

INSPECTION SUMMARY REPORT

Parent Edition | 2022-2023

ARAB UNITY SCHOOL L.L.C

UK



ACCEPTABLE

ARAB UNITY SCHOOL L.L.C

UK

Inspection Dates
23 - 27 January 2023

Principal
Leonard Murphy

LEARN MORE ABOUT
THE SCHOOL

LEARN MORE ABOUT
THE SCHOOL FEES

3264
Students



30
Emirati Students



193
Students of
Determination



185
Teachers



27
Teaching
Assistants



2
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

WHAT ARE THE SCHOOLS' STRENGTHS AND POINTS TO IMPROVE?

BEST FEATURES OF THE SCHOOL

- The commitment and drive of senior and middle leaders
- Strong personal development, care, support and wellbeing of students across the school
- Very strong provision, meeting the needs of students at post-16
- Strong partnerships with parents
- The very safe and secure environment of the school

POINTS TO IMPROVE

- Improve the accuracy of the school's self-evaluation process by ensuring the internal and external data matches the school's evaluative judgements.
- Improve students' attainment and progress across all subjects so that they make at least good progress
- Ensure that teaching, particularly in Foundation Stage (FS) and Primary, consistently offers all students appropriately challenging learning activities
- Improve assessment and ensure the effective use of assessment data by all teachers when planning learning

WELLBEING

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

The leaders are successful in promoting wellbeing for both students and staff. The school is inclusive and supportive of all. It is highly successful in developing students' self-esteem and positive self-image. Teachers create caring and positive environments that support self-esteem and positivity well. Views from students, staff and parents are welcomed and respected. All stakeholders are involved in the school's drive to improve the wellbeing.

HEALTH, SAFETY AND SUPPORT

HEALTH AND SAFETY

Foundation Stage	VERY GOOD
Primary	VERY GOOD
Secondary	VERY GOOD
Post-16	VERY GOOD

SUPPORT AND GUIDANCE

Foundation Stage	GOOD
Primary	GOOD
Secondary	GOOD
Post-16	VERY GOOD

PROGRESS IN KEY SUBJECTS AND INCLUSION

In Islamic education students make good progress in the primary and secondary phases, and acceptable progress in post-16. In Arabic they make acceptable progress across all three phases where it is taught. The progress of students in English and mathematics progress is not yet good in FS and primary but it is stronger in the secondary phase for both and in the post-16 phase for mathematics. Although children make only acceptable progress in science in FS it is stronger across the rest of the school.

ENGLISH	MATHS	SCIENCE
Foundation Stage ACCEPTABLE	Foundation Stage ACCEPTABLE	Foundation Stage ACCEPTABLE
Primary ACCEPTABLE	Primary ACCEPTABLE	Primary GOOD
Secondary GOOD	Secondary GOOD	Secondary GOOD
Post-16 NOT APPLICABLE	Post-16 GOOD	Post-16 GOOD
ARABIC AS FIRST LANGUAGE	ARABIC AS SECOND LANGUAGE	ISLAMIC
Foundation Stage NOT APPLICABLE	Foundation Stage NOT APPLICABLE	Foundation Stage NOT APPLICABLE
Primary ACCEPTABLE	Primary GOOD	Primary GOOD
Secondary ACCEPTABLE	Secondary ACCEPTABLE	Secondary GOOD
Post-16 ACCEPTABLE	Post-16 NOT APPLICABLE	Post-16 ACCEPTABLE

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

LEADERSHIP AND TEACHING FOR EFFECTIVE LEARNING

The senior management team led by the principal in collaboration with all stakeholders have developed a vision for inclusion and high standards which is shared by the whole school community. The senior management team has invested heavily in the development of the middle management team's skills through an effective mentoring programme. The efficient day to day management of the school, impacts positively on student behaviour and performance.

Across the school, teachers demonstrate secure subject knowledge. In FS, teachers' understanding of how young children learn effectively is less secure. Teaching in the upper years, including post-16, generally presents as being more consistent and appropriately challenging. The skills of teachers when endeavouring to plan learning to match the needs and abilities of different students is variable, particularly in FS and Primary. Teachers ensure that students across all phases and subjects are adept in their use of learning technologies.

EFFECTIVENESS OF LEADERSHIP



ACCEPTABLE



TEACHING FOR EFFECTIVE LEARNING

Foundation Stage	ACCEPTABLE
Primary	ACCEPTABLE
Secondary	GOOD
Post-16	GOOD

LEARNING SKILLS

Foundation Stage	GOOD
Primary	GOOD
Secondary	GOOD
Post-16	GOOD

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