



المعرفة
Knowledge



Lycée Français International

FRENCH CURRICULUM

OUTSTANDING

DUBAI FOCUS AREAS

INCLUSIVE EDUCATION



VERY GOOD

WELLBEING



VERY GOOD

NATIONAL AGENDA PARAMETER



Not Applicable

CONTENTS

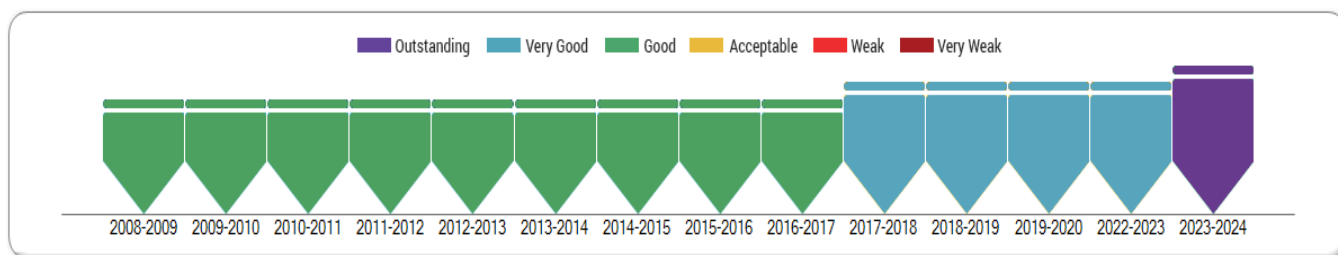
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SCHOOL INFORMATION

 GENERAL INFORMATION	 Location	Al Nasr
	 Opening year of school	2003
	 Website	lfidubai.aflec-fr.org/
	 Telephone	97143368552
	 Principal	Sylvain Jaques Lunetta
	 Principal - date appointed	1/9/2023
	 Language of instruction	French
 STUDENTS	 Inspection dates	29 to 02 February 2024
	 Gender of students	Boys and girls
	 Age range	3 to 18
	 Grades or year groups	KG 1 to Grade 12
	 Number of students on roll	3014
	 Number of Emirati students	6
	 Number of students of determination	246
 TEACHERS	 Largest nationality group of students	Arabic
	 Number of teachers	192
	 Largest nationality group of teachers	French
	 Number of teaching assistants	10
 CURRICULUM	 Number of guidance counsellors	4
	 Curriculum	French
	 External Curriculum Examinations	Brevet, Baccalauréat
	 Accreditation	French Ministry of Education

School Journey for Lycée Français International



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

- Students achieve excellent outcomes in French, English, mathematics and aspects of science. École Maternelle children, in particular, continue to make sustained and substantial progress in subjects and in their learning skills. Excellent results are obtained in the Brevet in Collège and in the Baccalauréat in Lycée. Students have acquired a range of high-quality learning skills such as critical thinking and problem-solving.
- Students in all phases show positive attitudes to their learning. They are eager to cooperate and to share ideas. They enjoy working in groups. They understand the importance of healthy lifestyles and eat nutritious meals and snacks from the cafeteria. They participate in a range of sporting events. Students are proactive and have a strong sense of community. They show initiative, manage their own projects and take their leadership roles very seriously.

Provision For learners

- Almost all teachers have excellent subject knowledge and make learning accessible and exciting. They use effective strategies to ensure active participation by students. In Maternelle, a weekly overview provides personalised learning goals for children. Across all phases, effective assessment systems give leaders, at all levels, an accurate picture of each individual student's progress and attainment.
- The French curriculum has a clear rationale. It is effective in developing a balance of skills, knowledge and understanding. It ensures progression in all subjects to meet students' needs, with many cross-curricular links which enhance the transfer of learning between different subjects. The curriculum is enriched by coherent and planned opportunities to understand and appreciate the rich culture of the UAE.
- Students report that they feel safe and secure in school. The school's policy regarding child protection is very clear. Teachers and students are very well aware of it. Students of determination are supported by the inclusion governor and the inclusion team, which has been strengthened this year by the recent addition of two very well-qualified teachers.

Leadership and management

- The inspiring principal and his strong senior leadership team have established a purposeful learning community and provide a caring environment which values inclusivity and wellbeing. He has sustained the trust of students, parents and staff. Governors have an extremely positive impact on the school's performance and ensure that all concerned have ample access to them to offer feedback.

Highlights of the school:

- Senior leaders' vision to enhance students' achievement within an inclusive learning community where diversity and wellbeing are valued
- The outstanding attainment in French, English and mathematics
- Students' strong personal development, awareness of Islamic values and work ethic
- The outstanding curriculum and its adaptation to meet the needs of all students
- The positive impact of governance and the engagement of parents as partners in their children's education

Key recommendations:

- Ensure that assessment information is used skilfully and effectively to influence teaching and the curriculum.
- Raise attainment in Islamic Education and Arabic.
- Design and implement a moderated teacher self-evaluation system based on the inspection framework principles.



OVERALL SCHOOL PERFORMANCE

Outstanding ↑

01 STUDENTS' ACHIEVEMENT

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

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	Outstanding ↑	Outstanding ↑	Outstanding ↑	Outstanding ↑
Social responsibility and innovation skills	Very good	Outstanding ↑	Outstanding ↑	Outstanding ↑

03 TEACHING AND ASSESSMENT

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

04 CURRICULUM

	Maternelle	Primaire	Collège	Lycée
Curriculum design and implementation	Outstanding	Outstanding	Outstanding	Outstanding
Curriculum adaptation	Outstanding	Outstanding	Outstanding	Outstanding

05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

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

06 LEADERSHIP AND MANAGEMENT

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

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

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 very good level.

- A positive ethos and culture are developing in the school. Wellbeing is evident in the supportive atmosphere that prevails. Music is played every morning, encouraging a calm start to the day. The inclusion champion and head of wellbeing lead a committed team of teachers who model very good wellbeing practice, evident in all interactions in the school. Wellbeing themes are not yet integrated into all lesson plans.
- Students' opinions and choice are priorities for the school. Relationships are friendly and supportive. Wheelchair accessibility tests of the school site by students confirm that the school is an inclusive campus where all students are welcomed and valued. Members of staff report a high level of satisfaction. They enjoy the supportive and collaborative atmosphere where their contributions are valued, and their opinions heard. Parents are not yet fully involved in the school's wellbeing activities. Surveys are not adequately used to gather the views of all concerned.
- Extra-curricular programmes provide opportunities for students' personal development. Anti-bullying and cyber-harassment messages are regularly shared. Online safety is consistently communicated and promoted. Teachers are acutely aware of the need for students to practice digital diligence and to stay safe in the online world. Students understand their own needs and the needs of those around them. Wellbeing development is prioritised. Almost all students make significant progress.

For Development:

- Ensure that a wide range of wellbeing themes is integrated into lesson planning.
- Ensure that parents are more fully involved in supporting the school in their promotion of wellbeing.
- Improve the use of surveys in gathering information on wellbeing.

UAE Social Studies and moral education

- The school follows the UAE social studies standards and adopts an integrated approach to the teaching of the subject. In Primaire, it is a separate subject. It is taught in the later stages in French and Arabic. For moral education, the UAE moral education standards are used. Cross-curricular links are strong. The emphasis is on project-based learning.
- Detailed schemes of work are mapped against relevant curriculum standards. In social studies, students learn about UAE culture through work in class and field trips. Teachers use a range of assessment methods to monitor students' progress, including ongoing assessment in lessons, students' portfolios and final examinations. Community action projects also contribute to the assessment of students' progress.

Arabic in Early Years

- Children in maternelle learn Arabic for 55 min per week in Pre-KG and KG1, and for 165 min per week in KG2. The curriculum is modified to focus on the development of basic listening, speaking and letter formation. The emphasis is on phonic skills to develop children's ability to recognise and read letters in different forms, with short and long vowels. Teachers provide a range of learning activities and use appropriate resources. Assessment is through teachers' observation and the use of a commercial programme. Parents are informed of their children's learning.



MAIN INSPECTION REPORT

01 STUDENTS' ACHIEVEMENT

ISLAMIC EDUCATION

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

- In Primaire, students memorise and recite the Holy Qur'an, applying Tajweed rules. In Collège, students apply Islamic rules and etiquettes in their daily life. In Lycée, students understand and discuss the role that Islamic etiquettes have on conversation, and Islamic values on wellbeing.
- In all phases, students understand and appreciate Islamic values and apply them in their day-to-day life, appreciating the positive effect on their attitudes and behaviour. They participate in Islamic educational trips when appropriate.
- Teachers have taken considerable steps for improvement. However, independent learning, critical thinking and references to the Holy Qur'an are still not well developed.

For Development:

- Improve citation from the Holy Qur'an and Hadeeth more consistently across all phases.

ARABIC AS A FIRST LANGUAGE

	Maternelle	Primaire	Collège	Lycée
Attainment	Not applicable	Good	Good	Good
Progress	Not applicable	Good	Good	Very good

- Students in Primaire and Collège can express themselves with confidence using appropriate language. However, they often use colloquial Arabic language in their extended speaking.
- Most students exhibit strong listening and reading skills. Their reading comprehension skills are well developed. When faced with more challenging text, the analysis of literature and literary devices is not a consistently strong feature in older students.
- Students' ability to draft their work and respond to teachers' feedback is improving their independent writing skills. This, and the whole school focus on reading, is slowly improving students' attainment. Students' ability to write for different purposes is still limited.

For Development:

- Improve students' speaking skills by insisting on the use of standard Arabic.
- Extend students' writing skills.
- Provide more opportunities for students to analyse a wide range of literary texts.

ARABIC AS AN ADDITIONAL LANGUAGE

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

- Students in Collège demonstrate better achievement in lessons when compared with those in Primaire, particularly in writing. Most students across the school can express themselves on familiar topics, using appropriate Arabic although occasionally they use colloquial expressions.
- Students' listening skills very are well developed. They can understand and respond to audio recordings and teachers' questions. Their reading comprehension skills are developing well although their oral communication skills are underdeveloped. Students have limited opportunities to apply their language skills to everyday situations.
- Teachers have implemented an online Arabic learning platform to support students' language skills. This, and the introduction of independent writing activities, is helping to improve students' reading and writing skills, especially in Collège. However, this is not yet consistent among different grades.

For Development:

- Improve students' writing skills, especially in Primaire.
- Provide more opportunities for students to apply new language by engaging in interactive conversations.

LANGUAGE OF INSTRUCTION

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

- In Maternelle and Primaire, students' speaking and listening skills are improving well. The French national assessments indicate outstanding reading and writing skills at each level. In Collège and Lycée, the results of the Brevet and Baccalauréat indicate that most students' knowledge of French is outstanding.
- Spoken French activities develop students' communication and presentation skills in all phases. Most students are able to express their opinions on many subjects. Differentiated activities, based on students' competency levels, are not offered by all teachers.
- Lessons in the upper phases promote a high level of literary analysis and in-depth discussion. Teachers prioritise critical thinking. Students develop outstanding skills, notably in the international section.

For Development:

- Strengthen assistance for students with linguistic difficulties to reinforce their French language skills.
- Provide differentiated activities and assistance for all students of determination.

ENGLISH

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

- In all phases, students' listening and speaking skills are excellent. They give information, ask questions and express and justify opinions. They can inform and persuade through class presentations. In Lycée, students are fluent, confident and assured.
- Students read a wide range of fiction and non-fiction texts with good understanding. In Collège, students write creatively. In Lycée, students' skills in literary analysis are very good. Writing skills exceed age-related expectations in all phases. Students write accurately for different audiences and purposes.
- The promotion of English in the International Section has led to very successful outcomes.

For Development:

- Ensure fluency and confidence in all phases, as appropriate.

MATHEMATICS

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

- Observations and data indicate that most students attain above curriculum standards and make better than expected progress. The exception is in the lower grades of Collège, where the behaviour of a few of the boys impacts adversely on progress.
- A strength is the ability of the students to solve problems. The foundations are laid in Maternelle, where children use a digital application to enhance their understanding. In the Brevet tests, students in all grades outperform their counterparts in other French schools.
- Since the previous inspection, the introduction of the 'feuilleton' into the Lycée has improved students' understanding of their strengths and weaknesses in mathematics.

For Development:

- Ensure that teaching in the lower grades of Collège engages all students in improving their skills.

SCIENCE

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

- Almost all students in Lycée achieve at a level which exceeds curriculum standards and expectations. In Primaire particularly, students' ability to adopt scientific method in their work is improving. Nevertheless, investigative skills remain relatively underdeveloped.
- Students can explain the idea of inertia, can relate vector speed to applied forces and can explain the idea of freefall. In Collège, students understand that oxygen dissolved in water is extracted by fish to respire. In the main, they understand the concept of a controlled experiment.
- Children in Maternelle enjoy exploring the natural world around them and understand some of the important processes in the world, including the changes of the seasons. Since the previous inspection, the focus on practical skills has seen improvements in Primaire.

For Development:

- Improve and increase opportunities for the development of investigative skills in the school.

LEARNING SKILLS

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

- Students are motivated and eager to learn. Most students work purposefully and know how to improve their work. In Lycée, particularly, students are self-reliant and reflective.
- Effective collaboration features in most lessons. Students generally offer mutual support. They link learning to the wider world. For instance, problem-solving in mathematics is focused on the currency of the UAE, students in Islamic Education discuss multi-cultural societies and in English students relate literary themes to contemporary life.
- Most students use technology effectively to enhance learning, but in-depth research is insufficiently promoted. The focus on student-centred learning means that most students are resourceful and capable of independent learning, but this is not consistent.

For Development:

- Provide more opportunities in all phases for students to develop independent and critical thinking skills.

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

	Maternelle	Primaire	Collège	Lycée
Personal development	Outstanding	Outstanding	Outstanding	Outstanding

- Students in all phases show positive attitudes towards their learning and are eager to collaborate and share. They demonstrate respect towards their fellow students and school staff. They work together to resolve any differences.
- Students feel very safe in the school. They participate in practice evacuations to keep them safe. They understand the importance of healthy lifestyles and enjoy the healthy food from the school cafeteria.
- Leaders have successfully improved students' attendance and punctuality in all phases. The result is having a more positive effect on students' achievement throughout the school.

	Maternelle	Primaire	Collège	Lycée
Understanding of Islamic values and awareness of Emirati and world cultures	Outstanding ↑	Outstanding ↑	Outstanding ↑	Outstanding ↑

- Students deeply value the impact of Islamic principles on the UAE's societal norms, gaining insight into Emirati customs and lifestyle through engaging Islamic Education sessions.
- Across all educational stages, there is a profound respect and appreciation for the UAE's rich heritage and culture, with museum visits serving as a vital component of their learning journey.
- The school's multicultural environment fosters an appreciation for global diversity among students, encouraging them to expand their perspectives and embrace varied worldviews.

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

- Students have a strong sense of community. They use their own initiative to manage their own projects. Students take their leadership roles very seriously and raise funds for global disasters and charitable organisations. This aspect is still developing with children in Maternelle.
- Students are responsible and participate willingly in activities that have a positive effect on the school and the wider community. Students have a strong empathy for others. They are always keen to offer help.
- 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 the different creativity and service projects.

For Development:

- Ensure that children in Maternelle have some age-appropriate opportunities to contribute to whole school social responsibility and innovation projects.

03 TEACHING AND ASSESSMENT

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

- Almost all teachers have excellent subject knowledge and make learning accessible and exciting. They use effective strategies to ensure active participation by students. In Primaire and Collège, a few teachers are less knowledgeable about how students learn best.
- Most teachers plan consistently well. In Maternelle, a weekly overview provides personalised learning goals for children. Questioning is highly effective in checking for understanding and providing challenge, especially in Lycée. Teachers skilfully build on students' contributions to promote meaningful dialogue. They use resources, including technology, creatively to enhance learning.
- Most teachers support groups of students and individuals well. The school's recent focus on professional development has led to significant improvement in teaching practices, but not yet in all lessons.

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

- Effective assessment systems give leaders, at all levels, an accurate picture of each student's progress and attainment.
- The school benchmarks itself against other French National and International Schools through the French Government tests in Primaire, the Brevet in Collège and the Baccalauréat in Lycée. Leaders have a strong indication on how students are performing in relation to individual topics in a given subject.
- In the strongest lessons there is clear evidence to show that the use of assessment in the classroom is altering teaching practices and improving students' rates of progress. In a minority of lessons, assessment data are not being used effectively to meet the needs of all groups of students, including students of determination.

For Development:

- Ensure consistent best teaching practices across all subjects and phases.
- Ensure that assessment information is used more consistently well in order to identify and meet the learning needs of all groups of students.

04 CURRICULUM

	Maternelle	Primaire	Collège	Lycée
Curriculum design and implementation	Outstanding	Outstanding	Outstanding	Outstanding

- The French curriculum has a clear rationale. It is effective in developing a balance of skills, knowledge and understanding. It ensures progression in all subjects. Many cross-curricular links enhance students' transfer of learning between different subjects.
- In the international section, which comprises 20 per cent of the school population, students are taught in English for 8 hours per week. This modified curriculum is of very high quality. It supports the outstanding success of students who are fluent in three or even four languages. Enrolment in the international section is gradually increasing,
- Leaders review the curriculum on an annual basis to ensure that teaching programmes optimise students' achievement. The curriculum in Arabic as a first language in Lycée is not fully yet aligned with the MoE standards.

	Maternelle	Primaire	Collège	Lycée
Curriculum adaptation	Outstanding	Outstanding	Outstanding	Outstanding

- Students' needs are mostly well met by well-considered adaptations to the curriculum. An example is the opportunity to study some subjects in English in the international section, and shared classes.
- Students have opportunities to be engaged in enterprising and innovative activities embedded in the curriculum. These opportunities are often not formally mapped.
- The curriculum is enriched by coherent and planned opportunities to understand and appreciate the rich culture of the UAE. Some students have participated in a three-day visit to different Emirates and a field visit to study mangroves and coral reefs.

For Development:

- Plan carefully for the likely increase in enrolment in the international section.
- Ensure that the curriculum for Arabic as a first language aligns with the MoE requirements.

05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

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

- The safety of all is a priority. All members of staff are trained in child protection. The designated safeguarding officer is appropriately qualified. Students feel safe and secure in school. The policy regarding child protection is very clear. Students and staff are well aware of it.
- Transport to and from school is well managed and supervised effectively. Appropriate risk assessments are in place. The site is shady, spacious and clean. Padding on hard surfaces helps to prevent accidents. Supervision during breaks is appropriate.
- The two clinics and the food choices in the cafeteria ensure that healthy living is a priority. Medical personnel offer ongoing advice to students and staff. Systems to guarantee site maintenance are robust.

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

- Teachers have high expectations of students. Relationships are very positive. Attendance, punctuality and behaviour are logged on the student profile. This helps to promote excellent standards. Students of determination are identified through teacher referrals or parental concerns.
- Teachers use range of procedures to identify students of determination. They receive interventions matched to their specific needs and which enable them to make their best academic progress. Some teachers provide differentiated support for students in lessons. Students with gifts and talents sometimes lack the required support.
- Incidents such as unexplained absence or declining academic performance are highlighted on student profiles, as are any concerns about personal development and wellbeing. Class ambassadors support their fellow students on wellbeing issues. Senior students receive support and guidance from a careers counsellor.

For Development:

- Ensure that all teachers provide differentiated support for all groups of students.
- Enable gifted and talented students to extend and develop their skills further.

INCLUSION OF STUDENTS OF DETERMINATION

Provision and outcomes for students of determination

Very good

- Governors and leaders ensure an inclusive ethos. All students are welcomed and valued. Leaders and teachers strive to improve outcomes for students of determination. Recent improvements ensure accessibility, including the acquisition of wheelchairs for those who need them.
- The inclusion team understands the range of barriers to learning. Teachers use assessments and other procedures to identify and plan interventions for students of determination. Progress is recorded electronically, enabling provision to be modified and adapted to improve outcomes.
- Parents are fully informed of their children's progress formally and informally, as needed. They are positive in their views of the school. Teachers encourage their involvement in helping their children. Most class teachers understand each student's needs and contribute to the updates to parents.
- Supportive classroom cultures are evident throughout the school. Students of determination are mentioned in lesson plans, but differentiation is still variable. Individual education plans (IEPs) are not always sharply enough focused to be of immediate use in lessons.
- Assessments ensure that teaching is leading to progress in students' learning. This is not yet consistent across all classes. Leaders encourage students of determination to pursue post-school education. Senior students receive subject and careers advice.

For Development:

- Review the format of IEPs to contain only necessary and relevant information.
- Ensure that all teachers understand their responsibilities for the provision of differentiation for students of determination.

06 LEADERSHIP AND MANAGEMENT

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

- The inspiring principal and his strong senior leadership team have established a purposeful learning community and provided a caring environment which values inclusivity and wellbeing. He has gained the trust of students, parents and staff. He ensures that middle leaders have opportunities to undertake specific training programmes to improve their effectiveness. Senior leaders have a clear understanding of the school's priorities. They are having a significant impact on students' achievement while maintaining high morale in a growing school.
- Self-evaluation and improvement planning are approached systematically. Senior leaders understand their role in ensuring consistent approaches to the monitoring of students' progress. Leaders understand the importance of judging the effectiveness of teaching through its impact on students' learning outcomes. They continue to place emphasis on accurate teacher self-evaluation, although the 'open classroom' approach is not yet sufficiently focused on improving the consistency of teaching or in maximising progress for all students. Leaders have yet to raise achievement sufficiently in Islamic Education and Arabic.
- Parents have numerous opportunities to be involved in the life and work of the school. Parents speak highly of the school's communication and the ease with which they can contact teachers. Reporting on students' progress is regular and sufficiently detailed. Parents express satisfaction with the school. They value the emphasis on inclusivity and on nurturing students' talents. Parents have expressed some concerns about their children's ability to manage curriculum demands in the current shortened school week.
- The governance steering group comprises highly experienced international educators. They have an in-depth knowledge of the school's performance. They continue to be highly supportive of leaders' proposals for change. They act as critical friends for issues of strategy. Governors have an extremely positive impact. They ensure that stakeholders have ample access to them to offer feedback. They are highly aspirational in their desire to support leaders in their efforts to meet and exceed parents' and students' expectations.
- The well-organised day-to-day management of the school impacts positively on students' achievements. Suitably qualified and experienced teachers access mandatory professional training through an interactive web-based system. The premises are conducive to learning. Benches and shaded areas provide for students' independent study. The campus offers a stimulating environment for learning, sport and recreation. Governors has provided a new teaching block comprising an auditorium and gymnasium. They recognise the need to resource the demands of a broadening range of digital and blended learning.

For Development:

- Ensure that training programmes equip middle leaders to support class teachers in meeting the needs of all students.
- Develop consistency in teaching and improved students' achievement through more focused monitoring of lessons.
- Seek parental feedback in attempts to maintain the essential balance between academic excellence and students' wellbeing.



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