

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

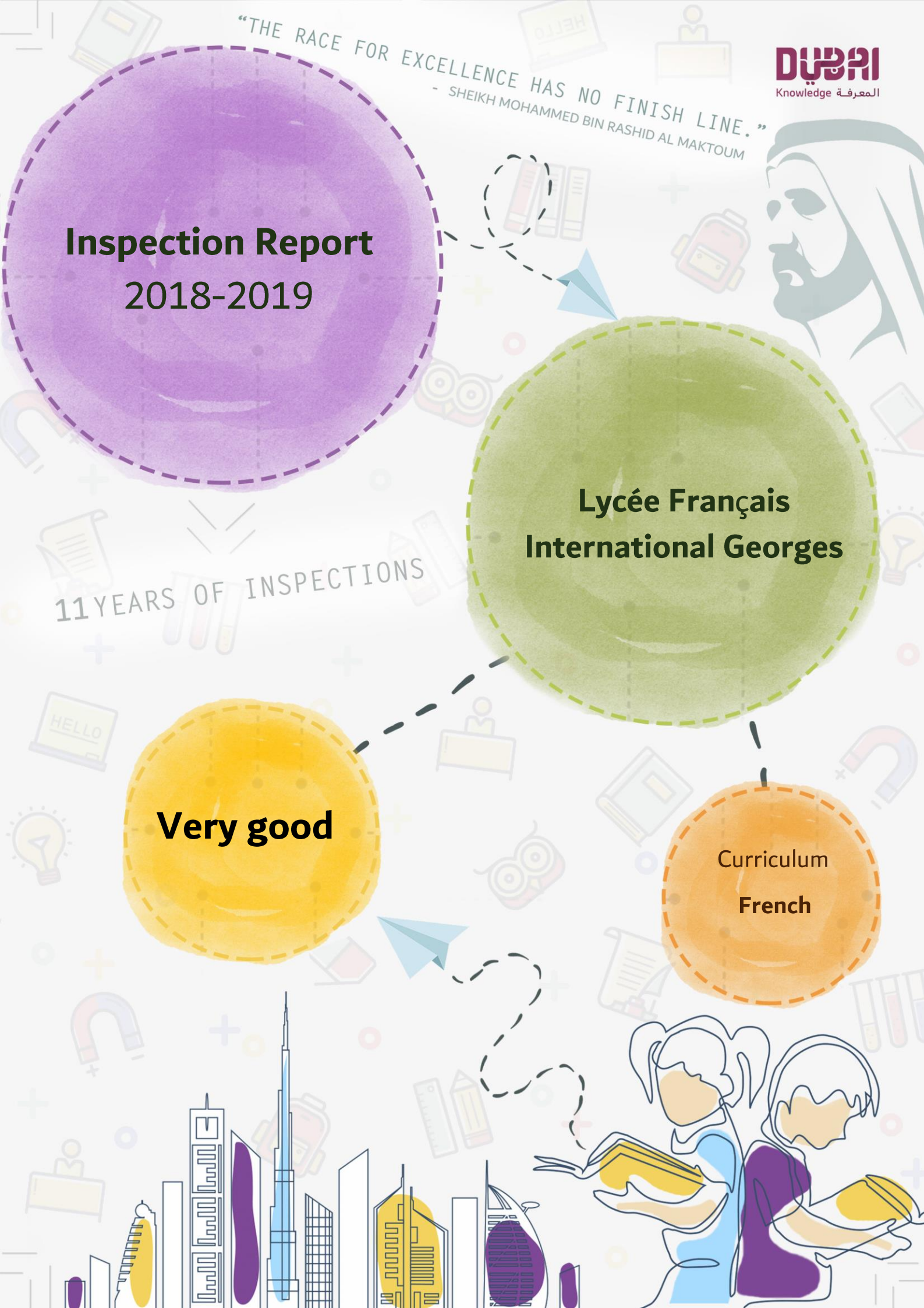
Inspection Report 2018-2019

**Lycée Français
International Georges**

11 YEARS OF INSPECTIONS

Very good

Curriculum
French



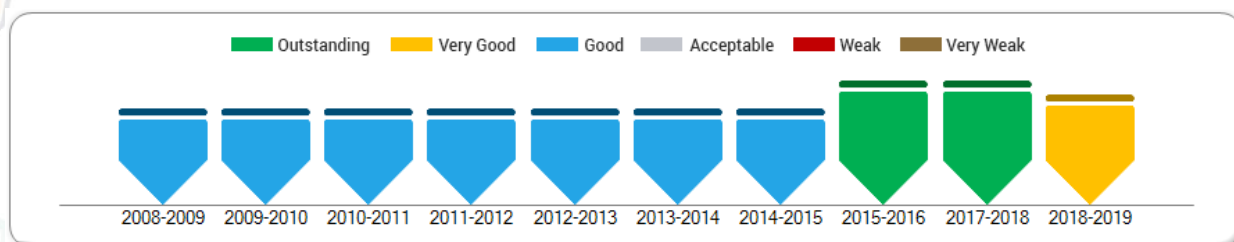
Contents

Contents.....	2
School Information	3
Summary of Inspection Findings 2018-2019.....	4
Overall School Performance.....	6
National Priorities.....	8
National Agenda Parameter.....	8
Registration requirements.....	8
Reading Across the Curriculum.....	9
UAE Social Studies	9
Innovation	9
Main Inspection Report.....	10
The View of parents and senior students.....	20

School Information

General Information	Location	Dubai Academic City
	Opening year of School	1973
	Website	www.lfigp.org
	Telephone	04-3260026
	Principal	CHARLERY PASCAL
	Principal - Date appointed	9/1/2017
	Language of Instruction	French
	Inspection Dates:	25 to 28 February 2019
Students	Gender of students	Boys and girls
	Age range	6-18
	Grades or year groups	Grade 1-Grade 12
	Number of students on roll	2085
	Number of Emirati students	16
	Number of students of determination	141
	Largest nationality group of students	French
Teachers	Number of teachers	165
	Largest nationality group of teachers	FRENCH
	Number of teaching assistants	3
	Teacher-student ratio	1:13
	Number of guidance counsellors	2
	Teacher turnover	18%
Curriculum	Educational Permit/ License	French
	Main Curriculum	French
	External Tests and Examinations	Brevet and Baccalauréat
	Accreditation	AEFE
	National Agenda Benchmark Tests	Not applicable

School Journey for Lycee Francais International Georges Pompidou School (Dubai Branch)



Summary of Inspection Findings 2018-2019

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

- The school sustains excellent student achievement in French, English and mathematics across all three phases. Of particular note is the improvement, in Primaire, in English, mathematics and learning skills to an excellent standard. Students' learning skills continue to improve to a very high standard in all subjects except Islamic education and Arabic.
- Across the school, students are self-reliant, respectful, polite and possess a strong sense of personal responsibility. They work very effectively and collaboratively together, showing support and empathy for the needs of their fellow students. They are self-disciplined, courteous, and respectful to adults and one another.

Provision for learners

- Teaching is of an excellent quality across all phases of the school in French, English, and mathematics. It requires substantial improvement in Islamic education, especially in Primaire. Positive interactions between teachers and students are features of all lessons and support a dynamic learning atmosphere. Assessment systems have improved since the previous inspection, although internal data, and their use, are not accurate in Islamic education.
- The curriculum is fully compliant with the French national requirements, with new directives, particularly for Baccalauréat, fully respected. It is not compliant with UAE Ministry of Education (MoE) statutory requirements in Primaire for Islamic education, and in Primaire and Lycée for Arabic as a first language. Since the previous inspection, the development of French language skills has been reinforced in all domains and phases.
- The school has rigorous policies and procedures for safeguarding and is highly effective in ensuring that students are safe from all kinds of abuse, including cyber-bullying. Increasingly, student ambassadors model behaviour and act as mediators among their fellow students. Modification of teaching supports most students very well, allowing them to make very good academic progress from their starting points. Older students benefit from timely and motivational curricular and careers advice.

Leadership and management

- The principal, governors and strategic leadership team have a coherent vision which incorporates diversity, students' acquisition of languages, and equipping young people for their future in a global society. The school is very well staffed, with almost all teachers suitably qualified. Governors are committed to strategies to sustain high student performance in all curriculum areas. They appreciate the urgent requirement to comply fully with MoE regulations.

What the School does Best:

- The inspirational leadership of the principal and managers, and the positive role models they provide for students, staff and parents
- The excellent achievement in French, English and mathematics
- Students' commendable sense of personal and social responsibility and their extremely positive attitudes to their work
- The highly effective systems ensuring students' health, safety, care and support.
- The improvements to teaching in Primaire with the consequent impact upon the quality of students' learning skills

Key Recommendations:

- Ensure compliance with MoE curriculum requirements.
- Ensure that the excellent practice evident in many subjects is shared throughout the school, to promote consistently high standards for students, particularly in areas where they have yet to realise their potential.

Overall School Performance

Very good ↓

1. Students' Achievement

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

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

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

3. Teaching and assessment

	Primaire	College	Lycee
Teaching for effective learning	Outstanding ↑	Outstanding	Outstanding
Assessment	Very good	Very good	Outstanding

4. Curriculum

	Primaire	College	Lycee
Curriculum design and implementation	Very good	Outstanding	Very good ↓
Curriculum adaptation	Very good	Good	Good

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

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

6. Leadership and management

The effectiveness of leadership	Outstanding ↓
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](#)

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 (N.A.P.), 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 N.A.P. targets :

Registration requirements

Not Applicable

Reading Across the Curriculum

- Across all phases, students are improving their reading skills. They are especially confident in reading in French and English, and increasingly confident in Arabic as a second language.
- Students are very confident in their reading capacities and use of reading strategies that are directly taught in many classes.
- The school's librarians are co-operating effectively to develop and support students in their reading activities and projects.
- The principal and his team are fully committed to developing reading across the curriculum, and the reading policy has been implemented in all subjects.

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

For development:

- Extend reading opportunities for students in subjects where these are less developed, making full use of the librarians' skills.

UAE Social Studies

- The UAE social studies curriculum is most effectively integrated at the end of Primaire. Curricular continuity and progression are less effectively aligned in Collège.
- Across Primaire and Collège, students develop key learning skills in line with, or above, the UAE social studies curriculum expectations, progressively developing enquiry skills well.
- By the end of Primaire, students' wide-ranging knowledge and understanding of UAE history and contemporary development are better linked to curriculum standards than in Collège.
- Across both phases, students progressively develop a comprehensive knowledge of the Gulf region. However, assessment and its use is not well aligned to the UAE curriculum standards and expectations.

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

Innovation

- Increasing numbers of students have opportunities to use digital technologies to facilitate and support project research and presentation.
- Students have a sound knowledge and understanding of the culture of innovation and are involved in an increasing range of initiatives.
- The use of digital technologies, by the majority of teachers, is becoming more structured and effective in supporting students' learning.
- Opportunities for students to engage in activities that develop their innovation skills are not consistently applied in lessons across subjects and phases.
- Leaders demonstrate a culture of continuous improvement in seeking solutions which blend creative, artistic and technological aspects of education within the formal French curriculum.

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

Main Inspection Report

1. Students' Achievement

Islamic Education

	Primaire	College	Lycee
Attainment	Acceptable	Acceptable	Acceptable
Progress	Acceptable	Acceptable ↓	Acceptable

- Students across all phases are working in line with curriculum expectations. Their memorisation skills are slightly better in Lycée compared with the other phases. Their application of recitation skills is inconsistent.
- Most students have a sound knowledge of the Pillars of Islam, Islamic etiquettes, values and morals. Their understanding of the Seerah, and application of recitation skills, are weak across all phases. Students' progress is acceptable in the majority of Islamic concepts, but slower when linking them to other Islamic elements.
- Although there has been a focus by teachers on improving students' memorisation of the Holy Qur'an, it has not led to the application and understanding of the meanings of the verses, particularly in the Collège.

For development:

- Improve students' understanding of Seerah, recitation rules, Islamic concepts and their ability to make links between the different elements of Islam.
- Accelerate students' progress in Islamic education, especially in Primaire and Collège, by improving the quality of teaching and learning.

Arabic as a First Language

	Primaire	College	Lycee
Attainment	Acceptable ↓	Acceptable	Acceptable
Progress	Good	Acceptable	Acceptable

- Most students in all three phases attain levels that are in line with curriculum expectations. Progress seen in lessons remains better in Primaire compared with Collège and Lycée. However, this is inconsistent across the different grades.
- Students have strong listening and reading skills. They are able to express themselves in simple Arabic, with different levels of accuracy. Reading comprehension and writing skills remain the least developed.
- An extensive analysis of language competencies is at an early stage of development, and has not been utilised to modify the curriculum to meet the different needs of students.

For development:

- Improve students' learning skills by increasing teachers' ability to apply more skilful and varied teaching strategies in lessons.
- Develop a comprehensive reading programme across the school, particularly in Collège and Lycée, to enrich students' vocabulary and improve their writing.

Arabic as an Additional Language

	Primaire	College	Lycee
Attainment	Acceptable	Acceptable	Not applicable
Progress	Good	Good	Not applicable

- Students' language skills in Collège and Lycée are within curriculum expectations. The majority of students makes better than expected progress, evident in their recent work and in lessons.
- Students' reading skills are the best developed. They are able to read familiar texts and speak in familiar situations. Reading for understanding is less well developed. At times, students find it challenging to understand slightly unfamiliar spoken Arabic. Writing skills are developing.
- The participation of students in different Arabic related activities in Primaire is not adequately structured nor monitored, to ensure that it is helping to improve students' learning.

For development:

- Ensure that students of Arabic as a second language achieve their potential by taking into consideration the different number of years that they have been studying the language.

Language of instruction

	Primaire	College	Lycee
Attainment	Outstanding	Outstanding	Outstanding
Progress	Outstanding	Outstanding	Outstanding

- Throughout the school, students attain very high levels in all areas, above those observed in schools in France, even for students whose first language is not French. Progress is evident across the years and from one year to another.
- Creative writing is developed in Primaire and in Collège, and always linked with important work on syntax, grammar and spelling. Reading silently or aloud are strong features of lessons, particularly in Primaire. Lycée courses prepare students very early for examinations.
- Significant focus is now placed on oral skills to link with the new French Ministry of Education requirement for the Baccalauréat. Students' vocabulary has been developed in the three phases, and almost all students demonstrate precision in its use.

For development:

- Refine the monitoring and evaluation of students' achievement in all phases.

English

	Primaire	College	Lycee
Attainment	Outstanding ↑	Outstanding	Outstanding
Progress	Outstanding	Outstanding	Outstanding

- Students in all phases demonstrate compelling evidence of their achievement. In Primaire, extended opportunities for students to learn different subjects in English is leading to improvements in the acquisition of English language skills.
- In Primaire, attainment and progress are now more secure because of a better balance between the different communication skills. Students have more opportunities to write. In Collège, and particularly in Lycée, students demonstrate remarkable presentation skills and establish meaningful connections between areas of knowledge.
- In Primaire, planning, teaching and assessment are better aligned with communication skills. Students' performance is monitored more regularly, with improvements noted in speaking skills and reading comprehension. In Collège and Lycée, insufficient coordination of teaching leads to inconsistencies in attainment and progress.

For development:

- Extend the systematic and sustained sharing of good teaching practices and clarify subject coordination, in order to ensure improved consistency, particularly in Collège and Lycée.

Mathematics

	Primaire	College	Lycee
Attainment	Outstanding ↑	Outstanding	Outstanding
Progress	Outstanding	Outstanding	Outstanding

- External data, and work in books and lessons, indicate that most students' levels of attainment are above French curriculum expectations. Students make excellent progress from their starting points. Occasionally, in the lower classes in Primaire, progress slows when activities do not offer sufficiently high challenge.
- Most students across the school are making better than expected progress in acquiring mathematical skills, vocabulary and conceptual understanding. Problem-solving skills are developing. Older students have a secure enough understanding of complex concepts to lead learning in class, and to communicate their solutions to fellow students confidently and accurately.
- Attainment has improved in Primaire because of a more consistent approach to developing students' independent learning and problem-solving skills. High achievement has been maintained in Collège and Lycée.

For development:

- Ensure that all tasks offer suitably high challenge, especially in the lower classes of Primaire, to enable students to apply their skills in meaningful situations.

Science

	Primaire	College	Lycee
Attainment	Very good	Outstanding	Outstanding
Progress	Outstanding	Outstanding	Outstanding

- In all phases, students are developing their problem-solving and investigation skills very well, although, in Primaire, this is variable. In Collège and Lycée, students discuss and explain their investigations articulately and confidently.
- Across all phases, students are developing their research and experimental skills very well. Students in the Collège and Lycée are very skilled when working in the laboratory, and are able to evaluate and suggest improvements to their work.
- Across all phases, students' skills in critical thinking and the use of scientific vocabulary are very well-developed. However, the challenge for a few individual students to attain even more highly is variable, particularly in the Primaire.

For development:

- Build on the positive developments of teaching strategies in Primaire to enhance and improve students' skills in independent analysis and experimental skills.

Learning Skills

	Primaire	College	Lycee
Learning skills	Outstanding ↑	Outstanding	Outstanding

- Most students are independent, reflective learners. They use teachers' feedback and assessment information to construct their learning pathways and make progress through them. These elements are particularly strong in the upper phases of the school.
- In all phases, students have strong communication skills, which support their learning, especially when collaborating with their peers. However, learning opportunities which permit innovation skills to develop are not always apparent in lessons.
- Opportunities for students to use digital technologies to support their learning are becoming more evident, particularly in Primaire. Digital devices and some learning platforms are beginning to assist students when carrying out independent research and in the creation of presentations.

For development:

- Explore how learning, supported by digital technologies, can be extended even further to support creativity and innovation across the school.

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

	Primaire	College	Lycee
Personal development	Outstanding	Very good	Outstanding

- Students across the school are self-reliant, respectful and polite, with a strong sense of personal responsibility. They work very effectively and collaboratively together, showing support and empathy for the needs of their fellow students.
- Behaviour is generally exemplary during classes and around the school. Students are self-disciplined, courteous, and respectful to adults and one another. Their contribution to the development of the school is growing, with new initiatives for supporting tolerance.
- Students have an excellent awareness of, and commitment to, healthy lifestyles. They make sensible choices about food and nutrition. Regular exercise is part of their daily routine, in supporting and maintaining healthy lifestyles.

	Primaire	College	Lycee
Understanding of Islamic values and awareness of Emirati and world cultures	Outstanding	Good	Good

- The students in Primaire have an excellent knowledge, appropriate to their age, of Emirati culture, traditions and heritage, and more so than students in Collège and Lycée. Students' understanding of worldwide cultures is slightly stronger in Lycée.
- Students have a clear understanding of the impact of Islamic values on modern life in the UAE. They are knowledgeable about their own culture and other cultures of the world. Their understanding of the Emirati heritage, and of recent developments in the UAE, is less strong.
- The school's initiatives, and events organised to raise awareness of the features of worldwide cultures, have had a positive impact on the development of students' knowledge. However, there is less focus on the culture of the UAE.

	Primaire	College	Lycee
Social responsibility and innovation skills	Good	Good	Very good

- Students' social responsibilities and innovation skills are better in Lycée than in other phases. They are more involved in community projects and initiatives. Their understanding of, and contribution to, environmental projects are clear.
- Across all phases, students have a very strong work ethic and are committed to the completion of tasks. They are involved in community projects within the school and are aware of global and environmental issues. Students participate in a range of environmental initiatives and enterprise projects, although their contribution to innovation projects is less evident.
- Students are involved in many school activities which contribute effectively to the school and wider community. However, they do not always lead, design, monitor or maintain these projects.

For development:

- Enhance students' understanding of UAE culture, traditions and heritage, especially in Collège and Lycée.
- Provide students with more opportunities to lead and participate in activities which enhance their innovation and enterprise skills, and their contribution to the wider community.

3. Teaching and assessment

	Primaire	College	Lycee
Teaching for effective learning	Outstanding ↑	Outstanding	Outstanding
- Teachers have secure levels of subject knowledge and lessons are planned in line with curriculum objectives. Questioning strategies are purposeful and, in the best examples, encourage students to reflect on and to evaluate their own learning - Positive interactions between teachers and students are a feature of all lessons and support a positive learning atmosphere. Learning objectives for lessons are usually shared with students and success criteria are generally made explicit to them as they progress through their learning. - Teachers have high expectations for their students' learning across all phases, informed by relevant assessment data and underpinned by a well-developed understanding of how students learn. The development of critical thinking, problem-solving and independent learning skills is a particular focus in Lycée.			

	Primaire	College	Lycee
Assessment	Very good	Very good	Outstanding
- Senior leaders have initiated robust procedures, carefully linked to the curriculum, to evaluate students' levels of attainment. They have introduced systems that have improved their knowledge of students' progress in skills and competencies. Procedures are used most effectively in Lycée. However, in Islamic education, assessment data do not give an accurate picture of students' achievement. - Data from internal and external sources are analysed rigorously to identify any gaps in learning at individual, class and group level. Assessment information to inform and modify teaching, and the ongoing monitoring of students' learning in class, is inconsistently applied across subjects and phases. - Overall, systems of assessment have improved. The tracking of progress for students of determination provides the inclusion team with a more secure understanding of students' personal, social and academic progress. Peer- and self-assessment processes are at an early stage of development.			

For development:

- Use assessment information more consistently across subjects and phases to inform and modify teaching.

4. Curriculum

	Primaire	College	Lycee
Curriculum design and implementation	Very good	Outstanding	Very good ↓

- The curriculum is fully compliant with French national requirements. The new directives, particularly for Baccalauréate, are fully respected. However, the curriculum is not complaint with MoE requirements for Islamic education in Primaire, and for Arabic as a first language in both Primaire and Lycée.
- The links established between reading, writing and mastering language are particularly obvious in French, where critical thinking is a strong feature. Critical thinking is also well developed in science. The curriculum is regularly reviewed and has clear progression and continuity.
- Since the previous inspection, the development of French language skills has been reinforced in all domains and in all phases. Cross-curricular links are still a strong feature of the school, and are established notably through numerous projects in different subjects.
- The statutory moral education programme is fully implemented.

	Primaire	College	Lycee
Curriculum adaptation	Very good	Good	Good

- The curriculum offers a range of opportunities that are planned to engage, motivate and provide sufficient challenge for most students, including students of determination. Strong emphasis is put on providing activities that enhance and enrich students' academic and personal skills. Modification in Islamic education and Arabic is limited, and so these curricula do not meet the needs of all groups as effectively as they do in other subjects.
- A wide range of additional activities, visits, projects and competitions brings learning to life. They enable students to consolidate their learning and to enhance their skills, especially in sporting and cultural activities.
- Opportunities to engage in activities that develop students' innovation and entrepreneurial skills are not consistently applied in lessons across subjects and phases. The curriculum includes programmes, in most but not all subjects, that develop students' knowledge and understanding of the culture, heritage and values of the UAE.

For development:

- Ensure that the allocations of time for Islamic education and for Arabic as a first language, and the qualifications of teachers of those subjects, meet statutory requirements.

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

	Primaire	College	Lycee
Health and safety, including arrangements for child protection / safeguarding	Outstanding	Outstanding	Outstanding

- The school has rigorous policies and procedures for safeguarding students. It is highly effective in ensuring that students are safe from all kinds of abuse, including cyber-bullying and social bullying. Risk assessment policies clearly state procedures, roles and responsibilities.
- The school is a very safe and secure learning environment for all students and staff. It has very effective maintenance procedures to deal with any problems. The arrangements for transport are very well organised.
- School premises and equipment are well maintained, including specialised classrooms that aid in delivering the curriculum. There is an extremely well organised health education programme that targets all year groups and permits discussion of a wide range of topics.

	Primaire	College	Lycee
Care and support	Outstanding	Outstanding	Outstanding

- Across the school, students and staff share very high expectations of courteous, co-operative and responsible behaviour. Increasingly, student ambassadors model behaviour and act as mediators among their peers. Attendance and punctuality benefit from similarly shared high expectations.
- The identification of students of determination, and those with gifts and talents, is accurate and increasingly precise. Modification of the curriculum supports most students to make very good overall academic progress from their starting points. Students with particular gifts and talents are best supported in sport.
- Across the three phases, the core values of care and respect for students' well-being inform initiatives which support the social and emotional needs of particular groups. Older students benefit from timely and motivational curricular and careers advice.

For development:

- Embed the progressive anti-bullying procedures, informing students and parents of the development in this area.
- Ensure that the personal development of all students, and their social and emotional needs, are continually well met.
- Widen the provision for students with gifts and talents beyond the focus on sporting excellence.

Inclusion of students of determination (Students of determination)

Provision and outcomes for students of determination

Very good

- Unconditional admission, and the appointments of an inclusion governor and school champion, demonstrate leaders' commitment to inclusive education. The new co-ordinator works with an expanding inclusion team and provides relevant staff development. However, improvement planning priorities are not sufficiently measurable.
- The improved approaches to inclusion are refining the school's system for the identification of needs, in close collaboration with external advisers. Individual education plans (IEPs) benefit from parental and student involvement in their compilation. The advice and guidance from these plans are well communicated to staff.
- Parents feel very well included as equal partners in their children's learning. They appreciate the frequent clear and informative advice and guidance from the school. Not all parents feel that all teachers provide consistently effective support.
- Most teachers make practical adjustments that support students very well in their classroom learning. These adjustments are often successful in supporting all students to access the curriculum on as equitable a basis as possible.
- Students make good to very good progress from previous starting points in their learning. The careful tracking of academic progress, and associated feedback, are helping with improvements in learning, as well as the personal and social development of students of determination.

For development:

- Ensure that the planning for inclusion addresses teachers' professional development, students' learning and personal development needs, and contains clear and measurable outcomes of success.

6. Leadership and management

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

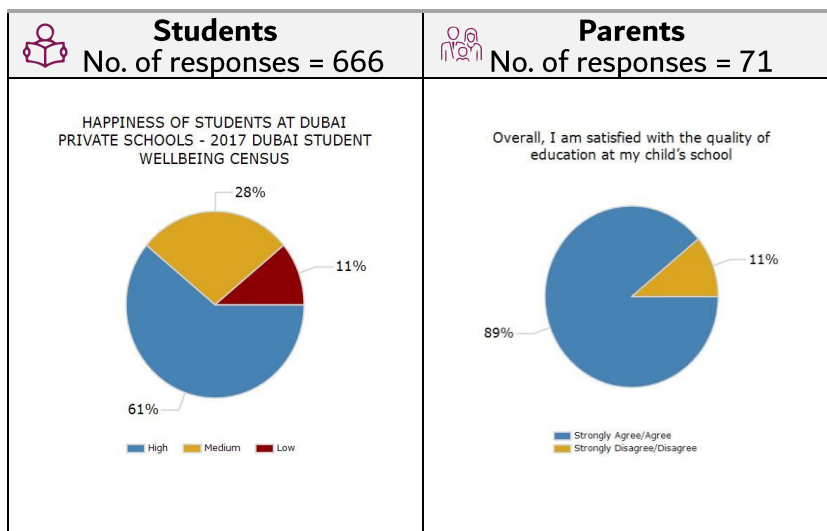
- The principal, governors and strategic leadership team have a coherent vision, incorporating diversity and the acquisition of languages, aimed at equipping young people for their future in a global society. Effective strategic planning and monitoring have resulted in improvements across some performance indicators, notably in Primaire in English, mathematics, learning skills and teaching. School leaders are highly effective in establishing a purposeful learning culture, and in achieving very high standards of students' learning and personal development.
- The evaluation of school performance is based upon increasingly reliable information relating to all aspects of the school's work. School leaders collect data diligently to measure the impact of actions on student outcomes. To ensure teachers' effectiveness in supporting students' achievement, leaders have implemented an annual evaluation process. They have also reviewed how best to embed consistent and rigorous whole school monitoring and evaluation in order to raise standards in teaching and learning. They have been less successful in addressing the recommendations from the previous inspection report.
- Parents have a very constructive attitude and are highly supportive of the school and the senior leadership team. Overall, they identify improvements in leadership and management. The school uses a wide range of effective methods to communicate with parents, who receive regular reports regarding their children's achievement and have access to updated information online. However, the reports do not always contain effective information on areas for students' improvement and their next steps in learning.
- A newly elected board of governors demonstrates a firm commitment to supporting the school's mission of nurturing linguistically capable cosmopolitan citizens. Governors have begun to monitor the work of the school regularly, and to hold leaders to account for students' learning outcomes. They know the school well and seek to enhance the influence of parents in the decision-making process. Governors are committed to strategies to sustain high student performance in all curriculum areas. They appreciate the urgent requirement to comply fully with MoE regulations.
- The school operates very smoothly and efficiently due to the efforts of all staff, including security and transport personnel. The school is very well staffed, and almost all teachers are suitably qualified. The facilities and resources enhance very effectively learning and teaching throughout the school. The outdoor areas provide students with pleasant and varied spaces for personal study and recreation during breaks.

For development:

- Ensure that the recommendations made in this inspection report are implemented effectively.
- Provide support for leaders in carrying out monitoring, evaluation and improvement responsibilities in their areas of accountability.
- Develop the reporting of students' achievements so that they include areas for improvement and the next steps in their learning.
- With immediate effect, resolve the issues of non-compliance in the provision of Islamic education and Arabic.

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	Most students have high academic ambition and positive self-esteem. They feel connected with the school, and have respectful relationships with their teachers and other adults. Some express concern about cyber-bullying or social bullying. Almost all feel safe at school. Inspection findings confirm these views.
 Parents	Almost all parents are satisfied with the quality of education and feel that they are receiving value for money. Most feel that school leaders and staff listen and act on their views. Almost all are satisfied with the information and support which they need to help their children in their education. Some express concerns about the school's ability to deal with bullying. Inspection findings partially confirm these views.

What happens next?

The school has been asked to prepare and submit an action plan to DSIB within two months of receiving the inspection report. This should address:

- recommendations from DSIB
- areas identified by the school as requiring improvement
- other external reports or sources of information that comment on the work of the school
- priorities arising from the school's unique characteristics.

The next school inspection will report on changes made by the school.

Dubai Schools Inspection Bureau
Knowledge and Human Development Authority

If you have a concern or wish to comment on any aspect of this report, you should contact inspection@khda.gov.ae