



المعرفة Knowledge



LYCEE FRANCAIS INTERNATIONAL GEORGES POMPIDOU SCHOOL
(DUBAI BRANCH)
FRENCH CURRICULUM

VERY GOOD

DUBAI FOCUS AREAS

INCLUSIVE
EDUCATION



VERY GOOD

WELLBEING



GOOD

NATIONAL AGENDA
PARAMETER



###NA###

CONTENTS

<i>SCHOOL INFORMATION</i>	<i>3</i>
<i>SUMMARY OF INSPECTION FINDINGS 2023-2024</i>	<i>4</i>
<i>OVERALL SCHOOL PERFORMANCE</i>	<i>6</i>
<i>MAIN INSPECTION REPORT</i>	<i>10</i>
<i>WHAT HAPPENS NEXT?.....</i>	<i>21</i>



SCHOOL INFORMATION



GENERAL INFORMATION

	Location	Dubai Academic City
	Opening year of school	1973
	Website	https://lfigp.org
	Telephone	97143260026
	Principal	Charles André Gaston Pierru
	Principal - date appointed	8/1/2023
	Language of instruction	French
	Inspection dates	05 to 09 February 2024



STUDENTS

	Gender of students	Boys and girls
	Age range	6 to 18
	Grades or year groups	Grade 1 to Grade 12
	Number of students on roll	2107
	Number of Emirati students	36
	Number of students of determination	265
	Largest nationality group of students	French



TEACHERS

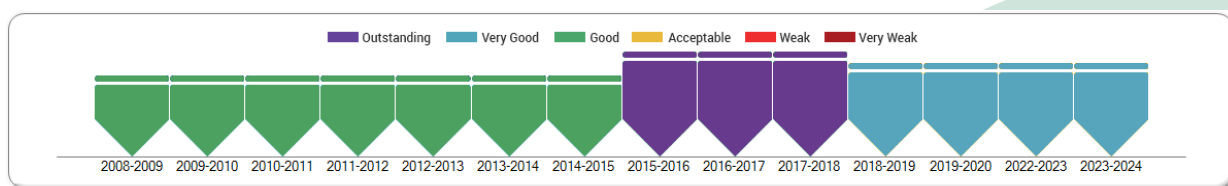
	Number of teachers	176
	Largest nationality group of teachers	French
	Number of teaching assistants	3
	Number of guidance counsellors	3



CURRICULUM

	Curriculum	French
	External Curriculum Examinations	Brevet, Baccalaureate
	Accreditation	French Ministry of Education

School Journey for LYCEE FRANCAIS INTERNATIONAL GEORGES POMPIDOU SCHOOL (DUBAI BRANCH)



SUMMARY OF INSPECTION FINDINGS 2023-2024

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

Students Outcomes

- Students have sustained their outstanding achievement in English and mathematics and improved their performance in science in Lycée. There is improvement in students' progress in Islamic Education in Primaire and Collège. In terms of learning skills, most students can apply learning to new contexts, and have strong problem-solving skills. They are adept in using technology but do not always have the opportunity to develop independent learning.
- Students have very positive and responsible attitudes towards their learning and show the utmost respect to their teachers and classmates. Across all phases, students demonstrate a strong sense of personal responsibility. Many students lead social and volunteering initiatives, all of which have a positive effect within the school community. Older students are excellent role models to younger students.

Provision For learners

- Most teachers know their subjects very well. They motivate their students, make learning accessible to all and enable students to make outstanding progress in a majority of subjects. The school's assessment processes are well-structured and generally consistent. Assessments are linked to the defined standards in different curriculum pathways and in both curricula. Students' progress is tracked and provides a realistic overview of their performance.
- The French curriculum is very effective in developing a balance of skills, knowledge and understanding. The French language is learned as combined Language and Literature and is the language of instruction for many subjects. Cross-curricular links enhance students' transfer of learning between subjects. Most teachers modify the curriculum to meet the different learning needs of groups of students, including students of determination.
- The safeguarding policy provides a detailed framework for ensuring that students are kept safe. Currently all adults working in the school are updating their safeguarding training. The medical team are very active in the promotion of healthy living. The wellbeing and personal development of all students, including students of determination, is efficiently monitored. This information is used to provide effective, personal and academic guidance and support.

Leadership and management

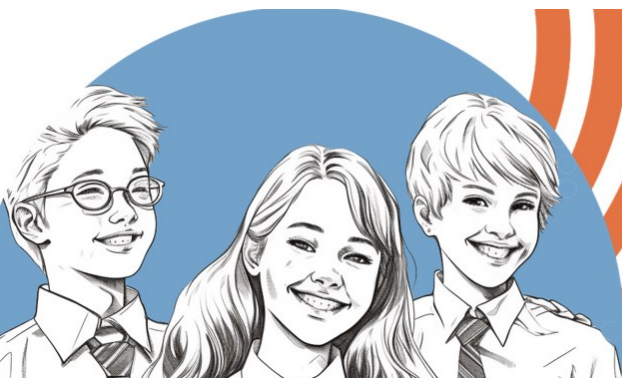
- The ambitious and recently appointed principal, together with a very strong senior leadership team, is establishing a purposeful learning community and an ordered environment. He is gaining the trust of students, parents, and staff. Senior leaders have a clear understanding of priorities, are having an impact on student achievement while maintaining high morale in an improving school.

Highlights of the school:

- Senior leaders' vision to transform the school's culture, improve student achievement and enhance inclusion
- Students sustained outstanding achievement in English and mathematics, and their excellent learning skills
- Students' outstanding personal development, strong awareness of Islamic values and work ethic
- The school's diligence in promoting students' healthy living
- The engagement of parents as partners in their children's education

Key recommendations:

- Ensure assessment information is used skilfully to influence teaching and adapt the curriculum to meet the learning needs of all groups of students
- Raise student achievement in Islamic Education and Arabic by:
 - improving the effectiveness of subject leadership, and
 - implementing the best practices in teaching and assessment.
- Improve the school's evaluation processes ensuring that they are based on the principles of the inspection framework.



OVERALL SCHOOL PERFORMANCE

Very good

01 Students' Achievement

		Primaire	College	Lycee
 Islamic Education	Attainment	Acceptable	Acceptable	Acceptable
	Progress	Good ↑	Good ↑	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	Acceptable	Not applicable
 Language of instruction	Attainment	Outstanding	Very good	Outstanding
	Progress	Outstanding	Very good	Outstanding
 English	Attainment	Outstanding	Outstanding	Outstanding
	Progress	Outstanding	Outstanding	Outstanding
 Mathematics	Attainment	Outstanding	Outstanding	Outstanding
	Progress	Outstanding	Outstanding	Outstanding
 Science	Attainment	Very good	Very good	Outstanding ↑
	Progress	Very good	Very good	Outstanding ↑

	Primaire	College	Lycee
Learning skills	Outstanding	Outstanding	Outstanding

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

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

03 TEACHING AND ASSESSMENT

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

04 CURRICULUM

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

05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

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

06 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF LEADERSHIP

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

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 upon the inspection of three core wellbeing domains; leading and pursuing wellbeing, engaging and enabling stakeholders and student's wellbeing agency and experiences an evaluation of wellbeing provision and outcomes is provided below:

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

- Staff and governors regularly engage with stakeholders, organising activities and sports events to support their wellbeing. Parents report that the impact of school wellbeing initiatives is seen in their children at home. The school is pursuing a clear wellbeing vision and the new wellbeing committee is fostering a wellbeing ethos throughout the school. Wellbeing is a strategic focus alongside inclusive professional development training for staff. A carefully selected team of assistants provide personalised student support.
- Surveys on bullying and opinions about the school have been conducted among staff and students. Using strategically placed Quick Response (QR) codes, students can report any wellbeing issues they may be experiencing. This method of data collection is helping the school to gauge how well the school is doing, as well as fostering a sense of engagement for all. Significant progress has been made in the area of wellbeing for parents, students and counsellors. Wellbeing assistants provide physical, emotional, and academic support and ensure that the notion of wellbeing is becoming an integral part of school life.
- Teachers regularly foster positive classroom climates where wellbeing is promoted. Students are warmly welcomed in the morning and interactions between the teachers and students are positive. The classroom environments are conducive to learning for all and most teachers foster a sense of community among students. Student feedback is welcomed, and support is provided in a learning environment where curriculum adaptations are having a very positive impact on students' wellbeing.

For Development:

- Improve the wellbeing policy by including sharper targets to inform the integration of wellbeing more fully into the curriculum and into lessons.

UAE social studies and Moral Education

- UAE social studies follows the Ministry of Education (MoE) Moral Social and Cultural Studies (MSCS) Framework. It is taught as a discrete subject in English by class teachers in Primaire and is thereafter integrated with the teaching of the humanities subjects, where it is taught in English, French and Arabic. Moral education also follows the MSCS Framework.
- In both subjects, cross-curricular, project-based learning is prioritised. Children are able to develop their knowledge, skills and understanding through, for example, projects on healthy living. They enjoy working with students from other year groups on whole-school activities such as, anti-bullying campaigns, and projects based around the COP 28 summit. Teachers assess progress through formative assessments in lessons, oral presentations and written assignments. Community action projects also contribute to the assessment of students' progress.



MAIN INSPECTION REPORT

01 STUDENTS' ACHIEVEMENT

ISLAMIC EDUCATION

	Primaire	College	Lycee
Attainment	Acceptable	Acceptable	Acceptable
Progress	Good ↑	Good ↑	Acceptable

- Students in Primaire practice the daily Dua'a at the start of their lessons, during the lessons and at the end. Students in College and Lycée can memorise the Holy Qur'an and apply the correct Tajweed rules. Most students can cite from the Holy Qur'an, Hadith, and Seerah to support their views.
- In all phases, students understand the rules of Islam and appreciate the role of Islamic values in understanding their own lives. They apply and practice Islamic etiquette on a personal level and with others.
- The Islamic department has been working on improving students' memorisation skills and using the correct Tajweed rules. They have also been working to increase students' independent learning skills. These developments are showing some success, but the outcomes are still uneven.

For Development:

- Improve even further students' ability to apply the correct rules of Tajweed when quoting from the Holy Qur'an and Hadith.
- Provide students with time for independent learning.

ARABIC AS A FIRST LANGUAGE

	Primaire	College	Lycee
Attainment	Acceptable	Acceptable	Acceptable
Progress	Good	Acceptable	Acceptable

- Most students attain levels that are broadly in line with curriculum expectations. Students' progress in Primaire, especially in the upper grades is stronger than elsewhere in the school. Communication skills are less effectively developed in College but get progressively better in Lycée.
- Listening and reading comprehension skills are well developed. Students' can respond to comprehension questions with confidence. Prediction and inference skills are slowly developing. Students' independent creative writing and their textual analysis skills are weak.
- The recent focus on improving students reading skills is helping to improve their fluency and accuracy. Their knowledge of grammar is also improving. Writing workshops are starting to improve students written work in College and Lycée, but progress is slow.

For Development:

- Enhance students' reading skills by focusing on improving their predictive, inference and comprehension skills.
- Provide a more systematic approach to improving student's creative writing skills.

ARABIC AS AN ADDITIONAL LANGUAGE

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

- Students' language skills across both phases are generally in line with their years of studying Arabic. The progress of students in Primaire is stronger as they can respond using full sentences on familiar topics. Older students often struggle to hold sustained conversations in Arabic.
- Students' listening skills are secure. They respond effectively and accurately to instructions from their teachers. In Primaire, students can speak and converse using a range of newly acquired vocabulary. In College, students can read familiar texts, but their speaking and writing skills are variable.
- The recent introduction of a reading programme, and greater focus on reading in lessons, is improving students' reading skills, especially in College. However, the grouping of older students in mixed levels is having an adverse impact on their progress.

For Development:

- Improve students speaking skills by providing sufficient challenge according to the number of years of learning Arabic.
- Improve writing skills by providing regular opportunities in lessons for students to write on topics relevant to their experiences.

LANGUAGE OF INSTRUCTION

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

- In all phases, students' listening and speaking skills are outstanding. Students improve progressively from Grade 1 to 12. French national assessments indicate outstanding reading and writing skills in Primaire. In College and Lycée, most students express organised thoughts and develop outstanding critical thinking skills.
- In Primaire and College the overall examination results are outstanding for all subjects studied in French. However, the specific French language and literature examination results, showed a gap between students' outstanding speaking and listening skills and their reading and writing skills, which were very good.
- The use of assessment information is helping teachers to identify areas on which to focus for further improvement. These include, students' comprehension skills, vocabulary and their written work

For Development:

- Ensure assessment information is used to identify and meet the learning needs of students.
- Provide more opportunities for students to improving their written work by ensuring that they draft and edit their writing using correct grammar and syntax.

ENGLISH

	Primaire	College	Lycee
Attainment	Outstanding	Outstanding	Outstanding
Progress	Outstanding	Outstanding	Outstanding

- Students' proficiency in English in all phases is excellent, and they achieve notable success in external examinations. Speaking skills are particularly strong, and most students are fluent and confident
- Reading skills are well-developed. Students understand a wide range of texts and can infer, summarise and paraphrase. Older students skilfully analyse literary and non-fiction texts, showing an excellent understanding of style and language. A few of the younger students have yet to fully master spelling, punctuation and grammar.
- Students relate their learning to the wider world. In Primaire, they talk about their own experiences in developing their language skills. In Collège and Lycée, they consider ethical and moral questions as they learn about the slave trade and the UAE space programme.

For Development:

- Improve the writing skills of a minority of students in Primaire, ensuring that they are able to write using accurate spelling, punctuation and grammar.

MATHEMATICS

	Primaire	College	Lycee
Attainment	Outstanding	Outstanding	Outstanding
Progress	Outstanding	Outstanding	Outstanding

- Across the school, most students are working above curriculum standards and making outstanding progress. In lessons, they are articulate when communicating their understanding and application of mathematical skills. This level of understanding is evident in their written work.
- The emphasis placed on students using and applying their mathematical skills to solve a range of problems is notable. Teachers build in opportunities for problem-solving at the beginning of lessons. This is helping to deepen students' understanding and increasing their fluency and sense of number.
- Students are proficient in measuring, recording and presenting data. Their ability in mental calculation is strong. Teachers nurture mathematical independence by allowing time for thinking and encouraging discussion. Opportunities for students to develop their own innovation and enterprise skills by making mathematics meaningful are missing features of lessons.

For Development:

- Increase and fully embed opportunities for students to develop Innovation, enterprise, and enquiry skills in lessons.

SCIENCE

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

- Most students achieve above the curriculum standards in the Diplôme National du Brevet and Baccalaureate Général examinations. Students' achievement in lessons is influenced by inconsistencies in teaching in the Primaire and Collège.
- In Primaire, students make predictions that they can investigate and record results. In Collège students understand the causes and effects of earthquakes. In Lycée students research contemporary issues in science using online sources. They make accurate measurement and handle chemicals safely in practical activities.
- Students in Primaire and Collège do not have enough opportunities to write at length to explain their ideas. Key scientific vocabulary is not displayed in classes to support students' learning further. Students also have limited opportunities to choose the level of challenge in their work.

For Development:

- Provide more opportunities for students to create longer pieces of written work to explain their scientific understanding.
- Provide displays in classrooms of key words linked to the current topics to build students' scientific vocabulary.

LEARNING SKILLS

	Primaire	College	Lycee
Learning skills	Outstanding	Outstanding	Outstanding

- In all phases, students are highly motivated and eager to learn. In Primaire, they enjoy lessons and participate actively. Collaboration and teamwork are frequent and highly effective features of lessons, especially among older students.
- Students' oral presentations on their work are impressive. In English in Collège, students researched human rights and spoke movingly about their chosen theme. Students link areas of learning well and often relate their studies to the wider world.
- Most students can apply learning to new contexts and have secure problem-solving skills. Students are adept in using technology but do not always have the opportunities to develop their independent learning skills.

For Development:

- Ensure all students have the opportunity to develop and apply their independent learning skills.

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

	Primaire	College	Lycee
Personal development	Outstanding	Outstanding ↑	Outstanding

- In all phases, students show positive and responsible attitudes towards their learning. They are always respectful towards their teachers and to each other. Most demonstrate resilience and tolerance during lessons and at breaktimes. Students' attendance is outstanding, and they are punctual in arriving to school.
- The school has successfully improved the behaviour of students in all phases and especially in College. Students' self-discipline and care help to support the harmonious and positive atmosphere in the school. Students value the support they are given to help them to achieve and to be safe.
- Students in all phases demonstrate an excellent understanding of living as healthily as they can. They practice sports and select healthy food in the school cafeteria. They feel safe and seek the help of their teachers if and when it is needed.

	Primaire	College	Lycee
Understanding of Islamic values and awareness of Emirati and world cultures	Outstanding	Very good ↑	Very good ↑

- Students in all phases comprehend and value the significance and principles of Islam in the UAE. During Ramadan they demonstrate respect for their classmates who are fasting.
- In all phases, students are knowledgeable about the culture of the UAE, and appreciate the heritage of Emirati society. However, in College and Lycée there are some missed opportunities to celebrate Emirati culture even further.
- In all phases, students cherish the opportunity to be part of a multi-cultural school environment. This is helping to foster a deeper understanding of diverse cultures within and outside of the school as well as broadening their global perspective.

	Primaire	College	Lycee
Social responsibility and innovation skills	Very good ↑	Very good ↑	Outstanding ↑

- Across all phases, students demonstrate a strong sense of personal responsibility. Students attend a wide range of clubs and lead social and volunteering initiatives. Older students are excellent role models for younger students. They show care and consideration for others.
- The school helps to build a strong work ethic in students. There are opportunities to lead others and work collaboratively. Beyond the classroom, well-planned projects and enterprise activities help students to acquire the key skills necessary to be innovative.
- The school community is committed to recycling and raising all forms of environmental awareness. Students actively look for ways to improve their school and the local environment. This includes taking part in an eco-committee and desert-clearing.

For Development:

- Create more opportunities for older students to learn about the Emirati culture and customs.

03 TEACHING AND ASSESSMENT

	Primaire	College	Lycee
Teaching for effective learning	Outstanding	Very good	Outstanding

- Teachers know their subjects very well. Most motivate their students, make learning accessible and enable students to make outstanding progress in a number of subjects.
- Planning ensures learning objectives are clear and teachers use a range of strategies to engage students actively in their learning. Questioning is used very effectively to check understanding. Most but not all teachers challenge students to think critically and explain and justify their ideas.
- In the better lessons and especially with older students, teachers skilfully facilitate high-level dialogue, encouraging students to take the initiative and think for themselves. Teachers mostly adapt teaching strategies to suit the needs of their students.

	Primaire	College	Lycee
Assessment	Good	Good	Very good

- The school's assessment processes are well-structured and generally consistent across all subjects. Assessments are linked to the curriculum standards in different curriculum pathways and in both curricula. Information from internal and external assessments enables students' progress to be tracked and provides a realistic overview of their performance.
- A skills competency profile is used to produce a full picture of each student's attainment and progress. However, the school's analysis of assessment data is not in line with expected requirements of the inspection framework. Students' achievement data is moderated within the school.
- Leaders at all levels are building their understanding of how to review students' achievement. Assessment processes have been widened to support students' social development including their wellbeing. Written feedback to students does not always support them in knowing how to improve their work further.

For Development:

- Implement further strategies in all subjects to encourage the development of students' critical thinking and self-reflection.
- Ensure the analysis of student attainment and progress data is fully aligned with the descriptors of the inspection framework.
- Provide students with clear written guidance on how to improve their work.

04 CURRICULUM

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

- The French national curriculum is very effective in developing a balance of skills, knowledge and understanding. French language is learned as language and literature and is the language of instruction for many subjects. Many cross-curricular links enhance students' transfer of learning between different subjects.
- The school offers a wide range of electives and many extra-curricular activities in French. Different linguistic pathways are offered to students. The school prepares students for the Bac Français International (BFI).
- The curriculum is reviewed regularly. However, the school does not yet meet the MoE time requirement for the teaching of Islamic Education.

	Primaire	College	Lycee
Curriculum adaptation	Very good	Very good ↑	Very good ↑

- Most teachers modify the curriculum to meet the learning needs of groups of students, including students of determination. However, the curriculum in Arabic is not sufficiently modified especially for students who are new to the Arabic language.
- Extensive opportunities exist for enhancing students' learning. A wide variety of extra-curricular activities, including residential visits and field trips, make learning meaningful. There are planned opportunities for students to engage with the local community through projects such as, fund raising campaigns, and debates with international students.
- The curriculum is planned to ensure that students develop a secure understanding of the UAE's values, culture and society. Innovation and enterprise are encouraged in leadership activities for instance, the Model United Nations.

For Development:

- Adapt the curriculum for Arabic speaking students, especially those who are new to learning the language.
- Adjust the curriculum so that the learning time for Islamic Education complies fully with the MoE requirements.

05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

	Primaire	College	Lycee
Health and safety, including arrangements for child protection / safeguarding	Very good ↓	Very good	Very good

- Procedures to ensure the safety and welfare of students are rigorous and a priority for the school. Currently all adults working in the school are updating their safeguarding training. The school website does not include information on safeguarding and child welfare for all stakeholders.
- The learning environment is secure, enabling all students to feel safe. All health and safety checks and maintenance are carried out as required. Risk assessments for off-site visits are very thorough.
- A science practical room is now accessible by a lift that enabling all students to use the specialist facilities. Fire evacuation and lock down times are recorded. The school's medical facilities are spacious, and the medical team are very active in the promotion of healthy living.

	Primaire	College	Lycee
Care and support	Very good	Very good	Very good

- The wellbeing and personal development of all students, including students of determination, is efficiently monitored. The information is used to provide effective, personal and academic guidance and support. Senior students are offered help with subject choices and university applications.
- The identification of students of determination is swift and support is mostly effective. A sign of the school's success is that over two years, thirty-three students of determination went to universities across the world.
- Staff student relationships are positive and there is a personable, professional and friendly atmosphere across the school. Systems and procedures for managing students' behaviour, attendance and punctuality are effective.

For Development:

- Ensure all adults have up-to-date safeguarding training and follow the same systems.
- Ensure the website provides all relevant information on child welfare for all stakeholders.

INCLUSION OF STUDENTS OF DETERMINATION

Provision and outcomes for students of determination

Very good

- Governors and senior leaders promote an inclusive ethos for all students of determination which is demonstrated through the provision of resources and collaboration between Primaire, Collège and Lycée. The school's aim is to empower every student of determination with independence for lifelong success.
- Barriers to learning are identified and focused Plans d'Accompagnement Personnel (PAPs) are developed for students of determination and which are available to all teachers and parents. This process is known and understood by everybody involved in supporting the students.
- The school places parents at the centre of provision for inclusion. In turn, they report a high level of satisfaction with the support they receive. The school is putting in place improved processes for enhanced communication with parents.
- Adaptations are made to the curriculum to meet the personalised needs of students of determination. Students with more complex learning needs require personalised lesson and classroom adaptations and this is currently being addressed through the professional development programme of training for all teachers.
- Progress and outcomes are carefully measured and tracked. All results are analysed and used to inform target setting and guide future adaptations and provision.

For Development:

- Improve the provision and support for gifted and talented students.
- Provide alternative curriculum pathways for students who may wish to pursue a vocational qualification or employment.

06 LEADERSHIP AND MANAGEMENT

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

- The recently appointed principal with a very strong senior leadership team is establishing a purposeful learning community and providing an ordered environment. He is gaining the trust of students, parents, and staff. He is engaged with the leadership group in ensuring that middle leaders have more opportunities to be part of the leadership structure and improve their effectiveness. Senior leaders have a clear understanding of priorities. They are having an impact on student achievement while maintaining high morale in an improving school.
- Self-evaluation and improvement planning are beginning to be approached more systematically. Senior leaders understand their role in ensuring consistent approaches to the monitoring of students' progress. Not all members of the wider leadership group, as yet, fully understand the importance of judging the effectiveness of teaching through the impact on students' outcomes. Leaders are starting to place more emphasis on the accurate evaluation of teaching, although this is not yet sufficiently focused on of the impact of teaching on learning, and optimising progress for all students, particularly in Arabic.
- There are increasing opportunities for parents to be involved in the life and work of the school. Parents speak highly of the school's channels of communication. Reporting on students' progress is regular and sufficiently detailed through. Parents are highly satisfied with the new school's leadership and value the improvements in students' behaviour and efficient timetabling in Collège. Parents express hope that the school will explore ways to help their children manage the curriculum demands in the current shortened school week.
- Governance has been re-constituted with a partnership contract with Agency for French Education Abroad (AEFE). The board is comprised of parents with business and legal expertise, and now has the authority to recruit and retain leaders, teachers, and staff. They recognise that they now require appropriate educational expertise so that leaders are held fully accountable for student achievement. Governors understand that all stakeholders need ready access to them to offer feedback. They support leaders in the challenge of meeting and exceeding parents' and students' expectations but have yet to comply fully with all statutory requirements.
- The increasingly well organised day-to-day management of the school impacts positively on students' achievements. Suitably qualified teachers access professional development programmes provided through the AEFE network. Premises are conducive to learning with benched and shaded areas provided for students' independent study. The campus also provides a conducive environment for sport and recreation. Governors recognise the need to re-invigorate and improve access arrangements to specialist facilities. Equally, they recognise the need to resource the demands of a broadening range of digital and blended learning.

For Development:

- Ensure that middle leaders have the skills, time and resources to be effective in their new roles.
- Improve the consistency in teaching and student achievement, particularly in subjects taught in Arabic.
- Seek parental feedback and research ways to maintain the essential balance between academic excellence and student 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