



INSPECTION SUMMARY REPORT

Parent Edition | 2023-2024

ARAB UNITY SCHOOL L.L.C

UK

ACCEPTABLE

ARAB UNITY SCHOOL L.L.C
UK

Inspection Dates
27 - 01 December 2023

Principal
Nigel James McQuoid

LEARN MORE ABOUT
THE SCHOOL

LEARN MORE ABOUT
THE SCHOOL FEES

3532
Students

23
Emirati Students

192
Students of
Determination

202
Teachers

28
Teaching
Assistants

2
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 very positive attitudes, behaviour and relationships, in particular at Post-16
- The positive partnership between the school, parents and the community
- Students' deep understanding and application of Islamic values in daily life and positive work ethic throughout the school
- The very good arrangements for the health and safety of all staff members and students

POINTS TO IMPROVE

- Enhance student achievement across all subjects by raising teacher expectations, effectively using assessment data to address learning gaps and challenge all students; fostering greater student responsibility in learning
- Elevate teaching quality to the best standards in the school, ensuring all students' needs are consistently met
- Refine the school's self-evaluation for accuracy, clearly defining expected outcomes, responsibilities, and timelines for monitoring progress, and systematically evaluating initiatives for comprehensive impact assessment

WELLBEING

THE OVERALL JUDGEMENT OF WELLBEING IS ACCEPTABLE



Provision aimed at promoting student well-being is developing. The school community is beginning to understand the importance of establishing a well-being environment. The school intends to use and implement survey information to influence action plans, in order to move forward. Curricular and extra-curricular programmes promote well-being to a point, but do not yet have an impact that is measurable. Older students have a developing awareness of their well-being status and needs.

STUDENTS' ACHIEVEMENTS

Students' attainment and progress in all subjects in the Early Years Foundation Stage (EYFS) is acceptable. Since the previous inspection there have been improvements in progress in Islamic Education at Post-16 and Arabic as an additional language in the primary phase. Students' attainment remains only acceptable in English and science in the primary phase. It remains good in English, mathematics and science in the secondary phase. In the Post-16 phase attainment is very good in mathematics and science.

	ENGLISH	
	ATTAINMENT	PROGRESS
FOUNDATION STAGE	ACCEPTABLE	ACCEPTABLE
PRIMARY	ACCEPTABLE	ACCEPTABLE
SECONDARY	GOOD	GOOD
POST-16	NOT APPLICABLE	NOT APPLICABLE

	MATHS	
	ATTAINMENT	PROGRESS
FOUNDATION STAGE	ACCEPTABLE	ACCEPTABLE
PRIMARY	ACCEPTABLE	ACCEPTABLE
SECONDARY	GOOD	GOOD
POST-16	VERY GOOD	GOOD

	SCIENCE	
	ATTAINMENT	PROGRESS
FOUNDATION STAGE	ACCEPTABLE	ACCEPTABLE
PRIMARY	GOOD	GOOD
SECONDARY	GOOD	GOOD
POST-16	VERY GOOD	GOOD

	ARABIC AS FIRST LANGUAGE	
	ATTAINMENT	PROGRESS
FOUNDATION STAGE	NOT APPLICABLE	NOT APPLICABLE
PRIMARY	ACCEPTABLE	GOOD
SECONDARY	ACCEPTABLE	ACCEPTABLE
POST-16	ACCEPTABLE	ACCEPTABLE

	ARABIC AS SECOND LANGUAGE	
	ATTAINMENT	PROGRESS
FOUNDATION STAGE	NOT APPLICABLE	NOT APPLICABLE
PRIMARY	ACCEPTABLE	GOOD
SECONDARY	ACCEPTABLE	ACCEPTABLE
POST-16	NOT APPLICABLE	NOT APPLICABLE

	ISLAMIC	
	ATTAINMENT	PROGRESS
FOUNDATION STAGE	NOT APPLICABLE	NOT APPLICABLE
PRIMARY	GOOD	GOOD
SECONDARY	GOOD	GOOD
POST-16	ACCEPTABLE	GOOD

	LEARNING SKILLS	
	ATTAINMENT	PROGRESS
FOUNDATION STAGE	GOOD	GOOD
PRIMARY	GOOD	GOOD
SECONDARY	GOOD	GOOD
POST-16	GOOD	GOOD



STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT

Students nurture caring and friendly relationships with their peers and teachers. They appreciate, celebrate and possess a very secure knowledge and understanding of UAE heritage and culture and engage with enthusiasm in physical activities. Occasionally students struggle to regulate their behaviour without the intervention of an adult, especially in the lower primary phase. Students are proud of their school and are increasingly involved in contributing to the school and the wider community.

PERSONAL DEVELOPMENT

FOUNDATION STAGE	GOOD
PRIMARY	GOOD
SECONDARY	GOOD
POST-16	OUTSTANDING

UNDERSTANDING OF ISLAMIC VALUES & AWARENESS OF EMIRATI & WORLD CULTURES

FOUNDATION STAGE	GOOD
PRIMARY	VERY GOOD
SECONDARY	VERY GOOD
POST-16	VERY GOOD

SOCIAL RESPONSIBILITY & INNOVATIVE SKILLS

FOUNDATION STAGE	GOOD
PRIMARY	GOOD
SECONDARY	GOOD
POST-16	VERY GOOD

PROVISION FOR LEARNERS

Teaching is notably more effective in upper phases due to teachers' strong subject knowledge and understanding of student learning. While lesson plans are comprehensive, implementation sometimes lacks variation, leading to uniform tasks for all students. Although accurate assessment data are available, its application in planning and teaching varies across subjects.

The curriculum aligns with the UAE's vision, focusing on communication and personal development in early years and offering diverse choices for older students. Cross-curricular links are well-integrated.

The school maintains effective health and safety systems, providing a nurturing environment for all. It actively promotes healthy lifestyles and is developing plans for targeted student support. Monitoring of academic and personal progress is particularly robust in Post-16.



	TEACHING	
	ATTAINMENT	PROGRESS
FOUNDATION STAGE	ACCEPTABLE	ACCEPTABLE
PRIMARY	ACCEPTABLE	ACCEPTABLE
SECONDARY	GOOD	GOOD
POST-16	GOOD	GOOD

	ASSESSMENT	
	ATTAINMENT	PROGRESS
FOUNDATION STAGE	ACCEPTABLE	ACCEPTABLE
PRIMARY	ACCEPTABLE	ACCEPTABLE
SECONDARY	GOOD	GOOD
POST-16	GOOD	GOOD

	CURRICULUM DESIGN	
	ATTAINMENT	PROGRESS
FOUNDATION STAGE	GOOD	GOOD
PRIMARY	GOOD	GOOD
SECONDARY	GOOD	GOOD
POST-16	VERY GOOD	VERY GOOD

	CURRICULUM ADAPTATION	
	ATTAINMENT	PROGRESS
FOUNDATION STAGE	GOOD	GOOD
PRIMARY	GOOD	GOOD
SECONDARY	GOOD	GOOD
POST-16	GOOD	GOOD

	HEALTH & SAFETY	
	ATTAINMENT	PROGRESS
FOUNDATION STAGE	VERY GOOD	VERY GOOD
PRIMARY	VERY GOOD	VERY GOOD
SECONDARY	VERY GOOD	VERY GOOD
POST-16	VERY GOOD	VERY GOOD

	CARE & SUPPORT	
	ATTAINMENT	PROGRESS
FOUNDATION STAGE	GOOD	GOOD
PRIMARY	GOOD	GOOD
SECONDARY	GOOD	GOOD
POST-16	VERY GOOD	VERY GOOD

INCLUSION

THE OVERALL PROVISION OF STUDENTS OF DETERMINATION IS GOOD

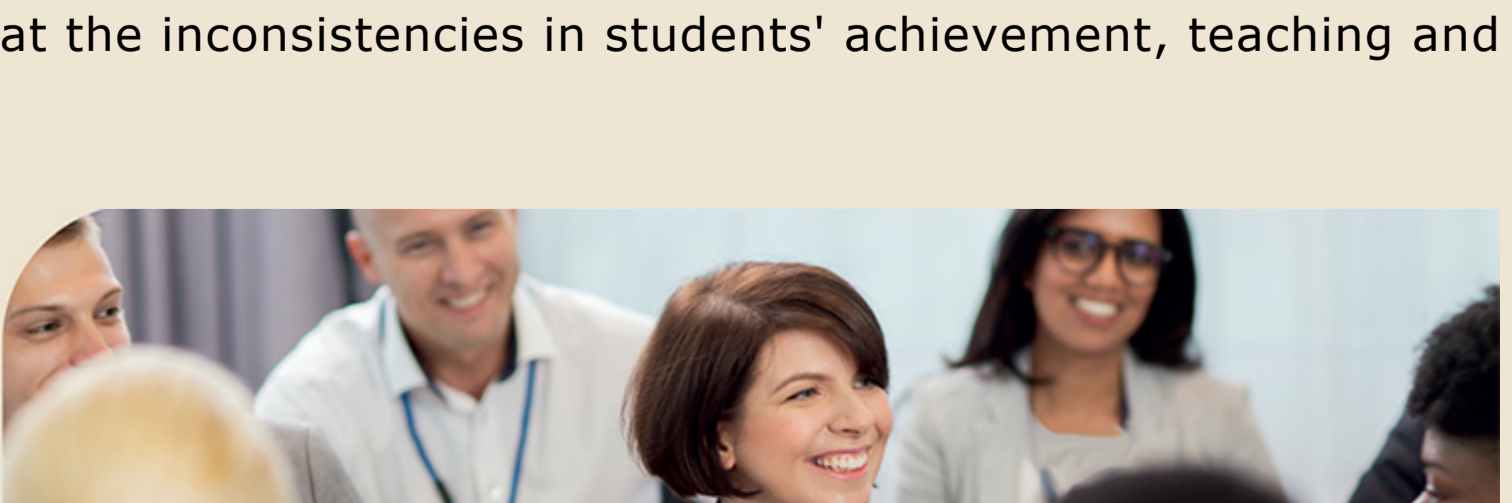
An inclusive ethos is reflected in many features of school policy and provision. Premises, facilities and resources support the needs of students of determination. A well-qualified team and external specialists contribute to improved identification processes. Parents are generally well engaged in their child's educational programme. They have access to helpful guidance and support services within the school. As a result, planning is focused on a child's specific and individual need.



LEADERSHIP AND MANAGEMENT

Senior leaders have been successful in sustaining the improvements in students' achievement across the school. The recently appointed headteacher provides a clear vision. He is working closely with the vice principal to develop other leaders in checking students' progress rigorously, so that the inconsistencies in students' achievement, teaching and learning are eradicated across the school.

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



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