

INSPECTION REPORT

Lycee Georges Pompidou High School

Report published in April 2013

GENERAL INFORMATION ABOUT Lycée Georges Pompidou

Location	Dubai Academic City
Type of school	Private
Website	www.lfigp.org
Telephone	04 3260026
Address	PO Box 294471, Dubai
Principal	Francis Cauet
Curriculum	French
Gender of students	Boys and Girls
Age / Grades	11-18 / Sixième to Terminale
Attendance	Outstanding
Number of students on roll	966
Largest nationality group of Students	French
Number of Emirati students	0
Date of the inspection	18th to 20th February 2013

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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 in the Collège and the Lycée, aged 11 to 18 years. The majority of students originate from France and Franco-Arab speaking countries. At the time of the inspection there were 966 students on roll.

The school followed the French Ministry of Education curriculum and students take the Diplôme National du Brevet in Troisième and the Baccalauréat in Terminale.

A total of 43 students had been identified as having special educational needs. Around half of the students had French as an additional language and there were 231 Arabic first language learners. At the time of the inspection, the majority of teaching staff were French nationals with relevant teaching qualifications for the age range they taught.

Overall school performance 2012-2013

Good

Key strengths

- The excellent relationships throughout the school that produced a very positive climate for learning;
- The outstanding attainment and progress by students in English throughout the school and in mathematics and science in the Lycée;
- Students' excellent behaviour, attitudes to work and sense of personal responsibility;
- The excellent health and safety arrangements, the high quality facilities and the outstanding links with parents that underpinned students' well-being and personal development;
- The clear-sighted and resolute leadership that was moving the school forward.

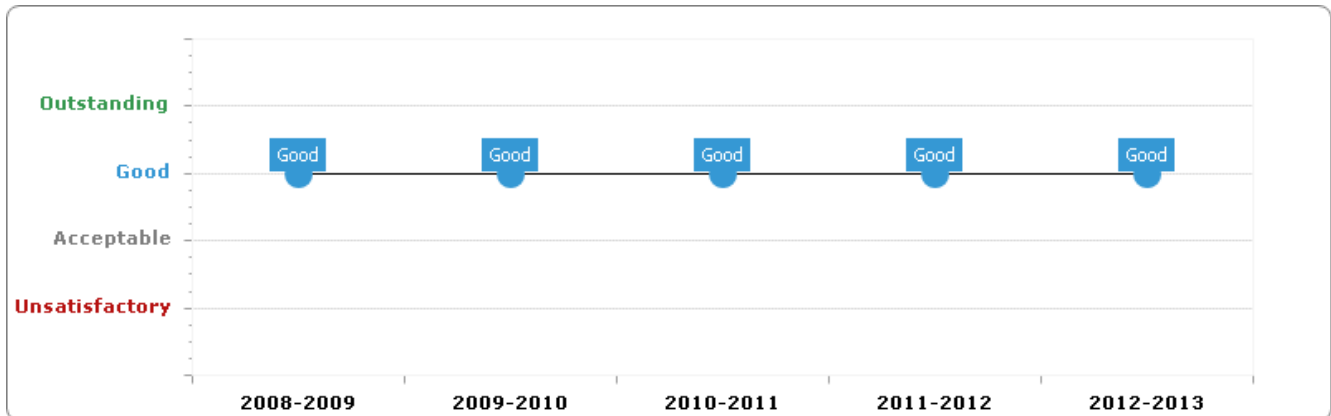
Recommendations

- Improve students' progress in Islamic Education and Arabic by raising teachers' expectations of students and improving the variety of teaching strategies;
- Ensure greater consistency in teaching and in learning opportunities within the curriculum by:
 - meeting the individual needs of all students, including those with special educational needs, more consistently;
 - improving the balance in lessons between the contributions of the teachers and students' participation;
 - strengthening self-evaluation procedures among all staff.

Progress since the last inspection

- Students' attainment and progress in English in the Collège had improved. There had, however, been little improvement in Islamic Education and Arabic;
- Attendance had increased to 98 per cent and was outstanding;
- There had been an improvement in the range and quality of extra-curricular activities.
- Partnerships with parents and community were stronger.

Trend of overall performance



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

	Collège	Lycée
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	Outstanding	Outstanding
Progress	Outstanding	Outstanding
Mathematics		
Attainment	Good	Outstanding
Progress	Good	Outstanding
Science		
Attainment	Good	Outstanding
Progress	Good	Outstanding

[Read paragraph](#)

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How good is the students' personal and social development?

	Collège	Lycée
Attitudes and behaviour	Outstanding	Outstanding
Understanding of Islamic values and local, cultural and global awareness	Good	Good
Community and environmental responsibility	Outstanding	Outstanding

[Read paragraph](#)

How good are the teaching, learning and assessment?

	Collège	Lycée
Teaching for effective learning	Good	Good
Quality of students' learning	Good	Good
Assessment	Good	Good

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

	Collège	Lycée
Curriculum quality	Good	Good

[Read paragraph](#)

How well does the school protect and support students?

	Collège	Lycée
Health and Safety	Outstanding	Outstanding
Quality of Support	Good	Good

[Read paragraph](#)

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	Outstanding
Governance	Outstanding
Management, including staffing, facilities and resources	Outstanding

[Read paragraph](#)

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

Students' attainment in Islamic Education and Arabic was mostly acceptable. In the other four key subjects it was mostly good in the Collège and outstanding in the Lycée. Other than in the Lycée, where Islamic Education was unsatisfactory, most students' knowledge of key Islamic concepts and values was within the expected levels. Their deeper understanding of these concepts and values was less well developed. Students with Arabic as a first and additional language spoke confidently in colloquial Arabic but demonstrated weaker reading and writing skills when using standard Arabic. In French, students' attainment was good overall but writing was less well developed than other skills. Students' skills in English were excellent throughout the school and across all aspects of language. In mathematics, students in the Lycée applied higher order thinking skills to more complex problems and, consequently, attained high levels of understanding. Most students demonstrated quick mental agility and enjoyed mathematics. In science, students were good at devising their own investigations and following up hypotheses.

Students' progress across key subjects was similar to attainment. In Islamic Education, students made acceptable progress in their understanding of Islamic values and etiquettes while their progress with the recitation of Holy Qur'an and the understanding of Hadith was limited. In the Lycée, learners of Arabic as a first language made significant progress in relation to their starting points. In the Collège, progress in Arabic as an additional language was inhibited by the excessive use of French in lessons. Progress in French, mathematics and science in the Collège was good but slowed by lack of challenge for more able students and those experiencing difficulty in lessons. Problem-solving skills were developing well in mathematics and science in the Collège but lessons lacked the challenge to produce better progress. There had been improvements in students' progress in English in the Collège due to increased challenge in analysing literary texts in a range of genres. Most students in the Lycée made outstanding progress in English, mathematics and science because of a strong emphasis on challenge, group work and the development of higher order thinking skills.

[View judgements](#)

How good is the students' personal and social development?

Students' attitudes and behaviour were outstanding. Students had very positive and responsible attitudes to learning and school life. Relationships between teachers and students were very positive and students worked well with each other in groups. A successful approach to healthy living, together with an outstanding physical education programme, had resulted in students being well aware of the importance of healthy diet and exercise. Most played sport regularly. Students were self-disciplined able to resolve difficulties maturely and sensitive to the needs of others. Students showed good understanding and appreciation of the expectations of Islam and demonstrated respectful behaviour. They participated in volunteer activities through charity and other events, undertaken to benefit the school or local community. Students understood the contemporary culture of Dubai and identified the features that had changed over time. They described their own cultures and traditions, providing details and examples. Students demonstrated outstanding community and environmental responsibility. They worked with those in need in local areas and participated in such events as 'Running for Hunger' and 'Greening of the Desert' to bring about change locally and internationally. Students also organised events, such as a mathematics activity for primary students in their sister school. The student council was beginning to play a more active role in school life. Students showed themselves to be capable of making reasoned decisions and their opinions were increasingly listened to by school leaders. Students took pride in the fact that their school was a 'green' school and participated enthusiastically in re-use, re-cycling and conservation activities.

[View judgements](#)

How good are the teaching, learning and assessment?

Teaching was good overall, especially in the Lycée where teachers of English and science planned very interactive lessons. The respectful relationships between teachers and students mostly ensured a positive learning environment in lessons. There were some inconsistencies in teaching quality across subjects, especially in Islamic Education and Arabic, because teachers' expectations were too varied. Teachers used their strong subject knowledge to develop new learning and promote thinking. In most lessons, effective questioning skills engaged most students well, promoted thinking and helped teachers to assess students' understanding. Limited teacher expertise and lack of individual support in lessons meant that students with special educational needs did not always make good progress. Over-direction by a few teachers did not allow students to make their own choices and work in their own ways and at their own levels. There were particular strengths in the teaching of physical education in the school.

Students had positive and mature attitudes to learning. Most sustained concentration well and showed confidence in lessons. They collaborated effectively, for example in English, science and physical education, and respected each other's opinions. Students took responsibility for their own learning and

knew how to improve. They were good at thinking critically, although the scope to do this was limited in some lessons, particularly in Islamic Education and Arabic.

Assessment data was mostly accurate but was not always analysed effectively or used by teachers to bring about changes to teaching. This data was not routinely used well to make strategic decisions. Assessment was less effective in Islamic Education and Arabic. In these subjects, students did not always understand their own strengths and weaknesses and how to improve. In the best lessons, teachers used assessment information and excellent questioning techniques to help improve learning. Accurate student self- and peer-assessment was a key feature of physical education lessons.

[View judgements](#)

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

The curriculum was good in all phases. It was broad, balanced and reviewed within the guidelines of the French Ministry of Education. Teachers' modifications ensured the curriculum met the needs of learners. Staff members worked well together to review developments to the curriculum made centrally to ensure that they were implemented effectively. New courses, such as accounting and art, provided more choice for students in Troisième to Première. The school had successfully ensured the fulfilment of Ministry of Education (UAE) requirements for Islamic Education. The curriculum for Arabic was underdeveloped in Collège and Lycée. It lacked breadth and stimulating tasks and activities. Most teachers ensured good links between subjects and with real life, a particular strength in English and science. There had been some additions to the extra-curricular programme, such as educational visits, to support learning. Students in Troisième enjoyed and benefited from work placements. Enrichment activities boosted students' engagement and success in their learning but this needed further development. Good organisation and communication ensured a smooth transition between the different school phases. The curriculum provided good opportunities for independent learning, research and critical thinking.

[View judgements](#)

How well does the school protect and support students?

Very thorough systems and processes ensured the health and safety of students. There were high levels of medical expertise and excellent facilities. The school environment was well maintained, clean and secure. Staff and student monitors supervised students well. A healthy lifestyle was encouraged. The cafeteria provided acceptable meals. However, parents and students expressed concern about food quality. Physical education lessons ensured sustained physical activity and good levels of fitness. Sessions led by the medical team about student well-being were well received by parents and students. There were clear procedures for child protection.

The quality of support was good. Positive staff-student relationships were a key feature of the school and most classrooms. Teachers were effective role-models, encouraging students to be respectful and well-behaved. Attendance and punctuality were promoted well and students were rarely late to school or for lessons. Whilst staff knew students' personal needs and responded accordingly, there was no consistent approach to actively monitor the well-being of the students. There was therefore a limited overview to ensure continuity of support and guidance.

[View judgements](#)

How well does the school provide for students with special educational needs?

The recently implemented system for identifying students with special educational needs was appropriate. However, it was not understood by all staff. The progress of students with special educational needs was mostly good and comparable to that of the other students in the class. This was largely because individual teachers adapted lessons according to the information they received on the specific needs of individuals. Modifications were made to the curriculum and assessment, and teachers met regularly with parents to discuss progress. Nevertheless, the provision for these students required further development so that all teachers understood the type and range of students' needs. Gifted and talented students had not been consistently identified. Students with specific learning difficulties, such as dyslexia, did not always feel well supported because the use of information technology was not generally encouraged.

How good are the leadership and management of the school?

The quality of leadership was good. The Proviseur, well supported by the Proviseur Adjoint, had a very clear vision and knew the school well. Staff shared this vision. The leadership team was united in setting a clear direction. Leadership was distributed with clear roles and responsibilities. There was a developing ethos of collective responsibility. Staff were very proud of their school. Communication between all levels of leadership was good. Leaders at all levels showed good capacity to move the school further forward. Some educational outcomes had already improved, such as English in the Collège. However, outcomes in Islamic Education and Arabic had not improved.

Self-evaluation and improvement planning were good. The school knew itself well. The new Proviseur had implemented departmental self-evaluation procedures carried out by teams. Monitoring by senior leaders was becoming a stronger part of school life. The school had a clear understanding of what it did well. It also knew what could be improved, such as the quality of Arabic teaching, consistency of provision for students with special educational needs and improvements to on-going assessment. However, a few self-evaluation judgements were over-optimistic. The school's basic aims, development plans and action plans

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were too simple. The leadership skills of subject co-ordinators showed little improvement in the area of self-evaluation. Even so, there had been positive change in the school since the previous inspection. Opportunities for students to participate in extra-curricular activities had improved. Links with parents had strengthened. English attainment in the Collège was better.

Partnership and communication with parents were outstanding. Parents said that they felt very well informed about all aspects of their children's lives in school. Parents were significantly involved in committees, which had an influence on the daily life of the school. Parents organised an annual 'kermesse' to celebrate the school's success and to raise money for students to experience educational visits. The developing links with other schools had been productive, such as the mass rally event. Parents supported student work placements well.

The elected Conseil de Gestion was a very active and knowledgeable group of parents who had specific responsibility for the school's finances. In this regard, they held the school to account rigorously. There were regular meetings that involved a range of stakeholders including representatives from the French Embassy and students. These meetings addressed important school matters. Governors fully understood the strengths of the school and were well aware of its priorities for developing further. They were proactive and very successful in supporting and guiding school development.

Management, including staffing, facilities and resources was outstanding. Day-to-day management of the school was highly efficient. A communications officer facilitated liaison with parents. Teachers held either recognised certification from the French Ministry of Education or a qualification from a French-speaking country. Training on-site was not available in all subjects and there was little provision made for mentoring or peer observation. The premises and facilities provided a stimulating environment. Effective use of all available resources, including information technology, was not a consistent feature of lessons, except in science.

[View judgements](#)

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	179	25%
	Last year	107	17%
Teachers	20		24%
Students	69		18%

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

Approximately a quarter of parents and teachers, and almost a fifth of Lycée students, responded to the questionnaire. Parents appreciated the high achievement in English, French, mathematics and science, especially in the Lycée. However, they had concerns about progress in Arabic. They praised the generally good quality of teaching and learning, the strong culture of care, the leadership and the work of the parents' association. However, a quarter of parents and half of students felt that the curriculum was too narrow and that the range of extra-curricular activities and community links was limited. There were also concerns from parents and students about the quality of the cafeteria food and the limited use of technology in lessons. A significant minority of parents, students and teachers felt the school did not listen to them enough. They did not feel part of the school's decision-making. Almost a quarter of students stated that they did not enjoy their time at school. Almost all teachers believed that last year's report reflected the school accurately and that inspection helped the school move forward.

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

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