

# 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 2011-2012 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 1 Follow-Through Inspection in Gulf Model School since the full inspection. This Second Follow-Through Inspection evaluated 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

School leaders continued to demonstrate a commitment to improving the school. Progress had been made on actions to meet each of the recommendations from the previous report. Most successfully, large class sizes had been reduced and all health and safety issues had been addressed to an acceptable standard. The school had invested in training teachers as a result of which it is now possible to note improvements in planning for learning throughout most of the school. Also, additional support staff had been provided though they are not yet used effectively to support learning in the classroom. Whilst teachers are aware of students' different levels of attainment, most lessons were not well matched to their needs and some lessons were insufficiently challenging for a number of students. Teachers were trying to offer more experiences to children and students but there were still too few resources to support learning. School leaders continued to focus on improving the delivery of lessons but this was proving slow to change. Evaluations of learning and teaching were found to be inconsistent and therefore not as helpful as they should have been in identifying weaknesses.

## 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.

As a result of both training and peer support, there had been an improvement in planning for learning; learning objectives were mostly clear and these were shared with students. Some teachers were planning for greater involvement of students in lessons and there was some evidence of group work though this was not part of learning in a number of classes. It was clear that many teachers tried to relate their teaching to real-life experiences and a minority of teachers used open-ended questioning well. When these positive characteristics of lessons were seen, students responded well, taking responsibility and demonstrating very positive attitudes to learning. However, too often. Teachers, especially in the kindergarten and some sections of the primary school, talked too much and too loudly and children had limited chances to listen or respond. There were too few opportunities for active learning. Whilst teachers knew the content of lessons they did not understand how young children learn. Though the school gathered a range of assessment information, the activity in the lessons was rarely varied enough to meet the needs of all learners. There was insufficient focus on students developing a wide range of learning skills.

- **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 met the requirements of this recommendation to an acceptable level.

The school had continued to address aspects of students' health and safety. The issue of overcrowding had been fully addressed by reducing the number of students in each class. Chemicals were stored safely. The school had employed additional staff to ensure the health and safety of children as they got on and off buses and staff maintained the toilets and the environment to a good standard. Arrival and departure by car was improved and the ongoing vigilance of staff had managed the issue of inappropriate parking. The provision in the clinic fully met requirements and fire drills were conducted appropriately. Staff had attended 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's counsellor had made a very good start on improving assessment and support. The school was using KHDA categories to describe identified students. At the time of the visit however, the counsellor only worked with children when they were referred to her by the staff.

There had been limited staff training to help teachers develop identification skills. As a result, only a very small number of students had been identified.

· **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 maintaining their efforts to improve the school but were still finding difficulties in some areas. The school had developed an improvement plan based on the recommendations of the previous report and had identified some specific actions to address these recommendations. Many of the actions had been implemented. There were indications of improvements in the quality of teaching, tracking student achievement, delivery of professional development programmes, identification of learning difficulties and in the roles of middle leaders in helping the school to improve. At this stage however, the school has not yet properly evaluated the impact of these changes and was therefore not in a position to identify further clear targets for its own development. The school had gathered significant amounts of data on the quality of provision and the outcomes for students but did not yet systematically or rigorously analyse or evaluate this data.

· **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 approved many actions to improve the school. They had ensured statutory requirements were met, eliminated over-crowding, approved the purchase of new technology for classrooms and provided extra staffing to support some classes and to address health and safety issues. Through these actions it had clearly demonstrated a commitment to school improvement but there was no evidence that the governing board monitored the school's actions or held senior leaders to account for the school's performance and quality.

## 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

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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:  
[inspection@khda.gov.ae](mailto:inspection@khda.gov.ae).

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

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