

**Second**  
**Follow-Through Inspection Report**  
**on**  
**Arab Unity School**

Report published May 2010

## Basic information

Arab Unity School was inspected in October 2008 as part of the initial quality 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, school inspectors identified a number of recommendations which the school was required to address.

Dubai Schools Inspection Bureau (DSIB) conducted Follow-Through Inspections during March 2009 and a second Follow-Through Inspection was conducted in October 2009. The purpose of the Follow-Through Inspections was to evaluate the progress made by the school in achieving improvements based on the recommendations set out in the first inspection report.

## Progress

Inspectors judged that Arab Unity School had made satisfactory progress towards addressing the recommendations from the Initial Quality Inspection and, as a result, will not require further Follow-Through inspections. The school will now enter the cycle of regular inspections during 2009 - 2010.

## Initial Quality Inspection Recommendations

- Raise standards of attainment and progress in all subjects across the school;
- Centralise the learner and the learning experience in order to improve the quality of teaching and learning;
- Establish an assessment system to enable teachers to track the progress of students;
- Ensure compliance in regard to Arabic Language and Islamic Studies;
- Broaden the curriculum to meet the needs, interests and aspirations of all learners;
- Ensure the health, safety and welfare of all children and students, including transport arrangements;
- Establish a clear vision and the values that underpin it within the school community;
- Implement a staffing structure and ensure professional development supports a learning culture;

## Overview of progress achieved

### **Raise standards of attainment and progress in all subjects across the school.**

The school had made satisfactory progress towards meeting this recommendation.

Across all key subjects, attainment and progress in observed lessons was at least at acceptable levels. In lessons students were given more opportunities to use their knowledge and skills in discussion and debate. Teachers' records and assessments indicated that students were making at least acceptable progress in lessons and in tests.

### **Centralise the learner and the learning experience in order to improve the quality of teaching and learning.**

The school had made satisfactory progress towards meeting this recommendation.

Both teachers and students spoke of increased enjoyment of lessons as a result of the more student-centred teaching methods and the more regular use of technology for teaching and learning. In observed lessons, inspectors identified increased student participation in lessons and higher levels of student motivation and engagement.

### **Establish an assessment system to enable teachers to track the progress of students.**

The school had made satisfactory progress towards meeting this recommendation.

Staff and students had an increasing understanding of the criteria for judging standards. A common format was being used across various stages of the school to measure students' attainment. Students reported to inspectors that the teachers' marking of their work was more helpful. The school was in the process of using assessment information to help track students progress.

### **Ensure compliance in regard to Arabic Language and Islamic Studies.**

Progress towards this recommendation was acceptable.

The timetabled changes that were made last term had been implemented. At the time of the Follow-Through Inspection the school was compliant with Ministry of Education requirements regarding the time allocated to each of these key subjects.

### **Broaden the curriculum to meet the needs, interests and aspirations of all learners.**

The school had made satisfactory progress towards meeting this recommendation.

A broadened range of curriculum options was now in place. In particular, the school had reviewed subject choices and introduced a number of additional subjects at the examination stages. For example, there was a broader range of International General Certificate of Secondary Education (IGCSE) and Advanced Level subject options available. Students commented about the increased number of opportunities to take part in sports and competitions, although there was limited scope for girls to take part in inter-school sports competitions.

**Ensure the health, safety and welfare of all children and students, including transport arrangements.**

The school had made satisfactory progress towards meeting this recommendation.

The arrival and departure of buses was carried out safely and was supervised by members of staff. Kindergarten children now had minimal waiting time on buses and the bus to Ajman departed 10 minutes earlier than others due to the distance and time needed to travel. The buses used last year had been discontinued and replacements had been introduced. Each bus had air conditioning and seatbelts on the front seats. However, some of the seatbelts were not used because they had been pulled through the back of the seat and it was impossible for the children to put them in position to travel. Nevertheless, these buses were sufficiently large so that no child had to use the front seats. The arrival of the buses in the morning remained a cause for concern as several buses arrived after 8:10 while the morning assemblies were being conducted. Assemblies were disrupted by the noise of the students dragging their wheeled bags across the cobbles and this devalued the purpose of assemblies.

At the time of the Follow-Through Inspection, the maintenance and cleanliness of the buildings were satisfactory.

**Establish a clear vision and the values that underpin it within the school community.**

The school had made satisfactory progress towards meeting this recommendation.

The owners and the school senior leadership team had revised the vision for the school and were a good way towards creating a school which incorporated modern teaching and learning methods. Parents' and students' views had been taken into account and the revised vision for the school had been shared with the school community. Students were more involved in the day to day management of the school, through the school council and the prefect system. However, there was further capacity for student contribution to developing the vision of the school for future years.

**Implement a staffing structure and ensure professional development supports a learning culture.**

The school had made satisfactory progress towards meeting this recommendation.

The clearer management structure had clarified roles and responsibilities and consequently had enabled staff to identify more accurately their professional development needs. Staff had participated in professional development in order to improve their teaching and further develop their understanding of how students learn. They also had a better understanding their responsibilities as leaders of subjects and areas in the school.

**Establish a robust management structure that will encompass all key aspects of the school's improvement programme and empower the leadership with the necessary tools and budget to implement change successfully**

The school had made satisfactory progress towards meeting this recommendation.

The original management structure that existed at the time of the initial quality inspection had been revised twice. The Principal now provided clear role descriptions and established effective channels of communication. The new management structure was helping all staff to do their jobs well. Staff at all levels and students commented positively on the improvements as a result of the changes. The new management structure was giving greater autonomy to the teachers. Time had been scheduled within the school timetable for heads of department to meet regularly with their teaching teams. Release time from lessons for heads of departments had also been provided to allow them to carry out leadership and monitoring roles. This had resulted in improved morale, job satisfaction and commitment by middle management. Issues of resources, class sizes and cross-school meetings had all been addressed.

**Monitor and evaluate the performance of all aspects of the school.**

The school had made satisfactory progress towards meeting this recommendation.

The action plan that was seen at the first Follow-Through Inspection had been reviewed and comments on the progress had been made in each of the sections. The action plan linked effectively with the school improvement plan and was giving greater clarity to school improvement planning. As a result, the senior managers had increased control over the pace and direction of change.

## What happens next?

As a result of the progress made by Arab Unity School towards meeting the recommendations from the Initial Quality Inspection, DSIB will undertake no further Follow-Through Inspections in relation to the initial inspection of the school.

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

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