



مجلس أبوظبي للتعليم
Abu Dhabi Education Council
Education First **التعليم أولاً**



Inspection Report

Lycée Louis Massignon

Academic Year 2014 – 2015

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Lycée Louis Massignon

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| Inspection Date | 20 – 23 April 2015 |
| School ID# | 38 |
| Lead Inspector | John Stewart |
| Licensed Curriculum | French |
| Number of Students | 1771 |
| Age Range | 4 to 18 years |
| Gender | Mixed |
| Principal | Didier Combeau |
| Proprietor | French Embassy |
| Chair of Governors | Didier Combeau |
| School Address | Rabdan St. Intersection of Murour St, BP 2314, Abu Dhabi |
| Telephone Number | +971 (0)2 444 8085 |
| Fax Number | +971 (0)2 444 9290 |
| Official Email (ADEC) | Louismassignon.pvt@adec.ac.ae |
| School Website | www.llm.ae |
| Date of last inspection | 9 – 12 June 2013 |

The overall effectiveness of the school

Inspectors considered the school in relation to 3 performance categories

Band A High performing (overall effectiveness grade 1, 2 or 3)

Band B Satisfactory (overall effectiveness grade 4 or 5)

Band C In need of significant improvement (overall effectiveness grade 6, 7 or 8)

| | | |
|-------------------------------------|----------------|----------------|
| The School was judged to be: | BAND A; | GRADE 3 |
|-------------------------------------|----------------|----------------|

The main strengths of the school are:

- standards are significantly above age-related international expectations and students make very good progress in French, English, mathematics and science
- students' attitudes to learning are very good and they are highly motivated to learn and behave appropriately
- relationships are very strong across the school and based on mutual respect
- a very diverse range of extra curricular activities, visits and visitors
- a very positive ethos in which students are well cared for and happy.

The main areas for improvement are:

- standards and progress in subjects taught in Arabic for native speakers which are lower than in other subjects
 - the many cramped classrooms, especially in KG and primary sections
 - use of ICT and other resources to support learning in lessons .
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Introduction

The school was evaluated by 5 inspectors. They observed 71 lessons, conducted meetings with senior leaders, subject coordinators, teachers, students and parents. They analysed test and assessment results, scrutinized students' work across the school, analysed 503 responses to the parents' questionnaire and considered many of the school's policies and other documents. The principal and senior leadership team were involved throughout the process and the principal undertook a joint observation of a lesson with inspectors.

Description of the School

Lycée Louis Massignon opened in 1971 in a predominantly residential area of Abu Dhabi. It moved to the current premises in 1982. It is a French public school under the supervision of L'agence pour l'enseignement français à l'étranger (AEFE - the French authority for schools outside France). It offers the French National Curriculum and the French Baccalauréat and follows the UAE Ministry of Education (MoE) curriculum for subjects taught in Arabic. The language of instruction is French/Arabic. The school aims to teach an enriched French curriculum with a particular focus on languages, and enable all students to achieve their potential. Its core values are 'an unrelenting commitment to high quality and continuing improvement; transparency and integrity; cooperation and partnership'.

The school caters for students from the Kindergarten (KG) to Grade 12. All classes are mixed gender. There are 220 children in KG, 561 students in grades 1 - 5, 621 students in Grades 6 – 9 and 369 students in Grades 10 -12. There are an equal number of boys and girls. The students come from varied cultural backgrounds; 55% are French, 5% Canadian. 29% are of Arabic heritage, of which 12% are Lebanese, 4% Tunisian, 3% Moroccan, 4.% are UAE nationals, with smaller proportions from other nationalities; 32% are Muslim. The school identifies 31 students with special educational needs (SEN), mostly with learning or language difficulties, and a small number with physical or medical difficulties.

Admission is by parental application and decisions are made by the French Embassy. A very small number of students from outside the French system take entrance tests. The school is over subscribed.

The principal and 1 vice principal are new to the school and joined this academic year. The leadership team comprises the principal, directors of primary and secondary sections and the finance director. Governance is through a 'Conseil

d'Établissement', which includes senior staff, both teaching and administrative, and students and parent representatives.

School fees range from AED 20,066 in KG to AED 36,934 in Grade12. The school charges additionally for books, uniform, sports, examination fees and transport. The school employs 165 teachers. Turnover is about 13% annually, mainly because of professional relocation of spouses and contracts finishing under the French system.

The Effectiveness of the School

Evaluation of the school's overall effectiveness

Lycée Louis Massignon provides a good quality of education. Attainment and progress are significantly above French national averages in French and mathematics and well above age-related international expectations in English and science. Attainment in the subjects taught in Arabic is satisfactory and students' make satisfactory and improving progress. The quality of teaching, the implementation of the curriculum and the buildings and facilities are good. Teachers do not make sufficient use of resources, including modern technology to enable students to apply their skills actively.

The senior leadership team are all recently appointed. They have had a positive impact on the recommendations from the previous inspection report. The school enjoys the support of many parents and teachers' morale is high. Students appreciate the caring ethos and feel safe; as a result they display very positive attitudes to learning and acquire strong personal qualities. The school is well managed and runs smoothly.

Students' attainment & progress

Attainment and progress are good. Standards in French national tests in French and mathematics at the end of Grades 9 and 12 have been significantly above schools following the same curriculum for the past 10 years. Students make very good progress. Attainment in English and science is well above age-related expectations. Students achieve very highly in the International English Language Testing System (IELTS) examinations. Overall standards in Arabic, Islamic Education and social studies are in line with curriculum expectations and are improving. Students make satisfactory and improving progress in the subjects taught in Arabic.

Students develop 21st century skills very well, especially critical thinking, communication and collaboration. Students with SEN make good progress and more able students achieve significantly above age - related expectations in

French national tests. Many students have succeeded in international competitions and projects in different parts of the AEFÉ MOPI (Middle East and Indian Peninsula) region.

In Arabic, non - native students are making better progress than native speakers. Most students are able to listen and read the target language adequately. They have sufficient comprehension to answer questions and use extended vocabulary. They understand the contrast between verbal and nominal sentences and their handwriting is adequate. In Islamic education, attainment and progress are stronger in the lower grades. Most students can relate their learning to real life situations. They have suitable knowledge of the Prophets and the Pillars of Islam. Many recite the Holy Qur'an accurately when provided with the opportunity, though this is infrequent. In social studies, students have good knowledge of the history and traditions of the UAE.

In French, children in KG have ample opportunity to practise their language through play and focus groups. Reading is accurate and students' vocabulary is extensive by the end of the primary section. Spelling and grammar are usually accurate and students have good oral skills. In secondary grades, students read text accurately with very good comprehension. They are articulate and express their ideas confidently when debating. In English, students make a good start in KG in speaking and listening and are able to understand teachers' instructions and give short answers to questions. Students rapidly develop confidence in spoken English and can debate in a spontaneous, natural and contemporary manner. In mathematics, students have secure basic numeracy and problem solving skills in real life situations. They can manipulate complex equations and interpret graphs accurately. In science, students gain strong investigational and practical skills because these are developed from an early age. This supports the development of knowledge and understanding of scientific facts and concepts effectively because tasks are related to the real world and students' direct experiences. Information and communication technology (ICT) skills are not developed well enough as the school does not teach them discretely and students get limited opportunity to use them in other subjects.

The school uses diagnostic tests when students enter school to assess their basic skills. It uses standardised tests in French and mathematics. Students achieve highly in Cambridge and international English tests. The school has rigorous systems to track students' attainment and progress and analyses data to identify students who find learning difficult and more able students and provide them with additional support and challenge. Almost all students go on to University, often in Europe and Canada.

Students' personal development

Personal development is very good. Students say they feel safe and well cared for. Attendance is well above average at 97%, reflecting students' enjoyment of school. Punctuality to lessons is good. Almost all students behave very well during lessons because teachers have high expectations and students have very strong attitudes to learning. Most students display maturity beyond their age. Relationships with peers and teachers are very strong because they are based on mutual respect. Students confidently share ideas and listen respectfully to the views of others. Boys and girls socialise well together and break times are calm and orderly.

Students have very good 21st Century skills; they think deeply and provide extended answers when required, ask questions, undertake investigations and research and collaborate very effectively with their peers. They are highly motivated, persevere in tasks and are prepared very well for lifelong learning.

Around 25% of students participate in a wide range of sporting and other clubs. Many students participate in visits, including participation in competitions, in the MOPI region and beyond, to apply their skills and widen their experiences.

Students develop a very good understanding of the values and cultures of the UAE. Relationships between students from different backgrounds are mainly harmonious. Students gain very good understanding of the benefits of leading healthy lifestyles through regular sporting activities and the school's promotion of healthy diets. They participate in lifesaving training and cycling safety. Students feel very safe and well looked after.

When given the opportunity, students' overall contribution to the school is very good. They elect class representatives that subsequently go on to become school representatives. The elected school board is effective in the life of the school. Students recently led an anti-bullying campaign.

The quality of teaching and learning

The quality of teaching and learning is good. Lessons observed during the inspection ranged from outstanding to satisfactory. The majority of lessons were judged as good or better. Teaching in subjects taught in Arabic is not as strong as in other subjects; it was never less than satisfactory and the majority was either satisfactory and improving or good. The quality of teaching in Arabic is developing well as a result of continuous professional development.

Teachers have very good subject knowledge so that explanations and learning are accurate. Teachers and students have high expectations and this has a very positive impact on educational and personal outcomes. Teachers frequently use

good questioning skills to probe students' critical thinking. In the best lessons, students are active learners and collaborate positively with each other. Support staff are well used in practical subjects, especially in science, and KG.

In the most effective lessons, methods, activities and resources motivate students as they are relevant to their experiences. Teachers occasionally provide students with assessment criteria so they can judge their progress and learning. The majority of lessons provide a good level of challenge to students to think for themselves and complete tasks independently. Learning is least effective when teachers do not make learning expectations clear, talk too much and provide step-by-step support. In some lessons, especially in primary classes, resources are limited to workbooks and learning is too focused on acquiring knowledge. Students get insufficient opportunity to use their ICT skills in other subjects. Teachers do not consistently check on wider understanding to ensure that students fully understand before moving on to independent tasks.

Meeting students' needs through the curriculum

The delivery of the curriculum is good. Most subjects are fully aligned with the French National Curriculum, and the curriculum provided is broad and balanced. Lessons are often planned in units with a range of lessons developing particular skills or knowledge. The school offers a wide range of other subjects, especially in foreign languages, alongside core subjects to enrich students' learning and future prospects. The curriculum enables students to develop a very good understanding of the values and cultures of the UAE.

Subjects taught in Arabic follow the Ministry of Education curriculum. The organization of the curriculum means that some Muslim and older students have a very long day as lessons are sometimes held when other students have gone home. The school offers some bilingual teaching in the primary section with lessons taught in English. The school offers additional lessons for students who find learning difficult and those who arrive from other countries during the school year.

A wide range of extra curricular activities, visits and visitors enhances students' learning. For example, students have visited Spain, Berlin, Ireland, Istanbul, England and India to participate in competitions, use their languages or develop geographical or historical skills and knowledge. The MOPI network means that the school has very close links with other schools to share good practice.

The protection, care, guidance and support of students

The quality of protection, care, guidance and support is very good. There is a very positive ethos in which students are well cared for so they feel safe, happy and

secure. Leaders ensure that they make the best possible use of the space available to make students comfortable in a clean and well-maintained environment. The child protection policy and procedures are shared with all adults so they are aware of what to do if they suspect abuse. Bullying is infrequent and leaders deal with incidents promptly. The school keeps a central record of all the necessary checks to ensure all adults are vetted to work with children in the UAE.

Procedures to monitor attendance are rigorous and any absence is followed up on the first day. The student counselor and consultant are responsible for all students' welfare and deal with incidents in a timely and effective manner. Students get very effective guidance on choices when they leave school. There is a system to track students' progress once they have left.

The clinic is very clean and hygienic and all medicines and students' records are stored in locked cabinets. There are 2 nurses for the boys and the girls. The nurses' license has expired but it is under process for renewal. The school identifies students who find learning difficult and provides them with individual education plans.

The quality of the school's buildings and premises

The quality of the school's buildings and facilities are good. Health and safety staff ensure the accommodation is clean, well maintained and safe. They have clear roles and responsibilities. Accommodation in the newer block is good. Many KG and primary classrooms are cramped and are not suitable for interactive learning. The corridors in this block are very narrow. The school manages the situation well as a one-way circulation system minimises congestion. The school is opening new classrooms in the near future in a building currently providing accommodation for staff. It has plans already drawn to build on an adjacent site and to renovate older buildings to remedy the issues of space, with completion due in 2017. Outdoor areas are limited in size and the school staggers break times to avoid overcrowding.

The facilities for specialist subjects are of a good quality and support a broad and balanced curriculum. There are 7 spacious science laboratories, each with a preparation room, to enable students to acquire scientific enquiry skills. Indoor facilities for physical education (PE) are good. A large sports hall and swimming pool provide good opportunities for students to apply their sporting skills. The school uses the outdoor facilities at the Paris Sorbonne University for games activities. There are spacious libraries for primary and secondary students. A theatre with spectator space offers opportunity for visiting speakers and performances. The canteen is very spacious, hygienic and clean.

School records show that electrical and safety equipment, such as fire hoses and extinguishers are regularly tested and all chemicals and hazardous substances are securely stored. There are no lifts or ramps to cater for students' enrolling with physical disabilities. Risk assessments are in place and evacuation arrangements are very thorough. There is a small prayer room for Muslim students. Security is rigorous and prevents unwanted intrusion.

The school's resources to support its aims

The quality and quantity of resources to support students' learning are satisfactory. The school has sufficient teachers suitably qualified. Leaders provide regular professional development for teachers in the school, and across the MOPI network, focused on developing their skills and improving students' learning and academic progress. Specialist resources for science in the 7 laboratories are good and enable students to gain scientific enquiry skills. Physical education (PE) facilities and resources are good.

Resources for ICT have improved with the addition of over 100 computers since the previous inspection. All classrooms have data show resources or an interactive white board. Additional resources to support learning are used insufficiently as too many lessons rely on workbooks. Despite the increase in modern technology, inspection evidence indicates that students get insufficient opportunity to use their skills in lessons. The libraries have sufficient books to develop students' reading and research skills.

The school has a contract to ensure that buses are maintained to a high quality. All buses are equipped with fire extinguishers and first aid boxes. The canteen is clean and hygienic and food is stored in refrigerators. The nurse undertakes daily checks on the food served and the school promotes healthy eating effectively.

The effectiveness of leadership and management

Leadership and management of the school are good. Senior leaders are all relatively new to the school. They have started to address all the recommendations from the previous inspection and some actions are completed. They have created a school with a very strong ethos and learning environment in which most students and parents are happy.

The senior leadership team is cohesive and all members played an active role in producing the school's self-evaluation document (SEF). The SEF is very comprehensive and evaluative, reflecting leaders' good knowledge of the school's strengths and weaknesses based on robust monitoring systems. Subject leaders do not have a formal role in monitoring their areas, according to their contracts under the French system. They provide unofficial support for their colleagues and

have regular meetings to discuss planning and teaching approaches. The current school development plan (SDP) is not complete. Leaders have concentrated on producing the SEF and await the outcomes of the inspection to supplement their monitoring outcomes before planning for future improvement is completed. Budgeting of the school's finances is robust and links directly to SDP priorities.

The school provides effective professional training for teachers, which is starting to have a positive impact on teaching, including teachers who are reluctant to implement modern strategies and those who teach in Arabic subjects. The school has robust systems to monitor students' attainment and progress. Parents are kept informed regularly about their child's attainment and progress. They can monitor their child's attainment through the school's learning platform. The school has effective links with schools in the AEF network, and local Universities.

The majority of parents are supportive of the school. A small, but significant proportion, have some concerns about standards in Arabic, whether the school values their opinions, the length of the school day, the care for their children, behaviour on buses, small classrooms and lessons in Arabic and Islamic studies that take place after school finishes for most students. The school has put in place appropriate procedures for parents' complaints.

Progress since the last inspection

The school has improved since the previous inspection. Despite significant changes in leadership, the school is tackling all the recommendations from the previous report. The UAE flag is raised and the UAE national anthem is played in all daily assemblies. Child protection policies and procedures are fully in place and understood by adults and students. ICT resources have increased. Teachers share good practice and receive professional training to develop their skills. Students undertake multi-discipline projects in international competitions.

Leaders have clearly demonstrated good capacity to sustain improvement.

What the school should do to improve further:

1. Raise standards and accelerate students' progress in subjects taught in Arabic to match best international age-related expectations by:
 - i. providing more opportunities for students to write extended pieces with more emphasis on improving their use of grammar and their creativity
 - ii. planning activities to develop students' speaking skills and vocabulary
 - iii. focusing more on developing students' reading and comprehension skills
 - iv. planning more interactive learning tasks to enable students to apply their skills.
2. Strengthen the effectiveness of teaching and learning by:
 - i. ensuring that students are fully aware of the learning expectations in all lessons by sharing learning objectives
 - ii. using learning objectives and success criteria consistently to check on students' understanding and evaluate their progress
 - iii. using a wider range of resources, including computers, in lessons to extend students' active learning and deeper understanding.
3. Ensure that current plans to build new premises and improve existing buildings are undertaken as soon as possible.

Inspection Grades

| Performance Standard | Band A High performing | | | Band B Satisfactory | | Band C In need of significant improvement | | |
|--|---------------------------|-----------|------|--------------------------|--------------|--|---------------------|------|
| | Outstanding | Very Good | Good | Satisfactory & Improving | Satisfactory | Unsatisfactory | Very unsatisfactory | Poor |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| Standard 1: Students' attainment and progress | | | | | | | | |
| Standard 2: Students' personal development | | | | | | | | |
| Standard 3: The quality of teaching and learning | | | | | | | | |
| Standard 4: The meeting of students' needs through the curriculum | | | | | | | | |
| Standard 5: The protection, care, guidance and support of students | | | | | | | | |
| Standard 6: The quality of the school's buildings and premises | | | | | | | | |
| Standard 7: The school's resources to support its aims | | | | | | | | |
| Standard 8: The effectiveness of leadership and management | | | | | | | | |
| Summary Evaluation: The school's overall effectiveness | | | | | | | | |

Possible breaches of regulations and health & safety concerns

Lycée Louis Massignon

| Regulations | |
|--|-----|
| 1. School nurse's licence has expired. | |
| 2. | |
| 3. | |
| The UAE Flag is raised/ flown every day? | Yes |
| Is playing of the UAE National Anthem a daily feature at the morning assembly? | Yes |

| Fees: |
|-------|
| 1. |
| 2. |
| 3. |

| Health and Safety Concerns: |
|-----------------------------|
| 1. |
| 2. |
| 3. |

| | | | |
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| Lead Inspector | John Stewart | Date | 25 April 2015 |
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