



هيئة الشارقة للتعليم الخاص  
SHARJAH PRIVATE EDUCATION AUTHORITY

ITQAN Programme  
**School Performance Review (SPR)  
Report**

**Lycee Francais International Georges Pompidou**

21-24 November, 2022

**Overall Effectiveness**

**VERY GOOD**



إتقان ITQAN



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## PURPOSE AND SCOPE

Sharjah Private Education Authority (SPEA) is grateful to Sharjah private schools and their stakeholders including students and their parents, teachers and staff, school leaders and governors for sharing their views of the school and engaging with our review teams during this School Performance Review (SPR). This report shares the findings of this four-day review. It identifies strengths and areas for improvement along with strategic recommendations intended to help the school bring about its own improvement.

### Purpose

The main purpose of this SPR is to assist schools in their continuous improvement journey through an external validation of their progress, quality and capacity to improve in the context of Sharjah Private Education Authority's (SPEA) vision to achieve *'Excellence in Education'* by 2024. SPEA has been a pioneer in supporting the private education sector in Sharjah, driven by its mission of *'Enabling the learner's community to grow and achieve aspiring outcomes through supportive and effective services'*. This new and innovative approach to school review is an important part of our strategy for achieving this vision because it supports continuous school improvement.

### Scope

This review is guided by Performance Standards 1 to 6 and seventeen related Performance Indicators taken from the 2015-16 UAE School Inspection Framework. These Performance Standards relate to Student's achievement, Students' personal and social development, and their innovation skills, Teaching and assessment, Curriculum, The protection, care, guidance and support of students, and Leadership and management.

The findings relating to the six Standards and their associated Indicators will provide judgements based on the six-level scale in the UAE School Inspection Framework. These judgements will help schools understand the impact of their provision on students' academic and personal outcomes.

Where applicable, the SPR also gathered information about the provision for Arabic language, the school's use of international benchmarking data, and the provision for KG.



## THE SCHOOL PERFORMANCE REVIEW PROCESS

The SPR uses the six Performance Standards (PS) and seventeen Performance Indicators (PI) from the UAE School Inspection Framework issued in 2015, as follows:

**Performance Standard 1: Students' achievement**, comprising:

- PI 1.1 Attainment
- PI 1.2 Progress
- PI 1.3 Learning skills

**Performance Standard 2: Students' personal and social development, and their innovation skills**, comprising:

- PI 2.1 Personal development
- PI 2.2 Understanding of Islamic values and awareness of Emirati and world cultures
- PI 2.3 Social responsibility and innovation skills

**Performance Standard 3: Teaching and assessment**, comprising:

- PI 3.1 Teaching for effective learning
- PI 3.2 Assessment

**Performance Standard 4: Curriculum**, comprising:

- PI 4.1 Curriculum design and implementation
- PI 4.2 Curriculum adaptation

**Performance Standard 5: The protection, care, guidance and support of students**, comprising:

- PI 5.1 Health and safety, including arrangements for child protection/safeguarding
- PI 5.2 Care and support

**Performance Standard 6. Leadership and management**, comprising:

- PI 6.1 The effectiveness of leadership
- PI 6.2 Self-evaluation and improvement planning
- PI 6.3 Partnerships with parents and the community
- PI 6.4 Governance
- PI 6.5 Management, staffing, facilities and resources



## Judgements

The judgements stated in this report use the following six-level scale.




<b>Outstanding</b>	The quality of performance substantially exceeds the expectations of the UAE
<b>Very good</b>	The quality of performance exceeds the expectations of the UAE
<b>Good</b>	The quality of performance meets the expectations of the UAE
<b>Acceptable</b>	The quality of performance meets the minimum level required in the UAE
<b>Weak</b>	The quality of performance is below the expectation of the UAE
<b>Very weak</b>	The quality of performance is significantly below the expectation of the UAE

To gather the required information to inform these judgements, our team of reviewers carried out a wide range of activities during the four-day visit, including:

- visits to lessons in Arabic, Islamic education, UAE social studies, English, mathematics and science, and other subjects, including lessons reviewed jointly with senior leaders of the school;
- reviewing important documents such as, students' attainment data, school self-evaluation form, school policies and the school improvement plan;
- meeting the Governors, Principal, senior leaders, middle leaders, subject coordinators, teachers, parents, and students;
- reviewing teachers' lesson plans, samples of students' coursework and related information;
- attending school activities such as assemblies, arrivals, departures, and break times; and
- analysing the outcomes of the surveys returned by parents.



## SCHOOL INFORMATION

SCHOOL INFORMATION		
 <b>School</b>	School ID	206
	School location	Sharjah
	Establishment date	01/12/1974
	Language of instruction	French
	School curriculum	French National Curriculum
	Accreditation body	Ministry of Education, France
	Examination Board	n/a
	National Agenda Benchmark Tests/ International assessment	Evaluation Nationale CP Evaluation Nationale CE1
	Fee range	26500-3200 AED
 <b>Staff</b>	Principal	Mohamed Lamine Dib (Directeur)
	Chair of Board of Governors	Omar Germouni (Proviseur)
	Total number of teachers	24
	Total number of teaching assistants	5
	Turnover rate	4.16%
	Main nationality of teachers	French
 <b>Students</b>	Teacher: student ratio	1:12
	Total number of students	300
	Number of Emirati students	9
	KG: number and gender	33 boys; 45 girls
	Primary: number and gender	109 boys; 113 girls
	Middle: number and gender	n/a
	High: number and gender	n/a
	Nationality groups	1. French 2. Tunisian
Total number of students with special educational needs	2	

## PROGRESS JOURNEY

Previous Inspection in 2018:	Current Review
<b>VERY GOOD</b>	<b>VERY GOOD</b>





## SUMMARY OF REVIEW FINDINGS

These findings draw from our team of four reviewers' 79 lesson observations. Due to the French National Curriculum protocol in relation to the performance management of teachers, no joint observations were undertaken.

### **SUMMARY OF THE OVERALL PERFORMANCE OF THE SCHOOL:**

The school's overall effectiveness is Very Good. This is the same outcome as the inspection undertaken in March 2018. The school enrolment numbers have declined since the previous review, but there has been an improvement in the staff to student ratio and additional assistant teachers have been employed. The current director is the third to lead the School since 2018. Academic performance and student wellbeing and growth are clear focuses of the school. School leadership ensures conformity with the standards of the French National Curriculum. Teachers are all fully licensed in accordance with the French Government requirements, whether they be national or local hires. The learning environment is harmonious and caring, and reflects the quality of the teaching skills which promote very good student outcomes, especially in science, mathematics and the language of instruction in both Kindergarten and Primary. Students have improved their learning in Islamic Education in Primary, and in Arabic both first and other language in Kindergarten and Primary. The large majority of students are eager learners, their learning skills are well developed and they are continuing to make progress. Parents play an important partnership role in the School, and the governing body together with the Proviseur, assures all administrative and financial matters and educational oversight.

### **KEY AREAS OF STRENGTH:**

- The quality of the teaching for effective learning, the classroom management skills, the knowledge of the curriculum, and the in-class assessment.
- The self-disciplined behaviour and positive attitudes of the students, their willingness to learn, and the development of their independent learning skills.
- The organisation of classes into small groups working in different subject areas that supports reflection, critical thinking and student achievement.
- The improvement in students' achievement in Islamic Education in Primary and Arabic as the first language and second language in both phases.
- The school's commitment to the care, health, and welfare of students, and to the safety and security of all.

### **KEY AREAS FOR IMPROVEMENT:**

- Enhancement of learning by increasing the use of technology by students in the classrooms.
- Provision of constructive written feedback in student notebooks.
- Further development of links to the UAE and Emirati culture in line with the requirements of the UAE School Inspection Framework.



## MAIN REVIEW REPORT

### PERFORMANCE STANDARD 1: STUDENTS' ACHIEVEMENT

**Students' achievement overall is Very Good**

Indicators:		KG	Primary	Middle	High
Islamic Education	Attainment	N/A	Good	N/A	N/A
	Progress	N/A	Good	N/A	N/A
Arabic (as a First Language)	Attainment	Good	Acceptable	N/A	N/A
	Progress	Good	Good	N/A	N/A
Arabic (as an additional Language)	Attainment	Good	Good	N/A	N/A
	Progress	Good	Good	N/A	N/A
Social Studies	Attainment	N/A	Good	N/A	N/A
	Progress	N/A	Good	N/A	N/A
Language of Instruction	Attainment	Very Good	Very Good	N/A	N/A
	Progress	Very Good	Very Good	N/A	N/A
English	Attainment	Very Good	Good	N/A	N/A
	Progress	Very Good	Good	N/A	N/A
Mathematics	Attainment	Very Good	Very Good	N/A	N/A
	Progress	Very Good	Very Good	N/A	N/A
Science	Attainment	Very Good	Very Good	N/A	N/A
	Progress	Very Good	Very Good	N/A	N/A
Other subjects (Art, Music, PE)	Attainment	Very Good	Very Good	N/A	N/A
	Progress	Very Good	Very Good	N/A	N/A
Learning Skills		Very Good	Very Good	N/A	N/A

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<b>Islamic Education</b>	<ul style="list-style-type: none"><li>• Students' achievement in Islamic Education in Primary is good. In lessons and their recent work, students make good progress.</li><li>• Internal assessment data indicates that students' attainment is outstanding. In lessons and their work, however, students' attainment is good as the majority attain above the curriculum standards.</li><li>• Primary students gain skills in reciting the Holy Qur'an verses confidently and accurately. They acquire values such as morals and Islamic manners and link these to their daily lives, for example, in their preparation for prayers, hygiene, and how they deal with others. Students have difficulty memorising the Holy Qur'an and Noble Hadeeths. They are less accurate in their application of the Tajweed rules. Most students can recognise the Pillars of Islam. They can talk confidently about the conditions of prayers in detail about these areas.</li><li>• The majority of groups of students make above expected progress. There is no significant variation.</li></ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"><li>• Students' knowledge and understanding of Islamic values, traditions, and practices.</li><li>• Students' understanding of Islamic teaching and etiquettes linked to their daily lives.</li></ul>	<ul style="list-style-type: none"><li>• Students' recitation application of correct Tajweed rules.</li><li>• Students' abilities with memorizing Noble Hadeeths.</li></ul>



<b>Arabic</b>	<ul style="list-style-type: none"><li>• Students' achievement in Arabic as a first language (AFL) and Arabic as a second language (ASL) is good overall. In lessons and over time, students make good progress in both phases.</li><li>• AFL students' attainment is acceptable in Primary and good in KG. Attainment in ASL is good in both phases. In neither subject area does this outcome align with internal assessment data, which shows outstanding attainment in both phases.</li><li>• The majority of AFL and ASL students make good gains in their skills, knowledge and understanding in KG and Primary. In all lessons, AFL students develop good speaking, listening and writing skills and, in this way, learn to express their ideas clearly. However, reading fluency and comprehension skills are less developed in Primary.</li><li>• ASL students develop acceptable speaking and listening skills. They can read and comprehend words and phrases and develop speaking skills; the majority lack confidence in applying their skills in everyday contexts when expressing their ideas. Students' writing skills are less developed in KG.</li><li>• In both phases, the majority of groups of AFL students make better-than-expected progress. Across the school, higher-attaining students do not always progress as well as they should.</li></ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"><li>• Students' listening and speaking skills in KG.</li><li>• Students' discussion skills in Primary AFL.</li></ul>	<ul style="list-style-type: none"><li>• Students' reading fluency and comprehension skills in Primary AFL.</li><li>• Students' speaking fluency in ASL.</li></ul>



<b>Social Studies</b>	<ul style="list-style-type: none"><li>• Students' achievement in social studies in Primary is good. In lessons and over time, the majority of students make good progress in line with the national curriculum standards.</li><li>• Attainment is good. Internal assessment data indicates that students' attainment is outstanding, but this is not seen in lessons and students' work, where the majority of students attain above the curriculum standards.</li><li>• In Primary, students understand aspects of national identity, citizenship, and values in society. The majority of students understand the history of the UAE and know how the UAE flag and national emblem were designed. Students have good knowledge of the heritage and culture of the UAE. They gain a good understanding of the geography of their own and other countries. Their knowledge of UAE geography, including its physical features and economic facts, is less well-developed, as are their map reading skills.</li><li>• The majority of groups of students make better than expected progress with no significant variation.</li></ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"><li>• Students' knowledge of other cultures around the world.</li><li>• Students' knowledge and appreciation of the culture of the UAE.</li></ul>	<ul style="list-style-type: none"><li>• Students' knowledge of the geography of their own and other countries.</li><li>• Students' reading of the maps of UAE.</li></ul>



<b>Language of Instruction</b>	<ul style="list-style-type: none"><li>• Students' achievement in the language of instruction (French) is very good in both KG and Primary. In lessons and in their work, the large majority of students make very good progress.</li><li>• The school's internal data and assessment, and the results in CP and in CE1 National Evaluations, show that students' attainment is very good in both phases. This is supported in lessons seen and in students' work where the large majority of students achieve at a level above curriculum standards.</li><li>• The large majority of students make very good progress overall. In KG2 they can say their numerals in French from 1 to10, and can speak and write words and phrases. In Primary, students develop their skills in written and spoken French. They develop very good listening skills through dictations and through active listening comprehension and can write correctly in sentences and then in paragraphs as they progress through the school. At Grade 5 level they progress to be able to use their speaking and listening skills to analyse a piece of literature they are reading, but do not always use these skills to a higher level to demonstrate their critical thinking skills in writing.</li><li>• Overall, the large majority of students make better than expected progress, with some higher-attaining students making strong progress.</li></ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"><li>• Students' listening skills in dictation exercises.</li><li>• Students' small group work in analysing literature in Grade 5.</li></ul>	<ul style="list-style-type: none"><li>• Further development of critical thinking skills in writing in Grade 5.</li></ul>



<b>English</b>	<ul style="list-style-type: none"><li>• Students' achievement in English is good overall. In lessons and over time, the large majority of students make very good progress in KG and good progress in Primary.</li><li>• Attainment is good in Primary and very good in KG which does not fully align with the school's view of attainment in English. These judgements are based on lessons observed and students' work in their books as measured against curriculum standards as there is no available external data.</li><li>• Children make very good progress in KG. They learn to converse well in English and can discuss a range of topics that the teacher raises with them. In Primary, the majority of students develop good speaking, listening, and reading skills in line with curriculum standards. For example, in Grade 2 they use their speaking skills to conjugate verbs in the present and past tenses. In Grade 5 they can hold a discussion using their speaking and listening skills based on a reading comprehension. Some examples of extended writing activities were observed but there was no use of technology for students to develop their text writing and editing skills. Most classes observed are concentrated on grammar instruction and less on listening, reading and writing.</li><li>• The majority of groups make above-expected progress in their English lessons in Phase 2 and a large majority exceed expected progress in Phase 1.</li></ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"><li>• Children's speaking skills in KG.</li><li>• Students' reading and communication skills across the school.</li></ul>	<ul style="list-style-type: none"><li>• Students' use of technology to assist in improving their writing and editing skills in Primary.</li></ul>



<b>Mathematics</b>	<ul style="list-style-type: none"><li>• Students' achievement in mathematics is very good overall in both KG and Primary. In lessons and in their work, the large majority of students make better than expected progress in both phases. This is in line with the school's internal data which shows all students make very good progress across the school.</li><li>• Internal assessment data for KG and Primary show attainment is very good in both phases. This is in line with what is seen in lessons and in students' books where, overall, the large majority of students attain above curriculum standards.</li><li>• In KG, children know their numbers and can represent numbers using counters. They can make patterns by colour, size and shape and can write number words up to eight. Primary students develop their skills in mathematical reasoning, estimation, and mental mathematics. For example, Grade 2 students estimate the cost of making a fruit salad by looking at prices and doing addition. Grade 5 students learn their multiplication tables by practising mental mathematics strategies. A minority of students have less developed mental mathematics skills by the end of the phase.</li><li>• Overall, most groups of students make better than expected progress. Higher-attaining students sometimes do not progress as well as they could in the minority lessons, particularly when activities are not well differentiated, and all students do the same task.</li></ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"><li>• Children's number skills in KG.</li><li>• Students' estimation and mathematical reasoning skills in Phase 2.</li></ul>	<ul style="list-style-type: none"><li>• Students' mental mathematical skills by Grade 5.</li></ul>





<b>Science</b>	<ul style="list-style-type: none"><li>• Students' achievement in science is very good overall in both KG and Primary. In lessons and in their work, the large majority of students make better than expected progress in both phases. This is in line with the school's internal data which shows all students make very good progress across the school.</li><li>• Internal assessment data for KG and Primary show that attainment is very good in both phases. This is in line with what is seen in lessons and in students' books where, overall, the large majority of students attain above curriculum standards.</li><li>• The large majority of students make better than expected progress. For example, in KG, children explore different habitats and animals, particularly wolves. Children experiment with cables and batteries to draw conclusions about their observations. Primary phase students develop their scientific terminology by using accurate vocabulary to explain adaptation processes with respect to weather conditions then discuss what organisms need to survive in particular environments. Grade 2 students experiment with thermometers and temperature to draw conclusions. A large minority of students have less developed scientific investigative skills by Grade 5.</li><li>• Overall, most groups of students make better than expected progress.</li></ul>	
	<b>Areas of Strength</b>	<b>Areas for Improvement</b>
	<ul style="list-style-type: none"><li>• Children's skills of exploration and observation to draw conclusions in KG.</li><li>• Students' knowledge and understanding and their accurate use of scientific terminology in Primary.</li></ul>	<ul style="list-style-type: none"><li>• Students' investigation skills by Grade 5 including the accurate use of the scientific inquiry method.</li></ul>

<b>Other subjects</b>	<ul style="list-style-type: none"><li>• Students' achievement in other subjects is very good in both KG and Primary. In lessons and over time, the large majority of students make very good progress.</li><li>• Attainment is very good in both phases. These judgments are based on lessons observed and students' work in their books.</li><li>• Overall, students make very good gains in their knowledge, skills, and understanding in their other subjects. Students learn aspects of teamwork very well in PE lessons in Primary and develop skills in art and music in KG. For example, Grade 3 students learn teamwork and collaboration in a basketball lesson, and Grade 5 students are able to arrange a song after extensive group discussion. Students have yet to apply critical thinking to improve their own outcomes and those of their peers in 'other subjects'.</li><li>• Most groups of students make above-expected progress in both phases.</li></ul>
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	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none"><li>• Students' teamwork in PE and willingness to learn new skills.</li><li>• Students' competence in musical performances.</li></ul>	<ul style="list-style-type: none"><li>• Critical thinking skills to enhance students' own learning and that of their peers in 'other subjects'.</li></ul>
<b>Learning Skills</b>	<ul style="list-style-type: none"><li>• Students learning skills in both KG and Primary are very good.</li><li>• Students are keen learners across the two phases and increasingly take responsibility for their own learning as they progress through the school.</li><li>• They work collaboratively in groups or in pairs, and develop skills to self-assess their progress. The majority can communicate their learning effectively.</li><li>• In KG children are effective at making connections across curriculum areas, but this is less evident in the Primary section.</li><li>• Critical thinking skills are generally key features of the learning, and students are effective in their use of enquiry and of research skills, although this is not achieved through the use of technology in the classrooms.</li></ul>	
	Areas of Strength	Areas for Improvement
	<ul style="list-style-type: none"><li>• Keenness and willingness to learn.</li><li>• Skills of critical thinking and self-evaluation.</li></ul>	<ul style="list-style-type: none"><li>• Students' use of technology in the classroom to assist in further development of learning skills.</li></ul>



## PERFORMANCE STANDARD 2: STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT AND THEIR INNOVATION SKILLS

Indicators:	KG	Primary	Middle	High
<b>Personal development</b>	<b>Very Good</b>	<b>Very Good</b>	<b>N/A</b>	<b>N/A</b>
<ul style="list-style-type: none"><li>Students' personal and social development, and their innovation skills are very good overall.</li><li>Students are responsible school members and have positive attitudes to learning. They respond well to critical feedback to ensure they are consistently learning.</li><li>Students are consistently self-disciplined and therefore bullying in the school is rare. Students' exemplary behaviour is influential across the school. Strong relationships between students and teachers, and between students, help each other at all times.</li><li>Students have a secure understanding of healthy eating and maintain active lifestyles. They bring in healthy snacks and engage in timetabled physical education classes. A minority of students bring unhealthy snacks to school.</li><li>Students' attendance is very good at 96%. Almost all students attend school and lessons on time with only a few latecomers to the morning assembly.</li></ul>				
<b>Understanding of Islamic values and awareness of Emirati and world cultures</b>	<b>Very Good</b>	<b>Very Good</b>	<b>N/A</b>	<b>N/A</b>
<ul style="list-style-type: none"><li>Students demonstrate a very good understanding of Islamic values and how these influence life in the UAE. They are knowledgeable and respectful of the traditions and heritage of the UAE as they engage in visits and projects such as the trip to the Louvre in Abu Dhabi, Sharjah Zoo, and Expo Dubai. Students also visited the museum of Art, the archaeology museum, and the calligraphy museum.</li><li>Students are knowledgeable and respectful of their own and other cultures. They participate in a range of events to deepen their understanding of other cultures, including participation in some research projects about the Pyramids of Egypt, the Mona Lisa and landmarks of France and Great Britain.</li></ul>				



Social responsibility and innovation skills	Good	Good	N/A	N/A
<ul style="list-style-type: none"><li>• Students are not regularly involved in volunteering within the school or the local community, but KG children help teachers clean up around the class after activities, and the older ones in Primary have planted a little garden next to the KG section. Grade 5 students prepare and present workshops to younger children in KG which develops their leadership skills.</li><li>• Students show an excellent work ethic. They enjoy lessons and take the initiative to organise activities themselves, particularly in science where students prepared a little experiment with thermometers and temperatures. KG children created 'me silhouettes' using various resources and techniques. Generally, students' innovation and enterprise skills are less well developed.</li><li>• Students demonstrate a good understanding of the benefits of sustainability. They participate in some activities that promote sustainability and conservation in the community by planting flowers and using recycling bins appropriately.</li></ul>				
<b>Areas of Strength:</b> <ul style="list-style-type: none"><li>• Students' very positive and responsible attitudes, behaviour, relationships, and self-discipline.</li><li>• Students' attendance.</li><li>• Students' appreciation and understanding of Islamic values and Emirati culture and heritage.</li></ul>				
<b>Areas for Improvement:</b> <ul style="list-style-type: none"><li>• Adoption of a healthy lifestyle for a minority of students.</li><li>• Students' innovation and enterprise skills appropriate to their age.</li></ul>				



### PERFORMANCE STANDARD 3: TEACHING AND ASSESSMENT

Indicators:	KG	Primary	Middle	High
<b>Teaching for effective learning</b>	<b>Very Good</b>	<b>Very Good</b>	<b>N/A</b>	<b>N/A</b>
<ul style="list-style-type: none"><li>• The overall quality of teaching and assessment is very good in both phases.</li><li>• Most teachers effectively apply their knowledge of their subjects and understand how students learn. In core subjects, teachers use a range of strategies to engage and challenge students.</li><li>• Core subject teachers plan engaging lessons, provide motivating learning environments, and use time and resources skillfully to enable all groups of students to be very successful learners. This is less consistent in the Arabic-medium subjects and in English in Primary. Most teachers use the classroom technology effectively to support students' learning, although they do not make such provision for the students themselves.</li><li>• Teacher-student interactions ensure that students are keen to learn and consistently engage in thoughtful discussion and reflections, particularly in French and science; however, dialogues do not consistently engage students in thinking critically in non-core subjects. Questioning is used appropriately to check and correct understanding and is more challenging in science and mathematics. However, Arabic-medium subject teachers do not consistently use strategies to extend students' knowledge, particularly for higher-attaining students.</li><li>• Teachers promote critical thinking and problem-solving in mathematics and science but are less focused on developing students' innovation skills in lessons. Critical thinking is still a developing feature in Arabic-medium subjects and in English in Primary. Independent learning is more effectively promoted across both cycles and subjects.</li></ul>				
<b>Assessment</b>	<b>Very Good</b>	<b>Very Good</b>	<b>N/A</b>	<b>N/A</b>
<ul style="list-style-type: none"><li>• Internal assessment processes are coherent and consistent and provide valid, reliable and comprehensive measures of students' progress. The school benchmarks students' outcomes against the French national standards and systematically compares these with other schools in the Lycee Francais International Georges Pompidou (LFIGP) group and the Moyen Orient Peninsule Indienne (MOPI) region in core subjects. This is not yet done in the Arabic-medium subjects.</li><li>• Assessment information is used effectively to influence teaching in the core subjects, but not consistently to challenge the higher-attaining students particularly in English in Primary.</li></ul>				



- The school has a marking policy and work is returned promptly with helpful examples of written feedback. However, this is not yet fully embedded across all subjects.

**Areas of Strength:**

- Questioning that consistently deepens students' understanding about various topics particularly in the core subjects.
- The rigour of the internal assessment processes that provides very detailed information for teachers about their students.

**Areas for Improvement:**

- Teaching strategies and learning activities that are more precisely matched to individual students and different groups especially the higher attainers.
- The quality of the written feedback to consistently identify next steps to students particularly in non-core subjects.





## PERFORMANCE STANDARD 4: CURRICULUM

Indicators:	KG	Primary	Middle	High
<b>Curriculum design and implementation</b>	<b>Very Good</b>	<b>Very Good</b>	<b>N/A</b>	<b>N/A</b>
<ul style="list-style-type: none"><li>• The overall quality of the curriculum is very good overall. The curriculum follows all statutory requirements. It is broad and balanced and meets the needs of all students</li><li>• Overall, the curriculum is planned very well to ensure continuity and progression in most subjects between the years. Students are well prepared for the next phase of their education.</li><li>• The curriculum provides for students to be able to access a wholly French curriculum. There is also the opportunity to access the curriculum through some subjects being delivered through the medium of English in the International Section.</li><li>• Cross-curricular links are planned for in the curriculum. This is particularly strong in KG. Some evidence was seen of these links being used well to support the transfer of students' knowledge between subjects, for example?. This helps students link areas of learning and relate their studies to the wider world.</li><li>• The curriculum is reviewed on a regular basis to ensure good provision is in place across all subjects. Although this is mostly done centrally by the French government, the development of the local curricula, such as Arabic and Islamic Education has served to improve the implementation of these subjects leading to improved outcomes.</li></ul>				
<b>Curriculum adaptation</b>	<b>Good</b>	<b>Good</b>	<b>N/A</b>	<b>N/A</b>
<ul style="list-style-type: none"><li>• In their planning, there is evidence that teachers modify the curriculum to meet the needs of their students. However, the delivery of these modifications is inconsistent between teachers and subjects.</li><li>• Extra-curricular activities offer a range of clubs and activities. However, students have limited age-appropriate opportunities to be innovative and develop their enterprise skills sufficiently.</li><li>• The curriculum interests and motivates students and keeps them fully engaged in their learning, so that they achieve very well overall. Some students used their skills and knowledge to set up workshops for students at other levels. Enterprise and innovation were not evident in the school. The school has initiated several projects in this area to encourage more use of technology across the curriculum.</li></ul>				



- Several examples were seen of students developing an awareness of Emirati culture and UAE society as a whole. However, these are not built into lessons consistently.

**Areas of Strength:**

- The curriculum which ensures that there is progression in all subjects from year to year.
- The modification of the curriculum to ensure that it meets all UAE statutory requirements.

**Areas for Improvement:**

- The consistency of curriculum modifications between teachers and subjects.
- Opportunities to develop students' enterprise and innovation skills.



## PERFORMANCE STANDARD 5: THE PROTECTION, CARE, GUIDANCE AND SUPPORT OF STUDENTS

Indicators:	KG	Primary	Middle	High
<b>Health and safety, including arrangements for child protection /safeguarding</b>	<b>Very Good</b>	<b>Very Good</b>	<b>N/A</b>	<b>N/A</b>
<ul style="list-style-type: none"><li>• The protection, care, guidance and support of students are very good overall.</li><li>• Policies and procedures for keeping children and students safe, including child protection, are in place. As a result, the school presents as a very safe and secure environment for students</li><li>• The school provides a very safe environment. Students are very well supervised, including on school transportation. The premises are clean and well-maintained.</li><li>• The school maintains very strong paperwork in relation to required health and safety checks.</li><li>• Policies and procedures, as well as the curriculum, show that the school has a strong focus on developing healthy lifestyles among the students. The promotion of healthy lifestyles including food and exercise is very clear and purposeful being systematically built into most areas of school life.</li></ul>				
<b>Care and support</b>	<b>Very Good</b>	<b>Very Good</b>	<b>N/A</b>	<b>N/A</b>
<ul style="list-style-type: none"><li>• Relationships between staff and students are very positive throughout the school. Systems and procedures for managing students' behaviour are very effective. No negative incidences of behaviour were seen during this review visit.</li><li>• The school identifies students with special educational needs (SEND) and also identifies lower-attaining students. There is no consistent recognition of, or provision for, G and T students</li><li>• Specialist support for SEND students is provided, but teachers do not consistently modify their lessons to meet these students' needs. These students receive special consideration from their teachers but this is not necessarily consistent across all grade level and subject areas.</li><li>• Systems and procedures for monitoring students' well-being and personal development, including their emotional and mental health are strong, and there is a good collaborative ethos in place between the education and health staff. Systems to introduce KG children and parents to the school are very strong allowing children to settle into the school very rapidly and to start to make very good progress.</li></ul>				
<b>Areas of Strength:</b>				
<ul style="list-style-type: none"><li>• Arrangements for keeping students safe, including child protection.</li></ul>				



- Staff-student relationships across the school and behaviour management.
- Promotion of attendance and punctuality.

**Areas for Improvement:**

- Support for students with SEND in lessons.
- Identification of students who are gifted and talented.



## PERFORMANCE STANDARD 6: LEADERSHIP AND MANAGEMENT

### Indicators:

<b>The effectiveness of leadership</b>	<b>Very Good</b>
<b>Self-evaluation and improvement planning</b>	<b>Very Good</b>
<b>Partnerships with parents and the community</b>	<b>Very Good</b>
<b>Governance</b>	<b>Very Good</b>
<b>Management, staffing, facilities and resources</b>	<b>Very Good</b>

- The leadership of the school is under the auspices of the French National Government (represented by the local School Inspector and the Proviseur). It is highly effective in its stewardship of the French National Curriculum, and is making progress towards including more elements of the UAE national and Emirati priorities.
- The processes for school self-evaluation are the responsibility of the leadership and are meaningfully focused on improving the students' learning experience. The Improvement Plan (Projet d'Établissement) effectively assesses the improvement made over the previous three year period and clearly identifies the focuses and goals to be met in the next three years, although not always with reference to the areas for improvement from previous inspection reports.
- The school is effective in engaging parents and communications between the school and the home are of a high standard. Parents are seen as partners in the learning and are well informed about their children's academic progress and personal development. Teachers make regular contact with parents. Under the supervision of a parent group, the school makes contributions to the local community.
- Parent groups also have an effective relationship with the leadership and there are parent-elected members of the governing board. Meetings are held regularly and parents are seen as active partners and play a positive role in bringing some changes. The governing board, together with the Proviseur, oversees the school's leadership and has a direct influence on the overall performance of the school.
- Day-to-day management of the school has a positive impact on the teaching and learning. All teachers are appropriately qualified and trained and benefit from regular professional development. The premises are attractive, spacious and well maintained, and this contributes to sustaining a positive learning environment. There is a very good range of specialist facilities to



meet the learning requirements of the curriculum, and resources are well-matched to teaching and learning needs.

**Areas of Strength:**

- Secure knowledge of the curriculum and its implementation.
- Communications to, and partnership with, parents.
- Management of the day-to-day life of the school.
- The learning environment and the resources.

**Areas for Improvement:**

- Further development of the process for school improvement planning.
- Strengthening of the commitment to UAE national priorities in line with the requirements of the UAE School Inspection Framework.





## SPEA ADDITIONAL FOCUS AREAS

### Provision for Arabic Language

- There are four members of staff who teach Arabic, and all teach both first language and other language, with variable ratios of teachers to students depending on the different sizes of each class.
- The library provision of books in Arabic contains some 1700 texts, and offers fiction, documentaries and Islamic education texts.
- Reading provision in class is limited and little use is made of technology for this purpose.
- There are some examples of extra-curricular activities, including engagement with parents.

### The school's use of external benchmarking data

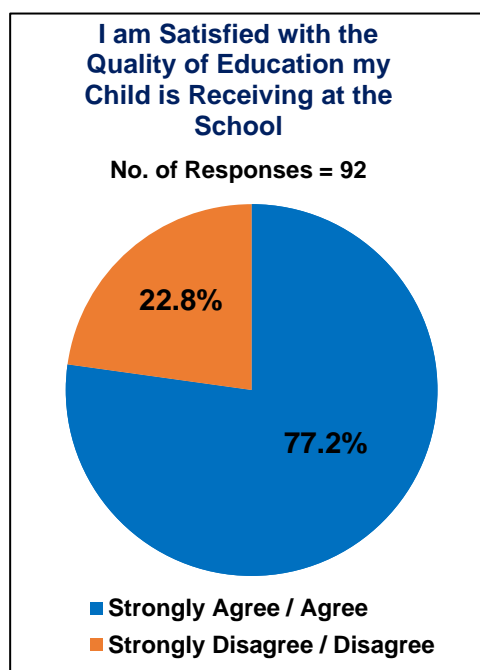
- N/A

### Provision for KG

- KG is appropriately staffed with a fully qualified classroom teacher and an assistant in all four classes. The ratio of teachers to children is 1:8 if the assistants are counted.
- The indoor environment offers large classroom spaces which provide different areas for different activities to support the learning, and are arranged with a variety of seating and working arrangements.
- Outdoor areas are adjacent to all KG classrooms, and there is a purpose-built, well-equipped and safe outdoor playing area. Learning resources, many of which are custom made by the teachers and assistants, fully support the learning programme.
- Arrangements for induction when children start school are in place and also for their transition to Grade 1. These are communicated to parents and parents express their satisfaction with the way this transition is managed.



## VIEWS OF PARENTS



## STRATEGIC RECOMMENDATIONS & NEXT STEPS

- Improve students' achievement by:
  - extending the use of technology in the classrooms to assist in further development of learning skills
  - developing teaching strategies, curriculum content and learning activities that are more precisely matched to individual students and different groups, especially the higher attainers
  - identifying students who are gifted and talented
  - augmenting the quality of the written feedback to consistently identify next steps to students.
- Improve the understanding of the interconnectedness between the requirements of the French National Curriculum and those of the UAE School Inspection Framework.

In addition to considering the full content of this report and identifying actions required to bring about improvement, the school should build the strategic recommendations into its improvement planning process.



In consultation with the assigned School Improvement Advisor, the school should send its revised improvement plan, including specific actions, timescales, and success measures, to SPEA within two months of the publication of this report. Four months later, the school should submit a detailed report on progress to SPEA.

SPEA's next school review will validate the progress report and include a review of further progress made by the school in implementing the recommendations from this SPR report.

If you have a concern or wish to comment on any aspect of this report, please contact SPEA on [schools.review@spea.shj.ae](mailto:schools.review@spea.shj.ae) within three weeks of receiving this report.



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SHARJAH PRIVATE EDUCATION AUTHORITY