

INSPECTION SUMMARY REPORT

Parent Edition | 2022-2023

GULF MODEL SCHOOL

CBSE



ACCEPTABLE

GULF MODEL SCHOOL

CBSE

Inspection Dates
10 - 13 October 2022

Principal
Annie Mathew

LEARN MORE ABOUT
THE SCHOOL

LEARN MORE ABOUT
THE SCHOOL FEES

3473
Students



0
Emirati Students



84
Students of
Determination



179
Teachers



21
Teaching
Assistants



5
Guidance
counsellors



OVERALL SCHOOL PERFORMANCE

OUTSTANDING

Quality of performance substantially exceeds the expectation of the UAE

VERY GOOD

Quality of performance exceeds the expectation of the UAE

GOOD

Quality of performance meets the expectation of the UAE (This is the expected level for every school in the UAE)

ACCEPTABLE

Quality of performance meets the minimum level of quality required in the UAE

WEAK

Quality of performance is below the expectation of the UAE

VERY WEAK

Quality of performance is significantly below the expectation of the UAE

ACCEPTABLE

WHAT ARE THE SCHOOLS' STRENGTHS AND POINTS TO IMPROVE?

BEST FEATURES OF THE SCHOOL

- Students' personal development, their strong sense of social responsibility and collaboration, and their deep understanding of Islamic values
- The effective implementation of all school health and safety policies and practices
- Senior leaders' clear commitment to improving students' outcomes
- Improving achievements of students across many areas of the curriculum

POINTS TO IMPROVE

- Ensure that in lesson planning, teachers of Arabic, as an additional language, take into account students' years of studying the language
- Improve the effectiveness of teaching by making effective use of prior assessment data
- Increase the range of practical activities in lessons across all phases, by improving the scientific, mathematical and other teaching resources
- Improve the stability of teaching staff and closely monitoring and addressing any concerns by teachers

WELLBEING

THE QUALITY OF WELLBEING PROVISION AND OUTCOME IS AT A MODERATE LEVEL

The school offers high standards of care for students and staff. The wellbeing of all is an essential part of the school. Leaders understand that gathering reliable information enables them to design wellbeing provision. Internal and external surveys for various stakeholders have been conducted and analysis of the data has led to wellbeing decisions.

HEALTH, SAFETY AND SUPPORT

HEALTH AND SAFETY

| | |
|-----------|------|
| KG | GOOD |
| Primary | GOOD |
| Middle | GOOD |
| Secondary | GOOD |

SUPPORT AND GUIDANCE

| | |
|-----------|------------|
| KG | ACCEPTABLE |
| Primary | ACCEPTABLE |
| Middle | ACCEPTABLE |
| Secondary | ACCEPTABLE |

PROGRESS IN KEY SUBJECTS AND INCLUSION

Kindergarten (KG) children achieve particularly well in mathematics and science. Children use their developing English skills to listen attentively, respond to questions, understand new vocabulary and share ideas with each other. Students' progress is good in primary science and in secondary English. Most students have made steady progress over recent years and their attainment in external examinations is improving.

ENGLISH

| | |
|-----------|------------|
| KG | ACCEPTABLE |
| Primary | ACCEPTABLE |
| Middle | ACCEPTABLE |
| Secondary | GOOD |

MATHS

| | |
|-----------|------------|
| KG | ACCEPTABLE |
| Primary | ACCEPTABLE |
| Middle | ACCEPTABLE |
| Secondary | ACCEPTABLE |

SCIENCE

| | |
|-----------|------------|
| KG | ACCEPTABLE |
| Primary | GOOD |
| Middle | ACCEPTABLE |
| Secondary | ACCEPTABLE |

ARABIC AS FIRST LANGUAGE

| | |
|-----------|----------------|
| KG | NOT APPLICABLE |
| Primary | NOT APPLICABLE |
| Middle | NOT APPLICABLE |
| Secondary | NOT APPLICABLE |

ARABIC AS SECOND LANGUAGE

| | |
|-----------|----------------|
| KG | NOT APPLICABLE |
| Primary | ACCEPTABLE |
| Middle | ACCEPTABLE |
| Secondary | ACCEPTABLE |

ISLAMIC

| | |
|-----------|----------------|
| KG | NOT APPLICABLE |
| Primary | ACCEPTABLE |
| Middle | ACCEPTABLE |
| Secondary | ACCEPTABLE |

THE OVERALL PROVISION OF STUDENTS OF DETERMINATION IS ACCEPTABLE

LEADERSHIP AND TEACHING FOR EFFECTIVE LEARNING

The principal and senior leaders, with support from the governors, have led improvements in the school. Leaders are committed to reducing the number of teachers who leave and are aware of the next steps the school needs to take in its journey of improvement. Leaders have established a highly positive culture of 'We Can' in the school, and which has led to the school community believing in change and improvement.

Teaching and learning takes place in a climate of mutual respect. There has been recent improvement in the overall teaching in the KG, primary and middle phases. Teachers now plan lessons more carefully and most have secure subject knowledge. They are working on structuring lessons to meet the learning needs of all students. Practical lessons in mathematics and science do not have sufficient resources for learning.

EFFECTIVENESS OF LEADERSHIP



ACCEPTABLE



TEACHING FOR EFFECTIVE LEARNING

| | |
|-----------|------------|
| KG | ACCEPTABLE |
| Primary | ACCEPTABLE |
| Middle | ACCEPTABLE |
| Secondary | ACCEPTABLE |

LEARNING SKILLS

| | |
|-----------|------------|
| KG | GOOD |
| Primary | ACCEPTABLE |
| Middle | ACCEPTABLE |
| Secondary | ACCEPTABLE |

CLICK HERE TO ACCESS THE FULL INSPECTION REPORT FOR THIS SCHOOL

