



المعرفة
Knowledge



LYCEE FRANCAIS INTERNATIONAL GEORGES POMPIDOU SCHOOL OUD METHA

FRENCH CURRICULUM

OUTSTANDING

DUBAI FOCUS AREAS

INCLUSIVE EDUCATION



VERY GOOD

WELLBEING



VERY GOOD

NATIONAL AGENDA PARAMETER



Not Applicable

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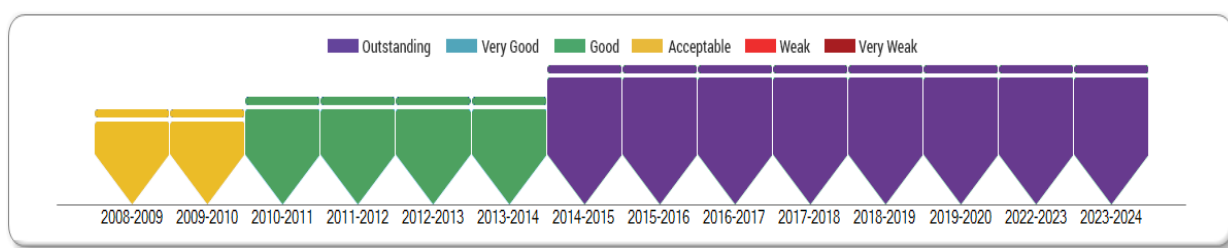
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SCHOOL INFORMATION

 GENERAL INFORMATION	 Location	Oud Metha
	 Opening year of school	1998
	 Website	www.lgp.ae
	 Telephone	97143374161
	 Principal	Béatrice Maillot ep Mathevet
	 Principal - date appointed	9/1/2024
	 Language of instruction	French
	 Inspection dates	15 to 19 January 2024
 STUDENTS	 Gender of students	Boys and girls
	 Age range	3 to 6
	 Grades or year groups	KG 1 to KG 2
	 Number of students on roll	385
	 Number of Emirati students	5
	 Number of students of determination	33
	 Largest nationality group of students	French
 TEACHERS	 Number of teachers	20
	 Largest nationality group of teachers	French
	 Number of teaching assistants	15
	 Number of guidance counsellors	0
 CURRICULUM	 curriculum	French
	 External Curriculum Examinations	NA
	 Accreditation	NA

School Journey for LYCEE FRANCAIS INTERNATIONAL GEORGES POMPIDOU SCHOOL OUD METHA



SUMMARY OF INSPECTION FINDINGS 2023-2024

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

- Children's achievement continues to be excellent in French, English, mathematics, and science. Their speaking and listening skills are particularly well-developed and most are confident and competent in both French and English. Children have a sound understanding of number, size, length, and measures and can talk about their mathematical thinking. They use scientific vocabulary well in the context of planting seeds, nurturing them and helping them grow.
- Children have exceptionally positive attitudes to learning, enjoy their lessons and strive to do well. In the 'morning ritual' sessions they are particularly self-reliant and self-directed. They behave very well and show care and consideration for each other. Children demonstrate a strong work ethic and are conscientious and highly motivated. They are developing an excellent understanding of environmental issues such as, recycling.

Provision For learners

- Teacher interactions with children ensure that they are always active and focused on learning. Teachers have very strong subject knowledge and, an in-depth understanding of how young children learn best. The school makes excellent use of the 'Je Valide' online system to capture every child's progress and systematically monitor and evaluate their achievement as they move up through the school.
- The school has successfully adapted the curriculum to engage and challenge learners with diverse linguistic backgrounds, notably through the bilingual teaching offered in the international section. Children take advantage of opportunities to extend their learning and develop their own interests through lessons and through a wide range of extra-curricular activities which take place at break-times and after school.
- The school sustains an environment that is emotionally and physically safe, keeping all children free from harm. Adults are most sensitive and responsive to children's needs and their concerns. There are clear and positive behaviour management expectations. Teachers have high expectations of the children's ability to be self-disciplined and responsible. The wellbeing of children is a priority for the school and results in safe and happy children.

Leadership and management

- The recently appointed Directrice leads her leadership team, by example, in demonstrating professional expertise, blended with resilience, to sustain a high performing school committed to wellbeing. Leaders are focused on maintaining high standards of children's achievement and sustain high levels of morale and staff engagement. Governance in the school reflects, and responds sensitively to, the views of stakeholders.

Highlights of the school:

- The excellent standards of children's achievement in French, English, mathematics, and science
- Children's excellent personal development, understanding of Islamic values and social responsibility
- The well-informed and knowledgeable management board's commitment to the continuous improvement of the school together with the engagement of parents as partners in supporting their children's learning
- The very effective daily management of the school's campus that is conducive to learning and ensures a safe and secure environment

Key recommendations:

- Improve the identification and the consistency of support and challenge for children of determination.
- Ensure that teachers use techniques for inclusion in their lessons and leaders understand how to develop inclusive provision to the expected and exacting standards in an outstanding school.
- Ensure that school improvement plans are based upon accurate self-evaluation and that all KHDA's recommendations are implemented.



OVERALL SCHOOL PERFORMANCE

Outstanding

01 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

02 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

03 TEACHING AND ASSESSMENT

	Maternelle
Teaching for effective learning	Outstanding
Assessment	Outstanding

04 CURRICULUM

	Maternelle
Curriculum design and implementation	Outstanding
Curriculum adaptation	Outstanding

05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

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

06 LEADERSHIP AND MANAGMENT

The effectiveness of leadership	Outstanding
School self-evaluation and improvement planning	Very good
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](#)

Wellbeing



KHDA has placed well-being at the centre of our school communities. Through focusing upon the inspection of three core well-being domains; leading and pursuing wellbeing, engaging and enabling stakeholders and student's wellbeing agency and experiences an evaluation of wellbeing provision and outcomes is provided below:

Overall, the quality of wellbeing provision and outcome is at a very good level.

- The school is committed to wellbeing and promotes its importance. The new leadership is beginning to develop a wellbeing vision and policy that is starting to have an impact. A basic approach to wellbeing assessment is in place, offering information on the community and individual wellbeing. The school's strategic and operational routines, activities and resources, are focussed on the promotion of whole school and individual wellbeing. All staff understand, promote and model wellbeing principles.
- Staff and governors are highly engaged in pursuing a vision for wellbeing. The school is effectively developing greater involvement of parents. Children readily engage with a range of exceptionally skilled and trusted adults who care for their wellbeing concerns, provide interventions to enhance the children's wellbeing and improve their outcomes. Supportive induction, information and guidance support staff promote wellbeing and performance. Members of staff experience high rates of satisfaction in a supportive and collaborative atmosphere and where their contributions are valued. This in turn impacts on the positive wellbeing of the children.
- Teachers foster a classroom climate where wellbeing is prioritised. As a result, children, are very well equipped with the skills to support their personal wellbeing. They have a comprehensive understanding of their own wellbeing needs, relevant to their age, and use strategies to manage and develop their wellbeing with increasing independence. The children have a strong sense of belonging to the school community and show they are secure in the school's highly caring approach. They consistently express very high levels of positivity and enjoyment.

For Development:

- Systematically collect, analyse and use data, to monitor and inform future provision of a whole school approach to wellbeing.
- Develop personalised opportunities for parents and teachers to influence and improve wellbeing provision

Arabic in Early Years

- Children learn Arabic in KG2. They attend two lessons of Arabic a week of 30 minutes duration. The school deploys one qualified teacher to deliver the Arabic programme. The school uses a modified Ministry of Education (MoE) Arabic curriculum where the emphasis is on developing fundamental language skills using engaging activities such as, captivating stories, interactive games, and creative exercises. The school uses both formative and summative assessments against MoE standards. These assessments align with whole-school criteria and the Early Years' language education goals.



MAIN INSPECTION REPORT

01 STUDENTS' ACHIEVEMENT

LANGUAGE OF INSTRUCTION

Maternelle

Attainment

Outstanding

Progress

Outstanding

- Most children demonstrate excellent levels of knowledge, skills and understanding. Listening and speaking skills are very strong with children using past tenses and a wide range of vocabulary. A few children lack confidence in reading aloud and do not always comprehend what the teacher is reading to them. Overall, reading skills exceed expected standards.
- Most children make better than expected progress in relation to the appropriate learning objectives aligned with the expected curriculum standards. Most make rapid progress especially in listening and speaking.
- Children of determination are not always supported as well as they could be in lessons.

For Development:

- Focus on the comprehension of a text when read by the teacher.
- Strengthen the approach to differentiated activities and support, tailoring tasks based on children's competency levels.

ENGLISH

Maternelle

Attainment

Outstanding

Progress

Outstanding

- In both year groups, the children's listening skills are very strong. They respond readily to teachers' questions and, especially in the International Section, they understand and act upon information and instructions given in English in different subjects.
- Most children are competent and confident in using spoken English. They initiate conversations and express preferences well. Most are beginning to use different tenses and a wider range of vocabulary. They can read words, phrases and short texts, at age-appropriate levels. Writing skills are strong, with most children writing accurately and following appropriate writing conventions.
- A minority of children of determination and the more able children do not always make the progress levels of progress.

For Development:

- Ensure all children, especially children of determination and higher achievers, make maximum progress.

MATHEMATICS

Maternelle

Attainment

Outstanding

Progress

Outstanding

- Children have a sound understanding of number, size, length, and measures. They create patterns using familiar items, colours, and counters. They can draw shapes and pictures to represent objects and can talk about their mathematical thinking.
- Most children have a high level of age-appropriate understanding of 'greater than and less than' and can use concrete materials for activities involving addition and subtraction. Teachers' creative use of resources including interactive whiteboards helps to build and reinforce the children's developing mathematical skills.
- Children can identify shapes and can make patterns with them according to their shape, number of sides, size, and colour. They can categorise items and organise them left to right from the smallest to the largest and represent their findings graphically.

For Development:

- Increase the appropriate use of high-quality digital resources to support learning and to maximise the power of the interactive whiteboards.

SCIENCE

Maternelle

Attainment

Outstanding

Progress

Outstanding

- Children communicate with their teacher and each other clearly. They connect what they are learning in science with their own understanding of the world. As their school is attractive, with some resources for science exploration children are stimulated to think and enjoy investigations.
- Children look after their own belongings and equipment and are independent in their thinking. Most can explain what they are learning about animals, plants, insects, and water. They are often innovative and enterprising and enjoy find things out for themselves.
- Most children demonstrate an understanding of how human activities can affect and influence the environment. They manipulate materials with guidance to achieve a planned effect for instance in investigating the properties of metals and magnets and decomposing secondary colours.

For Development:

- Increase the use of hands-on resources for science to support more investigative learning.

LEARNING SKILLS

Maternelle

Learning skills

Outstanding

- Children are mostly engaged, and they think and can work independently as well as in groups and pairs. They are keen to please their teachers and most share their learning confidently. Most children stay on task, communicate effectively and sometimes bi-lingually.
- Children enjoy finding things out for themselves and can self-assess by identifying what they need to do to improve their work. Many relate the practical experiences they have in school to everyday situations. Children are confident and responsible learners who enjoying using technology.
- Most children are very proud of the work they produce. They show enthusiasm and respond well to their teacher's feedback. They apply their knowledge to new contexts and can communicate this to each other as well as their teachers.

For Development:

- Maximise the power of the interactive whiteboards and other learning technologies to support learning in lessons.

02 STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT, AND THEIR INNOVATION SKILLS

Maternelle

Personal development

Outstanding

- Across the school, children have exceptionally positive attitudes to learning, enjoy their lessons and strive to do well. In the 'morning ritual' sessions they are particularly self-reliant and self-directed. They work well in small groups.
- Children behave well and show care and consideration for each other. They take turns and share equipment. Relationships between children and with adults are warm and result in a harmonious learning environment.
- Children bring very healthy and nutritious food from home for snacks and lunch. They know what constitutes a healthy diet and can give examples of healthy and unhealthy food. They enjoy physical activity and make good use of the play equipment in school to keep fit and active. Attendance is acceptable.

Maternelle

Understanding of Islamic values and awareness of Emirati and world cultures

Outstanding

- Children understand and demonstrate qualities such as, tolerance, kindness and charity which are central to Islamic values. They know the importance of these values and are developing an understanding of how they relate to everyday life.
- Children learn about the UAE culture and heritage through, celebrations of National Day, where they dress in national costume, and through creative and artistic workshops. They know about aspects of life not just in Dubai but also in the other emirates.
- French culture is celebrated through songs, stories and displays around the school. Children appreciate their own and other world cultures and enjoy learning about life in other countries in lessons and during extra-curricular activities

Maternelle

Social responsibility and innovation skills

Outstanding

- Children show maturity and positive attitudes and contribute to the daily life of the school. Many take on the role of class monitors responsible for specific tasks. They show respect and consideration for others and are involved in numerous school and community projects, often raising funds for good causes.
- Across the school, children demonstrate a strong work ethic, are conscientious, and highly motivated. They work purposefully and persevere in their activities. They are happy to contribute to lessons and support each other's learning well.
- Children take pride in their school and take excellent care of the environment, keeping classrooms and outdoor areas tidy and attractive. They cultivate plants and understand how they grow, and are developing a good understanding of environmental issues such as, recycling

For Development:

- Improve children's attendance.

03 TEACHING AND ASSESSMENT

Maternelle

Teaching for effective learning

Outstanding

- Most teachers have high expectations of the children and understand how very young children learn. They work hard to provide challenging work and to give excellent support. Their classrooms are spacious, well-presented and bedecked with high-quality stimulating displays.
- Teachers' interactions with the children are always positive, focused on promoting learning and developing independence. Questioning promotes thinking and provokes insightful responses. The support for teaching provided by the learning support assistants (LSAs) is generally of high quality.
- Most teaching strategies successfully meet the needs of most groups of children. Teachers' planning is excellent as is their use of time and resources. Language teaching through music, play, talking and listening ensures successful progress is made towards bilingualism for all children.

Maternelle

Assessment

Outstanding

- Assessment processes are coherent, consistent and understood by all teachers. They provide a reliable record of each child's academic and personal progress. Teachers record accurate summative assessments in class and save to the online profiles on the 'Je Valide' platform.
- Teachers have an in-depth knowledge of the strengths and weaknesses of individual children in their classes. This is evident in the differentiated seating and grouping arrangements they set up in most classrooms. Most teachers provide excellent personalised challenge and support for learning.
- Children's academic development is measured against the French Maternelle curriculum. There is balanced coverage of each of the five learning domains in the timetables. Assessment information is used effectively to influence teaching and curriculum development to optimise progress.

For Development:

- Broaden the range of teaching strategies.
- Improve the role of LSA even further to support teaching and learning
- Continue to analyse data information generated by the 'Je Valide' system and other sources to inform lesson planning.

04 CURRICULUM

Maternelle

Curriculum design and implementation

Outstanding

- The curriculum has a clear rationale and is highly effective in developing a balance of skills, knowledge and understanding, with structured progression. Teachers use the 'Je Valide' system and an internal tool to plan and ensure progression from KG1 to KG2. Continuity of learning is seamless.
- Numerous cross-curricular links enhance children's transfer of learning between subjects. The curriculum includes English for all children including two classes in each of KG1 and KG2 which are bilingual.
- Teachers are very aware of the specific linguistic needs of some children and work together as a team to support their progress. As part of their review and development processes the school intends to provide more teaching time for English language teaching.

Maternelle

Curriculum adaptation

Outstanding

- The school has successfully adapted the curriculum to engage and challenge learners with diverse linguistic backgrounds, notably through bilingual teaching in the International Section. However, the curriculum is not yet sufficiently modified to meet the needs of children of determination and the most able.
- Children extend their learning and develop their own interests through lessons and through a wide range of extra-curricular activities which take place at break times and after school. They develop their physical, creative, and social skills very well because of the rich curriculum provision.
- The curriculum includes numerous opportunities to develop children's understanding of Emirati life and culture. They celebrate UAE festivals wearing national costumes, sample traditional food and benefit from special events such as, demonstrations of traditional dance and art.

For Development:

- Ensure that the curriculum is suitably modified to meet the needs of children of determination and provides challenge for the higher achieving children.

05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

Maternelle

Health and safety, including arrangements for child protection / safeguarding

Outstanding

- The school sustains an environment that is emotionally and physically safe, keeping all children free from harm. Adults are most sensitive and responsive to children's needs and their concerns.
- The school medical staff keep detailed records of children's health conditions and provides dental check-ups. Staff contribute to health education campaigns on nutrition, sun protection and cyber safety.
- Adults understand their individual roles and responsibilities in ensuring the health and safety for all. Parents state that they feel that their children are safe, whether in school or on entry to, or exit from, the school's premises.

Maternelle

Care and support

Very good

- Caring relationships and trust between children and adults ensure that teachers are well informed of children's emotional and social needs. There are clear and consistent positive behaviour management expectations. Children are self-disciplined and responsible, and the school has effective procedures for the monitoring of attendance and punctuality.
- Systems and processes identify and support provision for children of determination and those with gifts and talents. In some classes, differentiation, support, and curriculum modification enable children to make appropriate levels of progress. However, this is variable across the school.
- The wellbeing of children is a priority for the school. This is reflected in the way adults and children interact with each other in the classrooms and around the school. The classroom environment has a very positive impact on the children's wellbeing. Children feel safe and happy in school.

For Development:

- Ensure consistency of support and challenge for children of determination and those with gifts and talents.

INCLUSION OF STUDENTS OF DETERMINATION

Provision and outcomes for students of determination

Very good

- The school's leadership promotes an inclusive ethos, and which is reflected in many features of school life. Systems of monitoring, self-evaluation reviews and improvement planning, are still developing. As a result, impact is inconsistent. Most teachers and LSAs implement inclusive teaching practices.
- Teachers know the children well. Teachers' knowledge and understanding of children's barriers to learning inform effective interventions. The school collaborates with external specialists to support the identification process further. For some children interventions are not implemented as quickly as they should be.
- Parents are valued as participants in their children's education and the school keeps parents fully informed of their children's progress. Their involvement and feedback are sought and valued. Parents engage actively with the school's effective guidance, and support services.
- Most children of determination are included and engaged in meaningful activities and provided with appropriate challenge. However, provision is variable particularly for those children with more complex needs. Individual learning support is provided but does not regularly develop the children's independence and resilience.
- The school effectively assesses children's starting points. Progress against individual learning targets is tracked but does not always inform the review and development of provision. Information from children's work and teachers' assessments shows that most children of determination develop a range of knowledge and skills and make very good progress.

For Development:

- Improve teachers understanding of differentiated provision and reduce children's barriers to learning.
- Ensure that adequate expertise and time is given to developing inclusive practice especially in Maternelle, including identification, curriculum adaptation and the tracking and assessment of progress.

06 LEADERSHIP AND MANAGEMENT

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

- The recently appointed Directrice leads her senior team, by example, in demonstrating professional expertise, resilience and in sustain a high performing school committed to wellbeing. Leaders are focused on maintaining high standards of children's achievement and in sustaining high levels of morale and staff engagement. Leaders have an informed understanding of what needs to be done to improve the school. They ensure that relationships and communication with all stakeholders are transparent, responsive, and effective.
- The current self-evaluation, derived informally from various sources including parents, is at an early stage of development. Leaders are beginning to investigate how to use accurate data to support self-evaluation and improve the monitoring of teaching and learning. School improvement action plans are realistic but do not sufficiently focus on identified development areas. Due to the previous instability and lack of continuity of leadership, previous inspection recommendations have not been implemented in full.
- School leaders work conscientiously to engage parents as partners in their children's learning and in school life. These result in highly supportive parents who appreciate the support they and their children receive. Communication is increasingly streamlined and effective. Regular reporting to parents, and access to teachers ensure that parents are fully aware of their children's progress. Parents value the school's core values and its emphasis on providing a genuine French curriculum with opportunities for multi-lingual learning.
- Governance in the school reflects and responds sensitively to the views of stakeholders. Experienced and highly competent board members ensure that they have an informed understanding of how well the school is performing. Governors employ a range of informal and formal processes to hold school leaders to account and in sustaining excellent outcomes for the children.
- The school is very well managed which ensures an atmosphere of calm and purposeful unity. The Directrice recognises the urgent need to provide professional development for all teachers to provide for an increasingly diverse school population. The premises and facilities are accessible and provide a stimulating learning environment catering for a wide range of children's interests and abilities. Governors continue to support resources for evolving learning strategies, such as, the development of robotics.

For Development:

- Improve further strategies to ensure the stability of the highest quality of leadership and teaching.
- Improve the school's self-evaluation and development planning.
- Develop a professional support system which ensures that teachers effectively meet the needs of all groups of children.



WHAT HAPPENS NEXT?

All schools are required to develop an action plan. The 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 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 QA.Schools@khda.gov.ae