim citizen. They applied what they had learned to real-life situations. Non-Arabic students' progress in Qur'anic memorisation and recitation was not as secure.
- In Arabic as a first language, most students attained levels that were in line with the Ministry of Education's curriculum standards for this phase. Most demonstrated appropriate oral presentation skills in classical Arabic. Older students were able to analyse formal audio texts for nuances and to determine points of view. Students' skills in extended writing and in essay writing were in line with expectations. Available assessment data indicated that almost all students performed at or slightly above curriculum standards in assessed knowledge, understanding and skills. However, in lessons, most students made expected gains in relation to learning objectives.
- In French, the majority of students achieved standards above expectations in the four language skills. Building on the sound foundation provided in earlier years, a majority of students made good progress during this phase. Their oral skills had developed well and they could express themselves with fluency. They could use a wide range of expressions to communicate effectively. Their reading skills were strong and they could analyse texts of different genres accurately. The majority of students could write to a high standard and apply rules of grammar well.
- In English, progress was outstanding. Most students attained above French curriculum standards. Most made rapid progress in the fluency of their dialogue, expressing themselves exceptionally well. By the end of the Lycée, most students showed high levels of competence when structuring writing, such as a letter applying to be a volunteer, and in making the letter meet the demands of the genre. Language was rich, colourful and varied.
- In mathematics, a large majority of students were attaining above French national curriculum standards. This had been the case consistently over recent years across the Lycée. Attainment, when compared against French and international standards, was consistently above expectations. Most students were expecting to achieve grades well in excess of their peers, internationally. The development of mathematical understanding during lessons was impressive. Students demonstrated a thorough grasp of the subject, often well in advance of age-related expectations. This was particularly evident in algebraic calculations and geometry. Progress in the Lycée last year was commendable. This impressive progress had continued. In lessons, a large majority of students were making better than expected progress due to challenging work and the teachers' excellent knowledge of the subject.

- The large majority of students attained above French national curriculum expectations in physics and chemistry, and well above curriculum expectations in biology. The large majority had made good progress in the application of advanced enquiry skills to the extensive body of knowledge required by the French national curriculum. Students in Première collaborated effectively in their research to establish a clear understanding of the risk factors relating to susceptibility to pulmonary cancers. They used information technology well for research, to analyse their ideas and to present conclusions in their projects.

	Maternelle	Primaire	College	Lycee
Learning skills	Very good ↑	Good	Good	Good

- Students participated enthusiastically in lessons and were consistently engaged in a wide range of learning activities. When given the opportunity, students led the learning effectively. They were aware of their strength and weakness and often reflected on how to improve.
- In each phase, students could work well together. Independent learning was a strength in Maternelle. It was not a consistent strength in other phases. Students' interaction with adults and their peers was exemplary. They enjoyed and worked well in pairs and in groups. They were keen to share their learning with the whole class.
- Students were able to make connections between learning in class and their own personal experiences and real-world issues. For example, in the Lycée, students worked in pairs on projects to identify building structures which could withstand seismic movement.
- When given the opportunity, students used learning technologies independently and very effectively. Students were learning innovative ways of using tablet computers in some classes. In the Lycée, students frequently carried out research in Islamic education as an integral part of their learning. In the most effective lessons, critical and creative thinking was encouraged. This was common in Maternelle, but it was not a consistent feature in other phases.

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

	Maternelle	Primaire	College	Lycee
Personal development	Outstanding	Outstanding	Outstanding	Outstanding

- Across all four phases of the school, students were highly articulate and confident. They worked hard during lessons and responded positively to feedback from teachers. However, in a few lessons they tended to be too passive as learners.
- In almost all lessons across all phases, students behaved well, even when teaching was not stimulating or challenging. They worked co-operatively in pairs and groups. They believed the school was a harmonious environment in which many nationalities shared a common purpose.
- Students were mutually caring and considerate in the classroom and beyond. Relationships between students, with their teachers, and with visiting adults, were highly respectful.
- The promotion of healthy lifestyles was evident in a few corridor displays. Students knew about keeping themselves healthy, and acknowledged that such considerations were part of some curricular topics. They felt that they needed to participate in more extra-curricular physical activities, including competitive sports.
- Students' enthusiasm for school was reflected in good attendance and punctuality.

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

- Students knew and respected the impact of Islam and its values on life in Dubai. They understood and appreciated dress codes in Malls and Mosques. They felt that Dubai was a safe place.
- The knowledge of UAE heritage and culture was a particular strength in Maternelle. At this phase, an integrated project, which led to the construction of a group storybook, helped students to know key aspects of Dubai. Older students talked confidently in social studies, Arabic and Islamic education about the politics, culture and economy of the UAE. They made appropriate comparisons with, and contrasts to, other cultures. Students in Primaire spoke of participation in a number of cultural events in school, including the UAE National Day and a range celebrations.
- Students had a good understanding of their own and others' cultures. In school, students of different backgrounds mixed harmoniously.

	Maternelle	Primaire	College	Lycee
Social responsibility and innovation skills	Good	Acceptable ↓	Acceptable ↓	Acceptable ↓

- Children in Maternelle took responsibility for their workplace and helped each other. Senior students occasionally worked with the younger. There was a students' council, but meetings were infrequent. Students rarely led initiatives. They took part in a fundraising project for victims of the earthquake in Nepal and for schools in Peru. This had led to a cultural and humanitarian visit for five students to Peru, and for another small group to Nepal. Students still supported these two charities.
- In all phases, students displayed an excellent work ethic. They had limited opportunities to exercise initiative and develop their own projects. Qualities of leadership were studied within the Lycée, but there were few opportunities for students to take leadership roles.
- Students' environmental awareness was limited. In Maternelle, children learned about health hazards in school and at home, but engaged in no recycling, planting or water conservation. Students in Primaire had some environmental awareness but it did not impact on their life experiences. Those in the Collège and Lycée had a good theoretical awareness of climate change and the UAE's promotion of recycling. They were not involved in recycling projects, although they felt that awareness of food wastage and of energy conservation was important.

3. Teaching and assessment


	Maternelle	Primaire	College	Lycee
Teaching for effective learning	Very good ↑	Good	Good	Good

- Teachers' subject knowledge was strong, particularly in Maternelle, in English throughout the school, and in Islamic education and mathematics in the Lycée. Most teachers understood how students learned. This was particularly the case in Maternelle where active learning was a key feature. Practical science was an effective feature in the Collège and Lycée, but less so in Primaire. This deficiency was being partly addressed by science and technology days that modelled effective science practice.
- Teachers planned purposeful and sometimes imaginative lessons that engaged most students. Lessons in Maternelle and in mathematics in the Lycée were very effective at engaging students. English lessons were often lively and involved students in tasks where they could use their own initiative.
- Teachers' interactions with students were very positive in most lessons. They enhanced students' desire to learn, particularly in English. In many cases, teachers made good use of skilful questioning to promote learning. Discussions were often used well to deepen students' thinking, although, at times teachers spoke for too long at the expense of student involvement. There were very meaningful practical science lessons in 6^{ème}, whereas the less practical lessons were not always such potent learning opportunities.
- Teachers generally used a range of strategies to meet the needs of learners. They often had high expectations of students, particularly in English and mathematics. They generally offered individual support to students who needed it, but the more able and the least able did not always receive the structured support that they needed to do well in all lessons.
- Teaching to develop students' critical thinking skills, problem-solving, innovation and independent learning was still a relatively weaker aspect of provision. These skills were better developed in Maternelle and in some English lessons. Critical thinking was not yet well established in Arabic, although it was often included in lesson plans. Strong teaching in the Lycée prepared students very well for the next stage of their education.
- In Arabic as a first language, almost all teachers planned lessons efficiently and used available technology to support their teaching. They used skilful questioning effectively to engage students and to assess their understanding. In less effective lessons, teachers did not always challenge the more able students to ensure that they made better progress. Teachers consistently modelled oral fluency and ensured that learning was relevant to students' real-life experiences.
- Teachers of Arabic as an additional language ensured that students were learning in an instructional environment fully delivered in classical Arabic. Skill-based setting helped teachers to plan for classes, containing students of similar abilities. Not all teachers applied strategies that reflected a full understanding of how students learn a foreign language. Teachers were resourceful in creating printed materials and in using technology to support teaching. Pace in the majority of lessons was slow due to teacher-directed activities.

	Maternelle	Primaire	College	Lycee
Assessment	Good	Good	Good	Good

- The school had made significant improvements to its assessment systems in light of the previous inspection. There was a clear set of curriculum-linked data and diagnostic assessments in place for all students. However, the analysis and subsequent impact had only begun to take effect this year. The system provided very informative and robust sets of data which were linked to the curriculum and enabled reliable measures to be made of attainment and progress within all phases.
- The use of external benchmark tests to help to inform the curriculum and validate standards was secure in the Lycée, where attainment was measured against similar schools in the Middle East. Students' levels of attainment in comparison to international standards in Primaire and in the Collège remained unclear, there being no reliable data. The school was seeking to ensure that reliable data was provided from across the region in the future to ensure that comparisons could be made of student performance against that in similar schools.
- In the College and the Lycée, the monitoring of progress and subsequent analysis of data to impact on future learning was secure. Senior managers and teachers met to discuss and analyse data. This was an on-going development and had begun to have a positive impact on planning. In Maternelle and Primaire, new systems were in place to track the progress of students and to determine gaps in learning. The impact was not yet fully embedded within the school systems.
- The use of assessment data to influence curriculum adaptation and teaching was improving, particularly in Maternelle, where recent analysis had resulted in extending the amount of time provided for phonics lessons. Improvements to the system, where more leaders and teachers were involved in moderation and analysis, would enable the school to identify differences in attainment or progress for different groups of students.
- Teachers had a sound knowledge of their students and provided appropriate support during lessons. Planning for differentiation was infrequent, and generally involved differentiation by outcome only. Students were often being taught the same things with the same learning outcomes. Higher achievers were not sufficiently challenged, particularly so in Primaire. Students did not have sufficient opportunity to assess their own learning, with the exception of the Lycée where self- and peer-assessment were more evident.

4. Curriculum

	Maternelle	Primaire	College	Lycee
Curriculum design and implementation	Very good 	Good	Good	Good

- The curriculum had a clear rationale. It was broad, balanced and age-appropriate, and was relevant and effective. It was in line with the requirements of the French Ministry of Education. In Maternelle, the very good curriculum promoted the education of the whole child, emphasising intellectual, personal, emotional and social growth, and involving the traditions of learning in languages, humanities, sciences, mathematics and the arts.

- The curriculum was effectively planned to ensure progression in all subjects. It met the needs of most students. As a result of good liaison between teachers and the use of tools such as Carnet de Lecteur, continuity and the transition between learning phases was smooth. Students were well prepared for the next phase of their education.
- The wide range of curricular options provided older students with very good choices, especially in languages. They had opportunities to benefit from learning experiences that encouraged their talents, interests and aspirations. Senior students could choose between a science, economic and social subjects and a literary stream. They had opportunities to switch streams as a result of 'bridge' classes.
- A number of projects provided students with opportunities to integrate their learning from different curricular areas. These links were meaningful and planned carefully. They were managed well and enhanced students' transfer of learning between different subjects.
- The school conducted a regular review of its curriculum in relation to students' achievements. This was a particularly strong feature in Maternelle. The curriculum was systematically developed to ensure very good provision in all subjects, and to meet the academic and personal development needs of most students.
- The subject of UAE social studies was more of a series of extended learning activities integrated in the French curriculum. There was no clear rational aiming at developing students' preservation of their identity and their understanding of the UAE cultures. Cross-curricular activities fell naturally because of the international mindedness of the French curriculum, as such, they were accidentally planned, and unintentionally aligned to the Emirates.

	Maternelle	Primaire	College	Lycee
Curriculum adaptation	Good	Acceptable	Acceptable	Acceptable

- The school generally made adequate modifications to the curriculum to meet the needs of most groups of students. However, insufficient modifications had been made to meet the needs of the most able and those with SEND.
- The curriculum was functional and designed to engage the majority of students. There was a limited range of extra-curricular activities and community links for the benefit of students' academic and personal development. In Maternelle, the provision of centres in each classroom provided children with daily curricular choices related to all areas of their development.
- Some very good, innovative learning experiences were provided for children in Maternelle to develop their understanding of the culture and society of Dubai. In the rest of the curriculum, there were opportunities to learn about Dubai and the UAE as part of the French curriculum and its international outlook.
- In Maternelle, the school provided one session of Arabic for the children in Petite Section and three sessions for the children in the Grande Section. These sessions were separately dedicated for first and additional language learners where children developed their phonemic awareness. Children also developed their writing skills and identification of Arabic script.

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

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

- Child protection, the safety and support procedures for students were clear, well-defined and understood by students, staff and parents. Staff dealt sensitively and well with students' needs and concerns. The school had policies and procedures in place to ensure that students and staff understood and took responsibility for areas of safety. The school met all legal and regulatory requirements
- Safety measures were comprehensive and appropriate systems were in place. Students were very well supervised at all times. They were encouraged to develop a sense of responsibility for their own health and safety. Practice in Maternelle was very good. Healthy eating was strongly encouraged.
- The school environment supported student's learning well. The school kept detailed records of daily attendance. Record keeping was thorough and student emergencies were recorded and reported to parents. Medication was checked on a routine basis, kept secure and administered by staff. The science laboratories were well equipped and all materials kept safe.
- School facilities were appropriate for all grades and learning needs, including for students with SEND. A lift had been installed in the main building where older students attended classes. In other areas of the school, ramps had been installed to access buildings for students with mobility problems.
- Very effective procedures were in place to promote safe and healthy living. Students knew the importance of good health, physical exercise, and a healthy diet. Healthy living was very effectively supported by curriculum content. In lower Primaire, students learned about dental hygiene and in the Lycée, some students effectively explored causes of pulmonary cancer.

	Maternelle	Primaire	College	Lycee
Care and support	Good	Good	Good	Good

- Positive and empathetic relationships between students and teachers ensured that teachers were well informed and aware of student's emotional and social needs. Teachers knew the students well. Positive behaviour based on mutual respect was well promoted. Rigorous and robust systems were in place to promote and ensure very good behaviour across all phases.
- Clear, effective procedures were in place for promoting good attendance and punctuality. In the College and Lycée, the vie scolaire team rigorously monitored attendance and parents were called on the first morning of a student's absence. This was then followed up on the student's return to school.
- The school had established baselines and made use of a variety of identification procedures for some students with SEND. Identification of needs supported provision but was inconsistent in the Collège and Lycée, and not always effectively delivered. In some classes, support and targets matched the needs of the student, but this was too variable. Lessons did not provide sufficient challenge to promote the development of gifted and talented students.

- The quality of support provided by the school met the needs of students with SEND, but not consistently, particularly in the Collège and Lycée. Identified students in Primaire accessed individual support programmes which promoted their learning and progress. In some classes, teachers did not have high enough expectations nor did they provide appropriate challenge and support for the most able.
- The school's psychologist in the Collège and Lycée, and senior leaders in Primaire and Maternelle, worked tirelessly to support students' needs. Older students received a range of helpful advice and information from the careers advisor on pathways for their next post-school educational steps. Transition procedures across all phases were well managed by the pastoral teams and effectively supported students' attainment and progress.

Provision for students with special educational needs and disabilities (SEND)

The overall effectiveness of provision for students with special educational needs and disabilities

Acceptable

- The school admitted a range of students with SEND. It did not have an identified member of staff responsible for SEND across the phases. Consequently the school did not have the capacity to ensure consistently good practice and improve provision. Although, there were areas of strength, there were inconsistencies in the quality of provision and outcomes which were only acceptable.
- The effectiveness of identification of the needs of students was inconsistent. The causes of the difficulties experienced by some students were not clear and provision was not sufficiently targeted. As a result, students' learning outcomes were adversely affected. The school understood the importance of accurate identification and was aware of key areas for improvement, but systems to monitor trends and patterns were not reviewed or evaluated regularly enough.
- The school worked to develop positive relationships with parents. Staff responded to issues and concerns. Students' progress was reported regularly to the parents. Feedback from parents indicated that communication had begun to improve since the last inspection. They felt that the school listened to them, and they felt more involved in their children's education.
- The needs of some students were not accurately identified. The school psychologist worked effectively in the Collège and Lycée and provided good support for some identified students. However, for the majority of students identified with SEND, individual education plans and targets were not focused sharply enough. They did not support teachers' knowledge of the students' needs and did not ensure consistently good progress.
- Most students with SEND made progress in line with curriculum expectations. Progress was monitored and tracked by the senior leadership team. However, the team did not ensure effective target setting. The planning process was hindered where the learning objectives were not personalised and teachers did not modify provision. Consequently, progress was limited. Students with SEND were not sufficiently involved in designing their learning programmes.

6. Leadership and management

The effectiveness of leadership

Good

- The principal and other senior leaders had a clear vision for the school. They set out to create a high performing school which met the needs of Dubai students and complied with the French Ministry of Education. They communicated this vision well to the whole school community.
- The principal and other senior managers were taking steps to improve the quality of education in order to maximise students' attainment. They had a good knowledge of best educational practice. The leaders of Maternelle had been successful in improving the quality of learning, through professional development of staff and teacher mentoring. Leadership elsewhere had not been so successful.
- Senior leaders had positive relationships with teachers and other staff. They communicated effectively with all stakeholders. The management structure allocated clear roles to deputies and other managers. Recently appointed coordinators in Primaire were improving the planning of lessons. Not all managers felt empowered to affect change. Morale throughout the school was positive.
- The school had the capacity to improve steadily and to innovate. The imaginative use of tablet computers was supported well by senior leaders. A full-time post of pedagogical councillor had been created, to support and mentor new teachers in Primaire. It was too soon to see the impact of her work on raising students' attainment. There were significant strengths in the leadership of English. This good practice was not evident across all subjects.
- Senior and middle leaders had developed a system to record data on students' attainment at each stage in the school. They did not yet use it effectively to monitor students' progress and attainment or to optimise teaching.

School self-evaluation and improvement planning

Acceptable

- Through informal observations and the use of reports from external consultants and the inspector appointed by the French Government, the principal and senior leaders were aware of the strengths and weaknesses of the school. Since the last inspection, more teachers were involved in reflecting on their work and in considering ways of improving learners' experiences.
- The principal sampled the quality of learning and teaching by observing lessons. With the exception of English, this good practice was not embedded in the other subjects' approach to evaluating and improving the quality of learning and teaching and students' outcomes.
- Senior staff had produced an improvement plan which took account of the recommendations of the last inspection. The plan was not widely known by staff and it did not provide a sharp focus for concerted action.
- The school had improved since the last inspection. The governors, leaders and teachers had addressed some aspects of the recommendations of the last inspection. Teachers were now more involved in evaluating their own and others' work. Good progress had been made in collating information on students with SEND. Very good progress had been made in Maternelle on improving children's learning.




Partnerships with parents and the community	Good
<ul style="list-style-type: none"> Teachers listened to and took account of parents' views. They organised working parties and meetings to explain to parents how the school taught their children. Parents supported the school well to further their children's learning. Overall, the potential benefits of effective partnership between the school and parents were not realised by the school, especially at the early stages and for those students with SEND. Communication with parents had improved. The school made greater use of social media and had developed an internet-based portal. Parents appreciated these improved approaches to communication and the openness of senior managers to discussions. They were kept well informed about their children's education and school events. Reports to parents contained detailed statistics on students' academic performance in each subject. However, not all teachers provided sufficient information or advice on what students needed to do to improve. The new competence-based reports contained very helpful information on students' strengths and weaknesses. The school had some links with schools in Dubai and further afield. Students had limited opportunities to be involved with the local community or to play competitive sports with other local schools. Children in Maternelle benefitted from excursions in Dubai, but overall there were few opportunities for students to learn directly from the outside environment or community. 	

Governance	Good
<ul style="list-style-type: none"> The governing board included student, parent and staff representatives. The board also took account of parents' views through surveys, meetings and by responding to complaints and suggestions. Board members had a detailed knowledge of the school. Members of the board held the principal to account for the performance of the school on a regular basis. The principal reported to the board on the academic performance and achievements of students. Board members carried out audits of the school three times each year. The board exerted a strong influence on the school. It provided strategic guidance for the school's development and improvement. The board had encouraged and supported the school to introduce more digital technology. It provided a budget to enable the school to be staffed and resourced to a satisfactory standard. 	

Management, staffing, facilities and resources	Good
<ul style="list-style-type: none"> • The school was well organised and operated effectively on a daily basis. Management of student attendance was very effective. • The school was staffed with well qualified class and specialist teachers. It had recently benefitted from the expertise of staff with reduced or no teaching commitments. Improvements had been made, for example, in the co-ordination of lesson planning in Primaire and in the training of new teachers. This additional capacity was not available to co-ordinate the support across the school for students with SEND. • The Collège and Lycée premises provided a very good learning environment with specialist facilities for art, information technology and science. The facilities for Primaire and younger students were not as good. Staff did not use display spaces well in classrooms to celebrate student's work or achievements. • Classrooms were well resourced. There was a good supply of books and a plentiful supply of learning materials to support and extend learning across the school. Most classrooms had an interactive computer screen. There were insufficient information technology facilities in Maternelle and a lack of resources to promote outdoor activities and learning. 	

The views of the parents, teachers and 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. A summary of the survey statistics and comments from those who responded to the survey follows:

Responses to the surveys		
Responses received	Number	
Parents* 	2015-2016	106
	2014-2015	232
Teachers 	34	
Students 	28	

*The number of responses from parents is based on the number of families.

- Parents, teachers and students who responded to the survey were positive about almost all aspects of the school. Almost all students and parents were satisfied with the quality of education provided. Most thought that the school provided a good range of subjects and extra-curricular activities, and that there were appropriate resources to support learning.
- Almost all parents thought that their children made good progress in English and mathematics; a large majority in Islamic education; and a majority in Arabic and science.
- Most parents indicated that assessment, including marking, helped their children to improve. Almost all parents said that their children had developed a good range of learning skills. A large majority said that the school prepared students well for the next stage of learning.
- Almost all parents thought that their children were safe in school, although, almost half were unaware of the school's cyber-safety programme. In addition, a large minority of teachers were not aware of the benefits of the schools cyber-safety policy.
- Almost all teachers and most parents and students considered that the school was well led.
- Almost all parents felt that they were kept well informed on their children's progress. A majority also felt that the school listened to parents and acted on their views.

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