

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

VERY
GOOD

المعرفة
Knowledge

INSPECTION REPORT

2017-2018

*Lycee Francais
International*

*Celebrating
10 years of
inspections*

LYCEE FRANCAIS
INTERNATIONAL

FRENCH CURRICULUM

Contents

School information.....	3
The DSIB inspection process.....	4
Summary of inspection findings 2017-2018.....	5
Main inspection report	10
1. Students' achievements.....	10
2. Students' personal and social development, and their innovation skills	14
3. Teaching and assessment.....	15
4. Curriculum.....	16
5. The protection, care, guidance and support of students	17
Inclusion of students with SEND (Students of determination)	18
6. Leadership and management.....	19
The views of parents, teachers and senior students.....	20

School information

General information

Location	Dubai Academic City
Type of school	Private
Opening year of school	2003
Website	http://lfidubai.aflec-fr.org/
Telephone	00971-4-3368552
Address	Al Nasr Club
Principal	Christophe Troucat
Principal - Date appointed	9/1/2010
Language of instruction	French
Inspection dates	19 to 22 February 2018

Teachers / Support staff

Number of teachers	149
Largest nationality group of teachers	French
Number of teaching assistants	31
Teacher-student ratio	1:15
Number of guidance counsellors	2
Teacher turnover	10%

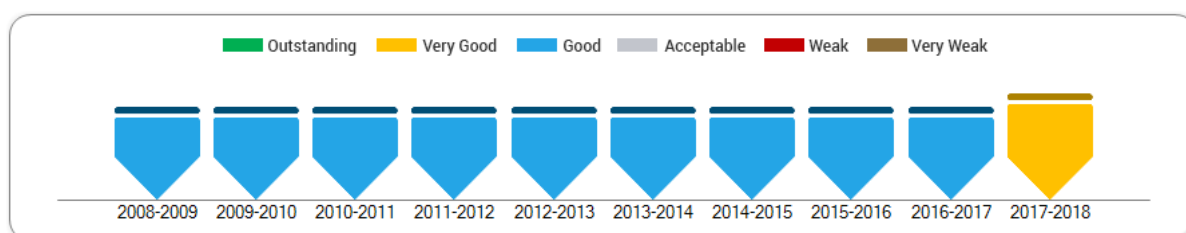
Students

Gender of students	Boys and girls
Age range	3-18
Grades or year groups	KG 1-Grade 12
Number of students on roll	2262
Number of children in pre-kindergarten	Not applicable
Number of Emirati students	0
Number of students with SEND	73
Largest nationality group of students	French

Curriculum

Educational permit / Licence	French
Main curriculum	French
External tests and examinations	Baccalaureate
Accreditation	French, MoE
National Agenda benchmark tests	Not applicable

School Journey for Lycee Francais International



The DSIB inspection process

In order to judge the overall quality of education provided by schools, inspectors consider the six standards of performance that form the basis of the UAE School Inspection Framework (the framework). They look at children's attainment and progress in key subjects, their learning skills and their personal and social development. They judge how effective teaching and the assessment of learning are across the school. Inspectors consider how well the school's curriculum, including activities inside and outside classrooms, meet the educational needs of all students. They judge how well schools protect and support children. In addition, inspectors judge the effectiveness of leadership, which incorporates governance, management, staffing and facilities.

Inspection judgements are drawn from evidence gathered by the inspection team, including observation of students' learning in lessons, review of their work, discussions with students, meetings with the staff, parents and governors, and review of surveys completed by parents, teachers and students.

Judgements are made on a six-point scale

DSIB inspection teams make judgements about different aspects, phases and subjects that form the work of the school, using the scale below, which is consistent with the framework.

Outstanding	Quality of performance substantially exceeds the expectation of the UAE
Very good	Quality of performance exceeds the expectation of the UAE
Good	Quality of performance meets the expectation of the UAE (This is the expected level for every school in the UAE)
Acceptable	Quality of performance meets the minimum level of quality required in the UAE (This is the minimum level for every school in the UAE)
Weak	Quality of performance is below the expectation of the UAE
Very weak	Quality of performance is significantly below the expectation of the UAE

Summary of inspection findings 2017-2018

Lycee Francais International was inspected by DSIB from 19 to 22 February 2018. The overall quality of education provided by the school is **very good**. The section below summarises the inspection findings for each of the six performance indicators described in the framework.

Leadership and management

Senior leaders are providing clear direction on the school's journey of continued improvement. They have an accurate picture of where improvement is needed. While parents are very supportive there is scope for improving communication between the home and school. Governors are providing the school with a high level of professional expertise. The school accommodation is well suited to the needs of the curriculum.

Students' achievement

Attainment and progress are mostly very good and outstanding in all phases. The apparent decline in Arabic as a first language in lycee is as a result of adjustments to the curriculum. Attainment and progress in Islamic education, Arabic as an additional language and science in primaire, do not match the very good and outstanding progress evident in other subjects.

Students' personal and social development, and their innovation skills

Students' behaviour is exemplary. They have very positive attitudes and take pride in their achievements. Most students have a strong work ethic and participate in a range of environmental initiatives and charity events, drawing on their developing innovative and entrepreneurial skills. They have a well-developed understanding of the centrality of Islamic values to the culture of the UAE.

Teaching and assessment

Teaching has improved since the previous inspection. It is outstanding in lycee and very good in all other phases. Teaching in maternelle is based on teachers' very good understanding of how young children learn. Much of the teaching in lycee, enriches students' mature learning skills. In a few lessons, particularly in Arabic, too much teacher talk slows progress.

Curriculum

The curriculum promotes achievement well. It is well planned to ensure progression in learning. Older students are provided with an appropriate range of choices. Social studies effectively promotes students' understanding of the history and culture of the UAE. The extra-curricular activities offered in the performing arts together with a wide variety of educational visits enhance students' learning.

The protection, care, guidance and support of students

Systems for safeguarding students have improved. They are extensive and very effective. All staff are provided with appropriate training. Child protection and safeguarding policies are clear and understood by all. Provision and support for students with special educational needs/disabilities (SEND) has improved. The Identification of students' particular learning needs is more comprehensive and the ways teachers meet those needs in lessons is improving.

What the school does best

- Students' very good and outstanding progress and attainment in French, English and mathematics in all phases and in science in maternelle, college and lycee
- The very good teaching and learning in maternelle, primaire and college and the outstanding teaching and learning in Lycee
- The outstanding personal and social development of students and their well-developed learning skills
- The school's very good arrangements for promoting healthy life styles and keeping students safe
- Students' very good understanding of Islamic values and their relevance to life in Dubai








Key recommendations

- Raise students' attainment and progress in Islamic education and Arabic, and science in primaire, to match that in other subjects.
- Improve communication with parents and, in particular, ensure parents are informed of the outcomes of any concerns they raise with the school.

Overall School Performance

Very good ↑

1. Students' Achievement

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

	Maternelle	Primaire	College	Lycee
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 ↑	Good ↑	Good ↑	Good ↑

3. Teaching and assessment

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

4. Curriculum

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

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	Very good	Good	Good	Good

6. Leadership and management

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

Moral Education

- Moral education is effectively integrated within the school's curriculum framework. The involvement of families and the community in the process of moral education is being developed.
- Although teachers plan together, there is inconsistency in the teaching of moral education across the school. Teachers develop their own resources to motivate and engage students.
- Students consistently explore the concepts of moral education and link their views with other subjects and across cultures. They enjoy lessons and participate in discussions.
- While learning is assessed in line with the school's assessment procedures, they do not take account of students' feelings, actions and thoughts in relation to moral issues.

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

Social Studies

- The UAE social studies curriculum is integrated across subjects to develop students' knowledge, skills and understanding in a well-balanced and relevant way.
- Most teachers, particularly in the senior classes, plan purposeful lessons and provide engaging learning environments. They effectively challenge, support and develop students' higher order thinking skills.
- Students work productively in groups and make connections between areas of learning. They apply their research skills well and use technology effectively to support their learning.
- The use of assessment to provide accurate measures of students' progress in UAE social studies is inconsistent.

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

Innovation in Education

- When given the opportunity students demonstrate the capacity for being reflective and innovative learners. The use of technology to support personal research is well embedded in many subjects.
- Students have a strong work ethic and initiate a variety of worthwhile and innovative projects related to, for example, charitable fundraising and ideas for school improvement.
- The school is in the process of developing a more investigative and enquiry based approach to teaching and learning, which are designed to increase students' opportunities to be innovative.
- The curriculum provides students with a variety of projects through which they can be creative and develop skills of innovation.
- School leaders show a clear commitment to innovation as part of the ongoing drive to improve the school.

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

Main inspection report


1. Students' achievements

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

- While attainment and progress are the same in each phase, they are more inconsistent in lower primaire. In college and lycee, lively debates and discussions promote effective learning.
- Both boys and girls make good progress in recitation skills. Older students can justify opinions and explain the rationale behind worship. However, many students find it difficult to maintain motivation and interest in the extended and longer lessons, limiting achievement.
- Students in all phases demonstrate a secure understanding of Islamic concepts such as forgiveness and honesty. However, there is an emphasis on the development of knowledge rather than skills, which restricts their ability to read Tajweed.

For development

- Improve students' skill development to enable them to read Tajweed.

		Maternelle	Primaire	College	Lycee
Arabic as a first language 	Attainment	Not applicable	Good	Good	Acceptable ↓
	Progress	Not applicable	Good	Good	Good

- The attainment and progress of the majority of students in primaire and college are above curriculum expectations. Although progress remains good, attainment levels in lycee have declined since the previous inspection, due to gaps in the coverage of the MoE curriculum.
- Students' listening and reading skills are well developed. They are able to use dictionaries effectively to find the meaning of new vocabulary. In lycee, students' knowledge of grammatical rules is inconsistent. In all phases, writing is less well developed than reading, speaking and listening.

- Although students cover the curriculum content of the French Baccalaureate in the upper grades, they do not develop the same understanding of literature and language analysis required by the MoE syllabus.

For development


- Address the gaps in students learning in all phases.
- Improve students' knowledge of grammatical rules and develop writing skills particularly in the lycee.

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

- Attainment in both phases, is in line with curriculum expectations. In college, the majority of students make better than expected progress in the development of listening and comprehension skills. They are able to follow the teacher's instructions in Arabic and respond with increasing accuracy.
- In both phases, students' listening and reading skills are stronger than their speaking and writing. Their ability to express their own ideas either orally or in writing is inconsistent. Writing is the least well developed skill.
- The curriculum provides an appropriate level of challenge. However, there is a gap between what students learn and what they can do because there is too great an emphasis on the acquisition of knowledge rather than the use of Arabic in everyday contexts.

For development

- Increase opportunities for students to write in Arabic and to use the language in everyday contexts.


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

- Students make very good progress and attainment is well above French national curriculum standards. Progress is particularly rapid in maternelle and lycee where teaching is consistently challenging. Extensive oral work enables students who are not first language French speakers to learn quickly.

- Students are able to communicate with teachers and with their peers, when working collaboratively. In writing, spelling and punctuation are generally very good, as is students' creative writing. In lycée, students' writing often reflects the critical thinking required at undergraduate level.
- A greater emphasis on student-led learning and the imaginative use of technology to support learning and assessment is enabling students to achieve at a very high level. Work is generally, but not always, matched to students' abilities.

For development

- Ensure work is well matched to students' ability levels in all lessons.

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

- Careful assessments of students' starting points are made in order to provide differentiated learning pathways, as they progress through the school. As a result, achievement is high in relation to expected curriculum standards.
- In a very few lessons, too much time is spent on whole class teaching, particularly in lower primaire. This slows progress as some students are inactive and insufficiently challenged to make more rapid progress.
- This year, the department has made improvements to the methods of teaching by replacing textbooks with a more student centered, active learning approach. This is having a positive impact on students' engagement in lessons and the progress they are making.

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

- Attainment and progress are strong in all phases, and have improved in college and lycée. In maternelle, children handle number well and are familiar with 2D and 3D shapes. In the other phases, student' speed and accuracy in calculations are very strong.
- Attainment in college and lycée has improved significantly across most aspects of the mathematics curriculum. The foundations for students' very strong achievement levels are set well in maternelle and primaire.
- Students' ability to understand and apply their knowledge to challenging problems is evident in all phases. In primaire and college, problem solving activities are increasingly related to real life situations. In lycée, students use functions competently to calculate maximum and minimum points linked to costing.

		Maternelle	Primaire	College	Lycee
Science 	Attainment	Very good ↑	Good	Very good	Very good
	Progress	Very good	Good	Very good	Very good

- Changes to teaching strategies are resulting in improved levels of attainment in maternelle. However, similar impact is not evident in primaire.
- Students are increasingly able to pose hypotheses, conduct investigations and draw conclusions from their observations. In lycee, students demonstrate a very good understanding of research techniques and the application of scientific concepts.
- Students are able to communicate their scientific learning effectively. Younger students use contextual scientific language appropriately. While practical, investigative skills are strongest in college and lycee, participation in practical and problem solving work is beginning to have an impact on students' attainment in primaire.

	Maternelle	Primaire	College	Lycee
Learning Skills	Very good	Very good ↑	Very good ↑	Outstanding ↑

- In all grades students show themselves to be strong, independent learners although in a few subjects opportunities to apply the full range of learning skills is restricted. In lycee, students confidently undertake extended personal research using technology and present and discuss their findings with maturity.
- Communication skills are well-developed throughout the school and many students are able to confidently share their ideas in more than one language. When working in pairs or groups, older students listen thoughtfully and respond appropriately to ideas that are shared.
- Students are able to make meaningful connections between areas of learning and to the real world. As a result, they exhibit a deepening understanding of the world and the communities to which they belong.

For development

- Enable students in all subjects to apply their independent learning skills.

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

	Maternelle	Primaire	College	Lycee
Personal development	Outstanding	Outstanding	Outstanding	Outstanding

- Students' exceptionally positive attitudes to learning and their excellent behaviour, contribute significantly to their high achievements. They are self-disciplined and respectful towards adults and other students. Students follow daily school routines with minimum supervision showing self-discipline and commitment to the school community.
- Relationships with adults and other students are excellent throughout the school. Students enjoy their learning particularly, in maternelle. They feel safe, valued and well supported. Most show initiative when collaborating with others during classroom activities.
- Students' understanding of healthy lifestyles is a strong feature of their all-round development. Many are keen to take leadership roles. Attendance is consistently high.

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

- In all phases, students show a very good understanding of Islamic values and awareness of Emirati and world cultures. Students are able to provide and articulate clearly, examples of Islamic values, such as the solidarity and cohesion, and their relevance to everyday life.
- Positive relationships ensure that tolerance and mutual respect prevail across the school community. Students generally display a very good understanding of heritage and culture of the UAE. They participate enthusiastically in celebrations to mark notable events, such as UAE National Day.
- Students demonstrate a secure understanding of their own culture and an appreciation of other cultures represented in the school. They are able to identify the similarities and differences in the traditions of a variety of Arab countries.

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

- Most students are keen to contribute to the life of the school. They are willing to take responsibility and, through the recently introduced school councils, have a voice that is listened to. Partnerships with the wider community are developing.
- In most subjects, students are encouraged to be innovative and creative, and many display a strong work ethic. They take responsibility for initiating and managing a variety of charitable fundraising activities. Senior students show enterprise in organising the annual graduation event.
- Students show a well-developed understanding of environmental sustainability. They are keen to promote awareness and are caring about the school and wider environment. They fully understand the importance of environmental issues to life in the UAE.

3. Teaching and assessment

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

- Teaching is improved since the previous inspection, particularly in primaire and lycee. Teachers' subject knowledge and lesson planning are particular strengths. However, teaching in Arabic is not always as effective as in other subjects because students spend too much time passively listening to the teacher.
- Teaching strategies in most lessons, but particularly in French and English, encourage students to find things out for themselves. In such lessons challenging learning activities promote rapid progress. Learning technologies are increasingly used to support students' learning.
- In most lessons, respectful relationships underpin purposeful learning atmospheres. Challenging questioning tests students' understanding and promotes deeper thinking. There is scope to increase the application of research and reasoning skills in learning activities.

	Maternelle	Primaire	College	Lycee
Assessment	Very good ↑	Good	Good	Good

- The school analyses a range of internal and external assessment data well. These are interpreted accurately and are well-aligned with curriculum requirements. In maternelle, standardised assessment procedures are particularly strong, and the systematic recording of children's achievements provide a clear picture of their development.
- Formative assessments are embedded in most lessons and provide teachers with the information needed to provide individual support. The marking of students' work is inconsistent. Consequently students are not always able to accurately identify their strengths and areas for improvement.
- The school has introduced an on-line system for tracking students' progress. Plans are being implemented to link formative assessments, with the marking of students' work and the online tracking system in order to provide a comprehensive measurement of students' progress.

For development

- Ensure full use is made of all assessment information to provide an accurate and comprehensive measurement of students' progress.

4. Curriculum

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

- The curriculum is compliant with all of the requirements of the French Baccalaureate and promotes achievement well. There is an emphasis on the continuity and progression of skill development in all phases. Careful planning ensures smooth transition between phases.
- The curriculum is particularly effective in developing language skills. In French, there is a focus on developing oral skills in line with the new Baccalaureate. In most subjects, cross-curricular links enable students to make connections between areas of learning.
- The range of options available to older students is increased. Science, business, humanities and language options are providing an appropriate range of pathways to higher education and future careers. However, the Arabic curriculum in lycee does not fully cover the MoE syllabus.
- Arabic is taught for three 50 minute sessions a week in maternelle.

	Maternelle	Primaire	College	Lycee
Curriculum adaptation	Very good	Good	Good	Good

- In maternelle, teachers adapt curricular programmes and daily lessons very effectively in ways that engage, stimulate and extend children's learning. In the other phases, a range of enrichment activities provides opportunities for students to follow their interests, notably in the performing arts.
- Effective curriculum modifications identify additional support for literacy and numeracy development, particularly in the maternelle. However, from primaire onwards, the effectiveness of curricular adaptations to meet the needs of particular groups of students, including those with SEND is variable.
- The school's well-integrated social studies programmes comprehensively cover important historical and geographical topics in both French and UAE contexts, and world affairs. In addition, it supports students' well-developed understanding of history, culture and contemporary society.

For development

- Adapt the curriculum to consistently meet the needs of all groups of students, particularly students with SEND and the gifted and talented, across primaire, college, and lycee.

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 ↑
<ul style="list-style-type: none"> The school has very effective systems for safeguarding students. Evacuation procedures are comprehensively updated and tested to ensure the buildings can be swiftly evacuated in the event of an emergency. All staff are trained in these procedures. The school achieves a suitable balance between adult supervision and students' taking personal responsibility. Rigorous policies and practices for the protection, care and guidance of students are evident. All staff fully understand their responsibilities. The facilities department ensures the school buildings, including the science laboratories and other specialist areas, are very effectively maintained. Detailed records are kept of the action taken to rectify any problems that are identified during routine maintenance checks. 				
Care and support	Very good	Good	Good	Good
<ul style="list-style-type: none"> In maternelle, the care and support provided nurtures children's development and meets their needs very effectively. In other phases, staff in 'la Vie Scolaire' and the SEND department support students well in their personal development and academic progress. Mutually respectful staff-student relationships contribute well to the school's positive learning climate. Identification of students' particular learning and personal development needs is more comprehensive. The strategies for meeting those needs in lessons are increasingly effective. Across the school, rigorous procedures continue to ensure consistently high attendance. Key staff offer well-recognised student referral routes and progressively age-appropriate careers advice. The school recognises the need to develop more consistent support for students with SEND, in college. 				
For development				
<ul style="list-style-type: none"> Ensure greater consistency in teachers' support for students in lessons, particularly in college. 				

Inclusion of students with SEND (Students of determination)

Provision and outcomes for students with SEND

Good 

- School leaders and governors ensure the support provided reflects the inclusive education principles of the UAE. The thoughtful professional support and guidance provided by primaire and college SEND coordinators', is beginning to secure improvements.
- Improved identification procedures, which now incorporates screening tests in primaire, ensure early recognition of potential barriers to learning and facilitate timely interventions. Individual education plans (IEPs) across primaire and college identify appropriate curriculum modification and classroom interventions.
- The quality of partnership with parents remains variable. Meetings in primaire, and online portals in college, provides important information effectively. Parents do not routinely contribute to the IEPs and are not consistently advised on how to help support their children's learning at home.
- Teachers' ability to modify work and provide individual support is improving, particularly when students are working in small groups. This is less consistent in college. Roles and responsibilities of learning support assistants are effectively defined and focus on the development of students' independence.
- Most students with SEND make at least good and often better progress in their learning, when measured against their starting points. The majority of students make at least good progress in their personal development and are able to take increasing responsibility for their own learning.

For development

- Improve partnership with parents by engaging them earlier and more fully in the construction of their children's IEPs and subsequent action.
- Ensure greater consistency in the in-class support provided for students with SEND, particularly in college.

6. Leadership and management

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

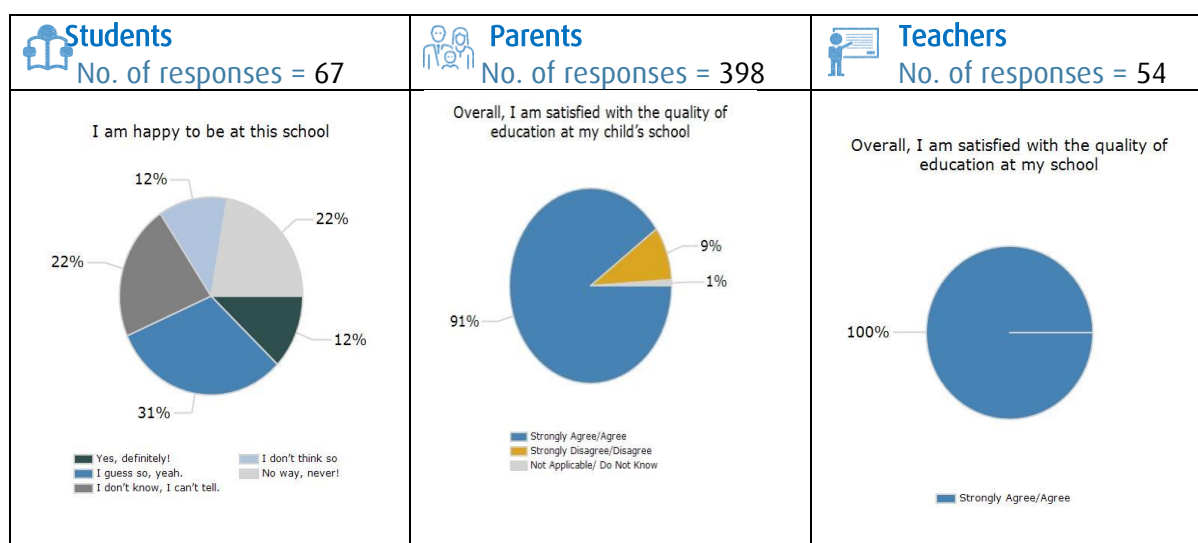
- The school leadership team is providing clear direction on the school's journey towards further improvement. The school's vision is appropriately focused on students' all-round academic and personal development. Senior leaders are more aware of what effective classroom teaching and learning look like and how these relate to students' attainment and progress. However, not all middle leaders, share this understanding.
- Although the school's own evaluation of its performance is over-generous in a few areas, it is clear that senior leaders have a generally accurate picture of where improvement is needed. Consequently, the school action plan is focused on appropriate development priorities. Senior leaders' use of external evaluations is leading to the introduction of innovative strategies for improving teachers' skills.
- Parents are very supportive and keen to work in partnership with the school. Their views are valued and through the various committees, parents are able contribute to school planning. Regular reports, keep parents well informed about their children's achievements. While parents speak positively of the approachability of senior staff, a significant minority does not feel that this applies to all staff.
- Governors provide very good support for the school and have worked diligently to ensure they have a better understanding of the school's performance. There is clear ambition to provide the best quality education for all students. Through the work of the recently appointed governor for the development of pedagogy, governors are providing the school with a high level of professional expertise.
- The combined efforts of both teaching and support staff ensures the school runs very efficiently on a day-to-day basis. Teachers are appropriately qualified and deployed very effectively. There are increasing opportunities for teachers to share their expertise. Resources are well matched to the needs of the curriculum. The accommodation, which has been extended, includes sufficient specialist rooms and well-stocked libraries.




For development

- Ensure all middle leaders share an understanding of what constitutes effective teaching and are able to fully support the drive for improvement in their areas of responsibility.

The views of parents, teachers and senior students

Before the inspection, the views of the parents, teachers and senior secondary students were surveyed. Key messages from each group were considered during the inspection and these helped to form inspection judgements.



 Students	<p>Almost all students who responded to the survey feel safe in school and are very positive about the support they receive. The least positive responses concerned the availability of extra-curricular activities and opportunities to take leadership roles. Inspection evidence indicates while opportunities for students to take leadership roles have increased, the school timetable restricts the range of extra-curricular activities available for students.</p>
 Parents	<p>Almost all of the parents who responded to the survey are satisfied with the quality of education the school provides. A significant minority feel there are not enough extra-curricular activities and academic and career guidance could be improved. Inspection evidence indicates, that while the range of extra-curricular activities is not fully matched with students' interests, the school provides appropriate academic and careers guidance.</p>
 Teachers	<p>Almost all teachers who responded to the survey are satisfied with all aspects of education the school provides.</p>

What happens next?

The school has been asked to prepare and submit an action plan to DSIB within two months of receiving the inspection report. This should address:

- recommendations from DSIB
- areas identified by the school as requiring improvement
- other external reports or sources of information that comment on the work of the school
- priorities arising from the school's unique characteristics.

The next school inspection will report on changes made by the school.

Dubai Schools Inspection Bureau
Knowledge and Human Development Authority

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