

# INSPECTION REPORT

## Lycée Libanais Francophone Privé

Report published in May 2012

Knowledge and Human Development Authority

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## GENERAL INFORMATION ABOUT Lycée Libanais Francophone Privé

Location	Al Muhaisnah
Type of school	Private
Website	www.llfp.com
Telephone	04 2640800
Address	P O Box 28759, Dubai
Principal	Christian Laplagne
Curriculum	French
Gender of students	Boys and Girls
Ages / Grades	3-15 / Maternelle to Secondaire
Attendance	Good
Number of students on roll	783
Number of Emirati students	1 (less than 1%)
Date of the inspection	30th January to 1st February 2012

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## The context of the school

The Lycée Libanais Francophone Privé is located in Al Muhaisnah. It is a private school offering education to boys and girls aged three to 15 years old, from Maternelle to Secondaire. At the time of the inspection, there were 783 students on roll. The school follows a French curriculum. The external examination for le Diplôme National du Brevet, will be taken in summer 2012 for the first time.

There were 73 members of teaching staff, 61 of whom were qualified teachers and 12 of whom were support staff. Most staff are of Lebanese origin, and a minority are French. Almost all students in the school were of Lebanese descent. During the inspection, the school had identified a few students who had a wide range of difficulties, mainly linked to their academic performance. The Directeur and the primaire co-ordinator had joined the school in September 2011.

## Overall school performance 2011-2012

Good

## How has the school progressed since the last inspection?

The Lycée Libanais Francophone Privé was a good school. Key areas in school had improved rapidly in a short period of time. The school's outstanding features included students' linguistic skills in French and English, and their behaviour and attitude to work. Attainment and progress had remained stable apart from in Arabic as an additional language where teaching strategies did not address the needs of the second language learners and so impeded progress. Students in the secondaire had a deep understanding of civic, economic and environmental issues.

The school had also started to address issues relating to teaching such as the previous lack of group work in lessons. The curriculum in maternelle had improved from last year. It was rich, very broad and balanced and met the needs of almost all of the children. The school still provided a very healthy and safe environment for all students. The needs of less able students were addressed more consistently but the school did not provide enough challenge for the more able students. Facilities and resources were improving but the lack of new technology in lessons hindered students' progress and independence. The new Directeur and his team had a clear vision for the school. Members of staff felt supported and were skilfully managed.

## Key strengths

- The outstanding attainment and progress of students in English and French;
- Students' excellent behaviour and attitudes to learning;
- Students' extensive understanding of local and global environmental issues in secondaire;
- The outstanding curriculum in maternelle;
- The highly effective arrangements to secure a safe and healthy environment.

## Recommendations

- Raise students' attainment in Arabic as an additional language through improved teaching and learning;
- Embed the use of information and communication technology (ICT) in lessons to enable all students, particularly high achievers, to become independent learners;
- Ensure that all teachers use the assessment procedures effectively to support all students in lessons, especially high achievers;
- Ensure that the curriculum for Arabic and Islamic Education meets Ministry of Education requirements;
- Provide more information in school reports to parents so that students understand how to improve.

## How good are the students' attainment and progress in key subjects?

	Maternelle	Primaire	Secondaire
<b>Islamic Education</b>			
<b>Attainment</b>	Not Applicable	Good	Good
<b>Progress</b>	Not Applicable	Good	Good
<b>Arabic as a first language</b>			
<b>Attainment</b>	Not Applicable	Good	Good
<b>Progress</b>	Not Applicable	Good	Good
<b>Arabic as an additional language</b>			
<b>Attainment</b>	Not Applicable	Acceptable	Acceptable
<b>Progress</b>	Not Applicable	Acceptable	Acceptable
<b>French</b>			
<b>Attainment</b>	Outstanding	Outstanding	Outstanding
<b>Progress</b>	Outstanding	Outstanding	Outstanding
<b>English</b>			
<b>Attainment</b>	Not Applicable	Outstanding	Outstanding
<b>Progress</b>	Not Applicable	Good	Outstanding
<b>Mathematics</b>			
<b>Attainment</b>	Good	Good	Good
<b>Progress</b>	Good	Good	Good
<b>Science</b>			
<b>Attainment</b>	Good	Good	Good
<b>Progress</b>	Good	Good	Good

In Islamic Education, most students attained well because they understood the key principles of Islam. Older students were able to talk about the common features that make Muslims all over the world as 'one nation' through their faith, history, unity, fasting days and pilgrimage. Students of Arabic as a first language had good reading skills; most could highlight main themes comfortably. They spoke expressively but, despite a good knowledge of grammar, their creative writing was limited. It was a similar picture in Arabic as a second language, although a restricted vocabulary meant that speaking and reading comprehension was only acceptable. Students' excellence in French and English was typified by their confident expression, because of wide vocabulary and awareness of grammatical nuances. Students were enthusiastic readers and writers. In mathematics, students were particularly competent in calculation and geometry. Secondaire students were adept at solving problems. Students had a good scientific knowledge; their investigative skills were not as strong in primaire as they were in secondaire.

Students made good progress In Islamic Education, especially in making connections between the different aspects of the subject. Progress in Arabic as a first language was good across the school. Most students made good progress in learning how to analyse literature, particularly in secondary. Progress was slower but acceptable in Arabic as a second language, because of less effective strategies for second language learners. In English, while progress was outstanding in secondaire, it remains good in primaire as students needed to extend their progress through more differentiated and independent learning. In French, students' progress remained outstanding across the school. In the secondaire, students acquired linguistic skills as if they were native speakers. Progress in mathematics was good across the school because the majority of students exceeded expected levels of progress. Progress in science was good across the school. It accelerated in secondaire because more opportunities were provided for students to undertake experiments. The progress of students with special educational needs and low achievers was generally slower than the rest of the class. High achievers did not always exceed their targets due to a lack of challenge in most lessons.

## How good is the students' personal and social development?

	Maternelle	Primaire	Secondaire
Attitudes and behaviour	Outstanding	Outstanding	Outstanding
Understanding of Islam and appreciation of local traditions and culture	Good	Good	Good
Civic, economic and environmental understanding	Good	Good	Outstanding

Attitudes and behaviour in school were outstanding in all phases. Students demonstrated maturity and sensible attitudes along with an excellent work ethic. Behaviour in lessons and around the school was outstanding as students showed high levels of responsibility and self-discipline. They also made wise choices about their own health and well-being. Attendance was good overall.

Students had good understanding of Islam and its impact on the society of Dubai and the wider world. However, this aspect was weaker among younger students. Students demonstrated an appreciation of local traditions, heritage and values of the UAE that influenced life in Dubai. They could provide good examples to support this appreciation. Most students valued the multi-cultural nature of Dubai as well as celebrating their own culture. Older students talked confidently about the importance of diversity and its positive impact on enriching people's lives, although initiatives to promote other Arab cultures were limited in the school.

Students had good understanding of their responsibilities as members of the school community and took their key roles seriously. Students' representatives were very active in communicating their peers' concerns and ideas to the school management, ensuring improvements for all students. Almost all students had a basic understanding of how Dubai had developed and the majority of students had an understanding of the economic success of Dubai and other emirates. Most students cared for their school and local environment. They kept the school clean and tidy. Older students in secondaire demonstrated a deeper understanding of the need to protect local, national and world resources. They were aware of key

environmental issues and their repercussions on everyday life such as global warming, recycling, clean energy, sustainability and conservation.

## How good are the teaching, learning and assessment?

	Maternelle	Primaire	Secondaire
Teaching for effective learning	Good	Good	Good
Quality of students' learning	Good	Good	Good
Assessment	Good	Good	Good

Teaching was consistently good across the school with examples of outstanding teaching seen in mathematics in secondaire and primaire, and in the teaching of French in maternelle. Teachers prepared their lessons well due to the introduction of a common system for planning. This had a positive effect on good quality learning across the school. Teachers had good subject knowledge and gave clear explanations, encouraging their students to do well. They also had good questioning skills and intervened well in students' learning by upgrading their vocabulary and encouraging them to try hard in lessons. Good teaching of basic skills in maternelle coupled with good systems of transition resulted in students being well prepared to cope with learning as they moved through the school. In primaire and in secondaire, teachers used time effectively and revisited learning objectives in lessons to check students' understanding. They modified their teaching approaches accordingly to meet students' learning needs. However, on occasions, progress was restricted for the higher attaining students through the overuse of worksheets which prevented them from developing their skills of independence and extended writing. In a minority of lessons, teachers missed opportunities for students to develop their enquiry, critical thinking and research skills, and this also impeded progress.

The quality of learning was good in all parts of the school. Outstanding relationships between teachers and students created safe and secure learning environments and ensured that students took responsibility for their own learning. Students collaborated well in lessons and thoroughly enjoyed problem solving. They took turns in groups and listened attentively to one another. As well as the consistency of planning, other strengths in some subjects, such as English, French, science and mathematics, included the use of group

work to develop students' skills, collaborative work and problem solving. In these lessons, students made positive links between areas of learning and other subjects. Enquiry, research and thinking skills were a common feature of learning in most lessons.

Assessment procedures were good and had improved since the previous inspection. The school carried out regular assessments of students' progress in key subjects. Data were recorded efficiently and the school tracked students' progress well. Teachers marked work regularly but not all offered students pointers for improvement. As a result, not all students knew what they needed to do in order to improve. In addition, information from assessment was not systematically used to inform students' learning and to adapt the curriculum.

### How well does the curriculum meet the educational needs of students?

	Maternelle	Primaire	Secondaire
Curriculum quality	Outstanding	Good	Good

The curriculum was of outstanding quality in the Maternelle and good in the other phases. It was broad and well structured with a clear rationale for all phases of the school. Transition activities were very effective and contributed well to students' personal and academic development. Students, especially in maternelle and primaire, were prepared extremely well to become reflective learners through group work and were assigned roles and responsibilities within their groups. Needs of learners were met well through a range of differentiated activities and specialised planning, particularly for low achieving students. However, the needs of the more able students in some parts of the curriculum were not fully met. For example, in secondaire, gifted and talented students did not reach their full potential as the independent use of ICT was limited. The curriculum was reviewed regularly in many areas; however an aspect for immediate development was the compliance for Arabic as a second language in primaire and secondaire. Cross-curricular elements ran through all subject areas, providing many opportunities for students to reflect, enjoy and make connections with other aspects of learning, particularly in maternelle and primaire. The school curriculum in both maternelle and primaire consistently included creative, physical and practical experiences. It was superbly enhanced by a wide range of activities on and off site. There were many excursions – locally, nationally and internationally. Learning was supported directly with memorable experiences such as visits to the local natural reserves, art galleries, museums and local centres for disabled students. Students regularly took part in sports activities and tournaments with local schools.

## How well does the school protect and support students?

	Maternelle	Primaire	Secondaire
Health and Safety	Outstanding	Outstanding	Outstanding
Quality of Support	Good	Good	Good

Arrangements for ensuring students' health and safety were outstanding. Clear expectations about behaviour in school and on buses and close supervision ensured students' safety. The premises were extremely clean and in good order; fire safety and science laboratory equipment was maintained in good condition. Healthy living was systematically built into the curriculum with the assistance of the school nurse and promoted in all aspects of the life of the school, most especially through the nutritious lunches served in the canteen. Staff were well aware of child protection arrangements.

The quality of support for students was good overall. Relationships between staff and students were exemplary, as was the students' behaviour. Programmes supported students in resisting bullying and practising conflict resolution strategies. Guidance on future education options was appropriate for the age of the students. The monitoring of attendance and punctuality was effective. Additional support was provided for underachievers in *soutien* classes held after school hours or through in-class support. However, these were not consistently effective in ensuring good progress. Across the school, students with identified learning needs made expected progress overall. Although a minority of class teachers planned a range of learning opportunities linked to students' needs, this was not consistent across subjects and grades, especially for the most able students.

## How good are the leadership and management of the school?

	Whole school
Quality of leadership	Good
Self-evaluation and improvement planning	Good
Partnerships with parents and the community	Good
Governance	Good
Management, including staffing, facilities and resources	Good

The leadership of the school was good. The newly appointed Directeur, ably supported by his senior leadership team, provided a clear educational direction and created a positive working ethos where all staff worked harmoniously. Systems to raise standards had been implemented and, as a result, the quality of planning and opportunities for group work had improved. Subject co-ordinators, especially in the main subjects, had made an effective start in sharing best practices. Whilst this was in the early stages of development, it nevertheless was having a positive effect on improving the quality of teaching and learning.

Self-evaluation was good; leaders had an accurate picture of the school's strengths and areas of development. They were very pro-active in implementing strategies linked to the recommendations in the previous report, resulting in improvement as seen in the outstanding curriculum in maternelle, and the outstanding attainment in French and English. The school had made an effective start at monitoring the quality of teaching and learning but did not have a consistent enough system for feedback to teachers.

The partnership and communication with parents were good. Parents were well informed about both academic and personal development of their children but they believed that the *bulletin trimestriel* should contain more information on how to help their children to improve. Parents participated in various committees which directly influenced the life and work of the school; there was, for example, a very effective PTA which worked tirelessly at raising funds for the school involving parents in all aspects of school life. Links with the local community were incorporated into the curriculum and enriched learning experiences for all students.

Governance in school was good. The board of governors supported the leadership team well and shared the vision of improvement by being actively involved in evaluating all aspects of school life. This group ensured the school leaders were held to account for standards.

The school was well managed and had a good complement of well qualified teachers and up-to-date resources. The number of teachers was proportionate to the number of students and staff all held qualifications appropriate to the age ranges they taught. Resources for learning such as ICT were expanding but access was not always easy, hindering the development of independent learning skills of students.

## What are the views of parents, teachers and students?

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

Responses to the surveys			
Responses received	Number		Percentage
Parents	This year	160	35%
	Last year	139	35%
Teachers	36		48%
Students	There are no upper secondary-aged students in the school		

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

The majority of parents were pleased with the school, its ethos and care for the students. All groups felt that teaching was the school's main strength and that this led to good results in all subjects, especially in French. Parents and teachers considered that the school promoted their children's health and safety very well, and that students' behaviour was very good. Home-school links and communication were also judged to be good. Almost all respondents regarded the leadership of the school as good. Most parents would have liked improved communications with the school. Students and parents would have appreciated more access to ICT and more opportunities for sport. Teachers were pleased with the improvement of their school.

## What happens next?

The school has been asked to prepare and submit an updated action plan to DSIB within two months of receiving the most recent report. This 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 inspection will report on the progress made by the school.

**Dubai Schools Inspection Bureau**

**Knowledge and Human Development Authority**

## How to contact us

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).

## Our work with schools

Dubai Schools Inspection Bureau (DSIB) inspects schools to inform parents, students and the wider community of the quality of education provided. Inspectors also give guidance to staff about how to improve the standard of education.

At the beginning of the inspection, we ask the principal and staff about the strengths of the school, what needs to improve and how they know. We use the information they give us to help us plan our time in school. During the inspection, we go into classes and join other activities in which students are involved. We also gather the views of students, parents and staff. We find their views very helpful and use them, together with the other information we have collected, to arrive at our view regarding the quality of education.

This report tells you what we found during the inspection and the quality of education in the school. We describe how well students are doing, how good the school is at helping them to learn and how well it cares for them. We comment on how well staff, parents and children work together and how they go about improving the school. Finally, we focus on how well the school is led and how staff help the school achieve its aims.

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