



INSPECTION SUMMARY REPORT

Parent Edition | 2023-2024

GULF MODEL SCHOOL

INDIAN

ACCEPTABLE

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INDIAN

Inspection Dates
25 - 29 September 2023

Principal
Ms. Dimpy Choudhary

LEARN MORE ABOUT THE SCHOOL

LEARN MORE ABOUT THE SCHOOL FEES

4150 Students

0 Emirati Students

98 Students of Determination

201 Teachers

21 Teaching Assistants

1 Guidance counsellors

OVERALL SCHOOL PERFORMANCE

ACCEPTABLE

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

WHAT ARE THE SCHOOLS' HIGHLIGHTS AND POINTS TO IMPROVE?

SCHOOLS HIGHLIGHTS

- The students' very good personal and social development alongside their very strong understanding of their own culture and heritage
- Leaders' promotion of a very positive ethos and their commitment to continue to improve standards in the school
- The students' good achievements in science in the primary phase, and in English in the secondary phase

POINTS TO IMPROVE

- Accelerate students' progress in all subjects by raising the expectations of teachers and students
- Develop the quality of teaching across the school by adjusting teaching strategies to meet the needs of different groups of students, including students of determination and sharing best practice in the school
- Improve teachers' accuracy of analysis and interpretation of the assessment data so they use it more effectively to meet the learning needs of different groups of students
- Provide teachers and school leaders with required professional development opportunities to develop a whole school reading programme

WELLBEING

THE OVERALL JUDGEMENT OF WELLBEING IS **ACCEPTABLE**



Leaders and governors recognise the impact on student achievement and well-being of the high turnover of staff and view this as a high priority for improvement. Generally, staff show great care and concern for students' well-being. Parents are responsive to working with the school if there are any concerns raised affecting students' well-being. A nurturing and vibrant classroom climate where students are enabled to flourish and achieve their best is not fully embedded across subjects and phases.

STUDENTS' ACHIEVEMENTS

Across all subjects and phases, student achievement is broadly in line with expectations. However, in English in the secondary phase and science in the primary phase, students' attainment and progress are stronger. The children's learning skills are good in Kindergarten (KG). However, it is only acceptable in the primary, middle, and secondary phases.

	ENGLISH		MATHS		SCIENCE	
	ATTAINMENT	PROGRESS	ATTAINMENT	PROGRESS	ATTAINMENT	PROGRESS
KG	ACCEPTABLE	ACCEPTABLE	ACCEPTABLE	ACCEPTABLE	ACCEPTABLE	ACCEPTABLE
PRIMARY	ACCEPTABLE	ACCEPTABLE	ACCEPTABLE	ACCEPTABLE	GOOD	GOOD
MIDDLE	ACCEPTABLE	ACCEPTABLE	ACCEPTABLE	ACCEPTABLE	ACCEPTABLE	ACCEPTABLE
SECONDARY	GOOD	GOOD	ACCEPTABLE	ACCEPTABLE	ACCEPTABLE	ACCEPTABLE

	ARABIC AS FIRST LANGUAGE		ARABIC AS SECOND LANGUAGE		ISLAMIC	
	ATTAINMENT	PROGRESS	ATTAINMENT	PROGRESS	ATTAINMENT	PROGRESS
KG	NOT APPLICABLE	NOT APPLICABLE	NOT APPLICABLE	NOT APPLICABLE	NOT APPLICABLE	NOT APPLICABLE
PRIMARY	NOT APPLICABLE	NOT APPLICABLE	ACCEPTABLE	ACCEPTABLE	ACCEPTABLE	ACCEPTABLE
MIDDLE	NOT APPLICABLE	NOT APPLICABLE	ACCEPTABLE	ACCEPTABLE	ACCEPTABLE	ACCEPTABLE
SECONDARY	NOT APPLICABLE	NOT APPLICABLE	ACCEPTABLE	ACCEPTABLE	ACCEPTABLE	ACCEPTABLE

	LEARNING SKILLS
KG	GOOD
PRIMARY	ACCEPTABLE
MIDDLE	ACCEPTABLE
SECONDARY	ACCEPTABLE



STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT

Students' attitudes and behaviour are now very good in the primary, middle and secondary phases. The students have a good understanding of their own culture and heritage in KG, primary and in the middle phase. This has improved in secondary to now be very good. Their understanding of environmental issues of sustainability has improved in KG and the primary phase, and it is now good across all phases.

PERSONAL DEVELOPMENT

KG	GOOD
PRIMARY	VERY GOOD
MIDDLE	VERY GOOD
SECONDARY	VERY GOOD

UNDERSTANDING OF ISLAMIC VALUES & AWARENESS OF EMIRATI & WORLD CULTURES

KG	GOOD
PRIMARY	GOOD
MIDDLE	GOOD
SECONDARY	VERY GOOD

SOCIAL RESPONSIBILITY & INNOVATIVE SKILLS

KG	GOOD
PRIMARY	GOOD
MIDDLE	GOOD
SECONDARY	GOOD

PROVISION FOR LEARNERS

The quality of teaching for effective learning is acceptable across the school, with the strongest teaching observed in upper primary grades and the secondary phase. While the school has assessment and intervention strategies in place, their consistent application across all subjects and classes remains a challenge. Moreover, the effective utilisation of available assessment data by teachers to meet student needs is not a prominent feature of the provision.

The school's curriculum demonstrates clear continuity and progression across subjects and phases, aligning with CBSE requirements. However, there remains a significant emphasis on knowledge over skills. While the curriculum provides connections to UAE culture, its adaptation to accommodate various student groups, including those with special needs, is less robust.

The school maintains a secure environment, instilling a sense of safety in the children. Leaders ensure constant student supervision, fostering positive and respectful relationships between staff and students in all phases. Systems to promote attendance prove effective, and there have been improvements in guidance for older students regarding education and career pathways. However, the support for optimising progress within lessons is an area that requires further development.

	TEACHING		ASSESSMENT		CURRICULUM DESIGN	
	ATTAINMENT	PROGRESS	ATTAINMENT	PROGRESS	ATTAINMENT	PROGRESS
KG	ACCEPTABLE	ACCEPTABLE	ACCEPTABLE	ACCEPTABLE	ACCEPTABLE	ACCEPTABLE
PRIMARY	ACCEPTABLE	ACCEPTABLE	ACCEPTABLE	ACCEPTABLE	ACCEPTABLE	ACCEPTABLE
MIDDLE	ACCEPTABLE	ACCEPTABLE	ACCEPTABLE	ACCEPTABLE	ACCEPTABLE	ACCEPTABLE
SECONDARY	ACCEPTABLE	ACCEPTABLE	ACCEPTABLE	ACCEPTABLE	ACCEPTABLE	ACCEPTABLE

	CURRICULUM ADAPTATION		HEALTH & SAFETY		CARE & SUPPORT	
	ATTAINMENT	PROGRESS	ATTAINMENT	PROGRESS	ATTAINMENT	PROGRESS
KG	ACCEPTABLE	ACCEPTABLE	GOOD	GOOD	ACCEPTABLE	ACCEPTABLE
PRIMARY	ACCEPTABLE	ACCEPTABLE	GOOD	GOOD	ACCEPTABLE	ACCEPTABLE
MIDDLE	ACCEPTABLE	ACCEPTABLE	GOOD	GOOD	ACCEPTABLE	ACCEPTABLE
SECONDARY	ACCEPTABLE	ACCEPTABLE	GOOD	GOOD	ACCEPTABLE	ACCEPTABLE

INCLUSION

THE OVERALL PROVISION OF STUDENTS OF DETERMINATION IS **ACCEPTABLE**

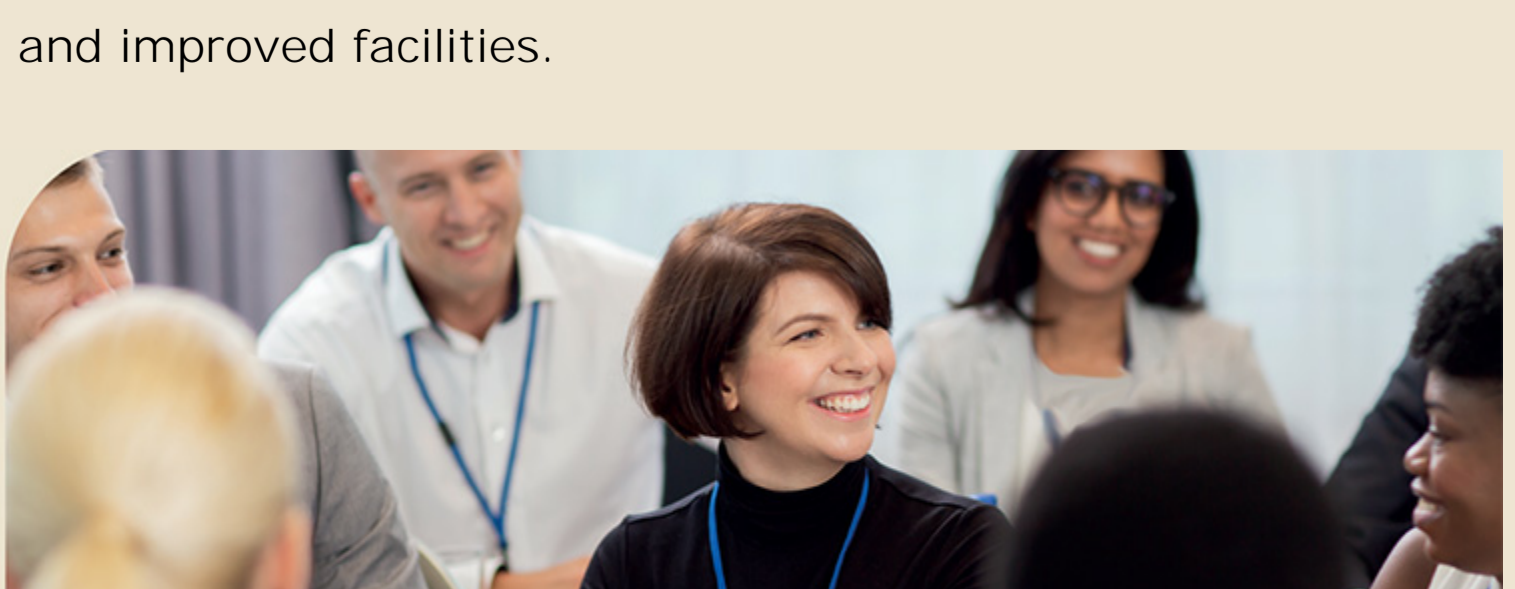
Leaders promote an inclusive ethos and show a strong commitment to improving this provision. Learning plans could be further improved to provide greater clarity on targets and strategies for teaching and learning. Parents are fully involved in the development of support plans through regular review meetings. The quality of curriculum differentiation, support and the progress of students of determination in lessons is too variable. The development of robust systems to track progress against targets in support plans is in the early stages.



LEADERSHIP AND MANAGEMENT

The newly appointed principal and senior leaders are committed to school improvement. They have nurtured a strong relationship with the school community, parents are supportive and always feel welcome to the school. The governing body represent the stakeholders, supports leaders and holds leaders accountable for students' achievement. As the school continues to grow, they invest in increased staffing and improved facilities.

THE EFFECTIVENESS OF LEADERSHIP	ACCEPTABLE
SCHOOL SELF-EVALUATION AND IMPROVEMENT PLANNING	ACCEPTABLE
PARENTS AND THE COMMUNITY	ACCEPTABLE
GOVERNANCE	ACCEPTABLE
MANAGEMENT, STAFFING, FACILITIES AND RESOURCES	ACCEPTABLE



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