

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

Inspection Report 2018-2019

INTERNATIONAL CONCEPT EDUCATION

11 YEARS OF INSPECTIONS

Acceptable

Curriculum
French



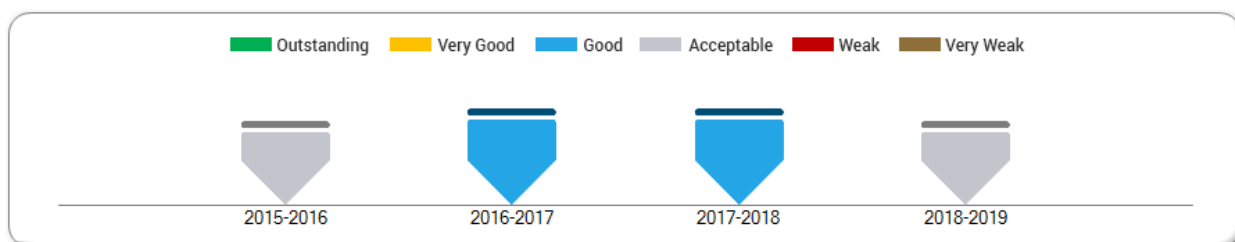
Contents

Contents.....	2
School Information.....	3
Summary of Inspection Findings 2018-2019	3
Overall School Performance	6
National Priorities.....	8
National Agenda Parameter	8
Reading Across the Curriculum.....	9
UAE Social Studies.....	9
Innovation.....	9
Main Inspection Report.....	10
The Views of parents and senior students.....	20

School Information

General Information	Location	Meydan
	Opening year of School	2013
	Website	http://www.icedubai.org
	Telephone	04 337 7818
	Principal	Ian John Tysoe
	Principal - Date appointed	1/9/2017
	Language of Instruction	French, English
	Inspection Dates:	28 to 30 January 2019
Students	Gender of students	Boys and girls
	Age range	3 to 13
	Grades or year groups	KG 1 to Grade 7
	Number of students on roll	287
	Number of Emirati students	1
	Number of students of determination	22
	Largest nationality group of students	French
Teachers	Number of teachers	32
	Largest nationality group of teachers	French
	Number of teaching assistants	6
	Teacher-student ratio	1:9
	Number of guidance counsellors	0
	Teacher turnover	44%
Curriculum	Educational Permit/ License	French
	Main Curriculum	French
	External Tests and Examinations	
	Accreditation	French, IB Candidate School
	National Agenda Benchmark Tests	IBT

School Journey for INTERNATIONAL CONCEPT EDUCATION



Summary of Inspection Findings 2018-2019

The overall quality of education provided by the school is **acceptable**. The section below summarizes the inspection findings for students' outcomes, provision and leadership.

Students' Outcomes	• Attainment and progress in Mathematics, English and Science in Maternelle have declined from very good to good. In Primaire, attainment and progress in mathematics and science have declined from very good to good. Attainment and progress in French and English in Primaire and Collège remain very good. In most other subjects and phases, students' progress is good. Attainment in Maternelle is higher in French classes than in international ones. The quality of learning skills has declined in Maternelle and Primaire. • Students' personal and social development is a strength in Primaire and Collège, but is less consistent in Maternelle. They have positive attitudes towards learning and are self disciplined. Students maintain active and healthy lifestyles. They have very good understanding and appreciation of the cultures represented in the school, and a good understanding of Islamic values and Emirati culture.
Provision for learners	• The quality of teaching in French and English lessons is a particular strength, although it is overly directive in some lessons. Too high a proportion of teaching in the the Collège does not facilitate enquiry or investigative learning. Although Primaire is formally adopting the IB Primary Years Programme (PYP), only a minority of lessons feature open-ended challenges, problem solving or enquiry-based approaches. The school's assessment policy is not implemented consistently by teachers. Tracking of students' progress and target setting for future learning are developing well. • The curriculum is based on the French National Curriculum, and follows the National Curriculum for England in the international section. The implementation of the PYP across both streams is at an early stage. The integration of these curricula is not yet effective. The curriculum is frequently modified to meet the needs of the less able students in different subjects. It is not consistently adapted to extend the learning of higher-achieving students. • The school provides an attractive, safe and well-resourced learning environment for all students. Procedures and policies, including those for child protection, are well established and regularly reviewed. Great care is taken to ensure that students develop an understanding of the importance of a healthy lifestyle. Students of determination are identified with increasing care. However, there are still some students whose needs are not fully identified, and those who do not yet receive appropriate support.
Leadership and management	• The quality of educational leadership throughout the school has declined, particularly in Maternelle and Collège. School self-evaluation and improvement processes have not been carried out rigorously, leading to a decline in performance. Governors have provided support and guidance, but have not held senior leaders fully to account for the school's performance. The school is well managed on a day to day basis, and it is developing students' access to technology well.

What the School does Best

- Students develop very good competence in English and French and can switch fluidly between these languages.
- Most students are motivated learners.
- The school has very good health and safety procedures.
- Parents are supportive of the school and are active partners in their children's learning.

Key Recommendations

- Governors should:
 - review with urgency the leadership arrangements of the school
 - regularly hold school leaders accountable and provide sufficient support to ensure more that improvement is sustainable.
- School leaders should:
 - take urgent action to improve the quality of learning and teaching in Maternelle
 - use accurate self-evaluation to set priorities and ensure that planned actions lead to successful improvement
 - develop the roles of middle leaders across the school
 - accurately monitor and assess the quality of learning for all students, including those of determination
 - ensure that teaching consistently includes sufficient open-ended challenges, and opportunities for research and enquiry.

Overall School Performance

Acceptable ↓

1. Students' Achievement

		Maternelle	Primaire	College
 Islamic Education	Attainment	Not applicable	Acceptable	Acceptable
	Progress	Not applicable	Good ↑	Good
 Arabic as a First Language	Attainment	Not applicable	Acceptable	Acceptable
	Progress	Not applicable	Good	Good
 Arabic as an Additional Language	Attainment	Not applicable	Acceptable	Acceptable
	Progress	Not applicable	Good	Good ↑
 Language of instruction	Attainment	Good	Very good	Very good
	Progress	Good	Very good	Very good
 English	Attainment	Good ↓	Very good	Very good
	Progress	Good ↓	Very good	Very good
 Mathematics	Attainment	Good ↓	Good ↓	Good
	Progress	Good ↓	Good ↓	Good
 Science	Attainment	Good ↓	Good ↓	Acceptable ↓
	Progress	Good ↓	Good ↓	Acceptable ↓

	Maternelle	Primaire	College
Learning skills	Acceptable ↓	Good ↓	Acceptable ↓

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

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

3. Teaching and assessment

	Maternelle	Primaire	College
Teaching for effective learning	Acceptable↓	Good↓	Good
Assessment	Acceptable↓	Acceptable↓	Acceptable↓

4. Curriculum

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

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

	Maternelle	Primaire	College
Health and safety, including arrangements for child protection/ safeguarding	Very good	Very good	Very good
Care and support	Acceptable↓	Acceptable↓	Acceptable↓

6. Leadership and management

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

For further information regarding the inspection process, please look at [UAE School Inspection Framework](#)

National Priorities

National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of UAE, and Ruler of Dubai, launched the UAE National Agenda 2021. In 2015, the KHDA launched the National Agenda Parameter, which is a method for measuring and monitoring schools' progress towards achieving the UAE National Agenda targets.

The following section focuses on the success of the school in meeting the National Agenda Parameter targets :

Registration requirements

The school meets the registration requirements for the National Agenda Parameter.

The School's Progress In International Assessments is below expectations.

- The school is only required to enter students from the international stream in NAP testing, hence, a small cohort of six Grade 3 students were tested. There were insufficient student numbers to provide valid, reliable evidence of progression.

The Impact of Leadership is below expectations.

- The cognitive and NAP data that is available is not used effectively by teachers to inform modifications to teaching, learning and the curriculum or to improve achievement. Leaders are reviewing the possibility of extending the international NAP and cognitive testing programme across the school.

The Impact on Learning is approaching expectations.

- Interpreting, analysis, reasoning, problem solving and decision making are not yet regular features of students' learning. Research skills are not taught, and the scientific method is not yet sufficiently embedded to further support students' critical thinking and research skills. In moving to PYP, these skills will be essential and require urgent development.

Overall, the school's progress toward achieving its UAE National Agenda targets is below expectations.

For development:

- Extend the N.A.P. and CAT4 assessments to all students in the required grades.
- Use this information for lesson planning that meets the learning needs of all students.
- Ensure that the essential skills of scientific enquiry, critical thinking, problem solving and independent research are embedded throughout the curriculum.

Reading Across the Curriculum

- Reading skills are well developed, particularly in Primaire. Most students can read grade level texts fluently in both English and French.
- Students are generally very confident readers. However they apply their skills inconsistently in mathematics and do not regularly read for research in science.
- The librarian is committed to developing reading throughout the school. She runs a structured library programme for each class.
- Reading is not embedded across the curriculum. A new reading policy was adopted two weeks prior to the inspection, so it was not possible to evaluate its impact.

The school's provision for reading across the curriculum is emerging.

For development:

- School leaders should appoint a person to oversee the introduction of the new reading policy and ensure that it is fully implemented in all subjects.

UAE Social Studies

- The UAE social studies curriculum is in the early stages of being implemented. Topics are based on Ministry of Education (MoE) textbooks.
- Students make some connections between subjects and can do basic research. Their use of digital technology and the promotion of critical thinking skills are underdeveloped.
- Teachers record the attainment of students and communicate this information to parents in reports.
- Assessment information is not effectively analysed to demonstrate students' progress in relation to the UAE social studies curriculum standards.

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

Innovation

- Students develop cooperation and problem-solving skills during their robotics classes. In these sessions they can use digital media well and they are beginning to develop their independent learning skills.
- Many students take part in activities of benefit to the community, such as a beach cleaning and the Ramadan 'sharing fridge.'
- Most teaching follows conventional approaches, but some teachers are introducing more innovative approaches, such the use of machine readable codes.
- The school has an ambitions vision to merge the aspects of the French education system and the PYP, but this integration is at a very early stage of development.
- Leaders' support for the use of digital technology is starting to have positive effects upon learning. However, leaders have yet to establish innovation approaches in all subjects.

The school's promotion of a culture of innovation is emerging.

Main Inspection Report

1. Students' Achievement

Islamic Education

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

- Students' attainment in Primaire is slightly better than in Collège. Students make good progress in both phases because of good teaching. Teachers use a variety of teaching approaches to meet students' needs.
- Students have sound basic knowledge of general Islamic teachings but are still working towards a broader understanding. For example, in Primaire, students can name the five pillars of Islam, but often struggle to name the prayers and their different timings.
- Since the last inspection, professional development has helped teachers to adopt more student centred teaching approaches which take greater account of students' differing learning needs. This development has led to improvements in students' progress throughout the school.

For development:

- Improve students' Arabic language skills to better support Islamic education lessons taught in Arabic.

Arabic as a First Language

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

- Students' progress in learning Arabic as a first language is good across all age groups. Their attainment, however has not improved sufficiently, and most students' attainment remains in line with curriculum expectations.
- Students in all phases have good listening skills and are able to respond to their teacher's instructions. Students have only a few opportunities to develop independent, creative writing.
- Since the last inspection, there has been a sharper focus on the development of students' listening and speaking skills, while sustaining their reading and writing skills. This is improving students' use of Arabic.

For development:

- Provide more opportunities for students to engage in creative, independent writing.

Arabic as an Additional Language

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

- Arabic as additional language learners make good progress because of the introduction of a broader range of teaching approaches. However, across both phases, students' attainment remains in line with curriculum expectations.
- Students understand simple phrases. Reading skills are stronger than writing skills. Students can often understand a given text and answer subsequent questions, but are only able to write short sentences with their teachers' support.
- Teaching approaches that use visual aids to enhance students' understanding are having a positive effect upon learning. The school's greater emphasis on the use of new vocabulary during conversations is improving students' speaking skills. However, they have difficulty in producing longer speech.

For development:

- Provide more opportunities for students to develop their writing skills.

French

	Maternelle	Primaire	College
Attainment	Good	Very good	Very good
Progress	Good	Very good	Very good

- In Primaire, although many students are not native French speakers, most attain levels above curriculum standards. Assessments and students' work show that their attainment and progress are better in Primaire and the Collège than in Maternelle.
- In Maternelle, students' oral skills are sufficiently well developed to enable them to communicate with peers and adults. The development of language skills is a major focus of the school. In Primaire, students develop high levels of accuracy in grammar and spelling. In the Collège they can think analytically about the French language.
- Students' writing skills are developing well, particularly in Primaire. Their spelling and grammar skills have improved significantly. Although reading is not a consistent priority, it is practiced in every class. In Maternelle, the emphasis is on the development of oral skills.

For development:

- Raise students' attainment in Maternelle to match that in the other phases.

English

	Maternelle	Primaire	College
Attainment	Good ↓	Very good	Very good
Progress	Good ↓	Very good	Very good

- In Primaire and Collège, a large majority of students attain levels above curriculum standards and make better than expected progress. Their comprehension and speaking skills are particularly well developed. Children's achievement has declined in Maternelle because the level of challenge is not high enough.
- Students in Primaire are especially competent in listening and speaking. In Collège, students are at ease presenting their work in public. In Maternelle, children display good phonic awareness. Reading and writing, particularly in extended forms, are less developed.
- Improvements have been made in students' language skills in Primaire and Collège, through project work that integrates several areas of learning. This accelerates the development of students' critical thinking and independent learning. However, these features are in the early stages of development.

For development:

- Increase opportunities for students to read more widely and to write at length.
- Increase the levels of challenge in the teaching of English language skills in Maternelle.

Mathematics

	Maternelle	Primaire	College
Attainment	Good ↓	Good ↓	Good
Progress	Good ↓	Good ↓	Good

- In mathematics, students' attainment and progress have declined in Maternelle and Primaire. Skill development is stronger in the international section of Primaire, because of a more student-centred approach to learning.
- The use of real-world contexts and a focus on mental calculation skills are contributing to good attainment across the phases. Formal skills in arithmetic and geometry are well developed in Primaire and Collège. Students' problem-solving skills are less well developed than the formal elements of mathematics across all age groups.
- An emphasis on learning key vocabulary allows students to use mathematical language confidently to explain their work. Insufficient opportunities for solving complex problems limits students' ability to think critically and mathematically. Their research and enquiry skills are underdeveloped.

For development:

- Ensure that critical thinking, problem-solving and research skills are fully embedded in the mathematical development of students at all grade levels.

Science

	Maternelle	Primaire	College
Attainment	Good ↓	Good ↓	Acceptable ↓
Progress	Good ↓	Good ↓	Acceptable ↓

- Attainment in Maternelle and Primaire has become more variable and dependent upon individual teachers' skills. In Collège, an overemphasis on theory has limited the overall level of students' attainment.
- In Primaire, students are starting to develop a range of skills and knowledge. They conduct research using technology, explore their 'big ideas', make predictions, and evaluate their findings. Elsewhere, most students have a good knowledge of scientific theory, but limited practical skills.
- Subject leadership in science is adversely affected by a lack of administrative time to monitor the quality of teaching. This has led to inconsistency in students' learning and lower levels of attainment in some classes.

For development:

- Review arrangements for leadership and co-ordination of science across the school, and ensure that there is sufficient administrative time to monitor the quality of teaching and learning to raise attainment.

Learning Skills

	Maternelle	Primaire	College
Learning skills	Acceptable ↓	Good ↓	Acceptable ↓

- Most students have positive attitudes towards learning. In Maternelle, children have too few opportunities to find things out for themselves and develop independence in learning. In Primaire there is more evidence of students developing critical thinking and problem-solving skills.
- Most students are able to communicate effectively in French and English, and they present their work in either language with confidence. However, students do not have enough opportunities to develop and apply enterprise, enquiry and innovation skills.
- The use of learning technologies and the application of knowledge to real life are gradually developing in the school. In some lessons, students are often overly dependent upon their teachers. Students' collective capacity to reflect on their learning is underdeveloped.

For development:

- Improve students' innovation and independent learning skills by drawing on the IB PYP teaching methods.

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

	Maternelle	Primaire	College
Personal development	Good ↓	Very good	Very good

- Students have positive and responsible attitudes. They are frequently self-disciplined. They work together to resolve differences and bullying is rare. Students' positive behaviour contributes to an harmonious learning community. These features are less evident in Maternelle, where behaviour expectations are not consistently high.
- Students are sensitive to the needs and differences of others and consistently help each other. As a result, relationships among students and with teachers are respectful and considerate. Students report that they feel safe, valued and supported. However, they show too little sense of initiative.
- Students have positive attitudes toward maintaining active lifestyles. They make healthy choices for snacks and meals. Attendance rates are very good and almost all students are punctual when arriving at school and for lessons throughout the school day.

	Maternelle	Primaire	College
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good

- Students show a good understanding of Islamic values and appreciate how Islamic values play a major role in making the UAE a harmonious society. They understand the importance of being tolerant towards each other.
- Students have a good appreciation and understanding of the UAE's culture and heritage. They are knowledgeable about Emirati customs and traditions. Students understand, for example, how Dubai has undergone significant changes over the last thirty years.
- Students demonstrate good understanding, awareness and appreciation of the various cultures represented in the school. They speak proudly about their respective countries in terms of food, clothes and rituals. However, their knowledge of wider global cultures is limited.

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

- Students participate in a variety of projects that contribute to the betterment of the school community. These include taking part in assemblies to raise awareness of the anti-social nature of bullying. Older students take advantage of opportunities to raise funds for worthwhile causes.
- Student-initiated activities, such as robotics, allow students to develop problem-solving and computer coding skills. Students have limited experience of enterprise or entrepreneurship.
- Children in Maternelle are not sufficiently encouraged to show regard for their local environment and often leave litter in the dining room. Older students have a basic knowledge of environmental issues, but little understanding of the need for water conservation or the UAE's targets for sustainability.

For development:

- Urgently address instances of children's inappropriate behaviour in Maternelle to ensure that misbehaviour does not become a barrier to learning.
- Broaden students' understanding of the conservation issues faced by the UAE.

3. Teaching and assessment

	Maternelle	Primaire	College
Teaching for effective learning	Acceptable ↓	Good ↓	Good

- Although most teachers have good subject knowledge, some in Maternelle have insufficient understanding of how young children learn. The teaching of languages is effective, especially in French. Too high a proportion of teaching in the Collège is teacher centred and does not promote enquiry or experiential learning.
- Lesson planning is of variable quality. In most subjects, lesson plans identify students' differing needs, but do not include details how those needs are to be met. Often, teachers' questioning of students is too basic and fails to challenge the most able students.
- The school is in the process of formally adopting the PYP. However, the teaching approaches observed do not regularly present the open-ended challenges, problem-solving and enquiry based approaches to learning that the PYP requires.

	Maternelle	Primaire	College
Assessment	Acceptable ↓	Acceptable ↓	Acceptable ↓

- The school's assessment policy is not applied consistently or understood by all teachers. There is a lack of integration of the assessment procedures in the French and international sections. Target setting and the tracking of students' progress are developing well.
- External benchmark assessments and cognitive ability testing are not used sufficiently to guide curriculum adaptations, teaching or learning. Checks on students' progress in lessons are limited. Students' use of self and peer assessment, and teachers' use of questioning to check students' understanding, are inconsistent.
- Systems for recording students' progress help to produce reports for parents and data for teachers to plan lessons for different ability groups. However, there is a lack of assessment leadership to implement a coherent, effective assessment programme.

For development:

- Ensure that all teachers in Maternelle understand how young children learn best.
- Extend opportunities for students to develop their innovation, research and enquiry skills, and to undertake open-ended challenges.
- Ensure that assessment systems and processes are led appropriately to ensure that necessary improvements are made.

4. Curriculum

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

- The school follows the French National Curriculum. The international section also draws on the National Curriculum of England. At the same time, the school is endeavouring to implement the PYP across both streams. These programmes are not being integrated well.
- The French curriculum provides continuity and progression. There are some links between areas of learning in Maternelle and Primaire, but few in Collège. The curriculum at the Collège level is not systematically aligned to have continuity with Primaire curriculum.
- Regular meetings, led by the director of Primaire, provide effective reviews of the French curriculum. Although the school is completing the implementation phase for the PYP, few of its key elements are visible in lessons across the school.
- All classes receive one hour of moral education each week.

	Maternelle	Primaire	College
Curriculum adaptation	Good	Good	Good

- The curriculum is frequently modified to meet the needs of less able students in different subjects. It is not consistently adapted to meet the needs of higher-achieving students.
- Students benefit from educational visits and a broad range of extra-curricular activities, including several sports activities and a science club. The curriculum is enriched by a number of activities, such as chess and robotics lessons, but opportunities for enterprise and creativity are underdeveloped. Lessons are sometimes linked to real life situations, particularly in Islamic education.
- Some lessons are adapted to develop students' understanding of the UAE's culture and society, but many lessons refer to France without helping students make connections to their local environment.
- Arabic is taught to children in both KG1 and KG2.

For development:

- Ensure that the curriculum provides continuity and progression in learning between Primaire and Collège, and between the French and international programmes.
- Where appropriate, help students to make connections between their learning and the local environment.

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

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

- The school provides an attractive, safe and well-resourced learning environment for all students. Procedures and policies, including those for child protection, are well established and regularly reviewed. Efficient staff briefings update awareness of safety matters and ensure consistent practice.
- Specific steps have been taken to ensure that the school is fully accessible to all students, including those with physical needs, by providing ramps and easy lift access. Safety arrangements, including the arrival and departure of students, and those for emergency evacuations, are very well managed.
- Great care is taken to ensure that students develop an understanding of the importance of healthy lifestyles. The school's medical staff plays an active part in this work. An evolving feature for the promotion of students' well being is the role of a 'tolerance ambassador'.

	Maternelle	Primaire	College
Care and support	Acceptable ↓	Acceptable ↓	Acceptable ↓

- Students' attendance and punctuality are monitored regularly and arising issues are dealt with sensitively. Relationships at all levels are positive, but poor behaviour does occur in some Maternelle and Collège classes because it is not always well managed.
- Students of determination are identified with increasing care. This process is still developing and there are some students whose needs are not fully identified and thus do not receive appropriate support. The identification of students with special gifts and talents is also developing.
- The support for students of determination is not consistently effective across year groups and subjects, and this affects their progress. They make better progress in classes where they are well supported.
- Teachers know their students well, and in turn students have confidence in the adults who care for them. A new system to help children adjust to the next phase of their education has been successfully introduced.

For development:

- Ensure that the identification of students' needs is rigorous and they are provided with consistently high quality support in all lessons.

Inclusion of students of determination

Provision and outcomes for students of determination

Acceptable ↓

- The new Head of Inclusion is well qualified and experienced. In the short time since she has been at the school she has made a number of improvements, including a full revision of the main special educational needs policies and procedures.
- The identification of students' learning needs is developing. Support is organised both in and out of lessons, depending on students' identified needs. The identification and support provided for students with gifts and talents are in early stages of development.
- Close links with parents help them to support their children's learning needs at home. Parents receive regular information about their children's progress and they are becoming more involved in the writing of their children's individual education plans
- The quality of support in lessons and the success with which the curriculum is modified are acceptable overall, but vary between lessons. The support provided by specialist teachers to small groups and individual students is of high quality.
- Most students of determination make acceptable progress in their lessons and in their work over time. Progress is better when clear and high expectations are set for students, and tasks are well adapted to meet their learning needs.

For development:

- Monitor the quality of support provided for students of determination in all lessons to ensure it is of a consistently high quality.
- Ensure that all teachers fully understand the needs of students of determination and nature of the support that should be provided for them.

6. Leadership and management

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

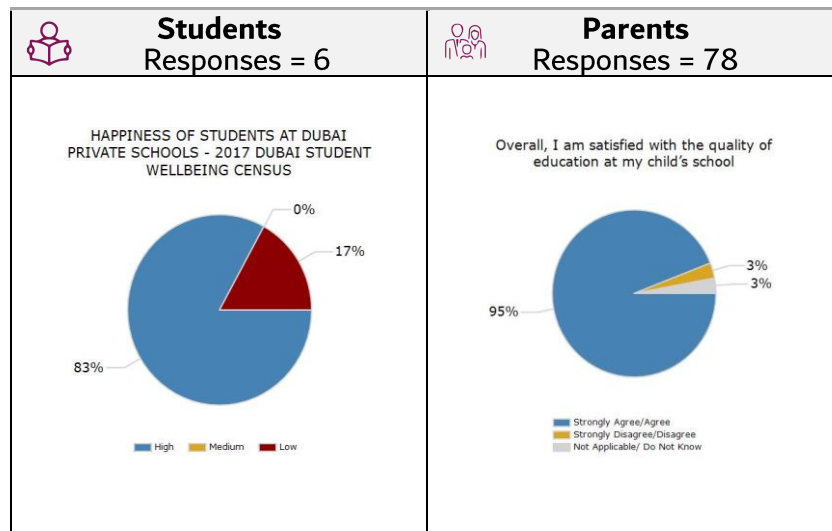
- The quality of educational leadership throughout the school has declined significantly, particularly in Maternelle and Collège. The French Primaire section has suitable leadership. Leaders provide a caring and inclusive environment in which students are safe and happy. However, leaders have little experience of the PYP and there is too little oversight of Maternelle and Collège to lead improvements.
- The school has begun to use the 'qualéduc' format from the French ministry, which provides a well designed template for supporting improvement. The monitoring of lessons is not rigorous enough and as a result, high quality teaching and learning is irregular. In many areas, there has been a decline in performance since the previous inspection, with a sharp decline in Maternelle.
- Parents are supportive of the school and are active partners in their children's learning. Parents receive regular updates about their children's academic progress and personal development. The school has developed effective links with local and global communities that enhance the learning opportunities for all students.
- The governing board sets an ambitious and significant mission for the school, and brings considerable expertise to its work. Governors have provided support and guidance, but have not held senior leaders sufficiently to account for the school's performance. They are not fully informed about the students' outcomes and so have not taken the decisive actions necessary to ensure that the school properly fulfils its mission.
- The school is well managed on a day-to-day basis. A range of digital technologies and resources, including a sensory room, facilitate teaching and learning for all. However, some middle leaders do not have enough administrative time to carry out their monitoring roles and provide support to teachers within their areas of responsibility.

For development:

- Develop the skills of senior and middle leaders to ensure that all sections have high quality leadership of teaching and learning, particularly in Maternelle and Collège.
- Use self-evaluation procedures more rigorously to set priorities and ensure that actions lead to genuine improvements.

The views of parents and senior students

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



 Students	Only six students completed their survey. Of these, almost all students are positive about their school experience. They report being engaged with their learning, their peers and with their teachers. No students report sadness or difficulties with emotional regulation. Inspection findings support the survey findings.
 Parents	Almost all parents report being happy with the quality of education provided at the school, but a significant minority are concerned about value for money. Parents comment about positive relationships with peers and the staff. Almost all indicate that teachers have helped their children to develop the skills needed to learn effectively and that they are well informed. Inspection findings support the survey findings.

What happens next?

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

- recommendations from the 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