

Progress Review Visit Report

Gulf Model School

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Knowledge and Human Development Authority

P.O. Box 500008, UAE, Tel: +971-4-3640000, Fax: +971-4-3640001, info@khda.gov.ae, www.khda.gov.ae

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 one Guidance Visit and two Follow-Through Inspection/s in Gulf Model School since the full inspection. This Progress Review Visit 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

There was a clear willingness from the school authorities to try to provide a better quality of education for the students. Overall, teaching and learning across the upper grades were better than in the primary and kindergarten sections. Teaching had not improved significantly despite professional development workshops having been delivered on student-centred teaching strategies. Efforts to ensure that the environment was safe for all students continued to be implemented and adequate arrangements were in place. The identification of a range of special educational needs among the students was inaccurate and very poor. Consequently, any planning and implementation of strategies to support these students were unfocused, inconsistent, serving no meaningful purpose. Senior and middle leaders had not yet developed an analytical approach to using assessment data effectively in the planning of suitable learning objectives. Governors were establishing structures to develop accountability across all levels of the leadership. More resources were now available. However, further work was required to clarify the expectations and accountabilities for teachers and all leaders in the school.

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.

Teaching and learning remained unsatisfactory. In acceptable lessons there was improved teacher-student interaction and some evidence of high-order questioning with opportunities for student dialogue. However, the unsatisfactory lessons were dominated by too much teacher talk, reducing time for positive student interaction and meaningful, active learning opportunities. Lesson planning across the whole school was weak. In particular, learning objectives did not focus sufficiently upon the acquisition of knowledge, skills and understanding. Teachers did not ensure that the learning needs of all students were met. Almost all lessons did not provide sufficient challenge or any focussed support for those with specific learning needs.

- 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 continued to address aspects of students' health and safety. Science labs were more organised and chemicals were stored securely. The school was clean and tidy. There were regular fire drills and records were kept up to date. Transportation was orderly and supervised. The school environment was in good condition, well maintained, clean and secure. Staff provided clear supervision of students and successfully encouraged students to be vigilant about their own safety. A child protection policy and reporting system was in place and all staff were aware of reporting requirements to keep students safe. Arrival and departure outside the school needed to be improved. Further action to reduce overcrowded classes had been started.

- 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 did not accurately identify students with special educational needs. Teachers did not have the appropriate information, guidance or training to deliver learning experiences which matched the students' individual needs. Consequently, students did not make acceptable progress in their learning and development. The school's capacity to use the KHDA SEN categories as a basis for effective provision for students was significantly underdeveloped.

- 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.

The school had made slight changes in middle management personnel in a few departments and there had been modest efforts to strengthen the quality of academic leadership. School leaders and the teaching staff still lacked sufficient understanding of how to achieve real improvement in the quality of teaching and in the learning outcomes for students. Their efforts to produce appropriate action plans were impeded by the absence of reliable information on the quality of teaching and students' progress. There was a lack of guidance on how to improve the quality of teaching.

- Improve governance so that the school meets all statutory requirements, eliminates overcrowding 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.

Governors had ensured that all statutory requirements were met. Overcrowding remained an issue in some sections of the school and this was one of the many factors that contributed to poor teaching. More teachers and material resources were now available but governors had no way of knowing how effectively these resources were being used. Consequently, actions had not yet resulted in improvements. There was a need for greater accountability across all sections and departments in the school.

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
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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.

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