



المعرفة
Knowledge



LYCEE FRANCAIS JEAN MERMOZ L.L.C

FRENCH CURRICULUM

VERY GOOD

DUBAI FOCUS AREAS

INCLUSIVE EDUCATION



VERY GOOD

WELLBEING



GOOD

NATIONAL AGENDA PARAMETER



NOT APPLICABLE

CONTENTS

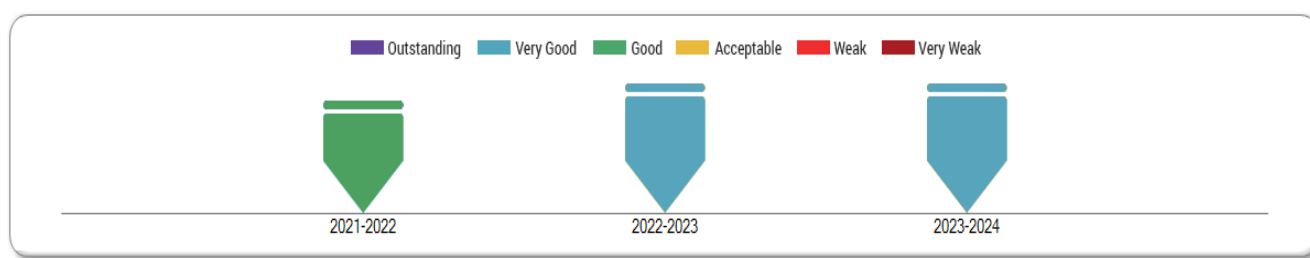
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SCHOOL INFORMATION

 GENERAL INFORMATION	 Location	Al Quoz 1
	 Opening year of school	2017
	 Website	lfjm.education
	 Telephone	043344111
	 Principal	Thomas Dentinger
	 Principal - date appointed	1/5/2016
	 Language of instruction	French
	 Inspection dates	19 to 23 February 2024
 STUDENTS	 Gender of students	Boys and girls
	 Age range	3 to 16
	 Grades or year groups	KG1 to Grade 10
	 Number of students on roll	1413
	 Number of Emirati students	9
	 Number of students of determination	120
	 Largest nationality group of students	French
 TEACHERS	 Number of teachers	109
	 Largest nationality group of teachers	French
	 Number of teaching assistants	15
	 Number of guidance counsellors	2
 CURRICULUM	 Curriculum	French
	 External Curriculum Examinations	Brevet, Baccalauréat
	 Accreditation	AEFE

School Journey for LYCEE FRANCAIS JEAN MERMOZ L.L.C



SUMMARY OF INSPECTION FINDINGS 2023-2024



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

Students' Outcomes

- Students' achievement in English is outstanding in all phases. In Maternelle, most children participate in class discussions, ask questions and use an increasing range of vocabulary. Progress has improved in Arabic in Primaire and Collège. Achievement continues to be very strong in French, mathematics and science. Students' learning skills are impressive, particularly their ability to express themselves articulately, fluently and confidently, when offering and justifying their opinions.
- Students are responsible and participate willingly in activities that have a positive effect on the school and the wider community. They have a strong sense of empathy for others. They are keen to offer to raise funds for charities both nationally and internationally. Student leaders understand their responsibilities as members of the school community, and some take key roles. Students in all phases show appreciation of the role and values of Islam in UAE society.

Provision For learners

- Teachers use a broad range of strategies to ensure that students enjoy their learning and do so with increasing effectiveness. The quality of teaching has improved in Arabic. Internal assessment procedures are coherent, consistent and provide clear measures of attainment and progress. Although the evolving assessment system is well understood by senior leaders, middle leaders and teachers do not have sufficient understanding of the system and its use.
- The curriculum is very effective in developing a balance of skills, knowledge and understanding. French is taught as language and literature and is the language of instruction. Students' academic and personal growth is strongly supported through an extensive range of extra provision. Opportunities for students in creativity, enterprise and innovation are constantly evolving.
- Rigorous procedures and policies ensure students' safety and security. The school meets all statutory requirements, including emergency evacuation procedures. Transport arrangements are well supervised and managed. The school fosters strong, trusting relationships between members of staff and students in all phases. Each year, students participate in a workshop on conflict resolution to promote responsible social behaviour and non-physical means of solving differences.

Leadership and management

- The principal, assisted by his very strong senior leadership team, has sustained a purposeful learning community that values inclusivity and wellbeing. Leaders have maintained the trust of students, parents and members of staff. Senior leaders are continuing to innovate and to move the school forward, with encouraging improvements to students' progress in Arabic. The governors' mission is to meet and exceed students' and parents' expectations.

Highlights of the school:

- Senior leaders' vision to optimise students' achievement within an inclusive learning community where diversity is valued.
- Outstanding achievement in English and improvements in Arabic.
- Students' strong work ethic, attitudes to learning and personal development.
- Very productive partnerships with parents and the community, enhancing students' learning experiences.
- Excellent management, staffing, facilities and resources.

Key recommendations:

- Ensure that assessment information is used skilfully and effectively to influence teaching and the curriculum, in order to identify and meet the learning needs of all groups of students.
- Raise attainment in Islamic Education.
- Design and implement processes to evaluate the work of middle leaders.



OVERALL SCHOOL PERFORMANCE

Very good

01 STUDENTS' ACHIEVEMENT

		Maternelle	Primaire	Collège	Lycée
 Islamic Education	Attainment	Not applicable	Acceptable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable	Good	Acceptable
 Arabic as a First Language	Attainment	Not applicable	Acceptable	Acceptable	Acceptable
	Progress	Not applicable	Good ↑	Good ↑	Acceptable
 Arabic as an Additional Language	Attainment	Not applicable	Acceptable	Acceptable	Not applicable
	Progress	Not applicable	Good ↑	Good ↑	Not applicable
 Language of instruction	Attainment	Very good	Very good	Very good	Very good
	Progress	Very good	Outstanding	Outstanding	Very good
 English	Attainment	Outstanding	Outstanding	Outstanding	Outstanding
	Progress	Outstanding	Outstanding	Outstanding	Outstanding
 Mathematics	Attainment	Very good	Very good	Very good	Very good
	Progress	Very good	Very good	Very good	Very good
 Science	Attainment	Very good	Very good	Very good	Very good
	Progress	Very good	Very good	Very good	Very good
		Maternelle	Primaire	Collège	Lycée
Learning skills		Very good	Very good	Very good	Very good

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

	Maternelle	Primaire	Collège	Lycée
Personal development	Outstanding	Outstanding	Outstanding	Outstanding
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Very good	Very good	Very good
Social responsibility and innovation skills	Very good	Very good	Very good	Very good

03 TEACHING AND ASSESSMENT

	Maternelle	Primaire	Collège	Lycée
Teaching for effective learning	Very good	Very good	Very good	Very good
Assessment	Very good	Very good	Very good	Very good

04 CURRICULUM

	Maternelle	Primaire	Collège	Lycée
Curriculum design and implementation	Very good	Very good	Very good	Very good
Curriculum adaptation	Very good	Very good	Very good	Very good

05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

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

06 LEADERSHIP AND MANAGEMENT

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

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

Wellbeing



KHDA has placed wellbeing at the centre of our school communities. Through focusing on the inspection of three core wellbeing domains, leading and pursuing wellbeing, engaging and enabling stakeholders, and students' wellbeing agency and experiences, an evaluation of wellbeing provision and outcomes is provided below.

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

- There is commitment to wellbeing across the school. Policies and initiatives are overseen by a committee made up of senior leaders. Survey data enable some decision-making, fostering an active approach to wellbeing management, though modelling and curriculum integration are not firmly established. The committee implements the French Ministry of Education's anti-bullying programme throughout the school. Training for teachers, and students' empowerment, play an integral part in the development of wellbeing. Senior students assist the younger.
- Members of staff and senior leaders actively support the clear vision for wellbeing. They incorporate feedback from students. They engage with parents, especially those whose children are students of determination. Students have access to support systems, including trusted teachers and counsellors. Class delegates represent students' opinions. Annual surveys gather some feedback from parents and teachers. Members of staff receive focused induction and ongoing support, fostering a positive work environment. Ancillary staff report high job satisfaction.
- Extra-curricular activities strengthen students' sense of wellbeing. Initiatives like the Dubai Fitness Challenge promote healthy habits. Gymnasium and pool access is reserved for teachers on Thursdays after school. Fun events build a community spirit. Digital safety education is integrated into the curriculum, fostering responsible online behaviour through topics like citizenship, the arts and culture.

For Development:

- Improve and consolidate the integration of wellbeing into the curriculum.
- Make better use of survey data to inform the planning of wellbeing initiatives.

UAE Social Studies and moral education

- The moral, social and cultural studies (MSCS) framework is integrated into the school's own French social studies and humanities curriculum. Leaders have identified aspects of the UAE social studies curriculum which are not fully integrated and are working to incorporate them into the wider curriculum. Class teachers in Primaire present the topic areas. In Collège and Lycée, teachers of geography, history and social science provide specialist knowledge.
- The syllabus enables students to explore and debate ethical issues. Students also consider the views of significant figures from the past and how they have impacted on modern society. Visits provide students with opportunities to explore the physical geography of the UAE, their history and religious belief and traditions. Assessment of MSCS is subsumed into the social studies assessment processes.

Arabic in Early Years

- Children in the later stages of Maternelle learn Arabic for two sessions of 45 minutes per week. Teachers offer a modified programme based on Ministry of Education (MoE) standards for early years, adapted to support children learning Arabic as an additional language. Children develop all language skills with the emphasis on the development of phonic skills. They learn to read letters with short and long vowels. Continuous assessment is based on teachers' observations and recording. Additionally, children take regular summative assessments. Reports are shared with parents.



MAIN INSPECTION REPORT

01 STUDENTS' ACHIEVEMENT

ISLAMIC EDUCATION

	Maternelle	Primaire	Collège	Lycée
Attainment	Not applicable	Acceptable	Acceptable	Acceptable
Progress	Not applicable	Acceptable	Good	Acceptable

- Internal and external tests show that students' attainment varies between acceptable and very good. However, classroom observations indicate that attainment is in line with curriculum expectations.
- Students in Primaire have sufficient knowledge of the pillars of Islam and Iman. In Collège, students have a good understanding of Islamic values, the Sunnah of the Prophet (PBUH) and Fiqh. In Lycée, students have some knowledge of Islamic values.
- Teachers have partially addressed the recommendations made during the previous inspection. They have embarked on many initiatives to improve students' progress. However, students still do not make adequate reference to the Holy Qur'an to support their opinions. In all phases, recitation skills are underdeveloped.

For Development:

- Ensure that students reference their answers with quotes from the Holy Qur'an and Sunnah.
- Improve students' recitation of the Holy Qur'an and their Tajweed skills.

ARABIC AS A FIRST LANGUAGE

	Maternelle	Primaire	Collège	Lycée
Attainment	Not applicable	Acceptable	Acceptable	Acceptable
Progress	Not applicable	Good ↑	Good ↑	Acceptable

- Students in Primaire and Collège make better progress in lessons and in their recent work than in external tests. They can compare two factual texts. In Lycée, students can write about themselves in personal narratives. However, attainment is less secure because of gaps in their language skills.
- Students' listening skills are strong. They can respond when speaking in context, but speaking is less secure when they are engaged in unprepared conversations. While students' reading comprehension is well developed, their analysis of literature is not.
- The school has recently introduced a reading platform and a structured approach to independent writing. This is not embedded well enough to have a noticeable impact in improving students' overall achievement. Students are slowly developing reading skills and independent creative writing.

For Development:

- Develop students' skills of literary analysis.
- Improve students' creative writing and speaking skills by providing more opportunities in lessons and in their projects.

ARABIC AS AN ADDITIONAL LANGUAGE

	Maternelle	Primaire	Collège	Lycée
Attainment	Not applicable	Acceptable	Acceptable	Not applicable
Progress	Not applicable	Good ↑	Good ↑	Not applicable

- Students' attainment is mostly in line with expectations when considering their years of study. In Primaire, students are developing their phonic skills and extending their vocabulary. Students in Collège can describe their homes, using appropriate adjectives.
- Students' listening skills are strong. They listen to teachers' instructions and respond appropriately. In Collège, students can express themselves well when engaged in short, prepared conversations on a familiar topic. Their ability to have a sustained conversation is less secure.
- Grouping students according to their levels and number of years of studying Arabic, and planning for topics that are relevant to students, are slowly improving their language skills. However, tasks do not always match students' needs. Reading comprehension and independent writing skills are developing.

For Development:

- Provide opportunities for students to engage in extended conversations in Arabic.
- Plan for activities that are appropriate to students' levels of knowledge.
- Strengthen students' reading comprehension and writing skills.

LANGUAGE OF INSTRUCTION

	Maternelle	Primaire	Collège	Lycée
Attainment	Very good	Very good	Very good	Very good
Progress	Very good	Outstanding	Outstanding	Very good

- In Maternelle, children's speaking and listening skills are improving. French national assessment tests for Primaire indicate that a large majority of students attain levels above the expected standards and make outstanding progress. In the specific French Language and Literature examination, reading and writing skills are very good.
- In all phases, students' listening and speaking skills are outstanding. They can give information, ask questions and express and justify opinions, especially in oral presentations. Skills in writing are not quite as strong in some grades.
- In the upper grades, students show very good skills in reading, a high level of literary analysis and excellent critical thinking skills.

For Development:

- Reinforce writing skills through engaging and motivating activities, with specific reinforcement of grammar.

ENGLISH

	Maternelle	Primaire	Collège	Lycée
Attainment	Outstanding	Outstanding	Outstanding	Outstanding
Progress	Outstanding	Outstanding	Outstanding	Outstanding

- Starting in Maternelle, almost all students demonstrate high proficiency and accelerated progress in English in very stimulating environments.
- Students in every year group feel confident in oral communication activities. In Maternelle and Primaire, children and students make very rapid and consistent progress. Reading and writing are strengthened through a focus on extended writing from Collège to Lycée.
- Beginners make less consistent progress as their specific language needs are not sufficiently identified. Older students have opportunities to obtain language accreditation.

For Development:

- Maintain attainment by continually assessing needs and by providing appropriate support.

MATHEMATICS

	Maternelle	Primaire	Collège	Lycée
Attainment	Very good	Very good	Very good	Very good
Progress	Very good	Very good	Very good	Very good

- Students' achievement in the Brevet and other external assessments is high. Their progress is hampered by their reluctance to tackle higher level work without having completed more basic tasks, and by their lack of confidence.
- In Maternelle, children can count beyond 20 and recognise counting patterns. In Primaire, students build their understanding of currency and can add and multiply decimal numbers. In Collège and Lycée, students can interpret and simplify algebraic functions and express them graphically.
- Students are keen to take part in lessons. However, they do not have opportunities to discuss mathematical ideas and solutions or to comment on their classmates' responses. Students do not have short term skill-based targets. Teachers' marking does not indicate their progress in meeting their goals.

For Development:

- Encourage students, especially the more able, to choose higher levels of work more promptly to accelerate their progress in lessons.
- Allow students to discuss or think about answers when questioned and encourage them to give constructive comments.

SCIENCE

	Maternelle	Primaire	Collège	Lycée
Attainment	Very good	Very good	Very good	Very good
Progress	Very good	Very good	Very good	Very good

- In Maternelle, children explore the natural world around them, making observations and sketching plants and animals. In other phases, students develop strong understanding of scientific concepts and the skills of practical work. This supports scientific reasoning and critical thinking.
- In Collège and Lycée, lessons based on everyday scenarios deepen learning and build relevance. In Primaire, opportunities for learning through inquiry-based scenarios are developing.
- The consolidation of science investigation skills, involving the correct use of the scientific method, has been successful from Primaire to Lycée. However, in Maternelle, lessons where children can apply a range of scientific skills are less regular or frequent.

For Development:

- Ensure that children in Maternelle develop their understanding of the scientific method by extending science investigations.
- Ensure that more learning activities in science lessons are placed in everyday, inquiry-based contexts, particularly in Primaire.

LEARNING SKILLS

	Maternelle	Primaire	Collège	Lycée
Learning skills	Very good	Very good	Very good	Very good

- Most students are keen to learn and have positive attitudes in class. Once given a task, most are confident enough to work independently. Students demonstrate secure skills in learning through on-line research, purposeful discussions, debates and presentations.
- When asked, students can provide answers that require more critical and evaluative thinking. They can evaluate the answers and ideas of others. Opportunities to develop these skills through the use peer- and self-assessment activities are more limited.
- Students' collaboration skills are strong. They can effectively cooperate when working in small groups. Opportunities for students to link class activities to the outside world and to the UAE are common.

For Development:

- Sustain students' critical thinking by providing structured guidance to build their evaluation skills.

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

	Maternelle	Primaire	Collège	Lycée
Personal development	Outstanding	Outstanding	Outstanding	Outstanding

- Throughout the school, students behave extremely well and have positive attitudes to school. They enjoy learning. They consider it to be a major factor in promoting and shaping their futures. Students feel valued by their teachers and benefit from a conducive learning environment that allows them to develop their skills.
- Students have cordial relationship with members of staff, built on mutual respect. They are thoughtful and respectful to others. The ethos of the school enhances students' perspectives on relations in the wider world and on their aspirations.
- The school's policy is to develop healthy lifestyles. Teachers of physical education and medical personnel encourage students to adopt the school's vision. The attendance rate is excellent. Students arrive on time in the morning and to lessons.

	Maternelle	Primaire	Collège	Lycée
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Very good	Very good	Very good

- Students in all phases show appreciation of the role and values of Islam in UAE society. They believe that the harmony that exists between different cultures plays a major role in people's enjoyment of life in the UAE.
- Members of staff and students respect the heritage and culture of the UAE. The different activities in which students participate throughout the year enable them to appreciate the diversity that exists in the country.
- Students show a very high awareness of their own and other cultures. Events such as national and international days allow students to gain significant and valuable information about different cultures.

	Maternelle	Primaire	Collège	Lycée
Social responsibility and innovation skills	Very good	Very good	Very good	Very good

- Student leaders understand their responsibilities as members of the school community. Some take key roles. Students are responsible and participate willingly in activities that have a positive effect on the school and the wider community.
- Students have a strong sense of empathy for others and are keen to offer to raise funds for charities both nationally and internationally. They have a growing sense of innovation. They lack creative and entrepreneurial activities and clubs to support the development of these skills.
- Students care for the school and seek ways to improve the school environment. They are active in supporting schemes that contribute to sustainability and conservation, particularly through different projects linked to the UN sustainability goals.

For Development:

- Ensure that all students have opportunities to develop their innovation and entrepreneurial skills.

03 TEACHING AND ASSESSMENT

	Maternelle	Primaire	Collège	Lycée
Teaching for effective learning	Very good	Very good	Very good	Very good

- Teachers' subject knowledge is secure and is applied well in most lessons. Teachers increasingly use a broad range of strategies to ensure that students enjoy their learning. Some activities and resources are novel and innovative, such as rollerblading and skateboarding in physical education. The effectiveness of teaching has improved in Arabic.
- Learning activities often have a similar level of challenge which does not stretch the higher achievers. Teachers' expectations are too low in Islamic Education.
- Teachers know their students well. Classroom interactions are positive and promote a strong work ethic. When questioning, teachers do not always give students sufficient thinking time or opportunities to discuss their ideas. Opportunities to evaluate and comment on the ideas of others are inconsistent.

	Maternelle	Primaire	Collège	Lycée
Assessment	Very good	Very good	Very good	Very good

- Internal assessment procedures are coherent and consistent. They provide clear measures of attainment and progress. Although this evolving system is well understood by senior leaders, middle leaders and teachers lack sufficient understanding of the system and its use.
- Across all phases, teachers and students have secure knowledge of their strengths and weaknesses. Teachers' written feedback, particularly for older students, does not always provide clear next steps for improvement.
- Teachers use some assessment data to guide lesson planning and to determine the necessary support for students. They do not have sufficient cross-referenced assessment information to design appropriate learning pathways for all individuals and groups of students.

For Development:

- Allow students time to reflect and to evaluate, to comment on and to develop the answers of others.
- Monitor teachers' use of information on students' achievement to provide personalised learning activities.

04 CURRICULUM

	Maternelle	Primaire	Collège	Lycée
Curriculum design and implementation	Very good	Very good	Very good	Very good

- The curriculum is very effective in developing a balance of skills, knowledge and understanding. From Maternelle to Lycée, students have five periods of English per week and also study Arabic.
- The curriculum generally integrates MSCS, though there are still a few gaps. Islamic Education and Arabic comply with MoE requirements. The science curriculum includes an emphasis on scientific enquiry and develops scientific skills appropriately.
- In Maternelle, teachers are developing a flexible classroom approach to curriculum provision, where activities determine how space is organised. In Primaire, this project is being developed in several grades. Leaders recognise the need to monitor the flexible classroom concept to ensure that it is improving learning.

	Maternelle	Primaire	Collège	Lycée
Curriculum adaptation	Very good	Very good	Very good	Very good

- The curriculum is imaginative and offers a wide range of opportunities. Students' academic and personal growth is strongly supported through a very good range of additional provision. Opportunities for students in creativity, enterprise and innovation are evolving.
- Students in all phases engage in events and celebrations that reinforce their understanding of UAE culture, values and society. Opportunities to reflect on the life and culture of the UAE within lessons vary across different subjects.
- Leaders and teachers have ensured some curriculum modification across all phases to support the needs of all students. Teachers make insufficient use of data to ensure that curriculum adaptations match the precise needs of all individuals and groups of students.

For Development:

- Continue to monitor the impact of the flexible classroom initiative.
- Ensure that in curriculum planning, meaningful links are made to UAE life, heritage and culture.

05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

	Maternelle	Primaire	Collège	Lycée
Health and safety, including arrangements for child protection / safeguarding	Very good	Very good	Very good	Very good

- Rigorous procedures and policies ensure students' safety and security. The school meets all statutory requirements, including emergency evacuation procedures. Health and safety incidents are not yet electronically recorded. Transport arrangements are well supervised and managed.
- There are very effective procedures for safeguarding students. Staff are well trained in child protection and safeguarding procedures. They are aware of the appropriate procedures to follow should an incident arise. Thorough risk assessments are carried out for all activities. The premises are clean and well maintained.
- The two medical clinics support staff and students well through regular health checks by the trained personnel. The promotion of safe and healthy lifestyles has a high profile across the school.

	Maternelle	Primaire	Collège	Lycée
Care and support	Very good	Very good	Very good	Very good

- The inclusion team supports teachers in identifying students of determination and those with gifts and talents. They provide focused interventions to improve students' outcomes, but inconsistently for the gifted and talented. They guide parents who seek formal diagnoses of barriers to learning by external specialists.
- Positive, purposeful and professional relationships between teachers and students are fostered. Conflict resolution workshops are effective in promoting responsible behaviour and respect for boundaries. Attendance is carefully monitored. Parents receive support on managing their children's punctuality in Maternelle.
- Students' wellbeing and personal development receive careful attention. Leaders dedicate time to listen to students' concerns. Parents volunteer to provide insights and advice on careers guidance.

For Development:

- Ensure that all health and safety issues are logged in a comprehensive electronic system to support facilities management.
- Provide greater challenge for students with gifts and talents to stretch and develop their abilities and potential.

INCLUSION OF STUDENTS OF DETERMINATION

Provision and outcomes for students of determination

Very good

- Governors and leaders promote an inclusive ethos. The school meets the physical needs of students of determination, including wheelchair users. The inclusion leader is part of the school's Pôle d'Inclusion, which includes two psychologists or counsellors, the principal, heads of phase and a governor.
- Teachers are responsible for identifying and providing differentiation for students of determination in their class. The inclusion team supports teachers in using students' individual education plans (IEPs) and programmes to plan provision. Students' IEPs are reviewed and adapted according to the progress made.
- Parents are involved in target-setting for their children's IEPs, as are some students themselves. Parents are kept informed and involved in communications with assessors or therapists. The inclusion team supports parents as their children progress through the phases.
- Most lesson plans are carefully differentiated, so that students of determination have relevant and meaningful learning activities pitched at their own level of ability. The inclusion team provides support in lessons, if required, to help with access to the subject, and to promote independence and resilience.
- The identification of students of determination takes place through observations and analysis of assessment data. The inclusion team works with parents to celebrate successes and to develop their children's self-esteem. Members encourage positive thinking.

For Development:

- Consider lesson plans more rigorously so that appropriate differentiation activities figure in all of them.

06 LEADERSHIP AND MANAGEMENT

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

- The principal, assisted by his very strong senior leadership team, has sustained a purposeful learning community that values inclusivity and wellbeing. Leaders have maintained the trust of students, parents and members of staff. Leadership structures have been modified to accommodate an increasing student population. Subject middle leaders have been appointed. Almost all leaders are successful in supporting very positive students' outcomes. Senior leaders are continuing to innovate and to take the school forward, with encouraging improvements to students' progress in Arabic.
- Leaders approach self-evaluation procedures and improvement planning systematically with increasing use of external benchmarking data. They implement consistent approaches to the monitoring of students' progress. The monitoring of teaching quality is based on checklists derived from the KHDA School Inspection Framework. School improvement plans contain relevant actions with a review of progress against intended outcomes, as required by the previous inspection report. Senior leaders accurately identify and analyse key priorities. Middle leaders have yet to acquire sufficient knowledge of these skills.
- An active parents' association initiates and supports numerous events and activities. Parents speak highly of leaders' communication and response to any concerns. They value the school's emphasis on inclusivity and on nurturing students' talents. However, some feel that there is an increasing tension between the pursuit of academic excellence and students' wellbeing. Reporting on students' progress and personal development is regular and detailed. Checks on attendance are much appreciated by parents. Links with the local community are increasing and are enhancing students' experiences. Leaders exploit the advantages of membership of the French government agency for schools abroad (AEFE) in establishing links with other schools and training providers.
- Stakeholders are well represented in the Conseil d'École and in the Conseil d'Établissement. The governance steering group, comprising owners, an experienced educational adviser and the principal, continues to take this improving school forward. The members' mission is to meet and exceed students' and parents' expectations. Members of the two Conseils are part of the local community and know the school well. They hold the principal to account for the school's performance. They do not yet have procedures to evaluate their own efficacy.
- The day-to-day management of the school is very well organised and impacts positively on students' achievements. Teachers and leaders are recruited diligently. They are supported by appropriate professional training and are encouraged to develop their expertise to ensure consistently high-quality teaching. Governors have invested in a new sports complex with a swimming pool which provides excellent facilities for students, parents and members of staff. They recognise the need to keep resourcing under review and to support the development of flexible classrooms and digital learning.

For Development:

- Ensure that middle leaders have the time, resources and mentoring to be effective in their new roles.
- Seek feedback from parents on ways to maintain the essential balance between academic excellence and students' wellbeing.
- Adopt governance self-evaluation processes to monitor impact and effectiveness.



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