



**INTERNATIONAL  
CONCEPT EDUCATION**

 Curriculum: IB / French

Overall Rating:

**Good**



"We are keen to prepare the new generation that is ready to be creative and innovative to help us achieve our ambitions for even greater prosperity"

Sheikh Mohammed Bin Rashid Al-Maktoum



## Contents

School information.....	3
The DSIB inspection process.....	4
Summary of inspection findings 2016-2017.....	6
Main inspection report .....	12
1. Students' achievement.....	12
2. Students' personal and social development, and their innovation skills.....	15
3. Teaching and assessment .....	16
4. Curriculum .....	17
5. The protection, care, guidance and support of students.....	18
Inclusion .....	20
6. Leadership and management .....	20
The views of parents, teachers and senior students .....	23

## School information



### General information

Location	Meydan
Type of school	Private
Opening year of school	2013
Website	www.icedubai.org
Telephone	04 3708668
Address	Meydan
Principal	Nadine TARAZI
Language of instruction	French, English,
Inspection dates	19 <sup>th</sup> to 22 <sup>nd</sup> February 2017

### Teachers / Support staff

Number of teachers	29
Largest nationality group of teachers	French
Number of teaching assistants	8
Teacher-student ratio	1:9
Number of guidance counsellors	0
Teacher turnover	20%

### Students

Gender of students	Boys and girls
Age range	3-12
Grades or year groups	KG 1-Grade 6
Number of students on roll	248
Number of children in pre-kindergarten	20
Number of Emirati students	5
Number of students with SEND	13
Largest nationality group of students	French

### Curriculum

Educational permit / Licence	IB
Main curriculum	French, UAE MoE
External tests and examinations	Livreval
Accreditation	IB - Candidate School
National Agenda benchmark tests	MAP



## The DSIB inspection process



In order to judge the overall quality of education provided by schools, inspectors consider the six standards of performance that form the basis of the UAE School Inspection Framework (the framework). They look at children's attainment and progress in key subjects, their learning skills and their personal and social development. They judge how effective teaching and the assessment of learning are across the school. Inspectors consider how well the school's curriculum, including activities inside and outside classrooms, meet the educational needs of all students. They judge how well schools protect and support children. In addition, inspectors judge the effectiveness of leadership, which incorporates governance, management, staffing and facilities.

Inspection judgements are drawn from evidence gathered by the inspection team, including observation of students' learning in lessons, review of their work, discussions with students, meetings with the staff, parents and governors, and review of surveys completed by parents, teachers and students.

### Judgements are made on a six-point scale

DSIB inspection teams make judgements about different aspects, phases and subjects that form the work of the school, using the scale below, which is consistent with the framework.

<b>Outstanding</b>	Quality of performance substantially exceeds the expectation of the UAE
<b>Very good</b>	Quality of performance exceeds the expectation of the UAE
<b>Good</b>	Quality of performance meets the expectation of the UAE (This is the expected level for every school in the UAE)
<b>Acceptable</b>	Quality of performance meets the minimum level of quality required in the UAE (This is the minimum level for every school in the UAE)
<b>Weak</b>	Quality of performance is below the expectation of the UAE
<b>Very weak</b>	Quality of performance is significantly below the expectation of the UAE

## Inspection journey for INTERNATIONAL CONCEPT EDUCATION



- The school, which opened in 2013, has attempted to set out a blended concept for education using French Ministry of Education and International Baccalaureate (IB) pedagogical and curricular principles. Challenges have emerged with regards to the community's understanding, and interpretation of how this can be successful.
- The school's initial inspection focused upon improving the clarity of programme articulation and alignment. Improving key literacy, language and investigative skills, using assessment information to improve teaching strategies and students' progress are aspects highlighted in the previous inspection.
- Significant, sustainable improvement in many of the above aspects is emerging.

## Summary of inspection findings 2016-2017



**INTERNATIONAL CONCEPT EDUCATION** was inspected by DSIB from 19<sup>th</sup> to 22<sup>nd</sup> February 2017. The overall quality of education provided by the school is **good**. The section below summarises the inspection findings for each of the six performance indicators described in the framework.

- Attainment is very good for children in Maternelle in French, English, mathematics and good in science. Progress is very good in French, and mathematics, while it is good in English and science. In Primaire, students' attainment is very good in English, and mathematics, and good in French and science. Progress in Arabic as a first language, French, English, and science is good. In mathematics, it is very good. Attainment and progress in Islamic education and Arabic as an additional language are acceptable. Learning skills in both phases are good.
- Students' personal development is consistently very good. Students' understanding of Islamic values and awareness of Emirati and world cultures, along with social responsibility and innovation skills are good in Maternelle and very good in Primaire.
- Teaching for effective learning and assessment are consistently good across the school. The very successful development of innovation across aspects of teaching and learning is a key feature. A notable improvement is the quality of assessment. This has had a direct impact on the rapidly improving learning skills of students.
- Curriculum design and implementation, and curriculum adaptation to meet the needs of students are good in both phases.
- Health and safety, including the arrangements for safeguarding children, along with their care and support are consistently very good. There is strong provision to promote health and well-being. The campus is very secure. Staff have a consistent understanding of child protection. Their care and support is equally effective. Leadership and provision to support the inclusion of students with special educational needs and disabilities (SEND) is strong.
- Leadership is good. The community's understanding of the vision is firmly established and is linked to improved self-evaluation processes. The criteria for teachers' appraisal and their understanding of how to implement improved pedagogical approaches. Partnerships with parents have improved significantly. The quality of the relationships, communication and reporting to parents is a strength. More can be achieved with external, local and international partnerships led by parents. Governance has also improved. There is better communication and investment in professional leadership, as well as recruitment of additional staff with French and International Baccalaureate (IB) expertise. The management, staffing, facilities and resources are all very good.

## What the school does best

- Students' achievements in French, English, mathematics, science are good and better.
- The personal and social development of students in Primaire is very good.
- The inclusion and involvement of parents in the development of the school is very good.
- The school's curriculum and its assessment are good. The communication of its features to stakeholders is clear.
- The protection, care, guidance and support of students are very good. Provision for and inclusion of students with SEND is consistently good.
- Innovation is of a very high standard within the context of enabling students to lead aspects of their learning.

## Recommendations

- Raise the standard of students' key skills in Islamic education and Arabic languages by:
  - ensuring these subjects are appropriately led and teachers are held to account by school leaders and governors
  - identifying teaching strategies that prioritise student-centred learning, based on accurate assessment information.
- Further improve teaching to match the best standards of French and IB educational principles, and ensuring sufficient challenge for the more-able students.
- Develop improved provision in Maternelle by incorporating best international early childhood learning practices.
- Refine self-evaluation criteria to support whole-school and individual teacher improvement, across subjects and phases.

## 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 intention 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. In 2015, KHDA launched 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.

**The following section focuses on the impact of the National Agenda Parameter in meeting their targets:**

- In the limited range of tests entered to reflect the National Agenda Parameter (N.A.P.), the school meets expectations in English and Arabic and exceeds them in mathematics.
- The school does not fully meet the registration requirements for the N.A.P.
- The N.A.P data is analysed in some depth. It is scrutinised very carefully and compared to the internal assessment data as an important measurement of student attainment and progress. Any differences from this process are clearly actioned for improvement and any professional development training needed for teachers is quickly sanctioned.
- The curriculum alignment to TIMSS and PISA is presently a theoretical exercise, but is being planned well in advance of sitting the tests. There is additional planning for subject-level content skills and knowledge, but this requires comparison with international benchmark tests to confirm internal results.
- Planning for continuity and progression in National Agenda-relevant subjects and skills is thorough. The N.A.P. data analysis directly influences curriculum adaptation.
- Most students are familiar with the N.A.P. individual reports. They regularly use a range of resources, including technology, to develop their research understanding, especially by analysing text.

Overall, the school's improvement towards achieving its National Agenda targets meets expectations.



Overall school performance

Good ↑

1 Students' achievement

		Maternelle	Primaire	College
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	Good ↑	Not applicable
Arabic as an additional language 	Attainment	Not applicable	Acceptable	Not applicable
	Progress	Not applicable	Acceptable	Not applicable
Language of instruction 	Attainment	Very good	Good	Not applicable
	Progress	Very good	Good	Not applicable
English 	Attainment	Very good ↑	Very good ↑	Not applicable
	Progress	Good	Good	Not applicable
Mathematics 	Attainment	Very good ↑	Very good ↑	Not applicable
	Progress	Very good ↑	Very good ↑	Not applicable
Science 	Attainment	Good ↑	Good ↑	Not applicable
	Progress	Good ↑	Good ↑	Not applicable
		Maternelle	Primaire	College
Learning skills		Good	Good	Not applicable

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

	Maternelle	Primaire	College
Personal development	Very good	Very good	Not applicable
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Very good ↑	Not applicable
Social responsibility and innovation skills	Good	Very good ↑	Not applicable

## 3. Teaching and assessment

	Maternelle	Primaire	College
Teaching for effective learning	Good	Good	Not applicable
Assessment	Good	Good ↑	Not applicable

## 4. Curriculum

	Maternelle	Primaire	College
Curriculum design and implementation	Good ↑	Good ↑	Not applicable
Curriculum adaptation	Good ↑	Good ↑	Not applicable

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

	Maternelle	Primaire	College
Health and safety, including arrangements for child protection / safeguarding	Very good	Very good ↑	Not applicable
Care and support	Very good ↑	Very good ↑	Not applicable

## 6. Leadership and management

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

# Main inspection report



## 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
Language of instruction	Very good	Very good
English	Very good ↑	Good
Mathematics	Very good ↑	Very good ↑
Science	Good ↑	Good ↑

- In French, children make better than expected progress in relation to the curriculum standards. The younger children show understanding of stories and characters through their conversations and discussion. Older children note details in a story, sequence events, and predict different endings to a story. The large majority of children can read and write their names, and present their ideas using simple sentence structures. They use appropriate vocabulary and articulate thoughts and ideas well.
- Children make good progress in English particularly in speaking and listening. Information from assessments indicates that the majority make better than expected progress in communication and comprehension in relation to their starting points. They have many opportunities to apply language in meaningful contexts. They listen well and are able to answer confidently and fluently. Opportunities for reading and free writing are encouraged. The majority of children are developing skills for early writing and can use phonics to decipher print. Their attainment overall, is very good.
- In mathematics, the large majority of children have a secure grasp of what numbers mean. They can make comparisons between numbers. They are aware that numbers can increase or decrease depending on the type of calculations that are used. They effectively use number lines and additional resources to add and take away. The large majority of older children are able to order numerically and make sequences and patterns with shape and size. They are developing the concepts of size and weight and discovering properties of 2D and 3D shapes. Overall, the large majority make better than expected progress and attain at levels above curriculum expectations.
- Children are improving their skills of scientific enquiry. They are increasingly given opportunities to observe and explore their environment. Some children make predictions about why things happen and how things work. Through practical activities, such as growing plants and investigating floating and sinking, the majority of children develop a good understanding of the world around them and make good progress.

 Primaire		
Subjects	Attainment	Progress
Islamic education	Acceptable	Acceptable
Arabic as a first language	Acceptable	Good ↑
Arabic as an additional language	Acceptable	Acceptable
Language of instruction	Good	Good
English	Very good ↑	Good
Mathematics	Very good ↑	Very good ↑
Science	Good ↑	Good ↑

- Most students attain levels in Islamic education in line with lesson learning objectives. Students have appropriate knowledge of key Islamic principles. In lower grades they can recognise the Pillars of Islam and Iman. Students can memorise Surahs from The Holy Qur'an. Students understand appropriate Hadeeth such as, good deeds erase bad deeds. In Grade 5 they demonstrate adequate understanding of the prophet's biography (PBUH) such as, Migration to Abyssinia, Tait and Al Madinah. Students understand Islamic values and manners. While internal assessment data indicates that a significant number of students make above expected progress, in lessons, most students' progress is in line with expectations.
- Most students' attainment in Arabic as a first language is in line with curriculum standards. Students have a clear understanding of formal Arabic. They often avoid using informal language when expressing their ideas. Students are able to read a story or a poem reasonably well and a minority can recite poetry clearly and fluently. Most students demonstrate appropriate comprehension skills. Their writing skills are mostly in line with expected UAE Ministry of Education (MoE) standards. Students, especially in the lower grades, make good progress in the four key skills with the strongest being their speaking and reading skills.
- In Arabic as an additional language, most students attain levels that are in line with the school's curriculum standards. In lessons, students demonstrate adequate reading comprehension skills and listening for understanding. Students' oral communication and writing skills are less secure. In lessons and in their recent work most students make appropriate progress in listening to oral conversation and reading for understanding. They are making steady progress in handwriting skills. Their progress in independent writing and speaking is limited. Students in lower Primaire make better progress.
- A majority of students' work in French is above the curriculum requirements, and above the international averages of age-related standards. The students demonstrate knowledge, skills and understanding above curriculum expectations. They speak fluently, and a majority regularly use an extended vocabulary. They read confidently and independently display strong comprehension skills when using unfamiliar texts. Their writing skills are good. The more-able can write to a more complex and enhanced standard, if challenged to do so.

- Students' attainment in English literacy skills is high. Speaking and listening are strongest when there are focused opportunities in classes to use talk as a rehearsal for writing. Reading standards are above expected levels, but more emphasis on comprehension is required. Students also need more free choice of personal reading texts. The writing skills of a large majority of students are above curriculum standards. However, there is scope for more imaginative, expressive writing to fully exploit students' literary abilities. Almost all students have spelling, punctuation and grammatical skills that are above curriculum standards.
- In mathematics, a large majority of students attain levels that are above curriculum standards. International test comparisons confirm these high levels. Lower primaire students' measure accurately using fractions Older students compare and contrast weight, volume and length, in well thought out investigations. In lessons and over time, a large majority of students' make better than expected progress. Strong inquiry and investigative skills enable them to compare shapes and properties to deepen their understanding of geometrical relationships. When the most able students are not sufficiently challenged in lessons, their progress is reduced.
- In science classes, students are able to conduct practical work safely and competently and carry out investigations to test their predictions. They make careful observations and use scientific language to describe and analyse their findings. As students' progress through Primaire, their scientific vocabulary and skills increase and they make strong links to the real world. Students' attainment and progress have improved due to review, questioning and reflection.

College		
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
Language of instruction	Not applicable	Not applicable
English	Not applicable	Not applicable
Mathematics	Not applicable	Not applicable
Science	Not applicable	Not applicable

Not Applicable

	Maternelle	Primaire	College
Learning skills	Good	Good	Not applicable

- Students are highly motivated and enjoy taking responsibility for their own learning. For example, they are self-directed and actively involved in activities in many science lessons. An increasing number of students are aware of their learning strengths and reflect on the areas of work they need to improve. Students are less effective at taking responsibility for their learning in Islamic education.
- Students collaborate well when working in small groups, pairs or as a whole class in the primaire phase. Communication is purposeful and students share ideas freely and ask each other relevant questions. Children in Maternelle do not collaborate as effectively because there are few planned opportunities for this to develop.

- Students frequently relate what they have learned to their experience of the world, for example when identifying 3D shapes such as cones in the environment. Students readily apply their learning to new situations, for example using Venn diagrams to illustrate their work in a PYP unit. These skills are rarely used in Islamic education.
- In science students develop innovation skills when studying robotics. Their enquiry skills develop well from an early age. For example, Grade 2 students, when independently researching on the internet, can change search terms if they do not get a useful result. Students solve problems and use technology to support their learning well. Students' critical thinking skills are developing rapidly but inconsistently.

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

	Maternelle	Primaire	College
Personal development	Very good	Very good	Not applicable

- Students demonstrate a caring and respectful attitude toward their peers and the adults in the school. They respond very well to teachers' feedback and to their peers. For example, in Arabic as an additional language, students positively support their peers.
- Students are extremely well-behaved and self-disciplined. They require few corrective measures. Students manage their learning well inside the classroom and during outdoor activities, with minimum supervision.
- Students have positive relationships with adults and their peers. As a result, they feel valued and confident. They show consideration towards SEND students and students who need support.
- Healthy living is a strong feature of the school. Students are clear of the benefits of healthy eating and keeping fit. As a result, they make wise and healthy choices when they bring their own food to school. Physical activities are part of the students' regular school day.
- Attendance is excellent. Students usually arrive at school on time. Students are prompt to their lessons after changeovers and when returning from break.

	Maternelle	Primaire	College
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Very good ↑	Not applicable

- Across both phases students have a secure understanding and appreciation of the values of Islam. They are aware of how these values influence the lives of Muslims in Dubai. They demonstrate respect and tolerance to Muslim practices. For example, they understand the importance of sensitivity towards Muslims during the fasting month of Ramadan.

- Students demonstrate a well-developed knowledge and understanding of UAE culture and traditions. They speak enthusiastically about their projects on the UAE and regional history. They participate in celebrating UAE heritage during National Day, Flag- Day and other commemorations.
- Students consistently exhibit a strong awareness of their own culture and the diverse range of cultures reflected by the international population in the school. They present their cultures to their peers in various settings as part of the PYP programme. They know about different clothing, food, and music of the UAE.

	Maternelle	Primaire	College
<b>Social responsibility and innovation skills</b>	Good	Very good ↑	Not applicable

- Students are given opportunities to contribute to improving the school community through an elected student council that represents all primary classes. The school regularly responds to students' suggestions. Students contribute to Dubai charity centres. Children in Maternelle collect toys and donate them to these centres as part of their PYP units of enquiry.
- Students have positive attitudes towards learning and display self-reliance and self-discipline. Positive relationships are part of everyday life amongst students. Students show a strong work ethic. They achieve well in projects such as creating a robotic solar system and animations in the Maternelle.
- Students are proactive in caring for their environment and for keeping the school clean. They are also aware of recycling and conservation issues. Their awareness of the impact of pollution is developing.

### 3. Teaching and assessment

	Maternelle	Primaire	College
<b>Teaching for effective learning</b>	Good	Good	Not applicable

- Teachers have good or better subject knowledge in Arabic as a first language, French, mathematics, English and science. Most have a robust understanding of how children learn. This provides a firm basis for lesson planning in most classrooms.
- Teachers across both phases encourage a culture of learning. Comprehensive planning results in students using a range of resources to conduct research and practical activities, often linked to real life examples. In some lessons, insufficient time is given to tasks that help develop inquiry skills.
- Thought-provoking questions are a feature of a large majority of classes. Teachers ask questions that require students to analyse, break down an idea and think creatively. This often results in students engaging in animated discussions. The most effective teachers respond to students' questions with additional focused questions. This gradually leads students to develop their own answers and to deepen their understanding.
- The use of group work in many classes meets the needs of a large majority of individuals and groups of students. Occasionally it involves support and individualised teaching. On occasions, some teacher assistants do not have sufficient expertise to support students well enough academically.

- Tablet technology is frequently used to support learning, particularly in English, mathematics and science. Critical thinking and problem solving are prompted by thoughtful questioning in many classrooms. However, these can be developed further, especially in Islamic education. Reflection and self-assessment aid high-level thinking in a growing number of lessons. Robotics provide an impetus for innovation across the curriculum.

	Maternelle	Primaire	College
<b>Assessment</b>	Good	Good ↑	Not applicable

- Internal assessment procedures provide valid, coherent information on students' attainment and progress across the English and French curriculum. The school aims to develop a range of processes to assess both students' academic progress and personal development. This information provides reliable in-depth information in most subjects but processes are not in place in Islamic education and Arabic.
- The school is committed to comparing its curriculum standards data with a range of national and international benchmarks in a number of subjects, although not in science. The analysis provides a useful comparison of student achievements, especially for further developing subject-specific skills. Overall it provides a helpful picture of performance.
- Assessment information is processed accurately and efficiently and is accessed by most teachers. The analysed information is shared with all teachers. Teachers use the information to form ability 'bands' within their classes. The next stages of development require further interpretation of the information by leaders to establish achievement trends and longer-term goals for overall performance.
- Ongoing assessments and diagnostic subject tests are combined to make accurate baselines for next stages in learning. These are linked to curriculum standards to enable teachers to plan their lessons and modify tasks to suit their students' needs. More-able students are not consistently challenged.
- Teachers are well aware of the strengths and weaknesses of their students. The best teaching provides the next steps in learning in lessons. Students access their 'progress monitors' to understand how well they are learning. Teachers' marking of students' books is limited. There are few written comments and little advice provided to students about their next learning steps.

#### 4. Curriculum

	Maternelle	Primaire	College
<b>Curriculum design and implementation</b>	Good ↑	Good ↑	Not applicable

- Most departments and sections of the school are very clear in their rationale and the balance required between the French curriculum standards and IB approaches. The complexity underpinning this development is supported through commendable ongoing alignment work. The school is aware that ensuring that this work continues through highly informed leadership interpretation in all subjects and phases, is a vital next step.

- The programmes in place reflect clear continuity and progression of specific skills that the students require. However, the planning does not make best use of the wide range of curricular choices and cross-curricular links to challenge and extend the more-able cohorts. In mathematics and literacy activities in French and English, students can develop key high-order skills through the innovative use of resources, time and space. The curriculum design in place can extend further through focused implementation, especially in Maternelle and in Islamic education and Arabic as an additional language.
- The school regularly reviews its curriculum design. There are insufficient middle leaders to bring the required consistency to the implementation of the unique curricular approach in this school.

	Maternelle	Primaire	College
Curriculum adaptation	Good ↑	Good ↑	Not applicable

- The school meets the needs of the diverse population well, especially in catering for language needs. For example, French students in the English stream have the opportunity to maintain their home language through distance learning, monitored by the school. The needs of students who have special educational needs and disabilities are securely met. Provision for gifted and talented students, while not as strong, is improving rapidly.
- The school enhances its provision well through educational visits and a range of extra-curricular activities. Some opportunities are provided for students to develop their skills in entrepreneurship through planning and promoting fund raising activities for school events. Innovation is a strong feature of the curriculum, with innovative and demanding activities in robotics and in innovative use of technology to improve spelling.
- Many school excursions focus strongly on aspects of the UAE. A social studies visit to Ras-al Khaimah allows students to explore the geography and culture of the area. The UAE is frequently used as a focus for PYP units of enquiry and to illustrate learning points in individual lessons, for example when looking at the organisation of a holiday. However, opportunities for displays, active learning for more-able students and the holistic integration of the early childhood learning experience are not always apparent.

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

	Maternelle	Primaire	College
Health and safety, including arrangements for child protection / safeguarding	Very good	Very good ↑	Not applicable

- All school staff members are trained in the comprehensive child protection procedures. There are rigorous policies to ensure all students know how to stay safe, including cyber safety. There are no recorded incidents of bullying.

- The constant checks on the premises to ensure students' safety is a high priority. Metal posts and edges around the building are padded. There are always sufficient staff on supervision duty. Almost all aspects of risk are thoroughly assessed.
- Comprehensive records of maintenance and routine evacuation procedures are in place. Supervision around the premises, and at exit points and on buses is vigilant. Risks are regularly assessed to ensure sufficient security. There is a very comprehensive risk assessment of school visits.
- The premises and facilities are safe and accessible to all students including those with special educational needs or physical disabilities. All rooms are on a single level with ramps where needed. The school is inclusive.
- Organic food is provided and there is ready access to fresh drinking water for students and adults. Parents providing lunches from home follow a recommended food list. The school's physical education programme is extensive.

	Maternelle	Primaire	College
Care and support	Very good ↑	Very good ↑	Not applicable

- A clear student code of conduct is established in classrooms at the beginning of each academic year. This results in excellent staff-student relationships. Termly student surveys, regular student meetings with school leaders, and an effective student council give students a strong sense of ownership and a regular voice in the operation of the school.
- There are highly effective procedures for monitoring students' attendance by home-room teachers, supported by the school administration. There is effective communication with parents ensuring very high rates of attendance.
- The identification of students with SEND has improved in its accuracy and timeliness. A wide range of screening strategies has been introduced to ensure students' needs are appropriately identified and thorough and precise supports put in place. Students are categorised according to KHDA criteria and students have appropriate individual education plans (IEPs). The identification of students who are gifted and talented has begun but is not fully developed across the school.
- In most lessons, teachers modify the curriculum and provide effective support to meet students' needs. This work enables a large majority of students to make consistent personal and academic progress. However, not all teachers are able to support all students well enough, particularly those working below and well above curriculum expectations.
- Home-room teachers are the first point of contact for all students. When more targeted guidance and support is required, students and parents meet with the Head of Primaire, who consults with the SEND Coordinator (SENDCo) to ensure that all students receive high quality care.

## Inclusion

### Provision and outcomes for students with SEND

Good ↑

- The school promotes an inclusive ethos and welcomes students with a wide range of SEND. The positive lead comes from the principal who is supported well by the SENDCo. As a member of the senior team, the SENDCo ensures that the interests of students with SEND are strongly promoted and that the school has sufficient resources.
- The school has established an effective system for identifying the needs of most students in an accurate and timely fashion. Students are allocated different levels of intervention and their progress is monitored carefully through different types of individual plans, according to their needs. Targets within the plans are being reviewed to make them more specific, manageable in number and measurable. The identification and provision for gifted and talented students is not as well developed.
- Parents of students with SEND hold the school in high regard. They report satisfaction with the partnerships with the school for the benefit of their children. They appreciate the frequent formal and informal contact with the school and feel their input into their children's education is sought and appreciated.
- The curriculum is generally modified appropriately to meet the needs of students with SEND. However, provision is variable and is dependent on the skills of individual teachers. The SENDCo is introducing a range of effective strategies for staff members, although not all teachers have been supported.
- Students' academic progress is measured against their IEP targets and their school-based assessment standards. Most students are making good progress in their academic work. Regular monitoring by the SENDCo confirms good progress in their personal development.

## 6. Leadership and management

### The effectiveness of leadership

Good ↑

- Senior leaders have effectively clarified the vision for the school. They continue to develop this direction and have an improved understanding of the challenges the vision presents. An inclusive ethos is in place.
- The quality of educational leadership is steadily improving. There is closer collaboration across most subject departments and phases. There are limitations in the leadership of the learning of young children, the more-able students and the outcomes in Islamic education and Arabic.
- Relationships and communication in the school are very good. High levels of commitment to the vision are evident in almost all sections of the school. The full-time availability of senior personnel is enabling the development of a broad collective understanding of the complexity of the curriculum challenge.
- The capacity to improve is a rapidly developing feature of the school.

### School self-evaluation and improvement planning

Good ↑

- There are detailed processes for self-evaluation. These are developing into robust mechanisms for more consistent and systematic improvement across the school. However, the extensive documentation available is not universally applied across all departments. It lacks precision. There are insufficient details for improvement in Maternelle, outcomes for the more-able, and for teaching quality especially in Islamic education and Arabic.
- Teachers are regularly monitored by the French MoE, representatives of governors and senior leaders. However, there is a lack of clarity regarding the next steps required to elevate teaching to the highest international French and IB expectations.
- Regular and focused strategies are in place for the school's self-evaluation processes. The actions designed to ensure that these processes have the intended impact on students' achievement remain underdeveloped.
- All recommendations for improvement have been considered in a committed and structured manner. Improvements in students' achievements in French, English, mathematics and science are not matched in Arabic and Islamic education. Assessment data and the appraisal of teaching quality are not detailed and accurate enough. Classroom links to the UAE national priorities, require further development.

### Partnerships with parents and the community

Very good ↑

- The school effectively involves parents in their children's learning and in the life of the school, particularly through various boards and committees. Parents share their views and help influence initiatives and school improvement priorities. Their ideas are valued and regularly sought, and parents feel that the school responds to their suggestions.
- Parents express their satisfaction with the high quality of communication with the school. Effective communication channels through emails, newsletters and blogs connect school and home. They are given detailed and accurate information about how well their children are doing and future targets. Parents feel part of the learning community.
- Reporting on students' progress, attainment and social development is regular and informative. The end-of-term reports contain grades on student outcomes, with guidance provided on understanding the curriculum expectations. They are very well informed about their children's next steps in learning.
- The school provides opportunities for parents and their children to become involved in the local community. The partnerships have led to improved learning experiences for students.

## Governance

Good ↑

- The governors have an improved presence in the school. Consequently, parents and other stakeholders have benefited in better understanding the curriculum approach. The governors listen to the views of the school community and contribute positively to improvements.
- Compliance issues have been resolved, due in part to the governors' role in appointing additional personnel and enhancing links between the school's leaders and external educational experts. This has ensured a more consistent approach to meeting statutory requirements and it has provided additional support.
- Additional contributions by governors to the quality assurance of the school's self-evaluation standards would benefit the school. Leaders and governors are not rigorous enough in their understanding and creation of precise and appropriate success criteria for improvement planning.

## Management, staffing, facilities and resources

Very good ↑

- There are robust and enhanced procedures in the daily management of the school. These are known by the entire community. Technology is used effectively to monitor the security of this large campus.
- Staffing levels and their quality are mostly appropriate. The emergence of a personalised professional development process for teachers is matching better the ongoing needs of the school.
- The premises are of the highest quality with excellent open spaces available.
- Comprehensive resources are available for all staff to support learning activities. These often support independent, creative, cultural and linguistic learning activities.

## The views of parents, teachers and senior students

### The views of parents, teachers and senior 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	
<p>Parents*</p>	2016-2017	96
	2015-2016	74
<p>Teachers</p>	23	
<p>Students</p>	0	

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

- Of the parents who responded to the survey, almost all are very happy with the school's provision.
- Almost all parents are positive about the leadership of the school.
- A minority of parents said their children do not read for pleasure at home.
- Most teachers responded to the survey and were positive about all aspects of the school.
- Teacher's comments were wholly supportive of the school leadership.
- No students' were eligible to complete a survey.

## 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](mailto:inspection@khda.gov.ae)