

Brighton College, Dubai

British Schools Overseas Inspection Report

Inspection Dates: 10-12 October 2022

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Age Group: 3-18 years

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Purpose and scope of the inspection

This inspection report follows the English Department for Education (DfE) Schedule for the inspection of British schools overseas. The inspection was carried out by three inspectors from Education Development Trust who spent three days at the school. Education Development Trust is a body approved by the British Government for the purpose of inspecting schools overseas and quality assured by the Office for Standards in Education (Ofsted).

Education Development Trust is one of the world's leading not-for-profit education companies, providing a range of education services in the UK and internationally. Education Development Trust employs over 2,500 staff worldwide, all working on projects relating to educational quality.

To be recognised by the DfE a British School Overseas must have an inspection report which shows that its performance against all the standards is at least satisfactory. This reflects the standards required for continuing registration as a school in England. Schools meeting the standards will have their inspection reports published on the Department's website and will be registered on the UK Government's Get Information about Schools website.

Inspectors report on the extent to which schools meet the relevant Standards for British Schools Overseas (BSO). These were updated with effect from September 2017. The inspection follows closely the framework for the inspection of independent schools in England but, where appropriate, also takes account of compliance with local regulations.

The DfE issued a policy update in October 2018. The Department confirmed that 'our policy is now to accredit schools in countries where to meet certain standards would be in breach of the host country laws, as long as there is evidence to substantiate this and all other standards are met'.

The Standards are as follows:

1. The quality of education provided by the school (Curriculum, Teaching and Assessment).
2. The spiritual, moral, social and cultural development of pupils.
3. The welfare, health and safety of the pupils.
4. The suitability of the proprietor and staff.

5. The premises and accommodation.
6. The provision of information.
7. The manner in which complaints are handled.
8. The leadership and management of the school.

The purposes of BSO inspections are to:

- help schools to improve the quality and effectiveness of pupils' education and of the care for their welfare
- provide rigorous and reliable inspection reports which help schools to recognise and celebrate their strengths and to identify and remedy any weaknesses
- inform parents and the wider public of the quality of British schools overseas by placing reports in the public domain.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Proportions used in the report

- 90–100% Vast/overwhelming majority or almost all
75–90% Very large majority, most
65–74% Large majority
51–64% Majority
35–49% Minority
20–34% Small minority
4–19% Very small minority, few
0–3% Almost none/very few

Information about the school

Brighton College Dubai is a British co-educational international school located in Al Barsha South, Dubai. The school has a partnership arrangement between Bloom Education and Brighton College UK (BCUK), with whom they share the same values. It is one of six Brighton Colleges across the world. The school opened in September 2018 up to Year 9 and has grown steadily since. There are now 721 pupils on roll aged three to 18 years, making it smaller than similar all-through schools. There are 57 different nationalities represented in the school with almost half being British. It is a fully inclusive school that caters for the full range of abilities and needs. There are 113 pupils with special educational needs and/or disabilities (SEND) and 139 pupils identified as more able, gifted/exceptionally able and talented. There are 313 pupils with English as an additional language (EAL) including 47 who receive additional support to access the curriculum. The numbers of pupils with EAL are growing rapidly.

Children in the early years follow the latest English early years framework. Pupils in the Prep school follow the English national curriculum, alongside a thematic, cross-curricular, International Primary Curriculum (IPC) for non-core subjects. In the Senior school, predominantly in Year 11, pupils take GCSE and IGCSE qualifications leading to A levels and BTEC in the sixth form. This will be the first year pupils in Year 13 will graduate to attend universities around the world.

All major Covid-19 restrictions have now been lifted including the wearing of face masks. The School has been fully compliant with all KHDA Covid compliance visits. The last major outbreak, involving sending Foundation stage and Year 3 home, was in early February 2022. Full distance learning was last in operation from March 2020 to July 2020. A significant amount of work was required from September 2020 onwards to identify and close gaps in learning. Younger pupils were affected the most. The School has decided to continue to offer distance learning for positive Covid cases and any unforeseen long term medical scenarios.

Summary of the evidence base used by the inspection team

This BSO inspection was carried out by three Education Development Trust inspectors. The BSO registration and self-review documents were completed and the inspection dates were agreed upon with the school with 10 weeks' notice of the start date of the inspection. Inspectors had access to information about the school before the inspection.

Inspectors visited 49 lessons and assemblies and parent workshops. Seventeen lessons were jointly observed by an inspector and a senior member of staff.

There were 23 meetings which took place with leaders, teachers, pupils, parents and carers and members of the school's governing board.

Inspectors scrutinised pupils' work in books and the work produced digitally. They analysed a wide range of documents relating to assessment, policies and operational and strategic plans. The school's safeguarding arrangements were inspected. The views of parents, pupils and staff were also considered in both the school's recent surveys and the BSO survey, which was sent to parents and teachers just prior to the inspection.

Evaluation of the school

Brighton College Dubai is an outstanding school and provides an outstanding quality of education for pupils from three to 18 years.

The school meets all the BSO standards except those which it is precluded from meeting because of legislation in the United Arab Emirates (UAE). These are explained later in the report. The requirements of the host country take precedence and no action points are, therefore, specified in relation to these unmet standards and no further action is required as a result of this inspection.

Attainment and progress in **English** are outstanding across all phases of the school. Almost all pupils reach standards above national averages in England.

Most children in the early years arrive with skills in English language and communication above those typical for their age. There has recently been an increasing number of pupils with EAL joining the school, affecting the attainment gap particularly in the Prep phase. Targeted interventions have helped pupils with EAL and those with SEND catch up with their peers in all phases of the school. There is no significant difference between the attainment of boys and girls.

Almost all pupils achieve above the expected standard in phonics in Year 1, thanks to highly effective teaching. Children leaving Reception are very well prepared for the demands of the English national curriculum. By the end of Year 1, most pupils develop oral vocabulary and the ability to understand and use a variety of grammatical structures.

By the end of Year 6, most have reached standards in reading and writing above those typically found in England although reading is a stronger skill. In Year 6, pupils can assess the effectiveness of their own and others' writing, suggest improvements and propose changes to grammar and vocabulary to improve, for example, the accurate use of pronouns.

In key stage 3, pupils study a wide range of fiction and non-fiction books. They understand increasingly challenging texts, making inferences and referring to evidence in the text. Most pupils are confident in using quotes when reviewing short stories.

By the end of the Senior phase, pupils continue to achieve well and match UK averages in GCSE English literature and language examinations. Attainment has improved from 2020 and shows a continued upward three-year trend. Students in Year 12 are on course to achieve A*, A and B grades. The number of students opting for English literature and English language remains very low.

Attainment and progress in **mathematics** are outstanding across all phases of the school.

The standards reached in mathematics across the school compare very favourably with the average for UK pupils. Pupils' mathematical progress from their starting points, is, for the large majority, very good. SEND and EAL pupils generally make progress in line with expectations. Boys and girls exhibit no meaningful difference in attainment or progress in mathematics.

The attainment of children in early years in number is well above that typical for their age and they are well prepared to move into key stage 1. In Reception, children showed excellent investigation and inquiry skills when studying 2D shapes through using a 'reveal tool' to see bits of the shape at a time.

Pupils in the Prep phase continue to make strong progress, developing communication, reasoning and problem-solving skills. For example, Year 3 pupils were able to explain fully regrouping with tens through concrete, pictorial and abstract representations.

In key stages 3 and 4, pupils develop algebraic skills and knowledge. In Year 7, pupils were able to expand brackets and confidently handle all minus signs and by Year 10 they were able to formulate their own algebraic equations from diagrams or from word

problems and then solve them. At the end of key stage 4, the GCSE examination outcomes in mathematics are strong and provide an excellent foundation for A levels. Six most-able pupils in Years 8 and 10 achieved a grade 9 in GCSE in January and June 2022.

Sixth-form students demonstrate strong basic knowledge and build confidently upon these GCSE foundations. In a Year 13 class, pupils' differential calculus knowledge was rapidly developed and used effectively in unfamiliar situations.

Attainment and progress in **science** are outstanding across all phases of the school.

In the Early Years, most children achieved above the expected levels in 'Understanding the World', making significant progress in relation to their starting points. This attainment is well above UK averages. Teachers encourage children to be curious and investigate and

challenge them to use scientific terminology. Children have an enthusiasm for science. For example, in a Reception class children were excited about planting their own seeds.

In the prep school, external progress tests show that by the end of Year 6 most pupils attain results significantly above the global average. Most are working at the English national curriculum expectations for their age and over half of all pupils are working above these. Almost all pupils made expected or better progress including those with SEND. Pupils with EAL are the lowest-performing group. Attainment has improved over the last three years. Pupils acquire a good understanding of scientific knowledge and work scientifically across the phase to ease their transition to senior school.

GCSE results are outstanding across science subjects but particularly in biology where almost all achieved grades 7 to 9. Overall, pupils are achieving their expected grade in relation to their targets. Results were better the previous year but this was a small cohort and grades were teacher assessed, meaning comparison is unreliable. The one pupil with SEN made good progress this year, achieving one grade higher than expected in all three sciences.

There are no A-level results yet, as this year is the first cohort of Year 13 pupils. However, external modular tests taken so far have been very positive with most pupils achieving results above their target. In lessons, students are making excellent progress.

Pupils make excellent progress in a range of **other subjects** across the curriculum. Over the past two years, on average, pupils have achieved higher results in GCSE than predicted in most subjects. Results at the higher grades far exceed UK averages. Pupils clearly enjoy all aspects of the wide curriculum.

The Prep school uses a thematic, cross-curricular, IPC for non-core subjects. The themes of these lessons lend themselves to meaningful connections between subjects. For example, creating bar graphs to show the results of pupils' research regarding the amount of sugar in foods.

Well-being Wednesdays support the emotional development of pupils in a way that allows the counsellor to intervene quickly as necessary to improve learning in all subjects.

Summary of other judgements against the BSO standards:

- The quality of the curriculum provided by the school is outstanding (see Standard 1 below).
- The quality of teaching and assessment are outstanding overall (see Standard 1 below).
- Pupils' spiritual, moral, social and cultural development is outstanding (see Standard 2 below).

- The welfare, health and safety of the pupils are outstanding (see Standard 3 below).
- The standard for the suitability of the proprietor and staff is met (see Standard 4 below).
- The premises and accommodation meet the requirements of the standard (see Standard 5 below).
- The provision of Information for parents meets the requirements of this standard (see Standard 6 below).
- The school's procedures for handling complaints meet the requirements of the standard (see Standard 7 below).
- The leadership and management of the school are outstanding (see Standard 8 below).

As a result of this inspection, undertaken during October 2022, the school has demonstrated that it meets the BSO Standards 2017 except for those standards that cannot be achieved legally in the UAE. The school's provision prepares pupils well to enter or re-enter the UK independent school system. This judgement is endorsed by the British Government, quality assured by Ofsted and is valid for a period of three years.

Standard 1. The quality of education provided by the school

The standards relating to the quality of the education are met except for the standard in paragraph 2 (2) (d) (ii). This is not met because of the requirements of the host country relating to the UK Equality Act 2010.

The quality of the **curriculum** is outstanding. Brighton College Dubai provides a broad and balanced curriculum that consistently offers rich, varied and highly engaging lessons and extra-curricular opportunities. In the early years, the school follows the latest UK early years foundation stage curriculum. The school prides itself on providing a twenty-first-century education relevant to the pupils in the prep school. The use of the IPC leads to a rewarding journey of growth extending pupils' skills and understanding that allows them to question and reflect more fully. It makes full use of the resources available in the local community.

The curriculum is fully aligned with the current national curriculum for England, consisting of 22 GCSE subjects, one BTEC in music and a choice of 19 A-level subjects. All pupils in key stage 4 complete the higher project qualification (HPQ) and the extended project qualification (EPQ) is offered at A level. This year the school has introduced additional examination subjects following pupils' feedback, thereby extending choice. The curriculum fully prepares pupils for the transition to a UK school or university.

The curriculum is regularly reviewed to ensure that it meets the needs of all pupils, including those with SEND or EAL and those who are most able. English language week, during half-term break, enables EAL pupils to strengthen their reading and writing skills. It is well planned to ensure it engages and motivates pupils at all ages.

A large number, 336, of co-curricular activities (CCAs) across the year enrich the formal curriculum, allowing pupils to explore further their personal interests and skills. Activities include golf, rowing, horse riding, sailing and the Junior Duke and Duke of Edinburgh Award Scheme. Pupils' participation is high.

There is a wealth of opportunity for pupils to learn about Britain and being British, from activities promoting democracy with house and pupil council elections, mock Scottish and Brexit referendums and democracy week to the school code of conduct that

respects diversity and promotes tolerance. Key aspects of British society are studied in Personal, Social and Health Education (PSHE), history and politics including public institutions such as Parliament and the Monarchy. The school recently closed to mark the Queen's funeral.

The school actively promotes respect for people in line with the UK Equality Act 2010. The school celebrates different cultures and beliefs on UAE National Day, International Day and Black History Week. Pupils regularly celebrate their 57 nationalities and demonstrate respect for one another. Female staff are given breastfeeding time and a dedicated space. All pupils develop an understanding of the world around them with empathy, respect and tolerance for the values of others, including the protected characteristics of age, disability, beliefs, race and pregnancy and maternity. The curriculum is aligned to the school ethos, delivering a culture of curiosity, confidence and kindness.

There is a strong up-to-date careers education programme including work experience in Years 10 and 12. Parents are involved in 'in-house' interviews. Brighton Alumni enable all pupils to have access to internships. There are frequent guest speakers, careers week in Year 10 and 12 and regular visits by and to universities.

Pupils are regularly involved in house charity fundraising and service projects within and outside the school to support their local community, for example Run for a Reason (cancer charity), Spring Fling, Wishing Tree and Dubai Cares.

The quality of **teaching, learning and assessment** is outstanding.

Teachers plan engaging and challenging lessons, exploiting many different teaching methodologies and multiple learning resources. Lesson objectives are pitched correctly to meet age and curriculum expectations. Success criteria are used to determine the depth of pupils' mastery of the learning objectives. Teachers use their knowledge of pupils as learners to plan for moving their learning forward from their starting points. All teachers demonstrate solid subject knowledge, an in-depth understanding of the curriculum and an appreciation of the demands of the year ahead and, in higher year groups, the requirements of final examinations.

Questioning is of an excellent standard with a good mix of open and closed questions used with considerable skill. In a Year 5 mathematics class, the teacher challenged pupils when comparing fractions, expecting full explanations: 'Use the word "because" in your answer', 'Why do we have to do that?', 'Are there any other right answers?' Teachers set a demanding but manageable pace in their lessons and have high expectations of their pupils. This was exemplified in a Year 8 science class where pupils were studying elements

and compounds. The teaching pace and level of challenge were both high, yet the pupils thrived.

Classes are pupil centred with significant proportions of the lessons given over to pupils developing and demonstrating their learning, such as the independent personalised work students were engaged in during a sixth-form art class. Teachers act effectively as facilitators during these periods when pupils are engaged productively.

The vast majority of teaching enables pupils to make at least good progress and this is confirmed through work scrutiny. Teachers consistently focus on enabling pupils to acquire skills and understanding. In a Year 11 English class, pupils made excellent progress using an example of a pupil's response to an examination question. They evaluated the strengths of the response and developed actions they would take to improve it. This analysis was then used to compare and to evaluate their own responses.

Attitudes and enthusiasm for learning, combined with excellent pupil behaviour and very good teacher classroom management make classrooms vibrant learning centres.

Skills, knowledge and understanding and the positive work ethic that pupils have developed allow a large majority of pupils to reach at least end-of-year expectations. This is confirmed by external benchmarking and GCSE results in subjects across the curriculum.

From the lowest years onwards, teachers accurately assess pupils' attainment and use this, together with available external data, to track their progress. Assessment is also used well to plan lessons that match the needs of all pupils. Self and peer assessment are well used. In Year 8 drama, pairs of pupils in turn delivered parts of a Russian play while the remaining pupils acted as the audience and peer-assessed the actors using a rubric. Through regular contact, both formal and informal, parents are kept well informed of their children's attainment and progress. Some teachers do not always use assessment information well enough to identify any potential problem or negative trend, such as the attainment gap recently identified for EAL pupils.

Standard 2. The spiritual, moral, social and cultural development of the pupils

The standards relating to the spiritual, moral, social and cultural development of pupils are met except for the standard in paragraph 5 (b) (vi). This is not met because of the requirements of the host country relating to the UK Equality Act 2010. The school's provision promotes respect for all people, paying particular regard to the protected characteristics of age, disability, race, religion or belief and pregnancy and maternity. Those

characteristics which UAE law precludes the school from addressing are marriage and civil partnership, gender reassignment, sex and sexual orientation.

The spiritual, moral, social and cultural development of pupils is outstanding.

Brighton College Dubai is an inclusive school that values the uniqueness of each pupil and encourages and nurtures their physical, intellectual, emotional and social development, irrespective of their starting points. The school is a safe, supportive and tolerant environment in which pupils are valued equally and treat one and other with respect, adhering to the school's core value of kindness. Pupils are kind, responsible and caring individuals. Their behaviour and attitudes to learning are exemplary. There are strong, positive and respectful relationships among pupils and between pupils and staff.

Staff and governors are highly ambitious for all pupils, encouraging them to be 'a first-class version of themselves, not a second-class version of someone else'. The school creates a respectful, well ordered, tolerant and compassionate environment in which pupils take responsibility for their actions as well as those of others. The development of pupils' self-esteem, confidence and responsibility is celebrated through various leadership programmes. 'Random acts of kindness' is a weekly celebration of students and staff in assemblies. Charitable work and community volunteering are embedded in school life, so that pupils understand that they not only have a responsibility to contribute something to those around them, but also globally. Pupils proudly say that 'kindness is what connects us'.

Regular online surveys show that all the pupils have high aspirations and value the importance of education. Their views are consistently sought and taken into account. Politics is now a new subject offered at A level following pupils' feedback. Debate Club enables pupils to express their opinions.

Pupils have a clear sense of right and wrong through a highly effective policy of positive behaviour for learning. House points and pelican points celebrate their positive efforts and achievement. They are supported by one full-time counsellor who reinforces the positive attitudes through reflection. She is available to both pupils and parents and offers parent workshops.

The school is proactive in promoting equality. For example, all pupils can apply for school leadership positions. Democratic processes are a regular part of school culture with pupil councils and house meetings. Democracy week takes place every May to coincide with UK elections. It contains a mixture of lectures, debates, mock elections and discussions. Law week in early October each year contains a combination of career advice, seminars and

lectures, as well as mock trials, visiting speakers and discussion. Pupils in Year 7 and the sixth form have led assemblies on tolerance and mutual respect. Tolerance is a continuous part of the PSHE curriculum.

The school is addressing gender equality by systematically offering the same opportunities for all boys and girls with 336 weekly CCAs across the year. Last year, two head girls, rather than a boy and girl, were elected because they were the best candidates.

Pupils have good knowledge of public institutions in the host country and are aware of public institutions in the UK such as Russell Group universities, Parliament, the NHS, local elections and the Monarchy.

Standard 3. The welfare, health and safety of the pupils

Welfare, health and safety are outstanding across the school.

A high priority is given to welfare, health and safety with all leaders who have direct responsibilities in these areas fully aware of their roles. Policies are complete, updated regularly and meet the current UK and UAE regulations. The various teams: safeguarding, health and safety, pastoral, counselling and medical work harmoniously to keep all parties informed through effective communication channels and regular meetings between the groups. Systems to intervene when pupils are facing academic or social problems are effective. Secure records are kept by the various teams.

Safeguarding and child protection measures reach UK standards. The school ensures that all new and returning staff and those employed through outside agencies complete comprehensive safeguarding training. The school has a strong safeguarding culture and has been innovative in monitoring pupils' and staff welfare, the weekly PULSE survey being an obvious example of this. They complete a short online survey during 'Well-being Wednesday' regarding their own current well-being and also have the opportunity to send gratitude to anyone. The information from this survey is swiftly relayed to the counsellor who can pick up on any issues immediately.

The school has a first-aid policy and sufficient first aiders distributed across it covering higher-risk areas. All pupils on trips are accompanied by a qualified first aider. A risk-assessment policy is in place and thorough risk assessments are created with the aim of reducing hazards. Fire regulations are followed, servicing is complete and systems working. All systems that support and promote health and safety run effectively and appropriate resources are available.

Parents agree with their children that they are kept safe and are well cared for. They consider safeguarding procedures to be robust. New pupils settle quickly with help from buddies and generally find friends and feel happy. House leaders and form tutors proactively monitor new students to ensure smooth transitions. Staff, and pupils themselves, understand their responsibilities and duties to look after the welfare of all pupils. This happens across all age groups and is supported by the house system. Sixth-form pupils make sure younger ones feel sufficiently comfortable to approach them. Pupils feel they have the necessary skills and knowledge to keep themselves safe and follow a healthy lifestyle. Teachers and leaders are proactive in communicating with parents if there are any welfare concerns.

Behaviour is of a high standard, the very few cases of serious misbehaviour are dealt with swiftly and secure records are kept. Some minor instances of unkind behaviour towards others were reported by some pupils, but these were soon dealt with. There have been no instances of prolonged, persistent abuse which would amount to bullying. Attendance is higher than UK school averages at almost 97%.

Standard 4. The suitability of the proprietor and staff

The school meets the requirements of this standard.

The school follows rigorous safer-recruitment practices for all employees. All staff undergo safeguarding training annually and know what to do to report concerns. All leaders and governors involved in the appointment of teachers have undergone safer recruitment training. Arrangements to ensure the suitability of all staff are robust. All required checks on current and new staff members are in line with UAE requirements and best practice in the UK. The school keeps an up-to-date, comprehensive central record of all staff working in the school, governors, parent helpers and outsourced companies, showing the checks that have been made. It will move to a more secure online system with built-in checks and alerts in the near future. Visitors can only enter the school wearing a correct lanyard and once checks have been made.

Most teachers have British teaching qualifications and have the appropriate subject or phase specialisms. All early years teachers are early years trained. Staff turnover is relatively low at 16%, with 22 new teachers joining this year. All had a thorough induction and have settled into school well.

Standard 5. The premises and accommodation

The school meets the requirements of this standard.

The purpose-built facility offers a rich environment for all pupils and teachers. Classrooms are of a good size and well appointed, providing effective spaces for teaching and learning. The use of glass interior walls ensures that rooms are bright. Specialist areas are designed carefully for their purpose and equipped to a high standard. Outdoor spaces and facilities are equally well thought through and complement the curriculum across all phases and subjects. The buildings provide a secure place for pupils with all necessary arrangements to ensure safety such as clear signage to identify fire safety equipment, first-aid provision and evacuation routes. The building is accessible to all.

Classrooms are vibrant learning spaces with the technology necessary for teachers and pupils to use a wide range of learning software effectively. Specialist areas have equipment that allows children to develop their skills and knowledge. There are many spaces for teachers to use as breakout rooms from early years to Year 13. Spaces are set aside that are designated for multi-purpose use. Corridors are wide in early years and allow for these areas to become learning spaces. The design technology room and the science laboratories are effectively scheduled, as are the gymnasiums, outside spaces and the swimming pool. The library is used in a highly effective manner.

The facilities and resources more than adequately support the curriculum and the extensive range of co-curricular activities offered. They have a very positive impact on pupils' learning. Other areas for dining, play, meeting spaces and offices are large enough for purpose, well-lit and plentiful and allow for the day-to-day running of the school to be effective. There are sufficient washrooms that are clearly labelled for adults', pupils' and disabled use.

Car parking facilities are plentiful and the road infrastructure around the school has improved considerably eliminating traffic congestion.

Standard 6. The provision of information for parents, carers and others

The school meets the requirements of this BSO standard.

The school operates an open-door policy and welcomes contributions from parents via informal channels, the strategic parent-ambassador half-termly meetings, parent council, a website suggestion box and a comprehensive annual survey. The school website contains all required policies, information about school life, admissions and procedures,

including those relating to safeguarding, complaints, curriculum and behaviour. A parents' brochure is available for parents of early years children. All parents are informed about all aspects of the school, including how to contact staff and leaders.

Parents are highly positive about the school. Parent partnerships and relationships are outstanding. Almost all parents who responded to the BSO parents' survey say that their child thrives in the school, that the school is well led and that their child is safe. Parents unanimously agree: 'We are a big family.' Evidence from the inspection endorses their views.

Parents' opinions and views are genuinely valued and they act as a source of ideas for positive change. They feel that they are being listened to, through surveys for example. Parent representatives from each year group attend strategic parent-ambassador meetings with the school leadership team and directly feed into governance. These meetings result in notable enhancements, including parking and access arrangements, overhaul of reporting, uniform changes, increased co-curricular offerings and parent-evening improvements.

Parents are hugely confident about how the school is preparing pupils for entry into the UK education and higher-education systems. Transition procedures in place to support such moves are strong.

Parents receive a weekly newsletter with an academic update relevant to their child. They receive a report every term and attend face-to-face parents' meetings twice a year. New parents speak very highly of the communication with the school: 'There's a tangible cohesion of communication happening behind the scenes amongst the teachers and key members of staff.'

The school organises regular well-attended workshops for parents, for example 'Mental Health and Well-being' and 'Taming the Tantrum'.

Parental feedback regarding the school's response to COVID-19 is overwhelmingly positive. Parents said that the school dealt with COVID-19 incredibly well. They felt that communication received from the school was very reassuring: 'We are ready to deal with this.' They particularly praised the way that teachers were 'marking the work quickly with high-quality feedback'.

Standard 7. The school's procedures for handling complaints

The school meets the requirements of this BSO standard.

The complaints policy is available on the website and is updated annually. It complies with all requirements. Changes made are clearly recorded. The staged procedure outlines how complaints are resolved and the expectations of all parties met, within defined timescales. Records of all complaints and their resolution are kept. There have not been any formal complaints since 2019 and these were dealt with fairly and in a timely manner to the satisfaction of parents. The overwhelming majority of parents say that leaders are open to discussion regarding concerns and seek their views through surveys, the parent council and parent class representatives.

Standard 8. Leadership and management of the school

The leadership and management of the school are outstanding. The leadership fulfils its responsibilities in ensuring that the BSO standards are fully met.

The headmaster is highly visible in and around the school, ensuring that he is approachable. He and his highly effective and stable senior leadership team lead by example. All leaders bring about improvement and inspire ambition. Indeed in the recent survey, teachers commented on leaders being consistent, supportive and passionate at all times. The school's core values of curiosity, confidence and kindness are fully evident in the team culture across the school.

Highly effective middle leaders are fully accountable to their line managers but are well supported in achieving high expectations. They carry out formal appraisal observations as well as encouraging peer observation. They have a good understanding of the areas for development in their subjects and have contributed to the whole-school improvement plan. Early years leadership is of high quality, ensuring that children's academic and personal development and well-being are nurtured effectively.

A robust appraisal system informs professional development (PD). Teachers commented on how they are challenged and how their career has developed as a result. There are opportunities for promotion through secondment to leadership positions and these support succession planning. Leaders recognise teachers' talents and encourage the sharing of best practice. Dedicated professional development leaders facilitate training and share the valued PD bulletin. There is a network of talented teachers across the Brighton College group of schools that teachers and leaders can call on.

Teachers feel valued and are proud to work at the school. Teacher turnover is relatively low. They comment that they are treated professionally and with respect. Inspectors observed teachers acting as good role models. They work hard but are well supported. The well-being of staff is a priority and is central to the school ethos. A whole range of activities support the happiness culture.

School development plans are based on accurate self-evaluation and are written in terms of measurable pupil outcomes and focused on bringing about improvement. There is a structured team approach to writing, starting at department and phase level and including recommendations from external reviews. The development plan is a working document which is reviewed termly. Currently, there are omissions in terms of the provision and support for the changing demographic of EAL and consequent attainment gaps.

The governing board is made up of representatives from BCUK and Bloom Education and other members in a variety of roles. There are dedicated safeguarding, health and safety and inclusion governors who support the school through termly visits and governor meetings. Parents are not directly represented on the board, but the parent council meets half termly and feeds directly into governance. Parent voice is an important part of the school that has been further enhanced by the introduction of parent ambassadors. Regular surveys by the school give it an understanding of parents' and pupils' views.

Bloom education and BCUK carry out annual reviews with regular follow-up visits for quality assurance and to support development. They play a role in ensuring that the school achieves its educational goals. They act as critical friends and the regular support from other Brighton College heads from around the world and the UK is very valuable.

The board has clear financial policies and ensures that the school operates legally and is compliant with all requirements. It contributes to the appointment of staff but the headteacher has the autonomy to run the school, the budget and resources. He is held accountable with objectives he has to meet. The self-analysis in his appraisal is exceptionally rigorous and meaningful. He works in cooperation with the board and reports to it regarding all aspects of the school.

Brighton College Dubai is an inclusive, diverse school with a strong commitment to safeguarding and equality. Children thrive and love to learn in the caring, supportive and tolerant environment witnessed by inspectors. Pupils are genuinely happy and kind to one another. The school has excellent capacity to improve.

EYFS provision

Early years provision is outstanding.

By the end of Reception, 77% of children met the Good Level of Development, which, considering the conditions imposed on their early years of education by COVID-19, is a strong performance. This is well above the average in the UK. Consequently, a very large majority are ready to start key stage 1. Assessment of children's development and progress made from baseline testing are reliably measured with internal moderation of children's work carried out by staff, including Year 1 teachers.

The environment in early years has been designed with investigation, inquiry and exploration in mind. Indoor and outdoor spaces provide a wide range of play and learning opportunities and these areas are well resourced. Each class in early years is allocated a teaching assistant.

Early years leaders have been effective in building a strong team in which sharing of best practice is the norm. They closely track children's development across the seven early learning goals and ensure that all children are provided with the opportunities to reach their potential. Leadership in the early years is highly effective.

Behaviour and children's attitudes towards learning are universally excellent. Children develop a strong love of learning, good classroom routines and the ability to play and work together. Children show strong progress in physical and personal development and in communication and language skills. The welfare of children is closely monitored and teachers and leaders are proactive in contacting parents when a concern, whether academic or social, is raised.

In lessons a large majority of children have made better than expected progress against the learning objectives. Teaching in the early years was consistently outstanding in the observed lessons during the inspection. Teachers plan lessons well with engaging activities and use time and resources very appropriately. They give a great deal of attention to ensuring that children feel happy and cared for.

Post-16 provision

Sixth-form provision is outstanding.

The current cohort of A-level students is the first. Initially all students came from other schools but now the majority intend to progress from Year 11 into the sixth form. Retention is currently 80%. The school initially ran 11 subject options for 11 students, including BTEC

music for one student. The current Year 12 chose from 19 subjects and seven students have also chosen to take the EPQ. There are no A-level examination results yet. Teachers have excellent subject knowledge and understanding of the requirements of the specification. They know their students well and have excellent professional relationships.

Attendance is in line with that of the rest of the school at almost 98%. Students enjoy coming to school and appreciate the opportunities provided for them. Their behaviour is exemplary and they are excellent role models for the younger pupils. Students told inspectors they have grown and become more confident, articulate and capable individuals. They are looking forward to their upcoming trip to Brighton College UK. They are well prepared for life beyond school.

Leadership opportunities are plentiful, including head pupils, sixth-form committee members, prefects and school council. They feel their voice is heard and know they can speak to the head of sixth form any time. The headmaster is proactive in asking for their views.

Students are grateful for the high-quality careers and university guidance and advice. During careers week they did work experience which they found useful in planning their future pathways. This year half are applying to UK universities and the rest to universities around the world. It is too early for any offers to have been given.

Leadership of the sixth form is strong. The head works closely with other Brighton Colleges in the UAE and the UK to develop this growing sixth form. He has a good understanding of the priorities for development.

Compliance with regulatory requirements

Brighton College Dubai meets all of the required standards except those that would be in breach of the host country's laws.

It cannot fully meet the standards set out below that relate to the UK Equality Act 2010.

2(2)(d)(ii) encourages respect for other people, paying particular regard to the protected characteristics of age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex and sexual orientation as set out in the Equality Act 2010;

5(b)(vi) encourage respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act.

What the school could do to improve further

While not required by regulations, the school might wish to consider the following point for development:

In recent times there has been an influx of pupils joining the school with EAL. Attainment gaps have arisen, especially in the prep school. Data has not been rigorously and consistently analysed to the depth required. Leaders should identify and understand the scope of the issue and provide for training needs, resources and staffing, where applicable, to meet the needs of the changing demographic and improve outcomes.

Summary of inspection judgements

Outstanding	Good	Satisfactory	Inadequate
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The quality of education

Overall quality of education	<input checked="" type="checkbox"/>			
How well the curriculum and other activities meet the range of needs and interests of pupils	<input checked="" type="checkbox"/>			
How effective teaching and assessment are in meeting the full range of pupils' needs	<input checked="" type="checkbox"/>			
How well pupils make progress in their learning	<input checked="" type="checkbox"/>			

Pupils' spiritual, moral, social and cultural development

Quality of provision for pupils' spiritual, moral, social and cultural development	<input checked="" type="checkbox"/>			
The behaviour of pupils	<input checked="" type="checkbox"/>			

Welfare, health and safety of pupils

The overall welfare, health and safety of pupils	<input checked="" type="checkbox"/>			
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Leadership and management

Overall effectiveness of leadership and management	<input checked="" type="checkbox"/>			
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School details

Name of school	Brighton College Dubai
Type of school	Private
Date school opened	2018
Age range of pupils	3-18 years
Gender of pupils	Mixed
Number on roll (full-time pupils)	721
Number on roll (part-time pupils)	n/a
Annual fees (day pupils)	AED 55,550 to 91,400
Annual fees (boarders)	n/a
Address of school	Al Barsha South, Dubai UAE
Telephone number	+971 4 387 1111
Email address	reception@brightoncollegedubai.ae
Headteacher	Simon Crane
Proprietor	Brighton College UK and Bloom Education.

GLOSSARY

Achievement – Progress made by a pupil taking his/her individual circumstances and starting point into account.

Accreditation – The system whereby a school or similar organisation is assessed against agreed standards and if deemed as having achieved the standards required is provided with some form of official certification or recognition.

Accreditation Board – The body responsible for the strategic direction, operation and conduct of the accreditation service provided by Education Development Trust

Assessment – The process of finding out how well pupils have learnt what they have been taught. It is a continuous process that occurs throughout the school year, using a variety of forms for different purposes.

Attainment – The level pupils reach, usually measured by reference to benchmarks, such as test and examination results.

British Schools Overseas Inspection (BSO) – Inspection framework and standards defined by the DfE for British schools overseas to opt to be inspected against.

Education Development Trust – Formerly CfBT Education Trust, we are one of the world's leading not-for-profit education companies providing a range of education services in the UK and internationally.

Central Support Team – Personnel based in Education Development Trust Head Office who are responsible for the administration of the various educational services provided to international schools.

Combined or Joint Visit – a BSO Inspection visit combined with an ISQM accreditation or re-accreditation visit conducted (or DSIB inspection in Dubai) at the request of the school. This will be carried out concurrently with reference to both frameworks and sets of standards. Some of the standards against which the school will be inspected are common, but some of the BSO standards relate to the British nature of the school.

Cycle of Inspection – The period of three years between BSO inspection visits.

Curriculum – The educational programmes or courses of study taught by a school including subjects and activities inside and outside the classroom, as well as extra-curricular enrichment programmes.

Dubai Schools Inspection Bureau (DSIB) – All private schools in Dubai are required by the Knowledge and Human Development Authority to be inspected by the Dubai Schools Inspection Bureau (DSIB). A joint DSIB/BSO inspection may be requested through the KHDA's strategic partner Education Development Trust.

Leadership – Leadership at any level (for example principals/headteachers, governors, board members, team/subject leaders) involves setting direction, empowering staff to work effectively, creating a suitable environment for learning, and setting an example to others. It entails different skills from management.

Learning – Pupils' gains in knowledge, skills and understanding.

Management – The practical business of running a school, department or aspect of a school's work in an efficient and useful way.

Ofsted – The Office for Standards in Education, Children's Services and Skills is the non-ministerial government department of Her Majesty's Chief Inspector of Schools in England and is responsible for school inspections in England.

Progress – The gains in learning made between two points in time. A pupil can be described as having made insufficient progress, satisfactory, good, or outstanding progress in relation to his/her starting point.

School self-evaluation – The identification by the staff of a school of its strengths and weaknesses across the key aspects of its performance. Effective self-evaluation focuses specifically on the impact of the school's work on the outcomes for pupils.

Standards – (1) The levels of knowledge, understanding and skills that pupils and a school demonstrates at a particular point in time.
(2) The evaluation requirements to be used in the inspection of British Schools Overseas.

Teaching – All activities undertaken by the teacher aimed at enhancing pupils' learning.

With 40 years' experience of delivering education services worldwide Education Development Trust exists solely to provide education for public benefit.

Teaching and learning are the essence of what we do and we have more than 2,500 staff around the world designing and delivering services. Education Development Trust staff support educational reform, teach, advise, research and train. As one of the top 30 charities in the UK, we work for and with individuals and communities in order to help them reach their potential

Education Development Trust has built a reputation for providing high quality educational support and inspection services to national organisations such as Ofsted, the Teacher Training Agency and to schools in the north of England. Our main aim is to improve schools through high quality school inspections. We have strong values and a clear vision to deliver a world class inspection service that will directly contribute to improving the quality of teaching, learning and care of all children and young people in settings, schools and schools. Education Development Trust first delivered inspections on behalf of Ofsted in 1993. Since then we have developed our experience and expertise in the field of school evaluation and improvement to become one of the UK's first major providers of inspection services.

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