

# Follow-Through Inspection Report

## Gulf Model School

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Knowledge and Human Development Authority

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## Basic information

Gulf Model School was inspected during the 2012-2013 academic year as part of the full inspection cycle across all schools in Dubai. The inspection covered key aspects of the work of the school at all stages. It evaluated students' achievements, the effectiveness of the school, the environment for learning and the school's processes for self-evaluation and capacity for improvement. During this inspection, the overall performance of the school was judged to be unsatisfactory and school inspectors identified a number of recommendations which the school was required to address.

Dubai Schools Inspection Bureau (DSIB) has conducted this First Follow-Through Inspection to evaluate the progress of the school in meeting the recommendations.

## Progress

The school had not met all of the recommendations to an acceptable level. Gulf Model School will continue to be inspected by DSIB at regular intervals in accordance with the Follow-Through Inspection cycle.

## Overview

The school's leaders were committed to improving the school. Their commitment was shared by the governors, staff members and students. Some progress had been made in addressing each of the recommendations in the full inspection report. For example, measures had been taken to reduce the large class sizes and to ensure that students were safe. More efficient management of the morning drop-offs was in place, but the afternoon pick-up area for cars was not reliably supervised. The checking systems on the buses were not fully operational.

The school had established some relevant training for teachers, who provided valuable peer support in lessons. Lesson planning was more consistent and teachers were more aware of the different abilities of students. However, in most lessons, the work assigned was exactly the same for all students. Teachers rarely used their assessment data to ensure that work matched what students had already learned. A new counsellor was beginning to assess students with special educational needs, but teachers did not routinely cater for these students. Although teachers were not well supported by the available resources, some improvements had been made, especially in information technology. Even so, classrooms remained bleak environments for learning that did not inspire the students. To their credit, the students maintained positive attitudes towards learning.

The school's leaders and governors were aware that improving the quality of teaching was a key priority, but improvement was taking too long. The evaluation of teaching was too varied and not focused enough on learning. The written action plans had clear aims, but they lacked a clear rationale and timescales, and a sense of urgency. Despite some movement forward, the school's leaders did not demonstrate a convincing capacity to develop the school further.

## Inspection recommendations

- Improve teaching and learning so that unsatisfactory lessons are eliminated and there is a significant increase in the proportion of good lessons taught, especially in the primary phase;

The school had not met the requirements of this recommendation to an acceptable level.

The school had introduced some training to improve teachers' skills. This had had some positive impact on the use of learning objectives and resources, as well as students' participation. There had been some decrease in the excessive amounts of teacher talk. But many lessons were still characterised by this, restricting students' interactive learning. Students were often passive and not engaged in learning. Teachers' questioning was not skilful enough to involve all students. Teachers mostly used a whole-class approach that did not enable students to learn in groups or independently. Assessment information was rarely seen to guide lesson planning, so that the different needs of students were not met. The levels of challenge in lessons were too varied and at times students lost interest and even misbehaved as a result. The teachers were eager to improve their skills and embrace new ideas, but had not been given enough guidance to do so.

- Raise the awareness of all staff members on health and safety issues so that a more proactive approach can be used to eliminate potential hazards;

The school had not met the requirements of this recommendation to an acceptable level.

The school had done well to address some aspects of students' health and safety. It had reduced the number of students in each class and improved the emergency evacuation procedures. Chemicals were stored safely. Students' safety at arrival and departure times had improved, but the arrangements for bus transport were still not safe enough. For example, the conductors did not ensure that all students had their identity cards to check who was present. The security staff at the gates were not sufficiently vigilant. Fire drill practice had been carried out for the morning session only. Hygiene was not managed to an acceptable standard in the toilets. Importantly, the school had done little to ensure that all staff members received effective training on child protection matters.

- Improve the progress of students with special educational needs by better identification of their needs and improved support;

The school had not met the requirements of this recommendation to an acceptable level.

The school had employed a counsellor. This appointment was too recent to have had any direct influence on students. The identification of a small number of students with special educational needs had occurred. However, the school had not developed secure and detailed procedures for identification using the KHDA categories. Some support for these students had been planned, but the school had not provided teachers with appropriate training. Individualised strategies were not a regular part of lessons and, as a result, the learning needs of all students with were neither recognised nor met.

- Improve the quality of senior and middle leadership, with a focus on accurate evaluation of the school's current learning outcomes;

The school had not met the requirements of this recommendation to an acceptable level.

Leaders were eager to improve the school, but were finding it hard to do. The school's self-evaluation was not clear enough or detailed. It was not based on a sufficiently systematic and thorough analysis of data and other evidence. As a result, the good intentions were not supported by well-crafted plans, so the actions were not specific enough. Some good steps had been taken, for example, in reducing class sizes and acquiring information technology resources. Overall, however, improvements were uneven and not co-ordinated well enough to benefit all students. In lessons, students' progress showed little signs of improvement. The development of teaching depended too much on in-house support, with little external expertise.

- Improve governance so that the school meets all statutory requirements, eliminates over-crowding in the classrooms and has adequate resources to meet the needs of a larger student body.

The school had not met the requirements of this recommendation to an acceptable level.

The governors had taken some positive steps in this area. They had ensured that the statutory requirements for Arabic as an additional language were met. They had created 12 new classes to overcome the issue of overcrowding in classes. New laptops and projectors supported teachers in presenting learning. In the Kindergarten, teaching assistants had been deployed in each classroom and there was a new outdoor play area. However, not all issues had been fully resolved. There were still too many children in the Kindergarten classes. In many classrooms, noisy air-conditioning, inappropriate classroom furniture and drab walls made for poor learning environments. Resources for Arabic as an additional language, Islamic Education, science and information technology remained limited. Access to the internet was also limited. The prayer room was kept locked and was not readily available to Muslim students.

## What happens next?

The school has not met all of the recommendations to an acceptable level. Gulf Model School will continue to be inspected by DSIB at regular intervals in accordance with the Follow-Through Inspection schedule

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:  
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More information about Dubai Schools Inspection Bureau can be found at [www.khda.gov.ae](http://www.khda.gov.ae).

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