

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

Inspection Report 2018-2019

**Lycee Francais
International Georges**

11 YEARS OF INSPECTIONS

Outstanding

Curriculum
French



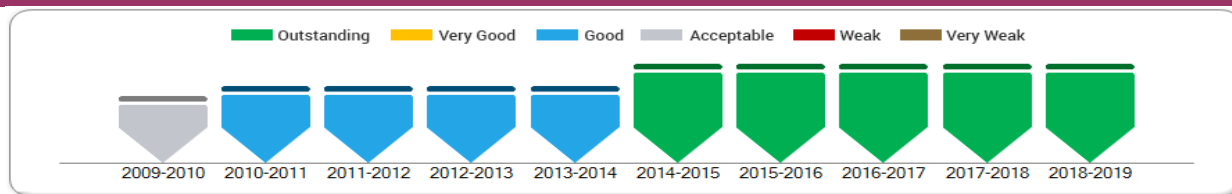
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School Information

General Information	Location	Oud Metha
	Opening year of School	2013
	Website	http://www.lgp.ae
	Telephone	04-3374161
	Principal	VERBRUGGHE Catherine
	Principal - Date appointed	9/1/2017
	Language of Instruction	French
	Inspection Dates:	21 to 22 January 2019
Students	Gender of students	Boys and girls
	Age range	3-6
	Grades or year groups	KG 1-KG 2
	Number of students on roll	397
	Number of Emirati students	14
	Number of students of determination	1
	Largest nationality group of students	French
Teachers	Number of teachers	18
	Largest nationality group of teachers	French
	Number of teaching assistants	15
	Teacher-student ratio	1:26
	Number of guidance counsellors	0
	Teacher turnover	22%
Curriculum	Educational Permit/ License	French
	Main Curriculum	French
	External Tests and Examinations	NA
	Accreditation	NA
	National Agenda Benchmark Tests	NA

School Journey for Lycee Francais International Georges Pompidou Primary Oud Metha



Summary of Inspection Findings 2018-2019

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

Students' Outcomes

- The children's excellent achievements in French, English, mathematics and science are strengths of the school. Most children are able to converse with each other, their teachers and visitors using at least two languages and moving easily from one language to another. They enjoy the opportunity to think, talk with one another and make fluent and meaningful contributions to their lessons.
- In lessons and at other times during the school day, the attitudes and behaviour of children are highly positive. Children have excellent relationships with each other; particularly noticeable during recreation periods. They eagerly participate in activities that enhance their understanding and appreciation of the Emirati heritage and culture. They are able to talk about where they come from, the differences between their countries, map locations, languages and main landmarks.

Provision for learners

- Teachers understand how young children learn and they plan work that enables them to develop excellent levels of knowledge, skills and understanding. They are exceptionally skilled in encouraging dialogue and in developing children's speaking and listening skills. Through the use of highly detailed, individual profiles, teachers are able to identify children's learning and development needs.
- The school adheres closely to the French Kindergarten curriculum, revised in 2015. It is concept-driven and written in terms of skills. The curriculum is practical, innovative and adapted to engage all children. There are well-developed opportunities for enterprise, innovation and creativity with some extra-curricular activities available for the children to engage in.
- The excellent health, safety, care and support, set within a welcoming, inclusive environment is evident as soon as a visitor enters the campus. The school has developed an exceptionally caring ethos and very respectful relationships are evident throughout the school. Children love coming to school and arrive in their classrooms in the mornings, full of enthusiasm. All adults manage behaviour, attendance and punctuality consistently and effectively.

Leadership and management

- The principal is highly visible and provides a model of nurturing leadership which supports a coherent vision, incorporating diversity and child-centred learning. Evaluation of school performance is based upon reliable information relating to all aspects of the school's work. The directors clearly understand their roles in ensuring that school leaders are held accountable for the learning outcomes of all children in the school.

What the School does Best:

- The nurturing leadership of the principal, the committed co-ordinators and teachers who provide positive role models for children and their parents.
- The excellent standards of achievement in French, English, mathematics and science.
- The children's excellent attitudes, behaviour and work ethic.
- The teachers' skilful expertise in early childhood education.
- The excellent health, safety, care and support within a warm, inclusive and friendly environment.

Key Recommendations:

- Ensure that parental concerns regarding transitional arrangements are addressed by:
 - making effective use of the recently introduced digital assessment package to produce a comprehensive analysis of children's progress across the curriculum.

Overall School Performance

Outstanding

1. Students' Achievement

Maternelle		
 Islamic Education	Attainment	Not applicable
	Progress	Not applicable
 Arabic as a First Language	Attainment	Not applicable
	Progress	Not applicable
 Arabic as an Additional Language	Attainment	Not applicable
	Progress	Not applicable
 Language of instruction	Attainment	Outstanding
	Progress	Outstanding
 English	Attainment	Outstanding
	Progress	Outstanding
 Mathematics	Attainment	Outstanding
	Progress	Outstanding
 Science	Attainment	Outstanding
	Progress	Outstanding

Maternelle		
Learning skills		Outstanding

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

Maternelle

Personal development	Outstanding
Understanding of Islamic values and awareness of Emirati and world cultures	Outstanding
Social responsibility and innovation skills	Outstanding

3. Teaching and assessment

Maternelle

Teaching for effective learning	Outstanding
Assessment	Outstanding

4. Curriculum

Maternelle

Curriculum design and implementation	Outstanding
Curriculum adaptation	Outstanding

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

Maternelle

Health and safety, including arrangements for child protection/ safeguarding	Outstanding
Care and support	Outstanding

6. Leadership and management

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

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, 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

- Not applicable

Reading Across the Curriculum

- The children's outcomes in reading are improving across all aspects of the curriculum.
- Almost all children are actively engaged in deconstructing written forms and using age-appropriate strategies to improve their reading skills.
- A very high-quality library programme is in place. It is linked systematically to the school's curriculum, the reading policy and action plans.
- The school provides parents with well-informed feedback about their child's developing skills in reading. The parental role is prioritised through the whole school's reading programme and policy.

The school's implementation of reading across the curriculum is well-developed.

For Development:

- Ensure that reading skills are progressively developed across all curriculum areas

Innovation

- The school promotes creativity and imagination. All children take part in many activities, which feature and encourage very effective language development
- Children participate in creative projects that develop innovation skills, adding social benefit to the school community. An example is the joint street art project with the artist, El Seed.
- There is an effectively planned programme providing children with a range of creative and language development activities to nurture a broad range of skills
- The curriculum is adapted to promote creativity and imagination, with an increasing number of activities incorporated into all key subject areas.
- Leaders have researched and introduced a digital assessment package to assist their ability to evaluate the children's progress with learning and provide appropriate interventions.

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

Main Inspection Report

1. Students' Achievement

Islamic Education

	Maternelle
Attainment	Not applicable
Progress	Not applicable

- Not applicable

Arabic as an Additional Language

	Maternelle
Attainment	Not Applicable
Progress	Not Applicable

- Not applicable

Language of instruction

	Maternelle
Attainment	Outstanding
Progress	Outstanding

- Almost all children achieve better than expected in the French curriculum. The school outperforms most comparable Kindergarten schools in France.
- The language skills of speaking, listening, and reading are particularly well-developed in the school. Almost all children are able to talk fluently with each other in French and work independently to develop skills of oracy. The effective use of technology for learning remains somewhat restricted.
- Children practise their oral skills daily and in all lessons. They enjoy the opportunities to think, talk with one another and make fluent, useful contributions to their lessons. Teachers have skilfully and successfully increased opportunities for the children to develop their speaking skills in and outside of the classrooms.

For Development:

- Further develop the use of technology in lessons.

English

	Maternelle
Attainment	Outstanding
Progress	Outstanding

- From the start of their time in school children's listening skills develop rapidly. They can concentrate for sustained periods and quickly develop their speaking skills. As their vocabulary broadens, they are able to form accurate sentences, with clear pronunciation. Adults very effectively model clarity of speech.
- Measured against French curriculum standards, children's attainment is outstanding. Expectations from teachers are high and children listen well to others. They talk readily and confidently with visitors. Occasionally, the school identifies a child with language difficulties early and intervention work is put in place very quickly.
- Most children are beginning to develop phonic skills, and this aids their early reading and writing skills. Journals which are collated regularly show the outstanding progress the children make across the school

For Development:

- Consider how benchmarking with other schools may assist the assessment of attainment and progress in English in the school.

Mathematics

	Maternelle
Attainment	Outstanding
Progress	Outstanding

- Children demonstrate a highly secure understanding of fundamental mathematics. They work with, count, read and write numbers up to 30. Children in the Grande section use objects to solve addition and subtraction problems and apply mathematical reasoning in their daily routines.
- Children in the Moyenne section are developing their conceptual understanding of numbers and quantities. They sort and classify objects into given categories by three attributes and illustrate complex patterns in artistic ways. They demonstrate sound understanding of positions and topographical properties.
- The introduction of the "Cahier Autonom" and the joint, teacher and parent lessons, is giving children of both sections more opportunities to pursue a particular line of interest in organised ways. This is also a contributing factor in children making better than expected progress in developing skills of problem-solving.

For Development:

- Continue to provide more opportunities of child-initiated problem-solving activities, for all groups of children, which will deepen their understanding of fundamental mathematical concepts.

Science

Maternelle

Attainment

Outstanding

Progress

Outstanding

- Science is an integral part of the French curriculum. Opportunities for critical thinking and research are embedded as part of the daily routines. First-hand experiences are creatively planned by teachers. Using sensory material, children combine, refine and explore ideas in imaginative ways.
- Children in the Moyenne section respond to first hand scientific experiences in an exploratory way. They develop an excellent awareness of the world around them. They notice patterns, changes, similarities and differences, and use scientific terminology to illustrate and record their findings.
- Children in the Grande section demonstrate their understanding of how human activities can affect and influence the environment. They manipulate material to achieve success in investigating the properties of metals and magnets and decomposing secondary colours.

For Development:

- Increase open-ended investigations and the children's use of technology to strengthen their research and investigation skills.

Learning Skills

Maternelle

Learning skills

Outstanding

- Highly developed learning skills result in the children making good use of thinking time, working independently and demonstrating resilience. The learning environments and range of resources available support the development of the children's inquiry skills.
- Children are very positively engaged with the broad range of activities provided in class. They form very positive relationships with their teachers and with each other. This means that they participate in well-developed discussion, comparison and collaboration. They communicate confidently with their friends and work very productively

The children are also able to make many connections between subjects in topic work and transfer knowledge to other activities. Their use of technology supports this although its use is still developing.

For Development:

- Ensure that children in all subjects have the opportunities to develop inquiry skills through the use of technology.

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

Maternelle

Personal development

Outstanding

- Children demonstrate very positive attitudes and highly developed self-reliance, which supports them in achieving excellent learning outcomes. At this very early age, they are enthusiastic and quickly adapt to the routines required for successful learning. The behaviour of children inside the classrooms, during break -time and when arriving in the morning, is exemplary.
- Children enjoy excellent relationships amongst themselves and with all adults. With visitors they are confident, courteous and excellent ambassadors for their school and community. They continue to have an excellent understanding of safe and healthy living, enjoying exercise and preferring healthy food.
- Parents do their best to ensure high standards of punctuality. Attendance during the inspection period was 96%, which is excellent for young children who can be more susceptible to illness.

Maternelle

Understanding of Islamic values and awareness of Emirati and world cultures

Outstanding

- Children demonstrate a sound knowledge of Islamic values, such as helping their parents at home and being courteous to visitors. The importance of ensuring a better integration of Islamic values in lessons and across areas of the curriculum is clearly understood by the school.
- An appreciation of UAE culture is systematically woven into daily activities and learning projects. Children express themselves on creative ways they might support the community such as co-publishing the storybook "Dubai 2040," and illustrating Emirati lifestyles on murals using Paul Klee techniques.
- Children are able to discuss differences between their countries of origin, such as identifying the locations on a map, spoken languages and main landmarks. Teachers consistently use the children's personal experience as a starting point for learning to design passports and cook authentic dishes.

Maternelle

Social responsibility and innovation skills

Outstanding

- The children regularly participate in local and national initiatives, often choosing the one that they will support, such as cleaning Dubai beaches, the shoebox challenge for workers, and lately, the teaming up with the local artist El Seed to paint a wall mural.
- The children consistently demonstrate an excellent work ethic in all activities. They approach goal-directed tasks in organised ways and display courtesy and respect to each other in their play. Their enterprise skills are being well-developed, with teacher guidance.
- Environmental awareness and action is embedded in all activities and daily lessons. Children are very articulate about protecting the animals of the deserts, especially the camel. They are skilled at recycling natural things in creative ways.

For Development:

- Strengthen the awareness of the practices in Islam with the staff, children and parents through books, invitation of key figures and leaders, and visits.

3. Teaching and assessment

Maternelle

Teaching for effective learning

Outstanding

- Teachers understand how young children learn and they plan work that enables them to develop high quality levels of knowledge, skills and understanding. Carefully planned activities foster independent learning skills. Teacher input is skilled and, as speaking skills develop, encourages refined dialogue in the children.
- Teachers provide many opportunities for personal learning, allowing children to explore and experiment with a range of resources. All learning environments are inspirational and attractive, which encourages children to take ownership of their learning and make progress. Teachers organise activities so that individual needs are met
- Teachers know their children very well and are able to accommodate a wide range of aptitudes. Extremely skilful teaching generates high levels of academic and personal progress.

Maternelle

Assessment

Outstanding

- The school's internal assessment systems provide teachers with clarity about the children's attainment across the school. Almost all assessments are linked to the French curriculum standards. Teachers are able to identify children's learning and development needs through the use of highly- detailed profiles.
- Teachers' understanding of the expected attainment levels contributes to well-organised assessment practices. School leaders have recently introduced a digital assessment package, which allows greater transparency of assessment processes and outcomes. Assessment information is continually used to modify lesson plans to meet the different learning needs of all the children.
- Teachers' knowledge of each child and the information from assessments are used to develop children's confidence in learning. School leaders are hopeful that the revised systems of assessment will lead to greater involvement of children in their self and peer evaluation of progress in learning.

For Development:

- Use the revised assessment system to refine the children's progress in learning across the curriculum.

4. Curriculum

Maternelle

Curriculum design and implementation

Outstanding

- The French National Curriculum has a clear rationale and is balanced. It effectively promotes innovation and challenge. The new French Ministry of Education directives are fully respected, as are UAE curriculum requirements.
- The five domains of learning are fully developed, with teachers working collaboratively to achieve them. Planning ensures that lessons incorporate all age-related requirements. The curriculum successfully offers a wide range of activities to develop each required curriculum competency.
- Numerous meetings of teachers, supported by the phase co-ordinators, ensures the regular review and development of the curriculum. These reviews provide continuity and progression for all levels. A programme of extra-curricular activities exists, although it requires further expansion to cater for the interests and talents of all the children in the school.
- Moral education is fully integrated within the curriculum and is taught in French.

Maternelle

Curriculum adaptation

Outstanding

- The curriculum is modified very effectively in the school to meet the academic and personal needs of all children. These modifications are bringing about challenge and extension for more able children and accelerated progress for the small number of children of determination.
- The curriculum is practical, innovative and adapted to engage all children. Imaginative work areas enhance learning. Throughout the school there are well-developed opportunities for creativity and imaginative thinking. Children have access to some extra-curricular activities.
- There are relevant learning experiences for these young children to develop knowledge and appreciation of the heritage of the UAE. They have highly impressive topic books and contribute to many displays relevant to the Emirati culture and society.
- Arabic is taught in the Kindergarten for two periods of 30 minutes, per week.

For Development:

- Expand the extra-curricular provision to meet the needs and interests of all children in the school.

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

Maternelle

Health and safety, including arrangements for child protection / safeguarding

Outstanding

- The school has very effective arrangements to protect children from all forms of abuse and bullying. Adults deal most sensitively and effectively with children's needs and concerns.
- The nurse is vigilant in her care of the children and keeps detailed records of their health conditions. Medication is kept in a locked room. The school premises, equipment and resources, are very well suited to the educational needs of all children.
- Adults understand their roles and responsibilities fully in ensuring the health and safety for all children. Parents state that they know their children are safe in school. School transport arrangements are highly effective. The school meets all legal and regulatory requirements including emergency evacuation drills.

Maternelle

Care and support

Outstanding

- Adults have developed a very caring ethos with very respectful relationships evident across the school. Children love their school and are excited when they arrive and enthusiastic throughout the day. Behaviour is managed consistently and fairly. The school manages attendance and punctuality very effectively.
- In this inclusive school, the early identification of children of determination results in support and modifications being put in place very early in their time in school. All teachers have high expectations of children both academically and personally.
- For those children, who have gifts and talents, the school provides some creative and sporting opportunities. Arrangements for children's well-being and personal growth are highly developed with teacher's adept at identifying needs and in addressing them.

For Development:

- Further enhance the provision for those children who are gifted and talented.

Inclusion of students of determination (Students of determination)

Provision and outcomes for students of determination

Outstanding

- The leadership is focused on its commitment to inclusion and bringing about sustained progress for the small number of students of determination. This is a fully inclusive school but there are no children currently on roll presenting with more complex needs.
- Identification procedures begin early and are supported by a broad range of assessment evidence including information from parents. Plans are carefully considered, and intervention work is highly effective in support of those children, and others, at risk of not achieving well.
- Parents are very involved with their children's education and have very open access to the school. They receive regular updates on progress through a series of high-quality learning journals to which they are invited to add. They are fully aware of the plans to support their child.
- The curricular modifications stress the importance of both academic and personal progress. Those responsible ensure that the agreed support for the children actually works and they make adjustments as the child's progress accelerates.
- Overall, the exceptional levels of care, guidance and support ensure that the small numbers of children of determination make high levels of personal, social and emotional growth. Most importantly, they develop the emotional resilience they require for tackling increasing challenges in their next schools.

For Development:

- Build on the highly successful strategies which operate in school to generate even higher levels of academic and personal progress. for students of determination

6. Leadership and management

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

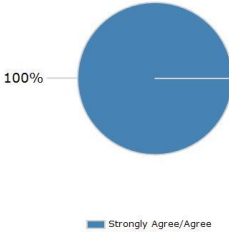
- The principal is highly visible and provides a model of nurturing leadership to support a vision which incorporates diversity and child-centred learning. Leaders and teachers are encouraged to feel empowered and readily make decisions, show initiative, and hold themselves accountable for improving the outcomes of all children. Teachers feel valued and their commitment is displayed in the high quality of relationships and in all learning activities which features much collaborative teaching. All of this result in the children's excellent achievement and personal development.
- The evaluation of school performance is based upon reliable information relating to all aspects of the school's work. Teachers diligently collect data to measure the impact of actions on children's outcomes. To ensure teacher effectiveness in supporting children's achievement they are encouraged to invest in their own professional growth. School leaders have researched how best to refine and regularise the processes for evaluation to ensure continuous school improvement. As such, they are responsive to feedback from the inspection process.
- Parents feel welcomed and encouraged to be partners in their children's learning from the moment they enter the school and are greeted by a principal and for whom they have the utmost respect. They appreciate the timely and informative communication the school provides and value the care and support they receive. Their only concerns are about their child's transition to a primary school location and provision for learning the Arabic Language. The school nurtures highly effective links with community artists and musicians.
- Many parent governors are newly recruited to the Board of Directors and understand very clearly their role in ensuring that school leaders are held accountable for the children's learning outcomes. They attend regular meetings and seek to support the school to do its best to provide opportunities for skills and talents to be developed. They know the school well and appreciate the need for continued investment to sustain progress. They are committed to the children in their care.
- Managers and teachers ensure that daily routines quickly become habits and ensure a calm, orderly and purposeful school climate. All teachers are qualified and possess the knowledge and skills to support the high levels of achievement by children across the curriculum. Both classrooms and outside areas are attractive and designed to provide an environment that encourages the children to want to learn. Resources are plentiful, although the site would benefit from an effective Wi-Fi system.

For Development:

- Prioritise those areas, which most require formal recorded monitoring and evaluation.
- Work with partner schools to resolve parental concerns about transition to the primary schools.
- Provide an effective Wi-Fi system to support children's learning in the school.

The View of parents and senior students

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

 Students No. of responses = 0	 Parents No. of responses = 120
Not applicable	Overall, I am satisfied with the quality of education at my child's school  100% Strongly Agree/Agree

 Students	No student survey was available
 Parents	All parents who responded to the survey are satisfied with the quality of education which the school provides and almost all feel that it is value for money. A small minority feel that leaders and teachers do not always listen and act on the views expressed. Parents agree that bullying is not an issue at school and that the children are kept safe. Inspection findings confirm the positivity of these views.

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