

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

Inspection Report 2018-2019

**Lycée Français
International**

11 YEARS OF INSPECTIONS

Very good

Curriculum
French



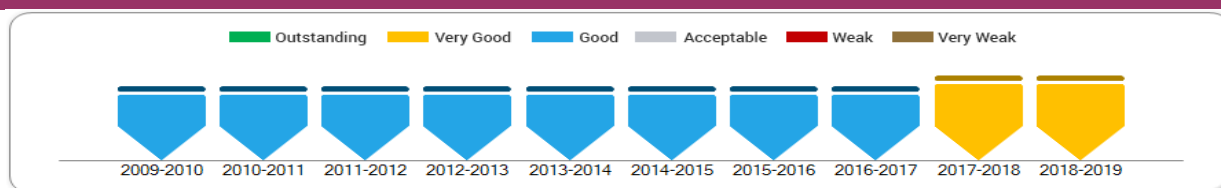
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School Information

General Information	Location	Oud Metha
	Opening year of School	2003
	Website	http://lfidubai.aflec-fr.org/
	Telephone	00971-4-3368552
	Principal	Christophe Troucat
	Principal - Date appointed	9/1/2010
	Language of Instruction	French
	Inspection Dates:	18 to 21 February 2019
Students	Gender of students	Boys and girls
	Age range	3-18
	Grades or year groups	KG 1-Grade 12
	Number of students on roll	2242
	Number of Emirati students	4
	Number of students of determination	130
	Largest nationality group of students	Arab
Teachers	Number of teachers	154
	Largest nationality group of teachers	French
	Number of teaching assistants	10
	Teacher-student ratio	1:13
	Number of guidance counsellors	3
	Teacher turnover	11%
Curriculum	Educational Permit/ License	French
	Main Curriculum	French
	External Tests and Examinations	Brevet, Baccalaureate
	Accreditation	French Ministry of Education
	National Agenda Benchmark Tests	N/A

School Journey for Lycee Francais International



Summary of Inspection Findings 2018-2019

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

Students' outcomes

- Attainment and progress are outstanding across the school in French and English. Students are highly articulate in both languages. Attainment and progress in mathematics is outstanding in Collège and Lycee and very good elsewhere. Students make good progress in Islamic Education and Arabic as a first language. Attainment in Arabic as an additional language is acceptable, with progress better in Collège than Primaire.
- Students show exceedingly positive, responsible attitudes to learning and the school community. They are self-disciplined and respectful towards others. They understand and value healthy lifestyle choices. Students' skills in entrepreneurship are not yet fully developed. They have a strong understanding of Islamic values and awareness of Emirati and world cultures. Students interact with the community through clubs and projects, supported and encouraged by the school.

Provision for learners

- Teaching is generally of a high quality, but standards are less consistent in Primaire and Collège than they are in Lycée. In most lessons, teachers develop students' skills in critical thinking, problem-solving and in the use of technology. In some lessons, particularly Arabic and Islamic Education, teaching is less well developed. The school has accurate measures of attainment, and is developing the use of assessment to improve learning.
- The French national curriculum is enhanced with a focus on English. It is fully adapted to the UAE requirements. The curriculum is regularly reviewed using a thorough and collaborative process. The school timetable was reorganised and extended to enhance the curriculum. UAE culture and heritage are embedded in the curriculum across all phases. Students' entrepreneurial and innovation skills are not fully developed.
- The school has rigorous policies and procedures for child protection and safeguarding. Risk assessment policies are detailed. School premises and equipment are well maintained. Health education is embedded in the curriculum and students understand and value a healthy lifestyle. Students are offered advice and support on a range of matters, including health, social issues and their academic progress. The school has introduced well-being initiatives.

Leadership and management

- Senior leaders set a positive and collaborative tone that balances French ministry practices and the requirements of the UAE. They work systematically to develop the school, with significant improvements across many areas. There has been less impact on Arabic and Islamic Education. Parents are well informed about their child's learning. Governors bring significant experience and expertise in education and have supported leaders fully in school improvement.

What the school does best:

- The outstanding achievement in English and French, with students highly articulate in both languages.
- The outstanding attainment and progress in mathematics in Collège and Lycee.
- Students' exceedingly positive attitudes to learning, and strong collaborative and individual learning skills.
- The consistently high level of teaching in Lycée.
- The school's thorough approach to keeping children safe and secure and promoting healthy lifestyles.

Key Recommendations:

- Increase attainment and progress in Arabic and Islamic Education by:
 - Developing the leadership capacity in these subjects
 - Refining the curriculum to focus more clearly on learning outcomes and promote higher levels of challenge
 - Extending the range of learning strategies and the resources to support them
- Enhance the consistency of the quality in teaching and learning by:
 - Extending the collection and analysis of data, and developing measures of progress
 - Developing the use of assessment and plan more specifically for the varying needs of different students, including students of determination
 - Embedding the features of best teaching and learning across the school.

Overall School Performance

Very good

1. Students' achievement

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

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

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

3. Teaching and assessment

	Maternelle	Primaire	Collège	Lycee
Teaching for effective learning	Very good	Very good	Very good	Outstanding
Assessment	Very good	Good	Good	Good

4. Curriculum

	Maternelle	Primaire	Collège	Lycee
Curriculum design and implementation	Outstanding ↑	Outstanding ↑	Outstanding ↑	Outstanding ↑
Curriculum adaptation	Very good	Good	Good	Good

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

	Maternelle	Primaire	Collège	Lycee
Health and safety, including arrangements for child protection/ safeguarding	Outstanding ↑	Outstanding ↑	Outstanding ↑	Outstanding ↑
Care and support	Very good	Very good ↑	Good	Very good ↑

6. Leadership and management

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

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

National Priorities

National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of UAE, and Ruler of Dubai, launched the UAE National Agenda 2021. In 2015, 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

- In all phases, students have highly developed reading skills. In French, they work on challenging literary texts. They consolidate high-level reading skills in English and mathematics.
- Students' skills, understanding and confidence in the use of reading strategies are significant. They read confidently with enjoyment.
- The librarians are involved in the development of reading across the curriculum. A library programme develops students' library and research skills.
- The school is fully committed to the development of reading. The Proviseur and Heads of Sections support the development of the School Reading Policy.

The school's provision of reading across the curriculum, leading to raised outcomes, is emerging.

For Development:

- Ensure teachers across all subjects are fully aware of their role in developing students' reading skills.

UAE Social Studies

- The curriculum, delivered in French and English, is very skilfully planned. The required resources are in place to meet the needs of different groups of learners.
- Students share their prior knowledge and experience with enthusiasm. They explore independently, often using technology, to support their learning.
- Most students demonstrate levels of knowledge, skills and understanding beyond expected standards. They have a very well-developed sense of the UAE's place in the world.
- In lessons and recent work, most students make better than expected progress in key skills, knowledge and understanding, linked to their starting points and UAE curriculum standards.

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

Innovation

- Across all phases students' demonstrate strong skills of critical thinking and analysis. They have some opportunities to develop and pursue their own lines of inquiry.
- Some students participate in projects applying skills of innovation to practical situations. This is being extended to the new "programme pédagogique complémentaire" (PPC).
- Teachers are embedding the use of digital technology, in lessons in some grades. However, the creative use of learning technology is inconsistent across the school.
- Curriculum planning identifies the application of critical thinking. Entrepreneurial activities are not systematically developed.
- Leaders systematically combine the strengths of the French ministerial programme with global developments in education, alongside the needs of the local context.

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

Main Inspection Report

1. Students' achievement

Islamic Education

	Maternelle	Primaire	Collège	Lycee
Attainment	Not applicable	Good	Good	Good
Progress	Not applicable	Good	Good	Good

- In Primaire, students know the importance of cleanliness in Islam well, but do not always link it to versions in the Holy Qur'an or Hadeeth of the Prophet (PBUH). In Collège, a majority of students have developed concepts about the general teachings of Islam and relate them to verses of the Holy Qur'an. In Lycée, students have a good understanding of the Seerah of the Prophet.
- Students, especially in higher grades, show effective learning through debate. This often generates further development and applications of learning to practical contexts. However, in all grades, students' Tajweed skills are under-developed.
- The Islamic Education department's effective use of visual aids has a positive impact on students' understanding. Occasionally, students find it difficult to understand some Islamic concepts when they are presented in Arabic.

For Development:

- Produce a detailed strategic plan for Islamic Education to develop students' learning skills systematically and to improve levels of attainment.

Arabic as a First Language

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

- Students show strong progress in all phases when learning is measured from starting points. However, this is yet to impact upon attainment in the Lycée, because students do not yet apply their knowledge and skills sufficiently well.
- Students' listening and speaking are very strong. Reading skills in Primaire and Collège are improving. However, in Lycée, higher-order reading skills such as synthesising and critical evaluation are not well-developed. Independent writing is developing slowly.
- Increased opportunities for students' independent reading have led to improvements in fluency, and comprehension skills in Primaire. Note-taking and summarising skills are developing slowly.

For Development:

- Increase expectations regarding how students respond to oral and written tasks
- Extend opportunities for the development of creative writing and higher-order reading skills in the Lycée.

Arabic as an Additional Language

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

- Students in Primaire make steady progress in developing most language skills. Progress is better in upper grades, especially among girls. Students in Collège make strong progress in lessons, but not in their overall attainment.
- Listening and reading skills are well-developed, especially in the upper grades of Primaire and in Collège. Students respond appropriately, however, their speaking and writing skills are developing slowly. Students' language is limited to the given texts. Creative writing is under-developed.
- Students' reading fluency and comprehension have improved across both phases as a result of the improved focus on reading. However, students do not always apply the new language sufficiently well in their daily lives.

For Development:

- Develop students' language skills by providing them with a wide variety of opportunities to speak and write in everyday contexts.

Language of instruction

	Maternelle	Primaire	Collège	Lycee
Attainment	Outstanding	Outstanding ↑	Outstanding ↑	Outstanding
Progress	Outstanding	Outstanding ↑	Outstanding ↑	Outstanding

- Most students attain well above French National Curriculum standards in all phases. A consistently high level of challenge and strong oral work are leading to rapid progress across the school.
- All skills of the French language are well-developed. In Primaire, there is a focus on grammar and spelling. The quality of oral communication between students and with adults is a strength across the school. Students write well and analyse texts to a high level.
- The school has developed innovative approaches to teaching French, which has led to very strong levels of achievement.

English

	Maternelle	Primaire	Collège	Lycee
Attainment	Outstanding	Outstanding	Outstanding	Outstanding
Progress	Outstanding	Outstanding	Outstanding	Outstanding

- Most children in Maternelle make rapid progress in all language skills. Knowledge of phonics enhances their emerging reading and writing skills. Progress in lower Primaire is slower than in upper classes, because tasks do not always offer suitable levels of challenge.
- Most students are highly articulate, add depth to their responses and communicate their thoughts confidently using a wide variety of vocabulary. Critical thinking skills are very well developed. Lycée and Collège students confidently use evaluative and analytical skills for literary criticism.
- Most students have well-developed reading comprehension skills. They show strongly improved skills of analysis, inference, interpretation and critical comparison. Students' writing for a range of purposes and audiences is a strength in the subject.

Mathematics

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

- Attainment is particularly high in Collège and Lycée. Results in the Brevet and Baccalaureate external examinations are excellent and have been sustained over time.
- Students in Collège and Lycée have a strong understanding of all areas of mathematics. Students in Primaire have firm knowledge of number work and geometry and are increasingly able to solve challenging problems collaboratively.
- The consistently rigorous approach to planning and teaching, sustains high performance in Collège and Lycée. Students have frequent opportunities to solve challenging problems, such as the Rallye Mathématique, which is increasing students' level of mathematical thinking.

For Development:

- Improve students' achievements in Maternelle and Primaire.

Science

	Maternelle	Primaire	Collège	Lycee
Attainment	Very good	Good	Very good	Very good
Progress	Very good	Good	Very good	Very good

- Students in all phases build on their skills of observation, prediction and problem-solving. This is developing in Primaire but is stronger in other phases. In the Collège and Lycée, students can confidently discuss their investigations and articulate well their understanding.
- Students use of scientific vocabulary, and their practical and enquiry skills are developing. Students in the Collège and Lycée work very competently in the laboratory and can evaluate and suggest improvements to their work.
- A consistent approach to practical scientific investigations and problem solving has been introduced in Primaire. This is beginning to improve levels of attainment as students and teachers become familiar with the approach.

For Development:

- Expand teaching strategies in the Primaire to enhance and improve student's investigative and problem solving skills.

Learning Skills

	Maternelle	Primaire	Collège	Lycee
Learning skills	Very good	Very good	Very good	Outstanding

- Students throughout the school are motivated learners. In Maternelle, children are eager to learn and work well, both independently and collaboratively. In the Lycee, critical thinking is particularly well-developed.
- Students in higher phases interact and collaborate very effectively when given the opportunity. Their independent learning, innovation and critical thinking skills are used very effectively in English, French and science but not as frequently in other subjects, especially in Arabic.
- Students' use of technology, although not yet consistent across subjects and grade levels, is gradually developing. Students take increasing responsibility for their learning and are beginning to take a lead in learning.

For Development:

- Ensure students' strong learning skills are applied more consistently across all subjects.
- Extend opportunities for students to organise their own learning and to be innovative.

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

	Maternelle	Primaire	Collège	Lycee
Personal development	Outstanding	Outstanding	Outstanding	Outstanding

- Students have highly positive and responsible attitudes to learning and to the school community. They are consistently self-disciplined and respectful towards others. Their exemplary behaviour is prominent across the school and impacts positively on their subsequent achievements.
- Students have excellent relationships with staff and interact very well with their peers. They are considerate, respectful and show empathy towards others. Students in all phases enjoy their learning and most show initiative when engaged in collaborative work.
- Students' understanding of healthy lifestyles is a strong feature of their development. They are mindful of what they eat and willingly participate in exercise. Students take every opportunity to take on leadership roles. Student attendance is consistently high.

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

- Students have a strong understanding of Islamic values and awareness of Emirati and world cultures. They feel fortunate to live in a country where diversity and tolerance are valued and where Islam plays a major role in influencing attitudes.
- Students have a well-developed understanding and appreciation of Emirati culture and heritage. Annual school events promote and raise students' understanding and awareness, for example, the celebration of the Union Day and the Flag day.
- Students in all phases show an excellent knowledge and awareness of their own culture and are eager to learn about world cultures, particularly through contact with students from other countries.

	Maternelle	Primaire	Collège	Lycee
Social responsibility and innovation skills	Very good	Very good ↑	Very good ↑	Very good ↑

- Across all phases, students have a strong sense of responsibility. Their voice is heard, and the school responds to their requests. The school has given them greater responsibility and autonomy, especially in upper grades with a "cellule d'écoute."
- Students have a strong work ethic. They take on leadership responsibilities in order to play their part in facilitating wellbeing in the school. There are emerging opportunities to develop innovation and entrepreneurship.
- Students have many opportunities to interact with the community through participation in clubs and projects. They are aware of the importance of a clean environment. They collect plastic items for a local recycling company.

For Development:

- Provide additional opportunities for students to develop their innovation, enterprise and entrepreneurial skills.

3. Teaching and assessment

	Maternelle	Primaire	Collège	Lycee
Teaching for effective learning	Very good	Very good	Very good	Outstanding

- Teachers in all phases have a thorough subject knowledge and routinely plan lessons that interest and engage students. The Maternelle has a successful child-centred approach. Teaching is most consistent in Lycée, where teachers apply their knowledge and skills expertly to facilitate learning.
- Most teachers encourage students to research and investigate for themselves and promote learning through effective questioning. This is particularly strong in English and French with differentiated learning activities to challenge all students and promote rapid progress.
- In most lessons, teachers develop students' skills in critical thinking and problem-solving and promote the use of technology. In some lessons, particularly Arabic and Islamic Education, teaching is less well developed, and students make less progress.

	Maternelle	Primaire	Collège	Lycee
Assessment	Very good	Good	Good	Good

- In Maternelle, data are analysed to track progress, to determine ability groups, to plan for individual children and to identify where support is needed. In other phases, the use of data is developing, but its use to improve learning, is not a consistent feature of provision.
- Measures of attainment are accurate. The school is investigating how best to measure progress of individual students. Personalisation of learning, effective use of rubrics, and feedback to students are not used consistently. The best assessment practices are found in the Maternelle, in the subjects of English and science.
- Data are gathered systematically. Improvements in assessment for learning are now evident, though judgements on student progress and attainment are not consistently reliable.

For Development:

- Ensure teachers make effective use of data to plan lessons that better meet the needs of individuals and groups of students.
- Ensure consistency and reliability in assessment practices in subjects where students do not reach their potential.

4. Curriculum

	Maternelle	Primaire	Collège	Lycee
Curriculum design and implementation	Outstanding ↑	Outstanding ↑	Outstanding ↑	Outstanding ↑

- The French National Curriculum is fully and effectively implemented in all phases. The school complies with new Ministry of Education directives. The curriculum is enhanced with a focus on English, and fully adapted to the UAE requirements. Options at the baccalauréat stage provide suitable pathways.
- The curriculum is regularly reviewed through a very thorough, collaborative process which is producing improvements. For example in science, students are more thoroughly prepared for the baccalauréat.
- The school timetable is extended to enhance the curriculum. This provides extra time for learning, including the PPC organisation for Primaire and systematic development of cross curricular links. In other phases, links are established during lessons.
- The implementation of moral education is fully compliant. It is timetabled and taught by the class teacher from grades 1 to 12.

	Maternelle	Primaire	Collège	Lycee
Curriculum adaptation	Very good	Good	Good	Good

- Across most grades, teachers are successful in lessons, in adapting the curriculum for most groups of students. Adaptations are stronger in Maternelle than in other phases. Improvements in modifying the curriculum have been made, particularly in Primaire, but this is not consistent across all subjects.
- The school provides a wide range of extra-curricular activities and most students participate. The curriculum promotes students' critical thinking. However, students' entrepreneurial and innovation skills require further development.
- UAE culture and heritage are embedded into the curriculum across all phases. Students have opportunities to develop their knowledge and understanding of the Emirati culture across most subjects. This includes history, geography and the economics of the UAE.
- Arabic is taught in Maternelle during three sessions a week in GS and two in MS. Children are introduced to letter shapes, sounds and basic conversation.

For Development:

- Provide more opportunities to develop students' enterprise, creativity and innovation skills across the curriculum.

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

	Maternelle	Primaire	Collège	Lycee
Health and safety, including arrangements for child protection / safeguarding	Outstanding ↑	Outstanding ↑	Outstanding ↑	Outstanding ↑

- The school has highly rigorous policies and procedures for child protection and safeguarding. The school is very effective in ensuring that students are safe from all kinds of abuse, including cyber-bullying and bullying. Risk assessment policies are detailed and clearly state procedures, roles and responsibilities.
- The school carries out regular and highly rigorous safety checks resulting in a safe and secure environment for all. Supervision of students is highly effective and the arrangements for transport are very effectively organized.
- School premises and equipment are well maintained. The school keeps comprehensive records of incidents, actions taken and outcomes. Students are aware of the need for a healthy lifestyle. Health education is embedded in the curriculum.

	Maternelle	Primaire	Collège	Lycee
Care and support	Very good	Very good ↑	Good	Very good ↑

- Care, inclusion and respect are evident across all phases. Students are polite and self-disciplined. There is a consistent approach to behaviour management. Systems and procedures for managing attendance and punctuality are effective.
- The school has processes to identify students of determination and those with gifts and talents. In the best lessons this leads to appropriate intervention. However, this is not done consistently across all phases.
- Students are offered advice and support, for health, for social issues and for their academic progress. There are a number of well-being initiatives, but these are less developed in Collège. There is effective guidance for older students about career choices and higher education pathways.

For Development:

- Develop effective well-being initiatives, particularly in Collège.

Inclusion of students of determination (Students of determination)

Provision and outcomes for students of determination

Good

- Governors and senior leaders promote inclusion. The school is developing staff capacity and awareness of their role in supporting students of determination. Policies and plans guide effective provision for most students of determination across the school.
- The school makes use of a range of indicators to identify the needs of students of determination. This ensures accurate identification and interventions. In most lessons, teachers know their students well and plan adequate support in lessons.
- The school recognises the importance of effective parent partnerships. These are improving as a result of closer involvement of parents in the development of their children's education plans. Most parents are positive about their contact with the school and the quality of support and care their child receives.
- Most teachers know their students well. Guidance is provided for teachers on how they can support students' learning. However, in Collège, teachers do not consistently plan lessons that meet students' needs. The learning support assistants have clear roles and responsibilities.
- The majority of students make good progress in their personal development and learning. Progress in individual plans is reviewed with parents and students to inform next steps in learning. Most students know what they have to do to improve their learning.

For Development:

- Develop greater capacity to drive the inclusion agenda and improve the provision and progress for students of determination, particularly in Collège
- Develop more rigorous monitoring of teachers' interventions and support for students of determination and the use of data to measure progress.

6. Leadership and management

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

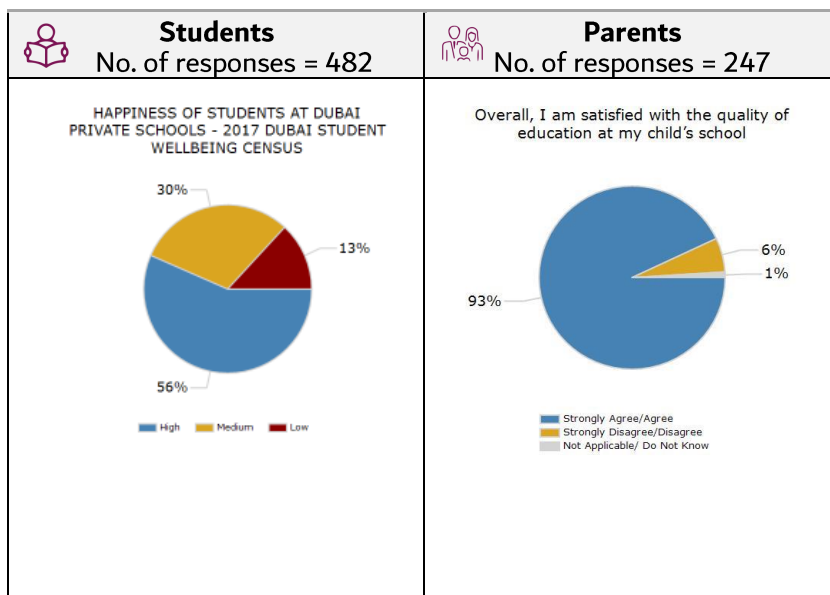
- Senior leaders balance French ministry practices and the demands of UAE priorities and needs. There is a highly collegiate approach with positive relationships and thorough communication throughout the school. This is particularly effective in drawing on the skills of very capable staff. However, there is less effective educational leadership in Arabic and Islamic Education.
- The school uses a systematic review and development process which identifies priorities and addresses the requirements of the French ministry and the UAE. School leaders monitor teaching and learning regularly. They have a very good understanding of their school which has improved significantly in recent years. However, there have been fewer improvements in Islamic Education and Arabic than other curriculum areas.
- Parents are well informed about their child's learning and individual reports indicate accurately what children have achieved in their academic and personal development. Extensive and effective local, national and international partnerships, including those with other schools, have a positive impact on students' achievements. Communication with parents has improved but a number of parents continue to express concerns about the quality and consistency of communication, from the school.
- Governors have significant experience and expertise in education. They know the school well and provide senior leaders with a critical, but encouraging voice. They have supported leadership fully in restructuring the timetable, in providing staff with professional development and in supporting student learning. They regularly invite parents to share their opinions, although parents do not have formal representation on the governing board.
- The school operates very efficiently. All staff including security and transport personnel carry out designated roles in a timely manner. Teachers are well-qualified and deployed very effectively. All staff benefit from attendance at the many training programmes provided. The premises provide a stimulating environment for learning, sport and recreation. The facilities and resources enhance learning and teaching.

For Development:

- Improve standards of leadership in the subjects of Arabic and Islamic Education to ensure that these subjects systematically adopt the best practices seen elsewhere in the school.
- Review parent communication to ensure parents know how the school has responded to issues they raise.

The View of parents and senior students

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



 Students	Students speak French, Arabic or English at home. They are generally very positive about their wellbeing while in school. Although a significant minority report concerns about school, most have high self-esteem. Almost all feel safe at school and that they fit in with students of their age. Inspection findings support their views.
 Parents	Almost all parents are satisfied with the school, Overwhelmingly, parents believe student well-being and academic success are equally important. Parents feel that students are safe in school. Inspection findings support their comments.

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