



International Concept for Education

ice @ meydan



National Agenda



Early years



Special educational needs and disabilities



Innovation

Inspection Report 2015-2016

International Concept Education

Curriculum: French/ International

Baccalaureate

Overall rating: Acceptable

[Read more about the school](#)



www.khda.gov.ae

“Without challenges, we won't feel the taste of success and happiness”



Sheikh Mohammed Bin Rashid Al Maktoum

Contents

School information	2
Summary for parents and the community	3
Main inspection report	10
1. Students' achievement	11
2. Students' personal and social development, and their innovation skills	14
3. Teaching and assessment.....	16
4. Curriculum	17
5. The protection, care, guidance and support of students	18
Provision for students with special educational needs and disabilities (SEND).....	19
6. Leadership and management.....	20
The views of the parents, teachers and students	22

School information

<p>General information</p> 	<p>Location</p> <p>Type of school</p> <p>Opening year of school</p> <p>Website</p> <p>Telephone</p> <p>Address</p> <p>Principal</p> <p>Language of instruction</p> <p>Inspection dates</p>	<p>Meydan</p> <p>Private</p> <p>2011</p> <p>http://icedubai.org</p> <p>04 337 7818</p> <p>PO Box 120816</p> <p>Nadine Tarazi</p> <p>English, French</p> <p>21 to 23 March 2016</p>
<p>Students</p> 	<p>Gender of students</p> <p>Age range</p> <p>Grades or year groups</p> <p>Number of students on roll</p> <p>Number of children in pre-kindergarten</p> <p>Number of Emirati students</p> <p>Number of students with SEND</p> <p>Largest nationality group of students</p>	<p>Boys and girls</p> <p>3-12</p> <p>Kindergarten 1 to Grade 6</p> <p>285</p> <p>27</p> <p>3</p> <p>2</p> <p>French</p>
<p>Teachers / Support staff</p> 	<p>Number of teachers</p> <p>Largest nationality group of teachers</p> <p>Number of teaching assistants</p> <p>Teacher-student ratio</p> <p>Number of guidance counsellors</p> <p>Teacher turnover</p>	<p>34</p> <p>French</p> <p>0</p> <p>1:8</p> <p>1</p> <p>67%</p>
<p>Curriculum</p> 	<p>Educational permit / Licence</p> <p>Main curriculum</p> <p>External tests and examinations</p> <p>Accreditation</p> <p>National Agenda benchmark tests</p>	<p>French / IB</p> <p>International Baccalaureate (IB), French Ministry of Education (MoE)</p> <p>Not Applicable</p> <p>AFLEC - MLF - AEFE</p> <p>IBT</p>



Summary for parents and the community

International Concept Education School was inspected by the DSIB from 21 to 23 March 2016. The overall quality of education provided by the school was found to be **acceptable**.

In order to judge the overall quality of education provided by the school, inspectors considered six key standards of performance. Inspectors looked at children's attainment and progress in key subjects, their learning skills and their personal and social development. They judged how effective teaching and the assessment of learning were across the school. Inspectors considered how well the school's curriculum, including activities inside and outside classrooms, met the educational needs of all children. They judged how well the school protected and supported children. In addition, inspectors judged the effectiveness of leadership and governance, including management, staffing, facilities and resources.

The inspection judgements were drawn from evidence gathered by the inspection team, including observing children learning in lessons, looking at their work, talking with children, meetings with the staff, parents and governors, and reviewing the parents', teachers' and senior students' surveys.



2015 - 2016 Acceptable





How well did the school perform overall?

- The International Concept for Education School provided an **acceptable** quality of education for its students.
- Students' achievements were strongest in the Maternelle and Collège. Mathematics and English were the subjects in which students performed best. Students' interactions were positive and, when given the opportunity, they collaborated well and demonstrated good learning skills.
- Students' rates of attendance were good and students were usually industrious during lessons, demonstrating positive attitudes towards their learning. Most students, including non-Muslims, had a good knowledge of Islamic values and their local, national and international dimensions.
- The quality of the assessment information and the use of it was too variable. The curriculum consisted of two IB streams. These were delivered in English in one section and combined with the French Ministry of Education (MoE) in the other section. This was a complex curriculum arrangement that was not clear to some parents.
- The school was a safe environment for students and the staff supported all students well.
- The leadership team was dynamic in attempting to accelerate students' progress and had high expectations in doing this. Action plans were in place and a number of measures had recently been implemented. However, these were at an early stage of implementation, due partly to not all leaders analysing data effectively well enough.
- Parents overall were positive about the school, but some raised concerns about the clarity of the curricula on offer.
- Governors had deployed good quality resources and supported the leaders well. However, they had not ensured full curriculum compliance in Islamic education.
- Facilities and resources were of good quality but were not sufficient in the Maternelle.



What did the school do well?

- Students made mostly good progress in English and mathematics.
- Students demonstrated good learning skills in all three phases of the school.
- The students' personal and social development was good or better in all phases of the school.
- The quality of teaching was good in all phases of the school and the assessment of learning was good in the Maternelle and Collège.
- The provision for the health and safety of students was good or very good and the support provided to students was good in all phases.



What does the school need to do next?

- Improve the progress made by students in the key subjects so that it is consistently good by:
 - using assessment data effectively to identify gaps in students' learning
 - developing students' weaker language skills, such as their spelling, phonics and grammar
 - improving students' investigative skills in science.
- Improve the curricula in the school by:
 - fully aligning the Primary Years Programme (PYP) with the French MoE programmes as in the school's mission statement
 - specifying the expected student learning outcomes
 - enriching the curriculum of science in the French section
 - ensuring that the Islamic education curriculum is compliant with the UAE MoE requirements.
- Improve self-evaluation by involving key leaders more in monitoring the quality of education and improvement planning in both the PYP and Primaire.
- Ensure that parents are clear about the mission of the school and the way the curriculum is delivered.



How well did the school provide for students with special educational needs and disabilities?

- Some of students with special educational needs and disabilities (SEND) made good progress, although this was not consistent across the school. Students were working confidently and showing determination. The leadership of the SEND department was enthusiastic and determined to bring about improvements in the progress made by students with SEND.
- The school reported to parents, but parents felt that there was not enough information from the school for them to be able to understand the progress that their children were making.
- Parents interviewed during this inspection felt that the lines of communication with the school were open. They knew that they could make contact with the staff at any time to discuss their children's progress. Their confidence in the school was growing.
- Parents were involved with the development of the support for their children and their individual education plans (IEPs). However, the targets in the IEPs were not routinely clear and understood.
- Staff in the SEND department readily offered advice and sought additional expertise to support the learning of students.

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, with education being a prime focus. The National Agenda includes two major objectives developed with the intent of placing the UAE among the most successful countries that provide world-class education. By 2021, it is expected that the UAE will feature in the top twenty countries in the 'Programme for International Student Assessment' (PISA) test and in the top fifteen countries in the 'Trends in Mathematics and Science Studies' (TIMSS) test.

In response to this, each participating school was issued a report on their students' performance in these international assessments and in addition, they were provided with clear targets for improving their performance. This academic year, KHDA introduced the National Agenda Parameter, which is a method for measuring and monitoring schools' progress towards achieving their individual National Agenda targets through the use of external benchmarking assessments.

Main points:

- The school met the registration requirements of the National Agenda Parameter. The attainment data was not sufficient to make a full judgement on the progress towards meeting National Agenda targets.
- The school had tried to promote awareness of the overall National Agenda targets amongst stakeholders but parents and governors did not have a secure understanding of them.
- Members of the school community had not developed a sense of what the targets meant at the school, class or student levels. Some appropriate adjustments had been made in mathematics and English to align with the TIMSS and PISA requirements. However, there was little development of the skills of scientific investigation.
- Strategies to develop enquiry skills using books and tablet computers were effective. Students across the school were developing strong skills. The development of critical thinking was more varied.
- There was some particularly effective work in mathematics and English, where students had opportunities for problem solving.
- Students were effective in using the library and the computer resources for research work. However, their teachers' directions often restricted students' research to simple fact finding.
- Students were accomplished at using tablet computers to record their work.

Innovation in education

The *UAE Vision 2021* sets out the National Agenda for the UAE to be among the most innovative nations in the world. The National Innovation Strategy sets the context for 'innovation' and 'innovative leadership'. It provides a basis for evaluating public and private schools in order to deliver a world-class education for all children in the UAE.

Innovation is driven by a commitment to excellence and continuous improvement. It is based on curiosity, the willingness to take risks, to experiment and to test assumptions as well as questioning and challenging the status quo. Being innovative is about looking beyond what we currently do well, identifying the great ideas of tomorrow and putting them into practice.



Promoting a culture of innovation:

- School leaders and governors were dedicated to innovation as a national priority and promoted a culture of innovative educational practices across the school and the community. The innovative school building offered diverse learning spaces, resources and technologies, which were often integrated into students' learning. These supported the development of critical thinking and problem solving skills, and were beginning to build the capacities of both teachers and students to develop innovative practice. The curriculum provided challenge and promoted enthusiasm through problem-solving tasks applied to real world application. A pilot program had been established to create a 'paperless classroom.'

Overall school performance

Acceptable

1. Students' achievement

		Maternelle	Primaire	Collège
Islamic education 	Attainment	Not applicable	Acceptable	Not applicable
	Progress	Not applicable	Acceptable	Not applicable
Arabic as a first language 	Attainment	Not applicable	Acceptable	Not applicable
	Progress	Not applicable	Acceptable	Not applicable
Arabic as an additional language 	Attainment	Not applicable	Acceptable	Not applicable
	Progress	Not applicable	Acceptable	Not applicable
French 	Attainment	Good	Acceptable	Good
	Progress	Very good	Acceptable	Good
English 	Attainment	Good	Good	Good
	Progress	Good	Good	Good
Mathematics 	Attainment	Good	Good	Very good
	Progress	Good	Good	Good
Science 	Attainment	Acceptable	Acceptable	Good
	Progress	Acceptable	Acceptable	Good
		Maternelle	Primaire	Collège
Learning skills		Good	Good	Good

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

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

3. Teaching and assessment

	Maternelle	Primaire	Collège
Teaching for effective learning	Good	Good	Good
Assessment	Good	Acceptable	Good

4. Curriculum

	Maternelle	Primaire	Collège
Curriculum design and implementation	Acceptable	Acceptable	Acceptable
Curriculum adaptation	Acceptable	Acceptable	Acceptable

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

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

6. Leadership and management

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



Main inspection report

The Dubai Schools Inspection Bureau (DSIB) is responsible for inspecting and reporting on the standards reached by students and the quality of education provided in Dubai's private schools.

Judgements are made on a six-point scale



Using this scale, the *Main inspection report* contains the judgements about the different aspects, phases and subjects that form the work of the school.

It provides the reasons for the answers to the questions in the *Summary for parents and the community*:

- How well did the school perform overall?
- What did the school do well?
- What does the school need to do next?

1. Students' achievement

Maternelle

Subjects	Attainment	Progress
Islamic education	Not applicable	Not applicable
Arabic as a first language	Not applicable	Not applicable
Arabic as an additional language	Not applicable	Not applicable
French	Good	Very good
English	Good	Good
Mathematics	Good	Good
Science	Acceptable	Acceptable

- In French, the majority of children demonstrated knowledge, skills and understanding in the four components of language, that were above the French MoE curriculum standards. They consistently used language and applied it in meaningful and purposeful contexts. Information from assessments indicated that most groups of children were making better than expected progress in communication and comprehension in relation to appropriate starting points. Children's writing skills were very good.
- In English, the majority of children demonstrated levels of knowledge, skills and understanding in their oral, written and visual communications that were above the PYP curriculum standards. They followed instructions and used language while applying it in meaningful and purposeful contexts. Most of them were able to use visual cues to recall sounds and rhyming words to construct sentences with meaning. In lessons and over time, children made better than expected progress in using language through speaking, listening, reading and writing in order to understand and express their ideas appropriately.
- The majority of children demonstrated a good understanding of fundamental mathematics. They used patterns, models and relationships to explain their thinking. The high achievers could analyse problems and justify their answers, thus demonstrating knowledge and skills above the French and the PYP expectations. Children made better than expected progress in applying mathematical concepts with understanding as measured against learning objectives and in relation to their starting points.
- Most children demonstrated acceptable knowledge of the world around them and combined scientific knowledge with reasoning and thinking skills. They were able to identify patterns and discuss their ideas, but did not have enough opportunities to hypothesise, investigate or use scientific tools. Most children's attainment was in line with the PYP curriculum expectations. In lessons and over time, most children made the expected progress in making sense of the physical world and their community through opportunities to observe and find out about people, places and the environment.

Primaire

Subjects	Attainment	Progress
Islamic education	Acceptable	Acceptable
Arabic as a first language	Acceptable	Acceptable
Arabic as an additional language	Acceptable	Acceptable
French	Acceptable	Acceptable
English	Good	Good
Mathematics	Good	Good
Science	Acceptable	Acceptable

- In Islamic education, most students' attainment was in line with the curriculum expectations. Students had secure knowledge of key Islamic principles like the Pillars of Islam and of Faith (Eman), and of the conditions related to prayers and fasting. Their understanding of Islamic values and manners was also appropriate. When studying the Holy Qur'an, students were able to apply basic recitation (Tilawa) rules to a range of Surahs and explain the meanings of Hadith. Progress data indicated that significant numbers of students in the lower Primaire made accelerated progress from their starting points and achieved at acceptable rates. However, progress in lessons for most students was just in line with expectations.
- Most students' attainment in Arabic as a first language was in line with the curriculum standards. Students were able to read a text, a story or a poem but they had difficulty discussing, analysing or criticising them. Their progress in writing was inhibited due to insufficient opportunity for extra reading to enrich their vocabularies. Their extended writing was also inhibited due to the lack of opportunities for them to come up with new ideas. Most students made the expected progress when the lesson goals were achievable and appropriate to their ages.
- Attainment in Arabic as an additional language was in line with the curriculum standards. Students were only capable of expressing themselves using short sentences due to their limited vocabulary. They read and understood simple questions. Their reading skills were developing but their writing was very limited and below the curriculum expectations. Most students made the expected progress except during extended conversations, extended writing and using the language in context. Students with SEND had insufficient chances to learn through different tasks, restricting their progress.
- A majority of students learned French, the language of instruction, as a second language. Most students attained levels above the curriculum standards for vocabulary building. During lessons, most students were confident when speaking but their writing skills, including grammar and spelling, were weaker. During lessons, most students made acceptable progress as they were still consolidating their language mastery. Students with SEND made similar rates of progress to their peers.
- In both the French and the English sections, learners made good progress in acquiring the skills of reading, writing, speaking and listening in English. Their levels of attainment were good overall. Students were grouped according to linguistic ability and, although the lower achievers made slower progress, higher achievers made better than expected progress. By Grade 5 and CM2 most learners were able to understand complex spoken and written English, communicate their learning clearly and critically, both orally and in writing, and could autonomously acquire an extensive vocabulary. Most learners were equipped to use English for the study of another subject.
- In mathematics, students in CE1 and CM2 in the French section performed very well in relation to the French national benchmarking tests. Students in the English stream in Grade 3 and the French section in Grade 5 attained well above the expected levels in international benchmark tests. External formative assessments showed a positive picture of student performance over recent years. Students' knowledge,

skills and understanding were strong in numeracy and in measurement. Students solved word problems linked to real life situations confidently. Their geometry and data handling skills, whilst improving, were not as strong. Students' skills and progress in mathematical enquiry and investigation were limited. Students, including those with SEND, made rapid progress in relation to their starting points and learning objectives, but occasionally a lack of challenge limited the progress of the most able.

- In science lessons and recent work, most students were working in line with the curriculum standards but this was inconsistent between grades partially because of the variable expectations of their teachers. The PYP students showed good understanding of the topics covered, but had made less progress developing the required scientific skill sets. Across the Primaire, students' progress in developing the skills of scientific investigation was limited. The school did not have the data to enable judgements to be made about students' attainment against the curriculum standards over time. No data was available to enable comparisons against national or international standards, although a few students in Grade 3 did well on international benchmark tests.

Collège

Subjects	Attainment	Progress
Islamic education	Not applicable	Not applicable
Arabic as a first language	Not applicable	Not applicable
Arabic as an additional language	Not applicable	Not applicable
French	Good	Good
English	Good	Good
Mathematics	Very good	Good
Science	Good	Good

- The few students learning French, generally attained levels that were above the curriculum standards. In lessons and in their recent work, they demonstrated levels of knowledge, skills and understanding that were above the curriculum standards. Internal and external assessment information indicated that students made better than expected progress in relation to their starting points and the curriculum standards. In lessons, students made good progress, but one or two made slower progress with spelling and the application of grammar. This resulted in disparities in producing grammatically accurate extended writing. Students progressed well despite differences in their starting points.
- In English, the French National Curriculum enriched by certain aspects of PYP provided a challenging programme of study for the few students studying this subject. These students demonstrated levels of language skills above the curriculum standards. They used English as a vehicle to approach learning in other subjects such as history. Encouraged to do individual research, they were able to understand written and spoken English and were making good progress in acquiring an extensive vocabulary. Students could write extensively and were good communicators. Some were able to sustain discussions using higher order thinking skills.
- Students attained well above expected levels in most aspects of mathematics, in particular numeracy, mental calculation and problem solving. The few students studying this subject justified the methods they used confidently and explained their thinking clearly during discussion. Levels of understanding in geometry were good. There was no information about students' attainment in previous years. Students' progress was good, but their skills of independent inquiry were limited.
- The few students studying science performed above the curriculum expectations. They performed well in international benchmark tests. There was no information about students' attainment in previous years. They made good progress in developing knowledge and understanding of concepts. However, whilst their practical skills were sound they had made less progress in developing investigative skills.

	Maternelle	Primaire	Collège
Learning skills	Good	Good	Good

- Students across all phases had positive attitudes towards learning and were highly motivated. They frequently applied themselves to their work without the need for their teachers' intervention. Students took responsibility for improving their learning but at times, for example in science, they were not sufficiently aware of their strengths and areas for development. In some classes, students evaluated their own learning, but this was at an early stage of development.
- In most lessons, students interacted enthusiastically, participating fully in discussions. In Arabic, for example, students worked together to find the meanings of words and to link them to pictures. In French, they collaborated well on a group projects and wrote texts for a cartoon, contributing ideas freely.
- In most lessons, students made strong connections to life and linked their learning across the curriculum. In science, they made connections to environmental issues. In mathematics, solving problems linked to life was a daily occurrence. In their project work, students made rational connections between areas of learning, for example, when writing about differences between the past and present through an evaluation of toys.
- When given opportunities, students used technology well. They researched and produced computerised records of their learning. However, these opportunities were infrequent. In a few subjects, such as mathematics, students solved challenging word problems regularly and confidently, developing their skills of analysis and reasoning. Child-initiated activities were weak in the Maternelle. In most other subjects in other phases, students' critical thinking, innovation, enquiry and enterprise skills were at the early stages of development.

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

	Maternelle	Primaire	Collège
Personal development	Very good	Very good	Very good

- Across all phases, students' personal development was a strong feature. Students showed positive attitudes towards school life and had a very good work ethic.
- Students' behaviour was generally good. Students were courteous and respectful towards adults and their peers. In the Maternelle, the children's behaviour was exemplary, but it was less so in some lessons observed in the Primaire, particularly when the teaching was not at the expected level.
- Students enjoyed respectful relationships with adults. They listened and cooperated well with them and showed good care and empathy towards other students.
- Students consistently maintained safe and healthy lifestyles. They made wise choices for healthy eating and actively took part in the variety of fitness activities during and after school.
- Attendance rates were good overall and almost all students reported to school and lessons on time.

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

- Students had a good understanding and appreciation of the role of Islam in the lives of the Emirati people and those from other countries. For example, they recognised that Muslims attended mosques, prayed five times a day and that prayer times and fasting in Ramadan were sacred.
- Students had a good understanding of the importance of Emirati values and heritage in the contemporary society of the UAE. They equally cultivated good knowledge of the country's history and how the UAE had evolved from nomadic life to sophisticated modernity. They actively participated in celebrating local and national events through a wide range of artwork and group performances.
- Students were very proud of their own nationalities and cultures. They talked with enthusiasm about their weather, their food, their family and friends in their home countries. They enjoyed the International Day at school, which was an opportunity to share their traditions and learn more about their peers' special food, folklore and languages.

	Maternelle	Primaire	Collège
Social responsibility and innovation skills	Good	Good	Good

- Students took active parts in social events. They contributed to a number of fund raising initiatives, such as the 'Casual Dress Day' and 'Run Against Hunger' to support charitable organisations. Most students, however, did not know much about their beneficiaries. Therefore, there was still some scope for development and for them to be given more opportunities to initiate and lead social action programs.
- Students demonstrated a strong work ethic. They were confident in their understanding of the value of education, hard work and perseverance as contributors to success in school and in life. They enjoyed explaining their projects and took pride in their achievements. The school had a student council but students reported that no meetings had taken place this year.
- Students exhibited strong knowledge and understanding of environmental issues. For example, they were aware of the dangers of acid rain, air pollution and climate change affecting life on Earth. They could also communicate their personal thoughts and suggestions in response to these challenges. They recognised the importance of educating people and raising their awareness about conserving natural resources.

3. Teaching and assessment

	Maternelle	Primaire	Collège
Teaching for effective learning	Good	Good	Good

- The majority of teachers demonstrated expertise in their subjects and had a secure knowledge of how children learn. They used this knowledge when planning lessons to engage students' interest and attention. Almost all students were taught in ways that were appropriate to their ages and stages of development.
- Learning environments were bright and teachers organised them to encourage students to be independent. Lessons were purposeful and resources were used effectively, resulting in rapid learning. However, in English, less experienced teachers occasionally did not make good use of time. Not all teachers had a secure understanding of the philosophy underpinning the PYP program. Consequently, some teachers did not consistently plan for student-led enquiry.
- Teachers used diverse questioning techniques to challenge students to reflect and evaluate. However, the quality of their interactions varied. In French, science and mathematics, teachers frequently asked probing questions, which developed students' understanding to high levels. By contrast, in Islamic education, communication was occasionally one way, with limited opportunities for students to contribute to discussions.
- In the main, teachers planned lessons and used a range of strategies that enabled individuals and groups of students to learn effectively. This ensured that students of all abilities made sustained progress. However, in a small number of lessons, the level of challenge was too low for the highest attaining students, who were capable of completing activities that were more challenging. In a number of other areas, for example in Arabic and Islamic education, the strategies used occasionally did not fully meet the range of students' needs.
- In the Maternelle, the development of critical thinking and problem-solving skills was a regular feature of every lesson. Teachers were adept at encouraging children to analyse, record and justify their findings. However, there were missed opportunities in both the French and English sections to develop inquiry skills and independent learning. Teachers developed students' critical thinking rapidly in French and mathematics lessons. Elsewhere, this work was not as evident. The teaching in science did not systematically develop students' critical thinking. Across the curriculum, there were opportunities for research.

	Maternelle	Primaire	Collège
Assessment	Good	Acceptable	Good

- The school effectively used the *Livreval* software, linked to the requirements of the French curriculum standards, which gave sound information on students' attainment. In the Maternelle, it provided a reasonable basis for the PYP assessments. However, the assessment system for PYP students in the lower Primaire was underdeveloped and did not yield appropriate data for valid assessment of students' learning against the relevant criteria.
- The school had begun to use the international benchmark tests and Measures of Academic Progress to assess student attainment. However, it did not have sufficient data to compare its own assessments of students' progress in all subjects with international standards. It used the French 'Evaluation des acquis' in Grades CE1 and CM2, to compare standards in mathematics and French against French national standards.

- The school was effective at producing reports for parents about attainment against the French standards but was less effective at providing analyses of students' progress. Additional software was used to analyse progress, and this was beginning to provide data for the identify the specific needs of different groups of students. In the Maternelle, teachers used internal assessments to produce reports against the PYP criteria. In the Primaire, systems for assessing students' progress against the PYP criteria were not well developed. For example, there were no rubrics to assess the key skill of scientific enquiry.
- There were a few examples of assessment data being used well to influence changes to curriculum planning. Teachers in Maternelle routinely used assessment data to set targets for children but in the Primaire, there were inconsistencies in the use of assessment by teachers to plan lessons that met the needs of individuals.
- Teachers knew their students well but provided little written feedback to them on how to improve. In a minority of French curriculum classes, students did some simple self-assessments but did not use them to plan for improvements. Maternelle teachers used rubrics well to support children in developing their learning. In the PYP, detailed rubrics for Grade 2 students enabled them to understand what to do to improve. Such rubrics, which should underpin all aspects of assessment in the PYP, were at an early stage of development and were not consistently used in the Primaire.

4. Curriculum

	Maternelle	Primaire	Collège
Curriculum design and implementation	Acceptable	Acceptable	Acceptable

- The curriculum was broad and balanced. In the Maternelle, the French National Curriculum was holistically integrated and promoted the education of the whole child. In the Primaire and Collège, the school ran the IB curriculum in tandem with the French National Curriculum. Both developed knowledge and skills, effectively motivating students to learn and achieve positive learning outcomes. However, in Arabic languages, some teachers relied heavily on textbooks and in Islamic education some lessons were delivered to mixed groups of Arab and non-Arab students together. This did not comply with the UAE MoE statutory requirements.
- The school planned the curriculum to ensure adequate provision in most key subjects. In most subjects in the Primaire and Collège, every year built upon previous learning. However, the PYP programme was in its very early stages of development. The school was still aligning the PYP with the French curriculum.
- The curricular options provided students with some choices that developed their interests and aspirations. However, native speakers of Arabic were not able to benefit from the two hours of English provided to their peers who did not study Arabic as a first language.
- Cross-curricular links were meaningful and well planned. For example, in the Primaire, a poetry project linked languages and different subjects. In the Collège, history was integrated with English.
- The school reviewed its curriculum regularly and was at an early stage of implementation. In the Maternelle, the review and development of the PYP was still emerging. Teachers and leaders had reviewed the French National Curriculum, which delivered good provision for all groups of students.

	Maternelle	Primaire	Collège
Curriculum adaptation	Acceptable	Acceptable	Acceptable

- The school made adequate modifications to its curricula to meet the needs of all students. For example, there were some seating arrangements, visual prompts and furniture adapted to the individual needs of SEND students. However, in Arabic, curriculum planning and teaching strategies did not meet the needs of different groups of students. Extra English classes were designed to meet the needs of some students but excluded others.
- Opportunities for innovation and creativity existed in some curricular areas. In the Maternelle and Primaire, the 'E.M.I.L.E.' programme offered opportunities for effective cross-curricular activities. In the Primaire, a robotics course provided an ambitious project ultimately aiming to equip students for computer programming. In history in the Collège, there were opportunities to use electronic devices both for research and for sophisticated student presentations.
- Some appropriate learning experiences enabled students to develop their understanding of the UAE's culture and society. In Primaire and Collège lessons, this understanding was developing at a good pace. However, these links were not well integrated into the curriculum.

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

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

- The school had good procedures in place to safeguard all students. There was a child protection policy in place but it was not fully understood by all, particularly in the Primaire where many teachers were new. The school protected students from bullying.
- The classrooms and play areas were all safe and well maintained. Security checks were carried out at the main entrance. All other entrances were kept locked throughout the day.
- The school buildings and equipment were maintained in excellent condition. All of the fire extinguishers were regularly serviced and fire evacuation practices were held regularly.
- The school had promoted healthy eating and lifestyles among its students. A majority of students ate organic food at the school's restaurant. They were encouraged to participate in sports.

	Maternelle	Primaire	Collège
Care and support	Good	Good	Good

- Relationships between students and between students and the staff were based upon mutual respect. Students' behaviour and attitudes towards learning were good and they related well to their teachers.
- Systems for the encouragement of good attendance and punctuality were rigorous. Attendance patterns were analysed and there were secure systems in place for latecomers.
- The identification of students with SEND or those with gifts and talents was acceptable and improving. There was a need for teacher training to ensure that no student was missed.
- Increasingly effective communication between teachers, parents and students with SEND ensured that there was a developing understanding of students' needs and how the most suitable support could be provided. The use by teachers of IEPs, enabled students to make improving rates of progress from their individual starting points.
- The school had a nurse who played a key role in the wellbeing of students. The part-time special educational needs coordinator was also a counsellor. She supported the wellbeing of all students, especially the older ones. The students received a range of advice on healthy living. All staff members were developing greater knowledge of each student so that they could provide effective guidance for future schooling and careers.

Provision for students with special educational needs and disabilities (SEND)

The overall effectiveness of provision for students with special educational needs and disabilities	Acceptable
---	------------

- The new leaders of SEND were knowledgeable and enthusiastic. They had set about developing a rigorous system of student identification and modification of the curriculum. The identification of students with SEND was at an early stage and there was good evidence to show that the identification procedures were becoming more secure.
- There were several examples observed of good provision. However, it was too early to be able to assess the overall impact of this provision across the school.
- In almost all cases, parents were very pleased with the progress their children were making. They were confident that their children had been accurately identified and that a need had not only been recognised but also responded to. There was work to do to ensure that parents had a better understanding of needs and that communication was handled with sensitivity.
- Inspectors observed many examples of students' individual needs being addressed in lessons, for example, through individual attention, being seated close to the teacher or modified resources. However, the IEPs lacked specific objectives that would be easy to measure over a short time. Additional support for students in classes was inconsistent and was not always effective.
- Scrutiny of workbooks showed that some students were making good progress. However, this was not consistent across the school. The leaders needed more time to establish a coherent assessment policy to be able to show the progress made by students over time. The leaders monitored the work of students with SEND but the tracking system was not sufficiently developed to enable them to assess easily the effectiveness of interventions on students' progress.

6. Leadership and management

The effectiveness of leadership

Acceptable

- Most stakeholders understood the vision of the school, which was to deliver the IB programmes through two streams: in English, and in French using the French MoE curriculum. Leaders had been successful in promoting a culture of inclusivity and acceptable provision for SEND students.
- The school had deployed leaders with specific curriculum knowledge. They included the 'Directeur' and the PYP coordinator who had been newly appointed. They had the commitment to implement a learning culture but were at the beginning of the process in key areas, such as the PYP phase curriculum in both streams.
- Communication was good overall and the new team of leaders and teachers worked well together. The school was building capacity. It was relying on the newly appointed people to make improvements.
- Most leaders were aware that improvements were needed in specific areas but there were inconsistencies in addressing those areas.
- This was the first school inspection and improvements were being made. Nevertheless, leaders did not ensure that the school was compliant with statutory and regulatory requirement for the teaching of Islamic education.

School self-evaluation and improvement planning

Acceptable

- The school had access to both internal and external data linked to students' performances. However, not all leaders could analyse data effectively to measure the effects of implementation in their areas of curriculum responsibility. In science, Arabic and Islamic education, plans were at an early stage of implementation resulting in students making slower progress.
- The monitoring of teaching and learning took place regularly and informed the school's professional development activities. Though sometimes limited in aspects of impact on students' learning, school leaders evaluated their teachers accurately against the KHDA criteria.
- School improvement plans were comprehensive and included short and long-term targets. They followed key milestones but it was unclear how the school measured their ongoing progress.

Partnerships with parents and the community

Acceptable

- The school was attempting to engage parents as partners in their children's learning and in school life. Their views were sought.
- Reporting systems were in place to highlight students' academic progress and personal and social development. Nevertheless, most parents did not feel that the school provided enough information on how to help their children improve.
- The school made occasional social contributions to the local, national and/or international communities.

Governance	Acceptable
<ul style="list-style-type: none"> • The governing board and parents often suggested ways for the school to move forward through the <i>conseil d'administration</i> where they were represented. However, the parents did not play a part in the executive decisions of the school. • The governing board included experts of the curriculum from both the French MoE and the IB. Governors held the school's leaders to account through various meetings. • Governors ensured that there was good quality staffing to meet the requirements of both the English IB and French IB curricula. However, they did not ensure that the school was compliant with statutory and regulatory requirement for the teaching of Islamic education. 	

Management, staffing, facilities and resources	Good
<ul style="list-style-type: none"> • The school was well organised and operated effectively on a daily basis. The school's procedures and routines were very effective. • The school was appropriately staffed with well-qualified classroom and specialist teachers. The high quality premises provided a good learning environment with specialist facilities for computer work. • Classrooms were generally well resourced. In all phases, new technologies were not used systematically during lessons. The school had an extensive range and quantity of electronic equipment, including interactive white boards, tablets and freestanding computers. Students had access to a very good supply of books and learning materials to support and extend their learning. 	

The views of the parents, teachers and students

Before the inspection, the views of the parents, teachers and senior secondary students were surveyed. Key messages from each group were considered during the inspection and these helped to form inspection judgements. A summary of the survey statistics and comments from those who responded to the survey follows:

Responses to the surveys		
Responses received	Number	
Parents* 	2015-2016	72
	2014-2015	0
Teachers 	24	
Students 	0	

*The number of responses from parents is based on the number of families.

- Parents praised the safe and secure environment that the school provided for students.
- Parents' views on the teaching were positive. They liked the dynamic teaching team but a majority indicated that they did not get enough advice to support their children's progress.

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