

INSPECTION REPORT

Lycee Georges Pompidou High School

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Knowledge and Human Development Authority

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GENERAL INFORMATION ABOUT Lycee Georges Pompidou High School

Location	Dubai International Academic City
Type of school	Private
Website	www.lgp.ae
Telephone	04-3260026
Address	PO Box 294471 Academic City, Dubai
Principal	Jean Marion
Curriculum	French
Gender of students	Boys and Girls
Age / Grades or Year Groups	11-18 / Grade 6 to Grade 12
Attendance	Good
Number of students on roll	904
Number of Emirati students	1 (less than 1%)
Date of the inspection	Monday 16th to Wednesday 18th January 2012

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The context of the school

Located in Dubai International Academic City, the Lycée Georges Pompidou (High School) is a private, non-profit school providing education for boys and girls from Collège to Lycée, aged 11 to 18 years. The majority of students originated from France and Franco-Arab speaking countries. At the time of the inspection there were 904 students on roll.

The school followed the French Ministry of Education curriculum. The students took the Diplôme National du Brevet in troisième and the Baccalauréat in terminale. The majority of teaching staff were French nationals with relevant teaching qualifications for the age range they taught. The school indicated that 48 per cent of the students had French as an additional language. The student attendance for the last academic year was outstanding.

Overall school performance 2011-2012

Good

How has the school progressed since the last inspection?

The Lycée Georges Pompidou provided a good quality of education in a highly effective learning environment. It catered well for both students' academic and personal needs. The school had made good progress in addressing the recommendations from the last inspection. For example, the school had recruited new subject co-ordinators and developed effective strategies to enable teachers to share good practice. This had led to improvements across the different subjects.

There had been a number of improvements in the work of the school since the last inspection. Attainment in Islamic Education was acceptable in the Collège but remained unsatisfactory in the Lycée. Progress, however, was now acceptable in both Lycée and Collège. Attainment in Arabic as a first and second language was acceptable in both phases of education. Progress, however, was now good in the Collège and acceptable in the Lycée. Attainment and progress were outstanding in English, mathematics and science in the Lycée. They remained good in the Collège for those subjects and in both phases for French, the language of instruction. Students' attitudes and behaviour were outstanding in both the Lycée and Collège. They had a good understanding of Islam and appreciation of local traditions and culture. However, their civic, economic and environmental understanding was now outstanding. Teaching and learning were good in all sections with some outstanding practice in the Lycée. The majority of teachers had good subject knowledge, a good rapport with students and planned their lessons well. Assessment procedures were

good in all grades. The curriculum was good in all sections of the school and included all of the required subjects. The attendance figures were high and robust health and safety arrangements ensured that students felt safe. The quality of support was also outstanding in all grades. Leadership and management were good. The leadership team acted promptly on the previous recommendations and pockets of improvement had already been identified. The new subject co-ordinators shared the school's high expectations. Partnerships and communication with parents were effective. Governance was good. Staffing, facilities and resources were good, but information technology resources were not always fully utilized.

Key strengths

- The outstanding attainment of students in English, science and mathematics in the Lycée;
- The mature behaviour and exemplary work ethic of students in school;
- The students' strong sense of civic responsibilities and knowledge of global issues;
- The strong subject knowledge and high expectations of teachers in school;
- The focused and caring leadership style of the senior leaders in creating a positive working ethos.

Recommendations

- Capitalise on the strengths in teaching by identifying and sharing best practice to meet the needs of all students in school;
- Provide more opportunities for students to participate in extra-curricular activities;
- Continue to develop strategies to increase engagement and attainment in Islamic Education and Arabic;
- Develop the leadership skills of the subject co-ordinators to secure good outcomes for all groups of students;
- Ensure consistency in assessment procedures in school between subject areas.

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

	College	Lycee
Islamic Education		
Attainment	Acceptable	Unsatisfactory
Progress	Acceptable	Acceptable
Arabic as a first language		
Attainment	Acceptable	Acceptable
Progress	Acceptable	Good
Arabic as an additional language		
Attainment	Acceptable	Not Applicable
Progress	Acceptable	Not Applicable
French		
Attainment	Good	Good
Progress	Good	Good
English		
Attainment	Good	Outstanding
Progress	Good	Outstanding
Mathematics		
Attainment	Good	Outstanding
Progress	Good	Outstanding
Science		
Attainment	Good	Outstanding
Progress	Good	Outstanding

Attainment in Islamic Education across the school was acceptable and improving. The majority of students were able to recite the Holy Qu'ran and Hadeeth clearly. However, their application of the rules of Tajweed was underdeveloped. Students' attainment in Arabic was acceptable. The students displayed stronger listening and reading skills. Students could also apply their grammatical knowledge to the study of literature. However, students' oral skills needed further development. In English, attainment was good in the Collège and outstanding in the Lycée. The majority of students demonstrated speaking skills above curriculum standards for English as an additional language as their high levels of spoken English allowed them to access the curriculum. In French, attainment was good in both phases. Students' verbal, listening and reasoning skills were consistently high. However, students whose French was not a mother tongue had weaker writing skills than their peers. Attainment in mathematics was good in the Collège and outstanding in the Lycée where students followed individual lines of enquiry and selected from a range of methods to tackle mathematical problems. In science, students' attainment was good in the Collège and outstanding in the Lycée. As they reached the Lycée, students were able to recognize that different approaches were required to investigate different kinds of scientific questions. This awareness was a real asset for their Travaux Personnels Encadrés.

Students made acceptable progress in understanding Fiqh-Laws, gaining knowledge of Islamic values and morals. Their progress in Seerah, however, was slower. In Arabic, students made particularly good progress responding to listening material in lessons. While students' grammatical knowledge grew as they moved up through the school, their speaking skills were still underdeveloped leading to slow progress, particularly in the Arabic as an additional language groups. In English, progress was good in the Collège and outstanding in the Lycée. Students' extended writing skills were developing well in both stages. Oral skills were a particular strength, and students also read with increasing confidence, fluency and expression. In French, progress was good in all phases. Teachers' verbal feedback enabled students to produce more accurate and detailed analysis of written texts. As they progressed well across the phases, they could present more detailed findings to their peers. However, progress for those students whose first language was not French was slower, notably when carrying out written tasks. Progress in mathematics was good in the Collège and outstanding in the Lycée. Students acquired more robust reasoning skills as they reached the Lycée, enabling them to solve complex mathematical tasks. In science, progress was similar. Students acquired the necessary skills in the Collège to enable them to apply their knowledge in their Travaux Personnels Encadrés. The progress of higher attaining students and those with special educational needs varied because approaches were not always effective in all lessons. Students made good progress in their aide personnalisée sessions.

How good is the students' personal and social development?

	College	Lycee
Attitudes and behaviour	Outstanding	Outstanding
Understanding of Islam and appreciation of local traditions and culture	Good	Good
Civic, economic and environmental understanding	Outstanding	Outstanding

Students' behaviour and attitude were outstanding. Students were courteous to teachers, visitors and each other. In lesson time, they were attentive and showed a positive work ethic, taking responsibility for their own behaviour. In addition they behaved very well around school, between lessons and on school transport. All students showed tolerance and respect for one another, including those with special needs. They knew about healthy lifestyles, and took part in many sport activities. Attendance was good. Students had a good understanding of the principles of Islam that were based on humanity and morality. They took part in charitable events such as raising funds to help relieve famine victims and help orphans in other countries. Students had a limited knowledge about the local traditions. Students' civic, economic and environmental understanding was outstanding. They behaved as responsible members of the school community and took care of each other and the school environment. School Council members were involved in decision making such as developing healthy menus in the school restaurant. They took responsibility in classrooms and helped teachers, and showed consideration for students with special needs. Students had an excellent understanding of how and why Dubai had developed, and they could explain the impact of this on the environment and the economy. They understood about global environmental issues, were involved in energy saving projects in school, and provided humanitarian aid for students in countries affected by poverty, drought and famine.

How good are the teaching, learning and assessment?

	College	Lycee
Teaching for effective learning	Good	Good
Quality of students' learning	Good	Good
Assessment	Good	Good

Teaching was generally good throughout the school but was strongest in the Lycée in English, science and mathematics. However, teaching in Arabic was acceptable. It was also acceptable in Islamic Education but was showing signs of improvement. Throughout the school teachers had excellent subject knowledge but the lack of consistency in planning, use of questioning and application of information technology prevented teaching from being outstanding. Teachers used time well but did not always provide opportunities at the end of the lesson for students to evaluate their learning. In several outstanding lessons seen in English, science and mathematics, teachers used peer assessment to gauge students understanding of their learning. In mathematics, good opportunities were provided for students to use creative approaches to develop critical thinking and problem-solving. In almost all of the lessons seen teachers had excellent relationships with students and managed behaviour effectively. They were excellent role models who demonstrated both passion and dedication for their subjects. In some lessons there were missed opportunities for teachers to capitalise upon assessing students learning in class by encouraging them to verbalise their thinking. Furthermore, the range of teaching methods used was restricted and did not always cater for all the students' learning styles.

The overall good teaching had a positive impact on students' learning. Students listened attentively and knew how to improve their work due to teachers' good feedback. They were focussed because teachers shared learning objectives with them. Regular setting of homework encouraged students to find things out for themselves. However, in lessons other than in the oldest classes in the Lycée, there were missed opportunities to develop skills of independent learning as teachers followed the syllabi rigidly and ICT was not consistently used. The application of learning to the real world and the use of cross-curricular skills were acceptable. However, there were excellent examples of this aspect in science.

Assessment procedures were good with a particular strength in marking. Teachers knew their students well and supported their learning in the catch up classes. However, ongoing assessment through challenging questions, and skills in matching tasks to students needs was less well developed. Students' assessment of their own learning was not a strong feature in lessons although examples of excellent practice were seen in English, French and science.

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

	College	Lycee
Curriculum quality	Good	Good

The curriculum was good across the school. It was well structured, broad, balanced and met French national requirements. It offered continuity and good progression between the key phases of education. This enabled students to be well prepared for the next stage in their education. At the time of the inspection, the amount of time devoted to Islamic Education in Première was below Ministry requirements. However, the school immediately put timetable changes into effect to solve this problem. The curriculum was reviewed regularly and the leaders implemented the necessary changes to meet the latest requirements of the French Ministry of Education. Many of these changes were aimed at ensuring that more students were aware of how to progress in all subjects. Support booklets had been produced and gave excellent help to all students as they moved through the school. This was particularly beneficial in meeting the needs of almost all groups of students. Research skills and critical thinking were well-developed through the curriculum in the Lycée. Competitions such as those organized in mathematics were widening the existing curriculum. In English, projects in collaboration with other countries provided opportunities to use language skills outside lesson time. However, there was not an overall enrichment of the curriculum through extra-curricular activities and more use could be made of available resources such as parents' or teachers' talents.

How well does the school protect and support students?

	College	Lycee
Health and Safety	Outstanding	Outstanding
Quality of Support	Outstanding	Outstanding

The provision for students' health and safety was outstanding. There were excellent arrangements for monitoring health, safety and security throughout the school. Senior staff and an outside contractor regularly monitored the premises, which were clean and maintained to a high standard. All issues were well documented. Ramps enabled students with physical impairment to access all classrooms. Students behaved in an orderly way at break time, between lessons and at arrival and departure times. They were aware of their personal safety and behaved impeccably during lessons. Students' physical and emotional health was rigorously monitored by the school nurses, doctor and psychologist. Other professionals, such as a speech therapist also provided support for specific students, and information was shared so that teachers were aware of students' needs in lesson time. Healthy lifestyles were encouraged. Students learned about good health in science, and healthy food during English lessons when they created menus. All students took part in a range of sports and activities were adapted for specific students with physical difficulties. Most students chose healthy food options during lunch time. There was a child protection policy in place and students discussed their concerns with the nurse. The school employed suitably qualified staff who conformed to Ministry of Education regulations in France.

The quality of support in school was outstanding. There were respectful relationships between staff and the students. Parents and students were fully aware of the school's code of conduct. Teachers were excellent role models. Students responded well to them and conformed to high standards of behaviour and positive attitudes towards their studies. Students received appropriate guidance on careers and many were successful in obtaining university placements in France and in English-speaking countries. The nurse, doctor and school psychologist effectively monitored all students' well-being and provided outstanding care and counselling to support all students' personal development and self-esteem. Students with physical and sensory impairments were fully integrated and made good progress. They had access to individual programmes depending on their needs. These were monitored by medical staff and parents were fully involved in discussions. Teachers were providing additional support in lessons. They gave extra time for students to complete tests and exams, used behaviour modification strategies, gave additional resources to help individual students or adapted expectations in physical education lessons so that all could enjoy taking part in sport.

As a result of the effective support students with special needs were fully included in all areas of school life and made rapid progress. There were well organised systems for monitoring attendance.

How good are the leadership and management of the school?

	Whole school
Quality of leadership	Good
Self-evaluation and improvement planning	Good
Partnerships with parents and the community	Good
Governance	Good
Management, including staffing, facilities and resources	Good

The leadership and management of the school were good. There was a positive working ethos and all staff worked harmoniously. The Proviseur who had a clear vision for his school was well supported by the Proviseur Adjoint. New subject co-ordinators had been recruited in some departments. Co-ordinators, in general, encouraged their teams to share best practice but there were inconsistencies between departments.

The leaders of the school were focused and had good self-evaluation skills. They were aware of the strengths and weaknesses of the school and found the inspection process useful as an additional monitoring tool. They were very proactive in implementing strategies linked to the recommendations in the previous report, resulting in outstanding signs of improvement in some aspects of the school life such as the attainment and progress of students in the Lycée. The school approach to evaluation, monitoring and improvement of the quality of teaching and learning had improved since the last report but was still hindered as lesson observations were only undertaken by the French Inspectorate, in accordance with French regulations.

The partnership and communication with parents were good. Parents were well informed about both academic and personal development of their children. Parents participated in various committees which directly influenced the life and work of the school but they felt this could be further expanded. Sometimes, the school capitalised on the expertise of the parents within the community. For example, the school leaders called upon a parent with a career guidance background to support some students in school. This initiative was very well received by the students. Links with the local French cultural agencies were firmly established and very productive.

Governance of the school was good. The governors supported the leadership team extremely well and shared the vision of excellence for their students to become global citizens. Their actions were measured and secured positive outcomes for all students. They capitalised on the range of expertise they had within their team and thus played a significant role in leading the school improvement.

Staffing and resources were good. The number of teachers was proportionate to the number of students and they were all appropriately qualified. There had been staffing issues in philosophy but the leaders of the school were very proactive in finding a replacement in a difficult recruiting context. The buildings, outdoor learning and recreational spaces were outstanding. The school had a swimming pool and other sport facilities. The library was well stocked and regularly used. There was a canteen on the premises serving healthy food. Resources for learning such as information technology were improving but were not always fully utilised in lessons.

What are the views of parents, teachers and students?

Before the inspection, the views of parents, teachers and senior secondary students were surveyed. Key messages from each group were considered during the inspection and these helped to form judgements. A summary of the survey statistics and comments from those who responded to the survey follows:

Responses to the surveys			
Responses received	Number		Percentage
Parents	This year	107	16%
	Last year	160	22%
Teachers	17		23%
Students	74		18%

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

A minority of parents responded to the survey, fewer than last year. Minorities of teachers and senior students responded to their surveys. Parents were generally satisfied with the quality of education offered by the school. The students echoed their parents' views. The majority of parents thought their children were progressing well in French, English, mathematics and science compared to the acceptable progress students were making in Islamic Education and Arabic as a first and an additional language. The same proportion of parents stated that teaching and learning at the school were at least of a good quality but a minority thought that there were not enough extra-curricular opportunities provided by the school, particularly sport competitions. Students agreed with them. Most parents thought their children were being treated fairly and incidences of bullying were effectively dealt with. Students did not report any serious incidents. They believed the school was responsive when incidents occurred. The majority of parents thought that communication with parents was timely and effective and that the school was well led. They had identified that activities and opportunities outside the classroom was an issue that the school should focus on improving. Teachers were broadly positive in their views about the school.

What happens next?

The school has been asked to prepare and submit an updated action plan to DSIB within two months of receiving the most recent report. This plan 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 inspection will report on the progress made by the school.

Dubai Schools Inspection Bureau

Knowledge and Human Development Authority

How to contact us

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

Our work with schools

Dubai Schools Inspection Bureau (DSIB) inspects schools to inform parents, students and the wider community of the quality of education provided. Inspectors also give guidance to staff about how to improve the standard of education.

At the beginning of the inspection, we ask the principal and staff about the strengths of the school, what needs to improve and how they know. We use the information they give us to help us plan our time in school. During the inspection, we go into classes and join other activities in which students are involved. We also gather the views of students, parents and staff. We find their views very helpful and use them, together with the other information we have collected, to arrive at our view regarding the quality of education.

This report tells you what we found during the inspection and the quality of education in the school. We describe how well students are doing, how good the school is at helping them to learn and how well it cares for them. We comment on how well staff, parents and children work together and how they go about improving the school. Finally, we focus on how well the school is led and how staff help the school achieve its aims.

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